



2017-2018

Stevenson University Catalog

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Notice of Nondiscriminatory Policy and Catalog Disclaimer

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.

CATALOG DISCLAIMER

Stevenson University reserves the right to add, revise, or drop programs and courses; to implement new policies and procedures; and to change published calendars as it deems necessary. The information contained in this catalog is accurate as of the date of publication; however, Stevenson University reserves the right to add, revise, or modify its contents when necessary. Such changes, which will appear in the online catalog, will be applicable to all students who are enrolled at the time the changes occur. The online version of the Stevenson catalog is the governing version, and students should refer to the SU website for the most up-to-date information.

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CATALOG PUBLICATION DATE

June 5, 2017

Updated: December 7, 2017

Academic Calendar: Fall 2017-Summer 2019

Fall Semester 2017

Aug. 24	Convocation
Aug. 28	First day of classes
Sept. 4	Labor Day—University closed
Sept. 5	Last day to add/drop a class for the traditional semester
Sept. 30	Yom Kippur
Oct. 9 - 10	Fall break—no traditional classes—University open
Oct. 30	Registration for Spring 2018 begins
Nov. 2	Last day to withdraw from a traditional class with a "W"
Nov. 22 - 26	Thanksgiving holiday—University closed
Dec. 11 - 17	Final examinations
Dec. 18	Winter Commencement
Dec. 24 - 25	Christmas holiday—University closed
Dec. 31 - Jan. 1	New Year's holiday—University closed

Winterim 2018

Jan. 2	Winterim begins
Jan 15	Martin Luther King Day—University closed
Jan. 21	Winterim ends

Spring Semester 2018

Jan. 22	First day of classes
Jan. 30	Last day to add/drop a class for the traditional semester
Mar. 12 - 18	Spring Break—no traditional classes—University open
Mar. 30 - Apr. 1	Easter holiday - University closed
Apr. 5	Last day to withdraw from a traditional class with a "W"
Apr. 9	Registration for Fall 2018 begins
May 7 - 13	Final examinations
May 14	Baccalaureate

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May 15	Nurses' Pinning
May 16	Stevenson University Online Commencement
May 17	Undergraduate (Traditional) Commencement
May 28	Memorial Day—University closed

Summer Session 2018

Summer 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.

Fall Semester 2018

Aug. 23	Convocation
Aug. 27	First day of classes
Sept. 3	Labor Day—University closed
Sept. 4	Last day to add/drop a class for the traditional semester.
Sept. 19	Yom Kippur—University closed
Oct. 8 - Oct. 9	Fall Break
Oct. 29	Registration for Spring 2019 begins
Nov. 1	Last day to withdraw from a traditional class with a "W"
Nov. 21 - 25	Thanksgiving holiday—University closed
Dec. 10 -16	Final exams
Dec. 17	Winter Commencement
Dec. 24 - 25	Christmas holiday—University closed
Dec. 31 - Jan. 1	New Year's holiday—University closed

Winterim 2019

Jan. 7	Winterim begins
Jan. 21	Martin Luther King Day - University closed
Jan. 27	Winterim ends

Spring Semester 2019

Jan. 28	First day of classes
Feb. 5	Last day to add/drop a class for the traditional semester
Mar. 18 - 24	Spring Break
Apr. 8	Registration for Fall 2019 begins
Apr. 11	Last day to withdraw from a traditional class with a "W"
Apr. 19 - 21	Easter holiday - University closed
May 20	Baccalaureate
May 21	Nurses' Pinning
May 22	Stevenson University Online Commencement

May 23 Undergraduate (Traditional) Commencement

May 27 Memorial Day—University closed

Summer Session 2019

Summer 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.

*Academic Calendar information for students enrolled in accelerated undergraduate or master's programs can be found in the Stevenson University Online Catalog.

President's Letter

Dear Student,

Welcome to the new academic year. I am excited to join the Stevenson community this July, and I hope you are equally excited for the new year. The entire Stevenson community, led by our dedicated and talented faculty and staff, is here to help you grow and develop, and achieve your greatest aspirations.

Use the *2017/2018 Stevenson University Catalog* as a detailed overview of our curriculum, services, policies, and student clubs and organizations. This catalog will help you work with your advisor and professors to have a successful year—one in which you move forward personally and academically.

Your college years will be a unique time of self-discovery and personal growth. I encourage you to seize the numerous opportunities you have at Stevenson—in the classroom and outside of it—to explore your interests, ask questions about yourself and the world, and develop your talents.

Stevenson is more than a university. It is a close-knit community whose special mission is to help you grow and realize your aspirations. Here, you will find support and guidance to help you do this—whether it is developing your leadership skills, exploring your passion for the arts, conducting your own research, pursuing a career internship, participating in athletics, studying abroad, volunteering in our community, or joining a student organization. All of these opportunities and many, many more are available to you at Stevenson.

Just ask, reach out—we're here for you.

At Stevenson, we know that all of these efforts are to prepare you for a successful life and career. We work with you from day one to be sure you are prepared for life after college. Stevenson's award-winning Career ArchitectureSM process will help you envision and plan the career that fulfills your greatest aspirations.

We are blessed at Stevenson to have two campuses, connected by a short shuttle ride, that provide our students a "best of both worlds" experience. Our Owings Mills campus bustles as the site of our student residences and vibrant social life, our state-of-the-art athletic complex, the Brown School of Business and Leadership, our Center for Student Success, our School of Design and the Manning Academic Center. The pastoral beauty of our Greenspring Valley campus offers a library, a theatre for music and performance, art gallery, gymnasium, classrooms, opportunities to experience nature, and even a Meditation Center to help students relax and recharge.

I encourage you to take full advantage of the opportunities, activities, and facilities that Stevenson offers. This is your university and this is your new community—it is yours to discover and explore!

With best wishes for the academic year,

Elliot Hirshman, Ph.D.
President



The Stevenson Approach

A Stevenson Education

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 on 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 develop skills in writing, communication, and math and provide 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 their 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 world of work from the beginning of their academic journey at Stevenson. 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 comprises three elements that are introduced at various stages during our students' university years:

- **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 beginning in 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 strong foundation of increased self-awareness 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 compete and stay 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, capstone courses, 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, networking, and etiquette dinners.

Applied and Experiential Learning

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. Experiential learning opportunities carry students one step further by encouraging them to apply academic learning beyond the campus and bring their experience back to the classroom.

Experiential learning involves a process of learning, doing, and reflecting and provides Stevenson students with the opportunity to acquire first-hand experience. Experiential learning empowers students to connect ideas and experiences from a variety of contexts, synthesizing and transferring what they have learned in the classroom to situations beyond the classroom. Stevenson offers students a variety of experiential learning opportunities, including internships, practicums, clinicals, undergraduate research, service-learning, and study abroad. Career Services also advertises numerous non-credit internships in all disciplines through the online recruiting system, Handshake. Stevenson enthusiastically supports this dynamic educational philosophy.

Stevenson Ideals

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

Mission, Vision, and Values

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 solid liberal arts foundation.

University

Stevenson is an innovative institution of higher education that will fulfill its mission, advance its vision, and integrate its values with engaged support of its faculty, students, staff, and others.

Student Life

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

Financial Resources

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

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, 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 first-hand 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**, new master's degrees programs in business technology management and e-commerce 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 on 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 campus.

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 state-of-the-art mock trial courtroom. 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 department 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.

Stevenson's football team, created in **2010**, enjoyed its most successful seasons to date in **2014** and **2015**, culminating its first two winning seasons with victories in postseason bowl games.

After adding women's ice hockey, beach volleyball, and men's ice hockey in the last several years, Stevenson now offers a total of 27 men's and women's varsity athletic teams.

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, and 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 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, 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. 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 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 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 MHEC 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. 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.

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. Later in April, the Maryland Career Development Association (MCDA) awarded Stevenson the MCDA Organizational Career Planning Award, recognizing the University's excellence in career development. In May **2013**, Baltimore-born actor and Hollywood director Jason Winer, best known for his work on ABC's "Modern Family" gave the keynote address at Stevenson's 60th Commencement ceremonies.

In September **2013**, Stevenson's School of Graduate and Professional Studies offered its first MOOC, a free, massive open online course focusing on a Survey of Forensics. More than 700 students registered for the course. Later in the month, Wild Stang Radio, Stevenson's digital online radio station, re-launched out of a new studio in Rockland Center.

Throughout the fall of **2013**, Stevenson celebrated "The Year of Italian Culture in the U.S." with record crowds attending a variety of arts and cultural events, including a photo exhibition by photographer Harry Connolly focusing on Baltimore's Little Italy.

Stevenson kicked off **2014** by unveiling a redesigned website featuring responsive design technology aimed at reaching prospective students on mobile devices and tablets. Later in January, Apple co-founder Steve Wozniak—in town for the Baltimore Speaker Series—addressed a packed crowd of more than 300 middle school, high school, and Stevenson students at the Greenspring Campus. To close out a busy month, Stevenson's men's lacrosse team was honored on the floor of the Maryland State House for winning the 2013 Division III National Championship.

In April **2014**, Stevenson unveiled a 12-foot-tall, bronze mustang statue, "Victory," outside of Mustang Stadium. Created by nationally renowned wildlife sculptor Bart Walter, the statue represents the strength and unity of the entire Stevenson community and the spirit that drives everything from its growth to its championship athletic teams. In May, ABC News Anchor and Chief Correspondent Byron Pitts delivered the Keynote Address at Stevenson's 61st Commencement ceremonies.

In August **2014**, Stevenson debuted its "Introduction to Career Architecture" MOOC intended for school counselors and career professionals.

Stevenson created its athletics Hall of Fame—situated in the Owings Mills Gym and admitted its first class of honorees in October 2014. In 2015, the Hall of Fame was named in honor of Dick Watts, the University's former Director of Physical Education. In November **2014**, Stevenson football capped off its first winning season by defeating Bethany College in the University's first bowl game.

In May **2015**, Baltimore Ravens Head Coach John Harbaugh delivered the keynote address at Stevenson's 62nd Commencement Ceremonies.

In June **2015**, President Manning announced the founding of the School of Health Professions, housing the

Department of Nursing and the Medical Laboratory Science Program, bringing Stevenson's number of Schools to seven.

In March **2016**, President Emeritus Manning announced his plan to retire after 16 years of leading the University, and that summer the Board of Trustees began a nationwide search for his successor. In August, the University dedicated the new 200,000-square-foot academic building at Owings Mills North in his honor, calling it the Kevin J. Manning Academic Center (MAC). Stevenson also received naming gifts for two of its Schools in the MAC: the Sandra R. Berman School of Nursing and Health Professions and the Beverly K. Fine School of the Sciences.

In November **2016**, President Manning retired and the Board named Claire E. Moore, alumna and Vice President of Student Affairs, the Interim President of the University.

In January **2017**, Stevenson opened its new Center for Student Success in Garrison Hall South on the Owings Mills Campus. The center serves as a one-stop location for various student resources and academic support services, including the Office of Student Success, the John L. Stasiak Academic Link, and the Experiential Learning Center.

In March **2017**, the Board concluded its presidential search and unanimously named Elliot Hirshman, Ph.D., President of San Diego State University (SDSU), the new President of Stevenson to start in July 2017. Prior to Dr. Hirshman's appointment at SDSU, he served as Provost and Senior Vice President for Academic Affairs at the University of Maryland, Baltimore County.

In April **2017**, the University unveiled Dr. Manning's Presidential Portrait in the MAC and dedicated the Sara G. Manning Greenhouse and the new Dell Family Pathway with bridge connecting Owings Mills with Owings Mills North.

In **2017**, Stevenson celebrated the 70th anniversary of its founding as Villa Julie College in 1947. Since its beginning, the University has remained 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.

In fall of **2017**, the School of Graduate and Professional Studies' name was changed to Stevenson University Online.

Accreditations

Institutional Accreditation and Authorization

- Middle States Commission on Higher Education (MSCHE), Middle States Association of Colleges and Schools, 3624 Market St., Philadelphia, PA 19104, 267-284-5000.
- Maryland Higher Education Commission (MHEC), 6 North Liberty Street, Baltimore, MD 21201, 410-767-3301.

Programmatic Accreditation and Approvals

- American Bar Association (ABA), Council of the Section of Legal Education and Admissions to the Bar, 321 N. Clark Street, Chicago, IL 60654 312-988-6102, (Legal Studies Program).
- Commission on Collegiate Nursing Education (CCNE), 1 Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202-887-6791, (Nursing Programs).
- 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, 202-223-0077, (Teacher Education Programs).

- Maryland Board of Nursing (MBON), 4140 Patterson Avenue, Baltimore, MD 21215-2254, 410-585-1900, (Nursing Programs).
- Maryland Higher Education Commission (MHEC), 6 North Liberty Street, Baltimore, MD 21201, 410-767-3301, (All Programs).
- Maryland State Department of Education (MSDE), 200 West Baltimore Street, Baltimore, MD 21201, 410-767-0600, (Teacher Education Programs).
- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N. River Road, Suite 720, Rosemont, IL 60018, 773-714-8880, (Medical Laboratory Science Program).
- Council for Standards in Human Service Education (CSHSE), 3337 Duke Street Alexandria, VA 22314, 571-257-3959, (Human Services Program).
- National Association for the Education of Young Children (NAEYC), 1313 L St. NW, Suite 500, Washington, D.C. 20005, 202-232-8777, (Early Childhood Education Program).
- National Council for State Authorization Reciprocity Agreements (NC-SARA), 3005 Center Green Drive, Suite 130, Boulder, Colorado 80301, 303-848-3275, (Distance Education Programs).
- U.S. Department of Veterans Affairs, State Approving Agency (VA-SAA), Maryland Higher Education Commission, 6 North Liberty Street, Baltimore, MD 21201, 410-767-3300, (All Programs).

Life at Stevenson

Student Life

Athletics at SU

Caves Sports and Wellness Center, Owings Mills Gymnasium, Mustang Stadium, 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 NCAA, club, and intramural 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, and a student computer lab as well as faculty and staff offices. It also houses the Caves 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 Center. To access each fitness center, students must have their SU One card.

Intercollegiate Athletics

Stevenson University participates in NCAA Division III as a member of the Middle Atlantic Conferences with the exception of men's and women's ice hockey, which compete concurrently in the MAC and the United Collegiate Hockey Conference (UCHC), and women's beach volleyball, which competes as an independent. Men's volleyball competes in the Continental Volleyball Conference, while men's ice hockey competes in the Eastern College Athletic Conference (ECAC), women's ice hockey compete in the Colonial Hockey Conference, and women's beach volleyball compete as an independent. The Mustangs are also affiliated with the ECAC for all sports, which provides for additional post season opportunities besides the NCAA championships.

Those interested in participating on one of Stevenson's 27 intercollegiate athletic teams should contact the head coach of that sport using the staff directory under "Inside Athletics" on GoMustangSports.com. There is also information on the paperwork required by athletic training

and compliance information for transfers and first-year student athletes there as well.

Club Sports

Students who wish to keep competing in college but are not taking part in one of the University's NCAA teams, a club sports team could be an excellent choice. All club teams have a coach, have multiple structured practices each week, and compete against other colleges and universities on the weekends. Club sports are open to all Stevenson full-time undergraduate and graduate students.

Current club sports include baseball, men's basketball, women's basketball, cheerleading, dance team, esports, field hockey, men's lacrosse, women's soccer, softball, and women's volleyball. Students who are interested in joining any of these teams, or learning how to start a team, should contact Matt Grimm (Director, Campus Recreation) by e-mail at mgrimm@stevenson.edu or phone at 443-352-4280.

Intramurals

The Intramural Sports program is part of the National Intramural Sports and Recreation Association. It provides both competitive and non-competitive leagues and tournaments. The program is open to all students, faculty, and staff at Stevenson. All sports offer three divisions: Men's, Women's, and Co-Rec, and all skill levels are welcome.

Games are typically in the evenings after classes, and schedules are made based on facility and team availability. Most games are scheduled on campus and are officiated by Stevenson students.

Some of the popular sports include flag football, basketball, indoor and outdoor soccer, softball, floor hockey, and volleyball. For more information on which sports are being offered or how to register, please contact Craig Leduc (Assistant Director, Campus Recreation) by email at cleduc@stevenson.edu or by phone at 443-352-4309.

Clubs and Organizations

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

Academic & Pre-Professional

47 House: In order to prepare students for the work force, '47 House aims to give members hands-on experience in the fields of marketing, advertising, and public relations. 47house@stevenson.edu

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

Professional Association for Design, (AIGA): AIGA is a national professional association for designers. The Stevenson University AIGA Student Group, associated with

the AIGA Baltimore Chapter, provides opportunities for serious art and design students to meet other students in the major, network with design professionals, and learn more about design technologies through club-sponsored workshops. Major activities include Adobe Crash Course Workshop, trips off-campus to professional design events and service projects, portfolio peer reviews, and more. AIGA@stevenson.edu

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

American Chemical Society (ACS): The American Chemical Society helps its member's network, explore chemistry career options, and learn about science by participating in local and national American Chemical Society events. The society organizes chapter events, including research seminars, social events, community service, and more. ACS@stevenson.edu

American Marketing Association (AMA): The American Marketing Association is a professional association for individuals and organizations leading the practice and development of marketing knowledge worldwide. The principle role is to serve as a forum for like-minded individuals and foster knowledge sharing, provide resources, tools, training, and best marketing practices and thought leadership around the globe. AMA@stevenson.edu

American Medical Student Association (AMSA): The goal of the American Medical Student Association (AMSA) is to provide fellowship and support for those who want to pursue a career in all aspects of the medical field. AMSA will provide volunteer opportunities, MCAT prep, shadowing opportunities and medical school prep workshops. AMSA@stevenson.edu

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 focused on criminal justice as a major and as a career. CJSA@stevenson.edu

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 an annual Halloween Party, provides career information for the English field, and 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. englishclub@stevenson.edu

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. FAD@stevenson.edu

Financial Management Association (FMA): The FMA will promote the knowledge of finance, including financial literacy, and elevate the understanding of the relationship between finance and business among peers, and provide

members with professional development resources and opportunities related to finance. FMA will also enhance the quality and relevance of education in finance and provide opportunities for professional interaction. FMAClub@stevenson.edu

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 fund raises to host networking sessions with various external forensic science organizations. forensicclub@stevenson.edu

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 be able to 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. HSC@stevenson.edu

Legal Society: The Legal Society Club goals are to provide and encourage an environment that accommodates: learning, using, and applying the law in our country. This is achieved through various activities like Law and Constitutional day, trips to the center of government both state or federal, provide comprehensive mentoring and advice with classes, and facilitate networking between professionals and students through speaker serious and various activities conducted throughout the year. legalsociety@stevenson.edu

National Broadcasting Society/ Film Moving Image Club (NBS/ FMI): NBS/ FMI is a student ran organization with the goals to promote The National Broadcasting Society and the Film and Moving Image program while exercising creative film making talents of the student of Stevenson University. NBS-FMIclub@stevenson.edu

Medical Laboratory Students Association: The purpose of this organization is to make a positive impact in the health care sector and the community by advancing and advocating the laboratory profession, to ensure medical organizations can continue to bring quality healthcare to all. mlsaclub@stevenson.edu

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. NSNA@stevenson.edu

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. PBL@stevenson.edu

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.
psychclub@stevenson.edu

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. TOTS@stevenson.edu

Cultural

African Student Union (ASU): African Student Union is a club that aims to create a community and atmosphere for the members to build, learn more about, and share African culture. Open to all Stevenson University students, ASU is a great place to build friendships, speak freely, and make history. AfricanStudentUnionClub@stevenson.edu

Asian Culture Club: The Asian Culture Club represents students who express interest in Asian cultures, as well as those who have Asian origins. Social and educational values will be applied to meetings as well as celebrating cultural events hosted by the club. acclub@stevenson.edu

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. BSU@stevenson.edu

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. ISA@stevenson.edu

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. OLAS@stevenson.edu

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.
qgroup@stevenson.eduEvent

Programming

Commuter Student Association (CSA): The Commuter Student Association represents the interests and needs of the commuting students attending Stevenson University. Through programming events and activities, representing commuters and in their dealings with the University, it is the hope of CSA to help the commuting student become

an integral part of the campus community.
commuter@stevenson.edu

Mustang Activities and Programming Board (MAP): Mustang Activities and Programming is a branch of Student Activities that provides every Stevenson University student with an exciting, enriching, and unforgettable college experience. A diverse selection of high-quality campus activities that are low-or-no-cost are offered to students. MAP aims to serve the SU community by being reliable, friendly, and responsive to feedback. All students are welcome to join MAP. map@stevenson.edu

Environment

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.
environmentalclub@stevenson.edu

Wilderness and Ecology Club: The Wilderness and Ecology Club provide students with opportunities to participate in outdoor activities such as camping and hiking. In addition, students also help preserve and restore both the local and global environments. wilderness@stevenson.edu

Faith Based

Bethel Campus Fellowship (BCF): The purpose of Bethel Campus Fellowship is to lead students to Christ and prepare them to become reliable men and women that God can entrust with His word for the next generation. BCF helps surround students with a community of inter-denominational believers that will help them in their Christian journey. bethalclub@stevenson.edu

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

CRU (Campus Crusade for Christ): CRU 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. CRU@stevenson.edu

Fellowship of Christian Athletes (FCA): Fellowship of Christian Athletes is here to leave their footprint at Stevenson University, and create an open space for student athletes to share. fca@stevenson.edu

Jewish Student Association (JSA): The Jewish Student Association (JSA) is an association to bring cultural awareness and address issues that affect the Jewish community. It will instill Jewish pride and a sense of identity for Jewish students while sharing Jewish traditions.
JSA@stevenson.edu

Muslim Student Association (MSA): The Muslim Student Association seeks to promote tolerance and respect towards the religion of Islam. The association also want to introduce the community and familiarize them with the Islamic culture and thought by sharing the spirit of Islam with Muslims and non-Muslims. MSA@stevenson.edu

Mustangs for Christ: A group of active followers of Jesus Christ, charged to make genuine relationships with each other, so that group member may educate others and grow together, while learning the teachings of Christ in order to serve the SU campus and community wherever God leads.
MustangsforChristClub@stevenson.edu

Governance

Residence Hall Association (RHA): The purpose of RHA is to provide and create a constructive and rewarding educational/social environment for the residents. RHA will thrive to accomplish this purpose by coordinating, supporting, and initiating individual hall councils and collective efforts in the area of instilling integrity, achieving excellence, fostering learning, and promoting a sense of community. rhall@stevenson.edu

Student Government Association (SGA): The mission of the Student Government Association, or SGA, is to improve the quality of student's academic, professional, social, and personal development while at Stevenson University; to serve as the democratic voice on campus and as a liaison between the student body and the faculty, staff, and administration; to advocate the incorporation of student views and opinions in the formulation of policies and procedures governing Stevenson University; and to provide a forum for the exchange and development of ideas in various areas of student concerns. SGA@stevenson.edu

Greek

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. AKA@stevenson.edu

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

Health and Wellness

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. activeminds@stevenson.edu

It's On Us SU: The It's On Us Stevenson University's mission is to educate and raise awareness to the campus community about sexual assault and violence by encouraging students to recognize non-consensual sex, distinguish situations in which sexual assault can occur, and be a bystander who intervenes in situations where consent was not given. itsonusclub@stevenson.edu

Leadership

Mile Initiative of Leadership and Excellence (M.I.L.E.): Male Initiative of Leadership and Excellence, or M.I.L.E., is an emerging leaders organization that prepares young males for life after college. The organization focuses on career preparation, excellence in academics, building a strong brotherhood, and promoting a positive male image. mile@stevenson.edu

R.I.S.E. Club: This is an all-inclusive group which aims to bring awareness to disenfranchisement and related women's issues. The group aims to create an open space to share and support but also challenge new and old ideas in attempts to bring about social change. riseclub@stevenson.edu

Sigma Alpha Pi (SAP): 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. SAP@stevenson.edu

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

Recreational

Dodgeball Club: The Dodgeball Club provides students with the opportunity to experience fun through the game of dodgeball and to teach the community sportsmanship while creating positive dodgeball awareness. dodgeball@stevenson.edu

Service

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

Student United Way: Student United Way at Stevenson University is a team of hardworking, dedicated students, who are committed to service to the community and exploring social issues. The principal goals are to have fun while building a strong camaraderie among members; to create an environment where students will use critical thinking and leadership skills; and to enhance the members' lives within the community. Student United Way at Stevenson University meets about 10-15 times a semester, mainly on the weekends, but periodically throughout the week. Throughout the semester members complete over 40 hours of community service. suwclub@stevenson.edu

Stevenson Enactus: Enactus simply put is a social entrepreneurship club. Its mission is to connect students and business leaders to empower and transform the world around them through real, sustainable business projects. enactus@stevenson.edu

Special Interest

All Natural Glee Club: All Natural 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. Students gain not just musical talent but personal expression and confidence. The club bonds

over music, and a family is quickly formed.
gleeclub@stevenson.edu

Anime Club: The Anime Club promotes involvement with other students in the Stevenson community who are also interested in anime and the Japanese culture. The club will also promote skills such as graphic design, technological skills, and artistic skills as it relates to Japanese culture.
anime@stevenson.edu

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.
bestbuddies@stevenson.edu

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. PAWS@stevenson.edu

Relay for Life: Relay for Life offers everyone an opportunity to participate in the fight against cancer. Teams camp out and take turns walking around a track, fundraising money for the lifesaving mission of the American Cancer Society. American Cancer Society Colleges against Cancer is a nationwide collaboration of college students, faculty, and staff dedicated to eliminating cancer by initiating and supporting programs of the American Cancer Society in college communities such as Relay for Life.
RFL@stevenson.edu

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.
stepteam@stevenson.edu

Video Games Club: The mission of the Video Game Club is to provide a judgment free zone where students can discuss, play, and learn about video games. The club also seeks to combat negative stereotypes of gaming as well as inform students about the impacts of gaming on society.
videogame@stevenson.edu

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 Student United Way, 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. Many of the mentioned clubs and organizations include service as an integral part of their mission and offer numerous opportunities to serve the community.

Formal service-learning opportunities have been developed within the curriculum of the University and are incorporated into various classes. Students can choose to enroll in a

service-learning class which allows them to apply the knowledge and skills learned in the classroom in an authentic way to meet genuine community needs. These classes integrate meaningful service with academic instruction and reflection while providing students with the resources to be civically, socially, and culturally engaged.

Cultural Activities

While the Baltimore area has a wide variety of cultural attractions, Stevenson University offers its own array of events. Through professional artist exhibitions, student-driven plays, and nationally renowned musical performances, students are able to gain a greater appreciation for the arts without ever having to leave campus.

Each year, the University hosts a series of art exhibitions highlighting a diverse range of media and styles in the Greenspring Art Gallery, School of Design Gallery, and St. Paul Companies Pavilion. The museum-quality exhibition spaces provide a significant venue for artists and collectors in the region and give students, artists, and the community a chance to see established and emerging talents, learn through gallery talks and lectures, and celebrate at music-filled receptions. Student work in-progress fills the School of Design hallways. 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 annually, presented by Stevenson's Theatre and Media Performance Department. 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.

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, such as HBO's "VEEP" and Netflix's "House of Cards." The School of Design also sponsors periodic screenings of works by Stevenson's Film and Moving Image majors.

While the University does not offer a formal music major, the Cultural Arts Program and the Music Department have joined together to bring several significant music events to the campus. Formed in 2002, The Greenspring Valley Orchestra calls the Inscape Theatre home. Musicians in the orchestra from Stevenson and the surrounding community present several concerts each year under the direction of Conductor Robert Suggs, D.M.A. Additionally, students and faculty with musical interests can participate in the University's jazz band, marching band, concert band, and chorus. These groups present a variety of music at several performances both on and off campus throughout the year.

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 issues of today.

Student Publications

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

THIS: A Literary and Media Journal is a digital arts and culture magazine showcasing the fiction, creative nonfiction, poetry, photography, visual art, video, audio, and creative commentary of the Stevenson University community. Edited and produced by the SU English department, *THIS* invites submissions of traditional works of literature and art alongside experimental cross-genre and mixed media work that plays across the boundaries of text, image, and sound. *THIS* is the future.

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

Stevenson University offers the Army Reserve Officers' Training Corps (ROTC) in conjunction with 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, the Army Reserve, or the Army 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 <rotc@jhu.edu> or visit the JHU ROTC website 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. 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 <afrotc330@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 \$600/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 all active students, faculty, and staff with secure and reliable computer technology and network infrastructure. The Office of Information Technology (OIT) is responsible for many of the technologies used throughout all 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 dedicated digital high speed connection to the Internet is rated at 2000 Mbps and provides fast and reliable access shared among the Stevenson community.

Among the 15 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 and must have read and electronically signed the Information Technology Acceptable Use Agreement before activating their login ID. The complete Acceptable Use Policy can be found on the SU Portal. Students, faculty and staff should never share their ID or password with anyone, not even the members of Tech Connection or OIT. All account holders 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 7, Window 8, Windows 10, and Mac OS X 10.9 or higher. Please contact Tech Connection at x3000 or 443-334-3000 for details.

Resident Student Technology Support

Students may use computers, tablets, smartphones, game systems and media devices on the Resident Hall campus network. These devices will be authorized for connection to the Stevenson network. Students are not allowed to connect wireless access points, routers, gateways, printers, or any other similar devices to the wired or wireless network. Unauthorized devices detected on the network will be blocked and denied access.

Technology problems for student residents can be submitted to Tech Connection via the phone, 443-334-3000 or x3000 from on campus, toll free at 1-866-344-8190, through the ticketing system at helpdesk.stevenson.edu, or by email to helpdesk@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, the University 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 OIT's website at oit.stevensonuniversity.org.

Technology Helpdesk

Tech Connection has support centers on the Greenspring campus in Dawson 302, on the Owings Mills campus in the Brown School of Business and Leadership, Room 102A, and on the Owings Mills North campus in the Kevin J. Manning Academic Center, Room N159. 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 or toll free at 1-866-344-8190.

Students may also contact Tech Connection by sending an email to helpdesk@stevenson.edu, or by visiting the Tech Connection website at oit.stevensonuniversity.org.

Technology assistance is available by phone during the days and evenings 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 PCs not owned by Stevenson University, it is highly recommended that all students and faculty maintain service plans through the manufacturer. The Tech Connection staff can only provide limited support for these types of issues.

For updates on all unplanned outages or service interruptions, please visit outage.stevenson.edu.

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

Usage of Campus Computers

All students, faculty and staff are required to follow the guidelines outlined in the *Information Technology Acceptable Use Agreement*. The complete Acceptable Use Policy can be found on the SU Portal.

Alumni Information

The Stevenson University Alumni Association is composed of a strong and vibrant group of alumni constituents who work to advance themselves and the institution by remaining engaged in the life of the University beyond graduation. Alumni demonstrate their long-lasting connection to Stevenson by participating in events on and off campus, promoting and advocating for the University within their personal and professional networks, and contributing to the financial security of their alma mater on various levels. The Alumni Association affords graduates of Villa Julie College/Stevenson University the opportunity to connect with fellow alumni and utilize a multitude of resources available to them within the Stevenson community.

All Stevenson graduates of the University's undergraduate or graduate degree programs automatically become members of the Alumni Association. There is no membership fee. Alumni enjoy benefits such as access to the Office of Career Services, the libraries, and the fitness centers, as well as discounts on food and Stevenson merchandise. Alumni are often invited to cultivation or stewardship events like the Baltimore Speakers Series, cultural programs, and athletic games. The Alumni Association Board is moderated by the Alumni Relations Office and consists of about thirty members who serve three two-year terms. The Board is structured with five committees: Nominations and Awards, Engagement, Events, Executive, and Athletics. This Board helps develop and implement various alumni events and programs annually.

Alumni are encouraged to connect with the Alumni Association online in order to stay informed about the

exciting programs and initiatives at Stevenson and in an effort to remain in touch with friends/classmates. Additionally, alumni are encouraged to attend events, volunteer as panelists/speakers, mentor current students, initiate corporate connections and partnerships, and share their passion and support for their alma mater through advocacy.

Francis X. Pugh 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 legal studies program also uses the space, with Stevenson's students being 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, a 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, and dining options continue to expand at the Owings Mills North campus. Dining location hours are posted at each respective dining location, on the dining website, and Dining Services Facebook page. Students with a meal plan can enjoy all of the dining locations using either their meal swipes or flex dollars. Flex dollars are also available to be used at on-campus retail locations, on-campus sporting event concessions, or at off-campus partner locations. Dining and retail locations also accept cash, debit card, or credit card payments.

Located on the Owings Mills campus are the Rockland Marketplace, Pandini's, and two Jazzman's Coffee Houses.

Rockland Marketplace is an innovative, all-you-care-to-eat dining location, located in the Rockland Center. There are eight unique food stations, each offering new and exciting selections every day. For those on-the-go, Rockland Marketplace offers *To-Go*: a free-to-students program which provides a reusable food and/or drink container that you can fill and take with you.

Pandini's is an Italian-style eatery featuring hand-made pizzas, pastas, and sandwiches, along with a Pandini's original: the *Labretti*. This pizza-sandwich hybrid is a student favorite.

Jazzman's - a coffee house filled with great hand-crafted coffee drinks, bottled beverages, and delicious baked goods is located in both the School of Business and Leadership (SoBL) as well as in the Ratcliffe Community Center on the Owings Mills campus. Students can also find "Simply To-Go" sandwiches and other snacks for those looking for a quick meal. Ratcliffe Community Center's Jazzman's location

is also home to “The Zone” – a student convenience store (C-Store), where snacks, personal items, and other items can be purchased.

On the Greenspring campus, students can find the “Mustang Corral” as well as *SubConnection*. The Mustang Corral includes Mustang Grill, Sandella’s, and F.U.E.L. Mustang Grill offers great breakfast sandwiches, various grilled burgers and sandwiches, and French fries. Sandella’s offers flatbread sandwiches, wraps, and personal pizzas. The F.U.E.L. station (standing for Fresh, Unique, Ethnic, and Local), offers new items to reflect dining trends and great seasonal items. In the Mustang Corral, students can also find a salad bar and Simply To-Go sandwiches and salads for those who are not dining-in. *SubConnection* offers made-to-order submarine sandwiches.

The off-campus partners include great options such as Pie Five, Qdoba, Dunkin’ Donuts, and CVS. New partners are frequently added for students to enjoy using their Flex Dollars. To see all of the off-campus partners and their locations, check out the dining website or the Facebook page.

For additional information about Dining Services, please check out the dining website, Stevenson.SodexoMyWay.com or call (443) 352-4010.

Career Services

Career Services provides all students with a variety of career-focused programs, services, and resources to ensure student success during their college career and beyond. Students are introduced to Career Services and the distinctive Career ArchitectureSM model beginning in their first year at the University.

CAREER COACHING AND COUNSELING

Career Services Tools

Career Services maintains a comprehensive career website through their portal page which hosts information on Career Pathways for majors at Stevenson University, job and internship opportunities, on-campus recruiting, job success tips, résumé samples, interviewing resources, career assessments, a calendar of events, and many other tools related to Career Architecture. In addition, the Office of Career Services maintains an online recruiting tool, called Handshake, which includes part-time jobs, internships, and full-time job opportunities. Students upload their resumes in Handshake, and they are then reviewed for quality control by professional staff members in Career Services. To assist with major and career exploration, the Office of Career Services provides a diverse menu of career assessments to meet student needs. Assessments that help to identify strengths, interests, values, and personality include the MBTI, the Strong Interest Inventory, Card Sorts (strengths, values), and the Holland. Online tools include FOCUS and Traitify. Career Services also embraces the Dependable Strengths Articulation Process, which identifies motivated strengths through narrative dialogue, providing a framework for powerful branding to open up possibilities for meaningful careers.

Individual Career Architecture Plan (ICAP)

During their first year at Stevenson, new students meet with Industry Specialists who provide career coaching to begin the process of exploring their career options and developing a personalized plan to help them realize their values, strengths, and interests. This powerful process will prepare students as competent and skilled professionals ready for the competitive workplace, but also provides an opportunity to research a variety of careers within a multitude of industries in an ever-changing economic climate.

Counseling Appointments with Industry Specialists

The Career Services staff works with all students at the undergraduate and graduate level to develop the skills, experiences, and confidence needed for success. Students are strongly encouraged to meet with their Industry Specialist each year to monitor progress toward goals and review the steps they have taken in their Career Architecture Plan. Career coaching sessions include: deciding your major, career direction, researching careers and jobs, mock interviews, resume and cover letter reviews, internship and job search assistance, networking and career fair preparation, personal brand development, graduate and professional school preparation. Appointments can be made over the phone or on Handshake. Students can track their progress in the Career Architecture process through the Planning module of Handshake.

Career Peer Advisors

Walk-in appointments with trained student paraprofessionals, “The Career Peers,” are available weekdays and select evenings for students to workshop their resume.

EMPLOYER ENGAGEMENT AND RECRUITMENT

Career Fairs, Networking Events, and Information Sessions

Students are encouraged to participate in a variety of career related events where they can meet and network with employers. Employer events are listed on Handshake and in the Career Services portal and webpage and include: on-campus recruiting for internships and full-time jobs, career seminars and workshops presented by business and community leaders, career fairs and industry networking events, business etiquette seminars, and many other programs.

The Office of Career Services collaborates with Alumni Relations, Residence Life, Student Groups, and Faculty to support the career development and life experiences that develop Stevenson University students into prepared and skilled emerging professionals for the workplace.

Executive in Residence Program and Classroom Presentations

Students also have the opportunity to meet with executives in various industries through the Executive in Residence program. The executives are dedicated and highly skilled professionals who volunteer their time to discuss various career related issues with students. Topics range from interviewing to managing expectations in the workforce. They also provide meaningful advice on career pathways, as well as make connections to others in industry.

Through partnerships with faculty, the Center also coordinates introductions to faculty for industry professionals to serve as subject matter experts in the classroom.

Library Services

The Stevenson University Library supports the students, faculty and staff of the SU community as they engage in research, teaching, and learning.

Library services can be accessed remotely through the library home page <http://stevensonlibrary.org/> and at three convenient on-campus locations: Greenspring, Owings Mills and the Learning Commons on Owings Mills North. Whether students are working alone, reading recreationally, or studying with a group, they can find a place that meets their needs at the SU library.

Through scholarly subscription databases encompassing many disciplines, students enjoy remote access to more than 70,000 full-text magazine, journals, and newspapers,

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over 200,000 eBooks, high-quality images, and streaming video. OneSearch on the library home page makes it easy to search most of the library's resources using a single search box.

The Greenspring Campus library holds the bulk of our print and film collections. The Stevenson University Archives are housed in the GS library as well as a Children's Collection for Education students. At the Owings Mills Library, print resources focus on programs of study in the Brown School of Business and Leadership such as law, business, and information technology. There is a browsing collection at both of these locations for leisure reading. The Learning Commons at Owings Mills North is an active, flexible space supporting collaborative work and interdisciplinary research. Courier services deliver books from local academic libraries (Johns Hopkins, Goucher, Loyola-Notre Dame, the University of Maryland libraries and others) five days a week. Our interlibrary loan service also delivers items electronically.

Knowledgeable and friendly librarians stand ready to help Stevenson University students find reliable resources appropriate for their assignments. Research services are available in person, by phone, and electronically via text, chat, and email. Through AskUsNow, Stevenson students have live chat access to a librarian 24 hours a day, seven days a week. During the regular semester, the Owings Mills Library opens at noon on Sunday, remaining open continuously until 8:00 p.m. on the following Friday, and during the day on Saturday. Close to the residence halls, the OM Library is a great place to study or do research. For the latest information regarding library hours at the other locations, visit the Stevenson University Library website: <http://stevensonlibrary.org/>

University Stores

University Store - Greenspring

Located on the first floor in the Manuszak Center 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 online at store.stevenson.edu/. Specific ISBNs numbers for textbooks can be found on the University Store website.

Campus Store - Owings Mills

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 online at store.stevenson.edu/suom/. Specific

ISBNs for GPS textbooks can be found on the Campus Store website.

Residence Life

At Stevenson, we believe that students do not live and learn in a vacuum – they experience college life as a whole and our office is committed to enhancing both their academic and personal success. To that end, the Office of Residence Life staff educates and empowers students to thrive in a culturally diverse, civically-engaged, holistic living-learning community while fostering student development and life-long learning.

Just like there is a curriculum or syllabus in the classroom, a Residential Curriculum guides the learning that takes place in the residential community. The Residence Life professional staff identified the key needs of Stevenson's resident population and designed a curriculum to address those needs, as well as connect to the Four Core Stevenson Values. This curricular approach was created to provide intentional learning opportunities for Stevenson residents.

The educational priority of our Residential Curriculum is to complement the academic curriculum with a residential curriculum that encourages the pursuit of the Stevenson Way. This is done by providing experiences and opportunities that encourage student development.

The Office of Residence Life at Stevenson utilizes the curriculum as a way to unite and educate our residents. Additionally, the curriculum is a way to streamline our involvement and efforts within the halls, as well as to improve resident connections within the halls and the greater campus community. The Residence Life staff has developed a curriculum to ultimately bring more meaning and purpose to Stevenson students' on-campus living experience.

Stevenson's residence halls are located on the Owings Mills campus, just 6.5 miles from the Greenspring campus. Shuttle service is provided to and from each campus daily. In addition, the halls are located within walking distance of retail shops and services. Students who wish to apply for housing must be enrolled as a full-time Stevenson University student and must adhere to any and all policies and procedures regarding campus living and student behavioral expectations. Housing is not guaranteed, but is offered based on availability. Returning residential students have priority in securing housing for the next year. A student's residency and student behavioral history will be taken into account when determining their campus residency eligibility. The University reserves the right to determine each student's final residential assignment.

Full-time Resident Directors and student Resident Assistants live and work in the residential complex and help foster a community atmosphere, promote positive student behavior, provide educational opportunities and assist students with daily living issues and concerns. Residence Life staff members work with Stevenson University Campus Security and Wellness Center staff members to assist students in emergency situations. All residential students and their guests are expected to be familiar with any and all Residence Life policies and procedures. Additional information regarding campus residential living is available through the Residence Life website or by contacting the Office of Residence Life in the Ratcliffe Community Center.

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 and Wednesdays until 7 p.m.

Student Health Services

The Wellness Center offers limited primary care services by appointment with the University's physician or nurse practitioners. A minimal fee will be charged to the student's account for services and supplies; private health insurance is not accepted for payment. Health Services has numerous informational brochures and resources addressing health issues and will offer assistance with community referrals. Health awareness and health promotion events are held frequently throughout the year. Activities 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 clubs, organizations, and departments.

Student Health Requirements

All full-time commuter and resident students are required to have the Stevenson University Student Health Profile completed by July 1 for fall entrance and January 20 for spring entrance. All full-time students are required to complete this profile **online** 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, Beverly K. Fine 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 Profile must be completed. Students do not need to resubmit the Student Health Profile 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 Profile.

In addition, all students living in Stevenson University residential housing are required to be immunized against meningococcal disease (MCV4/ bbv/Menactra). Some students may require a booster dose of the meningitis vaccine prior to moving into the Residence Halls. At this time, the meningitis B (Trumenba/Bexero) vaccination is NOT required for Stevenson students. Commuter students who decide to become a resident are required to comply with additional immunization requirements as stated on the Student Health Profile.

Failure to submit a completed Student Health Profile 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 students 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 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.

The Office of Student Success

The Office of Student Success (OSS) is dedicated to the academic achievement, support and engagement of all Stevenson University students. Located within the Center for Student Success, OSS provides a wide variety of academic programming, resources and services to support students' needs. OSS will consistently meet students where they are, to develop and strengthen their academic and professional skills, which will promote a successful life of learning and accomplishment at Stevenson and beyond.

The following academic services are provided:

- Student Success Coaching to all freshmen students
- Course Planning and Advising
- Pre-Health Advising
- Registration Assistance
- Student Support Groups
- Academic Support Planning
- Student Success Workshops (Time Management, Study Strategies, Test Preparation) Connection to Campus Resources

Stevenson University's Academic Link is designed to help students achieve success in their academic endeavors by offering an array of instructional services. Students can meet with a peer or professional tutor for many of the classes offered here at Stevenson, receive reading and writing support, or take an exam in the Testing Centers. The Link works with students to help them develop the skills that are necessary to be successful at the college level.

Accommodations for Students with Disabilities

Stevenson University provides reasonable accommodations to qualified students with documented disabilities. To establish eligibility for services, students must register with the Office of Disability Services (ODS) and identify the specific accommodations they require. Eligibility for accommodations is determined on an individualized basis, based on the student's documented need. Office of Disability Services (ODS) can be reached at 443-352-4920.

For the complete policy on Students with Disabilities, see Volume V: Student Policies in the Stevenson University Policy Manual, located on the SU Portal and the University Website.

Student Grievance Procedure

Complete information about student grievance policies and procedures can be found on the Stevenson University website.

Student Rights and Responsibilities

Additional information about academic and student conduct policies can be found in the Stevenson Policy Manual, Volume V: Student Policies.

Admissions

General Admissions Information

The University offers bachelor's degrees in the following 28 disciplines: accounting, applied mathematics; biochemistry; biology; business administration; business communication; business information systems; chemistry; computer information systems; criminal justice; digital marketing; early childhood education; liberal arts and technology; elementary education: liberal arts and technology; English language and literature; environmental science; fashion design; fashion merchandising; film and moving image; human services; interdisciplinary studies; legal studies; medical laboratory science; middle school education: liberal arts and technology (with a concentration in English/Language Arts and Social Studies or Mathematics and Science); nursing; psychology; public history; theatre and media performance; and visual communication design.

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 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. 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; 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 laboratory science are required to complete a *Student Health Profile*. The form must be returned by July 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

Traditional 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 in a holistic review process.

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

1. A completed Common Application or Stevenson University Online Application.
2. A writing sample.
3. Official high school transcript or GED.
4. Official SAT (Stevenson University's code is 5856) or ACT (Stevenson University's code is 1753) scores.
5. At least one letter of recommendation from a teacher or a school counselor. Up to three letters will be considered.
6. Optional:
 - Admissions interview
 - Visual Arts & Design Portfolios: The School of Design recommends that students planning to major in Fashion Design, Film & Moving Image, and Visual Communication Design submit a portfolio of work to enhance their application and to be considered for talent-based scholarships. Portfolio submissions are used for scholarship consideration and will not negatively impact a student's acceptance to Stevenson University or the art and design programs within. Please see the School of Design's portfolio page for tips, guidelines, and FAQs on putting together an art and design portfolio.

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. Earlier deadlines apply for scholarship consideration. Please see stevenson.edu/scholarships for details.

Adults Entering as Freshman 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 four 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. A completed Common Application or Stevenson University Online Application.
2. An official high school transcript or GED.
3. An interview is recommended for nursing and education majors. An interview is optional for all others.
4. A personal statement discussing career goals and/or academic history.

Transfer Students

Students who have graduated from high school and have subsequently enrolled in college or university classes are considered transfer students. Current high school students taking college classes as part of their high school program are considered freshmen and should follow the application instructions for traditional freshmen. Transfer students 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 December 1 for the spring semester. Earlier deadlines apply for scholarship consideration. Please see stevenson.edu/scholarships for details.

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. 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 may possibly 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, standardized test scores, and college records may be considered for students who have completed fewer than 28 college-level credits. Applicants are notified of the admission decision on a rolling basis after December 1 for the fall semester and after October 1 for the 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. Common Application or Stevenson University Online Application.
2. Official college transcripts from each college previously attended. College-level coursework completed outside of the United States must be evaluated by World Education Services wes.org. An official WES 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 28 college-level credits at the time of application. (An SAT or ACT score may be required.)

Accelerated Transfer Students

Please refer to the *Stevenson University Graduate and Professional School Catalog* for further information on accelerated transfer admissions requirements.

Evaluation of Transfer Credit

Transfer Credit Policies

Students desiring to transfer from another college and be admitted 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 World Education Services wes.org. An official WES transcript is required. Stevenson University will accept a maximum of 70 credits from 2-year institutions. No more than 90 credits can be applied to degree requirements from a combination of 2-year institutions, 4-year institutions and non-direct classroom instruction (including CLEP, AP, and other nationally recognized standardized examination scores). 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 generally 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 more information.

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. Some credit may be awarded for internships at the discretion of the department chair upon submission of appropriate documentation. 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 must 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.

Credit Evaluation Process

Stevenson University's Registrar's Office facilitates the evaluation of credit for students who have earned college credit from another institution or successfully completed Advanced Placement (AP), International Baccalaureate (IB), CLEP, and A/AS level examinations.

Admitted students who have earned college credit in the United States and submitted official transcripts will receive their transfer credit evaluation with their letter of admission and may access their transfer credit evaluation online through their WebXpress account once they receive the admissions letter.

If a student has credit from overseas institutions and has submitted WES documentation of this coursework, this process is dependent on the receipt of the WES evaluation by the registrar's office.

Please note that a student's evaluation is preliminary and ongoing. It is the applicant's/student's responsibility to submit additional official transcripts as external coursework is completed. Course Evaluation Process

Articulation Agreements and Stevenson Transfer Advantage Relationships (STAR)

Stevenson has established articulation agreements with a number of area institutions. For a current list of articulation agreements, please consult the Stevenson Articulation Agreements webpage as well as the Stevenson Transfer Advantage Relationship (STAR) program site. STAR, a transfer admissions and scholarship program, provides a seamless transfer for participating Maryland community college students through articulated transfer plans and up-to-date transfer equivalencies.

Credit by Exam

Advanced Placement

Incoming students who submit Advanced Placement (AP) test scores from the College Board and who achieved satisfactory scores are considered for advanced placement or credit. College credit may be granted for scores of 3, 4, or 5, depending on the subject. See stevenson.edu/ap for details.

For incoming freshmen, the results of these tests are received by the Registrar's Office in mid-July. They are reviewed 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. 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 DSSTs are exams students 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 getcollegecredit.com. Students are strongly encouraged to speak with the Associate Registrar, Transfer Evaluation 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.

Acceptance and Deposit

Stevenson University subscribes to the May 1 National Candidate's Reply Date for first-year 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 first 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.

Merit-Based Scholarships

The Admissions Committee automatically considers accepted freshman and transfer students for SU merit-based scholarships when applicants meet the stated merit-based scholarship deadlines. Additional specialty scholarship programs requiring separate applications and often with earlier deadlines are also available. Scholarships are renewable for four consecutive years of study at the University. All eligibility requirements must be met for consideration. (See the Financial Information (p. 32) section of this catalog for more information about merit-based scholarships.)

Military Financial Benefits

Military 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.

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 2017-2018 academic year, the VA will pay a maximum of \$22,805.34 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 educational benefits should submit their application online through the Department of Veterans' Affairs website at benefits.va.gov/gibill/apply.asp. The VA will determine eligibility and send the student a letter that indicates 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 at gibill.va.gov/benefits/post_911_gibill/transfer_of_benefits.htm. The student should forward their 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.

International Student Information

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 when they meet the stated merit-based scholarship deadlines.

International Students

All international students, except documented U.S. permanent residents and other eligible non-U.S. citizens, should submit all application requirements by May 1 for fall admission and October 1 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. Common Application or Stevenson University Online Application.
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 Test of English as a Foreign Language (TOEFL) or International English Language Testing system (IELTS) 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 completed 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 in English 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* states that 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 their 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 their 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-aid/scholarships-financial-aid/policies-resources/need.html.

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-aid/getting-started/international-students/. If the student has a sponsor, the Relative/Sponsor State of Support form must also be downloaded and submitted from this source.

**Note: Canadian citizens should contact an international student advisor for specific instructions regarding their applications at admissions@stevenson.edu or 410-486-7001.*

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 their current Departure Record (I-94) and U.S. visa. International students currently holding a student (F-1) visa must submit a copy of their 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-aid/scholarships-financial-aid/policies-resources/need.html.

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-aid/getting-started/international-students/. If the student has a sponsor, the Relative/Sponsor Statement of Support form must also be downloaded and submitted from this source.

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 Student Health Profile - The University's Student Health Profile must be completed by July 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 – Freshman and transfer undergraduate students in traditional programs are automatically considered for merit scholarships when applicants meet the stated merit-based scholarship consideration deadline. 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.

Accelerated Transfer and Graduate Students

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

Additional Enrollment Options

Part-Time Students (Undergraduate)

Part-time students are those enrolled in fewer than 12 credits each semester. They may be degree-seeking or non-degree seeking students. Degree-seeking students apply to the University through the Admissions Office (see Admissions Traditional Transfer Student (p. 25)). Non-degree students must complete the procedures for non-degree students (see Non-Degree Students (p. 29)) as directed by the Registrar's Office.

All part-time students are considered part of the student body of the University. 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 can only be part-time 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. Please go to stevenson.edu/about/campus-services/registrar/ for 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.
4. 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 Assistant Vice President of Admissions.

Students Applying to Adult Undergraduate Programs

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

Graduate Students

Information about admission to graduate programs may be found in the *School of Graduate and Professional Studies Catalog*. (p. 24)

Admission to the BS/MS or BS/MFS Options for Current Stevenson University Undergraduates

The objective of the BS/MS and BS/MFS options 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.

Biology/Chemistry/Mathematics – BS/MAT - Master of Arts in Teaching

Applied mathematics, biochemistry, biology, chemistry, and environmental science majors may pursue the BS/MAT option. Students who wish to pursue this degree program can earn a bachelor's degree in applied mathematics, biochemistry, biology, chemistry, or environmental science and a masters of art in teaching degree with certification in secondary biology, chemistry, or mathematics with a STEM focus. Students apply for admission to this program during the fall of their junior year, or as soon as they have completed the requirements for admission listed below. If admitted, students begin taking graduate-level courses in

the semester after they are admitted. In order to be admitted to this BS/MAT option, the student must have:

- A cumulative GPA and science and math GPA of 3.00 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.
- Completed Calculus II and three additional math courses (Applied Mathematics majors)
- Completed Organic Chemistry II (CHEM 211 and CHEM 211L) and be enrolled in a 300-level science course (Biochemistry, Biology and Chemistry majors)
- Completed Environmental Science (ENV 275) and be enrolled in a 300-level science course (Environmental Science majors)
- Submitted a completed *BS/MAT Request for Permission to Enroll*, including three letters of recommendation prior to October 1 or March 1.
- Submitted a Graduate School Application by February 15 of the 4th year of the program.
- Additional information can be found in the *Stevenson University Graduate and Professional School Catalog*.

Business and Technology Management, Communication Studies, Forensic Studies, or Healthcare Management – BS/MS

Students interested in these programs develop an educational plan in consultation with both their undergraduate and graduate advisors. Accounting, applied mathematics, business administration, business communication, business information systems, computer information systems, criminal justice, human services, and legal 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, communication studies, 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 *Stevenson University Online Catalog*.

Forensic Sciences - BS/MFS

Biochemistry, biology, and chemistry majors may pursue the BS/MFS option in forensic sciences. Students who wish to pursue this degree program can earn a bachelor's degree in biochemistry, biology, or chemistry and a master's degree in forensic sciences.

Detailed information can be found in the Forensic Sciences section under "Fields of Study (p. 83)" in this catalog.

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 an 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 600 evidence-based reading and writing and 570 mathematics.
4. Submit official documentation from the high school permitting the student to waive his or 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. Earlier deadlines apply for scholarship consideration. 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 courses. A minimum 550 SAT evidence-based reading and writing score (44 English + Reading ACT) is required to take ENG 151. A placement test is required for math if the student wishes to take a 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.

Placement

Placement testing at Stevenson University is used in determining placement in mathematics, reading, English, and foreign language. Information regarding placement tests and testing dates is sent to all students after they deposit to attend the University. To schedule mathematics or English placement tests, students should register online. Questions may be directed to the manager of the Owings Mills Academic Link at 443-352-4123.

Placement Testing in Mathematics, Reading, and English

First-time Stevenson University students will need to complete one or more Stevenson University placement tests prior to registration.

Mathematics Placement – All incoming freshman students are required to take the Accuplacer® mathematics placement test prior to registering for classes.

Reading Comprehension and English Placement - The Sentence Skills and Reading Comprehension Accuplacer® exams are required prior to registration for all students with one or more of the following:

- SAT evidence-based reading and writing score below 550
- ACT combined score of English and Reading below 440.

Placement Information in Developmental Courses

Developmental courses in the areas of mathematics, reading, and English (MATH 005#, MATH 036# and ENG 006#) are designed to improve skills in these content areas. Placement in and successful completion of developmental courses are required of students who do not demonstrate proficiency in the basic skill areas on the SAT, ACT, or the Stevenson placement tests. Students who are placed into developmental courses are required to complete them during their first year at Stevenson. These courses do not receive college credit, are not calculated in a student's GPA or count toward the calculation of dean's list, but they do count toward enrollment status for financial aid and full-time student status.

Placement Testing for Transfer Students

Placement testing is required for any student who

- Did not receive an SAT Evidence-based reading and writing score of at least 550 or has not completed a college English writing course equivalent to Stevenson's ENG 148 (or higher level English writing course) with a minimum grade of "C"
- Has not completed at least a 3-credit college Intermediate Algebra course equivalent to Stevenson's MATH 005# (or higher level math course) with a minimum of a "C"

Placement tests (if needed) must be taken before registration. Questions about placement testing may be directed to the manager of the Academic Link at 443-352-4123.

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 freshmen 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 scores on 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. Additional information about the BSEP can be found in the Courses at another Institution section under "Academic Information (p. 44)" in this catalog. Specific questions regarding foreign language placement should be directed to the chair of the English department.

Reinstatement and Readmission

Reinstatement

Former Stevenson University students who were academically dismissed at the end of the last semester enrolled must apply for reinstatement to the University and go through the Academic Review Board (p. 50) process. Instructions for petitioning for reinstatement can be found on the Stevenson Admissions webpage. Petitions must be submitted no later than May 1 for the fall semester and December 1 for the spring semester. Upon receipt of the petition, the Academic Review Board will schedule a hearing, interview the student, and make an appropriate recommendation. Reinstatement is not guaranteed.

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 December 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.

Readmission of Service Members

In compliance with ED 34 C.F.R. 668.18 and the Department of Defense Voluntary Education Partnership Memorandum of Understanding, Stevenson University will promptly readmit students who—because of military service—must be absent from the University for more than 30 consecutive days or for fewer than 30 days if the absence results in a withdrawal from the University. For the purpose of this policy, military service is defined as “service, whether voluntary or involuntary, in the armed forces, including service by a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under federal authority for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days” (ED 34 C.F.R. 668.18).

Regulations governing the readmission of service members after an absence because of military service can be found in the Code of Federal Regulations. The notification of service and the intent to return to Stevenson required by the federal regulations should be made to Stevenson's Assistant Registrar, VA Programs.

Financial Information

Costs

Tuition and Fees (2017–2018)

Tuition and fees at Stevenson University for the academic year 2017–2018 are \$35,490. 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	\$33,046
Full-time fees	\$2,444
Full-time late payment fee per semester	\$100
Full-time overload charge (per credit)*	\$425

*Students interested in taking more than 18 credits will need to complete the "Permission for Overload Form."

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

Tuition:

Part-time tuition (per credit)	\$835
Part-time fees	\$75
Part-time late payment fees	\$25

For current tuition and fee information about master's degree and accelerated undergraduate degree programs, see the *School of Graduate and Professional Studies Catalog* (p. 32).

Miscellaneous Charges

Application Fee (waived for online applicants)	\$40
Return Check Fee	\$25
Transcript Fee (per copy)*	\$5
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 may be ordered for electronic or postal delivery by current students and alumni using WebXpress or in the Registrar's Office. Official transcripts may be ordered for electronic or postal delivery by former students using the paper form found on the Registrar's Office page of the SU website or in the Registrar's Office.

Annual Housing Charges and Deposits

Housing Charges and Deposits (annual)

SU Apartment	\$9,856
SU Suite (double)	\$8,284
SU Suite (single)*	\$9,010
Wooded Way Suite (double)	\$8,718
Security deposit (\$75.00 per semester)	\$150

*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 fall or spring 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 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 21st calendar day
25%	22nd calendar day through 28th calendar day
0%	After the 28th calendar day

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

Summer Sessions

100%	First day through drop without penalty date
0%	After drop without penalty date

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 the fall or spring 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 (p. 42).

Refund and Withdrawal Policy for Service Members

Stevenson University students who are called to active duty during the course of a term or session should contact the Assistant Registrar, VA Programs to formally withdraw for military service. For the purpose of this policy, military service is defined as "service, whether voluntary or involuntary, in the armed forces, including service by a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under federal authority for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days" (ED 34 C.F.R. 668.18).

Students who withdraw from the University for military service during the course of a term or session are eligible for a 100% refund of tuition and fees. Room and board expenses will be prorated based on the official date of withdrawal.

Students must supply a copy of military orders to be eligible for any tuition, fees, or room and board adjustments. Students receiving financial aid will be subject to the refund policies as provided by the federal or state agency sponsoring the aid. Department of Defense Military Tuition Assistance and Veteran's Education Benefits will be returned to the government agency as required.

Students who have to withdraw from the University after the add/drop deadline will receive a grade of W or I, depending on the amount of coursework completed and the expected length of the absence.

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 \$50. 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 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, procedures, and 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.

Stevenson University Scholarship and Grant Programs

Merit-Based Scholarship Program

In an effort to recognize outstanding students, Stevenson University supports a competitive merit-based scholarship program with awards ranging from \$12,000 to \$20,000 annually. Consideration for a merit-based scholarship is automatic when applicants meet the states deadlines. These scholarships are awarded by the Admissions Office without any 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-based 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.

The Admissions Office offers additional specialty scholarship programs for freshman and transfer applicants. These scholarships typically have earlier deadlines and require separate applications. Detailed information on current scholarship programs, their application requirements, and deadlines is available at stevenson.edu/scholarships.

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. Award amounts start at \$1,000. 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 May 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 deserving minority students who demonstrate financial need.

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 Trust Scholarship Fund** provides assistance to deserving students. A portion of this fund is reserved for non-traditional, adult students.

The **American Citizens for Italian Matters Endowed Scholarship** supports sophomore female students of Italian heritage who reside in Maryland and have a minimum 2.6 GPA and demonstrated financial need. Selection will be based on academic performance and participation in activities and leadership roles.

The **Sandra Barkin, RN Memorial Scholarship in Nursing** is awarded to junior nursing students with financial need who exhibit 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 **Sandra and Malcolm Berman Family Endowed Scholarship in Nursing** provides assistance to nursing students with financial need who exhibit a caring and compassionate character and have a minimum 3.3 GPA.

The **James T. and Francine G. Brady Endowed 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. Award is given one time only.

The **Dr. Joseph A. Brusini Scholarship for the Sciences** is awarded to a junior student with financial need and a minimum 3.25 GPA. The student must be enrolled in a major in one of the following departments of the Beverly K. Fine School of the Sciences: the Department of Biological Sciences, the Department of Chemistry, or a major in the physical sciences within the Department of Mathematics and Physics.

The **Bunting Family Foundation Endowed Scholarship** provides support to students with financial need.

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

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 **Tori Chandler Endowed Scholarship** is awarded to a human services major, with preference for students transferring from Carroll County Community College or another community college. The student should also have financial need and a minimum 3.25 GPA.

The **CohnReznick 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 **Conrow Family Scholarship in History** is awarded to students majoring in history with financial need and a minimum 3.5 GPA.

