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Fax (443) 352-4440
Email: admissions@stevenson.edu
Web site: www.stevenson.edu

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

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

Notice of Nondiscriminatory Policy

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

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

Fall Semester 2009
August 20 Convocation
August 24 First day of classes
August 29 Last day to add a class for the traditional semester
September 7 Labor Day Holiday—University closed
September 28 Yom Kippur—University closed
October 30 Last day to withdraw from a traditional class with a “W”
Oct. 26 - Nov. 6 Spring Term Pre-Registration
November 25 - 29 Thanksgiving Holiday—University closed
December 7 - 13 Final examinations
December 14 Winter Commencement
December 16 Commencement inclement weather date
December 24 - 25 University closed
Dec. 31 - Jan. 1 University closed

Spring Semester 2010
January 18 MLK Holiday—University closed
January 19 First day of classes
January 25 Last day to add a class for the traditional semester
March 15 - 21 Spring Break
March 31 Last day to withdraw from a traditional class with a "W"
April 1 - 4 Easter Holiday—University closed
April 5 - 12 Fall Term Pre-Registration
May 10 - 16 Final Examinations
May 18 Baccalaureate
May 19 Nurses Pinning
May 20 GPS Commencement
May 21 Undergraduate (traditional) Commencement
May 31 Memorial Day—University closed

May Term 2010
May 17 through June 6
May 31 Memorial Day—University closed

Summer Session 2010
Summer school sessions will be held between June 7 and August 1. 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.

Future Calendar Dates

Academic Year 2010 - 2011*
Fall Semester August 23 – December 12
Spring Semester January 18 – May 15
May Term May 16 – June 5
Summer Sessions Consult summer schedule
Commencement To be announced

Academic Year 2011 - 2012*
Fall Semester August 29 – December 18
Spring Semester January 17 – May 13
May Term May 14 – June 3
Summer Sessions Consult summer schedule
Commencement To be announced

*Subject to approval by the President’s Cabinet.

The University reserves the right to change at any time and without prior announcement any matter set forth in this catalog, including fees, charges, programs, policies, regulations, and requirements. The catalog is not to be regarded as a contract.
Dear Student,

It is a pleasure to invite you to review the new listing of course work offered at Stevenson University. The 2009/2010 Stevenson University Catalog provides a detailed overview of our diverse curriculum and our expanding extracurricular activities.

During the upcoming academic year, we will continue to expand our Learning Beyond concept, which encourages students to enhance their university experience outside of the classroom. We have developed strategies to support the pursuit of service learning projects, study abroad, internships, and many other experiences which will enrich the traditional university experience.

We also have just opened the new Learning Beyond residence hall on our Owings Mills campus. This exciting new facility features living suites for specialized student learning communities as well as the offices of our Learning Beyond program and Career Services.

Our theme, Imagine Your Future. Design Your Career®, is appropriate to our mission. The University offers an integration of liberal arts, science, and technology with a distinctive career focus. Through a process we describe within this catalog, Career Architecture®, our dedicated faculty and staff work with students from the beginning of their freshman year to help them develop values-based decision-making and career management skills for their lifetime.

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

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

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

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

Sincerely,

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

*Imagine Your Future. Design Your Career.*

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

Stevenson University promotes living and learning by combining challenging academic courses with an invitation to explore the world outside the classroom.

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

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

**Academic Coursework**

One of the strengths of Stevenson University is its ability to offer rigorous courses that provide students a strong foundation in the liberal arts and sciences, plus skills and knowledge in their major fields, in a mentoring environment of small classes and personal attention by faculty. All students must complete 16 courses in a Core Curriculum that develops skills in writing, communication, and math and provides a basic understanding of the key disciplines in the liberal arts and sciences. Courses in the major provide opportunities to acquire proficiency in a specific discipline that will prepare students for employment in the chosen field of study or for graduate school.

**The Career Architecture Process**

As a result of Stevenson’s formal strategic planning process, the president, administration, and faculty of Stevenson developed and introduced the concept of *Career Architecture* to the campus. The process is a personal exploration for students to help them design their career paths beyond their first job.

Students learn to integrate personal interests and professional development while identifying and incorporating their values, skills, strengths, and abilities. Through the *Career Architecture* process and the collaborative approach taken by faculty, staff, and administrators, Stevenson students gain a competitive edge in the real work world.

*Career Architecture* is comprised of four elements that are introduced at different stages during the students’ university years. The four elements of *Career Architecture* are:

- **Self-Discovery**—reflective pieces and exercises introduced to all students during the freshman year, designed to help them explore individual skills, values, and interests. Goal: establish a foundation that leads to the creation of a personal plan for life and work.

- **Career Development Foundations**—basic career skills are learned through curricula, in-class seminars and a wide range of university experiences and activities. Goal: develop these skills and know how to apply them to succeed in school, work, and life.

- **Career Exploration**—career and exploration events and activities, including symposia, career fairs, exploration tours, shadow days, and informational interviews are offered. Goal: introduce methods for each student to discover which career options are the best fit, including cooperative studies, internship opportunities, and field placements/practicums.

- **Career Preparation**—at this stage, career strategic plan development, résumé and interview preparation, video mock interviews, portfolio preparation, participation in on-campus recruiting sessions, networking support, and job search coaching/assistance take place. Goal: introduce methods and opportunities for professional preparation work after graduation.

Stevenson’s faculty, the Career Services staff, and administrators are all energized to work with members of area businesses and organizations to identify career exploration and preparation opportunities for Stevenson students from the day they arrive on campus. Some of the activities available to students include distinct Freshmen Seminars, targeted career symposia and seminars, career exploration fairs, in-class seminars, and networking/etiquette training meals.

**Learning Beyond**

College is a time for students to explore and discover, to develop life-long values, interests, and abilities. The classroom experience begins by laying the framework of knowledge and skills. Learning Beyond carries students one step further by encouraging them to apply academic learning beyond the campus and bring their experience back to the classroom.

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

Motto: “Pro Discendo, Pro Vivendo”
(For Learning, For Living)

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

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

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

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

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

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

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

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

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

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

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

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

History of Stevenson University

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

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

Baccalaureate Degrees Granted for First Time

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

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

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

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

**Changes Through the 1990s**

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

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

**Off-Campus Housing Available**

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

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

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

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

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

**New President Inaugurated**

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

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

**Villa Julie Expands to Owings Mills Campus**

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

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

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

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

The development of the Howard S. Brown School of Business and Leadership, which will bring together faculty from information systems, legal studies, and business, will provide the University with the chance to develop an entrepreneurial environment for faculty and students. Dr. Shelton Rhodes was hired to serve as the first Dean for the newly formed School.

This growth is the most recent step in the expansion of academic offerings at Stevenson. A bachelor’s degree in Medical Technology was added during the 2005–06 academic year to replace the two-year Medical Laboratory Technology program. A bachelor’s degree in Public History was also added.

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

Villa Julie took a leadership role in educating Maryland’s future teachers in March 2008 when it announced the creation of the state’s first teacher preparation program for middle school educators.

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

University Status and Name Change

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

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

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

Accreditations and Memberships

Program Accreditations

- American Bar Association, 321 N. Clark Street, Chicago, IL 60654 (Paralegal Studies Program)
- Commission on Higher Education, Middle States Association of Colleges and Schools, 3624 Market St., Philadelphia, PA 19104 (267) 284-5000
- Council for Standards in Human Service Education, 1935 S Plum Grove Road, PMB 297, Palatine, IL 60067 (Human Services Program)
- Commission on Collegiate Nursing Education, 1 Dupont Circle, NW, Suite 530, Washington, DC 20036-1120 (Nursing Program)
- Maryland State Department of Education (Early Childhood Education: Liberal Arts and Technology; and Elementary Education: Liberal Arts and Technology; Middle School Education: Liberal Arts and Technology), 200 West Baltimore Street, Baltimore, MD 21201
- National Accrediting Agency for Clinical Laboratory Science (NAACLS), 5600 N. River Road, Suite 720, Rosemont, IL 60018 (Medical Technology Program)
- National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, N.W., Suite 500, Washington, DC 20036 (Teacher Education Programs)
- National League for Nursing Accrediting Commission (NLNAC), 3345 Peachtree Road, NE, Suite 500, Atlanta, GA 30326 (Nursing Program)
- All degree programs are approved for the education of veterans by the Department of Veterans Affairs.

University Memberships

American Academy of Forensic Sciences
American Accounting Association
American Association for the Advancement of Science
American Association for Paralegal Education
American Association for State and Local History
American Association of Certified Public Accountants
American Association of Colleges and Universities
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admissions Officers
American Association of Critical Care Nurses
American Association of Museums
American Association of Physics Teachers
American Association of University Professors
American Association of University Women
American Bar Association
American Baseball Coaches Association
American College Health Association
American College Personnel Association
American Council on Education
American Counseling Association
American Economics Association
American Historical Association
American Institute of Certified Public Accountants
American Library Association
American Marketing Association
American Nurses Association
American Psychological Association
American Public Health Association
American Society for Information Science and Technology
American Society for Training and Development
American Statistical Association
American Volleyball Coaches Association
AMERICORPS
ARTSYS Articulation System for the University System of Maryland
Associated Collegiate Press
Association for Student Conduct Administration
Association for Student Judicial Affairs
Association for Theatre in Higher Education
Association for University and College Counseling Center Directors
Association of American Colleges and Universities
Association of Certified Fraud Examiners
Association of College Administration Professionals
Association of College and University Museums and Galleries
Association of Collegiate Registrars and Admissions Officers
Association of Computing Machinery
Association of Fundraising Professionals
Association of Governing Boards of Universities and Colleges
Association of Government Accountants
Association of Higher Educational Facilities Officers
Association of Student Financial Aid Administrators
Baltimore Area Libraries Consortium
Baltimore Collegetown Network
Baltimore County Chamber of Commerce
Baltimore Psychological Association
Campus Compact
Capital Area Social Psychological Association
Capital Athletic Conference
Central Atlantic Affiliate of College and University Residence Halls
Chesapeake Planned Giving Council
College and University Professional Association for Human Resources
College Art Association
College Reading and Learning Association
Collegetown Network Cooperative Education Association, Inc.
Commission on Collegiate Nursing Education
Council for Adult Experiential Learning
Council for Aid to Education
Council for Standards in Human Service Education
Council for the Advancement and Support of Education
Council of Independent Colleges
Council on Adult Experiential Learning
Council on International Educational Exchange
Council on Undergraduate Research
Eastern Association of Colleges and Employers
Eastern College Athletic Conference, Division III Indoor Track
Eastern Communication Association
Eastern Psychological Association
Educause
Emergency Nurses Association
Experimental Learning Assessment Network
Golf Coaches Association of America
Greater Baltimore Committee
Greater Baltimore Economic Forum
Greater Baltimore Technology Council
Independent College Fund of Maryland
Information Systems Audit and Control Association
Institute of Internal Auditors
Intercollegiate Tennis Association
Intercollegiate Women’s Lacrosse Coaches Association
International Association of Chiefs of Police
International Mentoring Association
International Positive Psychological Association
Maryland Association for Higher Education
Maryland Association for Institutional Research
Maryland Association of Certified Public Accountants
Maryland Association of Collegiate Directors of Athletics
Maryland Association of Higher Education
Maryland Association of Paralegals
Maryland Business Roundtable for Education
Maryland Campus Compact
Maryland Career Consortium
Maryland Career Development Association
Maryland Chamber of Commerce
Maryland Citizens for the Arts
Maryland Council of Directors of Associate Degree and Baccalaureate Nursing Programs
Maryland Digital Library
Maryland Education Enterprise Consortium
Maryland Healthcare Improvement Partnership
Maryland Independent Colleges and University Association
Maryland Interlibrary Consortium
Maryland Mentoring Partnership
Maryland Nurses Association
Maryland Online
Maryland Psychological Association
Maryland State Bar Association
Mathematical Association of America
Mid-Atlantic Association of College and University Housing Officers
Mid-Atlantic Association of Forensic Scientists
Mid-Atlantic College Health Association
Mid-Atlantic Higher Education Recruitment Consortium
Mid-Atlantic Liberal Arts College Teachers Association
Middle States Association of Colleges and Schools
Middle States Association of Collegiate Registrars and Officers of Admissions
Modern Language Association
National Academic Advising Association
National Association for College Admission Counseling
National Association of Advisors for the Health Professions
National Association of Basketball Coaches
National Association of Colleges and Employers
National Association of College and University Business Officers
National Association of College and University Food Services
National Association of College and University Mail Services
National Association of College and University Residence Halls
National Association of College Auxiliary Services
National Association of College Stores
National Association of Colleges and Employers
National Association of Collegiate Directors of Athletics
National Association of Developmental Education
National Association of Independent Colleges and Universities
National Association of Scientific Materials Managers
National Association of Student Financial Aid Administrators
National Athletic Trainers Association
National College Learning Center Association
National College Media Association
National Collegiate Athletic Association, Division III
National Committee on Planned Giving
National Communications Association
National Council for Accreditation of Teacher Education
National Council of Teachers of Mathematics
National Council of University Research Administrators
National Council on Public History
National Fastpitch Coaches Association
National Field Hockey Coaches Association
National Health Care Anti-Fraud Association
National League for Nursing
National Organization for Human Services
National Orientation Directors Association
National Science Teachers Association
National Soccer Coaches Association of America
Northeast Association for Institutional Research
North East Collegiate Volleyball Association
Organization of American Historians
Owings Mills Corporate Roundtable
Professional Organizational Development Network
Reisterstown/Owings Mills/Glyndon Chamber of Commerce
Sigma Theta Tau
Sigma Xi, The Scientific Research Society
Society for Human Resource Management
Society for the Teaching of Psychology
Society for the Teaching of Psychology
The College Board
The Potomac & Chesapeake Association for College Admissions Counseling
The Tuition Exchange, Inc.
United States Intercollegiate Lacrosse Association
U.S. Track and Field and Cross Country Coaches Association
Valleys Planning Council
Women’s Basketball Coaches Association
Life at Stevenson