The **Barbara Smith Dannettel '61 Endowed Scholarship** is awarded to junior year male students with financial need who exhibit leadership skills through participation in community service activities.

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.

The **Geraldine and Sam Dell Scholarship for Character and Excellence in the Sciences** is awarded to an exceptional senior student with a major in one of the following departments of the Beverly K. Fine School of the Sciences: the Department of Biological Sciences, the Department of Chemistry, or the Department of Mathematics and Physics. Candidates must demonstrate strong ethical grounding and a work ethic resulting in academic and personal success.

The **Duncan-McNally Accounting Scholarship** is awarded to accounting majors based upon merit and financial need with a strong priority on academic achievement. Candidates must have a minimum 3.0 GPA and must have completed ACC 301 (Intermediate Accounting III).

The **Henry and Pamela Felton Endowed Scholarship** provides assistance to students with financial need, a strong work ethic, a record of academic success, and a drive to make a difference in the community.

The **Linda Connolly Fenton Endowed Scholarship in Nursing** is awarded to students with financial need and good academic standing 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 **Franyo-Ehlers Endowed Scholarship for Human Services** is a merit-based award given to a full-time junior student in the human services major.

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 **Hertzbach & Company Endowed Scholarship** is awarded to students with financial need in the accounting program.

The **Nancy Hubble Endowed Scholarship for First Generation Collegians** is awarded to a freshman student with financial need and great academic promise who is the first in his or her immediate family to attend college.

The **Joseph S. Keelty Endowed Nursing Scholarship Fund** provides assistance to 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 students in good academic standing with financial need in any program area.

The **Honorable and Mrs. Francis X. Kelly Endowed Scholarship Fund** provides support to students with academic achievement 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 **Nicholas B. and Mary C. Mangione Family Endowed Scholarship** supports nursing majors with good academic standing and financial need.

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

The **Carolyn Manuszak Scholarship in Memory of Dr. T. J. Manuszak** provides assistance to students with financial need.

The **M. Carolee Martelle '63 '89 '97 Endowed Scholarship** supports students with financial need and a minimum 3.0 GPA who are pursuing a degree within the Brown School of Business and Leadership or the Beverly K. Fine School of the Sciences.

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 deserving 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 and academic achievement in the legal studies program.

The **Gary A. and Joan O. Pyne Endowed Scholarship in Business** is awarded to students who are 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 **James E. Roberts Memorial Theatre Fund** provides a merit-based award for a junior theatre student. The SC&H Group Endowed Scholarship supports students with financial need in the accounting program.

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 student 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 students demonstrating high academic standards and financial need, and majoring in a discipline within the Brown School of Business and Leadership.

The **Honorable Robert F. Sweeney Scholarship** supports students with demonstrated financial need in the legal studies program.

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 academically deserving juniors or seniors majoring in English language and literature with a demonstrated interest in literature and writing through course work achievement and participation in extracurricular activities related to the field.

The **Sheila A. Walsh '92 '03M Endowed Scholarship** supports non-traditional students with financial need who are committed to acquiring a degree in order to advance their career and are committed to making a positive difference in the world. Preference would be given to a student willing to volunteer with the Dyslexia Tutoring Program of Baltimore or other volunteer program which supports literacy.

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

Stevenson University Annual Scholarship Funds

The **Accounting Association Scholarship** is a merit-based award for junior or senior accounting majors.

The **Agora/Bill Bonner Scholarship for Rising Leaders in Digital Marketing** is a merit-based award for students pursuing a degree in Digital Marketing who maintain a minimum 3.0 GPA, have financial need, exhibit leadership, and are involved in an extracurricular activity or organization that supports SU or the local community, or are employed.

The **Asset Strategy Consultants Annual Scholarship** supports deserving students with financial need.

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

The **Associated Italian American Charities/Saint Agnes Hospital Nursing Scholarship** is awarded to junior and senior students enrolled in the nursing program with a minimum 3.0 GPA who are of Italian heritage and are residents of Maryland. Recipients must complete a competitive application and interview process and agree to a two-year employment commitment at Saint Agnes Hospital.

The **Baltimore Rotary Student Scholarship** is available to students with financial need living in the Baltimore metropolitan area, who have demonstrated academic excellence and involvement in community activities.

The **Bareham, CPA, PA Annual Scholarship** supports a sophomore, junior or senior accounting major with good academic standing and financial need. Preference will be given to female students of non-traditional age.

The **Stevie Beall, Jr. Memorial Scholarship** provides scholarships for Manchester Valley 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 **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 language and literature majors. Award is given one time only.

The **Capitol Office Solutions Annual Scholarship** supports students with good academic standing and financial need.

The **Jo-anna Conrey '62 '86 '92 Annual Scholarship** is awarded to a first-generation college student with demonstrated financial need, with preference for an incoming freshman and minority student.

The **Correct RX Annual Scholarship** supports students with financial need in good academic standing who are involved in campus organizations.

The **Lisa Dobbs Derryberry '77 Annual Scholarship** supports students with financial need who are pursuing a major in the Brown School of Business and Leadership and have a minimum 2.5 GPA. Award is given one time only.

The **J. M. Plank and D. M. DiCarlo Family Foundation Scholarship** supports a deserving student with financial need from the Baltimore metropolitan area, with a preference for Baltimore City.

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

The **Element Financial Corporation Annual Scholarship** is awarded to a student with financial need and a minimum 3.0 GPA who is majoring in business administration or business communication.

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

The **Dr. Gerald and Carole '85 Glowacki Annual Scholarship for Science and Mathematics Education** supports junior students with financial need and a minimum 3.5 GPA who are majoring in Middle School Education with a concentration in math and science.

The **Gross Mendelsohn Annual Scholarship** supports junior or senior accounting majors with financial need and a minimum 3.0 GPA. Award is given one time only.

The **Hahn-Waidner Scholarship** is a merit-based award given to the top four academically performing students in both the junior and senior classes of the legal studies program.

The **Handwerker, Cardegna, Funkhouser & Lurman Annual Scholarship** supports accounting majors with financial need and a minimum 3.0 GPA.

The **Shannon Henretty '14 Annual Nursing Scholarship** supports nursing majors who are juniors or seniors with a minimum 3.2 GPA and financial need. Preference will be given to students involved in charitable causes.

The **Ebony Hypolite '06 Annual Scholarship** is awarded to junior or senior students with a minimum 3.5 GPA, significant involvement in community service, and financial need.

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 **Brenda Bowe Johnson, Ph.D. Scholarship for Women in Science** is awarded to female students with financial need and a minimum 2.5 GPA who are majoring in biology, chemistry, or biochemistry.

The **Kiwanis Club of Loch Raven** provides scholarships for female students aged 25 years or above who have returned to college to complete their bachelor's degree after time away for family or work. Recipients must have financial need, a minimum 3.0 GPA, a major in nursing or another health-related field, and participation in community service.

activities.

The **Legg Mason Annual Scholarship** is awarded to students with financial need and a minimum 2.5 GPA.

The **Bradley and Shirley MacDonald Annual Scholarship** supports students with financial need and a GPA between 2.0 and 3.0. Candidates should also be dedicated, hardworking, have overcome obstacles to achieve success, and committed to making a difference for good in the world. Award is given one time only.

The **MassMutual Mid-Atlantic Annual Scholarship** supports students with good academic standing and financial need who are pursuing a major within the Brown School of Business and Leadership and are involved in student organizations on campus.

The **Medifast-Bradley T. MacDonald Scholarship** is awarded to junior or senior students with financial need, a minimum 2.8 GPA, and participation in the University's internship program. Award is given one time only.

The **MedStar Franklin Square Medical Center Nursing Scholarship** is awarded to a senior nursing student who wishes to participate in a practicum at Franklin Square Medical Center. Recipients must complete a competitive application and interview process and agree to a two-year employment commitment at Franklin Square Medical Center.

The **Merritt Properties Annual Scholarship** supports incoming freshman students with great financial need who are also deemed at-risk due to environment or family situation, with preference given to students who are orphans or are aging out of the foster care system.

The **Mister, Burton & French Scholarship in Accounting** is awarded to sophomore, junior, or senior students who are majoring in accounting and have financial need and a minimum 3.5 GPA. Award is given one time only.

The **Mount Royal Printing and Communications Annual Scholarship** supports students with good academic standing and financial need who are pursuing a major within the School of Design.

The **Sheela Murthy and Vasant Nayak Scholarship** is awarded to a student who is a legal studies major, has financial need, maintains a minimum 3.0 GPA, and demonstrates a strong work ethic.

The **Charlotte W. Newcombe Foundation Scholarships for Mature Women Students** are awarded to female students aged 25 years or above who are pursuing their first bachelor's degree, have earned at least 60 credits toward their degree, and have financial need and a minimum 2.5 GPA.

The **Karen Parrotte Nursing Scholarship** supports nursing students of African American/Black ethnicity with financial need and a minimum 3.0 GPA. Candidates must either be working full-time while pursuing their degree, or be adult students returning to college to pursue or complete their degree.

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

The **RCM&D Foundation Scholarship** supports students enrolled in a major within the Brown School of Business and Leadership with financial need and good academic standing.

The **Herman and Walter Samuelson Foundation Scholarship for Nursing** is awarded to senior nursing students who wish to participate in a practicum at Sinai Hospital. Recipients must complete a competitive application and interview process and agree to a three-year employment commitment at Sinai Hospital.

The **Paul Mark and Peggie Sandler Legal Studies Scholarship** is awarded to junior or senior students who are legal studies majors with financial need and a minimum 3.0 GPA. Award is given one time only.

The **Law Office of Jane Frankel Sims, LLC Emergency Scholarship** is awarded to junior or senior students who fall short of the funding needed to return to Stevenson for their studies. Award is given one time only.

The **Dennis A. Starliper Annual Scholarship** supports accounting majors with financial need and a minimum 3.0 GPA.

The **James and Jacqueline Stradtner Scholarship for Early Childhood Education** is awarded to students majoring in early childhood education with financial need and a minimum 3.0 GPA who reside in Maryland.

The **T. Rowe Price Annual Scholarship** supports students with financial need and performance minimum 3.5 GPA who are pursuing a major within the Brown School of Business and Leadership or a degree in Applied Mathematics. The **Toyota Financial Services Cristo Rey Scholarship** provides tuition assistance for incoming freshman students who are graduates of Cristo Rey Jesuit High School.

The **Tremco Roofing and Building Maintenance Scholarship** supports students with financial need and a minimum 3.0 GPA whose primary residence is in Maryland.

The **University of Maryland St. Joseph Medical Center Nursing Scholarship** is awarded to a senior nursing student who wishes to participate in a practicum at St. Joseph Medical Center. Recipients must complete a competitive application and interview process and agree to a two-year employment commitment at St. Joseph Medical Center.

The **Vincent O. Versace Memorial Annual Scholarship** supports a junior student majoring in a STEM program who has financial need and a minimum 3.2 GPA.

The **Judith Waranch Annual Scholarship for Entrepreneurial Spirit** is awarded to a female junior or senior student pursuing a major in business, with financial need and a minimum 2.5 GPA. Candidates must demonstrate entrepreneurial intent and spirit through past or current actions and/or future ambitions, as well as determination, creativity, and leadership.

The **Judith Waranch Scholarship for International Study** is awarded to female students with financial need and a minimum 2.5 GPA who participate in an SU-affiliated study abroad program or SU faculty-led travel course.

The **Regina Holter Welsh '57 Annual Scholarship** is awarded to a junior or senior student with financial need

and a minimum 3.5 GPA, who is enrolled in the Sandra R. Berman School of Nursing and Health Professions. Preference will be given to students majoring in Medical Laboratory Science.

The **Weyrich, Cronin & Sorra Annual Scholarship** supports accounting majors with financial need and a minimum 3.0 GPA.

The **Marcella Wood '93 '97 Annual Scholarship** is awarded to female students with financial need and a minimum 2.5 GPA. Preference given to students involved in charitable causes.

The **Xenith Bank Annual Scholarship** is awarded to students in good academic standing with financial need.

The **Young Forever Annual Scholarship** supports a student with financial need and a minimum 3.0 GPA, with a preference for an incoming freshman.

More information about 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 2017-2018 academic year are \$5,920. 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 whether or not a student is classified as a dependent or independent student.

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

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. 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 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 mhec.state.md.us/financialAid/OSFAMdcapslive.asp.

The Howard P. Rawlings Educational Assistance Grant is for current high school seniors and full-time, degree-seeking undergraduates may apply for this need-based grant by completing the FAFSA by March 1. Students and their parents (if you are dependent) must be Maryland residents. Audited courses cannot be used to reach the minimum credit hours required for full-time status. Late applicants are placed on a wait list. Annual awards ranging from \$400 to \$3,000 may be renewed annually if the student maintains

satisfactory academic progress, completes the FAFSA by March 1, and continues to show financial need. The Howard P. Rawlings Guaranteed Access Grant is 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 and complete the FAFSA. To renew an award, you must maintain satisfactory academic progress, submit the FAFSA by March 1, and continue to demonstrate financial need.

Beginning with freshmen enrolling for the fall 2017 semester, through the Guaranteed Access Partnership Program (GAPP), Stevenson University will provide recipients of the Guaranteed Access Grant with a matching grant, up to the full amount of Stevenson's tuition and fees. As we are unable to award more than the full amount of tuition and fees, please note that the matching funds may replace other Stevenson awards already received. 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 benefits.va.gov/gibill/apply.asp. 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 on the Student Menu in WebXpress under Registrar's Office Forms. Submission of the form signals the student's intent to receive veterans' benefits for the upcoming semester.

Tuition Assistance (TA) and Maryland National Guard Benefits

Tuition Assistance (TA) is a benefit paid to eligible Service members. TA is available for courses offered in the classroom or online and is part of an approved academic program or certificate. Please notify the Student Accounts Office of your approved TA documentation. If you are a current active duty Service member, please be sure to speak with your Educational Service Officer (ESO) or counselor within your military service prior to enrolling.

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 and 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 2017-18 academic year, the VA will pay a maximum of \$22,805.34 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 the 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 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.

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- 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 October 1 and February 15 for the following year 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, 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 October 1 and February 15 for the following fall semester.

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/admissions/finaid and select the link for Policies and Procedures and then select "Determining Financial Aid." The chart is regularly updated to reflect any changes.

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

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

- Accelerated Students - Enrollment status is monitored 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.

- At the latest, state awards will 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, 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 the total aid combined with any other form of payment must exceed total charges. For more information, contact Student Accounts at 443-334-3500.

Master Promissory Note and Loan Entrance 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 <https://studentloans.gov>.

All student loan borrowers are required to complete exit counseling before graduating or withdrawing from Stevenson University or ceasing to enroll at least half-time.

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).

The IRS Data Retrieval Tool can be used to complete the FAFSA if you choose to use it.

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

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

More information about the verification process and the IRS Data Retrieval Tool may be 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.

Financial Aid Satisfactory Academic Progress (SAP)

Financial aid recipients are required to be in good academic standing and maintain satisfactory academic progress (SAP) toward their degree requirements. *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.

SAP 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 Stevenson University 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.

Credits passed/credits attempted = % completed

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 SAP 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 him or her 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. The student's academic performance in that semester will be reviewed to determine the status for the upcoming semester. Only if the student is now meeting the overall requirements for SAP or successfully following the academic plan, will the student 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 or 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. Stevenson University follows the federally prescribed policies and procedures for calculating whether the student has earned all or a portion of his or her 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:
- $(100\% \text{ of the aid that could be disbursed minus the percentage of earned aid}) \times \text{the total amount of aid that could have been disbursed during the semester} = \text{aid to be returned.}$

If a student earned less aid than was disbursed, Stevenson University 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 or 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 Loans (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 on which the student submits the Official Leave of Absence or Withdrawal from the University Form; or the date the student otherwise provided official notification to the Registrar's Office of his or 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, 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.

Academic Information

SEE: The Stevenson Educational Experience

The Stevenson Educational Experience (SEE) is academically grounded in the liberal arts and sciences while at the same time integrating experiential scholarship, ethical reasoning, and career readiness, thereby preparing graduates for learning and for living. Regardless of the student's major area of study, SEE emphasizes both intellectual and practical skills, using inquiry-based methods to promote critical and creative thinking into matters ranging from personal to social to national to global. By requiring firsthand experience, SEE assures that graduates will be prepared to synthesize what they have learned and apply it in solving the complex challenges they will face in life. By setting a standard for ethical reasoning, SEE helps students develop patterns of applying those principles personally, academically, and professionally so as to demonstrate their integrity. At its essence, SEE offers students the opportunity to explore diverse perspectives, acquire expertise in an academic discipline, and develop the professional and personal skills necessary for life beyond college.

See it. Do it. Live it.

The SEE Student Learning Goals and Outcomes

SU Goal No. 1: Intellectual Development (ID)

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

Outcomes, Goal 1:

The SU graduate will be able to:

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

SU Goal No. 2: Communication (C)

The SU graduate will communicate logically, clearly, and precisely using written, oral, non-verbal, and electronic means to acquire, organize, present, and/or document ideas and information, reflecting an awareness of situation, audience, purpose, and diverse points of view.

Outcomes, Goal 2:

The SU graduate will be able to:

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

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

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

Outcomes, Goal 3:

The SU graduate will be able to:

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

SU Goal No. 4: Experiential Learning (EL)

The SU graduate will connect ideas and experiences from a variety of contexts, synthesizing and transferring learning to new, complex situations.

Outcomes, Goal 4:

The SU graduate will be able to:

- Compare life experiences and academic knowledge to infer situational similarities and differences and connect examples, facts, or theories from more than one field of study or perspective.
- Apply skills, abilities, theories, or methodologies gained in one situation to a new situation.

SU Goal No. 5: Career Readiness (CR)

The SU graduate will demonstrate personal direction, professional know-how, and discipline expertise in preparation for entry into the workplace or graduate studies.

Outcomes, Goal 5:

The SU graduate will be able to:

- Imagine and articulate a personal direction following realistic self-appraisal and reflection.

- Utilize professional skills and tools to navigate challenges and opportunities.
- Demonstrate the discipline expertise necessary to be competitive in a chosen career.
- Demonstrate competency in technology appropriate to the discipline.

SU Goal No. 6: Ethics in Practice (EIP)

The SU graduate will practice integrity in the academic enterprise, professional settings, and personal relationships.

Outcomes, Goal 6:

The SU graduate will be able to:

- Think critically about complex ethical issues.
- Practice the highest ethical standards of a profession.
- Complete academic or professional assignments in an ethical manner.
- Engage in behaviors that constitute a pattern of personal integrity.

Revised Fall 2016

University Degree Requirements

Requirements for the Bachelor's Degree

The University offers bachelor's degrees in the following 28 disciplines: accounting, applied mathematics; biochemistry; biology; business administration; business communication; business information systems; chemistry; computer information systems; criminal justice; digital marketing; early childhood education; liberal arts and technology; elementary education: liberal arts and technology; English language and literature; environmental science; fashion design; fashion merchandising; film and moving image; human services; interdisciplinary studies; medical laboratory science; middle school education: liberal arts and technology (with a concentration in English/Language Arts and Social Studies or Mathematics and Science); nursing; legal studies; psychology; public history; theatre and media performance; and visual communication design. Stevenson University also offers accelerated bachelor's degree programs for adult learners in the School of Graduate and Professional Studies.¹ For more information about accelerated bachelor's degrees and graduate degrees, please consult the *School of Graduate and Professional Studies Catalog*.

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 15 credits at the 300- or 400- level.
- Complete the SEE requirements.
- Complete the courses required by the major. Note – Grades of "I" (Incomplete) must be cleared from the student's record
- Complete INT 100: Principles of Academic Integrity.
- Achieve a cumulative grade point average (GPA) of at least 2.00; the GPA is calculated on the basis of work done at Stevenson University only.
- Earn a minimum cumulative GPA in the major of 2.00 or higher. Many majors have additional GPA requirements; please consult the "Fields of Study" section for specific requirements.
- Earn at least 30 credits at Stevenson University.
- Earn the final 30 credits at Stevenson University.²

- Comply with all policies, procedures, and regulations of the University
- File the official Application for Graduation in accordance with published deadlines.

¹ *Students in traditional undergraduate programs are not eligible to take accelerated, eight-week online courses offered by the School of Graduate and Professional Studies in fall or spring, although students may enroll in 15-week online courses. During the summer session, any student with a GPA of 2.00 or better is permitted to enroll in one 8-week (1) course and/or one 8-week (2) course. No permission is required. No traditional student is permitted to enroll in more than one online course per 8-week summer session. Completion of GPS 101 is required for all first-time traditional students taking an online course.*

² *Students are permitted to participate in approved international and off-campus study programs in their last 30 credits.*

The Stevenson Educational Experience Requirements for the Bachelor Degree

As part of the Stevenson Educational Experience (SEE), Stevenson University requires all bachelor's degree-seeking students to complete 15 credits of writing and communication coursework and a minimum of 37-39 credits in distribution areas in liberal arts and sciences. It is expected that courses in a student's major field of study will round out the learning goals and outcomes that constitute the Stevenson Educational Experience.

SEE credits/courses may be included in the major program requirements unless otherwise specified (see major program descriptions); however, within the liberal arts and sciences distribution requirement, no single course may count in more than one distribution area for the purpose of fulfilling the SEE requirement. Within the writing and communication requirement, it is permitted but not required for a single course to fulfill either a WI or CI requirement and a liberal arts and sciences distribution requirement.

Students must earn a minimum grade of "C" in courses that are used to fulfill the SEE requirement.

Writing and Communication Requirement (15 credits).

All bachelor's degree-seeking students must complete courses that fulfill the SEE Writing and Communication requirement: two writing instruction courses, two writing-intensive (WI) courses, and one communication-intensive (CI) course.

- Two writing instruction courses:
 - ENG 151 (3 credits)
 - ENG 152 (3 credits)
- Two WI courses and one CI course
- WI Courses:
 - A minimum of 2 WI courses are required. Courses that fulfill the WI requirement are certified by the WI label in the course description.
 - At least one WI course must be in the student's major area of study.
 - One WI course must be at the 200-level
 - One WI course must be at the 300-level or 400-level.
- CI Course:
 - One CI course is required. Courses that fulfill the CI requirement are certified by the CI label in the course description.

Please note: A single course may fulfill either a WI or CI standard. No single course may count as both writing intensive and communication intensive. It is permitted but not required for a single course to fulfill either a WI or CI requirement and a liberal arts and sciences distribution requirement.

Liberal Arts and Sciences Distribution Requirement (37-39 credits).

All bachelor's degree-seeking students must complete courses that fulfill the SEE liberal arts and sciences distribution requirement. No single course may count in more than one distribution area for the purpose of fulfilling the SEE requirement, even though a course may meet the standards in more than one distribution area. Students must complete the required number of credits in each of the four areas described below: humanities, science and mathematics, social sciences, and fine arts.

Humanities (HUM; 12 credits)

Four courses in at least three different discipline areas are required. The discipline areas are represented by the course prefix designators that precede the course number in the catalog (e.g., PHIL, REL). Courses that fulfill the humanities distribution requirement are certified by the HUM label in course descriptions.

ENG 151 and ENG 152 may not be used to fulfill this requirement.

Science and Mathematics (SR, SR-L, QL; 10–12 credits)

Three courses in at least two different discipline areas are required. The discipline areas are represented by the course prefix designators that precede the course number in the catalog (e.g., BIO, PHYS). Courses that fulfill the science distribution requirement are certified by the Scientific Reasoning (SR) or Scientific Reasoning-Laboratory (SR-L) label in course descriptions. Courses that fulfill the math distribution requirement are certified by the Quantitative Literacy (QL) label in course descriptions.

One course must be a laboratory science (SR-L)

One course must carry the MATH designation and QL label (excluding MATH 132 or MATH 201).

Social Sciences (SS; 6 credits)

Two courses in two different discipline areas are required. The discipline areas are represented by the course prefix designators that precede the course number in the catalog (e.g. GEO, SOC). Courses that fulfill the social science distribution requirement are certified by the SS label in course descriptions.

Fine Arts (FA; 3 credits)

One course in the fine arts is required. Courses that fulfill the fine arts distribution requirement are certified by the FA label in course descriptions.

Foreign Language (6 credits)

Candidates for the Bachelor of Arts degree must complete six credits of foreign language at the 200-level or higher.

Please note: SEE requirements were implemented in the 2014-2015 academic year. For the 2014-15 academic year, courses that had previously counted as fulfilling the University's general education requirements counted toward fulfilling SEE requirements. For the 2015-2016 academic year and beyond, the only courses that will fulfill the SEE requirements (in addition to ENG 151 and ENG 152) are those certified with the appropriate label in the course description (CI, FA, HUM, QL, SR, SR-L, SS, WI).

Guide to Abbreviations

C – Communication
 CI – Communication Intensive
 CR – Career Readiness
 EIP – Ethics in Practice
 FA – Fine Arts
 HUM – Humanities
 ID – Intellectual Development
 QL – Quantitative Literacy
 SR – Scientific Reasoning
 SR-L – Scientific Reasoning-Laboratory
 SS – Social Sciences
 SSNW – Self, Societies, and the Natural World
 WI – Writing Intensive

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 such documentation.

In addition the student must fulfill all major 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 appropriate 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 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 and general electives (if needed). To complete the second degree, students must have earned a minimum of 150 credits.

BS/MS and BS/MFS Degree Options

For more information on these options see the *Admissions* (p. 24) section of this catalog.

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 Communication Studies; a Master of Science in Cyber Forensics, a Master of Science in Forensic Studies, a Master of 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 Architecture*SM, Stevenson University offers students the opportunity to structure and to pursue a minor field of study separate from and in

addition to the student's major field of study. The minors program allows students to expand their career options and professional flexibility, to develop skills to be applied to graduate or professional programs, and to pursue personal or intellectual interests. The minor option represents a significant opportunity for students to assess their needs and aspirations and to construct their own courses of study at Stevenson. All students are encouraged to consider the minor option, but students are not required to pursue or complete a minor in order to complete a degree. Students who wish to minor in a particular field or discipline can structure a minor course of study with the assistance of an academic advisor, and they must declare their intentions by completing the Declaration of Minor Form available on the WebXpress Student Menu under the Registrar's Office forms. You may declare a minor as long as there are no stated restrictions based on your choice of major. (For example, if you are a Digital Marketing major, you may not minor in Visual Communication Design.)

General guidelines for all minors appear below; any additional discipline-specific guidelines for each minor can be found in the relevant discipline's entry in the Fields of Study section.

General Guidelines for Earning a Minor

- A minor consists of at least six courses (for a minimum of 18 credit/contact hours) in a particular discipline. For disciplines in which a bachelor's degree is offered, only courses listed in that discipline's program requirements may count toward the minor. For example, Stevenson offers a bachelor's degree in English; only courses listed in the requirements for the bachelor's degree in English can count toward a minor in English.
- All courses taken for a minor must be in the same discipline.
- At least nine of the total credit hours for the minor must be taken at Stevenson University.
- Up to two courses that are among a student's major requirements can be used toward a minor in another discipline. For example, up to two Psychology courses that are required by the Nursing major can be used toward a minor in Psychology.
- A student may not minor in a discipline that is also a track within the student's major.
- Students must earn a grade of "C" or better in a course for it to be counted toward a minor.
- For students selecting a minor in the School of the Sciences, both the lab and the lecture for the course must be taken; however, they do not count as two separate courses.
- Minors must be declared prior to the student's final semester. 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.

Note: Please see the descriptions of individual minors in the Fields of Study section for additional guidelines.

Minors are currently being offered in the following fields:

- Accounting (p. 61)
- Art (p. 63)
- Biology (p. 66)
- Chemistry (p. 70)
- Communication (p. 71)
- Criminal Justice (p. 72)
- Economics (p. 73)

- Environmental Science (p. 80)
- English (p. 78)
- Fashion Design (p. 81)
- Fashion Merchandising (p. 81)
- Film and Moving Image (p. 83)
- History (p. 86)
- Human Services (p. 88)
- Information Systems (p. 88)
- International Business (p. 93)
- Legal Studies (p. 94) (This minor is not intended to prepare students to work as paralegals and is not approved by the American Bar Association.)
- Management (p. 95)
- Marketing (p. 95)
- Mathematics (p. 95)
- Music (p. 99)
- Philosophy (p. 104)
- Photography (p. 104)
- Psychology (p. 105)
- Religion (p. 107)
- Sociology (p. 107)
- Theatre and Media Performance (p. 107)
- Visual Communication Design (p. 108)

Additional Learning Opportunities

Experiential Learning

Experiential learning involves a process of learning, doing, and reflecting and provides Stevenson students with the opportunity to acquire first-hand experience. Experiential learning empowers students to connect ideas and experiences from a variety of contexts, synthesizing and transferring what they have learned in the classroom to situations beyond the classroom. Stevenson offers students a variety of experiential learning opportunities, including internships, practicums, clinicals, undergraduate research, service-learning, and study abroad.

Freshman Honors

Starting in Fall 2017, select courses within the Stevenson Educational Experience (SEE) will be offered at the honors level for eligible students. Students participating in Freshman Honors can expect to work closely with their faculty to take a deeper look at material through discourse and analysis and to have more opportunity for individual work and creative/intellectual exploration. Students will also have the opportunity to work with similarly talented and motivated students in smaller classes, which allow for a higher level of faculty and student interaction and student and student interaction.

International and Off-Campus Study

Stevenson University offers exciting international and domestic study opportunities for academic credit. Students can choose from a variety of SU faculty-led travel courses or approved affiliate programs in one of 50 countries around the world, including the United States. Internships and service-learning options are also available. Terms include fall and/or spring semester, Winterim, summer and Spring Break. Participation requires an application be submitted by stated deadlines. Costs vary, with many options allowing financial aid and scholarships to be

applied. Additional scholarships are also available (see www.stevenson.edu/academics/study-abroad/scholarships). It is recommended that students confer with their academic advisors early on in their time at SU to plan an international or domestic study experience into their overall academic program. Engaging in off-campus programs directly enhances Stevenson's mission to graduate students with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world.

Questions regarding international and off-campus study should be directed to the Associate Dean, Study Abroad. For more information, please see the Office of International and Off-Campus Study's portal page.

Internships

Internships are academic courses offered either as electives or requirements by the majors. Consult each program section in the *Fields of Study* (p. 60) section of this catalog for more detailed information.

Students can also explore internship opportunities through Handshake, an online employment database maintained by Career Services. The Career Services staff is available to assist students with resume and cover letter writing and interview preparation skills, as well as techniques for searching for internships. Internships.com is another resource available through Blackboard. All credit-bearing internships must be approved by the appropriate program coordinator, department chair, associate dean, or school dean. Students must secure an internship and register for the coordinating course prior to the semester in which they plan to complete the internship.

Service-Learning

Service-learning is an intentional teaching and learning strategy that integrates meaningful service with academic instruction and reflection. Through service-learning, students, faculty, and community partners collaborate to address real-life needs, locally, and globally. Through service-learning courses, students gain a deeper understanding of subject matter as well as complex social issues. Service-learning allows students to become skilled in relating theory with practice while building connections with the community and enhancing their future employment opportunities.

Undergraduate Research

Undergraduate research provides an opportunity for students to conduct original, independent research in their academic field under the mentorship of Stevenson faculty or an off-campus mentor. Students apply the knowledge gained from course work to original research questions and hone their critical thinking, technical, and communication skills in the context of a professional research setting. Undergraduate research allows students to experience what it means to be a scholar in their field, working at the forefront of a discipline and advancing knowledge.

Many opportunities exist for students to engage in undergraduate research in many programs, including independent research courses, capstone research experiences, summer research experiences, work study, and research assistant positions. The Office of Sponsored Programs and Research also offers information on many off-campus and summer research opportunities.

Courses at another Institution

Baltimore Student Exchange Program

Stevenson University students have the opportunity to participate in the Baltimore Student Exchange Program (BSEP), which generally allows them to enroll at other local colleges and universities without incurring additional tuition charges, though some fees may apply. The course credits and grades will be calculated into the student's GPA as if the courses were taken at Stevenson. Students must be full-time at Stevenson and can take no more than two courses per year at another participating institution on a "space available" basis. Students who participate in the BSEP must comply with all deadlines and other regulations at the visiting institutions. Registration for BSEP courses typically occurs just prior to the start of a given semester. For the Baltimore Student Exchange Program Registration Request Form, see the Academic Affairs portal site. For additional information contact the BSEP coordinator in the Office of the Registrar.

The other colleges and universities participating in BSEP are Baltimore Hebrew Institute at Towson University, Coppin State University, Goucher College, Loyola University MD, MD Institute College of Art, Morgan State University, Notre Dame of MD University, Peabody Institute of Johns Hopkins University, Towson University, UMBC, and University of Baltimore.

Other Institutions

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 Institution. Approval of these requests is based on clear evidence that such courses are comparable to the Stevenson University courses. Courses included on the course equivalency grid have already received thorough vetting by the appropriate associate dean, department chair, or program coordinator. Approval of courses not appearing on the course equivalency grid is made by the associate dean, department chair, or program coordinator of the department offering the course. Students are strongly advised to consult with their advisors prior to seeking permission to take a course at another institution to determine how the course applies to their degree audit.

The following guidelines apply:

1. Students may take up to 3 courses at another institution. Lecture/laboratory courses count as one course.
2. Courses may not be taken elsewhere during Fall and Spring semesters if they are being offered at Stevenson.
3. If a course taken off-campus is going to be used to fulfill a SEE requirement, the course must be equivalent to the SEE-certified course at Stevenson.
4. All major requirements must be taken at Stevenson University. When a major requirement also fulfills a SEE requirement, it may be taken outside of Stevenson provided other policy provisions are met.
5. Because the curriculum is based on a special commitment to writing, all writing instruction and writing-intensive courses must be taken at Stevenson University.
6. The last 30 credits must be taken at Stevenson University.*

**Note: students are permitted to participate in approved international and off-campus study programs in their last 30 credits.*

Academic Standing and Grading Information

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

Grading Scale and Grading System

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.

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	Numeric Standard	Quality Points Awarded
A	93–100	4.0
A-	90–92	3.7
B+	87–89	3.3
B	83–86	3.0
B-	80–82	2.7
C+	77–79	2.3
C	73–76	2.0
C-	70–72	1.7

D+	67–69	1.3
D	60–66	1.0
F	0–59	0.0

FX Student stops attending classes prior to the withdrawal deadline, yet fails to officially withdraw. This is calculated as a grade of "F" in the GPA.

WF Course withdrawal after the specified term deadline. This is calculated as a grade of "F" in the GPA.

W Course withdrawal within the specified term deadline. This is not calculated in the GPA.

AUD Audit (see additional information below). This is not calculated in the GPA.

I Incomplete (see additional information below). This is not calculated in the GPA.

P/NC Pass or No Credit (see additional information below). This is not calculated in the GPA.

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.

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.

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 published drop/add period. 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 or her absences in a class are excessive.

Incompletes

A grade of incomplete (I) will only be granted by written request by the student and is subject to the approval of the faculty member and the Department Chair or Program Coordinator of the major in which the course resides. The Request for Incomplete Grade form is available through the Student Menu in WebXpress under the Registrar's Office forms. Incompletes are granted only when a student has completed at least 75% of the semester 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. A grade of incomplete must be requested prior to the end of the semester or session in which the student is taking the course. A student must submit to his/her instructor the work outlined on the submitted Request for Incomplete Grade form no later than 30 days after the last day of the semester. The instructor then has 5 days to submit a change of grade form to the Registrar's Office. If a change of grade form is not submitted within this timeframe (35 days from the last day of the semester), the grade of "I" will automatically convert to a grade of "F." Exceptions to this policy require special review by the Dean of the School in which the course resides.

Pass/No Credit Option

Students may take two pass/no credit courses outside of the major requirements 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 department pass/fail or pass/no credit. Additional information is available in the Registrar's Office.

Repeating Courses

A student may not register for the same course more than two times without prior approval of the Academic Dean of the school in which the course is being offered. Withdrawals and audits count as attempts. If a student repeats a course, only the latter grade will be used in calculating the cumulative grade point average. However, all courses taken remain on the transcript.

Grade Appeals

Information regarding grade appeals may be found on the Human Resources webpage in Policy Manual, Volume V: Student Policies, Section 5.3.

Academic Good Standing and Probation

Any student who has attempted 1 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 cumulative 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 cumulative grade point average of 2.00 or above in order to be in good academic standing. A student who falls below the standards of academic good standing will be placed on academic probation. Once a student is placed on probation, the student is required to meet with his or her academic advisor or a representative from the Office of Student Success before the start of the following semester. Students on academic probation are strongly encouraged to continue meeting with their advisor or a representative from the Office of Student Success throughout the semester to discuss strategies for improvement.

Credits Completed	Academic Probation (Cumulative GPA)	Academic Good Standing (Cumulative GPA)
1 – 18	1.49 or below	1.50 or above
19 – 29	1.89 or below	1.90 or above
30 or more	1.99 or below	2.00 or above

Academic Suspension

Student grades are reviewed at the end of each semester. Once a student is put on probation, if he or she falls below the standard for good academic standing (as defined above) in the next semester, the student will be placed on academic suspension for one full semester (i.e., a fall or spring term). If extenuating circumstances exist, a student may appeal the suspension through the Academic Review Board process prior to being away from the University. If no extenuating circumstances exist or the Academic Review Board determines that a suspension stands, a student may petition for reinstatement after a semester of academic suspension and go through the Academic Review Board process.

Academic Review Board Process

Specific deadlines and instructions for Academic Review Board appeals are outlined in the letter that the student receives upon suspension. Please note that students are not automatically granted a hearing before the Academic Review Board. If a student is not granted a hearing, the suspension stands.

Students for whom an appeal is granted will come before the Academic Review Board to discuss their academic status. The Board will make one of the following decisions:

1. The student is reinstated on continued probation and must follow specific requirements outlined in the reinstatement letter provided by the Academic Review Board after the hearing. See reinstatement information below.
2. The suspension stands.

Academic Dismissal

A third suspension due to failure to maintain good academic standing will result in an automatic dismissal from the University. Students dismissed from the University may apply for reinstatement after a period of 2 years.

Academic Reinstatement

Instructions for petitioning for reinstatement can be found on the Stevenson Admissions webpage. Petitions must be submitted no later than May 1 for the fall semester and December 1 for the spring semester. Upon receipt of the petition, the Academic Review Board will contact students who will be granted a hearing to schedule a meeting.

If a student is reinstated, he or she is on continued probation and must follow specific requirements outlined in the reinstatement letter provided by the Academic Review Board after the hearing. Additionally, upon reinstatement, the student's next semester GPA must meet the appropriate standard for academic good standing listed above, and the student must restore their cumulative GPA to a 2.00 within two consecutive semesters of reinstatement. If either requirement is not met, the student will be suspended.

In cases where a student is seeking reinstatement after a sanction of suspension due to academic misconduct, the student must complete the Petition for Reinstatement form, and appear before the Academic Review Board.

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 \$5; 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. For those requesting a transcript who no longer attend Stevenson University, please contact the Registrar's Office at 443-334-2206.

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. For current students, transcripts normally require a three-day processing time.

Students have the option to request an official transcript to be sent electronically. This service is available for current students through WebXpress; this service can also be requested on the Transcript Request Form that is available on the Registrar's Office webpage. Persons who wish to request a transcript to be 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 (Credentials Solutions) using a secure server. The recipient will receive an email directing them to go to a specific website to retrieve the transcript.

Registration and Course Information

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 Academic Planning, a software package designed for registration. For those unable to access a computer, in-person registration is also available in the Registrar's Office. Prior to registration, all students are required to meet with their advisor. It is the advisor's responsibility to check the student off in Academic Planning so that registration will be enabled for the student.

There are several circumstances that could cause a student's registration to be blocked. Students who have not completed the required Student Health Profile 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 canceled 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.

For more information about registration, please see the Registration Guide on the Registrar's webpage.

Students in traditional undergraduate programs are not eligible to take accelerated, eight-week online courses offered by the School of Graduate and Professional Studies in fall or spring, although students may enroll in 15-week online courses. During the summer session, any traditional undergraduate student with a GPA of 2.00 or better is permitted to enroll in one 8-week (1) course and/or one 8-week (2) course. No permission is required. No traditional student is permitted to enroll in more than one online course per 8-week summer session. Completion of GPS 101 is required for all first-time traditional students taking an online course.

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. Credits earned during Winterim do not count toward a student's regular fall or spring course load. Students must take a minimum of 12 credits in fall or spring to be considered a full-time student for that semester, regardless of Winterim enrollment.

A student may not register for more than 18 credit hours in any one semester without the permission of the student's advisor and the department chair or program coordinator. There is an additional tuition charge for credits over 18. If the total number of credits taken by a student in any given fall and Winterim semesters exceeds 18, then the student will pay standard tuition rates for any credits taken in excess of 18 in Winterim.

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.

Credit Hour Definition

Regardless of course duration, delivery, or instructional method, Stevenson University awards academic credit in compliance with Maryland state requirements outlined in the Code of Maryland Regulations (COMAR) and with the

Department of Education's federal credit-hour definition, as defined in the Federal Code of Regulations.

State credit hour definition (COMAR 13b.02.02.16.D)

(1) *An in-State institution shall award 1 credit hour for:*

- (a) A minimum of 15 hours, of 50 minutes each of actual class time, exclusive of registration, study days, and holidays;*
- (b) A minimum of 30 hours, of 50 minutes each of supervised laboratory or studio time, exclusive of registration, study days, and holidays;*
- (c) A minimum of 45 hours, of 50 minutes each of instructional situations such as practica, internships, and cooperative education placements, when supervision is ensured and learning is documented; or*
- (d) Instruction delivered by electronic media based on the equivalent outcomes in student learning in §D(1)(a) of this regulation, and may include a combination of telelessons, classroom instruction, student consultation with instructors, and readings, when supervision is ensured and learning is documented.*

(2) *One quarter hour of credit is awarded for instruction equivalent to 2/3 of the contact hours required for 1 credit hour.*

Federal credit hour definition (34 CFR §600.2)

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- *one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*
- *at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. For additional information please see the Academic Affairs portal page.*

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. However, no credit is applied toward the degree requirements.

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 be reflected on the student's transcript.

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" in the GPA.

Athletic Department Class Conflict Information

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 National Collegiate Athletic Association (NCAA) games scheduled at times that conflict with regularly scheduled academic classes. Student athletes should keep in mind their athletic schedules when registering for classes each semester. The NCAA Compliance Officer issues the Stevenson University Athletics Department Class Conflict Confirmation Form each semester to validated student-athletes participating in their NCAA traditional season. The Class Conflict Confirmation Form outlines comprehensive information on student-athlete, faculty, and athletic department staff responsibilities. If a student athlete or faculty member has any questions regarding the form or is in need of further information, please contact the Athletic Department office manager at 443-352-4251.

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 Student Success. 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. A student who is scheduled to take three or more exams in one day should contact the Registrar's Office no later than the Monday of the last week of classes regarding rescheduling an exam. The Registrar's Office will work with the student's faculty to determine which exam will be rescheduled. Requests received after the Monday of the last week of classes cannot be accommodated.

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 the University form that is available through the Student Menu in WebXpress under the Registrar's Office forms. The student should meet with a representative of the Office of Student Success 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.

Withdrawal from the University

A degree-seeking student who wishes to withdraw from the University must do so in writing. The official Withdrawal

from University form is available through the Student Menu in WebXpress under the Registrar's Office forms. A student may be administratively withdrawn from the University if his or her absences in a class are excessive.

Military Service Withdraw & Refund Policy

Stevenson University students who are called to active duty during the course of a term or session should contact the Assistant Registrar, VA Programs to formally withdraw for military service. For the purpose of this policy, military service is defined as "service, whether voluntary or involuntary, in the armed forces, including service by a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under federal authority for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days" (ED 34 C.F.R. 668.18).

Students who withdraw from the University for military service during the course of a term or session are eligible for a 100% refund of tuition and fees. Room and board expenses will be prorated based on the official date of withdrawal.

Students must supply a copy of military orders to be eligible for any tuition, fees, or room and board adjustments. Students receiving financial aid will be subject to the refund policies as provided by the federal or state agency sponsoring the aid. Department of Defense Military Tuition Assistance and Veteran's Education Benefits will be returned to the government agency as required.

Students who have to withdraw from the University after the add/drop deadline will receive a grade of W or I, depending on the amount of coursework completed and the expected length of the absence.

FERPA: Notice to Students

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. Stevenson University students are afforded specific rights in accordance with FERPA.

- The right to inspect and review their education records within a maximum of 45 days after the request is made. The right to request the amendment of education records if the student believes the records are inaccurate or misleading.
- The right to prevent the unauthorized disclosure of their student records.
- The right to file a complaint with the Department of Education about a violation of FERPA

Please contact the Registrar's Office at 443-334-2206 for additional information about FERPA.

Academic Integrity

Stevenson University expects all members of its community to behave with integrity. Honesty and integrity provide the clearest path to knowledge, understanding, and truth – the highest goals of an academic institution. For students, integrity is fundamental to the development of intellect, character, and the personal and professional ethics that will govern their lives and shape their careers.

Starting in Fall 2016, students entering Stevenson will be required to complete INT 100, Principles of Academic Integrity, a brief online course covering academic integrity. The deadline for completing the course is September 30. It

is the University's vision that with proactive learning engagement in academic integrity potential academic misconduct violations will be reduced. Students who fail to complete the course by the September 30 deadline will be unable to register for classes for the next semester until the course is completed.

Stevenson University requires students found responsible for a first violation of academic misconduct to complete an online integrity education course. Please note students may incur a charge to the third-party provider of the course.

The Academic Integrity and Academic Misconduct Policies are found in the Policy Manual, Volume V: Student Policies, Section 5.1 and 5.2, which is located on the Stevenson University website.

Graduation Information

To qualify for graduation, students must meet all University and department requirements as stated in the University catalog. Students must fulfill catalog requirements in effect at the time of matriculation or 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.

Diploma Information

Diplomas are mailed to the address listed on the application for graduation. They are sent via standard U.S. mail the month following graduation. Diplomas are sent after all final grades have been received and degree requirements are confirmed complete. Diplomas include the graduate's name, degree, major, and academic honors, if earned. The date listed on the diploma reflects the end of the semester when the degree is officially considered complete rather than the commencement date.

The official academic transcript, not the diploma, is considered the certifying document to verify a degree. Graduates will be issued one diploma. Additional copies will not be provided, however, a replacement diploma may be requested by alumni. Replacement diplomas may be requested due to the name change from Villa Julie College to Stevenson University, due to an official personal name change, or due to a lost or damaged diploma. The replacement diploma may only be requested by the alumnus in writing using the request form located on the Stevenson University website. The fee for a replacement diploma is \$30. Please note: Effective Fall 2008, all replacement diplomas will feature Stevenson University, even if the degree was earned prior to the name change

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 and August graduates must file by January 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.

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. Summer graduates should be within six credits of degree completion prior to the start of the summer term to be eligible to participate in the May commencement. Students may only participate in one ceremony unless they are earning an additional degree.

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. These will be listed on the diploma and the official academic transcript. This may differ from the academic honors announced during the Commencement ceremony, which are based on the cumulative GPA prior to the final semester.

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

Honors are not awarded for graduate degrees.

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 have completed 12 or more credits that count toward degree requirements during that semester. Developmental courses are not included in this calculation. 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, junior and senior 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.

University Awards for Graduating Seniors

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

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.

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.

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.

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.

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.

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.

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).

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.

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

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 Department Awards

The **Duncan-McNally Accounting Scholarship** provides assistance to full-time accounting students seeking a baccalaureate degree in accounting. The award will be based upon both merit and financial need with a strong priority given to academic achievement. Students must have a minimum GPA of 3.0 and have completed ACC 301 – Intermediate Accounting III.

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 **Accounting Association Scholarship** provides an opportunity for full-time accounting students. The award is based upon academic achievement, community service and/or extracurricular activities, and a response to a research question. Students must have a minimum GPA of 3.0 and have completed 45 credit hours.

Legal Studies Department Awards

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

The **Francis X. Pugh Scholarship Award** is a merit scholarship award presented to one full-time sophomore legal studies major who demonstrate academic excellence,

involvement in extracurricular activities, and a dedication to legal studies.

The **Hahn-Waidner Scholarship Awards** are merit scholarship awards presented to eight full-time junior and senior legal studies majors who demonstrate academic excellence and a dedication to the legal profession.

The **Cengage Learning Legal Studies Awards** are presented to two legal studies majors demonstrating superlative performance in the area of student legal writing.

School of Design Awards

Business Communication Awards

Award for Academic Achievement in Business Communication

Celebrates a graduating Business Communication senior who has shown consistent scholastic growth over the arc of the student's tenure as a major in the department. The award recognizes a student whose path to graduation has been marked with passion and perseverance. Through this award, the faculty in the Business Communication program attest that the recipient made a commitment to learning, engaged the discipline in meaningful ways, and demonstrated academic achievement.

Award for Leadership and Excellence in Business Communication

Celebrates a graduating Business Communication senior who exemplifies the values of competent communication in practice. The award recognizes a student who has demonstrated outstanding communication skills both inside and outside the classroom through leadership, advocacy, and/or service to the department, the school, and the larger community. Through this award, the faculty in the Business Communication program recognize the leadership potential in a diverse world when communication theory is put into practice.

Award for Creative Initiatives in Business Communication

Celebrates a graduating Business Communication senior who creatively integrates the core foundations of Business Communication with regard to communication theory, writing, business, and design in endeavors both at the university and in related work outside of the university, whether through internships, jobs, or volunteer pursuits. Through this award, the faculty in the Business Communication program recognize the student's creative contributions to the department, university, and higher education, along with personal, professional, and academic achievement.

Fashion Design Department Award

The **Outstanding Achievement in Fashion Design Award** celebrates a graduating fashion design student who is a visionary and an emerging talent. The award recognizes a student whose work is exemplary and who shows great promise for success in the field. A jury of professionals from the fashion design industry selects the recipient.

Film and Moving Image Department Awards

Film and Moving Image Awards are selected by vote of the full-time Film and Moving Image faculty.

The **Film and Moving Image Award for Special Achievement in the Field of Cinematography** recognizes a Film and Moving Image student who has exhibited significant growth and development as a film and moving cinematographer throughout his or her course of study at Stevenson.

The **Film and Moving Image Award for Special Achievement in the Field of Directing** recognizes a Film and Moving Image student who has exhibited significant growth and development as a film and moving image director throughout his or her course of study at Stevenson.

The **Film and Moving Image Award for Special Achievement in the Field of Editing** recognizes a Film and Moving Image student who has exhibited significant growth and development as a film and moving image editor throughout his or her course of study at Stevenson.

The **Film and Moving Image Award for Special Achievement in the Field of Producer** recognizes a Film and Moving Image student who has exhibited significant growth and development as a film and moving image producer throughout his or her course of study at Stevenson.

The **Film and Moving Image Award for Special Achievement in the Field of Writing** recognizes a Film and Moving Image student who has exhibited significant growth and development as a film and moving image writer throughout his or her course of study at Stevenson.

Art and 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 greatly to the visual communication design program. This award is presented to one Stevenson University student who has consistently reached out to faculty and classmates, contributing time, energy, and support whenever it was needed. The awardee may have contributed to the department by acting as an unofficial ambassador or taking the initiative to help others without it being asked of her/him.

The **Visual Communication Design Department Achievement Award** has been established to recognize a student who has shown incredible growth and development throughout her/his course of study. The recipient of this award has embraced challenges and realized her or his full potential through dedication and hard work. This student has consistently applied her or himself to academic pursuits, both inside and outside the design studio and has become an outstanding role model, emblematic of the goals of higher education: to broaden one's horizons, to gain confidence and maturity, to build valuable professional skills, and to emerge fully prepared to achieve his or her future goals.

The **Visual Communication Design Department Award for Excellence** has been established to recognize an outstanding visual communication designer. Finalists are selected based on academic performance (GPA and academic integrity) and asked to submit a digital portfolio for review by the faculty. The award is presented to the student whose portfolio best exhibits her/his exceptional design and creative problem-solving abilities, effective communication skills, and outstanding overall academic performance. In addition to recognizing extraordinary design, this award has been created to honor a student who has consistently embraced challenges and exceeded the expectations of faculty and peers by cultivating the multi-disciplinary skills (such as technological competency, confidence in presenting, and risk-taking independence) so vital to the success of any designer.

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.

Sandra R. Berman School of Health Professions Awards

Medical Laboratory Science Awards

The **American Society for Clinical Pathology Student Honor Award** is given by ASCP 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, the 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 laboratory science faculty and awarded to a graduating medical laboratory science 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 Laboratory Science Award** is given to the graduating medical laboratory science student who has exemplified outstanding achievement, professionalism, and leadership in the clinical laboratory sciences.

Nursing Department 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 **Shannon Henretty Spirit Award** is given in memory of Sharon Henretty, a 2014 nursing graduate, and is presented to the pre-licensure graduate who exemplifies Shannon's legacy of spirit with which she lived her life. That spirit is characterized by kind, gentle and selfless giving to others, particularly the disadvantaged; a spirit of service, embodied by humility, devotion and joy; and a spirit of dedication to making a difference in the world.

The **Charles Mackey Award** is given to a graduating nursing student who, like Chris, demonstrates potential in teaching students and assisting colleagues.

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 **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 his or her fellow students.

School of Humanities and Social Science Awards

Human Services Professional Development 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.

Beverly K. Fine 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 research capstone course and shown great promise for success in the sciences.

Biological Sciences Department Awards

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

Chemistry Department 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 department activities and projects. The recipient is recognized by both Stevenson University and the Maryland Section of the American Chemical Society.

Mathematics and Physics Department Awards

The **Department of Mathematics and Physics 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 and Physics 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.

Approved Honor Societies

Students may only wear honor cords at commencement that are awarded from the following list of approved national academic honor societies.

Alpha Chi – National College Honor Society

Alpha Chi is an honor society 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 Epsilon Rho - National Honor Society for Electronic Media

The National Broadcasting Society–Alpha Epsilon Rho, the Honor Society for Electronic Media students, emphasizes superior scholarship and creative participation in broadcast, corporate, and digital media production and activities. Membership in Alpha Epsilon Rho exemplifies excellence of work, demonstrated leadership qualities, and service to the organization, the community, and the industry. Although open to students in any major at Stevenson, membership in Alpha Epsilon Rho is administered through the FMI (Film & Moving Image) Club and requires membership in the National Broadcasting Society; a cumulative GPA of at least a 3.25; active participation in club meetings and events; and demonstrated service to the profession.

Alpha Mu Alpha – National Marketing Honor Society

Alpha Mu Alpha was established by the American Marketing Association's (AMA) in its commitment to the advancement of excellence in the field of marketing. Alpha Mu Alpha is the national marketing honor society for undergraduate, graduate and doctoral marketing students, and marketing faculty. To qualify, marketing students must be nominated by their AMA Faculty Advisor during their graduating semester.

Alpha Phi Sigma-National Criminal Justice Honor Society

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

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, biochemistry, environmental science, or medical laboratory science 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. Members must also be in good academic standing with no academic misconduct violations. The society also welcomes associate members who are students at any level in any major who are interested in biology.

Delta Epsilon Iota - National Honor Society for Career Development

Delta Epsilon Iota is an interdisciplinary honor society open to all majors. Delta Epsilon Iota's mission is to educate members about career development, encourage academic excellence, and promote the principles of dedication, enthusiasm, and initiative in all aspects of campus life. The society has embraced these values and is now one of the leading academic honor societies serving higher education. Delta Epsilon Iota works directly with the Office of Career Services. Membership is comprised of students with at least 30 credits and a GPA of 3.30 and above.

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. This honor society promotes leadership and fellowship among educators. Scholarship, leadership and service are the pillars of KDP. 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 promotes a knowledge and appreciation of mathematics and recognizes 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 mathematics courses at the 200 level or higher, one of which must be in the calculus sequence (MATH 220, 221, or 222), who have attained a "B" or better in all mathematics courses, and who rank in the upper 35% of their class by GPA.

Kappa Omicron Nu-Fashion Merchandising Honor Society

Kappa Omicron Nu promotes empowered leaders who use an integrative approach to enhance quality of living through excellence in scholarship, leadership, and research. Kappa Omicron Nu recognizes high achievement in academics and scholarship. The Nu Alpha Eta chapter of Kappa Omicron Nu at Stevenson University invites students in Fashion Merchandising and Fashion Design who meet the following requirements: at least 60 credit hours completed, with 30 of those completed at Stevenson University, and have a GPA in the top 25% of their major.

Lambda Epsilon Chi – National Honor Society for Paralegal Studies

Lambda Epsilon Chi (LEX) is open to full-time and part-time legal studies students in good standing who demonstrate superior academic performance by having a cumulative grade point average and a grade point average in their legal studies classes of at least 3.50 and who have completed at least two-thirds of the program. Members are selected by legal studies faculty 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.

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 psychology majors or minors who have completed at least three full-time semesters; have completed three psychology courses totaling nine credits with a minimum GPA in psychology of 3.0; and rank in the top 35% of GPAs for their academic year, with a minimum cumulative GPA of 3.00.

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. 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 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

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.

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.

Tau Upsilon Alpha – National Honor Society for Human Services

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.

Upsilon Phi Delta- National Honor Society for Healthcare Management

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

Fields of Study

Accounting

Brown School of Business and Leadership

Department of Accounting

Department Chair: Barbara S. Rowell, J.D., CPA

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. In addition to technical knowledge of accounting, students will learn to think critically, write purposefully, and exhibit the soft skills needed to work with others.

The program combines accounting courses with information technology and functional activities of business, government, and not-for-profit organizations, while addressing the needs of the business world and providing students with an understanding of contemporary careers, issues, and challenges. The core emphasizes financial accounting at the intermediate level, cost accounting, tax accounting, auditing, finance, and business law. Students must select from the Accountancy Track or the Finance Track.

Objectives

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.

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 Stevenson Educational Experience (SEE) 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). When a grade below "C" is earned in a 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.

Students required to take developmental courses must complete those courses before enrolling in ACC 140. Transfer students must complete a minimum of seven

accounting major courses at Stevenson University to earn a degree in accounting.

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 Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

FYS 100	First Year Seminar	1
ACC 140	Financial Accounting	3
ACC 141	Managerial Accounting	3
ACC 201	Intermediate Accounting I	4
ACC 202	Intermediate Accounting II	4
ACC 303	Cost and Managerial Accounting	3
ACC 400	Auditing and Attestation	4
ACC 411	Tax Accounting: Individual	3
ACC 412	Tax Accounting: Corporation and Partnership	3
CM 101	Public Speaking	3
EC 201	Principles of Macroeconomics	3
EC 202	Principles of Microeconomics	3
FIN 303	Foundations of Finance	3
IS 135	MS Office Applications	3
LAW 308	Business Law and Legal Responsibilities	3
MATH 136	Introduction to Statistics	4
MGT 204	Principles of Management	3
MGT 210	Business Writing	3
MGT 308	Business Ethics	3
MKT 206	Principles of Marketing	3

Accountancy Track

The Accountancy Track prepares the broad spectrum of accounting courses needed for traditional accounting careers. The track is designed to provide accounting 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.

The accounting curriculum prepares graduates to take the Certified Public Accounting examination. In addition to passing the CPA exam, all states require 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. Today's public accountant must have the technical knowledge of the field and skills, such as critical thinking, writing, and working in teams.

ACC 301	Intermediate Accounting III	4
Plus three of the following:		
ACC 302	Advanced Accounting	3

ACC 304	Governmental and Not-for-Profit Accounting	3
ACC 311	Computer Applications in Accounting	3
ACC 407	Advanced Auditing	3
FIN 416	International Finance	3

Finance Track

The Finance Track allows students to focus their accounting studies in capital management and is designed to provide accounting majors with a broad background in financial services. This track will provide graduates with the necessary knowledge and tools to pursue accounting careers in public accounting, finance, business, government, and not-for-profit organizations. Students will be eligible to sit for the Certified Public Accounting examination. In addition to passing the CPA exam, all states require 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.

FIN 321	Money & Banking	3
ACC 430	Financial Modeling	3

Plus two of the following:

FIN 416	International Finance	3
FIN 420	Investment Theory and Practice	3
FIN 435	Applied Corporate Finance	3
FIN 450	Business Valuation and Security Analysis	3

GENERAL EDUCATION NOTES:

- Specific courses that fulfill SEE general education requirements are listed in the catalog and on the portal.
- Students must complete all general education and major requirements and earn a minimum of 120 credits.
- 15 credits must be taken at the 300 or 400 level.
- All courses in the student's last 30 credits must be taken at Stevenson.

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Accounting

A minor in accounting is available. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Other Options

BS/MS Option: The BS/MS option is available for students majoring in accounting who wish to combine their bachelor's 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. Interested 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. For more information on this program, see the *School of Graduate and Professional Studies Catalog*.

Course Descriptions

See Accounting Course Descriptions (p. 114)

Applied Mathematics

Beverly K. Fine School of the Sciences
Department of Mathematics and Physics
Associate Dean and Chair: Ellen Roskes, Ph.D.

Description

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

In addition to their core mathematics coursework, students choose a track which allows them to pursue their mathematical interests in a particular field. These tracks are Actuarial Mathematics, which prepares students to work towards careers as actuaries in insurance, financial, and government careers; Business Mathematics, which prepares students to work in financial, managerial, and business analysis careers; Scientific Mathematics, which prepares students to work in pharmaceutical, medical, and scientific careers; and Interdisciplinary Mathematics, which prepares students to work in educational and more general mathematical careers.

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 interests.

Objectives

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

1. Solve problems individually and collaboratively using mathematical techniques.
2. Support and justify results using mathematical reasoning, logic, and proof.
3. Construct, analyze, and interpret mathematical and statistical models.
4. Use technology to investigate and solve mathematical problems.
5. Communicate mathematics clearly in both written and oral formats.
6. Exhibit behaviors consistent with the professional and ethical standards of the discipline.

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 Stevenson Educational Experience (SEE) 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 Beverly K. Fine 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 Beverly K. Fine 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 notified, in writing, by the department chair that he or she has been dismissed from the major.

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 Educational Experience (SEE). Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

FYS 100	First Year Seminar	1
	OR	
SCI 100	School of the Sciences Transfer Student Seminar	1
MATH 220	Calculus I	4
MATH 221	Calculus II	4
MATH 222	Calculus III	4
MATH 312	Mathematical Statistics I	3
MATH 313	Mathematical Statistics II	3
MATH 326	Linear Algebra	3
MATH 418	Mathematical Modeling	3
MATH 425	Scientific Computer Programming	3
	3 MATH electives	

Complete one of the following senior capstone options:

MATH 450	Senior Research Capstone	5
MATH 455	Senior Internship Capstone	5
MATH 460	Senior Research Capstone	9
MATH 460H	Honors Senior Research Capstone	9
MATH 465	Senior Internship Capstone	9
MATH 465H	Honors Senior Internship Capstone	9

MATH 460, MATH 460H, MATH 465, MATH 465H: Students choosing one of the 9-credit senior capstone options will fulfill one mathematics elective.

Complete the requirements for the Actuarial Track, Business Track, Scientific Track, or Interdisciplinary Track.

Actuarial Track:

All major requirements and the following electives:

ACC 140	Financial Accounting	3
ACC 141	Managerial Accounting	3
FIN 300	Principles of Finance	3
ACC 430	Financial Modeling	3
MATH 3xx		
MATH 420	Actuarial Mathematics	3
MGT 204	Principles of Management	3

MATH3XX: Time Series and Regression Analysis, Course under development

Business Track:

All major requirements and the following electives:

EC 201	Principles of Macroeconomics	3
MGT 204	Principles of Management	3
	or	
MKT 206	Principles of Marketing	3
	or	

ACC 140	Financial Accounting	3
2 Business electives	in ACC, EC, FMER, INBUS, IS, MGT, and/or MKT (at 200 level or above)	
1 MATH elective		
MATH 4xx		

Math 4xx: Numerical Analysis, Course under development

Scientific Track:

All major requirements and the following electives:

Choose 1 sequence: CHEMISTRY or BIOLOGY		
CHEM 115	General Chemistry I	3
CHEM 115L	General Chemistry I Laboratory	1
CHEM 116	General Chemistry II	3
CHEM 116L	General Chemistry II Laboratory	1
	OR	
BIO 113	General Biology I: Cell Biology and Genetics	3
BIO 113L	General Biology I Laboratory: Cell Biology and Genetics	1
BIO 114	General Biology II: Structure and Function of Organisms	3
BIO 114L	General Biology II Laboratory: Structure and Function of Organisms	1
2 Science electives	in BIO, BIOCH, CHEM, ENV, and/or PHYS	
MATH 321	Introduction to Differential Equations	3

MATH 4xx

MATH 4XX: Numerical Analysis, Course under development

Interdisciplinary Track:

All major requirements and the following electives:

PHYS 215	General Physics I with Calculus	4
PHYS 216	General Physics II with Calculus	4
MATH 301	Mathematical Structures	3
MATH 321	Introduction to Differential Equations	3
MATH 4xx		
1 MATH elective	(at 200 level or above)	

MATH 4XX: Numerical Analysis, Course under development

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Mathematics

A minor in mathematics is available. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see the Math Department Chair for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Other Options

BS/MS Option: The BS/MS option is available for students majoring in applied mathematics who wish to combine their bachelor's coursework with work toward a Stevenson University master's degree in forensic accounting. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested 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 undergraduate and graduate advisors. For more information on this program please see

the *School of Graduate and Professional Studies Catalog* and the *Additional Enrollment Options* in the *Admissions* section of this catalog.

BS/MAT Option: The BS/MAT option is available for students majoring in applied mathematics who wish to combine their bachelor's coursework with work toward a Stevenson University master's degree in teaching. For more information on this program please see the *School of Graduate and Professional Studies Catalog* and the *Additional Enrollment Options* in the *Admissions* section of this catalog.

Course Descriptions

See Applied Mathematics Course Descriptions (p. 160)

Art

Stevenson University offers a bachelor's degree in visual communication design. Detailed information on this bachelor's degree program can be found in the *Visual Communication Design* (p. 108) section of the catalog.

Minor in Art

Students explore fine art through *materials, methods, and histories*. Art courses encompass a variety of media and forms, from drawing and design to photography and printmaking.

A minor in art requires successful completion of a minimum of six courses and 18 credits with an ART or PHOTO prefix. Courses ineligible for this minor include:

- ART 241 Creative Development in Young Children
- ART 242 Creative Development in Elementary Education
- ART 256 Commercial and Industrial Scriptwriting
- ART 365 Art Studio: Independent Study
- ART 390 Internship

Students majoring in Visual Communication Design may not minor in Art. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see the chair of the Department of Art and Visual Communication Design for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Course Descriptions

See Art Course Descriptions (p. 115)

Biochemistry

Beverly K. Fine School of the Sciences

Department of Chemistry

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

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.

Objectives

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.

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 Stevenson Educational Experience (SEE) 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 biochemistry 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 Beverly K. Fine 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 Beverly K. Fine 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 notified, in writing, by the department chair that he or she has been dismissed from the major.

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 Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

FYS 100	First Year Seminar	1	CHEM 206	Herbal Medicines and Remedies	3
	or		CHEM 221	Inorganic Chemistry	3
SCI 100	School of the Sciences Transfer Student Seminar	1	CHEM 310	Analytical Chemistry	3
BIO 113	General Biology I: Cell Biology and Genetics	3	CHEM 330	Advanced Organic Chemistry	4
BIO 113L	General Biology I Laboratory: Cell Biology and Genetics	1	CHEM 340	Medicinal and Drug Chemistry	3
BIO 230	Genetics	4	CHEM 346L	Integrative Laboratory II	2
BIOCH 327	Biochemistry	3	CHEM 362	Independent Laboratory Research in Chemistry	2
BIOCH 345L	Integrative Laboratory I	2	CHEM 365	Independent Laboratory Research in Chemistry	3
BIOCH 427	Advanced Biochemistry	3	CHEM 410	Instrumental Analysis	4
CHEM 115	General Chemistry I	3	CHEM 430	Physical Chemistry	3
CHEM 115L	General Chemistry I Laboratory	1	CHEM 431	Physical Chemistry: Quantum Mechanics	3
CHEM 116	General Chemistry II	3	CHEM 432	Physical Chemistry: Thermodynamics	3
CHEM 116L	General Chemistry II Laboratory	1	BIO 310, BIO 330, CHEM 430: if not used as a group 1 elective		
CHEM 210	Organic Chemistry I	3			
CHEM 210L	Organic Chemistry I Laboratory	1			
CHEM 211	Organic Chemistry II	3			
CHEM 211L	Organic Chemistry II Laboratory	1			
CHEM 213	Electronic Literature Searching	1			
CHEM 313	Career Development in Chemistry	1			
MATH 220	Calculus I	4			
PHYS 210	General Physics I	4			
	or				
PHYS 215	General Physics I with Calculus	4			
PHYS 211	General Physics II	4			
	or				
PHYS 216	General Physics II with Calculus	4			
SCI 215	Writing in the Sciences	3			

Senior Capstone Experiences (Select One):

BIOCH 450	Senior Research Capstone	5
	or	
BIOCH 460	Senior Research Capstone	9
	or	
BIOCH 460H	Honors Senior Research Capstone and	9
	or	
BIOCH 455	Senior Internship Capstone	5
	or	
BIOCH 465	Senior Internship Capstone	9
	or	
BIOCH 465H	Honors Senior Internship Capstone	9

++ Students choosing one of the 9-credit senior capstone options can take one less upper level Group 2 elective

Elective courses Group 1

Select two from the following list:

BIO 310	Cell Biology	4
BIO 330	Molecular Genetics	4
CHEM 430	Physical Chemistry	3

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):

BIO 203	Microbiology	4
BIO 310	Cell Biology	4
BIO 313	Virology	3
BIO 322	Human Physiology	4
BIO 330	Molecular Genetics	4
BIO 335	Immunology	4
BIO 362	Independent Research Experience in Biology	2
BIO 365	Independent Laboratory Research in Biology	3
BIO 425	Mammalian Nutrition	3
BIOCH 362	Independent Research Experience in Biochemistry	2
BIOCH 365	Independent Laboratory Research in Biochemistry	3

CHEM 206	Herbal Medicines and Remedies	3
CHEM 221	Inorganic Chemistry	3
CHEM 310	Analytical Chemistry	3
CHEM 330	Advanced Organic Chemistry	4
CHEM 340	Medicinal and Drug Chemistry	3
CHEM 346L	Integrative Laboratory II	2
CHEM 362	Independent Laboratory Research in Chemistry	2
CHEM 365	Independent Laboratory Research in Chemistry	3
CHEM 410	Instrumental Analysis	4
CHEM 430	Physical Chemistry	3
CHEM 431	Physical Chemistry: Quantum Mechanics	3
CHEM 432	Physical Chemistry: Thermodynamics	3

BIO 310, BIO 330, CHEM 430: if not used as a group 1 elective

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Biochemistry

A minor in biochemistry is not available.

Other Options

BS/MFS Option: The BS/MFS option is available for students majoring in biochemistry who wish to combine their bachelor's coursework with work toward a Stevenson University master's degree in forensic sciences. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested students must formally apply for entrance into this BS/MFS option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their undergraduate and graduate advisors.

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

BS/MAT Option: The BS/MAT option is available for students majoring in biochemistry who wish to combine their bachelor's coursework with work toward a Stevenson University master's degree in teaching. Please see *Additional Enrollment Options* in the Admissions section of this catalog for more information.

Course Descriptions

See Biochemistry Course Descriptions (p. 120)

Biology

Beverly K. Fine School of the Sciences

Department of Biological Sciences

Chair: Wendy L. Kimber, Ph.D.

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.

Objectives

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

1. Apply knowledge of fundamental biological principles to the description and analysis of living systems.
2. Evaluate function as it relates to structure throughout the spectrum of biological organization.
3. Apply laboratory research skills and techniques to the investigation of biological questions.
4. Evaluate scientific issues and findings using primary research literature.
5. Communicate scientific findings in written and oral formats appropriate to the audience.
6. Conduct oneself in a manner consistent with the professional and ethical standards of the discipline.
7. Apply academic preparation to professional experiences outside the classroom.

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 Stevenson Educational Experience (SEE) 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 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 Beverly K. Fine 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 Beverly K. Fine 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 notified, in writing, by the department chair that he or she has been dismissed from the major.

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 Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements

FYS 100	First Year Seminar	1
	or	
SCI 100	School of the Sciences Transfer Student Seminar	1
BIO 113	General Biology I: Cell Biology and Genetics	3

BIO 113L	General Biology I Laboratory: Cell Biology and Genetics	1
BIO 114	General Biology II: Structure and Function of Organisms	3
BIO 114L	General Biology II Laboratory: Structure and Function of Organisms	1
BIO 115	General Biology III: Ecology and Evolution	3
BIO 115L	General Biology III Laboratory: Ecology and Evolution	1
BIO 230	Genetics	4
BIO 235L	Diversity of Life	2
CHEM 115	General Chemistry I	3
CHEM 115L	General Chemistry I Laboratory	1
CHEM 115S	General Chemistry I SoLVE	
CHEM 116	General Chemistry II	3
CHEM 116L	General Chemistry II Laboratory	1
CHEM 116S	General Chemistry II SoLVE	
CHEM 210	Organic Chemistry I	3
CHEM 210L	Organic Chemistry I Laboratory	1
CHEM 211	Organic Chemistry II	3
CHEM 211L	Organic Chemistry II Laboratory	1
MATH 136	Introduction to Statistics	4
MATH 220	Calculus I	4
PHYS 210	General Physics I	4
	or	
PHYS 215	General Physics I with Calculus	4
PHYS 211	General Physics II	4
	or	
PHYS 216	General Physics II with Calculus	4
SCI 215	Writing in the Sciences	3

Biology Electives (Complete all 3 groups)

Group 1: Three 200-level biology courses

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 environmental science and/or medical laboratory science courses to fulfill the biology electives.

Complete one of the following senior capstone options

BIO 450	Senior Research Capstone	5
BIO 455	Senior Internship Capstone	5
BIO 460	Senior Research Capstone	9
BIO 460H	Honors Senior Research Capstone	9
BIO 465	Senior Internship Capstone	9
BIO 465H	Honors Senior Internship Capstone	9

BIO 460, BIO 460H, BIO 465, BIO 465H: Students choosing one of the 9-credit senior capstone options can take one less upper level Biology elective.

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Biology

The minor in biology requires successful completion of a minimum of six courses and 18 credits with a BIO prefix. For biology courses with a separate lab co-requisite, both the lab and lecture for the course must be taken; however, the lab does not count as a separate course toward the minor.

Courses ineligible for the biology minor include:

- BIO 104 The Human Body and Contemporary Health Issues
- BIO 211 Genetics and Society
- BIO 240 Nutrition

Please see the Chair of the Department of Biological Sciences for further information regarding this minor. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Other Options

Biology Department Honors Requirements:

Eligible students majoring in biology may elect to pursue honors within the Department of Biological Sciences. 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 department 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 department 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

BS/MFS Option: The BS/MFS option is available for students majoring in biology who wish to combine their bachelor's coursework with work toward a Stevenson University master's degree in forensic science. Students choosing this option may earn their master's degrees in as little as one year after their bachelor's degree. Interested students must formally apply for entrance into this BS/MFS option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their undergraduate and graduate advisors. Please see the Forensic Sciences section of this catalog for more information.

BS/MAT Option: The BS/MAT option is available for students majoring in biology who wish to combine their bachelor's coursework with work toward a Stevenson University master's degree in teaching. Please see *Additional Enrollment Options* (p. 28) in the *Admissions* (p. 24) section of this catalog for more information.

Service-Learning Options: Service learning options are offered periodically with some biology courses. Please consult the course instructor or the department chair if you have any questions.

Course Descriptions

See Biology Course Descriptions (p. 117).

Biotechnology

Beverly K. Fine School of the Sciences

Department of Biological Sciences

Chair: Wendy L. Kimber, Ph.D.

Description

The Bachelor of Science in Biotechnology has been discontinued effective with the 2015-2016 academic year. Biotechnology courses are still available for current students on previous catalog years who are completing the program.

Course Descriptions

See Biotechnology Course Descriptions (p. 121)

Business Administration

Brown School of Business and Leadership

Department of Business Administration

Department Chair: Deborah Leather, D.B.A.

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, international business, 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.

Objectives

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.

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 Objectives

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, human resources, 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.

Finance Track Description

The Finance Track is designed to provide a focused understanding of the financial aspects of business practices, personal investments, and governmental policies and procedures. Students in the track will learn the theories and practices of finance from the perspective of organizational management, the investing community, and the regulatory agencies. Upon completion of the track, students will be able to articulate how each perspective relates to the successful operation of a modern organization or to the performance of personal investments.

Finance Track Objectives

Upon completion of the finance track, graduates will be able to:

1. Apply theories and fundamental principles of finance to business decision-making practices.
2. Appraise risk profiles and asset valuation of businesses using specific financial data.
3. Analyze and interpret the role and operations of the domestic and global financial markets as they relate to the development of personal, stakeholder, and corporate gains.
4. Explain the global financial environment and its processes as they relate to multinational and domestic businesses.

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 Objectives

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.

Policies

Students must earn a minimum GPA of 2.50 in the major, and the lowest acceptable grade is a "C" in all major and Stevenson Educational Experience (SEE) 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). When a grade below "C" is earned in a 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.

Program Requirements

The courses listed below are required for completion of the bachelor's degree in business administration. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

FYS 100	First Year Seminar	1
ACC 140	Financial Accounting	3
ACC 141	Managerial Accounting	3
EC 201	Principles of Macroeconomics	3
EC 202	Principles of Microeconomics	3
FIN 300	Principles of Finance	3
INBUS	Any International Business Course	
IS 135	MS Office Applications	3
IS 201	Management Information Systems	3
	or	
IS 260	Presentation Theory and Application	3
LAW 208	Business Law	3
MATH 136	Introduction to Statistics	4
MGT 204	Principles of Management	3
MGT 210	Business Writing	3
MGT 308	Business Ethics	3
MGT 310	Organizational Behavior	3
MGT 312	Analysis of the Managerial Environment	3
MGT 313	Operations Management	3
MGT 430	Business Capstone Seminar	3
MKT 206	Principles of Marketing	3

Five business electives selected from the following subject areas:

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

or

Entrepreneurship Track

or

Finance Track

or

Sport Management Track

Entrepreneurship Track:

All major requirements and the following electives:

MGT 224	Principles of Entrepreneurship	3
MGT 323	Social Entrepreneurship	3
MGT 324	Entrepreneurial Business Planning	3
MGT 424	Entrepreneurial Development	3

MKT 330	Strategic Marketing for Entrepreneurs	3
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Finance Track:**All major requirements and the following electives:**

FIN 321	Money & Banking	3
FIN 416	International Finance	3
FIN 420	Investment Theory and Practice	3
FIN 435	Applied Corporate Finance	3
FIN 450	Business Valuation and Security Analysis	3

Sport Management Track:**All major requirements and the following electives:**

EC 340	Economics of Sports	3
LAW 345	Sports Law	3
MGT 235	Introduction to Sport Management	3
MGT 335	Management of Sport Enterprises	3
MKT 315	Sports Marketing	3

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Business Administration

A minor in business administration is not available; 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. Please see an academic advisor for more information. Specific information regarding minor requirements may be found in the *Academic Information* section of the catalog. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Other Options

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 toward a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested 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. For more information on this program, see the *School of Graduate and Professional Studies Catalog*.

Course Descriptions

See International Business Course Descriptions (p. 152)

See Management Course Descriptions (p. 163)

See Marketing Course Descriptions (p. 165)

Business Communication

School of Design

Department of Business Communication

Associate Dean: Nadene Vevea, Ph.D.

Description

The Business Communication program offers a communication degree with specialized skills and knowledge in business, writing, and design in order to prepare competent communication practitioners. Students majoring in Business Communication are prepared for a range of career opportunities in positions such as those

found in corporate communication, marketing, public relations, and non-profit leadership among others or to enter graduate school. Graduates gain the skills necessary to listen to, appreciate, and empathize with diverse voices and perspectives which enhances their problem-solving abilities and decision-making skills in both the public and private sectors.

Communication courses, along with those in business, writing, and design provide a firm foundation for communication practitioners and the adaptable skills and knowledge needed to succeed in an increasingly diverse, expanding, and dynamic workforce. Students learn the core elements of competent communication to work with or on diverse communication and creative problem-solving and decision-making teams found in today's market. Coursework is enhanced and supplemented with practical application in a required internship. Ultimately, graduates of this program are the people who organizations and communities seek to help collaborate and connect with a myriad of individuals and audiences.

Objectives

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.

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 Stevenson Educational Experience (SEE) 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). When a grade below "C" is earned in a major course, the student must repeat that course.

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 Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

FYS 100 First Year Seminar

1

Communication Core Required Courses - (31 credits)

CM 101	Public Speaking	3
CM 115	Interpersonal Communication	3
CM 205	Communication Ethics	3
CM 211	Intercultural Communication	3
CM 255	Small Group Communication	3
CM 260	Business and Professional Communication	3
CM 270	New Media Communication	3
CM 290	Internship Preparation	1
CM 310	Conflict Resolution and Negotiation	3
CM 390	Organizational Communication	3
CM 401	Senior Internship	Variable

Business Core Required Courses - 16 credits

MATH 136	Introduction to Statistics	4
MGT 204	Principles of Management	3
MKT 206	Principles of Marketing	3
MKT 311	Consumer Behavior	3
MKT 336	Integrated Marketing Communication	3

Design Core Required Courses - 9 credits

PHOTO 141	Basic Digital Photography	3
VCD 125	Fundamentals of Digital Media	3
VCD 270	Introduction to Corporate Communication Design	3

Writing Core Options - Choose 12 credits - ALL classes also serve as approved electives.

CM 253/ENG 253	Journalism I	3
CM 254/ENG 254	Journalism II	3
CM 303/ENG 303	Feature Writing	3
CM 304/ENG 304	Magazine Writing and Publishing	3
CM 305/ENG 305	Journalism Practicum	3
CM 314/ENG 314	Public Relations Writing	3
CM 323	Writing for the Web	3
ENG 224	Introduction to Creative Writing	3
ENG 324	Creative Writing: Non-Fiction	3
ENG 253/CM 253	Journalism I	3

Program Elective Options - Choose 9 credits or select courses as approved by advisor and associate dean

CM 120	Human Communication	3
CM 265	Event Planning and Publicity	3
CM 275	Principles and Practices of Public Relations	3
CM 300	Advanced Public Speaking	3
CM 350	Junior Internship	Variable
CM 380	The Advertising Campaign	3
CM 402	Special Topics in Communication	3
ENG 381	Themes in Literature	3
FMI 101	Cinema I: Storytelling	3
FMI 102	Cinema II: Continuity	3
FMI 204	Broadcast Production	3
MGT 224	Principles of Entrepreneurship	3
MGT 235	Introduction to Sport Management	3
MKT 307	Market Research	3
MKT 315	Sports Marketing	3

MKT 316	Principles of Negotiation and Sales	3
MKT 325	International Marketing	3

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Business Communication

A minor in business communication is not available. A minor in communication is available.

Other Options

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 toward a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested 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. A master's degree in Communication Studies is available. For more information on this program, see the *School of Graduate and Professional Studies Catalog*.

Course Descriptions

See Business Communications Course Descriptions (p. 128)

Chemistry

Beverly K. Fine School of the Sciences
Department of Chemistry

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

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.

Objectives

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. 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.

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 Stevenson Educational Experience (SEE) 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 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 Beverly K. Fine 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 Beverly K. Fine 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 notified, in writing, by the department chair that he or she is dismissed from the major.

Requirements

Major Requirements:

FYS 100	First Year Seminar	1
	or	
SCI 100	School of the Sciences Transfer Student Seminar	1
BIO 113	General Biology I: Cell Biology and Genetics	3
BIO 113L	General Biology I Laboratory: Cell Biology and Genetics	1
BIOCH 327	Biochemistry	3
BIOCH 345L	Integrative Laboratory I	2
CHEM 115	General Chemistry I	3
CHEM 115L	General Chemistry I Laboratory	1
CHEM 116	General Chemistry II	3
CHEM 116L	General Chemistry II Laboratory	1
CHEM 210	Organic Chemistry I	3
CHEM 210L	Organic Chemistry I Laboratory	1
CHEM 211	Organic Chemistry II	3
CHEM 211L	Organic Chemistry II Laboratory	1
CHEM 213	Electronic Literature Searching	1
CHEM 221	Inorganic Chemistry	3
CHEM 310	Analytical Chemistry	3
CHEM 313	Career Development in Chemistry	1
CHEM 346L	Integrative Laboratory II	2
CHEM 431	Physical Chemistry: Quantum Mechanics	3
CHEM 432	Physical Chemistry: Thermodynamics	3
MATH 220	Calculus I	4
MATH 221	Calculus II	4
PHYS 215	General Physics I with Calculus	4

PHYS 216	General Physics II with Calculus	4
SCI 215	Writing in the Sciences	3

Senior Capstone Experiences (Select One):

CHEM 450, CHEM 460 or CHEM 460H Sr. Research Capstone in Chemistry

CHEM 455, CHEM 465, or CHEM 465H Sr. Internship Capstone in Chemistry

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

Chemistry electives

Select two:

BIOCH 362	Independent Research Experience in Biochemistry	2
BIOCH 365	Independent Laboratory Research in Biochemistry	3
BIOCH 427	Advanced Biochemistry	3
CHEM 203	Environmental Chemistry	3
CHEM 206	Herbal Medicines and Remedies	3
CHEM 330	Advanced Organic Chemistry	4
CHEM 340	Medicinal and Drug Chemistry	3
CHEM 362	Independent Laboratory Research in Chemistry	2
CHEM 365	Independent Laboratory Research in Chemistry	3
CHEM 410	Instrumental Analysis	4

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Chemistry

The minor in chemistry requires successful completion of a minimum of six courses and 18 credits with a CHEM prefix. For chemistry courses with a separate lab co-requisite, both the lab and lecture for the course must be taken; however, the lab does not count as a separate course toward the minor. Please see the chair of the Department of Chemistry for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Other Options

BS/MFS Option: The BS/MFS option is available for students majoring in chemistry who wish to combine their bachelor's coursework with work toward a Stevenson University master's degree in forensic sciences 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. Interested students must formally apply for entrance into this BS/MFS option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their undergraduate and graduate advisors. Please see the Forensic Sciences section of this catalog for more information.

BS/MAT Option: The BS/MAT option is available for students majoring in biology who wish to combine their bachelor's coursework with work toward a Stevenson University master's degree in teaching. Please see *Additional Enrollment Options* in the *Admissions* section of this catalog for more information.

Course Descriptions

See Chemistry Course Descriptions (p. 122)

Communication

Minor in Communication

A minor in communication complements a broad spectrum of majors leading to careers in business, government, health organizations, design, education, social and community services. Emphasis is placed on an understanding of the basic nature of communication in organizations, and on the fundamental knowledge and skills necessary for effective communication in interpersonal, small group, public, and organizational settings. The minor in communication consists of 18 credits earned in courses with the CM prefix. All course prerequisites must be met to be eligible to take the selected course for a minor. Students minoring in communication are eligible to take courses restricted to Business Communication majors if the prerequisites are met. Courses ineligible for this minor include:

- CM 253/ENG 253 Journalism I
- CM 254/ENG 254 Journalism II
- CM 290 Business Communication Internship Prep
- CM 303/ENG 303 Feature Writing
- CM 304/ENG 304 Magazine Writing & Publishing
- CM 305/ENG 305 Journalism Practicum
- CM 314/ENG 314 Public Relations Writing
- CM 350 Junior Internship
- CM 401 Senior Internship

Students majoring in business communication may not earn a minor in communication. Please see the chair of the Communication Programs for more information. General guidelines regarding minors may be found in the Minors section of the catalog.

Course Descriptions

See Business Communications Course Descriptions (p. 128)

Criminal Justice

School of Humanities and Social Sciences

Department Chair: Hillary Michaud, J.D., CPA

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 postgraduate 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 a graduate of the criminal justice program at Stevenson University.

Objectives

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

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

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 Stevenson Educational Experience (SEE) 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). When a grade below a "C" is earned in a major course, the student must repeat that course.

A course may be repeated once without special permission. Criminal justice majors must apply in writing to the Dean of the School of Humanities and Social Sciences requesting permission to attempt a course for a third time.

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 Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

FYS 100	First Year Seminar	1
CJUS 101	Introduction to Criminal Justice	3
CJUS 210	Writing for Criminal Justice	3
CJUS 220	Criminal Law and Procedure	3
CJUS 265	The Juvenile Justice System	3
CJUS 275	Corrections	3
CJUS 280	Law Enforcement	3
CJUS 285	Criminology	3
CJUS 305	Ethical Issues in Criminal Justice	3
CJUS 310	Comparative Criminal Justice Systems	3
CJUS 325	Civil Liability in Criminal Justice	3
CJUS 345	Victimology	3
CJUS 380	American Courts and the Criminal Justice System	3
CJUS 385	Research Methods in Criminal Justice	3
CJUS 417	Internship	3
MATH 136	Introduction to Statistics	4
POSCI 205	State & Local Government	3
PSY 101	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3

Select Four Elective Courses:

CJUS 335	White Collar Crime	3
CJUS 350	Special Topics	3
CJUS 355	Race and Crime	3
CJUS 375	Probation and Parole	3
CJUS 381	Justice, Media, and Crime	3
CJUS 382	Crime Mapping and Crime Analysis	4
CJUS 383	Law Enforcement and the Community	3
CJUS 390	Domestic Security	3
CJUS 420	Study Abroad Internship	6
CJUS 430	Law Enforcement Administration and Management	3
SOC 304	Topics in Sociology	3

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Criminal Justice

A minor in criminal justice is available. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Other Options

BS/MS Option: The BS/MS option is available for students majoring in criminal justice who wish to combine their bachelor's coursework with work toward a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn their master's degree in as

little as one year after their bachelor's degree. Interested 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. For more information on this program, see the *School of Graduate and Professional Studies Catalog*.

Course Descriptions

See Criminal Justice Course Descriptions (p. 126)

Digital Marketing

Brown School of Business and Leadership

Department of Business Administration

Department Chair: Deborah Leather, D.B.A.

Description

The digital marketing major is a program of study using the principles of marketing, business information systems, and visual communication to learn how to effectively compete for customers and clients through a strong presence on the Internet and other emerging digital communication channels. The degree will provide the graduate with a sophisticated set of technology skills along with business and design acumen needed to identify, engage, and continue relationships with customers using digital media. The graduate will be prepared to become a leader in the increasingly shifting digital marketing environment at the local, regional, and international market levels.

Objectives

Upon completion of the Bachelor of Science in Digital Marketing, graduates will be able to:

1. Apply the essential elements and theories of marketing to the Internet and other digital marketing channels.
2. Develop and/or implement professional digital marketing strategies and programs using professional visual design and technical terminology and techniques.
3. Interpret the current state and future digital marketing possibilities as they relate to a specific organization.
4. Evaluate the significance of global markets and marketing processes in the development and application of alternative media plans.
5. Assess organizational marketing strategies as an integrated technological, visual design, and business planning system.

Policies

Students must earn a minimum GPA of 2.50 in the major, and the lowest acceptable grade is a "C" in all major and Stevenson Educational Experience (SEE) 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). When a grade below "C" is earned in a major course, the student must repeat that course.

A course may be repeated once without special permission. Digital marketing 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 digital marketing program.

Requirements

The courses listed below are required for the completion of the bachelor's degree in digital marketing. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

FYS 100	First Year Seminar	1
ART 110	Fundamentals of Design I	3
IAD 380	Advanced Interactive Studio	3
	or	
IAD 381	Mobile and Responsive Design	3
IS 135	MS Office Applications	3
IS 201	Management Information Systems	3
IS 301	Principles of E-Commerce	3
IS 320	Human-Computer Interaction	3
MATH 136	Introduction to Statistics	4
MKT 206	Principles of Marketing	3
MKT 208	E-Marketing	3
MKT 210	Strategic Marketing Communication	3
MKT 300	Marketing Management	3
MKT 307	Market Research	3
MKT 311	Consumer Behavior	3
MKT 325	International Marketing	3
MKT 320	Social Media Marketing	3
MKT 336	Integrated Marketing Communication	3
MKT 417	Senior Business Internship	3
MKT 430	Digital Marketing Capstone Seminar	3
VCD 125	Fundamentals of Digital Media	3
VCD 208	Web Design I	3
VCD 270	Introduction to Corporate Communication Design	3
VCD 308	Web Design II	3

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Digital Marketing

A minor in Digital Marketing is not available; however, students majoring in other fields who have an interest in digital marketing may consider a minor in marketing. Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Course Descriptions

For ART, IAD, and VCD course descriptions, see the Visual Communication Design (p. 108) section of the catalog. For INBUS, MGT, and MKT course descriptions, see the Business Administration (p. 66) section of the catalog. For IS course descriptions, see the Information Systems (p. 88) section of the catalog.

Economics

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

Stevenson University does not currently offer a bachelor's degree in economics; however, 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 pertinent economic issues. The study of economics enhances critical and analytical thinking skills that will be an asset to any career position and graduate program.

Minor in Economics

A minor in economics is available. Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Course Descriptions

See Economics Course Descriptions (p. 130)

Education

School of Education

Dean: Deborah Kraft, Ph.D.

Early Childhood Education: Liberal Arts and Technology

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 Core Academic Skills for Educators (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 Council for the Accreditation of Educator Preparation (CAEP).

Objectives

Upon completion of the Bachelor of Science in Early Childhood Education: Liberal Arts and Technology, graduates will be able to:

1. Apply knowledge of discipline content and content-related pedagogy to design and implement effective instruction for all learners.
2. Use knowledge of diverse students to design instruction and create a culturally responsive, equitable environment to support achievement for all learners.
3. Design and implement instruction that engages students, encourages student participation, promotes higher-level thinking, and supports instructional outcomes.
4. Design and implement assessment that monitors student learning, provides purposeful feedback on progress, and furnishes evidence to inform instruction.

5. Reflect on teaching, collaborate in a professional learning community, seek professional development opportunities, engage in inquiry, persist toward goals, and exhibit integrity and professionalism.

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. The lowest acceptable grade is a "C" in all major 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 passing scores on the Core Academic Skills for Educators 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 major 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 passing scores on the Core Academic Skills for Educators 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 major courses, 4) obtain the recommendation of the faculty in the School of Education; and 5) 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.

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 Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

FYS 100	First Year Seminar	1
ED 108	Learning Experiences for Young Children	3
ED 108F	Year 1 Field Placement	
ED 202F	Year 2 Field Placement	
ED 203F	Year 2 Field Placement	
ED 205	Year 2 Seminar	
ED 230	Processes and Acquisition of Reading	3
ED 270	Curriculum Principles and Practices	3
ED 271	Principles of Assessment	3
ED 272	Principles of Special Education	3
ED 302	Year Three Seminar I	
ED 303	Year Three Seminar II	1
ED 305F	Year 3 Field Placement	
ED 306F	Year 3 Field Placement	
ED 310	Year Three Transfer Seminar	
ED 318	Methods of Teaching Mathematics: Early Childhood Education	4
ED 331	Instruction of Reading	3
ED 343	Integrated Methods of Teaching: Early Childhood	4
ED 365	Materials for Teaching Reading	3
ED 410	Assessment for Reading Instruction	3

ED 435	Internship Seminar I	1
ED 436	Internship Seminar II	3
ED 440	Internship I: Early Childhood	4
ED 441	Internship II: Early Childhood	12
ENG 282	Literary Genres: Youth Literature	3
IS 302	Integrating Technology and Digital Learning in the Classroom	3

Fine Arts Elective

ART 241 Creative Development in Early Childhood Education (recommended)

GEO elective

GEO 112 Human Geography (recommended)

HIST elective

HIST 110 The United States: 1865 to Present (recommended)

Additional Requirements

PHIL 420	Philosophy of Education	3
PSY 206	Child Development	3
PSY 330	Educational Psychology	3

MATH electives

Minimum of 12 credits required

MATH elective 1

MATH 132 Math for Teachers (recommended)

MATH elective 2

MATH 137 College Algebra (recommended)

MATH elective 3

MATH elective

Science electives

Minimum of 12 credits required

BIO elective

BIO 104 The Human Body and Contemporary Health Issues (recommended)

Two additional science electives

BIO, CHEM, ENV, FSCI, or PHYS

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Early Childhood Education: Liberal Arts and Technology

A minor in early childhood education: liberal arts and technology is not available.

Course Descriptions

See Education Course Descriptions (p. 131)

Elementary Education: Liberal Arts and Technology

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 Core Academic Skills for Educators (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 Council for Accreditation of Educator Preparation (CAEP).

Objectives

Upon completion of the Bachelor of Science in Elementary Education: Liberal Arts and Technology, graduates will be able to:

1. Apply knowledge of discipline content and content-related pedagogy to design and implement effective instruction for all learners.
2. Use knowledge of diverse students to design instruction and create a culturally responsive, equitable environment to support achievement for all learners.
3. Design and implement instruction that engages students, encourages student participation, promotes higher-level thinking, and supports instructional outcomes.
4. Design and implement assessment that monitors student learning, provides purposeful feedback on progress, and furnishes evidence to inform instruction.
5. Reflect on teaching, collaborate in a professional learning community, seek professional development opportunities, engage in inquiry, persist toward goals, and exhibit integrity and professionalism.

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 major 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 passing scores on Core Academic Skills for Educators 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 major 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 passing scores on Core Academic Skills for Educators 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 major courses, 4) obtain the recommendation of the faculty in the School of Education; and 5) 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.

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 Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

FYS 100	First Year Seminar	1
ED 202F	Year 2 Field Placement	
ED 203F	Year 2 Field Placement	
ED 205	Year 2 Seminar	
ED 230	Processes and Acquisition of Reading	3
ED 270	Curriculum Principles and Practices	3
ED 271	Principles of Assessment	3
ED 272	Principles of Special Education	3
ED 302	Year Three Seminar I	
ED 303	Year Three Seminar II	1
ED 305F	Year 3 Field Placement	
ED 306F	Year 3 Field Placement	
ED 310	Year Three Transfer Seminar	
ED 321	Methods of Teaching Mathematics: Elementary Education	4
ED 331	Instruction of Reading	3
ED 341	Methods for Teaching English Language Arts and Social Studies: Elementary	5
ED 342	Methods of Teaching STEM: Elementary	3
ED 365	Materials for Teaching Reading	3
ED 410	Assessment for Reading Instruction	3
ED 435	Internship Seminar I	1
ED 436	Internship Seminar II	3
ED 442	Internship I: Elementary	4
ED 443	Internship II: Elementary	12
ENG 282	Literary Genres: Youth Literature	3

Fine Arts elective

ART 242 Creative Development in Elementary Education (recommended)

GEO elective

GEO 112 Human Geography (recommended)

HIST elective

HIST 110 The United States: 1865 to Present (recommended)

Additional Requirements

IS 302	Integrating Technology and Digital Learning in the Classroom	3
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MATH electives

Minimum of 12 credits required

MATH elective 1

MATH 132 Mathematics for Teachers (recommended)

MATH elective 2

MATH 137	College Algebra (recommended)	
PHIL 420	Philosophy of Education	3
PSY 206	Child Development	3
PSY 330	Educational Psychology	3

MATH Elective 3

Math Elective

Science electives

Minimum of 12 credits required

BIO elective

BIO 104 The Human Body and Contemporary Health Issues (recommended)

Two additional science electives

BIO, CHEM, ENV, FSCI, or PHYS

ED 205, ED 342: Course under development

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Elementary Education: Liberal Arts and Technology

A minor in elementary education: liberal arts and technology is not available.

Course Descriptions

See Education Course Descriptions (p. 131)

Middle School Education: Liberal Arts and Technology**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 Core Academic Skills for Educators (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 Council for the Accreditation of Educator Preparation (CAEP).

Objectives

Upon completion of the Bachelor of Science in Middle School Education: Liberal Arts and Technology, graduates will be able to:

1. Apply knowledge of discipline content and content-related pedagogy to design and implement effective instruction for all learners.
2. Use knowledge of diverse students to design instruction and create a culturally responsive, equitable environment to support achievement for all learners.

3. Design and implement instruction that engages students, encourages student participation, promotes higher-level thinking, and supports instructional outcomes.
4. Design and implement assessment that monitors student learning, provides purposeful feedback on progress, and furnishes evidence to inform instruction.
5. Reflect on teaching, collaborate in a professional learning community, seek professional development opportunities, engage in inquiry, persist toward goals, and exhibit integrity and professionalism.

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 major 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 passing scores on Core Academic Skills for Educators 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 major 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 passing scores on Core Academic Skills for Educators 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 major courses, 4) obtain the recommendation of the faculty in the School of Education; and 5) 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.

Requirements**English Language Arts and Social Studies Area of Concentration****Major Requirements:**

FYS 100	First Year Seminar	1
EC 201	Principles of Macroeconomics	3
	or	
EC 202	Principles of Microeconomics	3
ED 202F	Year 2 Field Placement	
ED 203F	Year 2 Field Placement	
ED 205	Year 2 Seminar	
ED 266	Reading in the Content Areas I: Middle School	3
ED 270	Curriculum Principles and Practices	3
ED 271	Principles of Assessment	3
ED 272	Principles of Special Education	3
ED 302	Year Three Seminar I	
ED 303	Year Three Seminar II	1
ED 305F	Year 3 Field Placement	
ED 306F	Year 3 Field Placement	
ED 310	Year Three Transfer Seminar	
ED 362	Methods of Teaching English Language Arts: Middle School	3
ED 363	Methods of Teaching Social Studies: Middle School	3

ED 367	Reading in the Content Areas II: Middle School	3
ED 435	Internship Seminar I	1
ED 436	Internship Seminar II	3
ED 444	Internship I: Middle School	4
ED 445	Internship II: Middle School	12
ENG 282	Literary Genres: Youth Literature Three ENG electives: One must be SEE certified: WI	3
GEO elective	Geography elective	
HIST 105	World History I	3
HIST 106	World History II	3
HIST 109	The United States: Colonial America to 1877	3
HIST 110	The United States: 1877 to Present	3
IS 302	Integrating Technology and Digital Learning in the Classroom	3
PHIL 420	Philosophy of Education	3
POSCI elective	Political Science elective	
PSY 206	Child Development	3
PSY 330	Educational Psychology	3

Mathematics and Science Area of Concentration

Major Requirements:

BIO 113L	General Biology I Laboratory: Cell Biology and Genetics	1
CHEM 115	General Chemistry I	3
CHEM 115L	General Chemistry I Laboratory	1
CHEM 115S	General Chemistry I SolVE	
ED 202F	Year 2 Field Placement	
ED 203F	Year 2 Field Placement	
ED 205	Year 2 Seminar	
ED 266	Reading in the Content Areas I: Middle School	3
ED 270	Curriculum Principles and Practices	3
ED 271	Principles of Assessment	3
ED 272	Principles of Special Education	3
ED 302	Year Three Seminar I	
ED 303	Year Three Seminar II	1
ED 305F	Year 3 Field Placement	
ED 306F	Year 3 Field Placement	
ED 310	Year Three Transfer Seminar	
ED 360	Methods of Teaching Science: Middle School	3
ED 361	Methods of Teaching Mathematics: Middle School	4
ED 367	Reading in the Content Areas II: Middle School	3
ED 435	Internship Seminar I	1
ED 436	Internship Seminar II	3
ED 444	Internship I: Middle School	4
ED 445	Internship II: Middle School	12
ENG 282	Literary Genres: Youth Literature	3
HIST elective:	History elective, must be SEE certified HUM	
IS 302	Integrating Technology and Digital Learning in the Classroom MATH 135 (recommended) MATH 136 (recommended)	3
MATH electives	Three additional MATH electives: Math electives	
PHIL 420	Philosophy of Education	3
PSY 206	Child Development	3
PSY 330	Educational Psychology	3
Two science electives	Science electives (8 credits)	

ED 205: under development

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Middle School Education: Liberal Arts and Technology

A minor in middle school education: liberal arts and technology is not available.

Course Descriptions

See Education Course Descriptions (p. 131)

English Language and Literature

School of Humanities and Social Sciences

Department of English

Department Chair: Laura Smith, Ph.D.

Description

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.

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 and digital studies.

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 genres. Then, students choose how, or if, they will progress through the study of writing in these three genres. Some may stop after the introductory course; others may focus on a specific genre such as poetry, and others may work in multiple genres.

Professional Writing and Digital Studies: Participation in the professional writing and digital studies sequence is also voluntary. The eight courses in this sequence offer students the opportunity to develop the critical and creative skills essential to a wide range of professional and digital writing

industries, including journalism, public relations, and content production. This sequence begins with an introductory course in journalism, ENG 253, or digital publishing, ENG 256. Students then choose how, or if, they will progress through the study of specific print and digital professional writing genre.

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 or digital studies courses, or for a combination of any of these types of courses.

Objectives

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.

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 Stevenson Educational Experience (SEE) 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). When a grade below "C" is earned in a major course, the student must repeat that course.

Once students have declared their intention 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 (BSEP) with area colleges and universities. Contact the Registrar's Office for information on this program.

Requirements

The courses listed below are required for completion of the bachelor's degree in English language and literature. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

(**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

FYS 100	First Year Seminar	1
ENG 230	Critical Approaches to Literature I	3
ENG 231	English: Forms and Functions	3
ENG 331	Design Your Career	3
ENG 332	Critical Approaches to Literature II	3

ENG 420 English Capstone: Internship

3

Five Literature Electives

Two courses at the 200-level

Two courses at the 300-level

One course at the 400-level

Foreign Language

Two semesters of a foreign language at the 200-level or above

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

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in English Language and Literature

The minor in English requires successful completion of a minimum of six courses and 18 credits with an ENG prefix at the 200-level or beyond. Students minoring in English are eligible to take courses restricted to the English majors if the prerequisites are met. Courses ineligible for the English minor include:

- ENG 148 Introduction to Composition
- ENG 150 Introduction to Composition and Writing from Sources
- ENG 151 Composition & Writing from Sources
- ENG 152 Writing about Literature
- ENG 153 Honors Writing Seminar

Students minoring in English are eligible to take courses restricted to the English major if the prerequisites are met. Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Course Descriptions

See English Course Descriptions (p. 134)

Environmental Science

Beverly K. Fine School of the Sciences

Department of Biological Sciences

Chair: Wendy L. Kimber, Ph.D.

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.

Objectives

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.

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 Stevenson Educational Experience (SEE) 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 environmental science 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 Beverly K. Fine 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 Beverly K. Fine 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 notified, in writing, by the department chair that he or she has been dismissed from the major.

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 Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

FYS 100	First Year Seminar	1
	or	
SCI 100	School of the Sciences Transfer Student Seminar	1
BIO 113	General Biology I: Cell Biology and Genetics	3
BIO 113L	General Biology I Laboratory: Cell Biology and Genetics	1
BIO 114	General Biology II: Structure and Function of Organisms	3

BIO 114L	General Biology II Laboratory: Structure and Function of Organisms	1
BIO 115	General Biology III: Ecology and Evolution	3
CHEM 115	General Chemistry I	3
CHEM 115L	General Chemistry I Laboratory	1
CHEM 115S	General Chemistry I SoLVE	
CHEM 116	General Chemistry II	3
CHEM 116L	General Chemistry II Laboratory	1
CHEM 116S	General Chemistry II SoLVE	
CHEM 203	Environmental Chemistry	3
CHEM 203L	Environmental Chemistry Laboratory	1
ENV 255	Techniques in Environmental Science	3
ENV 275	Environmental Science	3
ENV 285	Geographic Information Systems	3
ENV 375	Environmental Ethics	3
MATH 136	Introduction to Statistics	4
MATH 220	Calculus I	4
PHYS 210	General Physics I	4
	or	
PHYS 215	General Physics I with Calculus	4
PHYS 211	General Physics II	4
	or	
PHYS 216	General Physics II with Calculus	4
SCI 215	Writing in the Sciences	3

Select ONE of the following two-course sequences:

EC 202	Principles of Microeconomics	3
EC 440	Environmental Economics	3
	OR	
POSCI 102	American Government: Political Institutions and Procedures	3
LAW 375	Environmental Law	3
	OR	
POSCI 102	American Government: Political Institutions and Procedures	3
POSCI 3xx	Environmental Policy	

Senior Capstone Experience (Select ONE of the six):

ENV 450	Senior Research Capstone	5
ENV 455	Senior Internship Capstone	5
ENV 460	Senior Research Capstone	9
ENV 460H	Honors Senior Research Capstone	9
ENV 465	Senior Internship Capstone	9
ENV 465H	Honors Senior Internship Capstone	9

NOTE: Students selecting one of the 9 credit senior capstone options can take one less upper level Group 2 elective.

Environmental Science Electives:

NOTE: Students may choose to take up to two biology and/or chemistry courses to fulfill ENV electives.

Group 1 (Select THREE):

ENV 213	Ecology	4
ENV 270	Animal Behavior	3
ENV 260	Forest Ecology and Management	4
ENV 280	Environmental Soil Science	4

Group 2 (Select THREE):

ENV 307	Marine Biology	4
ENV 310	Freshwater Ecosystems	4
BIO 315	Evolution	3
ENV 330	Conservation Biology	3
ENV 340	Landscape Ecology	
ENV 360	Wildlife Ecology and Management	4
ENV 410	The Chesapeake Bay Ecosystem	3
ENV 420	Restoration Ecology	
ENV 430	Ecosystem Delineation and Mitigation	

Group 3:

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Environmental Science

Environmental Science studies the connections between humans and the environment. Therefore, a minor in Environmental Science is an excellent addition to many liberal arts majors and is particularly relevant to students interested in the environmental aspects of business, economics, policy, law, health, or for those simply interested in understanding our responsibility as caretakers of planet Earth.

The minor in environmental science requires successful completion of a minimum of six courses and 18 credits with an ENV prefix. Courses ineligible for the environmental science minor include:

- ENV 150 Society and the Environment
- ENV 165 Science of the Chesapeake Bay

Please see the Chair of the Department of Biological Sciences for further information regarding this minor. General guidelines regarding minors may be found in the Minors section of the catalog.

Other Options

Biology Department Honors Requirements: Eligible students majoring in environmental science may elect to pursue honors within the Department of Biological Sciences. 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 environmental science 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/MAT Option: The BS/MAT option is available for students majoring in biology who wish to combine their bachelor's coursework with work toward a Stevenson University master's degree in teaching. Please see *Additional Enrollment Options* in the *Admissions* section of this catalog for more information.

Course Descriptions

See Environmental Science Course Descriptions (p. 138)

Fashion Design

School of Design

Department of Fashion Design and Merchandising

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.

Objectives

Upon completion of the Bachelor of Science in Fashion Design, graduates will be able to:

1. Apply the skills, concepts, methodologies, and behavior 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 a 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. Collaborate with design, merchandising, management, and specialty groups to make informed garment design decisions.

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 Stevenson Educational Experience (SEE) 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). When a grade below "C" is earned in a major course, the student must repeat that course.

Requirements

The courses listed below are required for the completion of the bachelor's degree in fashion design. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

FYS 100	First Year Seminar	1
ART 106	Introduction to Art History	3
ART 110	Fundamentals of Design I	3
ART 113	Fundamentals of Design II	3
ART 116	Drawing I	3
ART 117	Drawing II	3
ART 217	Figure Drawing	3
	OR	
PHOTO 242	Fashion and Portrait Photography	3
ART 315	Surface Design	3
FDES 101	Garment Construction Techniques	1
FDES 200	Introduction to Textiles	3
FDES 201	Fashion Design I	3
FDES 202	Fashion Design II	3
FDES 203	Garment Construction Studio	3
FDES 205	Computer-Aided Pattern Design I	3
FDES 210	Fashion Illustration I	3
FDES 274	History of Fashion	3
	OR	
FDES 280	Fashion Design Study Abroad	3
FDES 290	Internship Preparation	1
FDES 301	Fashion Design III	3
FDES 302	Fashion Illustration II	3
FDES 303	Fashion Design IV	3
FDES 305	Computer-Aided Pattern Design II	3
FDES 315/FMER 315	Writing for Fashion	3
FDES 390	Internship	3
FDES 401	Fashion Design V: Senior Studio I	3
FDES 403	Fashion Design VI: Senior Studio II	3
FDES 404	Fashion Design VII: Product Development	3
MGT 210	Business Writing	3
MKT 206	Principles of Marketing	3
PHOTO 141	Basic Digital Photography	3
VCD 125	Fundamentals of Digital Media	3

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Fashion Design

The minor in fashion design requires successful completion of a minimum of six courses and 18 credits with a FD prefix. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see an academic advisor for more information. General information regarding minor requirements may be found in the Minors (p. 46) section of the catalog.

Course Descriptions

See Fashion Design Course Descriptions (p. 140)

Fashion Merchandising

School of Design

Department of Fashion Design and Merchandising

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.

Objectives

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.

Policies

Students must earn a minimum GPA of 2.50 in the major, and the lowest acceptable grade is a "C" in all major and Stevenson Educational Experience (SEE) 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). When a grade below "C" is earned in a major course, the student must repeat that course.

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 better after a third attempt will not be allowed to continue in the fashion merchandising program.

Requirements

The courses listed below are required for completion of the bachelor's degree in fashion merchandising. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

FYS 100	First Year Seminar	1
ACC 215	Survey of Accounting	3
ART 110	Fundamentals of Design I	3
EC 202	Principles of Microeconomics	3
FDES 200	Introduction to Textiles	3
FDES 274	History of Fashion	3
FMER 210	Fashion and Culture	3
FMER 223	The Business of Fashion	3
FMER 315	Writing for Fashion	3

FMER 320	Fashion Retailing	3
FMER 340	Merchandise Sourcing and Logistics	3
FMER 323	Fashion Product Merchandising	3
FMER 360	Visual Merchandising	3
FMER 417	Senior Business Internship	3
FMER 430	Current Topics in Fashion Merchandising	3
INBUS 325/MKT 325	International Marketing	3
LAW 208	Business Law	3
MGT 204	Principles of Management	3
MGT 210	Business Writing	3
MKT 206	Principles of Marketing	3
MKT 311	Consumer Behavior	3
MKT 336	Integrated Marketing Communication	3

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Fashion Merchandising

The minor in Fashion Merchandising is designed for students interested in the business of fashion. It prepares students to understand the role of apparel in today's marketplace and the relationship between the fashion and production apparel industries.

The minor in fashion merchandising requires successful completion of a minimum of six courses and 18 credits with a FMER prefix, which focus on fashion and culture, fashion retailing, product merchandising, and fashion communication. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Course Descriptions

See Fashion Merchandising Course Descriptions (p. 143)

Film and Moving Image

School of Design

Department of Film and Moving Image

Department Chair: Christopher Llewellyn Reed, M.F.A.

Description

The Department of Film & Moving Image educates its students to be adaptable lifelong artists, craftspeople, and learners who are capable of maintaining focus, resilience, self-control, and motivation through both success and failure. Graduates must be able to navigate the ever-changing technological landscape while developing and maintaining an original and personal aesthetic vision and be able to effectively communicate this vision to others. The Department focuses on teaching a wide array of equipment and software to complement its commitment to teaching film and moving image theory, history and technique.

Graduates of the Department emerge as flexible and capable practitioners of filmmaking – be it on film, digital media, or the next emerging format – who can work both alone as self-starters or collaboratively in groups, and be directors, writers, producers, cinematographers, editors, motion graphics artists, sound designers, some combination of all of these or a specialist of their own design.

Film & Moving Image students demonstrate the skills acquired in their chosen area of expertise by creating, beginning in their second year, a portfolio of work for

distribution to a variety of current media outlets, and in their final year, a capstone project.

Cinematography/Editing Track Description

The Cinematography/Editing Track provides additional focused study in the art, craft, technologies and changing practices of moving-image capturing and editing. Students learn the skills necessary to enter into careers as professional cinematographers and/or editors.

Producing/Writing Track Description

The Producing/Writing Track provides additional focused study in the art, craft, technologies and changing practices of moving-image production and writing. Students learn the skills necessary to enter into careers as professional producers and/or writers.

Objectives

Upon completion of the Bachelor of Science in Film and Moving Image, graduates will be able to:

- Create films and other moving image projects, using current crafts and emerging technologies and grounded in a strong sense of personal style.
- Write film and moving image proposals and screenplays.
- Think and write critically about film and moving image history, aesthetics, global perspectives and production techniques.
- Navigate the business of film and moving image production and distribution.

Cinematography/Editing Track Outcomes

The Cinematography/Editing Track provides additional focused study in the art, craft, technologies and changing practices of moving-image capturing and editing. Students learn the skills necessary to enter into careers as professional cinematographers and/or editors.

Upon completion of the Film & Moving Image Cinematography/Editing Track, graduates will be able to:

- Operate professional cameras with proficiency.
- Demonstrate the ability to capture moving images in studio and field environments using both ambient and artificial light.
- Produce professional-quality moving-image content using current editing and motion-graphics software.
- Employ industry-standard moving-image terminology when presenting, discussing and critiquing their work.
- Work independently and/or as part of a crew to achieve clearly articulated artistic outcomes.
- Produce industry-standard deliverables using current and emerging production and post-production processes

Producing/Writing Track Outcomes

The Producing/Writing Track provides additional focused study in the art, craft, technologies and changing practices of moving-image production and writing. Students learn the skills necessary to enter into careers as professional producers and/or writers.

Upon completion of the Film & Moving Image Producing/Writing Track, graduates will be able to:

- Write film and television scripts according to industry-standard formats.
- Analyze and organize the story and financial needs of scripts using professional terminology.
- Evaluate and critique moving-image storytelling, in a variety of genres, considering professional requirements

- Work independently and/or as part of a crew to create efficiently-run productions, achieving clearly articulated artistic and distribution outcomes.
- Develop effective fundraising and marketing strategies for film and moving-image projects, applying appropriate legal and financial frameworks.

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 Stevenson Educational Experience (SEE) 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). When a grade below "C" is earned in a major course, the student must repeat that course.

In their second and third years, students participate in portfolio reviews. At the end of the second year, faculty review portfolios. In the third year, Film and Moving Image Advisory Board members review portfolios.

Requirements

The courses listed below are required for completion of the bachelor's degree in film and moving image. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements (all students):

FYS 100	First Year Seminar	1
FMI 101	Cinema I: Storytelling	3
FMI 102	Cinema II: Continuity	3
FMI 201	Cinematography I: Black & White	3
FMI 202	Cinematography II: Color	3
FMI 204	Broadcast Production	3
FMI 211	Basic Screenwriting	3
FMI 221	Art and Craft of Editing I	3
FMI 222	Art and Craft of Editing II	3
FMI 231	Film and Moving Image History	3
FMI 301	Documentary/Promo Production	3
FMI 302	Narrative Production	3
FMI 304	Directing the Actor	3
FMI 331	Major Directors/Movements	3
FMI 334	Film Aesthetics	3
FMI 390	Internship	3
FMI 401	Senior Project: Pre-Production	3
FMI 402	Senior Project: Production	3
FMI 441	Sound Design	3
VCD 125	Fundamentals of Digital Media	3

Students must also complete the courses for one of the tracks listed below.

Cinematography/Editing Track - 15 credits

FMI 303	Lighting for the Camera	3
FMI 306	Experimental Cinema	3
MOGR 330	Typography in Motion	3
MOGR 331	Intermediate Motion Graphics	3
VCD 230	Typography I	3

Producing/Writing Track - 15 credits

FMI 311	Advanced Screenwriting	3
FMI 313	Script Analysis	3
FMI 352	Grant Writing	3
FMI 355	The Business of Filmmaking	3
FMI 451	Film Distribution and Intellectual Property	3

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Film and Moving Image

The minor in film and moving image requires successful completion of a minimum of six courses and 18 credits with a FMI prefix. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Course Descriptions

See Film and Moving Image Course Descriptions (p. 144)

Forensic Sciences

Beverly K. Fine School of the Sciences
 Department of Biological Sciences and
 Department of Chemistry

Description

Stevenson University offers two program options in the study of forensic sciences. One option is a BS/MFS program where students can earn a bachelor's degree in biochemistry, biology, or chemistry 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 biochemistry, biology, or chemistry please see the biochemistry, biology, or chemistry 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 sciences 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.

Application Process

Students apply for admission into the BS/MFS program during their junior year. Applications are available on September 1 and February 1. Admission to this program is based upon the following criteria:

- Cumulative and science/math GPA of 3.0 or higher in all course work attempted
- Grade of "C" or better in all science and mathematics courses
- 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 *MFS 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 or her junior year.

Students, once accepted into the program, must submit a *Graduate Application* in the last semester of their undergraduate education. Application must be made prior to September 15 for a planned January start date and prior to February 15 for a planned August start date.

Option in Biology Requirements

The courses listed below are required for completion of the bachelor's degree in biology and for entry into the biology track of the master's in forensic science program. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

FYS 100	First Year Seminar	1
	or	
SCI 100	School of the Sciences Transfer Student Seminar	1
ART 540	Crime Scene Photography	3
SCI 215	Writing in the Sciences	3
BIO 113	General Biology I: Cell Biology and Genetics	3
BIO 113L	General Biology I Laboratory: Cell Biology and Genetics	1
BIO 114	General Biology II: Structure and Function of Organisms	3
BIO 114L	General Biology II Laboratory: Structure and Function of Organisms	1
BIO 115	General Biology III: Ecology and Evolution	3
BIO 115L	General Biology III Laboratory: Ecology and Evolution	1
BIO 230	Genetics	4
BIO 235L	Diversity of Life	2
CHEM 115	General Chemistry I	3
CHEM 115L	General Chemistry I Laboratory	1
CHEM 115S	General Chemistry I SoLVE	
CHEM 116	General Chemistry II	3
CHEM 116L	General Chemistry II Laboratory	1
CHEM 116S	General Chemistry II SoLVE	
CHEM 210	Organic Chemistry I	3
CHEM 210L	Organic Chemistry I Laboratory	1
CHEM 211	Organic Chemistry II	3
CHEM 211L	Organic Chemistry II Laboratory	1
FSCI 101	Survey of Forensic Sciences	3
FSCI 400	Senior Forensic Sciences Seminar	3
FSCI 655	Practicum Rotations	3
MATH 136	Introduction to Statistics	4
MATH 220	Calculus I	4
PHYS 210	General Physics I	4
	or	
PHYS 215	General Physics I with Calculus	4
PHYS 211	General Physics II	4
	or	
PHYS 216	General Physics II with Calculus	4
PSY 101	Introduction to Psychology	3

Elective Courses Group 1

Select three 200-level biology courses (one must be BIO 255).

Elective Courses Group 2

Select two additional biology courses.

Elective Courses Group 3

Select four additional 300- or 400-level biology courses.

Option in Biochemistry Requirements

The courses listed below are required for completion of the bachelor's degree in biochemistry and for entry into the biology or chemistry track of the master's in forensic sciences program. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

FYS 100	First Year Seminar	1
	or	
SCI 100	School of the Sciences Transfer Student Seminar	1
ART 540	Crime Scene Photography	3
BIO 113	General Biology I: Cell Biology and Genetics	3
BIO 113L	General Biology I Laboratory: Cell Biology and Genetics	1
BIO 230	Genetics	4
BIOCH 327	Biochemistry	3
BIOCH 345L	Integrative Laboratory I	2
BIOCH 427	Advanced Biochemistry	3
CHEM 115	General Chemistry I	3
CHEM 115L	General Chemistry I Laboratory	1
CHEM 116	General Chemistry II	3
CHEM 116L	General Chemistry II Laboratory	1
CHEM 210	Organic Chemistry I	3
CHEM 210L	Organic Chemistry I Laboratory	1
CHEM 211	Organic Chemistry II	3
CHEM 211L	Organic Chemistry II Laboratory	1
CHEM 213	Electronic Literature Searching	1
CHEM 313	Career Development in Chemistry	1
FSCI 101	Survey of Forensic Sciences	3
FSCI 400	Senior Forensic Sciences Seminar	3
FSCI 655	Practicum Rotations	3
MATH 220	Calculus I	4
PHIL 415	Professional Ethics	3
PHYS 210	General Physics I	4
	or	
PHYS 215	General Physics I with Calculus	4
PHYS 211	General Physics II	4
	or	
PHYS 216	General Physics II with Calculus	4
SCI 215	Writing in the Sciences	3

Elective courses Group 1

Select two from the following list: (Students interested in the chemistry track must choose CHEM 430; students interested in the biology track must choose BIO 310 or BIO 330)

BIO 310	Cell Biology	4
BIO 330	Molecular Genetics	4
CHEM 430	Physical Chemistry	3

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	4
BIO 255	Techniques in Molecular Biology	3
BIO 310	Cell Biology	4
BIO 330	Molecular Genetics	4
BIO 335	Immunology	4
BIO 355		

BIO 362	Independent Research Experience in Biology	2	CHEM 410	Instrumental Analysis	4
BIO 365	Independent Laboratory Research in Biology	3	FSCI 101	Survey of Forensic Sciences	3
BT 430	Bioinformatics	3	FSCI 400	Senior Forensic Sciences Seminar	3
BIOCH 362	Independent Research Experience in Biochemistry	2	FSCI 655	Practicum Rotations	3
BIOCH 365	Independent Laboratory Research in Biochemistry	3	MATH 136	Introduction to Statistics	4
CHEM 221	Inorganic Chemistry	3	MATH 220	Calculus I	4
CHEM 310	Analytical Chemistry	3	PHIL 415	Professional Ethics	3
CHEM 330	Advanced Organic Chemistry	4	PHYS 210	General Physics I	4
CHEM 340	Medicinal and Drug Chemistry	3		or	
CHEM 362	Independent Laboratory Research in Chemistry	2	PHYS 215	General Physics I with Calculus	4
CHEM 365	Independent Laboratory Research in Chemistry	3	PHYS 211	General Physics II	4
CHEM 410	Instrumental Analysis	4		or	
CHEM 430	Physical Chemistry	3	PHYS 216	General Physics II with Calculus	4
CHEM 431	Physical Chemistry: Quantum Mechanics	3			
CHEM 432	Physical Chemistry: Thermodynamics	3			

BIO 310, BIO 330, CHEM 430: if not used as a group 1 elective

Option in Biotechnology Requirements

The Option in Biotechnology has been discontinued effective with the 2015-2016 academic year. This option is available to current biotechnology majors on previous catalog years who have been accepted into the BS/MS program. 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 Educational Experience (SEE).