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

Student Life

Athletics at SU

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

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

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

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

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

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

Clubs and Organizations

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

Student Clubs and Organizations

Clubs are established in response to student interests and requests. The clubs are not agents of the University nor are they subject to the day-to-day direction of the administration. The following organizations are recognized by the SGA. If a club goes inactive, students can meet with the Student Activities Office and go through the process of reactivating the organization.

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

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

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

Anime: The Anime Club exists to provide a place for members of the University community to explore the Japanese culture through its customs and various forms of media in an objective environment. The organization also exists to instill an appreciation for the Japanese art and communication known as anime. Through meetings, movies, and other social gatherings, the club looks at the influence Japanese culture has had on its own art as well as the influence on American art. All interested students are welcome to join.

Association for Childhood Education International (ACEI): The purpose of this international professional organization 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 ACEI.

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

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

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

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

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

College Students Against Poverty: College Students Against Poverty is an organization dedicated to helping people struck by poverty in local and national communities as well as supporting awareness of this increasingly important topic. Club members focus on aiding homeless residents in Baltimore City by not only providing food and shelter, but also life lessons such as interview skills that will lead them to a better life.

Delta Sigma Theta Citywide Sorority: The Mu Mu Citywide Chapter of Delta Sigma Theta encompasses predominantly African American college women from Towson University, UMBC, University of Baltimore, and Stevenson University. The sorority is a nonprofit organization based on five basic thrusts, which are economic development, educational development, international awareness and involvement, physical and mental health, and political awareness and involvement.

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.

Film and Video Club: The Film and Video Club exists to give students and faculty members information about events on campus. The club allows students with an interest in film and video to learn more about videography and to contribute to the college community by providing visual aid.

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

Game Club: The Game Club exists to provide a fun, interactive environment where students can learn strategic thinking, teamwork, and communication skills through various types of games, including board games, card games, video games, and role-playing games. Several times a year the Game Club hosts gaming tournaments for the SU student body.

Green Shirts: Green Shirts play an integral role in our orientation programs and assist with Baccalaureate and Commencement activities. They are selected for their dedication to Stevenson University and teamwork skills.

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 the Giving Tree Project, and supplying needy children with Christmas gifts. The club also invites speakers, such as admissions officers from graduate programs in counseling and social work, and representatives from nonprofit organizations like Catholic Charities. Social gatherings have included parties as well as recreational field trips.

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

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

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

Mustang Crew: Mustang Crew is the University’s volunteer student ambassador organization. Mustang Crew members (MCs) help prospective students and their families to get to know Stevenson by giving campus tours, assisting at Open
House programs and information sessions, and offering support at various other Admissions events. Applications for Mustang Crew are available from Admissions at the beginning of each semester.

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, to meet and plan activities with students from area chapters in Maryland and to 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 daylong 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.

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

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

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

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

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

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

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

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

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

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

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

Society of Math and Science: As the premier science and math club at Stevenson, their goal is to develop leaders for the 21st century by promoting research, education, and the practices required for success in the fields of science and math. The club provides members the most comprehensive resources available to prepare themselves for a lifetime of learning and for successful careers in their chosen fields. The club also provides invaluable resources for those members seeking entrance to institutions of higher learning. Through active community involvement, this group intends to instill in its members qualities of leadership and dedication. At the same time, it shall serve as an important source of information for the university community in the areas of math, science, health and technology. Although this club is geared toward science and math majors, all interested students are welcome.

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

Ultimate Frisbee Organization: The Ultimate Frisbee Organization provides a non-competitive athletic outlet for people interested in frisbee. The organization promotes community on campus by providing a friendly recreational activity open to all students, faculty, and staff. Anyone interested in learning and playing Ultimate Frisbee is welcome to join.