Major Requirements:

SCI 100	School of the Sciences Transfer Student Seminar	1
	or	
FYS 100	First Year Seminar	1
BIO 113	General Biology I: Cell Biology and Genetics	3
BIO 113L	General Biology I Laboratory: Cell Biology and Genetics	1
BIO 114	General Biology II: Structure and Function of Organisms	3
BIO 114L	General Biology II Laboratory: Structure and Function of Organisms	1
BIO 115	General Biology III: Ecology and Evolution	3
BIO 115L	General Biology III Laboratory: Ecology and Evolution	1
BT 201	Introduction to Biotechnology	3
BIO 217	Principles of Biochemistry	3
BT 205	Biosafety and Quality Assurance	2
BT 255	Techniques in Molecular Biology	3
BT 355	Advanced Techniques in Molecular Biology	3
CHEM 115	General Chemistry I	3
CHEM 115L	General Chemistry I Laboratory	1
CHEM 116	General Chemistry II	3
CHEM 116L	General Chemistry II Laboratory	1
CHEM 210	Organic Chemistry I	3
CHEM 210L	Organic Chemistry I Laboratory	1
CHEM 211	Organic Chemistry II	3
CHEM 211L	Organic Chemistry II Laboratory	1
CHEM 310	Analytical Chemistry	3

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.

Option in Chemistry Requirements

The courses listed below are required for completion of the bachelor's degree in chemistry and for entry into the chemistry track of the master's in forensic sciences program. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

FYS 100	First Year Seminar	1
	or	
SCI 100	School of the Sciences Transfer Student Seminar	1
ART 540	Crime Scene Photography	3
BIO 113	General Biology I: Cell Biology and Genetics	3
BIO 113L	General Biology I Laboratory: Cell Biology and Genetics	1
BIOCH 327	Biochemistry	3
BIOCH 345L	Integrative Laboratory I	2
CHEM 115	General Chemistry I	3
CHEM 115L	General Chemistry I Laboratory	1
CHEM 116	General Chemistry II	3
CHEM 116L	General Chemistry II Laboratory	1
CHEM 210	Organic Chemistry I	3
CHEM 210L	Organic Chemistry I Laboratory	1
CHEM 211	Organic Chemistry II	3
CHEM 211L	Organic Chemistry II Laboratory	1
CHEM 213	Electronic Literature Searching	1
CHEM 221	Inorganic Chemistry	3
CHEM 310	Analytical Chemistry	3
CHEM 313	Career Development in Chemistry	1
CHEM 410	Instrumental Analysis	4
CHEM 431	Physical Chemistry: Quantum Mechanics	3
CHEM 432	Physical Chemistry: Thermodynamics	3
FSCI 101	Survey of Forensic Sciences	3
FSCI 400	Senior Forensic Sciences Seminar	3
FSCI 655	Practicum Rotations	3
MATH 220	Calculus I	4
MATH 221	Calculus II	4
MATH 136	Introduction to Statistics	4
PHIL 415	Professional Ethics	3
PHYS 215	General Physics I with Calculus	4
PHYS 216	General Physics II with Calculus	4
PSY 101	Introduction to Psychology	3
SCI 215	Writing in the Sciences	3

One CHEM elective selected from the following list:

BIOCH 427	Advanced Biochemistry	3
CHEM 203	Environmental Chemistry	3
CHEM 330	Advanced Organic Chemistry	4
CHEM 340	Medicinal and Drug Chemistry	3
CHEM 362	Independent Laboratory Research in Chemistry	2
CHEM 365	Independent Laboratory Research in Chemistry	3

Minor in Forensic Sciences

A minor in forensic sciences is not available.

Other Options**Other Options for Students Interested in Forensic Sciences****Master's of Forensic Sciences**

Students who wish to enter the master's program in forensic sciences must have a bachelor's degree in biology, chemistry 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 stevenson.edu.

Course Descriptions

See Forensic Sciences Course Descriptions (p. 147)

History

Stevenson University offers a bachelor's degree in public history. Detailed information on this bachelor's degree program can be found in the *Public History* (p. 105) section of the catalog.

Minor in History

The minor in history requires successful completion of a minimum of six courses and 18 credits with an HIST prefix. Please see the humanities and public history department chairperson for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Course Descriptions

See History Course Descriptions (p. 147)

Human Services

School of Humanities and Social Sciences

Department of Human Services

Department Chair: John Rosicky, Ph.D.

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.

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.

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.

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.

Objectives**Human Services Program Objectives**

Upon completion of the Bachelor of Science in Human Services, graduates will be able to:

1. Apply research findings to analyze common problems encountered in the human services field and develop appropriate solutions.

2. Develop individualized professional development goals and objectives, based on comprehensive self-evaluation and feedback from faculty and supervisors.
3. Exhibit consistent professional attitudes and behaviors in applied human services settings.
4. Exhibit culturally sensitive behavior in professional human services settings.
5. Exhibit effective and appropriate interpersonal skills in professional human services settings.
6. Synthesize and appropriately apply key concepts, methods and values in human services to professional situations, independently and with minimal supervision.

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 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 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.

Policies

Students must earn a minimum GPA of 2.00 in the major, however, in order to advance to the senior practicum, students must earn a cumulative GPA of 2.50. The lowest acceptable grade is a "C" in all major and Stevenson Educational Experience (SEE) 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). When a grade below "C" is earned in a major course, the student must repeat that course.

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 Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

FYS 100	First Year Seminar	1
HSR 101	Family Studies	3
HSR 201	Introduction to Human Services	3
HSR 210	Professional Writing in Human Services	3
HSR 220	Diversity and Cultural Competence in Human Services	3
HSR 224	Introduction to Research Methods	3

HSR 315/515	Group Process and Practice	3
HSR 340/540	Administration of Human Services	3
HSR 360	Counseling Strategies for Individuals	3
HSR 380	Internship in Human Services	3
HSR 430	Family Dynamics and Interventions	3
HSR 440	Practicum in Human Services	9
		or
		12
HSR 441	Seminar in Human Services	3
LAW 259	Children and Family Law	3
MATH 136	Introduction to Statistics	4
	or	
PSY 136	Statistics for the Behavioral and Social Sciences	4
PSY 101	Introduction to Psychology	3
PSY 108	Human Growth and Development	3
PSY 215	Psychopathology	3
SOC 101	Introduction to Sociology	3

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 requirements and following track courses		
HSR 270	Addictions	3
HSR 370	Ethics in Counseling	3
HSR 371	Assessment and Treatment of Addictions	3
	Two additional focused electives	

Administration of Programs for Children Track:

All major requirements and the following track courses		
ED 208	Learning Experiences for Young Children	3
HSR 275	Services for Children and Youth	3
PSY 206	Child Development	3
	Two additional focused electives	

Human Services Administration Track:

All major requirements and the following track courses		
LAW 380	Mediation and Negotiation	3
MGT 310	Organizational Behavior	3
MGT 408	Human Resource Management	3
MKT 206	Principles of Marketing	3
	One additional focused elective	

The following courses are recommended but not required:

MKT 316	Principles of Negotiation and Sales	3
MGT 330	Introduction to Public Administration	3

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Human Services

The minor in human services requires successful completion of a minimum of six courses and 18 credits with an HSR prefix; however, ED 208: Learning Experiences for Children may also count toward the minor in human services. Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Other Options

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 toward a Stevenson University master's degree in Healthcare Management or a degree in Community-Based Education and Leadership. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested 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. For more information on this program see the *School of Graduate and Professional Studies* catalog.

Course Descriptions

See Human Services Course Descriptions (p. 150)

Information Systems

Brown School of Business and Leadership

Department of Information Systems

Department Chair: Alan D. Carswell, 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 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**Description****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.

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.

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.

Objectives

Business Information Systems Program Objectives

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 Objectives

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 Objectives

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.

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 Stevenson Educational Experience (SEE) 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). When a grade below "C" is earned in a major course, the student must repeat that course.

A course may be repeated twice without special permission. Information systems majors must apply in writing to the department chair requesting permission to attempt a course for a third time.

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 Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

FYS 100	First Year Seminar	1
ACC 140	Financial Accounting	3
IS 135	MS Office Applications	3
IS 140	Information Systems Architecture and Design	3
IS 150	Relational Database Design & SQL with MS Access	3
IS 170	Systems Development with UML	3
IS 201	Management Information Systems	3
IS 231	Network Technologies	3
IS 240	Programming Concepts	3
IS 260	Presentation Theory and Application	3
IS 301	Principles of E-Commerce	3
IS 365	Writing for IS Applications	3
MGT 210	Business Writing	3
MGT 204	Principles of Management	3
MKT 206	Principles of Marketing	3
	One 300-400 Level INBUS, MGT, or MKT Course	

IS 260: BIS Technology Management Track Only

Take three of the following upper level courses:

IS 320	Human-Computer Interaction	3
IS 350	IS Internship	3
IS 380	Information Security for the Organization	3
IS 475	Special Topics in Information Systems	3
IS 480	Technology Law	3

IS 481 Project & Knowledge Management 3

IS 320: E-Commerce Track students must take IS-320 (E-Commerce Track Prerequisite).

IS 380: Technology Management Track students may NOT take IS-380 (Technology Management Track Requirement).

Students must choose and complete the courses for one of the tracks listed below. If a student completes a track offered under computer information systems, the student will be awarded the computer information systems degree.

Technology Management Track:

IS 280 Data Management 3

IS 380 Information Security for the Organization 3

IS 385 Management of Business Networks 3

IS 386 E-Commerce Business Solutions 3

IS 387 Wireless Technology Solutions for the Office 3

E-Commerce Technology Track:

IS 343 Web Architecture & Design Technologies 3

IS 361 E-Collaboration and Social Networking 3

IS 386 E-Commerce Business Solutions 3

IS 443 XML E-Business Applications 3

IS 462 Current Topics in E-Commerce 3

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Information Systems

The minor in information systems requires successful completion of a minimum of six courses and 18 credits with an IS prefix. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Other Options

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 toward a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested 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. For more information on this program see the *School of Graduate and Professional Studies* catalog.

Course Descriptions

See Information Systems Course Descriptions (p. 153)

Computer Information Systems

Description

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 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.

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.

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.

Objectives

Computer Information Systems Program Objectives

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 Objectives

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 Objectives

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 Objectives

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.

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 Stevenson Educational Experience (SEE) 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). When a grade below "C" is earned in a major course, the student must repeat that course.

A course may be repeated twice without special permission. Information systems majors must apply in writing to the department chair requesting permission to attempt a course for a third time. Stevenson University does not grant credits or waivers for technical certifications.

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 Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

FYS 100	First Year Seminar	1
IS 135	MS Office Applications	3
IS 140	Information Systems Architecture and Design	3
IS 150	Relational Database Design & SQL with MS Access	3
IS 170	Systems Development with UML	3
IS 201	Management Information Systems	3
IS 231	Network Technologies	3
IS 240	Programming Concepts	3
IS 260	Presentation Theory and Application	3
IS 365	Writing for IS Applications	3
MGT 210	Business Writing	3

Take four of the following Upper Division courses:

IS 301	Principles of E-Commerce	3
IS 320	Human-Computer Interaction	3
IS 350	IS Internship	3
IS 380	Information Security for the Organization	3
IS 475	Special Topics in Information Systems	3
IS 480	Technology Law	3
IS 481	Project & Knowledge Management	3

Take any two of the following Business electives:

ACC 140	Financial Accounting	3
MGT 204	Principles of Management	3
MKT 206	Principles of Marketing	3
	One 300-400 Level INBUS, MGT or MKT course	

Students must choose and complete the courses for one of the tracks listed below

Software Design Track:

IS 241	C# Object Oriented Programming	3
IS 252	Advanced SQLQuery Design with Oracle & SQL Server	3
IS 343	Web Architecture & Design Technologies	3
IS 345	Java Programming	3
IS 348	Advanced Business Applications	3
IS 349	Service-Oriented Architecture and Dynamic Web Development	3
IS 444	Wireless Application Development	3

Network Design Track:

IS 232	TCP and IP Communication Protocols for Windows and UNIX	3
IS 235	Advanced Windows Server Architecture & Administration	3
IS 331	CISCO TCP and IP Routing	3
IS 332	High Speed Broadband Networks	3

IS 335	Wireless LANS and Mobile Communication Systems	3
IS 431	Exchange Server & Messaging Systems	3
IS 432	Network Security-Firewalls, IDS, and Counter Measures	3
Computer Forensics Track:		
IS 232	TCP and IP Communication Protocols for Windows and UNIX	3
IS 235	Advanced Windows Server Architecture & Administration	3
IS 331	CISCO TCP and IP Routing	3
IS 391	Incident Response and Investigation Methods	3
IS 392	Information Systems Forensics Internals-Auditing	3
IS 393	Forensic Evidence Collection Tools and Techniques	3
IS 432	Network Security-Firewalls, IDS, and Counter Measures	3

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Information Systems

The minor in information systems requires successful completion of a minimum of six courses and 18 credits with an IS prefix. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Other Options

The BS/MS option is available for students majoring in computer information systems who wish to combine their bachelor's coursework with work toward a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested 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. For more information on this program see the *School of Graduate and Professional Studies* catalog.

Course Descriptions

See Information Systems Course Descriptions (p. 153)

Interdisciplinary Studies

School of Humanities and Social Sciences
Program Coordinator: Esther Horrocks, Ph.D.

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.

Objectives

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.

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 Stevenson Educational Experience (SEE) 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). When a grade below "C" is earned in a major course, the student must repeat that course.

Once accepted into the major, students must meet with the program coordinator each semester to evaluate progress.

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 Educational Experience (SEE), students must complete the major requirements noted below.

Major Requirements:

- FYS 100
- 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.
- INDSC 260, INDSC 360
- Six credits in INDSC courses, 300-level or above (an internship may fulfill one)
- INDSC 450 Senior Project: Seminar in Interdisciplinary Studies

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Interdisciplinary Studies

A minor in interdisciplinary studies is not available.

Other Options

BS/MS Option: The BS/MS option is available for students majoring in interdisciplinary studies who wish to combine their bachelor's coursework with work toward a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested 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. For more information on this program see the *School of Graduate and Professional Studies Catalog*.

Course Descriptions

See Interdisciplinary Studies Course Descriptions (p. 152)

International Business

Brown School of Business and Leadership

Department of Business Administration

Department Chair: Deborah Leather, D.B.A.

Minor in International Business

The minor in international business requires successful completion of a minimum of six courses and 18 credits with an INBUS prefix. **Students majoring in Business Administration may not minor in international business.**

Please see an academic advisor for more information.

General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Course Descriptions

See International Business Course Descriptions (p. 152)

Legal Studies

School of Humanities and Social Sciences

Department Chair: Hillary Michaud, J.D., CPA

Description

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

- Analyzing and organizing records
- Assisting in discovery
- Drafting contracts and real estate documents
- Drafting pleadings
- Gathering information electronically
- Incorporating entities
- Interviewing witnesses
- Investigating cases
- Managing trial preparation and litigation support
- Managing estates and guardianships
- Processing workers' compensation claims
- Preparing intellectual property applications
- Creating bankruptcy schedules

The ultimate goal of the legal studies program is to fully prepare students for employment by law firms, corporate law departments, government agencies, legal aid providers, and other employers in the legal profession. Students gain an extensive knowledge of numerous areas of law and practical experience to enable them to perform tasks in specific legal specialty areas. By taking a combination of law and liberal arts courses each semester, students are able to

pursue their legal interests immediately and develop skills gradually.

Courses are offered weekdays and evenings. Students earn a bachelor's degree in legal studies. Students may select a sequence of courses that permits them to focus on a specific area within the legal studies curriculum, such as corporate law, estate administration, real estate law, or litigation. Students perform an internship, typically in the sophomore or junior year, and complete a legal studies capstone course in their senior year. Students may participate in the law clinic, as an elective course in their major, and gain experience by providing *pro bono* legal services in the community. Students may take a mock trial course as a law elective, as well as compete with our mock trial team in American Mock Trial Association tournaments.

The legal studies degree may be completed in an accelerated format by qualifying adult learners. This accelerated delivery 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 delivery option and student eligibility requirements.

Objectives

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

1. Conduct research using all appropriate resources to identify and obtain relevant legal authority.
2. Compose documents based on factual investigation, legal research, and analysis to inform and/or persuade.
3. Apply legal terminology, principles of law, and rules of ethical legal practice to the performance of legal services.
4. Operate as productive and professional members of a legal services delivery team using appropriate communication, technology, and time-management skills.
5. Perform substantive legal work under the direction of an attorney, as permitted by law.

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 Stevenson Educational Experience (SEE) 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). When a grade below "C" is earned in a major course, the student must repeat that course.

Legal 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 legal studies program.

Students must take a minimum of 18 credits or the equivalent of legal specialty courses at Stevenson University to earn a degree in legal studies. A legal specialty course is a LAW course that covers substantive law or legal procedures or process, has been developed for paralegals, emphasizes practical paralegal skills, and meets the American Bar Association's instructional methodology requirements. The legal studies program offers traditional, hybrid, and online delivery of legal specialty courses approved by the ABA, as well as other LAW courses. Students must take a minimum of ten semester credits or the equivalent of legal specialty courses, and may take all

legal specialty and other LAW courses, through traditional classroom instruction at Stevenson University.

Credit for equivalent law courses considered legal specialty courses under the ABA Guidelines is accepted for students transferring from paralegal programs, whether ABA-approved or not. If a student has earned credit from an institution that is not ABA-approved, the program director for traditional students or the Associate Dean of Business Programs for GPS students reviews the description of the course content, the course syllabus (if necessary), and information about the institution before credit is transferred for equivalent law courses. A maximum of 24 credits will be accepted for equivalent law courses.

Although Stevenson University policy is that internships performed at other institutions do not transfer, there is an exception for students who perform paralegal internships with ABA-approved paralegal programs at other institutions. If a student successfully completes a three-credit internship class through another ABA-approved paralegal program, the internship requirement can be waived, and the student will take another three-credit legal specialty course in its place.

Some students work as paralegals while completing the legal studies program. These students may apply for a waiver of the internship requirement. Documentation from the student and the employer is required to verify that the student successfully performed paralegal tasks for a minimum of 135 hours. If approved, the student will take another three credit legal specialty course in place of the internship class. GPS students working full-time, not as paralegals, satisfy the internship requirement by completing a virtual internship as a paralegal, supervised by the School of Graduate and Professional Studies. This three credit virtual internship class is considered non-legal specialty.

The award of legal specialty credits through examination or portfolio is monitored by the legal studies program director to ensure that the quality and integrity of the legal studies program are maintained. A maximum of six legal specialty credits can be earned through examination or portfolio. To receive credit for prior learning for a legal specialty course through examination or portfolio, the examination or portfolio must be evaluated by a faculty evaluator, under the supervision of the program director. In conducting this evaluation, the faculty evaluator will ensure that the credit sought can be classified as legal specialty, the student meets the course objectives and practical skills to be developed for the course for which credit is sought, the student meets the needs of the legal community the program serves, and the student's work is comparable to course work offered within the legal studies program.

Requirements

The courses listed below are required for completion of the bachelor's degree in legal studies. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Typically, students 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.

Major Requirements:

FYS 100	First Year Seminar	1
ACC 215	Survey of Accounting	3
LAW 102	Introduction to Legal Studies	3
LAW 112	Torts	3

LAW 114	Estates and Trusts	3
LAW 120	Contract Law	3
LAW 125	Legal Research and Writing I	3
LAW 130	Business Organizations Law	3
LAW 204	Constitutional Law	3
LAW 210	Legal Research and Writing II	3
LAW 216	Civil Litigation and Pleading	3
LAW 225A	Internship: Part I	1
LAW 225B	Internship: Part II	2
LAW 352	Law Office Technology	3
LAW 480	Legal Studies Capstone	3
POSCI 102	American Government: Political Institutions and Procedures	3

Six LAW electives two of which may be taken at the lower level

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Legal Studies

The minor in legal studies requires successful completion of a minimum of six courses and 18 credits with an LAW prefix. The minor in legal studies is not intended to prepare students to work as paralegals and is not approved by the American Bar Association. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Other Options

Pre-Law Option: The legal studies program is an excellent option for students interested in applying to law school. It is the only law program at Stevenson. Many of our program's graduates each year go on to law school and become lawyers. Legal studies students can combine law classes with a series of designated liberal arts courses that develop critical thinking, writing, and analytical skills. The same substantive and procedural law courses offered at law schools are offered in Stevenson's legal studies program. Legal studies program faculty are experienced lawyers and judges. A full-time legal studies faculty member, also an attorney, serves as a dedicated pre-law advisor and assists students with Law School Admissions Test (LSAT) preparation and law school applications. An upper-level law elective is available to help prepare students to take the LSAT. Graduates who attend law school find that the legal studies program at Stevenson gives them a competitive advantage.

BS/MS Option: The BS/MS option is available for students majoring in legal studies who wish to combine their bachelor's coursework with work toward a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested student 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. For more information on this program see the School of Graduate and Professional Studies catalog.

Legal Studies Second Bachelor's Degree

Program Description

A second bachelor's degree is available in legal studies, which includes 33 credits of LAW courses with at least 21

legal specialty credits required. Consult the website for additional information and for program requirements.

Course Descriptions

See Legal Studies Course Descriptions (p. 156)

Management

Brown School of Business and Leadership

Department of Business Administration

Department Chair: Deborah Leather, D.B.A.

Minor in Management

The minor in management requires successful completion of a minimum of six courses and 18 credits with a MGT prefix. **Students majoring in Business Administration may not minor in management.** Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Course Descriptions

See Management Course Descriptions (p. 163)

Marketing

Brown School of Business and Leadership

Department of Business Administration

Department Chair: Deborah Leather, D.B.A.

*SEE ALSO: Digital Marketing

Minor in Marketing

The minor in marketing requires successful completion of a minimum of six courses and 18 credits with a MKT prefix. **Students majoring in digital marketing or business administration may not minor in marketing.** Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Course Descriptions

See Marketing Course Descriptions (p. 165)

Mathematics

Beverly K. Fine School of the Sciences

Department of Mathematics and Physics

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

Students interested in math may obtain a Bachelor of Science in Applied Mathematics. Detailed information on this bachelor's degree program can be found in the *Applied Mathematics* (p. 61) section of the catalog.

Minor in Mathematics

The minor in math requires successful completion of a minimum of six courses and 18 credits with a MATH prefix. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see the Math Department Chair for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Course Descriptions

See Mathematics Course Descriptions (p. 160)

Medical Laboratory Science

Sandra R. Berman School of Nursing and Health Professions

Program Coordinator: Vivi-Anne Griffey, M.S.

Description

Medical laboratory science combines the basic sciences of biology and chemistry with medicine and the clinical sciences into a very satisfying professional career. Medical laboratory scientists (also known as medical technologists) 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. The mission of the medical laboratory science program is to graduate ethical, certified, entry-level medical laboratory scientists with the knowledge and skills necessary to work in all areas of the clinical laboratory including, microbiology, chemistry, hematology, blood banking, immunology, and molecular diagnostics.

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.

In partnership with Sinai Hospital of Baltimore, Stevenson University offers a "2+2" baccalaureate program in medical laboratory science 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. The clinical practicum provides a bridge between academics and application, allowing students a smooth transition to the workforce as medical laboratory scientists.

The program provides specialized technical training in test performance, correlation of laboratory data and disease management, and practice in problem-solving in the clinical laboratory. Graduates of our program are equipped to seek career enhancement and pursue management positions and/or graduate studies.

The medical laboratory science 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, www.naacls.org.

Graduates of the medical laboratory science program 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 laboratory science curriculum. These students follow the medical laboratory science curriculum with the following changes: Organic Chemistry II is taken instead of Principles of Biochemistry and two semesters of General Physics are added. Students adopting this option of the curriculum will graduate with a Bachelor of Science in Medical Laboratory Science and will have fulfilled all requirements for applying to medical or dental schools.

Freshmen and transfer students enter as medical laboratory science majors. The medical laboratory science program accepts only ten students to continue into the junior year of the medical laboratory science major, and selection is determined by the Medical Laboratory Science Admissions Committee.

Objectives

Upon completion of the Bachelor of Science degree in Medical Laboratory Science, 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. Communicate effectively orally, in writing, and through laboratory information systems in order to consult with members of the healthcare team, to provide patient education and customer service, and to interact with external parties.
7. Use research design/practice skills to evaluate published studies and investigate clinical laboratory issues/problems.
8. 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.
9. Demonstrate understanding of education techniques and terminology to train/educate users and providers of laboratory services.
10. Seek national certification as a Medical Laboratory Scientist and pursue employment within this field or a related field or continue to post-graduate education.

Policies

Students must earn a minimum cumulative GPA of 2.80 to be admitted into the Medical Laboratory Science program, and the lowest acceptable grade is a "C" in all major and Stevenson Educational Experience (SEE) 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.

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 Medical Laboratory Science faculty for continuance in the program.

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 Laboratory Science 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 program coordinator that he or she is on probation in the Sandra R. Berman School of Nursing and Health Professions

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 program coordinator that he or she is on final probation in the Sandra R. Berman School of Nursing and Health Professions.

Dismissal: If a fourth grade of "C-" or lower in any science or math course is earned, the student will be notified, in writing, by the program coordinator that he or she has been dismissed from the major.

Final Exam Policy

A score of 73% must be achieved on the final exam in each senior-level medical laboratory science (MLS 4xx) course to be able to proceed to the corresponding clinical practicum course. **If a student does not pass the relevant final exam the first time with a 73% or better:**

1. The first score on the exam is used to calculate the final grade in the course.
2. Student's corresponding clinical rotation schedule may be adjusted.
3. Student will be allowed to retake a different exam a maximum of two times.
4. Student must pass the retake exam with a score of 73% or better. If the student fails to earn a 73% on the retake exam after two attempts, he/she is required to repeat the course.

Competency Exam Policy

1. The minimum passing score for each competency 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 a passing score. However, the score that will be used for the final grade computation will not exceed the minimum passing score, regardless of the score on the second competency exam.
3. If a student fails the competency exam a second time, he or she will be counseled by the program coordinator and faculty member. The outcome could result in repeating the entire course.

Medical Requirements

Students enrolled in Medical Laboratory Science (MLS) 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 Laboratory Science program, students may have direct patient contact. The program requires the student to demonstrate effective vaccinations prior to starting the Medical Laboratory Science (MLS) courses (except MLS 210).

All full-time, part-time and categorical certificate students admitted to the junior (3rd) year of the Medical Laboratory Science program must submit the following forms

- Stevenson University Student Health Form to the Wellness Center.
- Supplemental Health Form for Medical Laboratory Science Students to the program coordinator.

Students must provide evidence of immunity to Varicella (chicken pox), Measles, Mumps, and Rubella (MMR).

- Documentation of 2 doses of vaccine
- Laboratory evidence of immunity = Positive titer OR
- Laboratory confirmation of disease

Documentation of immunity to Hepatitis B (HepB)

- HepB immunization series (3 doses) AND
- Laboratory evidence of immunity: anti-HBs titer = > 10mIU/mL (anti-HBs = Hepatitis B surface antibody)
- If anti-HBs titer = < 10mIU/mL, student MUST:

- Receive 1 booster dose of HepB vaccine AND
- Have a repeat titer within 1-2 months after receiving booster dose.
- If repeat anti-HBs titer = < 10mIU/mL, student MUST:
 - Receive 2 booster doses of HepB vaccine AND have a 2nd repeat titer within 1-2 months after receiving booster dose.
- If 2nd repeat anti-HBs titer = < 10mIU/mL, student MUST receive counseling by the Wellness Center regarding their risk of acquiring hepatitis B.

Student may choose to decline the hepatitis vaccine, but he/she must sign the Hepatitis Declination Form (Appendix A of the Exposure Control Plan on the SHP portal) and as documentation of understanding the risk of acquiring hepatitis B.

Student must submit documentation of Tdap vaccine within 10 years of starting the junior year of the Medical Laboratory Science program.

Students enrolled in MLS courses (except MLS 210) must submit documentation of all required immunizations and titers listed in the Supplemental Health 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 MLS course.

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.

An annual influenza immunization (free of charge to seniors at Sinai Hospital in fall) is required by the hospital and clinical practicum affiliates.

It is strongly recommended that students maintain personal medical insurance.

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

The clinical practicum is scheduled in the spring semester of the senior year. It is divided into four discipline-specific rotations and is scheduled for five days a week, eight hours a day.

Students may be assigned to clinical departments at the following affiliates:

- Sinai Hospital
- Northwest Hospital
- Carroll Hospital
- Greater Baltimore Medical Center
- Johns Hopkins Hospital

Students may incur up to \$100 in additional expenses for a criminal background check and drug-screen and students must provide their own transportation to the clinical affiliates, 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.

The clinical practicum culminates in a final comprehensive exam as preparation for the national certification examination for Medical Laboratory Scientists

Program Completion

Upon satisfactory completion of the required program of study, the student will be awarded a Bachelor of Science in Medical Laboratory Science. 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 for Medical Laboratory Scientists offered by the American Society of Clinical Pathology Board of Certification (ASCP-BOC).

Program Admission Requirements

Freshmen and transfer students enter the University as medical laboratory science majors. The Medical Laboratory Science Program accepts only 10 students to continue into the junior (3rd) year of the program, and selection is determined by the Medical Laboratory Science Admissions Committee.

Consideration for admission to the MLS 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 biology, chemistry, 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 (see below)
- Letters of recommendation from at least two faculty who will be able to address the student's academic and technical laboratory skills
- 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 coordinator for admission eligibility to the junior year of the medical laboratory science 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 coordinator reviews the eligibility of all students with the Medical Laboratory Science 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 laboratory science program may be reviewed again the following year, if they so desire, or are counseled about alternative majors.

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 laboratory science 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 laboratory science major.

As stated in the University's non-discrimination policy, the University does not discriminate on the basis of health or disability.

Non-academic Essential Functions

The medical laboratory science student must 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 using a microscope.
- Read laboratory instrument procedure manuals, standard operating procedures, specimen labels and other pertinent materials for patient care and professional practice.

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.

Organization skills and be able to maintain attention to details in a potentially distracting environment.

Ability to work safely in an environment that contains both chemical and biological hazardous materials, and to comply with requirements for personal protective equipment (i.e., gloves, disinfectants).

Oral and written proficiency in the English language to communicate in an effective and positive manner.

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.

Requirements

The courses listed below are required for completion of the bachelor's degree in medical laboratory science. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

FYS 100	First Year Seminar	1
BIO 113	General Biology I: Cell Biology and Genetics	3
BIO 113L	General Biology I Laboratory: Cell Biology and Genetics	1
BIO 203	Microbiology	4
BIO 217	Principles of Biochemistry	3
BIO 222	Human Anatomy	4
BIO 230	Genetics	4
BIO 322	Human Physiology	4
CHEM 115	General Chemistry I	3
CHEM 115L	General Chemistry I Laboratory	1
CHEM 115S	General Chemistry I SoLVE	
CHEM 116	General Chemistry II	3
CHEM 116L	General Chemistry II Laboratory	1
CHEM 116S	General Chemistry II SoLVE	
MATH 136	Introduction to Statistics	4
MLS 210	Principles of Laboratory Science	3
MLS 310	Hematology I	3

MLS 310L	Hematology I Laboratory	1
MLS 315	Clinical Mycology, Parasitology and Virology	2
MLS 320	Urinalysis and Body Fluids	2
MLS 320L	Urinalysis and Body Fluids Laboratory	1
MLS 325	Clinical Chemistry I	4
MLS 330	Clinical Microbiology I	4
MLS 335	Clinical Laboratory Management	3
MLS 338	Molecular and Immunologic Diagnostics	4
MLS 405	Transfusion Medicine	4
MLS 410	Hematology II	3
MLS 420	Clinical Microbiology II	4
MLS 425	Clinical Chemistry II	3
MLS 430	Professional Research and Writing	4
MLS 431	Clinical Chemistry Practicum	3
MLS 432	Clinical Hematology Practicum	3
MLS 433	Clinical Microbiology Practicum	3
MLS 434	Clinical Immunohematology Practicum	3
PSY 101	Introduction to Psychology	3

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

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 Laboratory Science website for information, admission requirements and application procedures.

Course Descriptions

See Medical Laboratory Course Descriptions (p. 166)

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 atafrotc.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 \$600/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.

Course Descriptions

See ARSC Descriptions (p. 168)

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, the Army Reserve, or the Army 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 jhu.edu/rotc.

Scholarship and Financial Assistance

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 Cadet Initial Entry Training (CIET) at Fort Knox, Kentucky is equivalent to completing the Basic Course. Successful graduates of CIET are normally offered ROTC scholarships and an opportunity to enroll in the Advanced Course. High school 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 Cadet Leadership Course (CLC) at Fort Knox, KY

between their junior and senior level courses. This is a core requirement to commission in the Army.

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.

Course Descriptions

See ROTC Course Descriptions (p. 169)

Music

Stevenson University does not currently offer a bachelor's degree in music; however, a minor in music is available

Minor in Music

A minor in music is available. Students explore courses in musicology (music history), music theory, music composition, music technology, and performance studies. The Music Minor is for student musicians with fundamental musical experience.

The minor in music requires successful completion of a minimum of six courses and 18 credits with a MUS prefix: six credits of performance courses, fulfilled through ensemble participation, and twelve credits of other music coursework.

Students will take:

MUS 170 (p. 172) Exploring Elements of Music/Hawaiian Ukulele
MUS 201 (p. 172) Introduction to Music History
MUS 260 (p. 172) Music Technology I
MUS 275 (p. 172) Amer. Music Traditions: Hopi to Hip-Hop AND

6 credits of ensemble coursework from the following options:

- MUS 102 University Singers
- MUS 105 Orchestra
- MUS 290 Band

Please note: Only 6 credits of ensemble coursework may be applied to a minor. Please see the Music program coordinator for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog

Nursing

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

Department Chair: Ellen Clayton, R.N., M.S., C.N.E.

Description

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, 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 Stevenson Educational Experience (S.E.E.) 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 socio-cultural 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. More detail on clinical requirements is included in the *School of Health Professions Nursing Student Guide*.

Successful completion of at least three years of college preparatory math and science courses provides the best foundation for students who are entering directly from high school. A SAT evidence-based reading and writing score of 550 or above and a math score of 530 or above and a high school unweighted grade point average of 3.4 and 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*.

The Associate to Bachelor's Degree Nursing Option (ATB)

The Associate to Bachelor's (ATB) Option is designed for students who want to be concurrently enrolled in a community college nursing program and the RN to BS Option at Stevenson University. Currently, Stevenson University partners with the Community College of Baltimore County (CCBC), Carroll Community College (CCC), and Howard Community College (HCC). Additional ATB partnerships are being developed. To be eligible for the ATB option, students must first be accepted to the respective community college nursing program. Interested applicants must meet all admissions criteria for both Stevenson University and the community college. Admission is a collaborative decision between Stevenson and the community college. Students interested in this option should contact the ATB Coordinator in the School of Graduate and Professional Studies.

Nursing Resource Center

The Nursing Resource Center provides nursing students with the opportunity to practice newly learned skills and apply nursing knowledge in a simulated hospital environment located on campus. The nursing skills laboratories are each furnished with multiple hospital beds, along with wheelchairs, stretchers, and many other items of up-to-date hospital equipment. Both high fidelity simulation and static mannequins provide the opportunity for students to practice skills in a realistic and safe 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."

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 the practice 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.

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

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

Policies

Nursing Program Policies for Continuance and Progression in the Major

Students must earn a minimum GPA as outlined below, 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. Grades are reviewed for progression status once per year only, at the end of the spring semester. These criteria are outlined below.

Progression criteria for students entering sophomore-level course sequence

To progress to NURS-110 (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, mathematics, 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
6. Math 135 may only be repeated two times

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 courses required by the major
4. Successful completion of recommended first and second year courses
5. None or only one repeated science or nursing course
6. Math 135 may only be repeated two times
7. Completion of Nutrition ATI content mastery test
8. Health insurance (See clinical requirements)
9. Completion of CPR training (See clinical requirements)
10. Completion of annual PPD (See clinical requirements)
11. Completion of Sandra R. Berman School of Nursing and Health Professions health form (See clinical requirements)
12. Completion of nursing program-specific health requirements (See clinical requirements)
13. Student Acknowledgment and Waiver form (See health requirements)
14. Completion of criminal background check and drug screening (See health requirements)
15. Completion of clinical documents as required by hospitals (See clinical requirements)
16. Purchase of all required medical equipment, uniform and badge

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
4. Completion of all junior level nursing courses
5. Health insurance (See clinical requirements)
6. Current CPR certification (See clinical requirements)
7. Completion of annual PPD (See clinical requirements)
8. Update of nursing program-specific health requirements (See clinical requirements)
9. Student Acknowledgment and Waiver form (See clinical requirements)
10. Completion of finger print and background check for NURS 405
11. Completion of criminal background check and drug screening (See clinical requirements)
12. Completion of clinical documents as required by hospitals (See clinical requirements)
13. Achievement of 100% on dosage exam, per course requirements
14. Completion of required ATI content mastery tests

Probation:

If a student achieves a grade of "C-," "D+," "D," or "F" in any science, math, or nursing course, the course must be repeated and a "C" or better must be achieved to satisfy the prerequisite requirements. A maximum of one science

or nursing course may be repeated once throughout the nursing program, even if it is a course repeated to improve GPA. 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. If a student achieves a grade of "C-," "D+," "D," or "F" in MATH-135, the course must be repeated and a grade of "C" or better must be achieved to satisfy prerequisite requirements. MATH-135 may only be repeated two times. Students in the nursing major are not allowed to take math, 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. If a third grade of "C-" or lower is earned in MATH-135, the student will be automatically dismissed from the nursing program. Students who are dismissed from the nursing major are not eligible for readmission to the major.

Clinical Requirements

Students have clinical experiences in the Nursing Resource Center, hospitals, and community-based settings. As students progress through the program, the opportunity to learn from experienced registered nurses in real-world settings allows the student to apply theory content to clinical practice. By the last semester for the final practicum experience, students work with a preceptor, following a typical nursing schedule. 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 School of Health Professions Nursing Student Guide. NOTE: Clinical Requirements are subject to change.

1. **CPR Certification** —In order to participate in clinical experiences, students must maintain current certification in the American Heart Association (AHA) Basic Life Support (BLS) for Health Care Providers course. Students should obtain certification between May 20 and June 25, as CPR certification cannot expire during the school year.
2. **Required Vaccinations, Antibody Titers, and Other Health Requirements** —In order to participate in clinical experiences, students must submit results of various tests (see below) by **July 1st**. Requirements are not permitted to expire during the school year.
 - Tdap (with Pertussis) or TD (Tetanus and Diphtheria) within the last 10 years
 - MMR (Measles, Mumps and Rubella) - Positive antibody titer for all three components of MMR (lab report or physician verification of results) OR if there are no up-to-date blood tests that show immunity, the student must show documentation of two doses of MMR.
 - Varicella (Chicken Pox) - One of the following is required:
 - i. Documentation of two doses of Varicella vaccine, OR
 - ii. Laboratory evidence of immunity of laboratory confirmation of disease (lab report required OR physician verification of titer results required. Note: If titer is negative or equivocal documentation of the two original vaccines, dated before or after the titer, OR history of disease, verified by the healthcare provider is required.) OR
- iii. Diagnosis or verification by a healthcare provider of a history of Varicella disease OR
- iii. Diagnosis or verification by a healthcare provider of a history of Herpes Zoster
 - Written evidence of 3 doses of Hepatitis B vaccine **and** an IgG antibody titer **and** the declination waiver provided on the portal OR proof of immunity by IgG titer by July 1 prior to 1st semester, junior year. (laboratory report or physician verification required.) For students not immune by July 1 prior to their Junior year, they will work with their HCP to obtain proof of immunity & upload proof (positive IgG titer) to clear in CB by July 1st prior to their senior year.
 - Tuberculosis - Students are required to have an annual negative tuberculin skin test by **Mantoux. PPD** that does not expire during the school year (the nursing program recommends that students obtain their skin test between May 20 and June 25, as yearly results cannot expire during the school year). Documentation MUST include: 1) Administration date and 2) Date read, which should be 48-72 hours apart.) Note: For positive results, provide the test results signed by a healthcare provider AND a clear (negative) chest x-ray performed after identification of the positive PPD (and dated within the past five years. Lab report required.) Also required is the annual TB Questionnaire (See the *School of Health Professions Nursing Student Guide* for more details.)
 - Students who have documented proof by a health care provider of obtaining the BCG vaccine must submit that proof of vaccine and a negative chest Xray within the last 5 years, plus a yearly questionnaire that is signed by the health care provider. Students who do NOT have proof of the BCG vaccine must submit proof of an annual PPD, administered by Mantoux skin test with administered date and the read date. If positive, the student must upload the positive PPD results and a negative chest Xray within 5 years and an annual questionnaire that is signed by a health care provider.
 - Annual influenza (flu) vaccine - Documentation required of a flu vaccine administered during the current flu season: (August - December.)
 - Physical Examination - A physical exam is required which includes examination of the head, eyes, ears, nose, throat, heart, lungs, abdomen, neurological, and musculoskeletal systems. The exam must be within one year prior to July 1 in the year of the student's enrollment in NURS 310 and is a onetime requirement as long as the student is continually enrolled at SU.
 - Proof of health insurance - Provide a signed copy of current health insurance card, front and back, or other proof of coverage.

- Students will be emailed prior to June 1st with directions on how to create a student CastleBranch (CB) account and access the forms and tests listed below. CB accounts are mandatory.
 - Following orientation to clinical courses, students must place an order and create a *Castle Branch* (CB) account and access the forms and tests **listed below**. Students must take responsibility for keeping CB accounts active. Students are expected to monitor their accounts at all times and understand that their health documents may not expire during the school year. Students who do not monitor and keep their CB accounts current are not permitted to enroll in clinical courses.
 - Annual submission and upload of Student Acknowledgment and Waiver form to *Castle Branch*
 - Annual *Castle Branch*, criminal background check
 - Annual *Castle Branch* drug screen - A negative drug screen is required. If dilute negative or positive result is obtained, a retest, at student's expense is necessary.
 - Annual maintenance of student's *Castle Branch* Immunization Tracker
 - School of Health Professions Supplemental Health Form. This one page health form must be downloaded, printed, completed, signed by your HCP then uploaded to CB.
 - Clinical documents required by partner facilities to be completed per clinical course no later than July 1, unless otherwise stated. Failure to submit as stated, prevents the nursing program to place students at clinical sites.
 - Finger print and criminal background check (senior students)
- 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.*
2. **Transportation** —Transportation to and from clinical agencies is the responsibility of the student. Some clinical facilities may be at a distance from Stevenson University, so students should plan for extra time and expenses related to this travel.
 3. **Dosage Policy** --Students must meet the requirements for medication administration as outlined in the *School of Health Professions Nursing Student Guide* and NURS 310.
 4. **Personal Health Insurance** —Students are required to have personal health insurance coverage by the time they are eligible to take their first clinical course (NURS 310) and are encouraged to receive routine health care. It is the responsibility of the student to notify the Department of Nursing in writing of any changes in health insurance carrier, benefits, or policy information. Students without health insurance may not participate in clinical experiences. The University does not provide or assume responsibility for student health care. The University requires a pre-entry physical examination for all incoming students.

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, 2017. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

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. 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.

Major Requirements:

FYS 100	First Year Seminar	1
BIO 113	General Biology I: Cell Biology and Genetics	3
BIO 113L	General Biology I Laboratory: Cell Biology and Genetics	1
BIO 203	Microbiology	4
BIO 222	Human Anatomy	4
BIO 240	Nutrition	3
BIO 322	Human Physiology	4
CHEM 110	Foundations of General, Organic and Biochemistry	3
CHEM 110L	Foundations of General, Organic and Biochemistry Laboratory	1
MATH 135	Introduction to Mathematical Reasoning	3
NURS 110	Computer Technology in Nursing	3
NURS 310	Introduction to Clinical Nursing	6
NURS 310SE	Nursing Simulation Experience	
NURS 311	Communication and Cultural Competence in Professional Nursing	3
NURS 317	Pathophysiology and Pharmacology I	3

Other Information

1. **Clinical junior and senior requirements** —As stated above, clinical requirements include but are not limited to vaccines, titers, background check, drug screening, physical examinations, health insurance, CPR and all other nursing student documentation must be completed as directed by the University and/or the Department of Nursing. The necessary forms can be found under student documents on the Sandra R. Berman School of Nursing and Health Professions portal page by clicking on "Student Documents" and then finding the "Nursing" folder. Students are responsible for ensuring that they have met all clinical requirements for participation in the nursing program prior to the established annual deadline of July 1. Failure to do so will result in students being dropped from the clinical courses in which they are enrolled, which will adversely impact progression in the nursing program. Stevenson University Department of Nursing uses the Maryland Hospital Association's designated vendor, *Castle Branch*, to manage student immunizations, compliance documents, background checks and drug screenings. Students should plan ahead for these extra expenses, as well as the cost of travel to clinical sites, and needed medical equipment, uniform and ID badge. Facility

NURS 318	Pathophysiology and Pharmacology II	3
NURS 330	Health Assessment	3
NURS 337	Psychiatric and Mental Health Nursing	4
NURS 337SE	Nursing Simulation Experience	
NURS 338	Care of the Childbearing Family	4
NURS 338SE	Nursing Simulation Experience	
NURS 360	Medical/Surgical Nursing I	4
NURS 360SE	Nursing Simulation Experience	
NURS 405	Care of Vulnerable Populations in the Community	4
NURS 405SE	Nursing Simulation Experience	
NURS 409	Care of Children and Families	4
NURS 409SE	Nursing Simulation Experience	
NURS 435	Professionalism in Nursing	2
NURS 437	Introduction to Nursing Research	3
NURS 440	Leadership Practicum in Contemporary Nursing Practice	4
NURS 460	Medical/Surgical Nursing II	4
NURS 460SE	Nursing Simulation Experience	
NURS 470	Medical/Surgical Nursing III	6
NURS 470SE	Nursing Simulation Experience	
PHIL 215	Ethics	3
PSY 101	Introduction to Psychology	3
PSY 108	Human Growth and Development	3
SOC 101	Introduction to Sociology	3

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Nursing

A minor in nursing is not available.

Course Descriptions

See Nursing Course Descriptions (p. 172)

Philosophy

School of Humanities and Social Sciences

Stevenson University does not currently offer a bachelor's degree in philosophy; 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 philosophy focus should consult the program coordinator of interdisciplinary studies for more information.

Minor in Philosophy

The minor in philosophy requires successful completion of a minimum of six courses and 18 credits with a PHIL prefix. Please see the humanities and public history department chairperson for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Course Descriptions

See Philosophy Course Descriptions (p. 175)

Photography

Minor in Photography

While learning professional skills in fine art and commercial photography, students will explore topics such as portraiture, product and fashion photography,

photojournalism, alternative processes, digital imaging, and the history of photography.

The minor in photography requires successful completion of a minimum of six courses and 18 credits with a PHOTO prefix. **Students majoring in visual communication design may not earn a minor in photography, but may choose to pursue the Photography track.** All course prerequisites must be met to be eligible to take the selected course for a minor. Please see the chair of the Department of Visual Communication Design for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Course Descriptions

See Photography Courses (p. 176)

Psychology

School of Humanities and Social Sciences

Department of Psychology

Department Chair: Jeffrey Elliott, Ph.D.

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, students 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. Psychology students 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. Students 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.

Objectives

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.

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 Stevenson Educational Experience (SEE) 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). When a grade below "C" is earned in a major course, the student must repeat that course.

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 Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

FYS 100	First Year Seminar	1
PSY 101	Introduction to Psychology	3
PSY 105	Professional Issues in Psychology	1
PSY 108	Human Growth and Development	3
PSY 136	Statistics for the Behavioral and Social Sciences	4
PSY 201	Writing for Psychology	3
PSY 205	Career Development I	1
PSY 215	Psychopathology	3
PSY 216	Psychopathology in Children and Adolescents	3
PSY 230	Basic Counseling Skills	4
PSY 260	Behavioral Approaches to Change	3
PSY 261	Biological Psychology	3
PSY 262	Social Psychology	3
PSY 270	Research Methods and Data Analysis I	4
PSY 305	Career Development II	1
PSY 333	Tests and Measurement	4
PSY 340	Advanced Counseling Skills	4
PSY 341	Counseling Theories	3
PSY 343	Research Methods and Data Analysis II	4
PSY 405	Career Development III	1
PSY 450	Internship	3

Three credits of psychology electives from among the following:

PSY 326	Special Topics in Cognitive Psychology	3
PSY 327	Special Topics in Developmental Psychology	3
PSY 328	Special Topics in Personality Psychology	3
PSY 329	Special Topics in Social Psychology	3
PSY 350-354		3

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Psychology

The minor in psychology requires successful completion of a minimum of six courses and 18 credits with a PSY prefix. PSY 208 Human Sexuality will count toward the minor although it is not a major requirement. Students majoring in human services may count up to three psychology courses required by the major toward a minor in psychology. Courses ineligible for the psychology minor include:

- PSY-206 Child Development
- PSY-330 Educational Psychology

Students majoring in Human Services may count up to three psychology courses required by the major toward a minor in psychology. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Course Descriptions

See Psychology Course Descriptions (p. 178)

Public History

School of Humanities and Social Sciences
 Department of Humanities and Public History
 Department Chair: Glenn Johnston, Ph.D.

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.

Objectives

Upon graduation from the Stevenson University, Public History Program a Public History major will have demonstrated the ability to:

1. Articulate the significance of various historical periods, persons, events, ideas, and themes in history with a special focus on United States history.
2. Analyze historical events, texts, and artifacts using the concepts of context, historical causation, conflict, and change over time.
3. Evaluate the significance of race, ethnicity, class, gender, sex, and religion, as factors in history and in its presentation to the public.
4. Create research-based history products for the public as well as for traditional historians.
5. Locate and evaluate examples of public history projects that faced issues of an ethical, practical, or interdisciplinary nature.
6. Participate in the community of historical practice both within the Stevenson Public History Program and the larger community.
7. Make informed academic and career choices based on self-determined goals.

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 Stevenson Educational Experience (SEE) 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). When a grade below "C" is earned in a core major course, the student must repeat that course.

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.

Requirements

The courses listed below are required for completion of the bachelor's degree in public history. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Public history majors are required to complete 45 credits (15 courses) from the courses listed below as indicated. Students must also complete the 1-credit HIST 100 every semester while enrolled in the public history program. 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

1-credit First-Year Seminar that is designed specifically for new public history majors.

Required Core History Courses

Students are required to take all nine of the following required core history courses. In addition, students must also complete HIST 100 every semester while enrolled in the public history program.

FYS 100	First Year Seminar	1
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General History Required Core Courses

HIST 105	World History I	3
HIST 106	World History II	3
HIST 109	The United States: Colonial America to 1877	3
HIST 110	The United States: 1877 to Present	3
HIST 209	Research and Writing in History	3
HIST 410	The Great Historians	3
HIST 411	Senior Seminar	3

Public History Required Core Courses

HIST 208	Introduction to Public History	3
HIST 450	Public History Internship	3, 6, or 9 based on the number of hours associated with the internship. Interns earn roughly 3 for every 120 hours worked during the internship.

Required Elective History Courses

General history elective courses selected from the following courses (Students are required to take five courses, three courses of which must be at the 300- or 400-level.)

HIST 210	African American History	3
HIST 211	Topics in History	3
HIST 220	American History and Community Service	3
HIST 230	American Women's History	3
HIST 238	History of Baltimore	3
HIST 265	History of the Family	3
HIST 270	Revolutionary America	3
HIST 275	The Western Intellectual Tradition	3
HIST 311	Topics in General History	3
HIST 330	Riches, Radicals, and Reformers: 1877-1920	3
HIST 336	The American Civil War	3
HIST 337	The United States: The Sixties	3
HIST 339	The United States Since 1970	3

Public history elective courses selected from the following courses (Students are required to take two courses.)

HIST 312	Topics in Public History	3
HIST 331	American Material Culture	3

HIST 312: Course is repeatable for credit with change in topics in order to fulfill Electives requirement.

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in History

The minor in history requires successful completion of a minimum of six courses and 18 credits with an HIST prefix. Please see the public history department chairperson for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Course Descriptions

See Public History Course Descriptions (p. 147)

Religion

School of Humanities and Social Sciences

Stevenson University does not currently offer a bachelor's degree in religion; 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 religion focus should consult the program coordinator of interdisciplinary studies for more information.

Minor in Religion

The minor in religion requires successful completion of a minimum of six courses and 18 credits with an REL prefix. Please see the humanities and public history department chairperson for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Course Descriptions

See Religion Course Descriptions (p. 182)

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 for more information.

Minor in Sociology

The minor in sociology requires successful completion of a minimum of six courses and 18 credits with an SOC prefix. Please see the Program Coordinator for Interdisciplinary Studies for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Course Descriptions

See Sociology Course Descriptions (p. 183)

Theatre and Media Performance

School of Humanities and Social Sciences

Department of Theatre

Program Coordinator: Ryan Clark, M.F.A.

Description

In the theatre and media performance program, students will learn the similarities and differences between stage, internet, video and film performance. Students study movement, voice, improvisation, scene study, and script analysis within historical and cultural contexts, and how these skills uniquely apply to theatre and media productions. Parallel to their theoretical study is the exploration of verbal and nonverbal expression, and creative thinking. Students demonstrate their understanding and can effectively apply the above skills and exploration through successful performances in collaborative productions for both stage and media.

Objectives

Upon completion of the Bachelor of Science in Theatre and Media Performance, graduates will be able to:

1. Apply the appropriate skills unique to stage, video, internet and film performances.
2. Creatively communicate both verbally and non-verbally.
3. Interpreting plays and media scripts through literary-style analysis and performance.
4. Collaborate problem-solving through all aspects of the production process.
5. Application of practical skills to obtain employment in theatre, media and other career opportunities.
6. Integrating interpretations of historical and contemporary artistic styles into performance.

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 Stevenson Educational Experience (SEE) 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). If a grade below "C" is earned in a major course, the student must repeat that course.

Requirements

The courses listed below are required for completion of the bachelor's degree in theatre and media performance. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements (all students)

FYS 100	First Year Seminar	1
CM	Any communication course	
THEA 103	Beginning Acting	3
THEA 115	Stagecraft	3
THEA 116	Script Analysis	3
THEA 121	Introduction to Theatre	3
THEA 203	Acting II	3
THEA 204	Improvisational Theatre	3
THEA 210	Acting for the Camera	3
THEA 215	Theatre Practicum: Set Design and Construction	1
THEA 216	Theatre Practicum: Scene Painting and Props	1
THEA 217	Theatre Practicum: Stage Lighting and Sound	1
THEA 218	Theatre Practicum: Costuming	1
THEA 224	Play Performance	3
THEA 240	Theatre History I	3
THEA 241	Theatre History II	3
THEA 270	Voice for the Actor	3
THEA 275	Theatre Movement	3
THEA 301	Acting III	3
THEA 310	Acting for the Camera II	
THEA 318	Internship	3
THEA 320	Performing Shakespeare	3
THEA 335	Directing	3
THEA 370	Advanced Voice for the Actor	3
THEA 375	Advanced Movement	3
THEA 410	Design and Collaboration	3
THEA 430	Business of Acting	3
THEA 452	Senior Project: Theatre	3

NOTE: THEA 310: Course under development

Choose 3 of 4 different courses

THEA 215	Theatre Practicum: Set Design and Construction	1
THEA 216	Theatre Practicum: Scene Painting and Props	1

THEA 217	Theatre Practicum: Stage Lighting and Sound	1
THEA 218	Theatre Practicum: Costuming	1

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Theatre and Media Performance

The minor in theatre requires successful completion of a minimum of six courses and 18 credits with an THEA prefix. All course prerequisites must be met to be eligible to take the selected course for a minor. Theatre 224 Play Performance is repeatable for credit; this course may only be counted twice toward a minor in Theatre. Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 46) section of the catalog.

Course Descriptions

See Theatre and Media Performance Course Descriptions (p. 184)

Visual Communication Design

School of Design

Department of Art and Visual Communication Design

Department Chair: George Moore, M.F.A.

Description

Visual Communication Design Program Description

The Department of Art and Visual Communication Design 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 and Visual Communication Design Advisory Board members review portfolios.

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.

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.

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.

Objectives

Visual Communication Design Program Objectives

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 design 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 Objectives

Upon successful completion of the interactive design track, graduates will be able to:

- Apply contemporary and historical design, visual culture, and communication research to interactive communication design practice.
- Employ web and interaction design terminology when presenting, critiquing, or discussing interactive design ideas and solutions.
- Apply graphic design and typography principles to digital interactive works.
- Analyze and organize information to construct usable interactive site architecture and communicate effectively.
- Create engaging user experiences considering audience, cultural, ethical, human, and market factors.
- Produce and critique creative interactive design solutions in accordance with professional standards and practices.
- Design for a variety of interactive media platforms.

- Demonstrate professional preparedness for an interactive design career by producing an online interactive portfolio.

Motion Graphics Track Objectives

Upon completion of the motion graphics track, graduates will be able to:

- Employ the terminology of motion graphic design when presenting, critiquing, or discussing motion graphic design ideas and solutions.
- Analyze motion graphics in contemporary and historical contexts.
- Apply graphic design principles to time-based works.
- Produce motion graphics in a range of professionally-recognized forms.
- Utilize appropriate content and techniques to tell a story.
- Compile a portfolio of motion graphic design.

Photography Track Objectives

Upon successful completion of the photography track, graduates will be able to:

- Operate camera controls and photographic equipment with expert proficiency.
- Demonstrate the ability to photograph in controlled and uncontrolled environments in both ambient and artificial lighting situations.
- Produce professional-quality photographic images using industry-standard techniques and software.
- Synthesize conceptual and technical elements to generate a visually dynamic image that elicits a response from the viewer.
- Recognize the importance of the development of photographic arts and technology, the history of photography, and its impact on society and human communication.
- Construct and present a portfolio of photographs that demonstrates conceptual thinking and problem-solving abilities while achieving professional results.

Policies

Visual Communication Design Policies for Continuance and Progression

Visual Communication Design (VCD) student performance is measured by grades earned in general education and major courses and the ability to effectively create, compile, and present a portfolio of work. Students must meet the following criteria to maintain good standing in the VCD program:

- Minimum cumulative GPA: **2.5**
- Minimum major GPA: **3.0**
- Minimum grade in all major courses: **C**
- No student, regardless of major, will be permitted to take an ART, IAD, MOGR, PHOTO, or VCD course unless a grade of "C" or better is earned in all prerequisite courses. If a student achieves a grade of a "C-" or lower, the course must be repeated and a "C" or higher must be achieved to satisfy the prerequisite requirements.
- A major course can only be repeated two times during the program to achieve a "C."
- If a third grade of "C-" or lower is earned in any combination of major courses, the student is automatically dismissed from the program.

- Please see the specific program requirements for a listing of the required courses.

Progression criteria for students in the VCD program.

- To progress into 200-level major courses (VCD 210 and VCD 230), students must **participate in the first-year portfolio review.**

Students who earn a rating of unsatisfactory in the portfolio review will be allowed to progress to the 200-level courses provided all other criteria are met. These students will be placed on probation in the major.

- To progress into 300-level major courses students must **achieve a satisfactory portfolio review by the end of the 200-level course sequence.**

Students participate in a Fall Semester Portfolio Review upon completion of VCD 210, VCD 230, and FMI 102. Students who earn a rating of unsatisfactory in this portfolio review are placed on probation and are reviewed again at the end of the academic year. Students who do not earn a rating of satisfactory at this subsequent portfolio review will be dismissed from the major.

Probation: A student who does not achieve a satisfactory first- or second-year portfolio review, who does not meet minimum GPA standards, or who earns two grades of "C-" or lower will be notified in writing by the department chair that he or she is on probation in the major. Students on probation may continue to take courses in the major provided all other progression criteria are met.

Dismissal: A student will automatically be dismissed from the major if any of the following occurs:

- The student earns a third grade of "C-" or lower in any combination of major courses
- The student does not participate in required portfolio reviews
- The student is on probation and does not earn a satisfactory portfolio review at the end of the 200-level course sequence

If dismissed from the major, student's major will be changed to deciding until the student selects another program. Students may seek readmission to the Visual Communication Design major following the "Policy for Seeking Readmission to the Major."

The department chair has final authority to determine standing in the major.

The visual communication design program policies for continuance and progression are distributed to all new students during the First-Year Seminar and transfer advising.

Readmission to the Major: A student who has been dismissed from the Visual Communication Design program (VCD) and is seeking readmission to the VCD program must complete the process outlined below. Please recognize that the individual steps alone are no guarantee of readmission to the major.

- Repeat and earn a C or better in any major course that the student previously attempted but earned a C- or below.
- Write a *Letter of Appeal* to the Department Chair for Art and Visual Communication Design (AVCD). Explain the circumstances surrounding the poor academic performance, what steps are being implemented to make a change, and what plans are in place for continued success in VCD.

- Within two calendar weeks from the posting of final semester grades to WebXpress, submit the *Letter of Appeal* including your student ID number.
- A decision will be communicated to you by the Department Chair two weeks after the deadline for receiving the *Letter of Appeal*.
- If readmission to the major is granted, you will be required to sign a statement of understanding form. The statement of understanding includes the provision that if any grade below C is earned in an AVCD course, then the student will be dismissed from the major permanently with no opportunity to seek readmission.

Requirements

The courses listed below are required for completion of the bachelor's degree in visual communication design. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Visual communication design majors may take the general course of study or may select the interactive design, motion graphics, or photography track.

Major Requirements (all students):

FYS 100	First Year Seminar	1
ART 106	Introduction to Art History	3
ART 110	Fundamentals of Design I	3
ART 113	Fundamentals of Design II	3
ART 116	Drawing I	3
ART 117	Drawing II	3
ART 205	Art History Survey Topics	3
ART 305	Topics in Art History	3
CM 101	Public Speaking	3
CM 211	Intercultural Communication	3
	or	
CM 255	Small Group Communication	3
	or	
CM 270	New Media Communication	3
FMI 102	Cinema II: Continuity	3
PHOTO 141	Basic Digital Photography	3
VCD 125	Fundamentals of Digital Media	3
VCD 208	Web Design I	3
VCD 210	Communication Design I	3
VCD 211	Communication Design II	3
VCD 230	Typography I	3
VCD 290	Internship Preparation	1
VCD 308	Web Design II	3
VCD 310	Communication Design III	3
VCD 390	Internship	3
VCD 410	Portfolio & Professional	3
	Development	
VCD 450	Senior Capstone	3

Communication Design electives must be chosen from among the following:

Specific courses and exact number of credits are based on the declared track. Consultation with an academic advisor is strongly encouraged.

IAD 380	Advanced Interactive Studio	3
IAD 381	Mobile and Responsive Design	3
IAD 480	Interactive Design Special Topics	3
MOGR 330	Typography in Motion	3
MOGR 331	Intermediate Motion Graphics	3
VCD 370	The Relationship of Design and Business	3
VCD 380	Professional Design Studio	3
VCD 440	Designing for a Target Market	3
VCD 480	Design Studio Special Topics	3

Materials and Methods electives must be chosen from among the following:

Specific courses and exact number of credits are based on the declared track. Consultation with an academic advisor is strongly encouraged.

ART 215	Painting I	3
ART 217	Figure Drawing	3
ART 219	Printmaking	3
ART 250	Topics in Alternative Fine Art Processes	3
ART 315	Surface Design	3
ART 351	Special Topics	3
PHOTO 140	Black and White Film Photography	3
PHOTO 241	Intermediate Digital Photography	3
PHOTO 242	Fashion and Portrait Photography	3
PHOTO 250	Alternative Photographic Processes	3
PHOTO 341	Advanced Studio Photography	3
PHOTO 342	Documentary and Photojournalism	3
PHOTO 480	Photography Special Topics	3

Students must also complete the courses for the general program or one of the tracks listed below.**Visual Communication (General Program):**

VCD 330	Typography II	3
	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	3
IAD 381	Mobile and Responsive Design	3
IAD 480	Interactive Design Special Topics	3
VCD 330	Typography II	3
	Three credits of Materials and Methods electives. (See list above)	

Motion Graphics Track:

MOGR 330	Typography in Motion	3
MOGR 331	Intermediate Motion Graphics	3
MOGR 431	Advanced Motion Graphics and Effects	3
FMI 211	Basic Screenwriting	3
	Three credits of Communication Design electives. (See list above)	
	Three credits of Materials and Methods courses. (See list above)	

Photography Track:

PHOTO 241	Intermediate Digital Photography	3
PHOTO 341	Advanced Studio Photography	3
PHOTO 342	Documentary and Photojournalism	3
PHOTO 480	Photography Special Topics	3
ART 305	Topics in Art History	3
	One Photo Elective from these courses	
PHOTO 140	Black and White Film Photography	3
PHOTO 242	Fashion and Portrait Photography	3
PHOTO 250	Alternative Photographic Processes	3
PHOTO 480	Photography Special Topics	3

Suggested Course Sequence

A suggested course sequence can be found in the online catalog <http://www.stevenson.edu/academics/catalog>.

Minor in Visual Communication Design

Students explore design theory, design thinking methods, professional practices, design culture, and histories of art and design. Visual communication design courses

encompass a variety of media and forms and include group work, client-based projects, print design, interactive development, and user experience design.

The minor in Visual Communication Design requires successful completion of a minimum of six courses and 18 credits with an IAD or VCD prefix (see exceptions below and note that some ART courses and PHOTO 141 will also count toward the minor).

Courses ineligible for this minor include:

VCD 270 Introduction to Corporate Communication Design
VCD 370 The Relationship of Design and Business
ART courses (except ART 110, ART 113, and ART 305)
MOGR courses
PHOTO courses (except PHOTO 141)

Students majoring in Digital Marketing may not minor in Visual Communication Design.

All course prerequisites must be met to be eligible to take the selected course for a minor. Please see the chair of the Department of Visual Communication Design for more information. General information regarding minor requirements may be found in the Minors (p. 46) section of the catalog.

Course Descriptions

See Art Course Descriptions (p. 115)

See Interactive Design Course Descriptions (p. 151)

See Motion Graphics Course Descriptions (p. 171)

See Photography Course Descriptions (p. 176)

See Visual Communication Design Course Descriptions (p. 186)

Advising Areas**Pre-Dentistry**

The pre-dentistry advising track at Stevenson offers services to students interested in seeking competitive admission dental programs. The pre-dentistry advising track offers one-on-one and group advising, workshops, and hosts admissions representatives to help students understand how to develop a competitive application to dental school when they are ready to apply.

Please note: Students identifying a pre-dentistry advising track will also declare an academic major. Students do not earn a "Pre-dentistry" degree. Students are encouraged to investigate the many majors that Stevenson has to offer across our seven degree granting schools. Students unsure of their academic major should consult with a Deciding advisor in the Office of Student Success or utilize career exploration resources available through Career Services.

Stevenson is proud of its recent graduates and what they have accomplished. Their success is reflected in the places where they have progressed to study dentistry, such as those listed below:

- Indiana University School of Dentistry
- Meharry Medical College School of Dentistry
- University of Buffalo, SUNY
- University of Maryland Baltimore College of Dental Surgery
- West Virginia University School of Dentistry
- Virginia Commonwealth University

Pre-Law

Legal Studies students can combine law classes with a series of designated liberal arts courses that develop critical thinking, writing, and analytical skills. Stevenson University has a dedicated pre-law advisor within the Legal Studies faculty 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 Law School Admissions Test.

Please note: Students identifying a pre-law advising track will also declare an academic major. Students do not earn a "Pre-law" degree. Students are encouraged to investigate the many majors that Stevenson has to offer across our seven degree granting schools. Students unsure of their academic major should consult with a Deciding advisor in the Office of Student Success or utilize career exploration resources available through Career Services.

Stevenson is proud of its recent graduates and what they have accomplished. Their success is reflected in the places where they have progressed to study law, such as those listed below:

- Suffolk University
- University of Baltimore School of Law
- University of Maryland Baltimore
- University of Maryland School of Law
- William & Mary Law School

Pre-Medicine

The pre-medicine advising track at Stevenson provides those interested in pursuing medicine a strong foundation and introduction to the field. It also allows students to better translate their areas of interest into specific fields of study so that they may make more informed decisions upon entering medical school.

Please note: Students identifying a pre-medicine advising track will also declare an academic major. Students do not earn a "Pre-medicine" degree. Students are encouraged to investigate the many majors that Stevenson has to offer across our seven degree granting schools. Students unsure of their academic major should consult with a Deciding advisor in the Office of Student Success or utilize career exploration resources available through Career Services.

Prepare for success: Stevenson's overall acceptance rate into health professions programs for competitive applicants during the past 5 years is 89%. Stevenson is proud of its recent graduates and what they have accomplished. Their success is reflected in the places where they have progressed to study medicine, such as those listed below:

- Boston University
- Drexel University School of Medicine
- Eastern Virginia Medical School
- Edward Via Virginia College of Osteopathic Medicine
- Georgetown University
- George Washington University
- Jefferson University
- Philadelphia College of Osteopathic Medicine
- SUNY-Brooklyn
- Temple University
- Uniform Services University of the Health Sciences
- University of Maryland Baltimore
- University of Pennsylvania
- West Virginia School of Osteopathic Medicine

Pre-Pharmacy

The pre-pharmacy advising track at Stevenson provides students with one-on-one and group advising, workshops, and hosts admissions representatives from local pharmacy schools to help students understand the requirements to develop a competitive profile to pharmacy school.

Please note: Students identifying a pre-pharmacy advising track will also declare an academic major. Students do not earn a "Pre-pharmacy" degree. Students are encouraged to investigate the many majors that Stevenson has to offer across our seven degree granting schools. Students unsure of their academic major should consult with a Deciding advisor in the Office of Student Success or utilize career exploration resources available through Career Services.

Stevenson is proud of its recent graduates and what they have accomplished. Their success is reflected in the places where they have progressed to study pharmacy, such as those listed below:

- Albany College of Pharmacy
- Lake Erie College School of Pharmacy
- Massachusetts College of Pharmacy and Health Sciences
- Notre Dame of Maryland University
- Shenandoah University School of Pharmacy
- Temple University School of Pharmacy
- Touro College of Pharmacy
- University of Maryland Baltimore School of Pharmacy

Pre-Physical Therapy

The pre-physical therapy advising track at Stevenson provides one-on-one and group advising, interactive workshops, and hosts admissions representatives on campus to help students understand how to develop a competitive application to physical therapy programs.

Please note: Students identifying a pre-physical therapy advising track will also declare an academic major. Students do not earn a "Pre-physical therapy" degree. Students are encouraged to investigate the many majors that Stevenson has to offer across our seven degree granting schools. Students unsure of their academic major should consult with a Deciding advisor in the Office of Student Success or utilize career exploration resources available through Career Services.

Stevenson is proud of its recent graduates and what they have accomplished. Their success is reflected in the places where they have progressed to study physical therapy, such as those listed below:

- Arcadia University
- Franklin Pierce University
- Howard University
- Old Dominion University
- Shenandoah University
- Thomas Jefferson University
- University of Delaware
- University of Maryland Baltimore
- University of Maryland Eastern Shore

Pre-Veterinary Medicine

The pre-veterinary medicine advising track at Stevenson provides students with a strong foundation in the sciences and opportunities to develop skills that ensure animal health and well-being. The pre-veterinary medicine track provides one-on-one advising and workshops to help students understand how to develop a competitive

applicant profile to the veterinary medicine schools of their choice.

Please note: Students identifying a pre-veterinary medicine advising track will also declare an academic major. Students do not earn a "Pre-veterinary medicine" degree. Students are encouraged to investigate the many majors that Stevenson has to offer across our seven degree granting schools. Students unsure of their academic major should consult with a Deciding advisor in the Office of Student Success or utilize career exploration resources available through Career Services.

Stevenson is proud of its recent graduates and what they have accomplished. Their success is reflected in the places where they have progressed to study veterinary medicine, such as those listed below:

- Michigan State University
- University of Tennessee
- Virginia-Maryland Regional College of Veterinary Medicine

Courses

ACC - Accounting

ACC 140 - Financial Accounting (3 credits)

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

Prerequisite: Eligible for ENG 151 or 153 and MATH 135. Offered: Fall and Spring.

ACC 141 - Managerial Accounting (3 credits)

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

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

ACC 201 - Intermediate Accounting I (4 credits)

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: A grade of C or better in IS 135, ACC 140, and ACC 141 (may be taken concurrently). Offered: Fall and Spring.

ACC 202 - Intermediate Accounting II (4 credits)

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: A grade of C or better in ACC 201. Offered: Fall and Spring.

ACC 215 - Survey of Accounting (3 credits)

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

Prerequisite: Sophomore standing or higher. Offered: Fall and Spring.

ACC 301 - Intermediate Accounting III (4 credits)

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: A grade of C or better in ACC 202 and MGT 210. Offered: Fall and Spring.

ACC 302 - Advanced Accounting (3 credits)

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: A grade of C or better in ACC 301 (may be taken concurrently). Offered: Spring.

ACC 303 - Cost and Managerial Accounting (3 credits)

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: A grade of C or better in IS 135 and ACC 141. Offered: Spring.

ACC 304 - Governmental and Not-for-Profit Accounting (3 credits)

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

Prerequisite: A grade of C or better in ACC 201. Offered: Spring.

ACC 311 - Computer Applications in Accounting (3 credits)

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: A grade of C or better in IS 135 and ACC 201. Offered: Fall.

ACC 400 - Auditing and Attestation (4 credits)

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: A grade of C or better in ACC 202 and MGT 210. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ACC 405 - International Accounting (3 credits)

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: A grade of C or better in ACC 301. Offered: Fall and Spring.

ACC 411 - Tax Accounting: Individual (3 credits)

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: A grade of C or better in ACC 201. Offered: Fall.

ACC 412 - Tax Accounting: Corporation and Partnership (3 credits)

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: A grade of C or better in ACC 201. Offered: Spring.

ACC 415 - Capstone in Accounting: Business Policy (3 credits)

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: All accounting major requirements must be fulfilled prior to taking this course. One required course may be taken concurrently.. Offered: Spring.

ACC 417 - Accounting Internship (3 - 15 credits)

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: A grade of C or better in ACC 202 (may be taken concurrently) and recommendation from accounting faculty member. Offered: Fall and Spring.

ART - Art

ART 106 - Introduction to Art History (3 credits)

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: A grade of C or better in ENG 150, ENG 151 or ENG 153 (may be taken concurrently). SEE Certification: Fine Arts. Offered: Fall and Spring.

ART 110 - Fundamentals of Design I (3 credits)

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: None. SEE Certification: Fine Arts. Offered: Fall and Spring.

ART 113 - Fundamentals of Design II (3 credits)

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: A grade of C or better in ART 110. Offered: Spring.

ART 116 - Drawing I (3 credits)

Explores drawing as a method of representation as well as a means of organizing and expressing ideas. 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.

Prerequisite: None. SEE Certification: Fine Arts. Offered: Fall and Spring.

ART 117 - Drawing II (3 credits)

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: A grade of C or better in ART 116. Offered: Spring.

ART 205 - Art History Survey Topics (3 credits)

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: A grade of C or better in ART 106. SEE Certification: Humanities. Offered: Spring.

ART 215 - Painting I (3 credits)

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: A grade of C or better in ART 113 and ART 116. Offered: Fall (offered as needed).

ART 217 - Figure Drawing (3 credits)

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: A grade of C or better in ART 117. Offered: Fall or Spring.

ART 219 - Printmaking (3 credits)

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: A grade of C or better in ART 113 and ART 117. Offered: Fall or Spring.

ART 241 - Creative Development in Young Children (3 credits)

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: PSY 206. SEE Certification: Fine Arts. Offered: Spring.

ART 242 - Creative Development in Elementary Education (3 credits)

Sets forth a foundation for students to understand and nurture creative development and the creative process. Students will integrate the arts into the content areas of elementary education. Students will need to purchase supplies and materials for this course.

Prerequisite: PSY 206. SEE Certification: Fine Arts. Offered: Fall.

ART 250 - Topics in Alternative Fine Art Processes (3 credits)

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: A grade of C or better in ART 117. Offered: Fall and Spring (offered as needed).

ART 256 - Commercial & Industrial Scriptwriting (3 credits)

Develops skills in writing for motion media. Emphasis is on the dual-column script as a standard format for scripts used in the advertising and communication fields. Students

examine the co-relationship of images and text, conceive of 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: A grade of C or better in ENG 152 or equivalent. SEE Certification: Writing Intensive. Offered: Spring (offered as needed).

ART 280 - Study Away: Art and Design in Context (3 credits)

Engages students in critical discussions; unique experiential learning; cultural and historical location-based research; and production of original works of art/design. In preparation for the trip, students research their destination and discuss the ideas of space and place as they pertain to the location's history, culture, and identity. While away, students experience the challenges and opportunities inherent in navigating an unfamiliar place and synthesizing their observations into a creative form. Upon return, students compose a body of creative work ranging from art, writing, research, photography, or other media and curate a group exhibition.

Prerequisite: VCD-210 or PHOTO-141. Offered: Fall, January and Spring.

ART 305 - Topics in Art History (3 credits)

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. This course may be repeated for credit if topics are different.

Prerequisite: A grade of "C" or better in ART-106 and a 200-level Writing Intensive (WI) course. SEE Certification: Writing Intensive and Humanities. Offered: Spring.

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. Students will need to purchase supplies/materials for this course.

Prerequisite: A grade of C or better in VCD 125 and a 200-level ART/PHOTO course or VCD 125 and FDES 210. Offered: Spring.

ART 351 - Special Topics (3 credits)

Builds on concepts and skills covered in foundational and 200-level Materials and Methods courses. The course provides students studio art experience in hands-on production topics related to art and design practice, process, and culture. The course focuses on a specific area of creative production-looking at both historical and contemporary approaches. Topics vary semester to semester and may include Two-Dimensional Abstraction, Book Arts, Digital Illustration, 3D Fabrication, and Advanced Screen Printing. Projects encourage experimentation and risk-taking. The course requires students to explore the full expressive range of traditional and/or digital media approaches. Class time will be primarily spent on studio work, but will also include faculty-led presentations, regular group critiques, and experiential learning.

Prerequisite: A grade of C or better in a 200-level Materials and Methods elective. Offered: Fall, Winterim, and Spring, as needed.

ART 365 - Art Studio: Independent Study (3 credits)

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. Repeatable for credit.

Prerequisite: Permission of the department chair. Offered: Fall or Spring (offered as needed).

ART 540 - Crime Scene Photography (3 credits)

Explores the basic concepts and skills of photography including the use and operation of SLR and Digital cameras, the fundamentals of proper lighting, film selection, picture composition, film processing and printing. These skills will be developed as they pertain to photographing a crime scene and specific areas of a crime scene, such as fingerprints, blood splatters, firearms, burn marks, victims, and tire tracks. This course must be completed prior to taking Mock Trial.

Prerequisite: None.

BIO - Biology

BIO 104 - The Human Body and Contemporary Health Issues (4 credits)

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

Prerequisite: Eligibility for MATH 135 or higher. SEE Certification: Scientific Reasoning-Laboratory. Offered: Fall and Spring.

BIO 113 - General Biology I: Cell Biology and Genetics (3 credits)

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: Eligibility for MATH 135 or higher. Corequisite: Co-requisite BIO 113L or BIO 113HL. SEE Certification: Scientific Reasoning-Laboratory. Offered: Fall and Spring.

BIO 113HL - Honors General Biology I Laboratory (1 credit)

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. Student-directed

experimentation and in-depth analysis are integrated.

Prerequisite: Eligibility for MATH 137 or higher. Corequisite: BIO 113. SEE Certification: SR-L. Offered: Fall and Spring.

BIO 113L - General Biology I Laboratory: Cell Biology and Genetics (1 credit)

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: Eligibility for MATH 135 or higher. Corequisite: Co-requisite BIO 113. SEE Certification: Scientific Reasoning-Laboratory. Offered: Fall and Spring.

BIO 114 - General Biology II: Structure and Function of Organisms (3 credits)

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: A grade of C or better in BIO 113 and BIO 113L or BIO 113HL.. Corequisite: Co-requisite BIO 114L. Offered: Fall and Spring.

BIO 114L - General Biology II Laboratory: Structure and Function of Organisms (1 credit)

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: A grade of C or better in BIO 113 and BIO 113L or BIO 113HL. . Corequisite: Co-requisite BIO 114. Offered: Fall and Spring.

BIO 115 - General Biology III: Ecology and Evolution (3 credits)

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: A grade of C or better in BIO 113, BIO 113L or BIO113HL, BIO 114, and BIO 114L.. Corequisite: Co-requisite BIO 115L or ENV 255. Offered: Fall and Spring.

BIO 115L - General Biology III Laboratory: Ecology and Evolution (1 credit)

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: A grade of C or better in BIO 113, BIO 113L or BIO 113HL, BIO 114, and BIO 114L.. Corequisite: Co-requisite BIO 115. Offered: Fall and Spring.

BIO 130 - Human Anatomy and Physiology (4 credits)

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: A grade of C or better in BIO 113 and BIO 113L. Offered: Fall or Spring, as needed.

BIO 203 - Microbiology (4 credits)

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

Prerequisite: A grade of C or better in BIO 113 and BIO 113L or BIO 113HL. Corequisite: CHEM 110 and CHEM 110L or CHEM 116 and CHEM 116L. Offered: Fall and Spring.

BIO 210 - Botany (4 credits)

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: A grade of C or better in BIO 114 and BIO 114L. Offered: Spring, even years.

BIO 211 - Genetics and Society (3 credits)

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

Prerequisite: None. Offered: Fall or Spring, as needed.

BIO 217 - Principles of Biochemistry (3 credits)

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: A grade of C or better in BIO 113, BIO 113L or BIO 113HL, CHEM 116 and CHEM 116L. Offered: Fall and Spring.

BIO 222 - Human Anatomy (4 credits)

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: A grade of C or better in BIO 113 and BIO 113L or BIO 113HL and a grade of C or better in CHEM 110 and CHEM 110L or CHEM 116 and CHEM 116L. Offered: Fall and Spring.

BIO 230 - Genetics (4 credits)

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: A grade of C or better in BIO 113, or BIO 113L or BIO 113HL. . Corequisite: Co-requisites of CHEM

116 and CHEM 116L. Offered: Fall and Spring.

BIO 235L - Diversity of Life (2 credits)

Studies the diversity of life on earth through evolutionary principles. Principles of natural selection and population genetics will be applied to the study of the adaptive radiation of biodiversity. Students will learn the essential taxonomic classifications of biodiversity, spanning from microbes to megafauna with an emphasis on eukaryotic diversity.

Prerequisite: BIO 115. Offered: Fall and Spring.

BIO 240 - Nutrition (3 credits)

Examines the effect of nutritional status, food habits and food consumption on human health. Nutritional requirements at different stages of human development and various nutrients contained in representative food categories are covered. Techniques and procedures for the application of nutrition knowledge in the context of socioeconomic factors and consumer concerns are discussed. Specific application to nursing care is described. Restricted to nursing majors. This course does not satisfy a minor requirement in biology.

Prerequisite: Successful completion of the following required science courses: BIO 113, BIO 113L or BIO 113HL, BIO 203, BIO 222, and CHEM 110, CHEM 110L. Offered: Spring.

BIO 310 - Cell Biology (4 credits)

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: A grade of C or better in BIO 217 or BIOCH 327, and BIO 230. Offered: Fall.

BIO 312 - Developmental Biology (4 credits)

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: A grade of C or better in BIO 114, BIO 114L, BIO 230 and BIO 235L.. Offered: Fall.

BIO 313 - Virology (3 credits)

Explores the fundamental properties of viruses, with an emphasis on classification, structure, replication, mechanisms of viral pathogenesis and the immune response to viral infections.

Prerequisite: A grade of C or better in BIO 113, BIO 113L or BIO 113HL, BIO 203, BIO 230, CHEM 116, and CHEM 116L. Offered: Fall.

BIO 314 - Parasitology (4 credits)

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: A grade of C or better in BIO 203 and BIO 235L. Offered: Fall.

BIO 315 - Evolution (3 credits)

Studies biological evolution, including concepts from the fields of behavioral ecology, population genetics, developmental biology, anthropology, phylogenetics and systematics. Students will use knowledge of evolutionary processes in the examination and evaluation of biological systems.

Prerequisite: A grade of C or better in BIO 115, BIO 230 and BIO 235L. Offered: Spring, even years.

BIO 322 - Human Physiology (4 credits)

Explores the principles of human body function. Emphasis is on the mechanisms by which cells and organs perform their functions and the interactions of the various organs in maintaining homeostasis. Laboratory includes wet labs, computer simulations, interactive physiology modules and an in-depth report and presentation by each student on a current topic in physiology or biomedical research. Laboratory included.

Prerequisite: A grade of C or better in BIO 222, CHEM 110 and CHEM 110L or in CHEM 116 and CHEM 116L. Offered: Fall and Spring.

BIO 326 - Animal Physiology (4 credits)

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: A grade of C or better in BIO 235L. Offered: Fall, odd years.

BIO 330 - Molecular Genetics (4 credits)

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: A grade of C or better in BIO 230 and BIO 217 or BIOCH 327. Offered: Spring.

BIO 335 - Immunology (4 credits)

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: A grade of C or better in BIO 203, BIO 230, and CHEM 116, and CHEM 116L. Offered: Fall.

BIO 362 - Independent Research Experience in Biology (2 credits)

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

Prerequisite: A grade of C or better in BIO 113 and BIO 113L or BIO 113HL and permission of the faculty member who will be supervising the research. Offered: Winterim, as needed.

BIO 365 - Independent Laboratory Research in Biology (3 credits)

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. Fees: Printing fees may be required.

Prerequisite: A grade of C or better in BIO 113 and BIO 113L or BIO 113HL and permission of the faculty member who will be supervising the research.. Offered: Fall and Spring.

BIO 425 - Mammalian Nutrition (3 credits)

Explores the chemical properties, metabolism and function of macronutrients, micronutrients, and phytonutrients, and their roles in development and disease in mammals (including humans, farm animals, and model organisms). This course includes analysis of energy balance, food choice, food security, and food technology. Students will use evidence from primary literature to discuss ethical issues related to nutrition, including impacts on food production, healthcare, and the environment.

Prerequisite: Chem 211, Chem 211L, and completion of a minimum of one upper level Biology or Biochemistry course.. Offered: Spring, odd years.

BIO 440 - Seminar Topics in Biology (1 credit)

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: A grade of C or better in two upper-level biology courses. Offered: Spring, as needed.

BIO 450 - Senior Research Capstone (5 credits)

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. Restricted to biology majors. Fees: Printing fees may be required.

Prerequisite: 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. SEE Certification: Writing Intensive. Offered: Fall and Spring.

BIO 455 - Senior Internship Capstone (5 credits)

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. Restricted to biology majors. Fees: Parking and printing fees may be required.

Prerequisite: 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. SEE Certification: Writing Intensive. Offered: Fall and Spring.

BIO 460 - Senior Research Capstone (9 credits)

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. Restricted to biology majors. Fees: Parking and printing fees may be required.

Prerequisite: 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. SEE Certification: Writing Intensive. Offered: Fall and Spring.

BIO 460H - Honors Senior Research Capstone (9 credits)

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. Restricted to biology majors. Fees: Parking and printing fees may be required.

Prerequisite: 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. SEE Certification: Writing Intensive. Offered: Fall and Spring.

BIO 465 - Senior Internship Capstone (9 credits)

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. Restricted to biology majors. Fees: Parking and printing fees may be required.

Prerequisite: 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. SEE Certification: Writing Intensive. Offered: Fall and Spring.

BIO 465H - Honors Senior Internship Capstone (9 credits)

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. Restricted to biology majors. Fees: Parking and printing fees may be required.

Prerequisite: 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. SEE Certification: Writing Intensive. Offered: Fall and Spring.

BIOCH - Biochemistry

For biology course descriptions, please see the biology section (p. 117) of the catalog, and for chemistry course descriptions please see the chemistry section (p. 122) of the catalog.

BIOCH 327 - Biochemistry (3 credits)

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: A grade of C or better in CHEM 211, CHEM 211L, BIO 113, and BIO 113L or BIO 113HL. Offered: Fall and Spring.

BIOCH 345L - Integrative Laboratory I (2 credits)

Continues education in the safe chemistry laboratory practices and proper and ethical laboratory record keeping. Focuses on using advanced techniques in the laboratory to solve interdisciplinary problems. Laboratory emphasizes biomolecular and bioinorganic experimentation, characterization and manipulation techniques.

Prerequisite: BIOCH 327 is a pre-requisite or co-requisite. Offered: Fall and Spring.

BIOCH 362 - Independent Research Experience in Biochemistry (2 credits)

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

Prerequisite: 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. Offered: Winterim.

BIOCH 365 - Independent Laboratory Research in Biochemistry (3 credits)

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

Prerequisite: 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. Offered: Fall and Spring.

BIOCH 427 - Advanced Biochemistry (3 credits)

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: A grade of C or better in BIOCH 327. Offered: Fall and Spring.

BIOCH 450 - Senior Research Capstone (5 credits)

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. This course emphasizes the honing of speaking and writing skills in the context of scientific inquiry. Restricted to biochemistry majors. Fees: Parking and printing fees may be required.

Prerequisite: A grade of C or better in BIOCH 327, BIOCH 345L, and in a minimum of one upper-level biochemistry, biology or chemistry course; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio. SEE Certification: Writing Intensive. Offered: Fall and Spring.

BIOCH 455 - Senior Internship Capstone (5 credits)

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. This course emphasizes the honing of speaking and writing skills in the context of the internship experience. Restricted to biochemistry majors. Fees: Parking and printing fees may be required.

Prerequisite: A grade of C or better in BIOCH 327, BIOCH 345L, and in a minimum of one upper-level biochemistry, biology or chemistry course; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio. SEE Certification: Writing Intensive. Offered: Fall and Spring.

BIOCH 460 - Senior Research Capstone (9 credits)

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. This course emphasizes the honing of speaking and writing skills in the context of scientific inquiry. Restricted to biochemistry majors. Fees: Parking and printing fees may be required.

Prerequisite: A grade of C or better in BIOCH 327, BIOCH 345L, and in a minimum of one upper-level biochemistry, biology or chemistry course; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio. SEE Certification: Writing Intensive. Offered: Fall and Spring.

BIOCH 460H - Honors Senior Research Capstone (9 credits)

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. This course emphasizes the honing of speaking and writing skills in the context of scientific inquiry. Restricted to biochemistry majors. Fees: Parking and printing fees may be required.

Prerequisite: A grade of C or better in BIOCH 327, BIOCH 345L, and in a minimum of one upper-level biochemistry, biology or chemistry course; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio. SEE Certification: Writing Intensive. Offered: Fall and Spring.

BIOCH 465 - Senior Internship Capstone (9 credits)

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. This course emphasizes the honing of speaking and writing skills in the context of the internship experience. Restricted to biochemistry majors. Fees: Parking and printing fees may be required.

Prerequisite: A grade of C or better in BIOCH 327, BIOCH 345L, and in a minimum of one upper-level biochemistry, biology or chemistry course; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio. SEE Certification: Writing Intensive. Offered: Fall and Spring.

BIOCH 465H - Honors Senior Internship Capstone (9 credits)

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. This course emphasizes the honing of speaking and writing skills in the context of the internship experience. Restricted to biochemistry majors. Fees: Parking and printing fees may be required.

Prerequisite: A grade of C or better in BIOCH 327, BIOCH 345L, and in a minimum of one upper-level biochemistry, biology or chemistry course; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio. SEE Certification: Writing Intensive. Offered: Fall and Spring.

BT - Biotechnology

BT 205 - Biosafety and Quality Assurance (2 credits)

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. Fees: Fees may be required for field trips.

Prerequisite: A grade of C or better in BIO 113, BIO 113L and BT 201 or FSCI 101. Offered: Fall.

BT 255 - Techniques in Molecular Biology (3 credits)

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: A grade of C or better in BIO 113, BIO 113L, CHEM 116 and CHEM 116L. Offered: Fall and Spring.

BT 355 - Advanced Techniques in Molecular Biology (3 credits)

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: 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. Offered: Fall.

BT 430 - Bioinformatics (3 credits)

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: A grade of C or better in IS 134 and BIO 310; BIOCH 327 and BIOCH 327L recommended (may be taken concurrently). Offered: Spring (offered as needed).

BT 465 - Senior Internship Capstone (9 credits)

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. Restricted to biotechnology majors. Fees: Parking and printing fees may be required.

Prerequisite: A grade of C or better in a minimum of two upper-level science courses; satisfactory completion of the

School of the Sciences junior portfolio; two evaluations by science faculty. SEE Certification: Writing Intensive. Offered: Fall and Spring.

BT 465H - Honors Senior Internship Capstone (9 credits)

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. Restricted to biotechnology majors. Fees: Parking and printing fees may be required.

Prerequisite: Cumulative and science GPA of 3.70 or higher; a grade of C or better in a minimum of two upper-level science courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty. SEE Certification: Writing Intensive. Offered: Fall and Spring.

CHEM - Chemistry

CHEM 110 - Foundations of General, Organic and Biochemistry (3 credits)

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: Eligible for MATH 135 or higher. Corequisite: CHEM 110L. Offered: Fall and Spring.

CHEM 110L - Foundations of General, Organic and Biochemistry Laboratory (1 credit)

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: Eligible for MATH 135 or higher. Corequisite: CHEM 110. Offered: Fall and Spring.

CHEM 111 - Introduction to Chemistry (3 credits)

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, and the concept of the mole, stoichiometry and gas laws. Note: Students are placed into this course on the basis of math placement test results. Students must receive a C or better in CHEM 111 before continuing to CHEM 115.

Corequisite: MATH 137. Offered: Fall and Spring.

CHEM 115 - General Chemistry I (3 credits)

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: Eligibility for MATH 147 or higher. Corequisite: CHEM 115L and CHEM 115S. SEE Certification: Scientific Reasoning-Laboratory. Offered: Fall and Spring.

CHEM 115H - Honors General Chemistry I (3 credits)

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: Eligibility for MATH 147 or higher and eligibility and invitation by department chair. Corequisite: CHEM 115HL and CHEM 115S. SEE Certification: Scientific Reasoning-Laboratory. Offered: Fall.

CHEM 115L - General Chemistry I Laboratory (1 credit)

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: Eligibility for MATH 147 or higher. Corequisite: CHEM 115 and CHEM 115S. SEE Certification: Scientific Reasoning-Laboratory. Offered: Fall and Spring.

CHEM 115HL - Honors General Chemistry I Laboratory (1 credit)

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: Eligibility for MATH 147 or higher and by invitation of the department chair. Corequisite: CHEM 115H and CHEM 115S. SEE Certification: Scientific Reasoning-Laboratory. Offered: Fall.

CHEM 115S - General Chemistry I SoLVE (0 credits)

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: CHEM 115 or CHEM 115H and CHEM 115L or CHEM 115HL. Offered: Fall and Spring.

CHEM 116 - General Chemistry II (3 credits)

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: A grade of C or better in CHEM 115 and CHEM 115L. Corequisite: CHEM 116L and CHEM 116S. Offered: Fall and Spring.

CHEM 116H - Honors General Chemistry II (3 credits)

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: A grade of B or better in CHEM 115H or permission of department chair. Corequisite: CHEM 116HL and CHEM 116S. Offered: Spring.

CHEM 116L - General Chemistry II Laboratory (1 credit)

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: A grade of C or better in CHEM 115 and CHEM 115L. Corequisite: CHEM 116 and CHEM 116S. Offered: Fall and Spring.

CHEM 116HL - Honors General Chemistry II Laboratory (1 credit)

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: A grade of B or better in CHEM 115H and CHEM 115HL or permission of department chair. Corequisite: CHEM 116H and CHEM 116S. Offered: Spring.

CHEM 116S - General Chemistry II SoLVE (0 credits)

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: CHEM 116 or CHEM 116H and CHEM 116L or CHEM 116HL. Offered: Fall and Spring.

CHEM 203 - Environmental Chemistry (3 credits)

Explores topics of inorganic and organic chemistry in order to understand the source, fate, transport, and effect of compounds on the environment. Students will learn about the chemistry that underlies natural processes in the atmosphere, hydrosphere, and lithosphere. The chemical aspects of anthropogenic changes to the environment will also be studied, including energy utilization, acid deposition, air and water pollution, use of herbicides and pesticides, ozone depletion, and waste disposal.

Prerequisite: A grade of C or better in CHEM 116 and CHEM 116L. Offered: Fall, as needed.

CHEM 203L - Environmental Chemistry Laboratory (1 credit)

Introduces the techniques and instruments used to study chemical compounds in the environment. An emphasis will be on methodologies relevant to today's environmental scientist. Topics include methods for determining oxygen demand in natural and wastewaters, inorganic and organic profiles of soil and sediments, trace metals in water and soil, levels of environmental hydrocarbons, and sampling for air particulates.

Prerequisite: A grade of C or better in CHEM 116 and CHEM 116L. Corequisite: CHEM 203. Offered: Fall, as needed.

CHEM 206 - Herbal Medicines and Remedies (3 credits)

Focuses on the science of herbal medications, which have been used for centuries in many societies. Students in this course will travel to one or more destinations where they will explore the cultural and medical aspects of local folk remedies, learning about the culture they visit and conducting experiments on the herbal remedies used there. They will develop research questions, collect data and analyze compounds to understand their structure and their pharmacology. Finally, students will visit the iconic sites of historical and natural importance.

Prerequisite: Eng 152 and placement into MATH 135 or above. SEE Certification: Scientific Reasoning-Laboratory. Offered: Winterim.

CHEM 210 - Organic Chemistry I (3 credits)

Introduces the physical and chemical properties of alkanes, alkenes, alkynes, and alcohols. This course emphasizes

organic nomenclature, syntheses, stereochemistry, and reaction mechanisms.

Prerequisite: A grade of C or better in CHEM 116 and CHEM 116L.

Corequisite: CHEM 210L. Offered: Fall and Spring.

CHEM 210L - Organic Chemistry I Laboratory (1 credit)

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: A grade of C or better in CHEM 116 and CHEM 116L.

Corequisite: CHEM 210. Offered: Fall and Spring.

CHEM 211 - Organic Chemistry II (3 credits)

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: A grade of C or better in CHEM 210 and CHEM 210L.

Corequisite: CHEM 211L. Offered: Fall and Spring.

CHEM 211L - Organic Chemistry II Laboratory (1 credit)

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: A grade of C or better in CHEM 210 and CHEM 210L.

Corequisite: CHEM 211. Offered: Fall and Spring.

CHEM 213 - Electronic Literature Searching (1 credit)

Introduces students to current methods for searching the scientific literature. Areas of study include the various search engines and online tools used in scientific research, application of search skills to researching specific topic areas in both research and career development, developing skills in various citation formats and using reference manager software. This course familiarizes students with the American Chemical Society's format of journal articles,

including critical review of published articles.

Corequisite: A grade of C or better in CHEM 210. Offered: Fall and Spring.

CHEM 221 - Inorganic Chemistry (3 credits)

Introduces the chemistry of inorganic compounds and materials. The course provides the descriptive chemistry of the elements with a focus on crystals, reaction types, thermodynamics, and donor-acceptor chemistry. A review of basic structure and bonding is also provided.

Prerequisite: A grade of C or better in CHEM 116 and CHEM 116L. Offered: Fall.

CHEM 310 - Analytical Chemistry (3 credits)

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: A grade of C or better in CHEM 211 and CHEM 211L. Offered: Fall.

CHEM 313 - Career Development in Chemistry (1 credit)

Prepares students for the next step in their Career Architecture plan. Content areas include an overview of professional goals and career opportunities; in-depth training in the preparation of a directed resume, cover letter and personal statement; reviewing the steps involved in job search or pursuing graduate school; discussing the mechanics of building and utilizing a professional network; and building competency in professional and ethical standards to use throughout their careers.

Prerequisite: A grade of C or better in CHEM 211 and CHEM 211L. Offered: Spring.

CHEM 330 - Advanced Organic Chemistry (4 credits)

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. Laboratory focuses on using organic chemistry techniques for the synthesis and

characterization of organic compounds.

Prerequisite: A grade of C or better in CHEM 211 and CHEM 211L. Offered: Fall or Spring, as needed.

CHEM 340 - Medicinal and Drug Chemistry (3 credits)

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: A grade of C or better in CHEM 211 and CHEM 211L. Offered: Fall.

CHEM 346L - Integrative Laboratory II (2 credits)

Continues education in the safe chemistry laboratory practices and proper and ethical laboratory record keeping. Focuses on using advanced techniques in the laboratory to solve interdisciplinary problems. Laboratory emphasizes error analysis and analytical and physical experimentation and characterization techniques.

Corequisite: A grade of C or better in CHEM 310. Offered: Fall.

CHEM 362 - Independent Laboratory Research in Chemistry (2 credits)

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

Prerequisite: 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. Offered: As needed.

CHEM 365 - Independent Laboratory Research in Chemistry (3 credits)

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: 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. Offered: Fall and Spring.

CHEM 410 - Instrumental Analysis (4 credits)

Explores the theory underlying instrumental methods of analysis with focus on spectroscopic and chromatographic instrumentation. Instrument components and routine instrument operation are covered.

Prerequisite: A grade of C or better in CHEM 346L or BIOCH 345L. Offered: Spring.

CHEM 430 - Physical Chemistry (3 credits)

Focuses on the study of quantum mechanics, thermodynamics and chemical kinetics with an emphasis on application to biochemical systems. A conceptual and mathematical understanding of these concepts is developed throughout the course.

Prerequisite: A grade of C or better in CHEM 211 and CHEM 211L, PHYS 211 or PHYS 216, and MATH 220 or MATH 220H. Offered: Spring.

CHEM 431 - Physical Chemistry: Quantum Mechanics (3 credits)

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: A grade of C or better in CHEM 116, CHEM 116L, PHYS 216, and MATH 221. Offered: As needed.

CHEM 432 - Physical Chemistry: Thermodynamics (3 credits)

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: A grade of C or better in CHEM 431 or permission of department chair. Offered: As needed.

CHEM 450 - Senior Research Capstone (5 credits)

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. Fees: Parking and printing fees may be required.

Prerequisite: A grade of C or better in a minimum of two upper-level chemistry courses; and in MATH 221; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio. SEE Certification: Writing Intensive. Offered: Fall and Spring.

CHEM 455 - Senior Internship Capstone (5 credits)

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. Fees: Parking and printing fees may be required.

Prerequisite: A grade of C or better in a minimum of two upper-level chemistry courses; and in MATH 221; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio. SEE Certification: Writing Intensive. Offered: Fall and Spring.

CHEM 460 - Senior Research Capstone (9 credits)

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. Fees: Parking and printing fees may be required.

Prerequisite: A grade of C or better in a minimum of two upper-level chemistry courses; and in MATH 221; two evaluations by science faculty; and satisfactory completion of the School

of the Sciences junior portfolio. SEE Certification: Writing Intensive. Offered: Fall and Spring.

CHEM 460H - Honors Senior Research Capstone (9 credits)

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. Fees: Parking and printing fees may be required.

Prerequisite: Cumulative and science GPA of 3.70 or higher; a grade of C or better in a minimum of two upper-level chemistry courses; and in MATH 221; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio. SEE Certification: Writing Intensive. Offered: Fall and Spring.

CHEM 465 - Senior Internship Capstone (9 credits)

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. Fees: Parking and printing fees may be required.

Prerequisite: A grade of C or better in a minimum of two upper-level chemistry courses; and in MATH 221; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio. SEE Certification: Writing Intensive. Offered: Fall and Spring.

CHEM 465H - Honors Senior Internship Capstone (9 credits)

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. Fees: Parking and printing fees may be required.

Prerequisite: Cumulative and science GPA of 3.70 or higher; a grade of C or better in a minimum of two upper-level chemistry courses; and in MATH 221; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio. SEE Certification: Writing Intensive. Offered: Fall and Spring.

CJUS - Criminal Justice

CJUS 101 - Introduction to Criminal Justice (3 credits)

Provides students with an overview of the criminal justice system, including historical development, present status, and suggested reforms. Topics covered include the duties and functions of actors in the criminal justice system, such as victim, offender, police, prosecuting and defense attorneys, and courts and corrections. Also covered is the criminal justice process from the formation of laws to the final stages of the treatment of criminals.

Prerequisite: None. SEE Certification: Social Sciences. Offered: Fall and Spring.

CJUS 210 - Writing for Criminal Justice (3 credits)

Emphasizes the development of reading, writing, and critical thinking skills in criminal justice. This course provides students with the skills necessary to interpret literature in the field of criminal justice and to write and speak about criminal justice topics in an accurate, clear and concise manner. In addition to being introduced to the basics of criminal justice research and APA style, students will be taught to take notes effectively and to write reports, social histories, and scholarly essays, as well as agency and court narratives.

Prerequisite: A grade of C or better in ENG 152. SEE Certification: Writing Intensive. Offered: Fall and Spring.

CJUS 220 - Criminal Law and Procedure (3 credits)

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: A grade of C or better in CJUS 101. Offered: Fall and Spring.

CJUS 265 - The Juvenile Justice System (3 credits)

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

Prerequisite: A grade of C or better in CJUS 101. Offered: Fall and Spring.

CJUS 275 - Corrections (3 credits)

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

Prerequisite: A grade of C or better in CJUS 101. Offered: Fall and Spring.

CJUS 280 - Law Enforcement (3 credits)

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

Prerequisite: A grade of C or better in CJUS 101. Offered: Fall and Spring.

CJUS 285 - Criminology (3 credits)

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

Prerequisite: A grade of C or better in CJUS 101. Offered: Fall and Spring.

CJUS 305 - Ethical Issues in Criminal Justice (3 credits)

Examines the field of criminal justice ethics, which broadly encompasses the history of justice and theories of morality and ethics. It includes the study of ethics from both the individual perspective and the organizational standpoint. Concrete ethical issues and dilemmas that are encountered regularly by participants in the major components of the criminal justice system are covered. Ethical decision making opportunities within the three major branches of criminal justice are analyzed. This includes law enforcement ethics, correctional ethics, and legal profession ethics.

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

CJUS 310 - Comparative Criminal Justice Systems (3 credits)

Examines the criminal justice systems of selected countries with comparisons, where applicable, with that of the United States. Emphasis will be on crime rates, forms of criminality, police courts, and corrections. Descriptive material on selected countries will be analyzed and compared. This course will also focus on the thematic issues common among nations worldwide and provide insight into the various methods employed by those nations in administering criminal justice.

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

CJUS 325 - Civil Liability in Criminal Justice (3 credits)

Examines civil liability issues at the local, state, and federal law levels. Students develop better awareness of the liability risks relative to criminal justice service by learning proactive protocols that may minimize personal and organizational liability risks related to 1983 actions, wrongful death actions, and various personnel laws including ADA, EEOC, age and sex discrimination and sexual harassment.

Prerequisite: A grade of C or better in CJUS 220, CJUS 275, and CJUS 280. Offered: Fall and Spring.

CJUS 335 - White Collar Crime (3 credits)

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: A grade of C or better in any 200-level CJUS course. Offered: Fall and Spring.

CJUS 345 - Victimology (3 credits)

Examines the crime victim as a larger part of our society and as a participant in the criminal justice system. Students will study criminal victimization in the United States, the role the victims play in the criminal justice process, their personal victimization, and victim-targeted service programs.

Prerequisite: A grade of C or better in CJUS 101 and CJUS 285. Offered: Fall and Spring.

CJUS 350 - Special Topics (3 credits)

Examines areas of criminal justice of current interest that are not covered in other CJUS courses. Emphasis will be placed on developing critical thinking and analytical skills through the study of special criminal justice topics. The course topic will differ with each offering of the course and will be specified in the class schedule for the session offered. This course may be repeated for credit if the topics are different.

Prerequisite: A grade of C or better in CJUS 101. Offered: Fall and Spring.

CJUS 355 - Race and Crime (3 credits)

Examines how the issues of race, crime, and justice are played out in the context of a diverse society. The course considers three major issues: 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: A grade of C or better in any 200-level CJUS course. Offered: Fall or Spring (offered as needed).

CJUS 375 - Probation and Parole (3 credits)

Examines the organization and operation of probation and parole agencies as particular segments of the criminal justice system. The historical and philosophical foundations, theoretical concerns that the options present, as well as the practical aspects of the services rendered are analyzed. Other topics critically reviewed are community-based corrections, options for treatment and intermediate sanctions, issues surrounding court orders and pre-sentence reports, the correctional and probation and parole officer's professional and ethical roles, and the legal decisions affecting practice in this field.

Prerequisite: A grade of C or better in any 200-level CJUS course. Offered: Fall or Spring, as needed.

CJUS 380 - American Courts and the Criminal Justice System (3 credits)

Examines the criminal court and its dual-court structure by focusing on the organization of criminal courts at both the federal and state levels. The roles and responsibilities in the adversarial system of justice such as prosecutors, judges, and defense attorneys will be examined.

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

CJUS 381 - Justice, Media, and Crime (3 credits)

Examines the relationship among the media, crime, and criminal justice in the United States. This course explores how the criminal justice system, criminals, and crime are portrayed in the entertainment and news media and the effects that these portrayals have on society and our criminal justice system.

Prerequisite: A grade of C or better in any 200-level CJUS course. Offered: Spring, as needed.

CJUS 382 - Crime Mapping and Crime Analysis (4 credits)

Examines the types of techniques used to study crime and disorder patterns and problems in law enforcement today. The course covers theory, data collection methods, and statistics used as well as the history of crime analysis, crime mapping, and career opportunities. This course will require students to learn mapping software. Computer lab required.

Prerequisite: A grade of C or better in any 200-level CJUS course. Offered: Fall or Spring (offered as needed).

CJUS 383 - Law Enforcement and the Community (3 credits)

Examines the philosophy, tactics, problems, and solutions encountered when the community and police engage in the teamwork of community policing. Students will analyze the evolution of community policing; the community and law enforcement's relationship within this philosophy; community policing implementation; and, various community policing programs.

Prerequisite: A grade of C or better in any 200-level CJUS course. Offered: Fall or Spring (offered as needed).

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

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

Prerequisite: A grade of C or better in any 200-level CJUS course and MATH 136 or by permission of the criminal justice department chair. Offered: Fall and Spring.

CJUS 390 - Domestic Security (3 credits)

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

inter- and intra-national considerations.

Prerequisite: A grade of C or better in any 200-level CJUS course. Offered: Fall and Spring, as needed.

CJUS 417 - Internship (3 credits)

Provides a structured, off-campus learning experience that requires 150 hours of service in a supervised setting and the creation of an academic portfolio based on the professional experience. In addition, all students registered for an internship must meet collectively in a class on campus at least four times during the semester with the internship coordinator.

Prerequisite: A grade of C or better in any 300-level CJUS course and by permission of the criminal justice department chair. SEE Certification: Writing Intensive. Offered: Fall and Spring.

CJUS 420 - Study Abroad Internship (6 credits)

Offers an international experience in a supervised setting combined with significant scholarly research on a topic related to the student's internship experience in a foreign country.

Prerequisite: A grade of C or better in any 300-level CJUS course and by permission of the criminal justice department chair. SEE Certification: Writing Intensive. Offered: Summer (offered as needed).

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

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

Prerequisite: A grade of C or better in CJUS 383. Offered: Fall or Spring (offered as needed).

CJUS 495 - Criminal Justice Capstone (3)

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

Prerequisite: MATH 136, CJUS 210, CJUS 385, senior classification. SEE Certification: WI.

CM - Communication

CM 101 - Public Speaking (3 credits)

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

Prerequisite: None. SEE Certification: Communication Intensive. Offered: Fall and Spring.

CM 115 - Interpersonal Communication (3 credits)

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

Prerequisite: None. SEE Certification: Communication Intensive. Offered: Fall and Spring.

CM 120 - Human Communication (3 credits)

Surveys foundations, theories, concepts, and topics from diverse areas in the study of human communication. Students will use these communication fundamentals as lenses through which to explore and analyze human communicative interaction in personal, social, and professional contexts. The inclusion of public speaking, small group work, and other communication focused applications provides students the skills necessary to communicate competently through multiple channels.

SEE Certification: Communication Intensive. Offered: Fall and Spring.

CM 205 - Communication Ethics (3 credits)

Introduces students to the field of communication ethics. Students will critically analyze how ethics and communication intersect in contemporary public issues. Communication ethics, as a response and responsibility in all interactions, will be stressed. The course will identify the questions that ethical

communication raises as a starting point for practical decision-making

SEE Certification: Communication Intensive and Humanities. Offered: Fall and Spring.

CM 211 - Intercultural Communication (3 credits)

Emphasizes a connection between communication theory and practice in multicultural contexts. Students learn to identify barriers that exist in communicating across cultures and to weigh strategies that help manage or overcome such obstacles in an effort at promoting effective intercultural communication.

Prerequisite: Sophomore status. Offered: Fall and Spring.

CM 253 - Journalism I (3 credits)

Introduces students to the fundamentals of journalism: research; interview techniques; writing and editing news, sports, and features; basic layout design; and computer compositing. The course also covers journalistic 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: A grade of C or better in ENG 152 or its equivalent. Cross-Listed as: ENG 253. Offered: Fall.

CM 254 - Journalism II (3 credits)

Continues the theory and practice of journalism compositing and layout begun in CM253/ENG253. 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 news site.

Prerequisite: A grade of C or better in CM 253/ENG 253.. Cross-Listed as: ENG 254. SEE Certification: Writing Intensive. Offered: Spring.

CM 255 - Small Group Communication (3 credits)

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: A grade of C or better in CM 101 and prior CM courses.
Offered: Offered as needed.

CM 260 - Business and Professional Communication (3 credits)

Focuses on practice in effective speaking and writing within the contexts of business and related professions.

Prerequisite: A grade of C or better in CM 101 and prior CM courses.
Offered: Fall and Spring.

CM 265 - Event Planning and Publicity (3 credits)

Examines the many facets of creating, planning and executing an event, including managing the budgeting, marketing, site selection and affiliated costs. Students in this course devise and analyze specific communication strategies connected to event planning, such as targeting media and audiences.

Prerequisite: A grade of C or better in a 100-level CM course. Offered: Fall.

CM 270 - New Media Communication (3 credits)

Examines the paths through which new technologies are integrated into society. This course analyzes what new media are, how they originate, and ways in which communication through them presents challenges. It also distinguishes, explores and assesses new media, the ways in which they impact communication, and the skills necessary to understand and consume new media.

Prerequisite: A grade of C or better in a 100-level CM course. Offered: Spring.

CM 275 - Principles and Practices of Public Relations (3 credits)

Examines the historical roots of public relations combined with the legal, ethical, and professional responsibilities of public relations practitioners. This course explores the process of public relations, including the research, planning, action and communication, and evaluation of public relations initiatives. Through critical analysis of contemporary public relations case studies, students will assess and interpret both the successes and failures of for-profit and non-profit public relations organizations.

Prerequisite: A grade of C or better in a 100-level CM course. Offered: Fall.

CM 290 - Internship Preparation (1 credit)

Prepares students to seek and obtain internships and future employment opportunities. Students research internship opportunities, organize and write résumés, outline internship goals and objectives, and practice interviewing skills. Students will analyze their personal abilities, skills, experiences, and communication strategies in terms of professional standards and market needs.

Prerequisite: A grade of "C" or better in ENG 152. Offered: Fall and Spring.

CM 300 - Advanced Public Speaking (3 credits)

Provides an in-depth approach to planning, developing and delivering professional presentations. Students will also study rhetorical principles and models of speech composition.

Prerequisite: A grade of C or better in CM 101 and a 200-level CM course.
Offered: Fall.

CM 303 - Feature Writing (3 credits)

Expands basic journalism skills, applying professional standards to student writing. Students will learn to write critical reviews; profile, travel and service articles; and a personal experience article. Students will read and comment on current noteworthy and award-winning feature writing, both from magazines and newspapers. Additionally, students will write a final paper and query letter intended for publication.

Prerequisite: A grade of C or better in CM 253/ENG 253 or permission of the instructor. Cross-Listed as: ENG 303.
SEE Certification: Writing Intensive.
Offered: Fall.

CM 304 - Magazine Writing and Publishing (3 credits)

Allows students to further develop both their journalistic writing skills and their creative skills by creating and writing for a class magazine. Through analysis of the history of magazines and the study of current noteworthy magazine articles and trends, students will become acquainted with magazine article writing and analysis. Students will explore all aspects of magazine production.

Prerequisite: A grade "C" or better in CM 253/ENG 253 or CM 303/ENG 303 or permission of the instructor. SEE Certification: Writing Intensive.
Offered: Spring.

CM 305 - Journalism Practicum (3)

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 section 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: A grade of C or better in CM 254/ENG 254 or permission of instructor. Cross-Listed as: ENG 305.
Offered: Fall and Spring.

CM 310 - Conflict Resolution and Negotiation (3 credits)

Focuses on conflict as inevitable and mainly productive. Students will examine definitions of conflict and develop knowledge and skills to recognize and manage conflict. Through theory, case studies, and practice, students will be given the opportunity to understand conflict in various contexts, for example, within themselves, in relationships, and in organizations.

Prerequisite: A grade of C or better in CM 101 and prior CM courses.
Offered: Fall.

CM 314 - Public Relations Writing (3 credits)

Examines the fundamentals and practices of public relations in addition to composing specific public relations written works. Students will read, analyze, and discuss current public relations and media case studies. Additionally, 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: A grade of "C" or better in at least one CI course, CM 253/ENG 253, and CM 275. SEE Certification: Writing Intensive. Offered: Fall and Spring.

CM 323 - Writing for the Web (3 credits)

Develops skills in writing for online media, with a focus on the Internet's non-linear, visual, and collaborative possibilities. Students analyze a variety of web texts, learn the basic steps of developing a target audience, and produce personal, expository, and collaborative texts tailored to specific areas of interest through the development of a consistent voice and style.

Prerequisite: A 200-level WI course.
SEE Certification: Writing Intensive.
Offered: Spring.

**CM 350 - Junior Internship
(Variable credits)**

Places juniors meeting specific eligibility requirements who will perform 120 hours of approved internship experience in an external setting during one semester. Students will be required to keep a daily journal, write several short papers as part of their final portfolio, and participate in a final, end-of-semester presentation.

Prerequisite: 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. Offered: Fall and Spring.

CM 380 - The Advertising Campaign (3 credits)

Covers advertising campaigns and their many forms including print, radio, television, billboards, and websites. Students will learn the principles of advertising, positioning in the marketplace, creation of an identity for a company, branding, and creative techniques. Students will read contemporary case studies and complete a semester-long project in which they investigate a company's successful and unsuccessful advertising campaigns. Through analysis and critical review of this company, students will then pitch a new advertising campaign that they have specifically created for the company.

Prerequisite: A grade of C or better in a 100- or 200-level CM course and MKT 206 or permission of department chair. Offered: Fall and Spring.

CM 390 - Organizational Communication (3 credits)

Explores the connections between organizations and communication. Organizational communication will be introduced to students at philosophical, theoretical, and practical levels through discussions, papers, oral presentations, and group projects. Topics to be covered include, but are not limited to, supervisor-employee communication, networks, leadership, power, organizational cultures, and diversity in organizational processes.

Prerequisite: A grade of C or better in CM 260. Offered: Spring.

**CM 401 - Senior Internship
(Variable credits)**

Provides the opportunity for students to gain career-related experience in a professional environment outside of the classroom. Students identify opportunities and apply for internships independently. Student placements must be approved before the start of the internship. The internship coordinator offers faculty oversight of the academic component and guidance of the on-site internship. Students demonstrate achievement of goals with a daily journal, a self-evaluation, a site evaluation, and an on-site visit from the internship coordinator. Students must complete 120-hours in their internship.

Prerequisite: CM 260 and CM 290 with a grade of "C" or better.. Offered: Fall, January, Spring and Summer.

CM 402 - Special Topics in Communication (3 credits)

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, gender differences in communication, and the politics of communication. This course may be repeated for credit if topics are different.

Prerequisite: A grade of C or better in CM 101. Offered: Fall or Spring, as needed.

EC - Economics

EC 110 - Economics of Public Issues (3 credits)

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 the environment. This course examines the role of government with regards to taxes, national debt, free trade, and entitlement programs.

Prerequisite: None. SEE Certification: Social Science. Offered: Fall or Spring, as needed.

EC 201 - Principles of Macroeconomics (3 credits)

Examines the basic economic principles of the aggregate economy. Subjects covered include the essentials of aggregate demand and supply, government spending and taxation,

national income accounting, analysis of unemployment and inflation, money and banking, fiscal and monetary policy, analysis of economic growth, and an overview of the international economy.

Prerequisite: ENG 150/151 or ENG 153 and placement in MATH 135 or higher. SEE Certification: Social Sciences. Offered: Fall and Spring.

EC 202 - Principles of Microeconomics (3 credits)

This course 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: ENG 151 and placement in MATH 135 or higher. SEE Certification: Social Science. Offered: Fall and Spring.

EC 321 - Money and Banking (3 credits)

Examines the role and functions of a central bank in achieving the macroeconomic goals of price stability, full employment, financial market stability, and exchange rate stability. Topics include the role of money in the economy, the role of financial intermediaries and markets in the economy, 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: A grade of C or better in EC 201 and EC 202. Offered: Fall.

EC 335 - Health Economics (3 credits)

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: A grade of C or better in EC 202. Offered: Fall or Spring, as needed.

EC 340 - Economics of Sports (3 credits)

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: A grade of C or better in EC 201 and EC 202. Offered: Spring.

EC 345 - Economics of Gender (3 credits)

Examines the differences in education, family, and career choices between men and women and their effects on economic outcomes, 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: A grade of C or better in EC 201 and EC 202. Offered: Fall or Spring, as needed.

EC 430 - International Economics (3 credits)

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: A grade of C or better in EC 201 and EC 202. Cross-Listed as: INBUS 430. Offered: Fall or Spring, as needed.

EC 440 - Environmental Economics (3 credits)

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: A grade of C or better in EC 201 and EC 202. Offered: Fall, as needed.

EC 450 - Urban Economics (3 credits)

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: A grade of C or better in EC 201 and EC 202. Offered: Fall or Spring (offered as needed).

ED - Education

ED 108 - Learning Experiences for Young Children (3 credits)

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). Restricted Year 1 Early Childhood Education majors

Prerequisite: None. Offered: Spring.

ED 108F - Year 1 Field Placement (0 credits)

Includes responsibility for developing and teaching lessons to meet the needs of individual students. Field placement includes one morning a week in a partnership school classroom. Restricted: Year 1 Early Childhood Education majors.

Offered: Spring.

ED 202F - Year 2 Field Placement (0 credits)

Includes responsibility for implementing lessons and an integrated curriculum to meet the needs of individual students. Field placement includes one morning a week in a partnership school classroom. Restricted: Year 2 Education majors.

Offered: Fall.

ED 203F - Year 2 Field Placement (0 credits)

Includes responsibility for implementing lessons and an integrated curriculum to meet the needs of individual students. Placement includes one morning a week in a partnership school classroom. Restricted: Year 2 Education majors.

Offered: Spring.

ED 205 - Year 2 Seminar (1 credits)

Explores how knowledge of children is critical to being informed and responsive teachers. Students

investigate how children's culture and experiences bring unique strengths and needs to the classroom. Students investigate how to use knowledge of children to facilitate safe and inclusive learning environments for all children. Prerequisite: ED 270. Offered: Spring.

ED 208 - Learning Experiences for Young Children (3 credits)

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: None. Offered: Spring.

ED 230 - Processes and Acquisition of Reading (3 credits)

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 (ED 202F). Restricted: Year Two Early Childhood and Elementary Education majors

Prerequisite: None. Offered: Fall.

ED 266 - Reading in the Content Areas I: Middle School (3 credits)

Focuses on the reading process, including comprehending, analyzing and extending meaning from tests. 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). Restricted: Year 2 Education majors

Prerequisite: None. Offered: Fall.

ED 270 - Curriculum Principles and Practices (3 credits)

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).

Restricted: Year 2 Education majors

Prerequisite: None. Offered: Fall.

ED 271 - Principles of Assessment (3 credits)

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).

Restricted: Year 2 Education majors

Prerequisite: None. Offered: Spring.

ED 272 - Principles of Special Education (3 credits)

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). Restricted: Year 2 Education majors

Prerequisite: None. Offered: Spring.

ED 302 - Year Three Seminar I (0 credits)

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. Restricted: Year 3 Education majors Concurrent course(s): ED 305F (fall)

Prerequisite: None. Offered: Fall.

ED 303 - Year Three Seminar II (1 credit)

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. Restricted: Year 3 Education majors Concurrent course(s): ED 306F (spring)

Prerequisite: None. Offered: Spring.

ED 305F - Year 3 Field Placement (0 credits)

Includes responsibility for implementing lessons and an integrated curriculum, assessing learning, and adapting the curriculum to meet the needs of individual students.

Placement includes one day a week in a partnership school classroom.

Restricted: Year 3 Education majors.

Offered: Fall.

ED 306F - Year 3 Field Placement (0 credits)

Includes responsibility for implementing lessons and an integrated curriculum, assessing learning, and adapting the curriculum to meet the needs of individual students.

Placement includes one day a week in a partnership school classroom.

Restricted: Year 3 Education majors.

Offered: Spring.

ED 310 - Year Three Transfer Seminar (0 credits)

Introduces year three transfer students to Stevenson University's Education Program. Topics include the teaching-learning process, the role of the teacher, lesson planning, lesson delivery strategies, classroom management and teaching in a field experience classroom. Students observe, participate and teach in elementary or middle school classrooms one day per week. Two hours lecture. Zero credits. Restricted to AAT students

Prerequisite: None. Offered: Fall and Spring.

ED 318 - Methods of Teaching Mathematics: Early Childhood Education (4 credits)

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). Restricted: Year 3 Early Childhood Education majors

Prerequisite: None. Offered: Fall.

ED 319 - Methods of Teaching Science: Early Childhood (3 credits)

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). Restricted: Year 3 Early Childhood Education majors

Prerequisite: None. Offered: Spring.

ED 321 - Methods of Teaching Mathematics: Elementary Education (4 credits)

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). Restricted: Year 3 Elementary Education majors

Prerequisite: None. Offered: Spring.

ED 331 - Instruction of Reading (3 credits)

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. Restricted: Year 3 Early Childhood and Education majors

Prerequisite: A grade of C or better ED 365. Offered: Spring.