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

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

Community Outreach and Service

Educational Services to the Community

In addition to the regular study programs it provides for enrolled students, Stevenson University regularly sponsors a variety of educational services open to the public. In general these services include career workshops, SU speakers who appear at various high schools to advise on career choices, and seminars to acquaint students and parents with financial aid requirements.
Community Service Opportunities for Students
The University encourages and supports community service. Through organizations such as the Stevenson Service Corps, students can serve the community in many ways. The Learning Beyond office under the supervision of the VISTA Coordinator plans and monitors opportunities with agencies around the Baltimore area. The University supports students who aim to develop an awareness of social issues and have a desire to contribute to their solution rather than their perpetuation. Formal service learning opportunities have been developed within the curriculum of the university.

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

Each year, the University Art Gallery presents a series of eight exhibitions highlighting diverse media. The museum-quality gallery provides a significant venue for artists and collectors in the region and offers opportunities for students, artists and the community to see established and emerging talents, learn through gallery talks and slide lectures, and celebrate at music-filled receptions. Throughout the year exhibitions are also on view in the St. Paul Companies Pavilion. Student work in progress fills the Art Wing Studio Gallery and the second floor of the Academic Center, and the academic year culminates in a graduating Senior Exhibition.

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

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

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

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

Honor Societies
Alpha 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/or advisors. 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
TriBeta 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 semester biology, biotechnology or medical technology major who has completed a minimum of three biology courses, at least one of which must be higher than the introductory level, with a GPA in all biology courses of 3.0 or higher. The society also welcomes associate members, who are students in any major who are interested in biology.

Kappa Delta Pi – International Education Honor Society
This international honor society is open to the top students in the field of education. Eligible students must be second semester sophomores or above, have a minimum of 12 credits in education and a GPA of 3.3 or above, and provide supportive evidence of their commitment to education.

Kappa Mu Epsilon – National Mathematics Honor Society
This national honor society exists to promote a knowledge and appreciation of mathematics and to recognize outstanding student achievement in mathematics at colleges and universities whose primary focus is undergraduate education. Membership in Kappa Mu Epsilon is open to students in any major who meet the criteria for initiation.

Kappa Theta Epsilon – Internship Honor Society
Kappa Theta Epsilon is a national organization that aspires to promote internships by recognizing outstanding students in the internship program who are among the most able and qualified in the country. In addition, the Kappa Theta Epsilon Society hopes to provide service to the internship programs at member colleges and universities.

Lambda Epsilon Chi – National Honor Society for Paralegal Studies Program
Full-time and part-time paralegal students who have a cumulative grade point average of at least a 3.5 or above and who have completed two-thirds of their program are eligible for application for membership. Members are selected by paralegal faculty and staff based on a written application for membership, faculty recommendations, and demonstration of service and dedication to the legal profession.

Lambda Pi Eta – Communication Studies 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 communications. Activities are a mix of social, academic, and community service.
Phi Alpha Theta – National History Honor Society

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

Psi Chi – National Honor Society in Psychology

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

Sigma Alpha Pi – National Leadership Honor Society

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

Sigma Tau Delta – International English Honor Society

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

Sigma Theta Tau – International Honor Society of Nursing

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

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.

Reserve Officer Training Corps (ROTC) Program

Stevenson University students may participate in the Army ROTC program through the Johns Hopkins University Department of Military Science. The Army ROTC plan is an elective course of study that allows full-time students the opportunity to earn a commission as a second lieutenant in the United States Army, Army Reserve, or National Guard while pursuing a degree. Students attend classes each week on the Johns Hopkins University campus. Any student may attend ROTC classes and join the ROTC program. Freshmen and sophomores may do so without obligation, deferring any decision about the military and Army ROTC until the beginning of the junior year. ROTC, however, offers 2-, 3-, and 4-year scholarships to selected men and women to help with the cost of higher education. Some full-tuition scholarships are available to cover tuition and fees or room and board, as well as a monthly stipend for personal financial needs. For further information on the Army ROTC program at The Johns Hopkins University, interested persons may contact them at 1-800-JHU-ROTC or 410-516-7474 or see the web site at www.jhu.edu/rotc.

Student Publications

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

Spectrum, an annual literary and fine arts magazine, includes poems, short stories, essays, black and white photography and artwork submitted by students, faculty, staff, and alumni. Submissions are selected anonymously and edited by student Spectrum staff. A one-credit general education option is available for people interested in editing and working on the Spectrum staff.

ProseWorks is an on-line journal, featuring work in prose, with a special interest in the artful, the provocative and the inspiring. ProseWorks embraces the realm of creative nonfiction including memoir, biography, nature and science writing, travel writing, and the many hybrid forms of literary nonfiction thriving in contemporary literature.

Campus Resources and Support Services

Campus Technology

Stevenson University has current technology available to faculty and students. All classrooms have teaching workstations which include computing, the ability to show video tapes and DVD’s, as well as sound and projection systems to enhance the teaching and learning process. Stevenson University provides general use classrooms, specialized computing laboratories, and computer classrooms. Wireless access to the campus network is available throughout most academic facilities and resident halls. Additional enhancements to the wireless network will soon cover public gathering areas outside most facilities.
The University has a suOne card which is the student's identification card, financial transaction card, and access card allowing access into facilities where appropriate. For more information contact the suOne card office.

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

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

Getting Technology Assistance

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

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

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

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

Acceptable Use of Technology Policy

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

Verizon Center for Excellence in Teaching and Learning

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

University Store

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

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

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

Dining Services

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

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

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

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

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

Experiential Learning and Career Services

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

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

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

First-Year Experience Office

The First-Year Experience Office, located in Academic Support Services, assists first-year students in making a smooth transition into Stevenson University. The mission of the office is to help students achieve academic success while also helping to ensure that students are satisfied with their choice to attend Stevenson University. The major programs coordinated by this office are Mustang Days (Stevenson’s summer advising and orientation program), the Summer Bridge Program, and First-Year Seminar. In addition, the office works with students on an individual basis to help them identify and address academic issues, concerns, or challenges.