ED 341 - Methods for Teaching English Language Arts and Social Studies: Elementary (5 credits)

Examines elementary level curriculum and instruction in the areas of English/language arts and social studies. Teacher candidates design and implement instruction and assessment that reflect Maryland College and Career-Ready standards (CCRS), C3 Framework Social Studies standards (College, Career, and Civic Life), and Universal Design for Learning (UDL) principles to address the individual learning needs and cultural diversity of all learners. Teacher candidates concurrently observe and implement instruction in field placement classrooms one day per week (ED 306F). Restricted: Year 3 Elementary Education majors
Prerequisite: None. Offered: Spring.

ED 342 - Methods of Teaching STEM: Elementary (3 credits)

Explores the political, economic, social, and pedagogical issues shaping science, technology, engineering, and mathematics (STEM) education. Students apply the content of STEM education as described in the Maryland State STEM Standards of Practice, Maryland College and Career-Ready Standards, Maryland Teacher Technology Standards, and Next Generation Science Standards. Restricted: Year 3 Elementary Education majors
Prerequisite: None. Offered: Fall.

ED 343 - Integrated Methods of Teaching: Early Childhood (4 credits)

Course under development.
Prerequisite: None. Offered: Spring.

ED 350 - Topics in Education (3 credits)

Examines issues related to the education profession that are not covered in depth in Education courses. Emphasis is on developing critical thinking and analytic skills through the study of current education topics. This course may be repeated for credit if topics are different.
Offered: As needed.

ED 360 - Methods of Teaching Science: Middle School (3 credits)

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). Restricted: Year 3 Middle School Education majors
Prerequisite: None. Offered: Fall.

ED 361 - Methods of Teaching Mathematics: Middle School (4 credits)

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. Restricted: Year 3 Middle School Education majors
Prerequisite: None. Offered: Spring.

ED 362 - Methods of Teaching English Language Arts: Middle School (3 credits)

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). Restricted: Year 3 Middle School Education majors
Prerequisite: None. Offered: Fall.

ED 363 - Methods of Teaching Social Studies: Middle School (3 credits)

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. Restricted: Year 3 Middle School Education majors
Prerequisite: None. Offered: Spring.

ED 365 - Materials for Teaching Reading (3 credits)

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 (ED 302F). Restricted: Year 3 Early Childhood and Elementary Education majors
Prerequisite: None. Offered: Fall.

ED 367 - Reading in the Content Areas II: Middle School (3 credits)

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 (ED 302F). Restricted: Year 3 Middle School Education majors

Prerequisite: A grade of C or better ED 266. Offered: Fall.

ED 410 - Assessment for Reading Instruction (3 credits)

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. Restricted: Year 4 Early Childhood and Elementary Education majors

Prerequisite: A grade of C or better ED 331. Offered: Fall.

ED 435 - Internship Seminar I (1 credit)

Synthesizes contemporary issues in education and the theory and practice of teaching, with emphasis on classroom management, communication, curriculum planning, assessment, and special education. Restricted: Year 4 Education majors

Prerequisite: None. Offered: Fall and Spring.

ED 436 - Internship Seminar II (3 credits)

Synthesizes contemporary issues in education and the theory and practice of teaching, with emphasis on classroom management, communication, curriculum planning, assessment, and special education. Restricted: Year 4 Education majors

Prerequisite: A grade of C or better ED 435. Offered: Fall and Spring.

ED 440 - Internship I: Early Childhood (4 credits)

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. Restricted: Year 4 Early Childhood Education majors

Prerequisite: Permission of the Dean. Offered: Fall.

ED 441 - Internship II: Early Childhood (12 credits)

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. Restriction: Year 4 Early Childhood Education majors

Prerequisite: ED 440. Offered: Spring.

ED 442 - Internship I: Elementary (4 credits)

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. Restricted: Year 4 Elementary Education majors

Prerequisite: Permission of the Dean. Offered: Fall.

ED 443 - Internship II: Elementary (12 credits)

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. Restricted: Year 4 Elementary Education majors

Prerequisite: ED 442. Offered: Spring.

ED 444 - Internship I: Middle School (4 credits)

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. Restricted: Year 4 Middle School Education majors

Prerequisite: Permission of the Dean. Offered: Fall.

ED 445 - Internship II: Middle School (12 credits)

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. Restricted: Year 4 Middle School Education majors

Prerequisite: ED 444. Offered: Spring.

ENG - English

Note: SAT verbal scores, college placement tests, and high school transcripts determine a student's first semester English requirements. Advanced placement credit may be given based on the Advanced Placement tests given by the College Entrance Examination Board. (See "Placement" in the *Admissions* (p. 30) section of this catalog.) All students must establish evidence of writing competence by achieving a minimum grade of "C" in ENG 150, ENG 151, or ENG 153 or by 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 006# - College Reading Lab (0 credits)

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 ENG 006#.

Offered: Fall, Spring, and Summer.

ENG 150 - Introduction to Composition and Writing from Sources (3 credits)

Focuses on sentence and paragraph construction in order to help students write clear, coherent, and well-developed expository prose. Students will review grammar and effective

writing practices as they construct essays that respond to one or more sources of information. This course requires analytical reading and critical thinking and includes instruction and practice in research methods and writing from sources. Note: Students are placed into this course on the basis of college entrance exams and placement test results.

Prerequisite: Placement. Offered: Fall, Spring, and Summer.

ENG 151 - Composition & Writing from Sources (3 credits)

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

Note: Students must receive a "C" or better in ENG 150 or ENG 151 before continuing to ENG 152 (if only ENG 151 was required). Students must receive a grade of "C" or better in both ENG 150 or ENG 151 and ENG 006 if both courses were required.

Prerequisite: By placement only. Offered: Fall only.

ENG 152 - Writing About Literature (3 credits)

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

Prerequisite: A grade of C or better in ENG 150 or 151. Offered: Fall, Spring, and Summer.

ENG 153 - Honors Writing Seminar (4 credits)

Strengthens the ability to write clear, coherent, and well-developed expository arguments in response to literary texts. This course requires close reading of poetry, drama, and fiction, and includes instruction and practice in research methods. Writing assignments emphasize critical thinking and analysis, asking students to read and respond to literary texts in various contexts including historical events, ethical issues, and social movements. Note: Restricted to students in the Freshman Honors Program.

Prerequisite: Placement. Offered: Fall and Spring.

ENG 222 - Writing and Education (3 credits)

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: A C or better in ENG 152 or equivalent. SEE Certification: Writing Intensive. Offered: Fall.

ENG 224 - Introduction to Creative Writing (3 credits)

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: A grade of C or better in ENG 152 or equivalent. SEE Certification: Writing Intensive and Fine Arts. Offered: Fall, January and Spring.

ENG 225 - Topics in Creative Writing (3 credits)

Introduces students to basic literary techniques while focusing on a particular subgenre within creative writing. (Ex: ekphrastic writing; writing for videogames; writing young adult literature.) Students will compose brief original texts in the subgenre and critique them in group workshops.

Prerequisite: A "C" or better in ENG 152. SEE Certification: Writing Intensive and Fine Arts. Offered: Fall, January, Spring and Summer.

ENG 230 - Critical Approaches to Literature I (3 credits)

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: A grade of C or better in ENG 152 or equivalent. SEE Certification: Writing Intensive. Offered: Spring.

ENG 231 - English: Forms and Functions (3 credits)

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: A grade of C or better in ENG 152 or equivalent. Offered: Fall.

ENG 240 - Historical Perspectives (3 credits)

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: A grade of C or better in ENG 152 or equivalent. SEE Certification: Humanities. Offered: Fall and Spring.

ENG 253 - Journalism I (3 credits)

Introduces students to the fundamentals of journalism: research; interview techniques; writing and editing news, sports, and features; basic layout design; and computer compositing. The course also covers journalist ethics and legal issues connected with newspaper publishing. Students learn to write news stories and features, using the Associated Press style and standards. Students perform a variety of tasks associated with publishing *The Villager*, the university newspaper, and they prepare a writing portfolio used for professional advancement and assessment. Restricted to business communication and English language and literature majors.

Prerequisite: A grade of C or better in ENG 152 or equivalent.. Cross-Listed as: CM 253. Offered: Fall.

ENG 254 - 254 Journalism II (3 credits)

Continues the theory and practice of journalism compositing and layout begun in CM253/ENG253. 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 news site.

Prerequisite: A grade of C or better in CM 253/ENG 253.. Cross-Listed as: CM 254. SEE Certification: Writing Intensive. Offered: Spring.

ENG 256 - Introduction to Digital Publishing (3 credits)

Introduces students to the principles of editing, content creation, and design of online publications. Students assess their current use of digital materials and build upon this practical knowledge base by developing an introductory knowledge of media theory. Students acquire the fundamental skills needed to produce web-based publications and the course culminates in the collaborative production of a digital text.

Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: WI and HUM. Offered: Fall and Spring.

ENG 281 - Topics in Literature (3 credits)

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

Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: Humanities. Offered: Fall, January and Spring.

ENG 282 - Literary Genres: Youth Literature (3 credits)

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: A grade of C or better in ENG 152 or equivalent. SEE Certification: HUM. Offered: Fall and Spring.

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

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

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

ENG 287 - Literary Genres: Poetry (3 credits)

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: A grade of C or better in ENG 152 or equivalent. SEE Certification: Humanities. Offered: Fall and Spring.

ENG 288 - Literary Genres: Drama (3 credits)

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. Fee: Theatre tickets

Prerequisite: A grade of C or better in ENG 152 or equivalent. Cross-Listed as: THEA 288. SEE Certification: Humanities. Offered: Fall.

ENG 289 - Literary Genres: The Novel (3 credits)

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: A grade of C or better in ENG 152 or equivalent. SEE Certification: Humanities. Offered: Fall and Spring.

ENG 303 - Feature Writing (3 credits)

Expands basic journalism skills, applying professional standards to student writing. Students will learn to write critical reviews; profile, travel and service articles; and a personal experience article. Students will read and comment on current noteworthy and award-winning feature writing, both from magazines and newspapers. Additionally, students will write a final

paper and query letter intended for publication.

Prerequisite: A grade of C or better in ENG 253/CM 253 or permission of the instructor. Cross-Listed as: CM 303. SEE Certification: Writing Intensive. Offered: Fall.

ENG 304 - Magazine Writing and Publishing (3 credits)

Allows students to further develop both their journalistic writing skills and their creative skills by creating and writing for a class magazine. Through analysis of the history of magazines and the study of current noteworthy magazine articles and trends, students will become acquainted with magazine article writing and analysis. Students will explore all aspects of magazine production.

Prerequisite: A grade of C or better in ENG 253/CM 253 or ENG 303/CM 303 or permission of the instructor. Cross-Listed as: CM 304. SEE Certification: Writing Intensive. Offered: Spring.

ENG 305 - Journalism Practicum (3 credits)

Engages student editors or senior-staff writers of The Villager. Students write news, commentary, editorials, features, and sports stories. They also design, edit, proofread, and copyedit each page of the paper. As needed, they take photographs, design and sell advertising, and create databases for billing. This course may be repeated for credit.

Prerequisite: A grade of C or better in CM 254/ENG 254 or permission of instructor. Cross-Listed as: CM 305. Offered: Fall and Spring.

ENG 314 - Public Relations Writing (3 credits)

Examines the fundamentals and practices of public relations in addition to composing specific public relations written works. Students will read, analyze, and discuss current public relations and media case studies. Additionally, 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: A grade of C or better in at least one CI course, CM 253/ENG 253, and CM 275.. Cross-Listed as: CM 314. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ENG 324 - Creative Writing: Non-Fiction (3 credits)

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: A grade of C or better in ENG 224, ENG 286, or ENG 289. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ENG 325 - Creative Writing: Fiction (3 credits)

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: A grade of C or better in ENG 224, ENG 286, or ENG 289. SEE Certification: Writing Intensive. Offered: Fall.

ENG 326 - Creative Writing: Poetry (3 credits)

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: A grade of C or better in ENG 224 or ENG 287. SEE Certification: Writing Intensive. Offered: Spring.

ENG 331 - Design Your Career (3 credits)

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: A grade of C or better in ENG 231.. Offered: Spring.

ENG 332 - Critical Approaches to Literature II (3 credits)

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: A grade of C or better in ENG 230 and two 200-level literature courses. Offered: Fall.

ENG 334 - Advanced Non-Fiction Workshop (3 credits)

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: A grade of C or better in ENG 324. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ENG 335 - Advanced Fiction Workshop (3 credits)

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: A grade of C or better in ENG 325. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ENG 336 - Advanced Poetry Workshop (3 credits)

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: A grade of C or better in ENG 326. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ENG 340 - Period Studies (3 credits)

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: A grade of C or better in one 200-level literature course. SEE Certification: Humanities. Offered: Fall and Spring.

ENG 381 - Themes in Literature (3 credits)

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: A grade of C or better in one 200-level literature course. SEE Certification: Humanities. Offered: Fall and Spring.

ENG 385 - Literary Genres: Special Topics (3 credits)

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: A grade of C or better in one 200-level literature course. SEE Certification: Humanities. Offered: Fall and Spring.

ENG 401 - Major Author (3 credits)

Explores the aesthetic, cultural, and/or historical contexts relevant to a specific author. Students select their own critical framework for studying the author's work, integrating evaluation, critical theory and secondary sources into their final analysis.

Prerequisite: A grade of C or better in two 300-level literature courses and ENG 332. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ENG 402 - Major Work (3 credits)

Explores the aesthetic, cultural, and/or historical contexts relevant to a specific literary work. Students select

their own critical framework for studying the work, integrating evaluation, critical theory, and secondary sources into their final analysis.

Prerequisite: A grade of C or better in two 300-level literature courses and ENG 332. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ENG 403 - Creative Writing Capstone (3 credits)

Acts as the culminating course for students pursuing academic and professional interests in creative writing. Students 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: A grade of C or better in any two 300-level writing courses. SEE Certification: Writing Intensive. Offered: Spring.

ENG 404 - Professional Writing Capstone (3 credits)

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: A grade of C or better in ENG 303 and in either ENG 304 or ENG 314. Offered: Spring.

ENG 420 - English Capstone: Internship (3 credits)

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: A grade of C or better in ENG 331 and senior status. Offered: Fall and Spring.

ENV - Environmental Science

ENV 150 - Society and the Environment (3 credits)

Examines several important environmental issues, exploring scientific, social, ethical, political, and economic forces that underlie

environmental conflicts. The role of scientific information in policy making will be emphasized. Topics such as biodiversity, population growth, agriculture, energy, and pollution will be explored. Case studies will focus on how to move toward sustainability.

Prerequisite: Eligibility for MATH 135. SEE Certification: Scientific Reasoning. Offered: Fall and Spring.

ENV 165 - Science of the Chesapeake Bay (4 credits)

Focuses on the ecosystems and ecological processes that are important to 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). Students will learn 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 introduces or reinforces topics that are covered in class. Laboratory included. Restricted to non-science majors Fees: Fees may be required for field trips.

Prerequisite: Eligibility for MATH 135 or higher. SEE Certification: Scientific Reasoning-Laboratory. Offered: Fall and Spring.

ENV 213 - Ecology (4 credits)

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. Fees: Fees may be required for field trips.

Prerequisite: A grade of C or better in BIO 115 or ENV 150 or ENV 165 or PHYS 115.. Offered: As needed.

ENV 255 - Techniques in Environmental Science (3 credits)

Introduces the theory and practical application of techniques and equipment used to study natural systems, including terrestrial and aquatic habitats. Focuses on the collection and analysis of data relevant to today's environmental scientist by collaborating with local and regional partners engaged in studying the environment. The presentation of the results of scientific studies in both written and oral formats is emphasized. Students are expected to work outdoors in a variety of conditions and may be asked to travel

to off-campus sites. Fees: Fees may be required for field trips.

Prerequisite: A grade of C or better in ENV 150 or ENV 165 or PHYS 115 or BIO 115, which may be taken concurrently. Offered: As needed.

ENV 260 - Forest Ecology and Management (4 credits)

Emphasizes the ecology and management of forest ecosystems. Students will study the forest environment, structure, function, and dynamics with an emphasis on anthropogenic influences and management. This course introduces silvicultural systems and practices and their underlying ecological basis while providing fundamentals for forest management decision making in the context of sustainability and conflicting demands. Included laboratory will practice and apply concepts discussed in lecture. Fees: Fees may be required for field trips.

Prerequisite: A grade of C or better in BIO 115 or ENV 150 or ENV 165 or PHYS 115. Offered: As needed.

ENV 270 - Animal Behavior (3 credits)

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. Fees: Fees may be required for field trips.

Prerequisite: A grade of C or better in BIO 114 and BIO 114L or BIO 130.. Offered: As needed.

ENV 275 - Environmental Science (3 credits)

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: A grade of C or better in BIO 115 or ENV 150 or ENV 165 or PHYS 115. Offered: As needed.

ENV 280 - Environmental Soil Science (4 credits)

Examines the physical, chemical, and biological properties of soils and how they relate to plant growth, land use, and environmental quality. Field and laboratory activities include observational and quantitative determination of soil properties. Laboratory included. Fees: Fees may be required for field trips.

Prerequisite: A grade of C or better in BIO 115 or ENV 150 or ENV 165 or PHYS 115. Offered: As needed.

ENV 285 - Geographic Information Systems (3 credits)

Introduces the concepts and theories behind Geographic Information Systems (GIS) with emphasis on the nature of spatial data and geographic information, geographic data input, manipulation, and storage, simple spatial analysis and modeling techniques, and cartographic layout. Utilizes GIS to visualize, analyze, and interpret spatial data to solve problems.

Prerequisite: A grade of C or better in BIO 115 or ENV 150 or ENV 165 or PHYS 115. Offered: As needed.

ENV 307 - Marine Biology (4 credits)

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. Fees: Fees may be required for field trips.

Prerequisite: A grade of C or better in BIO 115 or a 200-level ENV course. Offered: As needed.

ENV 310 - Freshwater Ecosystems (4 credits)

Focuses on the physical, chemical and biological processes that create and shape freshwater habitats (lakes, streams, and rivers). Students will learn about the interaction of freshwater organisms with their biotic and abiotic environment and how morphological, physiological and behavioral adaptations allow for their survival in these systems. The interaction between aquatic and surrounding terrestrial systems will be studied. Students will use techniques, equipment and methodology of field biology to test hypotheses regarding freshwater systems and the major groups of aquatic plants, invertebrates, and vertebrates within local freshwater habitats.

Prerequisite: A grade of "C" or better in BIO 115 or a 200-level ENV course. Offered: As needed.

ENV 320 - Environmental Science Field Studies (3 credits)

Provides students an opportunity to observe and analyze unique ecosystems firsthand. Students will travel to one or more destinations where the functions and interactions of various ecosystems can be studied. Students will develop pertinent research questions, collect data from the field, and interpret and present their findings. The dynamic interaction between humans and the environment will be analyzed, including how humans influence the environment and how ecosystems shape the development of resident cultures. Minimum sophomore standing Fees: Expenses, including travel and lodging, passport and vaccination fees may be required.

Prerequisite: Minimum sophomore standing. SEE Certification: Scientific Reasoning-Laboratory. Offered: As needed.

ENV 330 - Conservation Biology (3 credits)

Focuses on the conservation of species, habitats, and ecosystems. Topics covered include wildlife population biology, conservation genetics, invasive species, wildlife refuges and protected areas, economic valuation of ecosystems, and conservation policy.

Prerequisite: A grade of C or better in BIO 115 or a 200-level ENV course. Offered: As needed.

ENV 340 - Landscape Ecology ()

This course is under development.

ENV 360 - Wildlife Ecology and Management (4 credits)

Examines the theories and practices of wildlife management. Focus is on the application of these practices as part of a broader approach to wildlife conservation, including urban wildlife management. Laboratory included. Fees: Fees may be required for field trips

Prerequisite: A grade of C or better in BIO 115 or a 200-level ENV course. Offered: Fall or Spring.

ENV 362 - Independent Research Experience in Environmental Science (2credits)

Provides an opportunity to conduct independent research under the supervision of a faculty member. This

course may be repeated for credit. This course cannot be used as a substitute for the senior capstone requirement.

Prerequisite: 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. Offered: As needed.

ENV 365 - Independent Research in Environmental Science (3 credits)

Provides an opportunity to conduct independent research in environmental science under the supervision of an environmental science faculty member. This course may be repeated for credit. This course cannot be used as a substitute for the senior capstone requirement. Fees: Printing fees may be required.

Prerequisite: A grade of C or better in BIO 113 and BIO 113L and permission of the faculty member who will be supervising the research.. Offered: Fall and Spring.

ENV 375 - Environmental Ethics (3 credits)

Examines the development and application of ethical theories that explain the moral relationship between humans and the environment. Deontology, utilitarianism, teleology, virtue ethics, and other theories are discussed. A case study-based approach is used to evaluate the role of ethics in how humans approach the environment at all levels of organization from individuals to nations. Topics may include anthropocentrism, biocentrism, environmental pragmatism, deep ecology, new animism, cultural relativism, and environmental justice.

Prerequisite: A grade of C or better in BIO 115 or a 200-level ENV course. SEE Certification: Humanities. Offered: Fall or Spring, as needed.

ENV 410 - The Chesapeake Bay Ecosystem (3 credits)

Integrates a comprehensive detailed understanding of the physical, chemical, and biological characteristics of the Chesapeake bay ecosystem to address issues of current concern. A case study approach will be used to examine the cultural and scientific aspects of environmental challenges facing natural resource managers.

Prerequisite: A grade of C or better in at least one 300-level ENV course and junior standing. Offered: Fall or Spring, as needed.

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 (5 credits)

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. Restricted to environmental science majors. Fees: Printing fees may be required.

Prerequisite: A grade of C or better in a minimum of two upper-level environmental science courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ENV 455 - Senior Internship Capstone (5 credits)

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. Restricted to environmental science majors. Fees: Parking and printing fees may be required.

Prerequisite: A grade of C or better in a minimum of two upper-level environmental science courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ENV 460 - Senior Research Capstone (9 credits)

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. Restricted to environmental science majors. Fees: Parking and printing fees may be required.

Prerequisite: A grade of C or better in a minimum of two upper-level environmental science courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ENV 460H - Honors Senior Research Capstone (9 credits)

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. Restricted to environmental science majors. Fees: Parking and printing fees may be required.

Prerequisite: Cumulative and science GPA of 3.70 or higher; A grade of C or better in a minimum of two upper-level environmental science courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ENV 465 - Senior Internship Capstone (9 credits)

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. Restricted to environmental science majors. Fees: Parking and printing fees may be required.

Prerequisite: A grade of C or better in a minimum of two upper-level environmental science courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ENV 465H - Honors Senior Internship Capstone (9 credits)

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. Restricted to environmental science majors. Fees: Parking and printing fees may be required.

Prerequisite: Cumulative and science GPA of 3.70 or higher; a grade of C or better in a minimum of two upper-level environmental science courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty. SEE Certification: Writing Intensive. Offered: Fall and Spring.

FDES - Fashion Design

FDES 101 - Garment Construction Techniques (1 credit)

Introduces students to the proper use, care, and operation of industrial equipment through hands-on experience. Students learn beginning sewing and pressing techniques by developing a sample book of various industrial stitching methods. Prerequisite: None. Offered: Fall and Spring.

FDES 200 - Introduction to Textiles (3 credits)

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: A grade of "C" or better in ENG 150, ENG 151 or ENG 153. Offered: Fall and Spring.

FDES 201 - Fashion Design I (3 credits)

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 pattern making techniques and skills are acquired.

Assignments include developing foundation apparel flat patterns for menswear, women's, and children's garments.

Prerequisite: A grade of "C" or better in ENG 150, ENG 151, or ENG 153. Offered: Fall.

FDES 202 - Fashion Design II (3 credits)

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: A grade of "C" or better in ENG 150, ENG 151, or ENG 153. Offered: Spring.

FDES 203 - Garment Construction Studio (3 credits)

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: A grade of "C" or better in ENG 150, ENG 151, or ENG 153 and FDES 101 or permission of the instructor. Offered: Fall and Spring.

FDES 205 - Computer-Aided Pattern Design I (3 credits)

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: A grade of "C" or better in FDES 201 or permission of instructor. Offered: Spring.

FDES 210 - Fashion Illustration I (3 credits)

Introduces the basics of rendering fashion illustrations for men, women, and children. Students learn fashion figure proportions, develop croquis (sketches), draw technical flats, and

capture fabric qualities using various media.

Prerequisite: A grade of "C" or better in ART 113, ART 117, or permission of instructor. Offered: Fall.

FDES 274 - History of Fashion (3 credits)

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: A grade of "C" or better in ENG 150, ENG 151, or ENG 153. Offered: Fall and Spring.

FDES 280 - Fashion Design Study Abroad (3 credits)

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: A grade of "C" or better in ENG 150, ENG 151, or ENG 153 or permission of the Program Coordinator. Offered: Spring.

FDES 290 - Internship Preparation (1 credit)

Prepares students to seek and obtain internships and future employment opportunities. Students research internship opportunities, organize and write résumés, outline internship goals and objectives, and practice interviewing skills. Students will analyze their personal abilities, skills, experiences, and communication strategies in terms of professional standards and market needs.

Prerequisite: A grade of "C" or better in ENG 152. Offered: Fall and Spring.

FDES 301 - Fashion Design III (3 credits)

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: A grade of "C" or better in FDES 201 and FDES 203 or permission of the instructor. Offered: Spring.

FDES 302 - Fashion Illustration II (3 credits)

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: A grade of "C" or better in ART 113, ART 217, FDES 210, or permission of instructor. Offered: Spring.

FDES 303 - Fashion Design IV (3 credits)

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: A grade of "C" or better in FDES 202 and FDES 203 or permission of the instructor. Offered: Fall.

FDES 305 - Computer-Aided Pattern Design II (3 credits)

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: A grade of C or better in FDES 205 or permission of the instructor. Offered: Fall.

FDES 315 - Writing for Fashion (3 credits)

Builds on previous writing experience and introduces students to the process of professional writing for the fashion world. This course examines writing for different fashion contexts including magazines, advertising, marketing, and new media. Assignments include writing business communications, composing a fashion blog and developing an article for publication.

Prerequisite: A grade of C or better in MGT 210. Cross-Listed as: FMER 315. SEE Certification: Writing Intensive. Offered: Fall and Spring.

FDES 390 - Internship (3 credits)

Provides the opportunity for students to gain career-related experience in a professional environment outside of the classroom. Students identify opportunities and apply for internships independently. Student placements must be approved before the start of the internship. The internship coordinator offers faculty oversight of the academic component and guidance of the on-site internship. Students demonstrate achievement of goals with a daily journal, a self-evaluation, a site evaluation, and an on-site visit from the internship coordinator. Students must complete 120-hours in their internship. Repeatable for credit.

Prerequisite: Junior or senior status, site approval, FYS 100, FDES 290, and a grade of "C" or better in FDES 200, 201, 202, 203, 205, 210 and 274 or permission of instructor. Offered: Fall, January, Spring and Summer.

FDES 401 - Fashion Design V: Senior Studio I (3 credits)

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 storyboards that include color stories and fabric swatches to express the collection, render technical flat sketches, and construct garments in fashion fabric.

Prerequisite: A grade of "C" or better in FDES 200, FDES 201, FDES 202, FDES 203, FDES 274, FDES 301, FDES 302, FDES 303, FDES 305, or permission of the instructor. Offered: Fall.

FDES 403 - Fashion Design VI: Senior Studio II (3 credits)

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: A grade of "C" or better in FDES 401 or permission of the instructor. Offered: Spring.

FDES 404 - Fashion Design VII: Product Development (3 credits)

Focuses on the basics of the product development process for a global economy, from design concept to bringing a final commercial product to market within a specific timeline. Students will learn to establish product standards for garment construction, such as sizes, costs, fabrics, materials, and trims. Students create technical specification documents (tech packs) and track reports that will enable them to be effective communicators within an organization's internal and external teams.

Prerequisite: A grade of "C" or better in ART 106, ART 113, ART 117, FDES 274, FDES 301, FDES 302, FDES 303, FDES 305, VCD 125. Corequisite: FDES 403 and PHOTO 242. Offered: Spring.

FIN - Finance

FIN 300 - Principles of Finance (3 credits)

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

Prerequisite: A grade of C or better in ACC 141, MATH 136, and EC 202. Corequisite: EC 201.. Corequisite: EC 201. Offered: Fall and Spring.

FIN 303 - Foundations of Finance (3 credits)

Studies the financial tools and techniques used in the modern business enterprise. Topics include financial analysis and planning, capital budgeting, cash and working capital management, profitability analysis, and long-term financing. This course is intended for accounting majors. Students who take FIN 300 are not eligible to take FIN 402.

Prerequisite: Prerequisites: A grade of C or better in ACC 202, MATH 136,

and EC 202.. Corequisite: EC 201. Offered: Fall.

FIN 321 - Money & Banking (3 credits)

Examines the role and functions of a central bank in achieving the macroeconomic goals of price stability, full employment, financial market stability, and exchange rate stability. Topics include the role of money in the economy, the role of financial intermediaries and markets in the economy, 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: A grade of C or better in EC 201 and EC 202. Offered: Fall or Spring.

FIN 416 - International Finance (3 credits)

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: A grade of C or better in FIN 300 or FIN 303. Offered: Spring, as needed.

FIN 417 - Finance Internship (3 credits)

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: A grade of C or better in FIN 300 or FIN 303 and permission of department chair. Offered: Fall and Spring.

FIN 420 - Investment Theory and Practice (3 credits)

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: A grade of C or better in FIN 300 or FIN 303. Offered: Fall or Spring, as needed.

FIN 435 - Applied Corporate Finance (3 credits)

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: A grade of C or better in FIN 300 or FIN 303. Offered: Fall or Spring, as needed.

FIN 450 - Business Valuation and Security Analysis (3 credits)

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: A grade of C or better in FIN 300 or FIN 303. Offered: Fall or Spring, as needed.

FMER - Fashion Merchandising

FMER 210 - Fashion and Culture (3 credits)

Examines the role of dress, the body, and fashion in culture, both historically and in contemporary society. This course focuses on the meanings that individuals assign to dress and the theories that relate to social and cognitive reasons for using dress as a means of communication. Specific focus will be given to gender, age, status, ethnicity, role, and influences in society today.

Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153. SEE Certification: Social Science. Offered: Fall and Spring.

FMER 223 - The Business of Fashion (3 credits)

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: A grade of C or better in MKT 206. Offered: Fall or Spring.

FMER 315 - Writing for Fashion (3 credits)

Builds on previous writing experience and introduces students to the process of professional writing for the

fashion world. This course examines writing for different fashion contexts including magazines, advertising, marketing, and new media. Assignments include business communications, composing a fashion blog, and developing an article for publication.

Prerequisite: A grade of C or better in MGT 210. Cross-Listed as: FDES 315. SEE Certification: Writing Intensive. Offered: Fall and Spring.

FMER 320 - Fashion Retailing (3 credits)

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: A grade of C or better in FMER 223. Offered: Fall.

FMER 323 - Fashion Product Merchandising (3 credits)

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: A grade of C or better in FMER 223. Offered: Fall or Spring.

FMER 340 - Merchandise Sourcing and Logistics (3 credits)

Examines principles of merchandising including trend forecasting, product development sourcing, and logistics of fashion and apparel products. Students will use industry-relevant resources to develop products and merchandise plans based on research and trend forecasts. Students will also explore the role of logistics and allocation in retail and wholesale organizations to conceptualize customer conversion, selling innovations, and global partnerships.

Prerequisite: A grade of C or better in FMER 320 and FMER 323.. Offered: Fall.

FMER 360 - Visual Merchandising (3 credits)

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: A grade of C or better in FMER 223. Offered: Fall or Spring.

FMER 417 - Senior Business Internship (3 credits)

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: A grade of C or better in FMER 223, FMER 320, and FMER 323, junior status, and minimum 2.50 cumulative GPA in the major. Offered: Fall and Spring.

FMER 430 - Current Topics in Fashion Merchandising (3 credits)

Examines current issues and themes relevant to business aspects of fashion and the international apparel industry. As a capstone experience, this course builds upon principles obtained through those prior courses. Students will consider the global nature of the fashion industry, business social responsibility, emerging technologies, existing and new merchandising career opportunities, and changes in requirements for work in fashion and retail careers. The course will include collaboration with industry professionals and the development of a professional action plan based on the application and synthesis of research conducted during the semester.

Prerequisite: A grade of C or better in FMER 340 and FMER 360.. Offered: Fall or Spring.

FMI - Film and Moving Image**FMI 101 - Cinema I: Storytelling (3 credits)**

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

Prerequisite: None. SEE Certification: Fine Arts. Offered: Fall and Spring.

FMI 102 - Cinema II: Continuity (3 credits)

Develops skills in shooting video outside the controlled studio environment. Participants design, shoot, edit (using non-linear editing), and evaluate various productions.

Prerequisite: A grade of C or better in FMI 101. Offered: Spring.

FMI 201 - Cinematography I: Black & White (3 credits)

Analyzes the basics of black and white 16mm film and digital production. Students explore composition, contrast and lighting, and how the black and white image is unique in its aesthetic requirements, how it differs from the color image, and why it is important to understand that difference.

Prerequisite: A grade of C or better in FMI 102. Offered: Fall.

FMI 202 - Cinematography II: Color (3 credits)

Emphasizes the creative aspects of color cinematography (16mm and digital) and how it differs from black & white. Students further develop their shooting skills, learning how camera movement and lighting complement each other, and how color cinematography affects production design. Participants work individually and in teams to create multiple short dramatic pieces from screenplays or treatments selected from student submissions.

Prerequisite: A grade of C or better in FMI 201. Offered: Spring.

FMI 204 - Broadcast Production (3 credits)

Introduces the techniques and technologies of a three-camera television studio and live switching. Students explore how to work with a green screen and virtual broadcast environments, as well as how to design and record multiple group and

individual broadcast projects of their own.

Prerequisite: A grade of C or better in FMI 201 and FMI 221. Offered: Spring.

FMI 211 - Basic Screenwriting (3 credits)

Develops skill writing basic narrative screenplays for film production. Students examine the process of dramatic writing, generate and select story ideas, structure action and conflict, build characters, develop themes, and create dialog. Students also learn to identify and apply official industry screenplay formats, and write a variety of short movie scripts of their own.

Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: Writing Intensive and Fine Arts. Offered: Fall and Spring.

FMI 221 - Art and Craft of Editing I (3 credits)

Builds on skills learned in FMI 102. Students further develop their editing techniques beyond continuity. They pay special attention to the aesthetics of when and why to make a cut, as well as pacing and experimental techniques.

Prerequisite: A grade of C or better in FMI 102. Offered: Fall.

FMI 222 - Art and Craft of Editing II (3 credits)

Explores further both editing and post-production, building on skills learned in FMI 221. Students work with both student-generated and industry-standard footage, working in the Avid Media Composer digital editing system, and analyze and apply advanced editing techniques.

Prerequisite: A grade of C or better in FMI 221. Offered: Fall and Spring.

FMI 231 - Film and Moving Image History (3 credits)

Examines the artistic development of film, television, and other moving image works, from the nineteenth century to the present, by exploring genres, aesthetics, methods of analysis, and current trends. Students study the contributions of major artists and their works, both American and foreign.

Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153. SEE Certification: Fine Arts and Humanities. Offered: Fall and Spring.

FMI 290 - Internship Preparation (1 credit)

Prepares students to seek and obtain internships and future employment opportunities. Students research internship opportunities, organize and write résumés, outline internship goals and objectives, and practice interviewing skills. Students will analyze their personal abilities, skills, experiences, and communication strategies in terms of professional standards and market needs.

Prerequisite: A grade of C or better in ENG 152. Offered: Fall and Spring.

FMI 301 - Documentary/Promo Production (3 credits)

Builds on the principles learned in FMI 201 and FMI 204. Students produce documentary and narrative non-fiction films for themselves and for outside corporate or nonprofit clients. Students examine the aesthetics of documentary and narrative works, advancing their capabilities in both techniques. Students further develop skills in the craft of visual storytelling, working individually and as members of a film crew.

Prerequisite: A grade of "C" or better in FMI 221. Offered: Fall and Spring.

FMI 302 - Narrative Production (3 credits)

Builds on the principles learned in FMI 301. Students produce individual and group narrative (fiction) projects, with special emphasis on how fiction filmmaking differs from documentary. Students work individually and in crews and further develop the craft of visual storytelling.

Prerequisite: A grade of "C" or better in FMI 301. Offered: Spring.

FMI 303 - Lighting for the Camera (3 credits)

Develops skills in using light and lighting equipment in a variety of production situations, including on location and in a controlled studio environment. Students examine the differences in lighting between still photography and moving images, between direct and indirect lighting, and between natural and studio lighting. Students manipulate the color, temperature, and contrast of lighting to provide effective illumination and to create a desired mood.

Prerequisite: A grade of C or better in FMI 221. Offered: Fall.

FMI 304 - Directing the Actor (3 credits)

Focuses on developing the necessary skills to direct actors to achieve a desired performance. Students practice analyzing and interpreting scripts to understand the dramatic needs of the characters portrayed by the actors. Students learn how to block (plan) the physical action of a scene and establish the rhythm of a performance, as well as oversee the design elements (set, lighting, sound, costumes) of a production.

Prerequisite: A grade of C or better in FMI 301. Offered: Spring.

FMI 305 - Production Design (3 credits)

Examines how a production designer affects the viewer experience by helping determine what is in front of the camera and helping create a more precise and powerful story through visual detail. Students engage in production design planning, considering activities that occur from pre-production to editing. Working individually and in groups, using assigned scripts and scripts of their own choosing, students propose unique solutions to production design problems.

Prerequisite: A grade of "C" or better in FMI 202. Offered: Fall.

FMI 306 - Experimental Cinema (3 credits)

Provides an opportunity for students to explore avant-garde and visionary approaches to filmmaking. Building on skills learned in FMI 202 and FMI 303, students further develop their own personal aesthetic as they defy filmmaking conventions and establish innovations of their own. Experimental moving images from 1895 to the present are introduced and examined as inspiration for new creative works.

Prerequisite: A grade of "C" or better in FMI 303. Offered: Spring.

FMI 311 - Advanced Screenwriting (3 credits)

Builds upon screenwriting strategies and techniques learned in FMI 211. Students learn the requirements for creating competent, complete, and professional scripts for television, motion pictures, and other distribution channels in a variety of formats, including narrative (fiction), documentary, commercial and/or industrial. Students also practice script research techniques and treatment (script summary) writing.

Prerequisite: A grade of "C" or better FMI 211. SEE Certification: Writing Intensive. Offered: Fall.

FMI 313 - Script Analysis (3 credits)

Analyzes the structure and format of feature-length screenplays. Students compare and contrast scripts with the films that were produced from them. Students deconstruct scripts, write script coverage summaries, and evaluate writing strategies and aesthetic choices employed by professional scriptwriters. Students study screenplays and treatments from the earliest days of filmmaking to the present.

Prerequisite: A grade of "C" or better in FMI 211. Offered: Spring.

FMI 331 - Major Directors/Movements (3 credits)

Engages in a focused analysis of the work of one particular film director or one major film movement, or the work derived from an emerging trend in film media. Students research the topic in depth, building on knowledge from previous courses, particularly that gained in FMI 231. Students write critical analyses and apply concepts learned in the course to their own film and moving image projects. Repeatable for credit.

Prerequisite: FMI 231. Offered: Fall and Spring.

FMI 334 - Film Aesthetics (3 credits)

Evaluates the component parts of a film, including cinematography, design, writing, and directing, and how these elements combine to create an overall dramatic effect through mise-en-scène (blocking, rhythm, and camera plan). Students analyze how filmmakers emphasize and combine elements to effectively convey a desired intent. Students refine their personal cinematic aesthetic by critically analyzing the work of major directors and/or creating new work of their own.

Prerequisite: A grade of "C" or better in FMI 303 or FMI 313. Offered: Spring.

FMI 352 - Grant Writing (3 credits)

Provides students with a strong understanding of how to prepare a fundable grant proposal by focusing on established principles of grant proposal writing, with special emphasis on finding the right grant opportunity for the right project. Students work individually and in groups to learn the best strategies for

both independent writing and collaboration with other filmmakers.

Prerequisite: A grade of "C" or better in FMI 355 or FMI 311. SEE Certification: Writing Intensive. Offered: Spring.

FMI 353 - Budgeting & Scheduling Films (3 credits)

Investigates the procedural aspects of filmmaking and recognizes their impact on the creative process. Students examine official industry-standard methods of producing schedules and creating budgets for both short- and feature-length film projects. Students also identify and consider the significant role of the Assistant Director.

Prerequisite: A grade of "C" or better in FMI 211. Offered: Fall.

FMI 354 - Production Management (3 credits)

Examines the role of the Producer and Production Manager on film and moving image projects and how the organizational and creative sides of the filmmaking process intersect. Students explore the intricacies of set organization and budget implementation and collaborate with other students on various projects.

Prerequisite: FMI 353. Offered: Spring.

FMI 355 - The Business of Filmmaking (3 credits)

Provides entrepreneurial, arts management strategies for a self-empowered life in film and/or television, introduces collective bargaining and contracts, and addresses the business side of production and distribution. Students consider their own core artistic values and goals and how these are impacted by industry demands. Students write mission statements as well as film and moving image proposals.

Prerequisite: FMI 211. Offered: Fall.

FMI 390 - Internship (3 credits)

Provides the opportunity for students to gain career-related experience in a professional environment outside of the classroom. Students identify opportunities and apply for internships independently. Student placements must be approved before the start of the internship. The internship coordinator offers faculty oversight of the academic component and guidance of the on-site internship. Students demonstrate achievement of goals with a regular journal, a self-evaluation, a site evaluation, and an on-site visit from the internship

coordinator. Students must complete 120-hours in their internship.

Prerequisite: FMI 290. Offered: Fall, January, Spring and Summer.

FMI 401 - Senior Project: Pre-Production (3 credits)

Engages students in conceiving, scripting, and planning their senior capstone projects. Students develop and revise narrative scripts or documentary treatments through professor and peer evaluation or work alongside writers and directors as creative advisors, based on their respective tracks within the major. Students plan and prepare all aspects of pre-production for comprehensive film projects, including preparing realistic budgets and schedules, shooting and editing test footage, casting, location scouting, and fundraising, as needed. Plans developed in FMI 401 will be realized in FMI 402, Senior Project: Production.

Prerequisite: FMI 302. Offered: Fall.

FMI 402 - Senior Project: Production (3 credits)

Engages students in shooting and editing their senior capstone projects. Building on the work completed in FMI 401, students produce the films conceived and planned in that course. Working in the format of their choice, and following their previously developed scripts, budgets, and schedules, students deliver progressive versions of their films for peer and professor feedback at intervals throughout the semester. Students who meet minimum grade requirements are invited to screen their work in a culminating senior showcase.

Prerequisite: FMI 401. Offered: Spring.

FMI 411 - Feature Film Writing (3 credits)

Advances screenwriting strategies and techniques beyond the confines of the short film, building on lessons learned in FMI 311 and FMI 313. Students analyze professional feature-length screenplays and then write a feature-length screenplay of their own, following industry-standard structures and formats.

Prerequisite: FMI 311, FMI 313. Offered: Fall.

FMI 441 - Sound Design (3 credits)

Investigates advanced sound-recording and sound-design techniques, building on production and editing skills learned in FMI 302 and MOGR 331. Students create

professional-quality soundscapes for a variety of moving-image projects considering the theoretical frameworks and historical contexts of audio production.

Prerequisite: FMI 302, MOGR 331. Offered: Fall.

FMI 451 - Film Distribution and Intellectual Property (3 credits)

Immerses students in the operational aspects of contemporary film distribution across a wide variety of media and provides students with a firm grounding in the legal issues surrounding copyright, fair use, and contract law. Using crowdsourcing and social media, as well as more traditional techniques, students develop a plan to promote themselves and their work. Students study intellectual property law and how it has changed over time, and apply current legal principles and guidelines to their own work.

Prerequisite: FMI 352. Offered: Spring.

FR - French

FR 101 - Elementary French I (4 credits)

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: Not open to native speakers or students with two or more years of high school French. Offered: Fall.

FR 102 - Elementary French II (4 credits)

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: Placement, two successful years of high school French, or a grade of C or better in FR 101. Offered: Spring.

FR 115 - French Conversation and Culture (1 credit)

Offers French language students the opportunity to enrich their classroom experience through interpersonal communication in French and to advance in their oral fluency, listening comprehension, and understanding of

the geography and cultures of the Francophone world. Students meet one hour per week to converse informally and entirely in French and to discuss independent projects and journals, current events and media, film, music, art, literature, and more, with attendees from the college community. The course involves three off-campus excursions to various venues of French and Francophone culture: regional museums, restaurants, parks, etc., and La Maison Francaise in Washington, DC, which features an exciting variety of events each month. This course is graded on a Pass/Fail basis. Repeatable for credit.

Prerequisite: Current or previous enrollment in FR 101 or FR 102 or permission of the instructor..

Corequisite: Current or previous enrollment in FR 101 or FR 102 or permission of the instructor.. Offered: Fall and Spring.

FR 201 - Intermediate French I (3 credits)

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: 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. SEE Certification: Humanities. Offered: Fall.

FR 202 - Intermediate French II (3 credits)

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: A grade of C or better in FR 201. SEE Certification: Humanities. Offered: Spring.

FR 215 - French Conversation and Culture (1 credit)

Offers French language students the opportunity to enrich their classroom experience through interpersonal communication in French and to advance in their oral fluency, listening

comprehension, and understanding of the geography and cultures of the Francophone World. Students meet one hour per week to converse informally and entirely in French and to discuss independent projects and journals, current events and media, film, music, art, literature, and more, with attendees from the college community. The course involves three off-campus excursions to various venues of French and Francophone culture: regional museums, restaurants, parks, etc., and La Maison Française in Washington, DC, which features an exciting variety of events each month. Additionally, students enrolled in FR 215 may help those students enrolled in FR 115 in collaborative learning projects. This course is graded on a Pass/Fail basis. Repeatable for credit.

Prerequisite: Current or previous enrollment in FR 101 or FR 102 or permission of the instructor..
Corequisite: Current or previous enrollment in FR 101 or FR 102 or permission of the instructor.. Offered: Fall and Spring.

FSCI - Forensic Sciences

FSCI 100 - Introduction to Forensic Sciences (3 credits)

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

Prerequisite: Placement into MATH 135 or higher. SEE Certification: Scientific Reasoning. Offered: Fall and Spring.

FSCI 101 - Survey of Forensic Sciences (3 credits)

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 sciences. Restricted to science majors.

Prerequisite: None. Offered: Spring.

FSCI 400 - Senior Forensic Sciences Seminar (3 credits)

Provides an interdisciplinary, comprehensive, and in-depth exploration of the nature and practice of forensic sciences. This course emphasizes the honing of speaking and writing skills in the context of the internship experience. 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 biochemistry, biology and chemistry majors. Fees: Printing fees may be required.

Prerequisite: Must be a senior in the BS (biochemistry, biology or chemistry)/MFS (forensic sciences) program, FSCI 655 must be taken as a pre- or co-requisite.. SEE Certification: Writing Intensive. Offered: Fall and Spring.

FSCI 655 - Practicum Rotations (3 credits)

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

Prerequisite: None.

FYS - First Year Seminar

FYS 100 - First Year Seminar (1 credit)

Assists first-year students to identify and use specific strategies for academic, personal, and social success in college. The First-Year Seminar also serves as a tool to introduce students to the Career Architecture process that will guide them through their time at Stevenson University. Additional topics discussed in first-year seminar include, but are not limited to, University regulations and procedures, clarifying values and decision-making processes, and exploring the principles of career development.

GEO - Geography

GEO 111 - World Regional Geography (3 credits)

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: ENG 151 or ENG 153 or equivalent (may be taken concurrently). Offered: Fall and Spring.

GEO 112 - Human Geography (3 credits)

Studies the institutions and spatial variations of human society. This course emphasizes understanding human culture in a geographic context.

Prerequisite: ENG 151, ENG 153, or equivalent (may be taken concurrently). SEE Certification: Social Science. Offered: Fall and Spring.

HIST - History

HIST 100 - History Forum (1 credit)

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: None. Offered: Fall and Spring.

HIST 105 - World History I (3 credits)

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: A grade of C or better in ENG 151 or ENG 153 or equivalent (may be taken concurrently). SEE Certification: Humanities. Offered: Fall and Spring.

HIST 106 - World History II (3 credits)

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: A grade of C or better in ENG 151 or ENG 153 or equivalent (may be taken concurrently). SEE Certification: Humanities. Offered: Fall and Spring.

HIST 109 - The United States: Colonial America to 1877 (3 credits)

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: A grade of C or better in ENG 151 or ENG 153 or equivalent (may be taken concurrently). SEE Certification: Humanities. Offered: Fall and Spring.

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

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

Prerequisite: A grade of C or better in ENG 151 or ENG 153 or equivalent (may be taken concurrently). SEE Certification: Humanities. Offered: Fall and Spring.

HIST 208 - Introduction to Public History (3 credits)

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: A grade of C or better in HIST 109 and ENG 152 or equivalent (HIST 109 may be taken concurrently). Offered: Fall.

HIST 209 - Research and Writing in History (3 credits)

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: A grade of C or better in HIST 109 and ENG 152 or equivalent (HIST 109 may be taken concurrently). SEE Certification: WI. Offered: Spring.

HIST 210 - African American History (3 credits)

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: A grade of C or better in ENG 152 or equivalent. SEE Certification: Humanities. Offered: Fall (offered as needed).

HIST 211 - Topics in History (3 credits)

Examines specialized topics in History, usually centered on a particular theme, person, event, or era. The particular topic will vary with each offering and will be dependent upon faculty and student interest. This course may be repeated for credit.

Prerequisite: A grade of C or better in a 100- or 200-level history class and ENG 152 or equivalent. SEE Certification: Humanities. Offered: Fall, January and Spring.

HIST 220 - American History and Community Service (3 credits)

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

Prerequisite: A grade of C or better in ENG 152 or equivalent. Corequisite: focusing on one aspect of national identity and perception. SEE Certification: Humanities. Offered: Spring.

HIST 230 - American Women's History (3 credits)

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: A grade of C or better in ENG 152 or equivalent. SEE Certification: Humanities. Offered: Spring (offered as needed).

HIST 238 - History of Baltimore (3 credits)

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

HIST 265 - History of the Family (3 credits)

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: ENG 152 or equivalent (may be taken concurrently) or permission of the Chair.. SEE Certification: Humanities. Offered: Fall or Spring.

HIST 270 - Revolutionary America (3 credits)

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: A grade of C or better in a 100- or 200-level American history class and ENG 152 or equivalent. SEE Certification: Humanities. Offered: Fall or Spring.

HIST 275 - The Western Intellectual Tradition (3 credits)

Focuses on the role of ideas in the history of Western civilization and traces the Western intellectual tradition from the Classical through the Medieval to the Modern eras. 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: ENG 152 or equivalent (may be taken concurrently) or permission of the Chair.. Offered: Fall (offered as needed).

HIST 311 - Topics in General History (3 credits)

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: A grade of C or better in a 100- or 200-level history class and ENG 152 or equivalent. SEE Certification: Humanities. Offered: Fall and Spring.

HIST 312 - Topics in Public History (3 credits)

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: A grade of C or better in a 100- or 200-level history class and ENG 152 or equivalent. Offered: Fall and Spring.

HIST 325 - Fieldwork in Archival Operations (3 credits)

Repeatable for credit.

Prerequisite: A grade of "C" or better in a 100- or 200-level history class and ENG 152 or equivalent and permission of the instructor. Offered: January.

HIST 330 - Riches, Radicals, and Reformers: 1877-1920 (3 credits)

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: A grade of C or better in a 100- or 200-level American history class and ENG 152 or equivalent. SEE Certification: Humanities. Offered: Fall and Spring.

HIST 331 - American Material Culture (3 credits)

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

HIST 336 - The American Civil War (3 credits)

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: A grade of C or better in a 100- or 200-level American history class and ENG 152 or equivalent. SEE Certification: Humanities. Offered: Fall (offered as needed).

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

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

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

HIST 339 - The United States Since 1970 (3 credits)

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: A grade of C or better in a 100- or 200-level American history class and ENG 152 or equivalent. Offered: Fall (offered as needed).

HIST 350 - Independent Study (2-3 credits)

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: A grade of C or better in 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, the Executive Vice President for Academic Affairs and Provost and Dean required.. Offered: Fall and Spring.

HIST 410 - The Great Historians (3 credits)

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: A grade of C or better in a 100- or 200-level history class and ENG 152 or equivalent. Offered: Fall or Spring.

HIST 411 - Senior Seminar (3 credits)

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: Senior public history major status; A grade of C or better in a 100- or 200-level history class and ENG 152 or equivalent, or permission of the instructor. SEE Certification: Writing Intensive. Offered: Fall or Spring.

HIST 450 - Public History Internship (3, 6, or 9 credits)

based on the number of hours associated with the internship. Interns earn roughly 3 credits for every 120 hours worked during the internship.

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: 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. Offered: Fall and Spring.

HSR - Human Services

HSR 101 - Family Studies (3 credits)

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

Prerequisite: ENG 151 or ENG 153 (may be taken concurrently). SEE Certification: Social Science. Offered: Fall and Spring.

HSR 201 - Introduction to Human Services (3 credits)

Provides an overview of the goals, functions and organization of human services for individuals and groups. Students also examine the major theoretical approaches for helping people in need and the various functions of professionals in human services.

Prerequisite: A grade of C or better in ENG 151 or ENG 153. SEE Certification: Social Science. Offered: Fall and Spring.

HSR 210 - Professional Writing in Human Services (3 credits)

Emphasizes the development of reading, writing, and critical thinking skills in human services. Students develop the skills necessary to review and interpret literature in the field of human services and write clearly, accurately, and concisely about their analyses. The course covers plagiarism, citing sources appropriately using APA style, writing case notes, and professional communication strategies.

Prerequisite: A grade of C or better in ENG 152. SEE Certification: Writing Intensive. Offered: Fall and Spring.

HSR 220 - Diversity and Cultural Competence in Human Services (3 credits)

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: A grade of C or better in HSR 101. Offered: Spring.

HSR 224 - Introduction to Research Methods (3 credits)

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: Sophomore status and one of the following: HSR 101, PSY 101, PSY 101H, or SOC 101, or permission of the program coordinator.. Offered: Fall and Spring.

HSR 230 - Personal and Family Budgeting and Investing (3 credits)

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: None. Offered: Spring.

HSR 235 - Aging (3 credits)

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: A grade of C or better in HSR 101. Offered: Spring (offered as needed).

HSR 250 - Topics in Human Services (3 credits)

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: A grade of C or better in HSR 101 or HSR 201, depending upon the topic. Offered: Fall, January and Spring.

HSR 270 - Addictions (3 credits)

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: A grade of C or better in HSR 201 or NURS 337. Offered: Fall and Spring.

HSR 275 - Services for Children and Youth (3 credits)

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: A grade of C or better in HSR 101. Offered: Fall.

HSR 315/515 - Group Process and Practice (3 credits)

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: A grade of C or better in HSR 201. Offered: Spring.

HSR 340/540 - Administration of Human Services (3 credits)

Focuses on the skills required for the development, delivery, and administration of human services programs. This course emphasizes the organizational and work-related issues in human services, including program planning, development, and evaluation; personnel administration; fundraising and budgeting; and administrative procedures. Students will focus on professional writing throughout this course, including writing a strategic plan and program proposal. 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: A grade of C or better in HSR 201. SEE Certification: Writing Intensive. Offered: Spring.

HSR 360 - Counseling Strategies for Individuals (3 credits)

Investigates models and methods for helping individuals in need. Students develop skills through the practice of intervention techniques. These skills include those needed to help clients identify and explore problem situations, set goals, and develop action plans to accomplish those goals as well as develop case management skills and self-awareness.

Prerequisite: A grade of C or better in HSR 201. Offered: Fall.

HSR 370 - Ethics in Counseling (3)

Examines ethical practice and decision-making in the counseling field. The course focuses on personal and professional awareness of values, self-disclosure, boundaries and dual relationships, confidentiality, counselor and client rights and responsibilities, professional relationships, and credentialing/regulating agencies. This course also provides a specific focus on ethical issues relevant to the addiction treatment field, including the impact of confidentiality regulations, working with mandated client populations, self-help fellowship participation, and counselors who are also in recovery.

Prerequisite: A grade of C or better in HSR 315/515, HSR 360 or PSY 230, may be taken concurrently. Offered: Fall and Spring.

HSR 371 - Assessment and Treatment of Addictions (3 credits)

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: A grade of C or better in HSR 270. Corequisite: HSR 370. Offered: Fall.

HSR 380 - Internship in Human Services (3 credits)

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: A grade of C or better in HSR 220, HSR 315/HSR 515, HSR 360, and permission of the instructor. Offered: Spring.

HSR 430 - Family Dynamics and Interventions (3 credits)

Focuses on the dynamics of family relationships. Students analyze and evaluate family counseling interventions.

Prerequisite: A grade of C or better in HSR 101 and either HSR 315/HSR 515 or HSR 360. Offered: Fall and Spring.

HSR 440 - Practicum in Human Services (9 or 12 credits)

Provides a supervised, practical experience in a community-based agency, where students function as much as possible like entry-level staff.

Prerequisite: A grade of C or better in HSR 340/HSR 540, HSR 380, HSR 430, and permission of the instructor. Corequisite: HSR 441. Offered: Fall and Spring.

HSR 441 - Seminar in Human Services (3 credits)

Provides an opportunity for students to discuss and learn more about issues related to the practicum and to the field of human services. Similar in organization to a professional development meeting, the seminar is designed to help facilitate the transition from undergraduate school to work and/or graduate school.

Prerequisite: A grade of C or better in HSR 340/HSR 540, HSR 380, HSR 430, and permission of the instructor.

Corequisite: HSR 440. Offered: Fall and Spring.

IAD - Interactive Design**IAD 380 - Advanced Interactive Studio (3 credits)**

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: A grade of C or better in VCD 308. Offered: Spring.

IAD 381 - Mobile and Responsive Design (3 credits)

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: A grade of C or better in VCD 308. Offered: Spring.

IAD 480 - Interactive Design Special Topics (3 credits)

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: A grade of C or better in IAD 380. Offered: Fall.

INBUS - International Business

INBUS 201 - Survey of International Business (3 credits)

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: A grade of C or better in MGT 204. Offered: Fall and Spring.

INBUS 315 - International Business Management (3 credits)

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

Prerequisite: A grade of C or better in MGT 204 and MKT 206. Cross-Listed as: MGT 315. Offered: Fall and Spring.

INBUS 325 - International Marketing (3 credits)

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: A grade of C or better in MKT 206. Cross-Listed as: MKT 325. Offered: Fall and Spring.

INBUS 416 - International Finance (3 credits)

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: A grade of C or better in FIN 300 or FIN 303. Cross-Listed as: FIN 416. Offered: Fall or Spring, as needed.

INBUS 420 - International Operations Management (3 credits)

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: A grade of C or better in INBUS 315/MGT 315, FIN 300 or FIN 303. Cross-Listed as: MGT 420. Offered: Fall or Spring, as needed.

INBUS 430 - International Economics (3 credits)

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: A grade of C or better in EC 201 and EC 202. Cross-Listed as: EC 430. Offered: Fall or Spring, as needed.

INBUS 470 - International Business Law (3 credits)

Examines various aspects of international business law, including multinational enterprises, trade in goods, services and labor, money and

banking, foreign investment, sales, intellectual property, transportation, financing, taxation, environmental protection, and dispute resolution.

Prerequisite: A grade of C or better in LAW 130 and LAW 210 (for Legal Studies majors) or LAW 208 or LAW 308 (for business and accounting majors) and senior status. Cross-Listed as: LAW 470. Offered: Fall.

INDSC - Interdisciplinary Studies

INDSC 260 - Introduction to Interdisciplinary Studies (3 credits)

Introduces concepts and principles of interdisciplinarity. Students develop skills in interdisciplinary research and problem solving, oral and written communication, and integrating diverse perspectives.

Prerequisite: Grade of C or better in ENG 152 and declared Interdisciplinary Studies major. SEE Certification: Writing Intensive. Offered: Fall or Spring, as needed.

INDSC 320 - Internship (3 credits)

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: Junior status and other prerequisites may apply. For information, students should contact their department chair or program coordinator.. Offered: Fall and Spring.

INDSC 350 - Topics in Interdisciplinary Studies (3 credits)

Examines selected issues or themes that can be approached from at least two academic disciplines. Rotating topics may be developed within the following categories: social phenomena and events, ideas and applications, or area studies.

Prerequisite: Third-year status or permission of the program coordinator

of interdisciplinary studies. Offered: Fall and Spring.

INDSC 360 - Interdisciplinary Research and Writing (3 credits)

Provides an opportunity for students to examine a topic of personal interest through independent interdisciplinary research. Continues practice in problem solving, oral and written communication, and integration of diverse perspectives, the skills featured in INDSC 260.

Prerequisite: Grade of C or better in INDSC 260 and declared Interdisciplinary Studies major. SEE Certification: Writing Intensive. Offered: Fall and Spring.

INDSC 450 - Senior Project: Seminar in Interdisciplinary Studies (3 credits)

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

Prerequisite: Senior status and permission of the Interdisciplinary Studies program coordinator.. Offered: Fall and Spring.

IS - Information Systems

IS 135 - MS Office Applications (3 credits)

Provides students the opportunity to design professional quality business and technical documentation using basic and advanced features of MS Excel including integration with MS Word and MS PowerPoint. Emphasis will be placed on those functions commonly used in the workplace.

Prerequisite: None. Offered: Fall and Spring.

IS 140 - Information Systems Architecture and Design (3 credits)

Examines the component technologies of information system architectures. The course will cover the design principles behind computer hardware and peripheral devices, network components, and network operating systems. Students will explore topics in computer hardware design from handheld devices to large-scale super computers.

Prerequisite: None. Offered: Fall and Spring.

IS 150 - Relational Database Design & SQL with MS Access (3 credits)

Explores relational database architecture and provides hands-on instruction in SQL using Microsoft Access. Students will evaluate the business requirement and design an effective relational database solution. Students will perform common workplace SQL tasks such as creating databases, tables and reports; inserting, updating, and selecting rows; designing queries, views, and data entry forms; and importing and exporting of data.

Prerequisite: A grade of C or better in IS 135. Offered: Fall and Spring.

IS 170 - Systems Development with UML (3 credits)

Addresses the processes and methodologies of systems development to include project management; systems analysis; and modeling of systems, data, processes, and applications. Object Oriented Analysis and Design Methodologies using Unified Modeling Language (UML) are explored.

Prerequisite: None. Offered: Fall and Spring.

IS 201 - Management Information Systems (3 credits)

Introduces effective and efficient use of information technology (IT) to support the mission of the organization which is critical. Strategic use of IT and the ability to manage information systems enables organizations to reduce or remove distance barriers, reduce time for processing and decision making, and support effective and efficient use of scarce resources. In this course students will learn skills and techniques used to implement and operate marketplace IT tools to support organizational objectives and strategies. This course is a broad survey of IT-related topics and introduces students to business information systems, IT infrastructure and emerging technologies, security, telecommunications, the Internet and the Web, decisions making systems, and ethical and social issues in IT.