First-Year Seminar

The First-Year Seminar program continues the orientation process by helping students identify and use specific strategies for personal, social, and academic success while at Stevenson. The program provides students not only with the information and knowledge essential for success in college but also with a forum to address issues and topics of concern to them in their transition from high school to college. The First-Year Seminar serves as a tool to introduce students to the Career Architecture process that will guide them through their time at Stevenson. Additional topics discussed in First-Year Seminar include, but are not limited to, reviewing University regulations and procedures, clarifying values, and exploring the principles of career development and decision-making. Faculty, administration, staff, and students meet in small groups for discussion and activities. The First-Year Seminar is a requirement for graduation.

Students in the science or math majors are required to take SCI 100 Science/Math First-Year Seminar in lieu of the First-Year Seminar. The content of this seminar contains much of the same orientation information as in the regular First-Year Seminar, but specifically focuses on career options for science and math majors and offers study tips for succeeding in college-level science and math courses. Students are introduced to the process of Career Architecture and begin to create an academic portfolio. The Science/Math First-Year Seminar is restricted to freshman students majoring in Applied Mathematics, Biology, Biotechnology, Chemistry, and Medical Technology.

Library - Learning Resource Center

Located in the Learning Resource Center, the Stevenson Library on the Greenspring campus is a hub of campus activity and houses the circulating collections. Since 2003, the Stevenson University Library has been a member of the Maryland Interlibrary Consortium (MIC), comprised of 5 area colleges and providing access to shared collections totaling 800,000 volumes. Students and faculty can request materials from partner libraries for delivery to the Greenspring and Owings Mills campuses within 24 hours.

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

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

Open in the evenings and on weekends during the regular semester, the library offers a variety of study environments including wireless network access, individual study carrels, listening/viewing rooms for multimedia, group study areas, a computer laboratory/library instruction classroom, and lounge and quiet study areas. Students need only a current Stevenson ID card to borrow circulating material from the library.

Library hours at the Greenspring campus during the semester are Monday through Thursday, 8:00 a.m. to 10:00 p.m.; Friday, 8:00 a.m. to 5:00 p.m.; Saturday, 9:00 a.m. to 5:00 p.m.; and Sunday, 12:00 p.m. to 6:00 p.m.

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

New Student Orientation

Orientation facilitates a student’s transition to life at Stevenson, and these activities aim to provide information about the academic, social, extracurricular, and personal services available at the University. The program begins in June with our Mustang Days program. Incoming freshmen and their families visit the campus for a full day of activities, including meetings with department directors and faculty advisors during which students prepare for their class registration. This day provides the opportunity to discuss program requirements and course selections as well as to explore the campus and its services and resources. Members of the faculty, administration, and current students are present to welcome new students, to introduce them to all aspects of campus life, and to review academic regulations and general policies.

Following Mustang Days, several day trips, known as Orientation Adventures, are sponsored at various times throughout the months of August and September. These optional day trips are designed to help new students connect with other new and returning students.
Closer to the beginning of classes, New Student Days is held for new students. This three-day event consists of workshops and social activities presented by faculty, staff, and upper-class students to help new students make the most of university life at Stevenson University. New Student Days begins on the Thursday before the first day of classes with Convocation, an academic event that marks the arrival of the new academic year and formally welcomes the new students into the Stevenson University community.

**Sophomore and Transfer Experience Office**

The Sophomore and Transfer Experience Office, located in Academic Support Services, provides programs, services, and resources to help second-year and transfer students be successful in their academic pursuit towards a degree from Stevenson University. Through the various services and programs offered, students will have the opportunity to become more connected to faculty, staff, and other students. The office provides support for students interested in working on an academic challenge, concerns, or issues and also recognizes student success during the year.

**Student Handbook and Planner**

All new students receive a *Student Handbook and Planner* which tells about resources available on campus, gives general information and regulations, lists some University policies of particular relevance to students, and contains helpful hints and a usable calendar containing many of the University’s special events. The *Student Handbook and Planner* does not include an exhaustive list of University policies. It is the student’s responsibility to review, understand, and comply with all University policies and procedures, which can be found on the web at <www.stevenson.edu>.

**Academic Advising Services**

Academic advising allows students to plan university experiences and coursework to achieve personal and career goals. Each student is assigned an academic advisor who specializes in the selected major program. Advisors assist in course scheduling and are a source of information about their respective disciplines and areas of interest or experience. Although it is the responsibility of the student to fulfill all requirements for graduation, the advisor is an assisting expert who can provide background knowledge and information to assist the student’s decision-making. Advisors can also discuss options for students wishing to continue their education after earning an undergraduate degree. Academic advising from the Office of Academic Support Services is also available to all students by appointment or on a walk-in basis. Students who are considering transferring, changing majors, or who need specialized assistance should contact an academic advisor in the Office of Academic Support Services.

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

**CORE Program**

The Creating Opportunities for Residence Excellence (CORE) program, co-sponsored by the Office of Academic Support Services and the Office of Residence Life, provides academic support for residential students whose cumulative GPA falls below 2.0. The CORE program provides structure and guidance for students to take ownership over their learning, find their niche on campus, and explore career path options. Each CORE student is assigned a CORE coach who works with the student to create an academic plan based on her or his needs. Students will be notified if they are required to participate in the CORE program.

**The Developmental Education Program**

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

**Learning Communities**

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

**PASS Mentoring Program**

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

**Preparation for Graduate School**

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

Since colleges and universities vary with respect to courses required by the various curricula, students should make certain that their program will satisfy the regulations of the institution to which they seek admission and that they have the necessary qualifications and capabilities. An academic counselor is always available for consultation; however, each student is
Summer Bridge Program

The Summer Bridge Program is designed for full-time, first-year students who have been identified by the Admissions Office as having the potential to succeed at Stevenson University but who also demonstrate a need to fine-tune their academic skills before entering the University. The focus of the Bridge Program is to help students develop their skills in mathematics as well as to ease their transition from high school to Stevenson University. Participants in the Summer Bridge Program have been accepted to the University with the condition that they successfully complete the Bridge program.

Supplemental Instruction (SI)

Supplemental Instruction (SI), an academic enhancement program, provides free, out-of-class, peer-facilitated sessions for designated courses. Open to all students regardless of ability, SI delivers support from the first class meeting. Students attend at least two 50-minute coaching sessions a week where SI Leaders present a model of thinking and integrate "what to learn" with "how to learn" through effective study strategies. Student surveys indicate a high level of satisfaction with SI, and assessment data demonstrates increased student performance in tests and class discussions.

Tutoring Center: The Academic Link

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

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

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

The Wellness Center

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

Student Health Services

The Wellness Center offers limited primary care services by appointment with our nurse practitioner, physician, and nurse. A minimal fee will be charged to the student’s account for services and supplies; private health insurance is not accepted for payment. Basic first aid, comfort, advice, health information, and assistance with community referrals are also provided. Health Services has numerous informational brochures and videos addressing health issues. Health awareness events, “Wellness Wednesdays,” are held frequently throughout the semester and include health education, screenings and guest speakers.

Student Health Requirements

All full-time students are required to have the Stevenson University Student Health Form completed and on file in the Wellness Center by August 1 for fall entrance and December 15 for spring entrance. In addition, all students residing in the SU student housing are required to be immunized against meningococcal disease with the vaccine Menactra (MCV4) or Menomune (MPSV4). Housing students will not be permitted to move in unless the Student Health Form is complete and on file with the Wellness Center by the above deadline.

For those students interested in participating in varsity athletics, additional "Physical paperwork" forms are required by the Athletic Department. Please contact the head coach associated with the sport about completing this requirement. The Student Health Form and the Athletic Physical paperwork forms must be completed before any try-outs or practices.

Failure to complete these forms by the deadline may result in delaying your start of classes.

Counseling Services

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

General Admissions Policy

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

Students who enroll for course work at Stevenson University are classified as either degree students or non-degree students.

A degree student is a student who is seeking a degree from Stevenson University and who has been accepted by the Admissions Office as either an undergraduate or graduate student. An undergraduate or graduate degree student may enroll for course work (full or part-time) for each consecutive semester as long as he or she remains in good academic standing at the University. A program of 12 credits or more constitutes an undergraduate full-time load; less than 12 credits constitutes a part-time load. A program of 9 credits constitutes a graduate full-time load.

Non-degree students are those not currently seeking a degree from Stevenson University. Non-degree students are limited to part-time status and are not eligible for financial aid. They must take fewer than 12 credits in a semester. While enrolled, non-degree students must meet the same academic standards for continued enrollment as degree students.

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

Admissions Procedures and Processes

Entering Freshmen Students

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

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

- English—4 credits
- History/Social Studies—3 credits
- Mathematics—3 credits (Algebra I, Geometry, and Algebra II or advanced courses in Mathematics)
- Science—3 credits (including at least two laboratory science courses, preferably Biology and Chemistry)
- Foreign language — 2 credits (in the same language)
- Electives—2 credits

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

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

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

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

Adults Entering as Freshmen Students

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

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

1. Completed Application for Undergraduate Admission.
2. Official High School transcript or GED.
3. Official SAT (R) or ACT Scores.
4. Writing sample.
5. Completed Application for Undergraduate Admission.
6. Letters of recommendation from teachers or a guidance counselor.
7. Extracurricular activities resume.
8. Recommended (Optional): Personal statement discussing career goals and/or academic history.

Traditional Transfer Students

Students desiring to enter Stevenson University after attending other colleges or universities are welcome to apply for admission for either the fall or spring semester as full-time or part-time students. Transfer applicants are encouraged to apply by March 1 for the fall semester and October 1 for the spring semester. Applications filed after June 1 for the fall semester and after December 1 for the spring semester will be considered on a space-available basis.

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

Transfer students who have not completed an associate’s degree and are seeking admission into the bachelor’s degree programs should have a cumulative GPA of at least 2.5 from all colleges previously attended. Transfer students with a 2.0 minimum cumulative GPA and other accomplishments and/or experience may be granted conditional admission to the University. Admission is based primarily on each candidate’s performance at the most recently attended college; however, high school transcripts and college records will be considered for students who have completed fewer than 30 college-level credits. Applicants are notified of the admission decision on a rolling basis after February 1 for fall semester and after October 1 for spring semester.

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

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

1. Completed Application for Undergraduate Admission.
2. Official college transcripts from each college previously attended. A final transcript must be sent upon completion of any course work currently in progress.
3. Interview strongly recommended for all nurse and education-related majors, as well as applicants for all accelerated programs. Optional for all other majors.
4. Official high school transcript or GED for applicants who have completed less than 30 college-level credits. (An SAT or ACT score may be required.)
5. OPTIONAL: Personal statement discussing career goals and/or academic history. For applicants to the accelerated programs: two years of professional work experience is required.

**Transfer of Credit**

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

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

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

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

**Merit-Based Scholarships**

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

**Graduate Students**

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

**Students Applying to Accelerated Undergraduate Programs**

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

**Permanent Residents ( Resident Aliens)**

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

**International Students**

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

**Admissions Requirements for International Students**

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

1. **Application for Admission.** The online application at www.stevenson.edu is preferred.
2. **English Proficiency.** International students must demonstrate a satisfactory level of English proficiency. Any student whose native or official language is not English must submit an official TOEFL (Test of English as a Foreign Language) score. The following TOEFL scores are required for admission: 213 or higher (computer-based); 80 or higher (Internet-based) or 550 or higher (paper-based). Students who have earned a
score of 520 or higher on the SAT Critical Reading test may be exempt from the TOEFL requirement. The website for TOEFL information is <www.ets.org>.

3. **Official Transcripts.** All applicants who have (or will) complete secondary school outside the United States must submit official transcripts for evaluation directly to World Education Services (WES). A student attending a U.S.-accredited high school outside the United States is not required to provide an evaluation but must submit an official high school transcript.

4. **SAT or ACT scores.** Official SAT or ACT scores should be sent directly from the College Board at <www.collegeboard.com>.

5. **Counselor Recommendation and Transcript Request Form.** (Recommended). The secondary school official responsible for posting the student's academic grades should complete this form.