Prerequisite: A grade of C or better in IS 135. Offered: Fall and Spring.

IS 231 - Network Technologies (3 credits)

Prepares the student to perform key network configuration and troubleshooting skills used by IT professionals. Students will learn the

functional concepts of leading network architectures. Students examine in detail the TCP and IP family of communication protocols, structured cabling systems, fiber optic and wireless systems.

Prerequisite: A grade of C or better in IS 140. Offered: Fall and Spring.

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

Prepares the student in the planning, installation, configuration, and management of a TCP- and IP-based network. Students will learn to monitor, optimize, diagnose, and resolve problems on 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: A grade of C or better in IS 231. Offered: Spring.

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

Examines the management tools essential for creating, designing, and maintaining a Windows Server Active Directory. Students will learn planning, installation, configuration, and administration of Windows Active Directory. Students will create from the ground up a network infrastructure using Windows 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: A grade of C or better in IS 231. Offered: Fall and Spring.

IS 240 - Programming Concepts (3 credits)

Introduces programming constructs common to most languages, laying a solid foundation on which more advanced topics will build. The course will introduce a modern integrated development environment. Key topics will include object oriented programming design concepts, GUI design guidelines, data structures, and database connectivity. Students will design a series of small business applications linked to a database.

Prerequisite: A grade of C or better in IS 150 (may be taken concurrently). Offered: Fall and Spring.

IS 241 - C# Object Oriented Programming (3 credits)

Applies principles of object-oriented programming using C#. Key topics include the .NET Integrated Development Environment, control structures, methods, properties, classes, inheritance, polymorphism, data abstraction, arrays, data structures, collections, ADO.NET, GUI forms, controls, events, multimedia, graphics, and web services. Students will build a series of database connected business applications.

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

IS 252 - Advanced SQL Query Design with Oracle & SQL Server (3 credits)

Develops proficiency in effective database and query design. Students will learn the underlying concepts of complex SQL Queries, the key to writing serviceable code, the normalization of data to minimize duplication and errors, the design of stored procedures and triggers to improve system performance, optimization techniques using cursors and join statements, transaction control, techniques for securing data, and tools for testing data integrity. Students will design a multi-table, normalized, relational business database and advanced SQL queries.

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

IS 260 - Presentation Theory and Application (3 credits)

Covers the design of effective and dynamic audio and visual presentations, examining both theoretical and practical aspects of audio and visual presentations. Students will focus on presentations for business and technical reports using multimedia presentation software as the primary tool. Students will have several opportunities to hone and demonstrate their presentation skills through a series of practical assignments. A capstone presentation will also be required.

Prerequisite: None. Offered: Fall and Spring.

IS 280 - Data Management (3 credits)

Explores data storage, data archiving, quality assurance, data warehousing, data mining, and data security from a technology management perspective.

Prerequisite: A grade of C or better in IS 150. Offered: Spring.

IS 301 - Principles of E-Commerce (3 credits)

Introduces students to various technologies, applications, and issues associated with electronic commerce. There is a focus on understanding how organizations can adopt and integrate e-commerce in pursuit of organizational goals and to gain competitive advantage. Students 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. Offered: Fall and Spring.

IS 302 - Integrating Technology and Digital Learning in the Classroom (3 credits)

Explores how technology is restructuring learning in the classroom. Students evaluate and integrate current technologies into the curriculum to improve their teaching and children's learning. Current trends in integrating technology and digital media for educational purposes will be examined. Registration is limited to early childhood, elementary and middle school majors.

Prerequisite: None. Offered: Fall and Spring.

IS 320 - Human-Computer Interaction (3 credits)

Addresses the practical principles and guidelines needed to develop high quality interface designs for interactive systems, specifically ones that users can understand, predict, and control. The course covers theoretical foundations of human-computer interaction and design processes such as expert reviews and usability testing. Students will assess design considerations with respect to how humans act and react when confronted with a variety of interfaces, with balanced emphasis on mobile devices, Web, and desktop platforms.

Prerequisite: A grade of C or better in IS 201. Offered: Fall and Spring.

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

Examines techniques for deployment of quality of service features, route distribution, and route cost determination, all of which 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: A grade of C or better in IS 232. Offered: Fall.

IS 332 - High Speed Broadband Networks (3 credits)

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

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

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

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

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

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

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

Prerequisite: A grade of C or better in IS 240 and IS 301. Offered: Fall.

IS 345 - Java Programming (3 credits)

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

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

IS 348 - Advanced Business Applications (3 credits)

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

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

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

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

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

IS 350 - IS Internship (3 credits)

Allows students to earn credit for an internship. Open to students who are currently working in an IT position during the semester enrolled or to students 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: Junior status. Offered: Fall and Spring.

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

Examines various technologies, applications, and issues associated with electronic collaboration and social networking. There is a focus on understanding how organizations can adopt and integrate e-collaboration and social networking in pursuit of internal and external organizational goals and to gain competitive advantage. Students learn about the background and history of e-collaboration and social networking, cloud computing, social computing, electronic word-of-mouth, viral marketing, and the ethical, personal, organizational, and political issues in e-collaboration and social networking. Students will also conceptualize and create a business-focused social network using free and low-cost web-based applications.

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

IS 365 - Writing for IS Applications (3 credits)

Focuses on effective writing of deliverables typical in the information systems profession. A major theme will be crafting messages with technical content for a non-technical audience. Students will practice developing communications products that they will encounter in their careers, such as instruction manuals, project proposals, managerial briefings, and IT policies.

Prerequisite: A grade of C or better in MGT 210. SEE Certification: Writing Intensive. Offered: Fall and Spring.

IS 380 - Information Security for the Organization (3 credits)

Addresses top security issues and surveys tools to detect threats and protect valuable organization resources. Key topics including threat and risk assessment, viruses, worms, Trojan horses, port scans spyware, and denial of service attacks will be covered along with discussion of free security tools available to help uncover vulnerabilities. Students will write a security policy for their organization. Checklists for protecting business resources will be covered in detail and provided.

Prerequisite: A grade of C or better in IS 231. Offered: Fall and Spring.

IS 385 - Management of Business Networks (3 credits)

Examines components of the business network, emphasizing the strategic

selection and configuration of components to solve specific organizational problems. This course introduces students to file servers, application servers, database servers, transaction processing, and groupware. The use of wide-area network services and the Internet to interconnect global business units is reviewed. Students learn the essential concepts of each technology and the interrelationships between the technologies to achieve an understanding of the business network environment.

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

IS 386 - E-Commerce Business Solutions (3 credits)

Surveys the most common technologies employed to electronically link businesses with their partners, suppliers, distributors and customers. Supply Chain Management (SCM), Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), Electronic Payment Systems and other Business to Business (B2B) systems will be surveyed and compared.

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

IS 387 - Wireless Technology Solutions for the Office (3 credits)

Examines and compares the various wireless technologies available for the office environment at home or at work. Competing wireless technologies are compared and contrasted based on function, cost, security, and performance. Products implementing technologies such as Bluetooth, 802.11a, 802.11b, 802.11g, and the cellular phone system will be examined and their niche areas of usefulness in the workplace detailed.

Prerequisite: A grade of C or better in IS 201. Offered: Spring.

IS 391 - Incident Response and Investigation Methods (3 credits)

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

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

IS 392 - Information Systems Forensics Internals-Auditing (3 credits)

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

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

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

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

Prerequisite: A grade of C or better in IS 391 and IS 392. Offered: Spring.

IS 431 - Exchange Server & Messaging Systems (3 credits)

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: A grade of C or better in IS 232 and IS 235. Offered: Fall.

IS 432 - Network Security-Firewalls, IDS, and Counter Measures (3 credits)

Examines the types of attacks launched by intruders and the system components that offer intrusion prevention, protection, and detection. Students will learn to configure firewalls, Intrusion Prevention, and Intrusion Detection Systems. Hacking exploits and the countermeasures to defeat them will be examined in detail.

Prerequisite: A grade of C or better in IS 232. Offered: Fall and Spring.

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

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

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

IS 444 - Wireless Application Development (3 credits)

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

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

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

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

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

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

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

Prerequisite: Fourth year status or permission of the instructor. Offered: as needed..

IS 480 - Technology Law (3 credits)

Outlines the legal requirements of businesses to preserve electronic data, ensure privacy, protect intellectual property, and ensure electronic information is accessible to people

with disabilities. A survey of the legislation used to implement the law is covered. Pertinent sections of the federal regulations are examined to determine impact on procedures and policies.

Prerequisite: Senior status. Offered: Fall and Spring.

IS 481 - Project & Knowledge Management (3 credits)

Enhances the knowledge, skills, and tools required to deliver projects on time and within budget. Students will explore the reasons for failed projects, the competencies of successful project managers, the functions all project managers perform, the tools project managers use to keep projects on time and within budget, and the project management life cycle.

Prerequisite: Senior status, a grade of C or better in IS 140, IS 170, and at least two IS courses from. Offered: Fall and Spring.

LAW - Law

LAW 102 - Introduction to Legal Studies (3 credits)

Provides an overview of the functions of our legal system and the sources and nature of our laws. This course introduces many substantive and procedural areas of law. This course also examines the legal profession, the roles of the paralegal and attorney, 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. Legal specialty course (LSC)

Prerequisite: A grade of C or better in ENG 151 or ENG 153 (may be taken concurrently). Offered: Fall and Spring.

LAW 112 - Torts (3 credits)

Provides an introduction to the broad area of civil wrongs and their appropriate remedies. Tort law principles of liability for personal, property, and economic harm, negligence (including professional malpractice), strict liability (including products liability), and intentional torts will be covered. Affirmative defenses and limitation of duties including assumption of the risk, contributory negligence, comparative negligence, immunity, and limited liability of property owners will also be reviewed. Legal specialty course (LSC)

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

LAW 114 - Estates and Trusts (3 credits)

Introduces students to the laws governing wills and estates. Topics covered include will drafting, inheritance through testacy and intestacy, the role of personal representatives in estate administration, formal and informal probate procedures, and tax ramifications of estate planning. The course also provides an overview of techniques for gathering facts, listing assets, and drafting probate documents and reports. Students will also gain first-hand knowledge of preparing wills and applying probate procedures in opening and closing an estate. Legal specialty course (LSC)

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

LAW 120 - Contract Law (3 credits)

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

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

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

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

Prerequisite: A grade of C or better in LAW 102 and ENG 151 or 153. Offered: Spring.

LAW 130 - Business Organizations Law (3 credits)

Examines the nature of sole proprietorships, partnerships, limited partnerships, limited liability companies, corporations, and S corporations. Emphasis will be placed on the drafting of articles of incorporation and articles of organization, partnership agreements, certificates of limited partnership, corporate minutes and consents, and preparation of various governmental filings that accompany corporate, LLC and partnership formation. Legal specialty course (LSC)

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

LAW 204 - Constitutional Law (3 credits)

Introduces the U.S. 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: A grade of C or better in LAW 102 and ENG 151 or ENG 152. Offered: Spring.

LAW 208 - Business Law (3 credits)

Examines the legal aspects of business relationships, contracts, sales and the Uniform Commercial Code, agency, and business organizations law. Restricted to non-legal studies majors.

Prerequisite: None. Offered: Fall and Spring.

LAW 210 - Legal Research and Writing II (3 credits)

Continues the examination of the methods of legal research and legal writing. Students will examine in depth the primary and secondary state and federal materials. Students will learn to update and validate their research. Emphasis will be placed on creating a successful research strategy. Advanced computerized legal research will be incorporated into research assignments. Students will analyze and synthesize the results of their research and incorporate their research into forms of persuasive legal writing. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 125. SEE Certification: Writing Intensive. Offered: Fall.

LAW 215 - Criminal Law (3 credits)

Examines crimes and offenses, criminal procedures and constitutional guarantees of accused persons, jurisdiction of courts, preparation for trial, and appellate and post-conviction procedures.

Prerequisite: A grade of C or better in LAW 102 and ENG 150, ENG 151, or ENG 153. Offered: Fall or Spring (as needed).

LAW 216 - Civil Litigation and Pleading (3 credits)

Provides a basic understanding of civil litigation and the functions and operations of the state and federal court systems. Includes selection of the proper court, court jurisdiction, pleadings and other court documents, discovery, rules of evidence, trial tactics, and principles of litigation. Students will study of the rules of procedure for Maryland courts. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 112, LAW 120 and LAW 125. Offered: Spring.

LAW 217 - Rules of Evidence (3 credits)

Examines the Federal Rules of Evidence and how they are applied before and during trial. Students review the evidentiary rules of relevance; hearsay and hearsay exceptions; authentication and the introduction of writings, recordings, and photographs; competence and testimony of lay and expert witnesses; privileges; judicial notice; and presumptions. Students learn how to prepare exhibits for trial, examine witnesses, introduce documentary evidence, and use evidentiary objection. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 150, ENG 151, or ENG 153. Offered: Fall or Spring (offered as needed).

LAW 223 - Real Estate Transactions (3 credits)

Studies the nature and law of real property, including rights and interests, forms of ownership, transfer of title deeds, contracts of sale, leases, mortgages, deeds of trust, recording of documents, and common types of real estate transactions. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 150, ENG 151, or ENG 153. Offered: Fall or Spring (offered as needed).

LAW 225A - Internship: Part I (1 credit)

Constitutes on-campus workshops and seminars in preparation for student workplace internships. Legal specialty course (LSC) Restricted to legal studies majors.

Prerequisite: A grade of C or better in ENG 150/ENG 151 and ENG 152/3 and LAW 125. Offered: Fall.

LAW 225B - Internship: Part II (2 credits)

Consists of 135 hours of supervised work in a law office or legal department as a paralegal. Legal specialty course (LSC)

Restricted to legal studies majors.

Prerequisite: A grade of C or better in LAW 225A and Law 210, and 15 additional LAW credits. Offered: Spring.

LAW 259 - Children and Family Law (3 credits)

Examines laws and regulations related to the health and welfare of children. Topics include child custody and visitation, child abuse and neglect, consent to treatment, laws related to child care settings, and special education. Restricted to non-legal studies majors.

Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153. Offered: Fall and Spring.

LAW 260 - Juvenile Justice (3 credits)

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

Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153. Offered: Fall or Spring (offered as needed).

LAW 300 - Elder Law (3 credits)

Provides a practical approach to the legal functions inherent in an elder law 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 elder law 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 elder law plans, ethical considerations for families, and the role of other professionals in elder law planning will also be considered. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 114. Offered: Fall or Spring (offered as needed).

LAW 302 - LSAT Review (3 credits)

Provides students in all majors with the opportunity to think critically, strategically, and efficiently in order to understand the four multiple-choice type questions commonly found on the LSAT. Students will be required to take simulated LSAT exams, answer actual LSAT questions from recent examinations, and learn test-taking strategies. Students will also draft a well-written personal statement, suitable for inclusion in a law school application.

Prerequisite: A grade of C or better in LAW 210 or a 200-level writing course, and junior or senior status. Offered: Spring (offered as needed).

LAW 305 - Special Topics in Law (3 credits)

Examines areas of law of current interest not covered in other LAW courses. Emphasis will be placed on developing critical thinking and analytical skills through the study of special legal topics. Special topics will be selected based on current events, developments in technology, changes in the law, and employer needs. The course topic will 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: A grade of C or better in LAW 210. Offered: Fall or Spring (offered as needed).

LAW 308 - Business Law and Legal Responsibilities (3 credits)

Covers legal aspects of business, including an overview of the legal environment of business, contracts, commercial transactions, and agency and business organizations. This course helps prepare students for the regulation portion of the CPA exam. Restricted to accounting majors.

Prerequisite: A grade of C or better in ACC 202 (may be taken concurrently). Offered: Fall or Spring.

LAW 312 - Advanced Business Organizations (3 credits)

Examines the essential documentation of business entity formation and operation including organizational documents, limited partnership agreements, articles of transfer, articles of dissolution, articles of merger, various tax elections, buy-sell agreements, and various types of minutes. Further, students will examine the fiduciary relationships both within various entities and their management's relationships with and duties 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. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 130. Offered: Fall or Spring (offered as needed).

LAW 315 - Advanced Estate Administration (3 credits)

Examines the administration of a complex decedent's estate, preparation of all probate documents, including inventory and accounts, problems of valuation and appraisal of assets, preparation of federal estate tax return, and study of Maryland inheritance and estate taxation. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 114. Offered: Fall or Spring (offered as needed).

LAW 320 - Bankruptcy Law (3 credits)

Examines voluntary and involuntary proceedings, functions of the trustee, secured and unsecured debts and claims, exemptions, and discharge of debts, voidable transactions, preparation of petitions, schedules and other documents, and comparison with insolvency proceedings and compositions of creditors. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 130. Offered: Fall or Spring (offered as needed).

LAW 322 - Criminal Investigation and Procedure (3 credits)

Examines the laws and principles governing pretrial investigation and the processing of criminal suspects.

Studies the rules of criminal procedure used to conduct criminal trials in the United States.

Prerequisite: A grade of C or better in LAW 204. Offered: Fall or Spring (offered as needed).

LAW 325 - Employment Law (3 credits)

Provides an overview of the law of the workplace. This course examines the impact on the employer-employee relationship and provides guidance within the environment of employment law. It also examines employment law as the crossroads of several legal disciplines: contract, tort, and agency, common law, regulatory, and statutory law, as well as social, economic, and political policy. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 130. Offered: Fall or Spring (offered as needed).

LAW 330 - Advanced Estate Planning (3 credits)

Examines the entire estate planning process (as opposed to estate administration) using a step-by-step approach. Various aspects of estate planning are covered including the topics of wills, will substitutes, trusts, estate and gift tax planning, business succession planning, asset protection, estate and trust administration, and death taxation. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 114. Offered: Fall or Spring (offered as needed).

LAW 335 - Intellectual Property Law (3 credits)

Covers the legal principles and rules regarding the law of patents, trademarks, copyrights, and trade secrets. Students will examine statutes and case law and apply the principles to hypothetical case scenarios. Emphasis is placed on the skills required of paralegals and attorneys 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. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 130. Offered: Fall or Spring (offered as needed).

LAW 340 - Income Taxation (3 credits)

Examines the general principles of taxation of individuals, corporations,

partnerships, and estates and trusts, with emphasis on points of tax law relating to individuals. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 150, ENG 151, or ENG 153. Offered: Fall or Spring (offered as needed).

LAW 345 - Sports Law (3 credits)

Examines the legal aspects of professional and amateur sports, including topics such as sports agents, sports contracts, sports torts and crimes, women's issues, disability issues, antitrust, intellectual property, and alternative dispute resolution in sports. Emphasis will be placed on applying students' business and legal knowledge specifically to sports law issues.

Prerequisite: A grade of C or better in LAW 216 (for legal studies majors) or LAW 208 or LAW 308 (for business or accounting majors). Offered: Fall or Spring (offered as needed).

LAW 351 - Litigation Practice (3 credits)

Provides litigation practice through preparation for and participation in a mock trial. Students develop effective methods for analyzing and preparing cases for presentation in trial. In particular, this course teaches students essential skills in understanding and applying the rules of evidence, preparing exhibits for trial, and giving direct and cross examinations, opening statements, and closing arguments at trial. The focus on the practice aspects of litigation develops students' oral presentation skills and professionalism, enabling them to be more prepared to enter the job market. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 216. Offered: Fall (offered as needed).

LAW 352 - Law Office Technology (3 credits)

Introduces specialty applications software for law office management and case management. Examines computer applications in the legal field by studying the fundamentals of computer technology in the practice of law and reviewing the building blocks of law-related applications software including word processing, spreadsheets, electronic databases, and other tools. Instructs students on conducting e-discovery and related computer applications for litigation, such as the electronic courtroom, presentation and trial graphics, and

electronic trial preparation. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 216. Offered: Fall or Spring.

LAW 356 - Domestic Relations (3 credits)

Studies the law regarding matters related to the family, including adoption, child support, custody, spousal support, guardianship, marital property, and the requirements for the formation and termination of a marriage. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 150, ENG 151, or ENG 153. Offered: Fall or Spring (offered as needed).

LAW 361 - Immigration Law (3 credits)

Examines the laws, policies and procedures pertaining to immigration, naturalization and citizenship. Topics include legal entry into and residence in the United States, qualifying for citizenship, Visas, amnesty, asylum and refugees, deportation, and post 9/11 issues. Course topics are 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. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 216. Offered: Fall or Spring (offered as needed).

LAW 365 - Health Care Law (3 credits)

Studies the framework of regulation of the health care arena, including the credentialing of health care professionals and how health insurance can define access to health care. Analysis of fraud and abuse legislation and regulations, including application of the law to hypotheticals, 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: A grade of C or better in LAW 210. Offered: Fall or Spring (offered as needed).

LAW 375 - Environmental Law (3 credits)

Studies the major environmental statutes and regulations affecting the operations of business and industry. Topics include water pollution control, air pollution control, PCBs, asbestos, hazardous wastes, and other public health and safety regulations. 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. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 210. Offered: Fall or Spring (offered as needed).

LAW 380 - Mediation and Negotiation (3 credits)

Studies the role of mediation in resolving conflicts. This course includes an introduction to the skills and procedures needed to settle disputes and an examination of the dimensions and benefits of mediation and its use within the field of alternative dispute resolution.

Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153. Offered: Fall or Spring (offered as needed).

LAW 390 - Law Clinic (3 credits)

Integrates the classroom experience with practice as a paralegal. Clinic legal studies 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, family law, and bankruptcy law), students will explore a substantive area 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 area of substantive law, the paralegal skills they developed, and any ethical issues they encountered. This course may be repeated one time for credit.

Prerequisite: A grade of C or better in LAW 225. Offered: Fall and Spring.

LAW 404 - Advanced Constitutional Law (3 credits)

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: A grade of C or better in LAW 204. Offered: Fall or Spring (offered as needed).

LAW 423 - Advanced Real Estate (3 credits)

Expands on the principles of real property law into the more sophisticated areas of conveyancing, mortgage and equity financing, and forms of property ownership, preparing for settlements, recording of documents, and applications for title insurance. Residential and commercial transactions, including leasing, cooperatives and condominiums, timesharing, syndications, and tax implications are covered. Students focus on the distinctions among specific financial institutions, appraisers, real estate agents, and mortgage makers and their roles in the real estate market. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 223. Offered: Fall or Spring (offered as needed).

LAW 450 - Administrative and Government Law (3 credits)

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. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 216. Offered: Fall or Spring (offered as needed).

LAW 462 - Advanced Contract Drafting (3 credits)

Instructs students in the skill of contract drafting. Students will learn the different parts of a contract and how to draft each part, to write provisions 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. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 120 and LAW 210. Offered: Fall or Spring (offered as needed).

LAW 470 - International Business Law (3 credits)

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: A grade of C or better in LAW 130 and LAW 210 (for legal studies majors) or LAW 208 or LAW 308 (for business or accounting majors) and senior status. Offered: Fall or Spring (offered as needed).

LAW 480 - Legal Studies Capstone (3 credits)

Serves as a capstone course employing a broad range of substantive legal skills including legal research, legal writing, analytical reasoning, oral communication, professionalism, and technology. Through student projects in transactional law and/or litigation practice, students demonstrate their mastery of the legal studies curriculum by performing legal and administrative tasks required for paralegal employment. Students' professional portfolios are completed. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 210 and senior status. SEE Certification: Writing Intensive. Offered: Fall and Spring.

MATH - Mathematics

MATH 005# - Foundations of Quantitative Reasoning (0 credits)

Reviews the foundational mathematics which students need to succeed in the university setting. This course will emphasize practical quantitative concepts and skills which appear throughout the university curriculum. Students will also learn strategies for learning and processing quantitative information, both with and without technology.

Prerequisite: By placement. Offered: Fall and Spring.

MATH 036# - Foundations of Statistics (0 credits)

Focuses on the foundational mathematics which students need to succeed in an introductory statistics course. This course emphasizes practical quantitative concepts and skills which appear in the co-requisite course MATH 136, Introduction to Statistics. Students receive additional support and guided practice to facilitate student success in MATH 136.

Prerequisite: By placement. Corequisite: MATH 136. Offered: Fall and Spring.

MATH 132 - Mathematics for Teachers (4 credits)

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: A grade of C or better in MATH 005# or by placement. Offered: Spring.

MATH 133 - Intro to Mathematical Reasoning, Part I (2 credits)

Provides Part I of a two-course transition sequence from high school to college level mathematics by reviewing sets and real numbers, first degree equations, exponents, roots and radicals and graphing. Students learn applications of various fields of mathematics to everyday life. Topics to be covered include calculation, measurement, number sense, and recognition and interpretation of growth patterns. Completion of this course with a grade of C or better is required to progress to MATH 134. MATH 133 does not fulfill the SEE QL requirement, but it is the prerequisite for MATH 134. Completion of BOTH MATH 133 and MATH 134 with a grade of C or better will fulfill the SEE QL requirement. Students cannot take or receive credit for MATH 133 if they have received credit for MATH 135.

Prerequisite: By placement. Offered: Fall.

MATH 134 - Intro to Mathematical Reasoning, Part II (2 credits)

Provides Part II of a two-course transition sequence from high school to college level mathematics by surveying applications of various fields of mathematics to everyday life. Topics to be covered include mathematics in financial decisions, elementary statistics and probability and their uses in decision-making, and other applications. Only students who have earned a grade of C or better in MATH 133 are permitted to enroll in MATH 134. MATH 134 alone does not fulfill the SEE QL requirement. Completion of BOTH MATH 133 and MATH 134 with a grade of C or better will fulfill the SEE QL requirement. Students cannot take or receive credit for MATH 134 if they have received credit for MATH 135.

Prerequisite: A grade of C or better in MATH 133. SEE Certification: Quantitative Literacy. Offered: Spring.

MATH 135 - Introduction to Mathematical Reasoning (3 credits)

Surveys applications of various fields of mathematics to everyday life. Topics to be covered include calculation, measurement, and number sense; recognition and interpretation of growth patterns; mathematics in financial decisions; elementary statistics and probability and their uses in decision-making; and other applications. Students cannot receive credit for MATH 135 if they have received credit for MATH 133 or MATH 134.

Prerequisite: A grade of C or better in MATH 005# or by placement. SEE Certification: Quantitative Literacy. Offered: Fall and Spring.

MATH 136 - Introduction to Statistics (4 credits)

Introduces the student to basic data analysis. Methods include data collection and packaging, discriminating between valid and invalid uses of statistics, and elementary methods for decision making. Topics include measures of central tendency and dispersion, elementary probability, probability distributions, interval estimates of parameters, hypotheses testing, correlation, and regression. Course activities include elementary applications of statistics to a variety of disciplines. A TI-83, TI-83 Plus, TI-84 calculator, or TI-84 Plus is required for the course. Credit will not be granted for more than one of the following statistics courses: MATH 115, MATH 136, MATH 140, MATH 210, MATH 235, and PSY 136.

Prerequisite: A grade of C or better in MATH 005# or by placement. SEE Certification: Quantitative Literacy. Offered: Fall and Spring.

MATH 137 - College Algebra (4 credits)

Introduces the student to solution techniques for equations and inequalities, general properties of functions, properties of polynomials and rational functions, and systems of equations. Course activities emphasize applying acquired algebraic problem-solving techniques and reasoning to real-world and discipline-specific problems.

Prerequisite: A grade of C or better in MATH 005# or by placement. Offered: Fall and Spring.

MATH 147 - Precalculus (4 credits)

Presents topics of algebra and trigonometry within the framework of algebraic and graphical solutions, as a preparation for calculus. Topics covered include exponential and logarithmic functions, trigonometry, and introductory calculus.

Prerequisite: A grade of C or better in MATH 137 or by placement. Offered: Fall and Spring.

MATH 218 - Geometry (3 credits)

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.

Prerequisite: A grade of C or better in Math 147 or placement into MATH 220 or MATH 220H. Offered: Fall, even years.

MATH 220 - Calculus I (4 credits)

Introduces the students to calculus. Topics include functions, limits, continuity, derivatives, applications of derivatives, and integrals.

Prerequisite: A grade of C or better in MATH 147 or by placement. SEE Certification: Quantitative Literacy. Offered: Fall and Spring.

MATH 220H - Honors Calculus I (4 credits)

Introduces the students to calculus. Topics include functions, limits, continuity, derivatives, applications of derivatives, and integrals. This course is an enriched section of MATH 220 designed for students with a strong math background who wish to explore in greater depth selected aspects of calculus.

Prerequisite: Placement. SEE Certification: QL. Offered: Fall.

MATH 221 - Calculus II (4 credits)

Continues the study of calculus. Topics include basic differential equations, techniques of integration, improper integrals, and applications of integration, sequences and series.

Prerequisite: A grade of C or better in MATH 220 or MATH 220H. SEE Certification: Quantitative Literacy. Offered: Spring.

MATH 222 - Calculus III (4 credits)

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: A grade of C or better in MATH 221. Offered: Fall of odd years.

MATH 230 - Discrete Structures (3 credits)

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: A grade of C or better in MATH 147. Offered: Fall of odd years.

MATH 301 - Mathematical Structures (3 credits)

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.

Prerequisite: A grade of C or better in a 200-level math course. Offered: Spring of odd years.

MATH 312 - Mathematical Statistics I (3 credits)

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: A grade of C or better in MATH 221. Offered: Fall of even years.

MATH 313 - Mathematical Statistics II (3 credits)

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: A grade of C or better in MATH 312. Offered: Spring of odd years.

MATH 321 - Introduction to Differential Equations (3 credits)

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: A grade of C or better in MATH 221. Offered: Fall of odd years.

MATH 326 - Linear Algebra (3 credits)

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: A grade of C or better in MATH 220 or MATH 220H. Offered: Fall of even years.

MATH 345 - Actuarial Exam Review (0 credits)

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: A grade of C or better in MATH 222 and MATH 312. Offered: Spring, as needed.

MATH 365 - Independent Research (3 credits)

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: Permission of the department chair. Offered: Fall or Spring (as needed).

MATH 418 - Mathematical Modeling (3 credits)

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.

Prerequisite: A grade of C or better in MATH 221. Offered: Spring of even years.

MATH 420 - Actuarial Mathematics (3 credits)

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: A grade of C or better in MATH 221. Offered: Fall of even years.

MATH 425 - Scientific Computer Programming (3 credits)

Explores the field of computer programming with an emphasis on scientific and mathematical applications. Students learn a high-level language and write solutions to scientific and mathematical problems using that language. This class will provide the fundamental knowledge of computer programming required in many careers in mathematics and the sciences.

Prerequisite: A grade of C or better in MATH 221. Offered: Fall of odd years.

MATH 450 - Senior Research Capstone (5 credits)

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

Prerequisite: 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. SEE Certification: Writing Intensive. Offered: Fall or Spring (as needed).

MATH 455 - Senior Internship Capstone (5 credits)

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

Prerequisite: 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. SEE Certification: Writing Intensive. Offered: Fall or Spring (offered as needed).

MATH 460 - Senior Research Capstone (9 credits)

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

Prerequisite: 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. SEE Certification: Writing Intensive. Offered: Fall or Spring (offered as needed).

MATH 460H - Honors Senior Research Capstone (9 credits)

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

Prerequisite: 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. SEE Certification: Writing Intensive. Offered: Fall or Spring (offered as needed).

MATH 465 - Senior Internship Capstone (9 credits)

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

Prerequisite: 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. SEE Certification: Writing Intensive. Offered: Fall or Spring (offered as needed).

MATH 465H - Honors Senior Internship Capstone (9 credits)

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

Prerequisite: 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. SEE Certification: Writing Intensive. Offered: Fall or Spring (offered as needed).

MATH 490 - Special Topics in Applied Mathematics (3 credits)

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: Permission of the instructor. Offered: Fall or Spring (offered as needed).

MGT - Management

MGT 204 - Principles of Management (3 credits)

Examines theories and principles underlying the management process. Students discuss fundamental management activities including planning, organizing, leading, controlling, and decision making.

Prerequisite: ENG 151 or equivalent (may be taken concurrently). Offered: Fall and Spring.

MGT 210 - Business Writing (3 credits)

Focuses on the purposes, principles, and techniques of business writing. The course provides students with a review of the basics in writing while using a variety of operational workplace writing exercises. Students will apply advanced critical thinking ability and analytical competencies to develop overall writing ability.

Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: Writing Intensive. Offered: Fall and Spring.

MGT 224 - Principles of Entrepreneurship (3 credits)

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: A grade of C or better in MGT 204. Offered: Fall and Spring.

MGT 235 - Introduction to Sport Management (3 credits)

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: A grade of C or better in MGT 204. Offered: Fall and Spring.

MGT 308 - Business Ethics (3 credits)

Explores ethical theories, critically and historically, as they relate to contemporary business conduct and issues. Students who have taken PHIL 415 or PHIL 416 are not eligible to take MGT 308.

Prerequisite: A grade of C or better in ENG 152 or equivalent and MGT 204, third-year or fourth-year status, or permission of the instructor. Offered: Fall and Spring.

MGT 310 - Organizational Behavior (3 credits)

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

Prerequisite: A grade of C or better in MGT 204 or HSR 340. Offered: Fall and Spring.

MGT 312 - Analysis of the Managerial Environment (3 credits)

Analyzes both external and internal factors affecting the organization overall as well as specific business functions that sustain the strategic direction of an organization. This course builds on knowledge and skills learned in previous business, accounting, and economics courses, and focuses on strategic planning.

Prerequisite: A grade of C or better in ACC 141, EC 201, EC 202, MGT 210, and MGT 310. SEE Certification: Writing Intensive. Offered: Fall and Spring.

MGT 313 - Operations Management (3 credits)

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

Prerequisite: A grade of C or better in MGT 204 and MATH 136. Corequisite: FIN 300. Offered: Fall and Spring.

MGT 315 - International Business Management (3 credits)

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

Prerequisite: A grade of C or better in MGT 204 and MKT 206. Cross-Listed as: INBUS 315. Offered: Fall and Spring.

MGT 323 - Social Entrepreneurship (3 credits)

Examines entrepreneurship from the perspective of solving social, environmental, or economic equality issues within a community, region, or nation. The course will focus on organizational ventures that are dedicated to responding to a particular social concern rather than measuring success only from the financial bottom line. Students will apply the most effective skills and strategies from business and nonprofit organizations to special projects and case studies to identify and resolve a particular social problem.

Prerequisite: A grade of C or better in MGT 224 or permission of the department chair.. Offered: Fall or Spring.

MGT 324 - Entrepreneurial Business Planning (3 credits)

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: A grade of C or better in MKT 206 and MGT 224. Offered: Fall or Spring.

MGT 330 - Introduction to Public Administration (3 credits)

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: A grade of C or better in MGT 204. Offered: Spring or Fall.

MGT 335 - Management of Sport Enterprises (3 credits)

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: A grade of C or better in MGT 235. Offered: Fall.

MGT 340 - Organizational Leadership (3 credits)

Examines leadership in organizations and the personal approaches necessary for effective leadership and followership under a variety of conditions. Leadership theories and research including traditional and contemporary perspectives are reviewed.

Prerequisite: A grade of C or better in MGT 204 or permission of the department chair. Offered: Spring.

MGT 3XX - Strategic Supply Chain Processes (3 credits)

Course under development

MGT 408 - Human Resource Management (3 credits)

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

Prerequisite: A grade of C or better in MGT 310 or HSR 340. Offered: Fall.

MGT 413 - Project Management (3 credits)

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

Prerequisite: A grade of C or better in MGT 313 and ACC 141. Offered: Fall or Spring.

MGT 417 - Senior Business Internship (3 credits)

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: A grade of C or better in MGT 204, MKT 206, junior status, minimum 2.50 cumulative GPA. Offered: Fall and Spring.

MGT 420 - International Operations Management (3 credits)

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: A grade of C or better in INBUS 315/MGT 315, FIN 300 or FIN 303. Cross-Listed as: INBUS 420. Offered: Fall or Spring, as needed.

MGT 424 - Entrepreneurial Development (3 credits)

Analyzes the stages in a company's growth and requires the development of a new company, product, or initiative. Students conduct a feasibility analysis, 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: MGT 324 or permission of the department chair. Offered: Fall or Spring.

MGT 430 - Business Capstone Seminar (3 credits)

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

Prerequisite: A grade of C or better in ACC 141, FIN 300 or FIN 303, MGT 312, MGT 313 and MKT 206. Offered: Fall and Spring.

MGT 440 - Leadership and Service Learning (3 credits)

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: Junior or senior status. Offered: Offered as needed.

MKT - Marketing

MKT 206 - Principles of Marketing (3 credits)

Examines the relationship between an organization and the market for its

goods and services. Topics covered include the marketing concept, marketing planning, consumer behavior, research, product development, and the marketing mix. Social, ethical, and international aspects of marketing are emphasized.

Prerequisite: ENG 151 or equivalent (may be taken concurrently). Offered: Fall and Spring.

MKT 210 - Strategic Marketing Communication (3 credits)

Prepares students to be effective marketing communicators in the increasingly digital environment. The course provides a review of the fundamental skills that constitute the basis for proficient writing in the professional marketing communication environment. Students will develop a framework for the creation of professional written pieces through lectures about the craft of writing for a targeted marketing audience, practice in the writing and revision of specific marketing assignments, and continuous peer and faculty feedback.

Prerequisite: A grade of C or better in ENG 150/ENG 151 and ENG 152 or in ENG 153. SEE Certification: WI. Offered: Spring.

MKT 307 - Market Research (3 credits)

Identifies and applies market research concepts, principles, and practices for use in managerial decision making. Students will develop skills in problem identification and learn to utilize research in problem solving. Content will make use of qualitative and quantitative methods for research design, field work, analysis, and report presentation. Successful completion of this course will prepare students for careers directly related to applied marketing research.

Prerequisite: A grade of C or better in MKT 206, MKT 311, and MATH 136. SEE Certification: Writing Intensive. Offered: Fall or Spring.

MKT 311 - Consumer Behavior (3 credits)

Examines consumer behavior as a fundamental component of the marketing process of identifying and satisfying target customers' wants and needs. The course will focus on how and why individuals make decisions to spend their available resources on consumption-related items. It will integrate consumer behavior with marketing strategy by examining the marketing influences of and responses to consumer behavior. Topics include the consumer as an individual and the

internal influences of consumer behavior, consumers in their social and cultural settings and the external influences on consumer behavior, the consumer's decision-making process, and the impact on marketing strategy. Prerequisite: A grade of C or better in MKT 206. Offered: Fall and Spring.

MKT 315 - Sports Marketing (3 credits)

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

Prerequisite: A grade of C or better in MKT 206. Offered: Fall and Spring.

MKT 316 - Principles of Negotiation and Sales (3 credits)

Examines the concepts, applications, and interrelationships involved in the process of negotiation. The course will also examine the wide range of negotiations in contemporary life and the evolution of the role of sales to that of technical problem-solving and advising. The issue of ethics and ethical behavior in negotiation and sales will be a perspective in all discussions.

Prerequisite: A grade of C or better in MGT 204 and MKT 206. Offered: Fall and Spring.

MKT 31X - Sales Management ()

Course under development

MKT 320 - Social Media Marketing (3 credits)

Examines social media marketing applications and their ability to drive awareness, retention, and brand loyalty for business. Students will focus on social media marketing as it relates to other marketing strategies to assess social media metrics, gain consumer insights, and support specific business/marketing goals. Topic covered include the rules of engagement for social media, zones of social media, online advertising, and reputation management.

Prerequisite: MKT 206 and MKT 208. Offered: Fall and Spring.

MKT 325 - International Marketing (3 credits)

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: A grade of C or better in MKT 206. Offered: Fall and Spring.

MKT 32X - Professional Selling Strategies ()

Course under development

MKT 330 - Strategic Marketing for Entrepreneurs (3 credits)

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: A grade of C or better in MKT 206 and MGT 224. Offered: Fall or Spring.

MKT 336 - Integrated Marketing Communication (3 credits)

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

Prerequisite: A grade of C or better in MKT 206. Offered: Fall and Spring.

MTK 33X - Marketing and Sales Analysis ()

Course under development

MKT 410 - Strategic Marketing Cases (3 credits)

Develops the student's ability to identify, analyze, and resolve marketing problems using the case analysis method. Topics include target market selection, new product introduction, use of research, branding and promotion activity, and financial

implications of alternatives under consideration.

Prerequisite: A grade of C or better in MKT 206 plus one additional MKT course. Offered: Fall or Spring.

MKT 417 - Senior Business Internship (3 credits)

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. 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 ArchitectureSM 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: None. Offered: Fall and Spring.

MKT 4XX - Special Topics in Sales ()

Course under development

MLS - Medical Laboratory Science

MLS 210 - Principles of Laboratory Science (3 credits)

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.

Prerequisite: A grade of C or better in CHEM 116, CHEM 116L and MATH 136. Offered: Spring.

MLS 310 - Hematology I (3 credits)

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: A grade of C or better in BIO 322 and MLS 210 or permission of the program coordinator for medical laboratory science. Corequisite: MLS 310L. Offered: Spring.

MLS 310L - Hematology I Laboratory (1 credit)

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: A grade of C or better in BIO 322 and MLS 210 or permission of the program coordinator for medical laboratory science. Corequisite: MLS 310. Offered: Spring.

MLS 315 - Clinical Mycology, Parasitology and Virology (2 credits)

Emphasizes the correlation of in vitro and in vivo findings in the diagnosis and treatment of commonly isolated pathogenic fungi, parasites and viruses. The systems of the body will be discussed in terms of modes of transmission, mechanisms of pathogenicity, symptomatology and reproduction and dispersal. Proper specimen collection and processing, laboratory identification methods and treatment options are highlighted. Prerequisite: BIO 322 and MLS 210. Offered: Fall.

MLS 320 - Urinalysis and Body Fluids (2 credits)

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: A grade of C or better in BIO 322 and MLS 210 or permission of the program coordinator for medical laboratory science. Corequisite: MLS 320L. Offered: Fall.

MLS 320L - Urinalysis and Body Fluids Laboratory (1 credit)

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: A grade of C or better in BIO 130 and MLS 210 or permission of the program coordinator for medical laboratory science. Corequisite: MLS 320. Offered: Fall.

MLS 325 - Clinical Chemistry I (4 credits)

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: A grade of C or better in BIO 217 and CHEM 211 and CHEM 211L; BIO 130 or BIO 222; and MLS 210, or permission of the program coordinator for medical laboratory science. Offered: Spring.

MLS 330 - Clinical Microbiology I (4 credits)

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: BIO 203 and BIO 322 and MLS 338. Offered: Spring.

MLS 335 - Clinical Laboratory Management (3 credits)

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: Senior year status in the Medical Laboratory Science program. Offered: Fall.

MLS 338 - Molecular and Immunologic Diagnostics (4 credits)

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: A grade of C or better in MLS 210, BIO 230 and BIO 203, or permission of the program coordinator for medical laboratory science. Offered: Fall.

MLS 405 - Transfusion Medicine (4 credits)

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: A grade of C or better in MLS 310 and MLS 338. Offered: Fall.

MLS 410 - Hematology II (3 credits)

Continues with the concepts in MLS 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: A grade of C or better in MLS 310, MLS 310L and MLS 338. Offered: Fall.

MLS 420 - Clinical Microbiology II (4 credits)

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 pathogens from various body sites, and correlation with infectious diseases. Laboratories are designed to simulate a clinical microbiology laboratory experience by having students work with simulated patient cultures.

Prerequisite: A grade of C or better in MLS 330 and MLS 338. Offered: Fall.

MLS 425 - Clinical Chemistry II (3 credits)

Continues the curriculum introduced in MLS 325, expanding into more complex analytes including hormones, enzymes, tumor markers, cardiac markers, and electrolyte disorders. This course also includes the clinical areas of toxicology, therapeutic drug monitoring, endocrinology, and immunochemistry. It emphasizes the analytes, testing methods, and disease processes using a body systems approach, with additional training in

laboratory data analysis, quality control, and Six Sigma quality assessment. Through the use of simulation exercises and team projects, students gain experience in the development of SOPs, reference interval studies, and new method or instrument validation studies.

Prerequisite: A grade of C or better in MLS 325 and MLS 338. Offered: Fall.

MLS 430 - Professional Research and Writing (4 credits)

Uses the principles and practices of research design and evidence-based guidelines to evaluate published studies in the field of medical laboratory science and apply the results of a clinical research study to practice. Working collaboratively with a team leader or manager within the clinical laboratory, students research an institutional study or project, and present their findings in a professional poster and oral presentation. Additional writing projects allow students to demonstrate understanding of laboratory regulatory compliance, clinical decision-making and educational methodologies to provide patient and provider education.

Prerequisite: Senior year status in the Medical Laboratory Science program. SEE Certification: WI. Offered: Spring.

MLS 431 - Clinical Chemistry Practicum (3 credits)

Applies laboratory theory and techniques in the major disciplines of clinical chemistry and immunology through a supervised rotation at an affiliated hospital laboratory. Fee(s): Parking fees may be required for rotations at affiliate hospitals.

Prerequisite: A grade of C or better in MLS 425. Offered: Spring.

MLS 432 - Clinical Hematology Practicum (3 credits)

Applies laboratory theory and techniques in the major disciplines of hematology and urinalysis through a supervised rotation at an affiliated hospital laboratory. Fee(s): Parking fees may be required for rotations at affiliate hospitals.

Prerequisite: A grade of C or better in MLS 410. Offered: Spring.

MLS 433 - Clinical Microbiology Practicum (3 credits)

Applies laboratory theory and techniques in the major discipline of microbiology through a supervised rotation at an affiliated hospital laboratory. Fee(s): Parking fees may be

required for rotations at affiliate hospitals.

Prerequisite: A grade of C or better in MLS 420. Offered: Spring.

MLS 434 - Clinical Immunohematology Practicum (3 credits)

Applies laboratory theory and techniques in the major discipline of transfusion medicine through a supervised rotation at an affiliated hospital laboratory. Fee(s): Parking fees may be required for rotations at affiliate hospitals.

Prerequisite: A grade of C or better in MLS 405. Offered: Spring.

Military Science

ARSC - Military Science Air Force ROTC

ARSC 059 - Air Force Officer Lab (1 credit)

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.

Offered: Offered at the University of Maryland.

ARSC 100 - The USAF Today I (1 credit)

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.

Offered: Offered at the University of Maryland.

ARSC 101 - The USAF Today II (1 credit)

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. Offered: Offered at the University of Maryland.

ARSC 200 - The Development of Air Power (1 credit)

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.

Offered: Offered at the University of Maryland.

ARSC 201 - The Development of Air Power II (1 credit)

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.

Offered: Offered at the University of Maryland.

ARSC 210 - Field Training (2 credits)

AFROTC cadets must also register for ARSC059. Designed to train Air Force officer candidates in the skills of leadership, teamwork, officership, and the profession of arms. Successful completion is mandatory for all candidates in order to complete the AFROTC program and attain an Air Force commission.

ARSC 300 - Management and Leadership I (3 credits)

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: ARSC 059 or permission of department. Junior standing.. Offered: Offered at the University of Maryland.

ARSC 301 - Management and Leadership II (3 credits)

Continuation of ARSC 300. Cadets study leadership and management skills and leadership ethics as well as written and oral communication skills required of Air Force officers.

Corequisite: ARSC 059 or permission of department. Junior standing.. Offered: Offered at the University of Maryland.

ARSC 400 - National Security Forces in Contemporary American Society I (3 credits)

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. This course will satisfy credit towards a minor in military studies.

Prerequisite: ARSC 300 or ARSC 301; or permission of department..

Corequisite: ARSC 059 or permission of department. Senior standing.. Offered: Offered at the University of Maryland.

ARSC 401 - National Security Forces in Contemporary American Society II (3 credits)

Examines various subjects including: military law/justice, preparation for active duty, and current issues affecting military professionalism. This course will satisfy credit towards a minor in military studies.

Prerequisite: ARSC 300 or ARSC 301; or permission of department..

Corequisite: ARSC 059 or permission of department. Senior standing.. Offered: Offered at the University of Maryland.

ROTC - Military Science Army

ROTC 374.001 - Leadership Laboratory (1 credit)

This course is required each semester for enrolled ROTC participants who desire to be considered for a commission in the Army. As a leadership practicum, students have the opportunity to serve in leadership positions and receive tactical and technical training. Subjects include leading groups of five to 100 people,

first aid, operating Army equipment, and drill and ceremony.

Corequisite: An ROTC lecture course. Offered: Offered at JHU.

ROTC 374.101 - Leadership and Management I (2 credits)

Introduces students to the personal challenges and competencies that are critical for effective leadership and communication. Students will learn how the personal development of life skills such as cultural understanding, goal setting, time management, stress management, and comprehensive fitness relate to leadership, officership, and the Army profession. As the students become further acquainted with the course, they will learn the structure of the ROTC Basic Course program consisting of MSL 101, 102, 201, 202, Fall and Spring Leadership Labs, and Cadet Initial Entry Training (CIET). The focus is on developing basic knowledge and comprehension of Army leadership dimensions, attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

Offered: Offered at JHU.

ROTC 374.102 - Leadership and Management II (2 credits)

This build on what students learned first semester; of the personal challenges and competencies that are critical for effective leadership and communication. Students will learn how the personal development of life skills such as cultural understanding, goal setting, time management, stress management, and comprehensive fitness relate to leadership, officership, and the Army profession. As the students become further acquainted with the course, they will learn the structure of the ROTC Basic Course program consisting of MSL 101, 102, 201, 202, Fall and Spring Leadership Labs, and Cadet Initial Entry Training (CIET). The focus is on developing basic knowledge and comprehension of Army leadership dimensions, attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

Offered: Offered at JHU.

ROTC 374.110-120 - Basic Leadership Laboratory I, II (1 credit)

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.

Offered: Offered at JHU.

ROTC 374.201 - Leadership and Communication (2 credits)

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.

Offered: Offered at JHU.

ROTC 374.202 - Leadership and Teamwork (2 credits)

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. 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 case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

Offered: Offered at JHU.

ROTC 374.210 - Basic Team Leadership Laboratory (1 credit)

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.

Offered: Offered at JHU.

ROTC 374.22 - Intermediate Team Leadership Laboratory (1 credit)

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.

Offered: Offered at JHU.

ROTC 374.301 - and Tactical Theory I (2 credits)

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.

Offered: Offered at JHU.

ROTC 374.302 - Leadership and Tactical Theory II (2 credits)

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 Cadet Leadership Course (CLC) at Fort Knox, KY.

Offered: Offered at JHU.

ROTC 374.307 - Leadership in Military History (2 credits)

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.

Offered: Offered at JHU.

ROTC 374.31 - Basic Tactical Leadership Laboratory (1 credit)

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 Cadet Leadership Course (CLC) at Fort Knox, KY.

Offered: Offered at JHU.

ROTC 374.32 - Intermediate Tactical Leadership Laboratory (1 credit)

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

Cadet Leadership Course (CLC) at Fort Knox, KY.

Offered: Offered at JHU.

ROTC 374.401 - Adaptive Leadership (2 credits)

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.

Offered: Offered at JHU.

ROTC 374.402 - Leadership in a Complex World (2 credits)

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.

Offered: Offered at JHU.

ROTC 374.407 - Being a Platoon Leader (1 credit)

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.

Offered: Offered at JHU.

ROTC 374.410-420 - Advanced Planning and Decision Making Laboratory I,II (1 credit)

Develops a semester-long progression of programmed training activities 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.

Offered: Offered at JHU.

ROTC 374.501-502 - Independent Study (1-2 credits)

Offered: Offered at JHU.

ROTC 374.505-506 - Leadership Internship (1-2 credits)

Offered: Offered at JHU.

MOGR - Motion Graphics

MOGR 330 - Typography in Motion (3 credits)

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: A grade of "C" or better in VCD-230 and FMI-102 OR, A grade of "C" or better in FMI-222 and VCD-230. Offered: Fall.

MOGR 331 - Intermediate Motion Graphics (3 credits)

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: A grade of C or better in MOGR 330. Offered: Spring.

MOGR 431 - Advanced Motion Graphics and Effects (3 credits)

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: A grade of C or better in MOGR 331. Offered: Fall.

MUS - Music

MUS 102 - University Singers (2 credits)

Surveys a variety of choral music from Renaissance madrigals to pop with emphasis on vocal technique and musicianship within a performance ensemble setting. Emphasis is placed on achieving correct style and ability to project each song's meaning to a listener. Various public performances will be presented during the semester. Students may repeat this course up to 3 times for a total of 6 credits.

Prerequisite: Previous choral music experience or permission of the instructor. SEE Certification: Fine Arts. Offered: Fall and Spring.

MUS 105 - Orchestra (2 credits)

Surveys a variety of orchestral music in different styles with emphasis on instrumental technique and musicianship within a performance ensemble setting. Students may repeat this course up to 3 times for a total of 6 credits.

Prerequisite: Own or have access to an instrument and previous orchestra experience or permission of the instructor. SEE Certification: Fine Arts. Offered: Fall and Spring.

MUS 170 - Exploring Elements of Music/Hawaiian Ukulele (3 credits)

Introduces students to the fundamental elements of music theory, literacy, and ensemble performance through the medium of the Hawaiian ukulele.

Prerequisite: None. SEE Certification: Fine Arts. Offered: Fall and Spring.

MUS 201 - Introduction to Music in History (3 credits)

Surveys music literature from the late Renaissance to the present day. This course examines how music has evolved through the centuries by studying works by the most influential composers while relating the music to the corresponding historical eras. Students will be introduced to the finest representative musical examples in live and video performance.

Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153. SEE Certification: Fine Arts. Offered: Fall and Spring.

MUS 260 - Music Technology I (3 credits)

Focuses on many aspects of music technology. This course investigates rudimentary principles of sound, acoustics, midi, sequencing, notation, digital audio, the history of electronic music, important composers, and the importance of their composition to the field. This course introduces and explores current software and hardware to compose electronic music.

Prerequisite: None. SEE Certification: Fine Arts. Offered: Fall and Spring.

MUS 275 - American Music: Hopi to Hip-Hop (3 credits)

Traces the development of American musical styles as they evolved from music brought over by the early

colonizers through the gradual incorporation of Native-American music, African-American music, and the music of other ethnic groups up to contemporary popular music.

Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153. SEE Certification: Fine Arts. Offered: Fall or Spring.

MUS 290 - Band— Concert/Marching/Pep (Variable credits: 1-2 (Fall: 2 credits; Spring: 1 credit))

Provides students with the opportunity to rehearse and perform for the University concert, marching, or pep bands. Students continue to develop both their own instrumental skill and that of an ensemble member. Students are required to attend all classes, performances, and rehearsals. For fall marching band students, a required on-site camp will be held during August recruitment. Students earn two credits in Fall Marching Band and one credit during Spring Concert/Pep Band. Students may repeat this course and earn a combined total of up to 6 credits.

Prerequisite: None. SEE Certification: Fine Arts. Offered: Fall and Spring.

MUS 291 - Band-Not for Credit (0 credits)

Provides students with a non-credit option to continue participating in the University concert, marching, or pep bands. Students continue to develop both their own instrumental skill and that of an ensemble member. Students are required to attend all performances, and the required class rehearsals. For marching band students, a required on-site camp will be held during August recruitment.

Prerequisite: None. Offered: Fall and Spring.

NURS - Nursing

NURS 110 - Computer Technology in Nursing (3 credits)

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: Must meet all progression criteria for second-year status in the nursing major as outlined in the University catalog; A grade of C or better in ENG 152. Offered: Fall.

NURS 310 - Introduction to Clinical Nursing (6 credits)

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 included (90 hours) Fee: \$35

Prerequisite: Must meet all progression criteria for third-year status in the nursing major as outlined in the University catalog including a grade of C or better in NURS 110 and BIO 240. Offered: Fall.

NURS 310SE - Nursing Simulation Experience (0 credits)

Nursing Simulation Experience provides the opportunity to apply nursing concepts and newly learned skills in a simulation lab. Hi-fidelity manikins are programmed to simulate real and evolving scenarios that may occur in a clinical setting. Students will apply the necessary nursing knowledge and skills in conjunction with each scenario to demonstrate safe and effective nursing care. Simulation experience will be offered along with each clinical course to supplant or enhance clinical experience traditionally held in an acute care or community-based setting.

Corequisite: NURS 310. Offered: Fall.

NURS 311 - Communication and Cultural Competence in Professional Nursing (3 Credits)

Explores the intersection of communication and culture in the context of health and healthcare. Theoretical models and assessment tools are utilized to examine the diversity of cultural beliefs, values,

practices, legal-ethical concerns, and communication that impact the health of individuals, families and groups. These theories and skills will help students to perform competently within a diverse healthcare context. Fee: \$35

Prerequisite: Must meet all progression criteria for third-year status in the nursing major as outlined in the university catalog including a grade of C or better in NURS 110 and BIO 240. SEE Certification: Communication Intensive. Offered: Fall.

NURS 317 - Pathophysiology and Pharmacology I (3 credits)

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 and 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: Must meet all progression criteria for third-year status in the nursing major as outlined in the University catalog including a grade of C or better in NURS 110 and BIO 240. Offered: Fall.

NURS 318 - Pathophysiology and Pharmacology II (3 credits)

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, cardiovascular disorders, hematological disorders, renal, and neurologic disorders. Principals of disease transmission and immunological responses are integrated, as well as 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: Must meet all progression criteria for third-year status in the nursing major as outlined in the University catalog including a grade of C or better in NURS 310, NURS 311, NURS 317, and NURS 330. Offered: Spring.

NURS 330 - Health Assessment (3 credits)

Develops data collection and physical assessment skills across the life span. Clinical application in the clinical lab setting will be emphasized. Fee: \$35

Prerequisite: Must meet all progression criteria for third-year status in the nursing major as outlined in the University catalog including a grade of C or better in NURS 110 and BIO 240. Offered: Fall.

NURS 337 - Psychiatric and Mental Health Nursing (4 credits)

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). Fee: \$35

Prerequisite: Must meet all progression criteria for third-year status in the nursing major as outlined in the University catalog including a grade of C or better in NURS 310, NURS 311, NURS 317, and NURS 330. Offered: Spring.

NURS 337SE - Nursing Simulation Experience (0 credits)

Nursing Simulation Experience provides the opportunity to apply nursing concepts and newly learned skills in a simulation lab. Hi-fidelity manikins are programmed to simulate real and evolving scenarios that may occur in a clinical setting. Students will apply the necessary nursing knowledge and skills in conjunction

with each scenario to demonstrate safe and effective nursing care. Simulation experience will be offered along with each clinical course to supplant or enhance clinical experience traditionally held in an acute care or community-based setting.

Corequisite: NURS 337. Offered: Fall.

NURS 338 - Care of the Childbearing Family (4 credits)

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). Fee: \$35

Prerequisite: Must meet all progression criteria for third-year status in the nursing major as outlined in the University catalog including a grade of C or better in NURS 310, NURS 311, NURS 317, and NURS 330. Offered: Spring.

NURS 338SE - Nursing Simulation Experience (0 credits)

Nursing Simulation Experience provides the opportunity to apply nursing concepts and newly learned skills in a simulation lab. Hi-fidelity manikins are programmed to simulate real and evolving scenarios that may occur in a clinical setting. Students will apply the necessary nursing knowledge and skills in conjunction with each scenario to demonstrate safe and effective nursing care. Simulation experience will be offered along with each clinical course to supplant or enhance clinical experience traditionally held in an acute care or community-based setting.

Corequisite: NURS 338. Offered: Fall.

NURS 360 - Medical/Surgical Nursing I (4 credits)

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). Fee: \$35

Prerequisite: Must meet all progression criteria for third-year status in the nursing major as outlined in the University catalog including a grade of C or better in NURS 310, NURS 311, NURS 317, and NURS 330. Offered: Spring.

NURS 360SE - Nursing Simulation Experience (0 credits)

Nursing Simulation Experience provides the opportunity to apply nursing concepts and newly learned skills in a simulation lab. Hi-fidelity manikins are programmed to simulate real and evolving scenarios that may occur in a clinical setting. Students will apply the necessary nursing knowledge and skills in conjunction with each scenario to demonstrate safe and effective nursing care. Simulation experience will be offered along with each clinical course to supplant or enhance clinical experience traditionally held in an acute care or community-based setting.

Corequisite: NURS 360. Offered: Fall.

NURS 365 - Independent Research in Nursing (3 credits)

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: Must meet all progression criteria for fourth-year status in the nursing major as outlined in the University catalog, including a grade of B+ or better in NURS 360, and a grade of C or better in all other required 300-level courses; permission of the faculty member who will be supervising the research; permission from the department chair. Offered: Fall or Spring (offered as needed).

NURS 405 - Care of Vulnerable Populations in the Community (4 credits)

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. Nursing research will be the basis for all nursing interventions. Students will be held accountable for their own learning and documentation of that learning. Clinical included (90 hours) Fee: \$35

Prerequisite: Must meet all progression criteria for fourth-year status in the nursing major as outlined in the University catalog including a grade of C or better in all required 300-level nursing courses. SEE Certification: Writing Intensive. Offered: Fall.

NURS 405SE - Nursing Simulation Experience (0 credits)

Nursing Simulation Experience provides the opportunity to apply nursing concepts and newly learned skills in a simulation lab. Hi-fidelity manikins are programmed to simulate real and evolving scenarios that may occur in a clinical setting. Students will apply the necessary nursing knowledge and skills in conjunction with each scenario to demonstrate safe and effective nursing care. Simulation experience will be offered along with each clinical course to supplant or enhance clinical experience traditionally held in an acute care or community-based setting.

Corequisite: NURS 405. Offered: Fall.

NURS 409 - Care of Children and Families (4 credits)

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). Fee: \$35

Prerequisite: Must meet all progression criteria for fourth-year status in the nursing major as outlined in the University catalog including a grade of C or better in all required 300-level nursing courses. Offered: Fall.

NURS 409SE - Nursing Simulation Experience (0 credits)

Nursing Simulation Experience provides the opportunity to apply nursing concepts and newly learned skills in a simulation lab. Hi-fidelity manikins are programmed to simulate real and evolving scenarios that may occur in a clinical setting. Students will apply the necessary nursing knowledge and skills in conjunction with each scenario to demonstrate safe and effective nursing care. Simulation experience will be offered along with each clinical course to supplant or enhance clinical experience traditionally held in an acute care or community-based setting.

Corequisite: NURS 409. Offered: Fall.

NURS 435 - Professionalism in Nursing (2 Credits)

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.

Prerequisite: Must meet all progression criteria for fourth-year status in the nursing major as outlined in the University catalog including a grade of C or better in all required 300-level nursing courses.. Offered: Fall.

NURS 437 - Introduction to Nursing Research (3 credits)

Introduces students to the research process in nursing. Methods of gathering, analyzing and interpreting data commonly used in nursing research are discussed.

Prerequisite: Must meet all progression criteria for fourth-year status in the nursing major as outlined in the University catalog including a grade of C or better in MATH 135, NURS 405, NURS 409, NURS 435, and NURS 460. SEE Certification: Scientific Reasoning. Offered: Spring.

NURS 440 - Leadership Practicum in Contemporary Nursing Practice (4 credits)

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). Fee: \$35
Prerequisite: Must meet all progression criteria for fourth-year status in the nursing major as outlined in the University catalog including a grade of "C" or better in NURS 405, NURS 409, NURS 435, and NURS 460.. Offered: Spring.

NURS 450 - Special Topics in Nursing (2 credits)

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, Spanish for Health Professionals, women's health issues, variations in healthcare systems, and gerontology. Students must participate at a high level and produce papers and other presentations.