6. **Documents Required for International Students Currently Attending a U.S. High School.** A legible and high quality copy of the following valid documents is required to be submitted: visa, passport I.D. page, I-20 (if any), I-94 (if any), and a letter from a school official from the current U.S. institution indicating eligibility to attend college.

7. **Financial Resource Statement.** All applicants holding or intending to seek an F-1 student visa must complete the International Student Declaration of Finances form. This form is downloadable from the Admissions website under International Student Frequently Asked Questions (FAQs).

8. **Official Bank Statements.** An official statement from the international student’s or sponsor’s bank verifying the student's financial resources (in U.S. dollars) for the entire cost of attendance for one year must be submitted along with a literal English translation if necessary. The cost of attendance can be found on our website under International Student Frequently Asked Questions (FAQs).

**Traditional Transfer Students** - International students applying as transfer students from another post-secondary college or university must submit the following:

1. **Application for Admission.** The online application at <www.stevenson.edu> is preferred.

2. **English Proficiency.** International students must demonstrate a satisfactory level of English proficiency. Any student whose native or official language is not English must submit an official TOEFL (Test of English as a Foreign Language) score. The following TOEFL scores are required for admission: 213 or higher (computer-based); 80 or higher (Internet-based) or 550 or higher (paper-based). The website for TOEFL information is <www.ets.org>. International students who have completed courses equivalent to ENG 151 and ENG 152 at Stevenson University with a grade of "C" or better may be exempt from providing TOEFL scores.

3. **Transcripts and certificates of all previous academic work.** International students who have attended or who are currently attending a U.S. post-secondary school institution must submit official transcripts from all institutions. Students who have completed post-secondary coursework outside of the U.S. must submit these records for evaluation directly to either World Education Services (WES) or the American Association of Collegiate and Admissions Officers (AACRAO). Transfer students who have completed less than 30 credits (as determined by the Admissions Office) will be required to submit an official U.S. high school transcript or an evaluation of the non-U.S. secondary school transcript.

4. **Documents Required for International Students Currently Attending a U.S. Post-Secondary Institution.** A legible and high quality copy of the following valid documents is required to be submitted: visa, passport I.D. page, I-20 (if any), I-94 (if any), and a letter from a school official from the current U.S. institution indicating eligibility to transfer/attend.

5. **Financial Resource Statement.** All applicants holding or intending to seek an F-1 student visa must complete the International Student Declaration of Finances form. This form is downloadable from the Admissions website under International Student Frequently Asked Questions (FAQs).

6. **Official Bank Statements.** An official statement from the international student’s or sponsor’s bank verifying the student’s financial resources (in U.S. dollars) for the entire cost of attendance for one year must be submitted along with a literal English translation if necessary. The cost of attendance can be found on our website under International Student Frequently Asked Questions (FAQs).

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

1. **Enrollment Deposit.** The enrollment deposit is applied to the accepted student's tuition bill. This deposit is non-refundable after May 1 for fall entrance and December 1 for spring entrance. The Certificate of Eligibility (I-20) for accepted F-1 students will not be issued until the deposit is received.

2. **Stevenson University Health Form.** This form, which is downloadable from the University’s website, must be completed in its entirety and mailed to the Stevenson University Wellness Center before June 1 for fall admission and November 1 for spring admission. Residential students will not be allowed to move into the residence halls and begin classes, and non-residential students will not be allowed to start classes, until all required immunizations have been received and this form submitted. Proof of medical insurance is required for all international students attending Stevenson University.

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

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

**Accelerated Transfer and Graduate Students**

Please refer to the School of Graduate and Professional Studies Catalog for further information on International Admissions Requirements.

**Military Service Members**

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

**Part-Time Students (Undergraduate)**

Part-time students are those enrolled for fewer than 12 credits each semester. They may be either degree-seeking or non-degree students. Degree students make regular application to the University through the Admissions Office. Non-degree students must complete the procedures for non-degree students as dictated by the Registrar's Office.
All part-time students are considered part of the student body of the University. All policies and fees regarding late registration and drop/add procedures apply to part-time students. Tuition is calculated on a per-credit basis. 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 special rules of eligibility.

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

1. **Special application for non-degree status.** This is located in the back of the current schedule of classes as well as on the Registrar’s home page. Please go to <http://www.ssc.stevensonuniversity.org/files/2008/12/ptregform.pdf> for a PDF version of the form.
2. **High school transcript.** Required only for students who have been out of high school for less than two years and have not attended college.
3. **College transcripts.** At the time of registration, students who have attended college must provide transcripts of all prior credit courses from all colleges attended.
4. **Letter of permission from the home institution.** Applicants who are visiting college students who are planning to take a course and transfer it to their home institution must provide a letter from the Registrar of their home institution giving permission to take specific courses at Stevenson University or the appropriate form granting the same type of permission.

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. In addition, the last 30 semester hours of academic credit must be completed at Stevenson University unless a waiver is granted in writing by the Executive Vice President for Academic Affairs and Dean. For admission as a degree student, a non-degree student must meet the same criteria as a transfer student.

A student denied admission as a degree student may enroll as a non-degree student only with the approval of the Assistant Vice President for Enrollment Management.

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

Business & Technology Management, Advanced Information Technology, or Forensic Studies
Students interested in these programs develop an educational plan in consultation with both their undergraduate and graduate advisors. Business Administration, Accounting, Business Information Systems, Computer Information Systems, Paralegal Studies majors, or those students in other majors with permission from their undergraduate department chair or program coordinator, may pursue the BS/MS option in Business & Technology Management, Advanced Information Technology, or Forensic Studies. 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 3.0 GPA, or permission from the appropriate undergraduate Department Chair or Program Coordinator.
- Submit a completed BS/MS application to enroll and a completed Graduate Application prior to starting the first graduate course.