Prerequisite: Must meet all progression criteria for fourth-year status in the nursing major as outlined in the University catalog including a grade of C or better in NURS 405, NURS 409, NURS 435, and NURS 460. Offered: Spring.

NURS 455 - Case Studies and Problem Oriented Learning (2 credits)

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: Must meet all progression criteria for fourth-year status in the nursing major as outlined

in the University catalog including a grade of C or better in NURS 405, NURS 409, NURS 435, and NURS 460. Offered: Spring.

NURS 460 - Medical/Surgical Nursing II (4 credits)

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). Fee: \$35

Prerequisite: Must meet all progression criteria for fourth-year status in the nursing major as outlined in the University catalog including a grade of C or better in all required 300-level nursing courses. Offered: Fall.

NURS 460SE - Nursing Simulation Experience (0 credits)

Nursing Simulation Experience provides the opportunity to apply nursing concepts and newly learned skills in a simulation lab. Hi-fidelity manikins are programmed to simulate real and evolving scenarios that may occur in a clinical setting. Students will apply the necessary nursing knowledge and skills in conjunction with each scenario to demonstrate safe and effective nursing care. Simulation experience will be offered along with each clinical course to supplant or enhance clinical experience traditionally held in an acute care or community-based setting.

Corequisite: NURS 460. Offered: Fall.

NURS 470 - Medical/Surgical Nursing III (6 credits)

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). Fee: \$35

Prerequisite: Must meet all progression criteria for fourth-year status in the nursing major as outlined in the University catalog including a grade of C or better in NURS 405, NURS 409, NURS 435, and NURS 460. Offered: Spring.

NURS 470SE - Nursing Simulation Experience (0 credits)

Nursing Simulation Experience provides the opportunity to apply nursing concepts and newly learned skills in a simulation lab. Hi-fidelity manikins are programmed to simulate real and evolving scenarios that may occur in a clinical setting. Students will apply the necessary nursing knowledge and skills in conjunction with each scenario to demonstrate safe and effective nursing care. Simulation experience will be offered along with each clinical course to supplant or enhance clinical experience traditionally held in an acute care or community-based setting.

Corequisite: NURS 470. Offered: Fall.

PHIL - Philosophy

PHIL 101 - Introduction to Philosophy (3 credits)

Explores the nature of philosophical inquiry that underlies all pursuits of knowledge and self-knowledge. In particular, 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: ENG 151 or equivalent (may be taken concurrently). SEE Certification: Humanities. Offered: Fall and Spring.

PHIL 104 - Logic (3 credits)

Studies the principles and methods used to distinguish between good and bad reasoning. To this end, students critically examine and attempt to understand key elements of both informal and formal logic.

Prerequisite: ENG 151 or equivalent (may be taken concurrently). SEE Certification: Humanities. Offered: Fall and Spring.

PHIL 215 - Ethics (3 credits)

Surveys and examines traditional ethical ideas in terms of their ability to help students address moral dilemmas and understand ethics in relation to laws, rights, and social well-being. Students address the strengths and weaknesses of ethical theories to

clarify or resolve current moral controversies as well as to enhance their own efforts in leading a good or virtuous life.

Prerequisite: A grade of C or better in ENG 152 or equivalent, second-year status or higher, or permission of the instructor. SEE Certification: Humanities. Offered: Fall and Spring.

PHIL 220 - Applied Philosophy and Community Service (3 credits)

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: A grade of C or better in ENG 152 or equivalent, second-year status or higher, or permission of the instructor. SEE Certification: Humanities. Offered: Fall or Spring.

PHIL 260 - Aesthetics (3 credits)

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: A grade of C or better in ENG 152 or equivalent, second-year status, or permission of the instructor. SEE Certification: Humanities. Offered: Fall and Spring.

PHIL 265 - Philosophical Topics (3 credits)

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: A grade of C or better in ENG 152 or equivalent, second-year status, or permission of the instructor.

SEE Certification: HUM. Offered: Fall or Spring.

PHIL 370 - Philosophical Figures (3 credits)

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: A grade of C or better in ENG 152 or equivalent, third-year or fourth-year status, or permission of the instructor. Offered: Fall or Spring.

PHIL 415 - Professional Ethics (3 credits)

Reviews traditional ethical theories, which are then applied to more specialized topics in professional ethics. Readings consist of case studies together with articles on ethical theory. Students who have taken PHIL 416 are not eligible to take PHIL 415.

Prerequisite: A grade of C or better in ENG 152 or equivalent, third-year or fourth-year status, or permission of the instructor. Offered: Fall and Spring.

PHIL 416 - Business Ethics (3 credits)

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: A grade of C or better in ENG 152 or equivalent, third-year or fourth-year status, or permission of the instructor. Offered: Fall.

PHIL 420 - Philosophy of Education (3 credits)

Engages students in active inquiry into philosophical perspectives on the purpose of education. Students investigate questions about educational practices observable in authentic classroom settings. Restricted to education majors.

Prerequisite: Restricted to education majors. Fourth-year status or permission of the instructor. Corequisite: ED 440, ED 442, ED 444. SEE Certification: Writing Intensive and Humanities. Offered: Fall.

PHOTO - Photography

PHOTO 140 - Black and White Film Photography (3 credits)

Introduces students to black and white film-based photographic processes with an emphasis on camera controls, film processing, and darkroom printing. Considers photography from multiple fine art perspectives such as a process, form, and artists' works from historical and contemporary examples. Time is devoted to hands-on darkroom skills and criticism of the students' work both technically and aesthetically. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite: None. SEE Certification: Fine Arts. Offered: Fall, Spring, and Summer, as needed.

PHOTO 141 - Basic Digital Photography (3 credits)

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. Students will need to purchase supplies/materials for this course.

Prerequisite: None. SEE Certification: Fine Arts. Offered: Fall, Spring, and Summer.

PHOTO 241 - Intermediate Digital Photography (3 credits)

Builds upon concepts taught in Photo 141 Basic Digital Photography, while focusing on Digital post-production techniques, digital manipulation, and advanced digital editing using Adobe Photoshop and Lightroom. Students practice the use of electronic flash and learn to photograph in a studio and on location. Students apply professional standards and practices including copyright, appropriation, and fair use guidelines. Students will produce a body of work consisting of thematically related series of images, while placing emphasis on digital enhancement and manipulation.

Students will need to purchase supplies/materials for this course.

Prerequisite: A grade of C or better in PHOTO 141. Offered: Spring.

PHOTO 242 - Fashion and Portrait Photography (3 credits)

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: A grade of C or better in PHOTO 141. Offered: Spring.

PHOTO 250 - Alternative Photographic Processes (3 credits)

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: A grade of C or better in PHOTO 141. Offered: Fall.

PHOTO 341 - Advanced Studio Photography (3 credits)

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: A grade of C or better in PHOTO 241 OR PHOTO 242. Offered: Fall or Spring.

PHOTO 342 - Documentary and Photojournalism (3 credits)

Investigates documentary and photojournalism genres of photography. This course presents an in-depth study of photography as a method of non-fiction storytelling 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: A grade of C or better in PHOTO 241 OR PHOTO 242. Offered: Fall.

PHOTO 480 - Photography Special Topics (3 credits)

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: A grade of C or better in PHOTO 341 or PHOTO 342. Offered: Fall, Winterim, or Spring.

PE - Physical Education

Physical education courses are not required for a student to fulfill the Stevenson Educational Experience curriculum; however, we believe that these courses are invaluable in assisting students to create lifetime habits of physical fitness. Although students may participate in more than one physical education course, only one credit from PE may be counted in a student's total credit count. PE courses are pass/fail. There is no major in physical education. All physical education course offerings are listed below.

PE 101	Aerobics	Reasoning-Laboratory. Offered: Fall and Spring.
PE 102	Jogging	<p>PHYS 125 - Astronomy (4 credits) Provides students with an overview of astronomy, including its history as a science and how its advances reflect the scientific method. Students will explore vast chronological and physical scales, ranging from the size scale and age of intelligent life on Earth to the immense distances between galaxies and age of the Universe since the Big Bang. The basic principles of electromagnetic radiation will be addressed to demonstrate how they relate to astronomical observation and how instruments are used to detect and analyze such radiation. A laboratory with exercises in observational astronomy and its techniques is included. Prerequisite: Eligible for MATH 135 or higher. SEE Certification: Scientific Reasoning-Laboratory. Offered: Spring.</p> <p>PHYS 210 - General Physics I (4 credits) 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: A grade of C or better in MATH 137, or placement into MATH 147 or higher. Offered: Fall and Spring.</p> <p>PHYS 211 - General Physics II (4 credits) 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: A grade of C or better in PHYS 210. Offered: Fall and Spring.</p> <p>PHYS 215 - General Physics I with Calculus (4 credits) Introduces the fundamentals of Newtonian mechanics. Topics include kinematics, gravity, energy, collisions, fluids, and waves. Experimental techniques, including the analysis of data and the identification of errors, are addressed in the accompanying laboratory. Prerequisite: A grade of C or better in MATH 220 or MATH 220H. SEE Certification: Scientific Reasoning-Laboratory. Offered: Spring.</p>
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	
	Cooperative	
PE 117	Learning/Implementing Adventure Activities	
PE 119	Walking for Fitness	
	Physical Activities for	
PE 121	Kindergarten - 9th Grade students	
PE 123	Coaching Sports	
PE 125	Recreational Ice Skating	
PE 132	Self-defense	
PE 138	Skiing	

PHYS - Physics

PHYS 115 - You Are Here: Earth and Space Sciences (4 credits)

Starts with Earth and its position in the universe and then turns to features closer to home: the ground we stand on, the water we drink, and the air we breathe. Students will study astronomical, geological, hydrological, and meteorological systems, cycles within those systems, interactions of those systems, their effect on our lives, and our effect on those systems. Course includes weekly lab exercises to explore the development, understanding and enrichment of those concepts.

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

PHYS 216 - General Physics II with Calculus (4 credits)

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: A grade of C or better in PHYS 215. Offered: Fall.

POSCI - Political Science

POSCI 102 - American Government: Political Institutions and Procedures (3 credits)

Examines the structures that comprise the American political system, how they interact, how they affect an individual member of the political system, and how they are changed by individuals and groups. This course covers federal, state, and local government.

Prerequisite: ENG 151 or equivalent (may be taken concurrently). SEE Certification: Social Science. Offered: Fall and Spring.

POSCI 205 - State & Local Government (3 credits)

Examines how local communities and states are governed in the United States. The course balances its emphasis on metropolitan areas by examining key aspects of state policy, such as education, crime, growth, and taxation. Students explore comparisons between Maryland political institutions and those of other states.

Prerequisite: ENG 152 or equivalent. SEE Certification: Social Science. Offered: Fall and Spring.

PSY - Psychology

PSY 101 - Introduction to Psychology (3 credits)

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: A grade of C or better in ENG 150, ENG 151 or ENG 153 (may be taken concurrently). SEE Certification: Social Science. Offered: Fall and Spring.

PSY 101H - Honors Introduction to Psychology (3 credits)

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. This course is a more demanding section of PSY 101 designed for students with a strong math and science background.

Corequisite: ENG 151 or ENG 153 and invitation of department chair. SEE Certification: Social Science. Offered: Fall.

PSY 105 - Professional Issues in Psychology (1 credit)

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: None. Offered: Fall and Spring.

PSY 108 - Human Growth and Development (3 credits)

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: A grade of C or better in PSY 101 or PSY 101H. Offered: Fall and Spring.

PSY 136 - Statistics for the Behavioral and Social Sciences (4 credits)

Introduces students to data analysis in the behavioral and social sciences. Students will study the nature of research in the behavioral and social sciences, the basic concepts of descriptive and inferential statistics, and the use of basic statistical methods. Students will use SPSS to analyze data and to report and interpret statistical results. Credit will not be granted for more than one of the following statistics courses: MATH 115, MATH 136, MATH 140, MATH 210, and MATH 235 and PSY 136..

Prerequisite: A grade of C or better in MATH 005# or by placement.. SEE Certification: Quantitative Literacy. Offered: Fall and Spring.

PSY 201 - Writing for Psychology (3 credits)

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: A grade of C or better in ENG 152. SEE Certification: Writing Intensive. Offered: Fall and Spring.

PSY 205 - Career Development I (1 credit)

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. Restricted to psychology majors.

Prerequisite: A grade of C or better in PSY 105 and second-year status or permission of the instructor. Offered: Fall and Spring.

PSY 206 - Child Development (3 credits)

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: None. Offered: Fall and Spring.

PSY 208 - Human Sexuality (3 credits)

Focuses on the psychological, biological, social, cultural, and ethical forces that impact one's sexuality.

Emphasis is placed on research methodologies. Topics, such as the status of sex research, love, attraction and intimacy, variations in sexual practice and gender expressions, and legal implications, as well as the range of psychological factors 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: A grade of C or better in PSY 101 or PSY 101H. Offered: Fall and Spring.

PSY 215 - Psychopathology (3 credits)

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: A grade of C or better in PSY 101 or PSY 101H. Offered: Fall and Spring.

PSY 216 - Psychopathology in Children and Adolescents (3 credits)

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: A grade of C or better in PSY 215. Offered: Fall and Spring.

PSY 221 - Infant and Child Socioemotional Development (3 credits)

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: A grade of C or better in PSY 108. Offered: Fall or Spring, as needed.

PSY 230 - Basic Counseling Skills (4 credits)

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: A grade of C or better in PSY 101 or PSY 101H. Offered: Fall and Spring.

PSY 250-254 - Topics in Psychology (3 credits)

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: Prerequisites vary based on topic. Offered: Fall or Spring, as needed.

PSY 260 - Behavioral Approaches to Change (3 credits)

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: A grade of C or better in PSY 101 or PSY 101H. Offered: Fall and Spring.

PSY 261 - Biological Psychology (3 credits)

Examines the biological bases of behavior with an emphasis on how the brain creates the mind and consciousness. This course 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: A grade of C or better in PSY 101 or PSY 101H. Offered: Fall and Spring.

PSY 262 - Social Psychology (3 credits)

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: A grade of C or better in PSY 101 or PSY 101H. Offered: Fall and Spring.

PSY 270 - Research Methods and Data Analysis I (4 credits)

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: PSY 201 (may be taken concurrently with permission of the department chair) and a C or better in MATH 136 or MATH 140. Corequisite: PSY 201 may be taken concurrently with PSY 270, but it is highly recommended to take it prior to PSY 270. Offered: Fall and Spring.

PSY 305 - Career Development II (1 credit)

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: A grade of C or better in PSY 205; junior status. Offered: Fall and Spring.

PSY 306 - Counseling Lab (1 credit)

Facilitates students' mastery of counseling skills. Students view videotapes both of leading counselors and of themselves. In their viewing, students identify the specific skills used, and they analyze how the skills are being used and their effectiveness. Through this work, students become more skilled helpers.

Prerequisite: PSY 230: Basic Counseling Skills. Offered: Fall and Spring.

PSY 309 - Field Placement (1 - 3 credits)

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: A grade of C or better in PSY 205, PSY 215, PSY 230, and PSY 260, or permission of field placement coordinator.. Offered: Fall, Spring, and Summer.

PSY 325 - Personality Psychology (3 credits)

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 addresses practical implications.

Prerequisite: A grade of C or better in PSY 108 or PSY 215 and PSY 343 or permission of the instructor. Offered: Fall or Spring, as needed.

PSY 326 - Special Topics in Cognitive Psychology (3 credits)

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: A grade of C or better in PSY 270. Offered: Fall or Spring, as needed.

PSY 327 - Special Topics in Developmental Psychology (3 credits)

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: A grade of C or better in PSY 108 and PSY 270. Offered: Fall or Spring, as needed.

PSY 328 - Special Topics in Personality Psychology (3 credits)

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: A grade of C or better in PSY 270. Offered: Fall or Spring, as needed.

PSY 329 - Special Topics in Social Psychology (3 credits)

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: A grade of C or better in PSY 262 and PSY 270. Offered: Fall or Spring, as needed.

PSY 330 - Educational Psychology (3 credits)

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: Third-year education major or permission of instructor. Offered: Fall.

PSY 333 - Tests and Measurement (4 credits)

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: A grade of C or better in PSY 270. Offered: Fall and Spring.

PSY 340 - Advanced Counseling Skills (4 credits)

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: A grade of C or better in PSY 230 and junior status. Offered: Fall and Spring.

PSY 341 - Counseling Theories (3 credits)

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: A grade of C or better in PSY 230, PSY 260, and PSY 340. Offered: Fall and Spring.

PSY 343 - Research Methods and Data Analysis II (4 credits)

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: A grade of C or better in PSY 201 and PSY 333. SEE Certification: Writing Intensive. Offered: Fall and Spring.

PSY 350 - Advanced Topics in Applied Psychology (3 credits)

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: A grade of C or better in PSY 201 and junior status. Prerequisites may vary by topic. Offered: Fall and Spring.

PSY 405 - Career Development III (1 credit)

Focuses on activities to secure employment or admission to graduate school (or both) 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. Pass/Fail Grading.

Prerequisite: PSY 305, senior status. Offered: Fall and Spring.

PSY 420 - History and Systems of Psychology (3 credits)

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.

Prerequisite: A grade of C or better in PSY 341, senior status. Offered: Fall or Spring, as needed.

PSY 450 - Internship (3 credits)

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: A grade of C or better in PSY 343 or PSY 340, senior status, and permission of field placement coordinator. Offered: Fall and Spring.

PSY 470 - Senior Research Thesis (4 credits)

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: A grade of C or better in PSY 343. Permission of research supervisor and department chair.. Offered: Fall and Spring.

REL - Religion**REL 116 - Survey of the New Testament (3 credits)**

Introduces the literature of the New Testament, with appropriate emphasis given to the background, growth, and thematic content of the Biblical materials.

Prerequisite: ENG 151 or equivalent (may be taken concurrently). SEE Certification: Humanities. Offered: Fall or Spring.

REL 202 - World Religions (3 credits)

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: ENG 151 or equivalent (may be taken concurrently). SEE Certification: Humanities. Offered: Fall and Spring.

REL 225 - The Religious Experience of Indigenous People (3 credits)

Explores various issues in selected indigenous 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 and cultures.

Prerequisite: A grade of C or better in ENG 152 or equivalent (may be taken concurrently), or permission of the chair.. SEE Certification: Humanities. Offered: Fall, Spring, or Summer.

REL 265 - Comparative Thought in Religion (3 credits)

Explores, examines, and compares a targeted religious issue, such as transcendence, mortality, sexuality, humanity, transitions, justice, and evil in selected world religions.

Prerequisite: A grade of C or better in ENG 152 or be equivalent (may be taken concurrently), or permission of the Chair.. SEE Certification: Humanities. Offered: Fall and Spring.

REL 270 - Contemporary Religion in the U.S. (3 credits)

Studies contemporary religious expressions in America. This course examines the origins, development, and current status of both mainline

and peripheral movements, with discussions on attendant problems of national interest and addresses issues in which religion, politics, and community values influence each other across the contemporary landscape.

Prerequisite: A grade of C or better in ENG 152 or equivalent (may be taken concurrently), or permission of the Chair.. SEE Certification: Humanities. Offered: Fall or Spring.

REL 275 - Topics in Religion (3 credits)

Examines specialized topics in religion, usually centered on a particular religious theme, practice, place, person, event, or era. This course will allow students the opportunity to look at contemporary as well as past events that shape world religions and influence society. The particular topic will vary with each offering and will be dependent upon faculty and student interest. This course may be repeated for credit.

Prerequisite: A grade of C or better in ENG 152 or equivalent (may be taken concurrently). SEE Certification: Humanities. Offered: Fall or Spring.

REL 280 - Jesus of Nazareth (3 credits)

Examines the teachings of Jesus as they are reported in the New Testament books of Matthew, Mark, Luke, and John. Students will be challenged to trace the effects of what Jesus said-and did not say-on selected contemporary ethical issues, such as marriage, sex, wealth, poverty, abortion, homosexuality, and the death penalty.

Prerequisite: A grade of C or better in ENG 152 or equivalent, or permission of the Chair.. SEE Certification: Humanities. Offered: Fall or Spring.

REL 285 - Exploring Western Religions (3 credits)

Provides a comparative study of the major Western religions as well as an examination of their historical development and resulting implications for contemporary issues.

Prerequisite: A grade of C or better in ENG 152 or equivalent (may be taken concurrently), or permission of the Chair.. SEE Certification: Humanities. Offered: Fall or Spring.

REL 290 - Exploring Eastern Religions (3 credits)

Explores Eastern religions from South and East Asia, 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.

Prerequisite: ENG 151 or equivalent (may be taken concurrently). SEE Certification: Humanities. Offered: Fall or Spring.

SCI - Science**SCI 100 - School of the Sciences Transfer Student Seminar (1 credit)**

Provides transfer students with an academic orientation to the School of the Sciences that is grounded in Stevenson University's core values: integrity, learning, community, and excellence. Students will engage in career planning in the context of their academic program, review policies and expectations, and experience opportunities to build community. Restricted to and required for all transfer students majoring in applied mathematics, biochemistry, biology, chemistry, and environmental science.

Offered: Fall and Spring.

SCI 105 - Careers in Healthcare Professions (1 credit)

Provides an overview of clinical and non-clinical health careers available to science majors and the steps necessary to pursue these careers. Students will create a portfolio in the career architecture model that will aid them in arranging their university curriculum and discipline expertise experiences according to each student's specific needs and possible career choice.

Prerequisite: CHEM 115 (may be taken concurrently). Offered: Spring.

SCI 215 - Writing in the Sciences (3 credits)

Develops information literacy and scientific writing skills. Emphasis is on finding and evaluating primary research literature, scientific writing for both lay and professional audiences, and communicating scientific findings in multiple written formats appropriate to the discipline.

Prerequisite: A grade of C or better in ENG 152 and a minimum of two science courses. SEE Certification: Writing Intensive. Offered: Fall and Spring.

SCI 440 - Capstone Practicum (1 credit)

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. Fees: Parking and printing fees may be required.

Prerequisite: Permission of the department chair of the student's major field of study. Offered: Summer.

SL - Service Learning

SL 101 - Community as Your Classroom Seminar (3 credits)

Introduces students to service-learning through active engagement in planning, implementing, and evaluating their service experiences. Students will learn research-based approaches to service-learning while making connections between and across the curriculum, analyzing personal and professional goals, and exploring individual career paths. Students will apply their learning beyond the classroom and creatively address problems facing their communities, the nation, and the world. This course will provide students with the theoretical underpinnings of service-learning and help prepare them for the subsequent discipline-specific service-learning classes

Offered: Fall, Spring, and Winterim.

SOC - Sociology

SOC 101 - Introduction to Sociology (3 credits)

Introduces building blocks of knowledge in the discipline of sociology, a discipline that examines how humans interact and how their interactions are influenced by social forces.

Prerequisite: A grade of C or better in ENG 151 or equivalent (may be taken concurrently). SEE Certification: Social Science. Offered: Fall and Spring.

SOC 102 - Contemporary Social Problems (3 credits)

Examines pressing social problems by focusing on the way society is organized and how it functions through its institutions. Emphasizing the sociological perspective, students explore definitions, origins, interpretations, and consequences of social problems and solutions to such public concerns as economic

inequality, gender inequality, racism, and crime.

Prerequisite: A grade of C or better in ENG 151 or equivalent (may be taken concurrently). SEE Certification: Social Science. Offered: Fall and Spring.

SOC 203 - Sociology of Minority Groups (3 credits)

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: A grade of C or better in ENG 152 and sophomore status. Offered: Fall or Spring (offered as needed).

SOC 206 - Sociology of Women (3 credits)

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: A grade of C or better in ENG 152 and sophomore status. Offered: Fall (offered as needed).

SOC 207 - Organizations, Work, and Society (3 credits)

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: A grade of C or better in ENG 152 and sophomore status. Offered: Fall or Spring (offered as needed).

SOC 260 - American Popular Culture (3 credits)

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: A grade of C or better in ENG 152 and sophomore status. Offered: Fall or Spring (offered as needed).

SOC 304 - Topics in Sociology (3 credits)

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: A grade of C or better in ENG 152 and junior status. Offered: Fall and Spring.

SPN - Spanish Courses

SPN 101 - Elementary Spanish I (4 credits)

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: Not open to native speakers or students with two or more years of high school Spanish. Offered: Fall.

SPN 102 - Elementary Spanish II (4 credits)

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: Placement, two successful years of high school Spanish, or a grade of C or better in SPN 101. Offered: Spring.

SPN 115 - Cafe de Tapas - Spanish Conversation and Culture (1 credit)

Offers Spanish language students the opportunity to enrich their classroom experience through interpersonal communication in Spanish and to advance in their oral fluency, listening comprehension, and understanding of Hispanic cultures. Students meet one hour per week to converse informally and entirely in Spanish and to discuss independent projects and journals, current events and media, film, music,

art, literature, and more, with attendees from the college community. The course involves three off-campus excursions to various venues of Hispanic cultures, such as local Hispanic fairs/celebrations, museums, and restaurants. This course is graded on a Pass/Fail basis. Repeatable for credit.

Prerequisite: Current or previous enrollment in SPN 101 or SPN 102 or permission of the instructor..
Corequisite: Current or previous enrollment in SPN 101 or SPN 102 or permission of the instructor.. Offered: Fall and Spring.

SPN 201 - Intermediate Spanish I (3 credits)

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: 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. SEE Certification: Humanities. Offered: Fall.

SPN 202 - Intermediate Spanish II (3 credits)

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: A grade of C or better in SPN 201. SEE Certification: Humanities. Offered: Spring.

SPN 215 - Café de Tapas—Spanish Conversation and Culture (1 credit)

Offers Spanish language students the opportunity to enrich their classroom experience through interpersonal communication in Spanish and to advance in their oral fluency, listening comprehension, and understanding of Hispanic cultures. Students meet one hour per week to converse informally and entirely in Spanish and to discuss independent projects and journals, current events and media, film, music, art, literature, and more, with attendees from the college

community. The course involves three off-campus excursions to various venues of Hispanic cultures, such as local Hispanic fairs/celebrations, museums, and restaurants. Additionally, students enrolled in the 200-level course may help those students enrolled in the 100-level course in collaborative learning projects. This course is graded on a Pass/Fail basis. Repeatable for credit.

Prerequisite: Current or previous enrollment in SPN 201 or SPN 202 or permission of the instructor..

Corequisite: Current or previous enrollment in SPAN 201 or 202 or permission of the instructor.. Offered: Fall and Spring.

THEA - Theatre and Media Performance

THEA 103 - Beginning Acting (3 credits)

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: None. SEE Certification: Fine Arts. Offered: Fall and Spring.

THEA 115 - Stagecraft (3 credits)

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.

Prerequisite: None. Offered: Fall.

THEA 116 - Script Analysis (3 credits)

Focuses on the analysis of theatrical scripts in preparation for public performance. Analysis will 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, then researching production styles, and planning their own interpretation of productions based on a variety of important American and international plays.

Prerequisite: A grade of C or better in THEA 121. Offered: Spring.

THEA 121 - Introduction to Theatre (3 credits)

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: None. SEE Certification: Fine Arts. Offered: Fall and Spring.

THEA 203 - Acting II (3 credits)

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: A grade of C or better in THEA 103. Offered: Fall.

THEA 204 - Improvisational Theatre (3 credits)

Stresses cooperation in concept development, acting, individual character development, creative thought, and flexibility through exercises and games to help actors with spontaneity.

Prerequisite: A grade of C or better in THEA 103. Offered: Fall and Spring.

THEA 210 - Acting for the Camera (3 credits)

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: A grade of C or better in THEA 103. Offered: Spring.

THEA 215 - Theatre Practicum: Set Design and Construction (1 credit)

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: None. Offered: Fall and Spring.

THEA 216 - Theatre Practicum: Scene Painting and Props (1 credit)

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: None. Offered: Fall and Spring.

THEA 217 - Theatre Practicum: Stage Lighting and Sound (1 credit)

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: None. Offered: Fall and Spring.

THEA 218 - Theatre Practicum: Costuming (1 credit)

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: None. Offered: Fall and Spring.

THEA 224 - Play Performance (3 credits)

Involves participation in department 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: None. Offered: Fall and Spring.

THEA 240 - Theatre History I (3 credits)

Studies masterpieces of Eastern and Western theatre from antiquity to the 16th century 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: A grade of C or better in THEA 121. SEE Certification: Humanities. Offered: Fall and Spring.

THEA 270 - Voice for the Actor (3 credits)

Develops the voice for performance. Students will study alignment, diaphragmatic breathing, relaxation, phonation, articulation, resonance, projection, Standard American Speech, and the International Phonetic Alphabet. Students will also learn how to apply their vocal technique to create and perform characters.

Prerequisite: A grade of C or better in THEA 103. Offered: Spring.

THEA 275 - Theatre Movement (3 credits)

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: A grade of C or better in THEA 103. Offered: Spring.

THEA 301 - Acting III (3 credits)

Offers a more intensive approach to performing scenes from comedies and dramas that are rich in substance and style. Students enhance the acting skills learned in THEA 103 Beginning Acting and THEA 203 Acting II. 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: A grade of C or better in THEA 203. Offered: Fall.

THEA 310 - Acting for the Camera II ()

Course under development.

THEA 318 - Internship (3 credits)

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. The student may begin the internship before the end of the semester in which THEA 318 is taken, which meets weekly for one hour; however, the internship must be completed before the end of the spring semester-when THEA 318 is taken in the fall or by the end of the summer and the start of the next academic year-when THEA 318 is taken in the spring. At the conclusion of the experience, the student and the on-site supervisor evaluate the experience.

Prerequisite: A grade of C or better in THEA 121, THEA 202, THEA 204, and THEA 210.. Offered: Fall and Spring.

THEA 320 - Performing Shakespeare (3 credits)

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: A grade of C or better in THEA 301. Offered: Spring.

THEA 335 - Directing (3 credits)

Analyzes the role of the theatrical director. Students develop skills in dramaturgical and script analysis, learn key elements of stage composition, explore the uses of movement and rhythm, and study directorial functions within both theatrical events and creative collaborations.

Prerequisite: A grade of C or better in THEA 301. Offered: Spring.

THEA 370 - Advanced Voice for the Actor (3 credits)

Further develops the voice for performance through exercises in articulation, phonation, alignment, diaphragmatic breathing, relaxation, and projection introduced in Voice for the Actor I. Students learn how to apply these skills to warm up the voice and to perform and create their characters. Students will also learn how to apply their vocal technique to create and perform characters. They will also learn how to apply their vocal technique to create and perform characters. The course also stresses skills needed to work with all types of microphones used in the media.

Prerequisite: A grade of C or better in THEA 270. Offered: Fall.

THEA 375 - Advanced Movement (3 credits)

Develops techniques introduced in Movement I with further concentration of Anne Bogart's Viewpoints and Rudolf Laban's efforts, and addresses the differences between the movement for film style shooting and video style shooting. Students explore the differences needed to perform on the stage and the adjustments made for the limitations of the camera's vista.

Prerequisite: A grade of C or better in THEA 275 and THEA 301. Offered: Fall.

THEA 410 - Design and Collaboration (3 credits)

Provides Theatre and Media Performance majors with a pre-production theatre experience that explores the collaborative relationship among theatre practitioners—directors, scenic designer, lighting designer, costume designers, and sound designers. The course emphasizes theatrical design as a creative process that begins with the initial visualization of design concepts, which are then researched by a director and collaboratively developed by a design team.

Prerequisite: A grade of C or better in THEA 335. Offered: Fall.

THEA 430 - Business of Acting (3 credits)

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: A grade of C or better in THEA 410. Offered: Spring.

THEA 452 - Senior Project: Theatre (3 credits)

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 that highlights each student's work and what they learned during their four years of study.

Prerequisite: A grade of C or better in THEA 301. Offered: Spring.

VCD - Visual Communication and Design

VCD 125 - Fundamentals of Digital Media (3 credits)

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: None. Offered: Spring.

VCD 208 - Web Design I (3 credits)

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: A grade of C or better in ART 113 and VCD 125. Offered: Spring.

VCD 210 - Communication Design I (3 credits)

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: A grade of C or better in both ART 113 and VCD 125. Offered: Fall.

VCD 211 - Communication Design II (3 credits)

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: A grade of C or better in VCD 210. Offered: Spring.

VCD 230 - Typography I (3 credits)

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: A grade of C or better in VCD 125 and ART 113 OR a grade of C or better in VCD 125 and FMI 102. Offered: Fall.

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

Builds on technology skills introduced in VCD 125. 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: A grade of C or better in VCD 125. Offered: Spring.

VCD 290 - Internship Preparation (1 credit)

Prepares students to seek and obtain internships and future employment opportunities. Students research internship opportunities, organize and write résumés, outline internship goals and objectives, and practice interviewing skills. Students will analyze their personal abilities, skills, experiences, and communication strategies in terms of professional standards and market needs.

Prerequisite: A grade of C or better in ENG 152. Offered: Fall and Spring.

VCD 308 - Web Design II (3 credits)

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: A grade of C or better in VCD 208. Offered: Fall.

VCD 310 - Communication Design III (3 credits)

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: A grade of C or better in VCD 211. Offered: Fall.

VCD 330 - Typography II (3 credits)

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: A grade of C or better in VCD 230. Offered: Spring.

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

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

Prerequisite: A grade of C or better in VCD 211 or VCD 270. Offered: Fall.

VCD 380 - Professional Design Studio (3 credits)

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: A grade of C or better in VCD 310. Offered: Spring.

VCD 390 - Internship (3 credits)

Provides the opportunity for students to gain career-related experience in a professional environment outside of the classroom. Students identify opportunities and apply for internships independently. Student placements must be approved before the start of the internship. The internship coordinator offers faculty oversight of the academic component and guidance of the on-site internship. Students demonstrate achievement of goals with a daily journal, a self-

evaluation, a site evaluation, and an on-site visit from the internship coordinator. Students must complete 120-hours in their internship.

Repeatable for credit.

Prerequisite: VCD 210, VCD 230, and VCD 290 with a grade of "C" or better.

Offered: Fall, January, Spring and Summer.

VCD 410 - Portfolio & Professional Development (3 credits)

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: A grade of C or better in VCD 308 and VCD 330; or a grade of C or better in VCD 308 and PHOTO 341.. Offered: Fall.

VCD 440 - Designing for a Target Market (3 credits)

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. Repeatable for credit.

Prerequisite: A grade of C or better in VCD 208 and VCD 211. Offered: Fall or Spring (offered as needed).

VCD 450 - Senior Capstone (3 credits)

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. Students will need to purchase supplies/materials for this course.

Prerequisite: Senior status, and a grade of C or better in VCD 310.

Offered: Spring.

VCD 480 - Design Studio Special Topics (3 credits)

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: A grade of C or better in VCD 310. Offered: Fall, Winterim, and Spring.

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Career Services

Shira Concool (2015)
Assistant Director
B.A., Yale University;
M.A., New York University

Jacqueline D. Goetz (2015)
Coordinator, Events & Marketing
B.A., McDaniel College

Constance Harrington (2015)
*Industry & Career Specialist, Graduate
and Professional School*
B.A., McDaniel College

Jennifer Marin Jericho (2014)
*Industry Specialist, School of Design,
Career Services*
B.A., University of Maryland, College
Park;
M.A., University of Baltimore

Jessica L. Johnson (2017)
Administrative Assistant
B.S., University of Maryland College
Park

Jill Pajak (2016)
Employment Coordinator
B.A., Towson University

Matthew D. Seiler (2017)
Coordinator, Events and Marketing
B.S., Stevenson University

Hugh Taylor (2013)
Manager, Technology
A.A., Howard Community College;
B.S., Capitol College

Jennifer Wheeler (2013)
Experiential Learning Coordinator
B.S., York College of Pennsylvania

Information Technology

John "Karl" Bantillo (2014)
Senior Systems Administrator

Kelly Bean (2014)

Administrative Assistant
M.A.T., Notre Dame of Maryland University

Kathleen Barthol (2013)
Senior Programmer/Analyst
A.A., B.S., Stevenson University

Jennifer Brechin (2006)
Senior Programmer Analyst
B.A., Christendom College

Courtney Burkett (2013)
Helpdesk Administrator
B.S., Stevenson University

Jeffrey Buss (2015)
Specialist, Technology Support
A.A., Carroll Community College;
B.S., M.S., Stevenson University

Raymond A. Cardillo (2007)
Director, Technical Services
B.A., LaSalle University

Colin David (2015)
Systems Administrator
B.A., Stevenson University

Bryan Goetz (2006)
Senior Technology Support Specialist
B.S., Stevenson University

Robert J. Hutter (2004)
Director, Network and Infrastructure
B.S., Stevenson University

Christian Kilinski (2012)
Senior 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)
Director, Desktop Technology

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

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

Jeremy Schatten (2014)
Systems Administrator
B.A., Goucher College

Joshua Schermer (2011)
Senior Tech Support Specialist
B.A., University of Maryland, College Park

Patrick Scott (2008)
Network Engineer
B.S., University of Maryland, Baltimore County

Ross A. Shaffer (2015)
Systems Administrator
B.A., Goucher College

Natalya Vaiman (2016)

B.S., Loyola University Maryland;
M.S., Towson University

Martin "Dave" Wells (2011)
Database Administrator

Institutional Research and Assessment

Gloria Jones (2015)
Administrative Assistant

Natasha A. Miller (2014)
Director, Assessment
B.S., Brooklyn College;
M.S., Ph.D., Pennsylvania State University

Bonnie Thomas (2013)
Director, Institutional Research
B.S., University of Scranton;
M.A., Ph.D., Marywood University

Library

Susan H. Bonsteel (1998)
Director, Library Services
B.A., M.L.S., University of Maryland, College Park

Elizabeth Fields (2016)
Librarian, Research and Instruction
B.A., Goucher College;
M.L.S., University of Pittsburgh

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

Donald Osborn (2016)
Librarian, Discovery Services
B.S., Frostburg State University;
M.S., Drexel University

Virginia J. Polley (2002)
Librarian-IL & Public Services
B.A., St. Olaf College;
M.L.S., Brigham Young University

Bria Sinnott (2016)
Library Assistant
B.S., Towson University

Shannon M. Williams (2000)
Technical Service and Collection Development Librarian
B.A., George Mason University;
A.M. (L.S.), University of Chicago

Off-Campus and International Study

Rebecca H. Pisano (2015)
Associate Dean, Office of International and Off Campus Study
B.A., Miami University
M.A., George Washington University
Ph.D., University of California - Los Angeles

Service-Learning

Christine E. Moran (2014)
Dean, Student Success; and Professor, Education
B.A., M.A., LaSalle University
Ph.D., Temple University

Sponsored Programs and Research

Mary "Diane" Payne (1998)
Assistant Vice President, Research and Academic Operations
B.S., Brescia College;
M.S., University of Cincinnati

James R. Rose (2014)
Grants Administrator, Office of Sponsored Programs and Research
B.A. Hood College
M.B.A., Loyola University

Rebecca Van Horn (2008)
Assistant Director, Office of Sponsored Programs and Research
B.A., University of Maryland, Baltimore County

Student Success

Christine E. Moran (2014)
Dean, Student Success and Professor, Education
B.A., M.A., LaSalle University
Ph.D., Temple University

Deborah J. Blake (1991)
Office Manager

Heidi Adams (2016)
Nursing Tutor II
B.A., University of Maryland Baltimore County
B.S., M.S., Stevenson University

Emma Coomes (2015)
Student Success Coach
B.S., Bowling Green State University;
M.A., Slippery Rock University

Erika K. Dumke (2016)
Director, Academic and Health Careers Advising
B.A., University of Massachusetts Lowell;
M.E., Virginia Commonwealth University

Philip Gillett (2015)

Manager, Academic Link
B.A., Elmira College;
M.S.Ed., Le Moyne College

Tasha G. Gooden (2015)
Director, Student Success
B.S., M.S., California State University

Terra Hall (2013)
Director, Student Support
B.S., Howard University;
M.S.Ed., University of Pennsylvania

Carrie Holzmeister (2015)
Student Success Coach
B.A., University of Delaware;
M.A., University of Northern Colorado

Frances Jackson (2016)
Student Success Coach
B.S., Towson University;
M.E., Loyola University Maryland

Lindsey R. Jones (2017)
Professional Tutor, Academic Link
B.S., Juniata College
M.Ed., University of Maryland, College Park

Kevin Knudsen (2015)
Manager, Academic Link
B.A., M.Ed., Salisbury University

Terri Massie-Burrell (2017)
Director, Disability Services
B.A., Howard University;
M.A., The Johns Hopkins University;
Ph.D., University of Maryland

Wendy Stevenson (2016)
Student Success Coach
B.A., University of Maryland Baltimore County;
Ph.D., University of Maryland Baltimore County

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

Lauren Jones-Lush (2014)
Assistant Registrar, Academic Planning
B.A., Wesleyan University;
Ph.D., University of Maryland, Baltimore

Sarah Krieger (2012)
Assistant Registrar, VA Programs
B.S., Towson University

Judy K. Mancini (2000)
Associate Registrar, Transfer Evaluation
B.S., Towson University

Bernadette M. Parrish (2015)
Senior Student Records Specialist
B.A., Dickinson College
M.F.A., Johns Hopkins University

Calib P. Wininger (2017)
Student Records Specialist

B.G.S., Ball State University

Enrollment Management

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

Zakia Wright (2014)
Assistant to the Vice President, Enrollment Management

Admissions

Andrew Boyer (2016)
Admissions Counselor
B.S., Stevenson University

Geraldine Cantor (2016)
Admissions Counselor, Admissions
B.A., Coastal Carolina University

William Copenhaver (2016)
Assistant Director, Transfer Admissions
B.A., University of Hawaii

Oswald N. David (2017)
Admissions Counselor
B.A., M.A., William Paterson University of New Jersey

Katelynn Defiore (2016)
Transfer Admissions Assistant
B.S., Stevenson University

Deborah Donatelli (2009)
Admissions Assistant
A.A., Community College of Baltimore County

Kelly M. Farmer (2002)
Assistant Vice President, Admissions
B.A., M.A., University of Maryland, College Park

Elizabeth S. Fitzgerald (2006)
Associate Director, Freshman Admissions
B.S., King's College

Katie Harding (2012)
Assistant Director, Freshman Admissions
B.A., Randolph-Macon College

Molly Hayeslip (2014)
Guest Experience Coordinator
B.A., University of Delaware

Michelle E. Illar (2014)
Assistant Director, Admissions
B.A., Elon University

Kelly Jerzyk (2011)
Assistant Director, Admissions
B.A., Western New England College

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

Alesha Leonard (2016)
Transfer Admissions Assistant
B.S., Frostburg University

Christian Manning (2016)
Admissions Counselor, Transfer Admissions

B.S., Stevenson University

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

Silvana Moreland (2009)
Senior Admissions Assistant

Olufunmilayo "Nola" 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, Freshman Admissions
B.A., University of Maryland, Baltimore County

Morgan M. Somerville (2006)
Director, Student Engagement
B.S.W., James Madison University;
M.S., Stevenson University

Lindsay C. Thompson (2006)
Associate Director, Communications
B.S., Stevenson University

Mary K. Whitener (2003)
Assistant Director, Processing

Nancy C. Wolfe (2004)
Senior Admissions Assistant

Financial Aid

Barbara Miller (2010)
Assistant Vice President, Financial Aid
A.A., Essex Community College;
B.S., University of Maryland, College Park;
M.A.S., The Johns Hopkins University

Suzanne Behr (2014)
Financial Aid Assistant
B.S., Rowan University;
M.A., Towson University

Deborah L. Brown (1991)
Senior Associate Director

Jamie Cardillo (2011)
Assistant Director
B.A., LaSalle University

Sabrina Carlton (2014)
Customer Service Representative

Melissa Figgs (2016)
Financial Aid Counselor
B.A., Salisbury University

Peter "Toby" Hoblitzell (2011)
Associate Director, Systems
B.A., Hampden-Sydney College

Barbara Justice (2012)
Customer Service Representative

Jessica Long (2015)
Financial Aid Assistant

B.A., University of Maryland, Baltimore

Melanie Mason (2017)

Associate Director

B.S., University of North Carolina;
M.S., M.B.A., University of Maryland

Lerlene McAllister (2011)

Assistant Director

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., M.S., Morgan State University

Bereni Oriaku (2017)

Customer Service Representative

B.S., Frostburg State University

Taneka Satterfield (2015)

Customer Service Representative

Wanda Smith (2010)

Assistant Director

B.S., M.S., Morgan State University

Student Accounts

Liesl Flanagan (2011)

*Assistant Vice President, Student
Accounts*

B.S., M.B.A., Indiana Wesleyan
University

Rhonda Arnold (2011)

Student Accounts Specialist

Vanessa Duchman (2015)

Assistant Director

B.S., Bloomsburg University of
Pennsylvania;
M.B.A., Loyola University of Maryland

Christina Dutcher (2011)

Associate Director

B.S., Towson University

Marcia D. German (2017)

Student Accounts Representative

B.S., Penn State University

Mary Heid (2006)

Accounts Receivable Analyst

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

Frances A. Fidler (1996)

Office Manager

A.A., Community College of Baltimore
County

Melissa M. Button (2013)

Assistant to the Director, Athletics

B.B.A., University Alaska Anchorage

Larry D. Alvis (2017)

Assistant Coach, Softball

B.A., University of Maryland, Baltimore
County

Jessica L. Arminio (2017)

Assistant Coach, Competitive

Cheerleading

B.S., Stevenson University

Clayton Beard (2010)

Assistant Head Coach, Football

B.S., Shepherd University;

M.Ed., Clarion University of
Pennsylvania

David Berdan (2014)

Head Coach, Cross Country

B.S., Elizabethtown College

Aldis Berzins (2016)

Head Coach, Men's Volleyball

B.S., Ohio State University;

M.S., San Diego State University

Jacquelyn Boswell (2011)

Assistant Athletic Director and Head

Coach, Women's Basketball

B.A., Virginia Wesleyan College

Caroline Brehm (2016)

Assistant Coach, Softball

B.S., McDaniel College

LuAyne J. Brown (2017)

Head Coach, Club Field Hockey

Matthew Bruneteau (2016)

Assistant Coach, Men's Ice Hockey

B.S., Lake Superior State University

Erick Camodeca (2014)

Head Coach, Track and Field

B.A., Goucher College

Paul Cantabene (2004)

Associate Director, Athletics and

Recruiting Coordinator, Head Coach

Men's Lacrosse

B.S., Loyola College in Maryland

Evan Clifton (2015)

Head Coach, Tennis

B.A., Salisbury University

Julia Culotta (2016)

Head Coach, Women's Softball

B.A., University of Maryland, Baltimore
County

Dominick Dawes (2015)

Head Coach, Men's Ice Hockey

B.S., Norwich University;

M.S., Neumann University

Lauren Epstein (2015)

Head Coach, Dance

B.S., West Virginia University

Roger Erricker (2016)

Assistant Coach, Track and Field

B.S., Frostburg State University

Wendy Fabriziani (2015)

Athletic Trainer

B.S., Salisbury University

Keri Foreman (2013)

Associate Athletic Trainer

B.S., Alfred University

Robert Gallet (2016)

Assistant Club Coach, Baseball

B.A., Bridgewater College

Dean Gamber (2015)

Equipment Manager

Michael Gohlinghorst (2011)

Assistant Athletic Director

A.A., Harford Community College;

B.S., Stevenson University

Matthew Grimm (2012)

Director, Campus Recreation

B.S., Virginia Polytechnic Institute and
State University;

M.A., The Ohio State University

Jaime Harris (2012)

Associate Athletic Trainer

B.S., Elon University;

M.S., McDaniel College

Ariella E. Hopp (2017)

Assistant Coach, Field Hockey

B.S., Stevenson University

Edward Hottle, Jr. (2009)

Head Coach, Football

B.S., M.Ed., Frostburg University

Tyrell Howard-Franklin (2015)

Assistant Coach, Women's Basketball

B.S., Stevenson University

Arthur Jackson, Jr. (2016)

Assistant Coach, Tennis

B.A., Salisbury University

Dustin Johnson (2010)

Assistant Coach, Football

B.S., Salisbury University

Tracy Johnson (2013)

Head Coach, Women's Ice Hockey

B.S., Boston College

Keith Kahan (2016)

Head Coach, Women's Club Basketball

B.S., Excelsior College

Kelsey King (2015)

Head Coach, Dance

Jocelyn Kleiber (2016)

Assistant Coach, Women's Ice Hockey

B.S., Niagara University;

M.S., Robert Morris University

Heather Kohlbus (2015)

Athletic Trainer

B.S., East Stroudsburg University of
Pennsylvania

Gabriel Kuhn (2016)

Assistant Coach, Men's Soccer

Ryan Larsen (2015)

Assistant Coach, Football

B.A., Claremont McKenna College;

M.S., Indiana University - Bloomington

Craig Leduc (2015)

Assistant Director, Campus Recreation

B.S., Florida State University;

M.B.A., University of Massachusetts-
Lowell

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

Kaitlin McGahagan (2015)
Athletic Trainer
B.S., Salisbury University

Stefanie E. Meyerson-Beard (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

Samantha Murray (2015)
Assistant Athletic Communication Director
B.S., M.S., Stevenson University

Jonathon R. Neely (2017)
Club Coach, eSports
B.S. Towson University

Thomas O'Brien (2016)
Assistant Coach, Men's Soccer
B.S., Towson University;
M.S., Stevenson University;
M.B.A., University of Baltimore

Kenneth L. Pierce (2017)
Head Coach, Women's Club Volleyball
B.S., West Virginia University

John Plevyak (2008)
Director, Recruiting/J.V. Programs and Head Coach, Men's Soccer
B.S., University of Baltimore

Catherine Puls (2014)
Assistant Coach, Women's Basketball
B.S., University of Maryland, College Park

George "Tim" Puls (2010)
Assistant Coach, Lacrosse and Adjunct Instructor, Physical Education
B.A., University of Maryland, Baltimore County

Michael Query (2015)
Coordinator, Strength and Conditioning
B.S., Virginia Polytechnic Institute State University;
M.S., Appalachian State University

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)
Head Coach, Golf and Adjunct Instructor, Physical Education
B.A., M.Ed., Towson University

Gregory Royce (2015)
Associate Athletic Director
B.S., New Hampshire College

Philip "Tom" Russ (2005)
Athletic Field Manager

Lindsay Schruhl (2015)

Athletic Trainer
B.S., West Chester University of Pennsylvania

Angela Shea (2106)
Assistant Coach, Men's Track and Field
B.S., Bucknell University;
M.A., McDaniel College;
M.A., Notre Dame of Maryland University

Jeffrey Smith (2013)
Assistant Coach, Men's Basketball; Assistant Coach, Golf
B.A., McDaniel College

Rachel Smith (2016)
Head Coach, Competitive Cheerleading
B.S., Stevenson University

Jacob J. Spalik (2017)
Assistant Coach, Football
B.S., M.S., College at Brockport

Chelsea L. Stewart (2017)
Assistant Coach, Dance Team
B.S., Stevenson University

Gary Stewart (2011)
Assistant Athletic Director and Head Coach, Men's Basketball
B.S., M.Ed., University of La Verne

John Stuhltrager (2014)
Head Coach, Swimming
B.A., Bloomsburg University of Pennsylvania

Dallas Subock (2016)
Assistant Field Technician

Nelson Todd (2015)
Assistant Coach, Football
B.S., West Virginia University

Alexander Tosi (2016)
Assistant Coach, Football
B.S., West Chester University of Pennsylvania

Conor Trainor (2015)
Assistant Athletic Trainer
B.S., Towson University

David Trumbo (2007)
Head Coach, Women's Volleyball

Joseph Wamba (2015)
Producer, Athletics Video
B.S., Stevenson University

Maurice Williams (2016)
Assistant Coach, Men's Basketball
B.S., Frostburg State University;
M.S., Ohio University

Michael "Scott" Zema (2012)
Associate Athletic Director and Head Trainer
B.S., M.Ed., Slippery Rock University

Auxiliary Services

Leland Beitel (2009)
Assistant Vice President, Facilities and Campus Services
B.S., B.S., University of Maryland, College Park

Robert A. Reed (1998)
Director, Auxiliary Services

Conference Services

Lisa Labrecque (2014)
Manager
B.A., James Madison University

Joseph Bohrer (2012)
Assistant Manager
B.S., Frostburg State University

Samantha Cosenzo (2015)
Events Set-Up Coordinator
B.A., Loyola University

Facilities

Paul Bosse (1998)
Maintenance Technician, Owings Mills campus

Michael J. Campbell, Jr. (2008)
Director of Facilities, Greenspring campus and Owings Mills North campus

Ronaldo Crisostomo (2011)
Maintenance Technician - Boiler Operator, Owings Mills campus

Reginald Humphries (2014)
Alarm Specialist

Joseph Fisher (2016)
Maintenance Technician

Timothy Jackson (2015)
Maintenance Technician, Owings Mills 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

Edwin Rivere (2015)
Maintenance Technician, Owings Mills campus
B.S., Enverga University

Jonathan Sewell (2014)
Maintenance Technician, Owings Mills campus

Daniel Varholy (2000)
Senior Maintenance Technician-HVAC, Owings Mills campus
A.A., B.S., Stevenson University

Lawrence White (2014)
Maintenance Technician, Owings Mills campus

Richard White (2005)
Maintenance Technician, Greenspring campus

Foster C. Wilson IV (1994)
Director of Facilities, Owings Mills campus

Walter Wilson (1998)

*Maintenance Technician - Journeyman
Electrician, Greenspring campus*

Mail Room and Materials Management

Raymond Smith (2015)
Manager

Terry B. Joseph (2017)
Mailroom Courier

Christopher J. Ogle, Jr. (2008)
Mailroom Clerk

Security

Mark Long (2016)
Director of Security
B.S., Johns Hopkins University

Gregory Cullison (2014)
Assistant Director

Lance Anderson (2012)
Security Officer
B.S., Pennsylvania State University

Albert Bright (2017)
Security Officer

Vincent Cerniglia (2007)
Supervisor
A.A., Community College of Baltimore;
B.S., University of Baltimore

Anthony DeFabbio (2013)
Security Officer

Luke Duncan (2016)
Security Officer

William Gardner (2013)
Security Officer

Herbert Gilliam (2016)
Shuttle Services Bus Driver

Timothy Hamlett (2014)
Security Officer

Harry Joyner (2012)
Supervisor

Wayne S. Keller (2017)
Security Officer

Dennis Klein (2001)
Transportation Supervisor
A.A., Essex Community College;
B.S., University of Baltimore;
M.S., The Johns Hopkins University

Gerald Krause, Jr. (2017)
Security Officer

Brent Lewis (2015)
Security Officer

Edward O'Donnell (2016)
Security Officer

Dana Robinson (2016)
Security Officer
B.A., University of Baltimore

Michael Savage (2016)
Security Officer

Jean P. Stockton (2015)
Security Officer

Michael Taber (2013)
Security Officer

Mark Williams (2016)

Security Officer

Jason Wurzbacher (2015)
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

Sylvia A. Schiaffino (2007)
Assistant Manager

Barbara Shreeve (2011)
Sales Associate

Business Office

Melanie M. Edmondson, CPA (1996)
*Associate Vice President,
Finance/Controller*
A.S., Lasell College;
B.S., Florida Institute of Technology

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

Paula Lewis (2015)
Specialist, Accounts Payable
B.S., University of Maryland, University
College

John Madro (2015)
Programmer/Analyst
M.S., M.S., Towson University

Virginia R. Perkins, CPA (2002)
Associate Controller
B.S., University of Baltimore

Joyce F. Sawyer (1995)
Director, Payroll Services

**Mary Elizabeth Schiller-Schwenke,
CPA** (2013)
Manager, Accounting
B.S., University of Delaware

Teresa Slutter (2016)
Specialist Accounts Payable

Human Resources

Pamela Barkett (2015)
Vice President, Human Resources
B.S., Towson University;
M.S., Johns Hopkins University

Antanett S. Harris (2013)

*Assistant to the Vice President, Human
Resources*
B.S., University of Baltimore

Latavia D. Alexander (2017)
*Director, Compliance/Deputy Title IX
Coordinator*
B.A., Temple University;
J.D., North Carolina Central University

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

Rosemary L. Donovan (1995)
Assistant Director, Talent Management
B.S., Towson University

Mary Furst, SPHR (2006)
Director, Compensation and Benefits
B.A., Temple University

Mark Golueke (2016)
Data Entry Specialist
B.S., Stevenson University

Jenna Holtzner (2015)
Compensation and Benefits Specialist
B.S., University of Connecticut;
M.S., Towson University

Chelsea Pehinec (2016)
*Specialist Employment, Human
Resources*
B.S., M.B.A., Mount Aloysius College;

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

Regina Webb (2016)
Human Resources Specialist, Wellness
B.S., University of Maryland;
M.A., University of Maryland, Baltimore
County

University Advancement

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

Carolyn A. Douglas (2006)
Assistant to the Vice President

Logan Aguiniga (2015)
Associate Director, Alumni Giving
B.A., Marietta College;
M.Ed., Kent State University

Meghan S. Culbertson (2014)
*Assistant Vice President, University
Advancement*
B.A., Denison University;
M.A., Episcopal Divinity School;
M.Ph., Drew University

Allison Humphries (2015)
Assistant Director, Alumni Relations

B.S., Stevenson University

Judi Jackson (2009)
Manager, Donor Relations and Events
B.A., St. Mary's College of Maryland

Katherine Meyers (2014)
Assistant Director, Advancement Events
B.S., Stevenson University

Heather Parr-Stewart Lang (2014)
Development Associate
B.S., Towson University

Derek Spahr (2013)
Director, Corporate and Foundation Relations and Special Gifts
B.S., Millersville University of Pennsylvania

Robert Turner (2009)
Director, Advancement Services
B.S., Northeastern University

Marlene Van Horn (2010)
Assistant Director, Advancement Services

Logan Wern (2015)
Assistant Director, Alumni Giving
B.A., Marietta College;
M.Ed., Kent State University

Marketing and Digital Communications

John Buettner (2009)
Vice President, Marketing and Digital Communications
B.A., Washington College;
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Sherry Bithell (2011)
Assistant Vice President, Publications
B.S., University of Florida

William E. "Chip" Burkey (2004)
Director, Visual Communications
A.A., Allegany Community College;
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Cierra B. Colon (2017)
Assistant Director, Public Relations
B.S., Towson University

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Web Portal Administrator
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Director, Digital Broadcast Media
B.S., Towson University

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Assistant Videographer/Editor
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Director, Visual Communications
B.S., University of the Arts;
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Web Content Manager
B.A., Elizabethtown College

Tiffany Reese (2013)

Junior Graphic Designer
B.F.A., Rochester Institute of Technology

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

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Videographer/Editor
B.A., University of Maryland Baltimore County

Student Affairs

Claire E. Moore (1982)
Vice President, Student Affairs
B.S., Stevenson University

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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;
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Assistant Vice President, Multicultural Experience
B.A., Lasell College;
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Jeremy L. Munson (2007)
Assistant Vice President, Student Affairs and Conduct
B.A., Waynesburg College

Residence Life

Sarah Mansfield (2011)
Assistant Vice President, Residence Life
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Assistant Director, Housing Operations
B.S., M.Ed., Pennsylvania State University

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Assistant Director, Residence Life
B.A., Gwynedd Mercy University;
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Emily Scharen (2016)
Residence Director
B.A., Rowan University

Student Activities

Daniel Schwartz (2015)
Interim Director, Student Activities
B.A., Quinnipiac University;
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Administrative Coordinator

Wellness Center

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Psychologist/Clinical Director
B.S., Frostburg State University;
M.Ed., Loyola University Maryland;
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Tammi D. Davis, M.D. (2006)
University Physician
B.S., Temple University;
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Deborah Kidwell (2013)
Professional Counselor
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Assistant Director and Nurse Practitioner
BSN, The Catholic University of America;
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Brian Siegel, M.D. (2009)
Psychiatrist
B.S., Duke University;
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Professional Counselor
B.A., Northwestern University;
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Emeriti

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B.A., Webster University;
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Schools of the University

Beverly K. Fine School of the Sciences

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Dean, Beverly K. Fine School of the Sciences and Chair, Biological Sciences and Professor, Biology
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Assistant Manager, Project Lead the Way
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Laboratory Services

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Brown School of Business and Leadership

Aristides Melissaratos (2014)
Interim Dean, Brown School of Business and Leadership
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Bands

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B.S., Stevenson University

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Associate Dean, Business Programs
B.S., Nyack College; M.B.A., Dowling College; Ph.D., Regent University

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B.A., M.A., Southwest Jiaotong University, China;
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Associate Dean, Distance Learning
B.A., Hunter College;
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School of Humanities and Social Sciences

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Dean, School of Humanities and Social Sciences and Professor, English
B.A., SUNY Geneseo;
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Department of English

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Chair and Associate Professor, English Language and Literature
B.A., The College of William and Mary;
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Department of Humanities and Public History

Glenn Johnston (2007)
Chair, Humanities and Public History, Assistant Professor, History and Archivist
B.A., St. Lawrence University;
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M.Ed., Niagara University;
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Department of Human Services

John Rosicky (2012)
Chair and Professor, Human Services
B.S., Brown University;
Ph.D., University of Oregon

Department of Law and Justice Studies

Hillary Michaud, Esq. (2004)
Chair and Professor, Legal Studies
B.S., Miami University of Ohio;
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Cynthia M. Macsherry (1994)
Internship Coordinator, Legal Studies Program
A.A., Villa Julie College

Department of Psychology

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Chair and Professor, Psychology
B.A., M.A., Salisbury University;
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Program in Interdisciplinary Studies

Esther D. Horrocks (1983)
Program Coordinator, Interdisciplinary Studies and Professor, Sociology and Anthropology
B.A., University of Minnesota;
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Program in Theatre

Ryan Clark (2015)
Program Coordinator and Assistant Professor, Theatre
B.S., Towson University;
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Christopher Crostic (2009)
Technical Director and Assistant Professor, Theatre
B.S., Frostburg State University;
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Faculty

Moronke "Nikki" Adepoju (2012)
Assistant Professor, Nursing
A.A., B.S.N., Marymount University;
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Ebenezer Afful (1985)
Associate Professor, Religion
Dip., University of Ghana;
M.Div., Reformed Theological Seminary

Adriana Ahumada (2012)
Adjunct Professor, Biological Sciences
B.S., Mercy College;
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Assistant Professor, Art
B.F.A., Parsons New School for Design;
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Elizabeth P. Alexander (2014)
Adjunct Professor, Theatre
B.A., Wake Forest University;
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Reginald Alignay (2012)
Adjunct Instructor, Marching Band

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Adjunct Instructor, History
B.A., Coppin State University;
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A.A.S., B.S., Stevenson University;
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Adjunct Instructor, Political Science
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B.A., University of North Carolina - Asheville;
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Adjunct Professor, Healthcare Management
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B.S.N., Northeastern University;
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Assistant Professor, Management
B.S., Ithaca College;
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Human Services Supervisor I
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Professor, Psychology
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B.A., San Francisco State University;
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Cultural Programs and
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Director of Exhibitions & Curator
Goucher College

Ryan Clark

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Stevenson University

Dina Fiasconaro

Department of Film & Moving Image
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Symmes Gardner

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Jennifer Strasbaugh

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Florian Svitak

Artist

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