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

Forensic Sciences - BS/MS
Chemistry majors may pursue the BS/MS option in Forensic Sciences. Students who wish to pursue this degree program can earn a bachelor’s degree in Chemistry and a master’s degree in Forensic Sciences. Students apply for admission to this program during the fall of their junior year. If admitted, students begin taking graduate-level courses in the spring of their junior year. In order to be admitted to this BS/MS Option, the student must meet the following criteria:

- Cumulative GPA and Science and Math GPA of 3.0 or better in all work attempted.
- Grade of “C” or better in all science and mathematics classes.
- Completion of at least 60 credit hours and enrollment in a minimum of an additional 15 credit hours (see program curriculum for guidance).
- Submission of a completed MSFS 4+1 Program Application, including three letters of recommendation, by the published deadlines of October 1 or March 1.

Additional information can be found in the Chemistry section of this catalog.

Alternate Admissions Plans

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

1. Submit official high school transcript reflecting successful completion of thirteen college preparatory units and three elective units.
2. Have a cumulative unweighted grade point average of at least 3.0 (B).
3. Submission of SAT scores of at least 550 critical reading and 550 mathematics.
4. Submit official documentation from the high school permitting the student to waive his/her senior year.
5. Attend a personal interview accompanied by a parent or legal guardian.

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

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

High school students who wish to apply for Parallel Enrollment are expected to

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 3.0.
7. Students wishing to enroll in any English or math course must submit SAT or ACT scores for placement purposes. A minimum 520 SAT critical reading score (45 English + Reading ACT) is required to take English 151. A minimum 500 SAT math (21 ACT math) is required to take the first college-level math course.

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

Students accepted to the program must earn a 3.0 GPA in their first semester of Stevenson coursework in order to be eligible to pursue course work for a second semester.

Conditional Admission (PASS Program and Summer Bridge Program)

Newly accepted freshmen who are identified by the Admissions Office as having potential to succeed may be offered conditional admission. (See the Tutoring and Academic Assistance section of this catalog for information about the PASS and Summer Bridge Programs).

Readmission and Reinstatement

Readmission

Students who attended Stevenson University and were in good academic standing at the end of their last semester here must apply for readmission if absent from the University for three or more consecutive semesters. Students are encouraged to apply early in order to take full advantage of early registration, advising, and course availability. Recommended deadlines for readmission are May 1 for the fall semester and November 1 for the spring semester. Normal processing time is approximately four weeks. Students must file the Application for Readmission/Reinstatement, which is downloadable from the University 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 who are away from the University two semesters or less need not apply for readmission, and they may contact the Registrar’s Office directly to register for classes. Transcripts must always be supplied of any work taken at another institution.

Reinstatement

 Former Stevenson University students who were placed on academic probation, academically dismissed or suspended at the end of the last semester enrolled here must apply for reinstatement to the University. Students must file the Application for Readmission/Reinstatement, downloadable from the Admissions website, with the Admissions Office. Applicants must submit all requirements as indicated in the application before the application will be reviewed by the Academic Review Board. The Board will interview the student and make the appropriate recommendation. Deadlines for reinstatement are May 1 for the fall semester and November 1 for the spring semester. Reinstatement is not guaranteed. Students will be informed of the decision at the end of the interview. Decisions are not discussed over the telephone.

Acceptance and Deposit

Stevenson University subscribes to the May 1 National Candidate’s Reply Date for students entering in the fall.

However, students are encouraged to notify the University of their acceptance of admission and to remit the required enrollment deposit as soon as their decision is made. The enrollment deposit is non-refundable after May 1 and will be applied toward the first semester bill.

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

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

Placement

Placement testing at Stevenson University is provided as an assessment tool to assist students and advisors in determining placement in mathematics, reading, composition, and foreign language. Information regarding placement tests and testing dates is sent to all students following acceptance to the University. To schedule placement tests, students should call the Admissions Office, 410-486-7001. All other questions regarding placement tests should be directed to the Director of Developmental Studies, 443-334-2653.

Placement Testing in Mathematics, Reading, and English

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

English and Reading Comprehension Placement: All students are required to take the Sentence Skills and Reading Comprehension Placement Test prior to registering for their first English course at Stevenson University unless they meet any of the exemptions listed below:
- SAT critical reading score greater than or equal to 520.
- ACT combined score of English and Reading greater than or equal to 45.
- Achieved the grade of “C” or better in the prerequisite course at another institution

Math Placement Test: All students are required to take the Mathematics Placement Test prior to registering for their first math course at Stevenson University unless they meet one of the exemptions listed below:
- SAT Math score greater than or equal to 500.
- ACT score of greater than or equal to 21.
- Achieved the grade of “C” or better in the prerequisite course at another institution.

Placement Information in Developmental Courses

Developmental courses in the areas of writing, reading, and mathematics are designed to improve skills in these areas. Placement in and successful completion of developmental courses is required of students who do not demonstrate proficiency in the basic skill areas on the placement tests.

Computer Literacy Assessment

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

- Achieve a passing score on the Computer Literacy Assessment Test.
- Achieve the grade of “C” or better in an equivalent course at another institution.
- Students majoring in Visual Communication, Nursing, or Video, Film, and Theatre take a comparable course in their major.
- All Business Information Systems, Computer Information Systems, Business Administration, Accounting, Business Communication, and Paralegal majors are also required to take IS135—Advanced MS Office Applications. Students in these majors are strongly encouraged to take the Computer Literacy Assessment Test. For further details on the Computer Literacy Assessment, visit the Information Systems Academic Department home page.

Placement Testing for Transfer Students
Placement testing is required for transfer students who
- have not completed a college-level English Composition course equivalent to Stevenson’s ENG 151 with a minimum grade of “C.” This test must be taken before registration.
- have not completed at least a 3-credit intermediate algebra course with a “C” or other passing grade.

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

Placement in Foreign Language Courses
Stevenson University offers elementary and intermediate level courses in French and Spanish. First semester foreign language classes (101) are not open to native speakers or students with two or more years of high school study. Placement is required for second semester classes (102) and intermediate levels (201 and 202). Incoming freshman who have scored 500+ on the appropriate SAT subject test or who have completed three or more years of high school language within two years will be placed in an intermediate level class. Placement can also be determined by results of Advanced Placement test scores from the College Entrance Examination Board, by International Baccalaureate achievement levels, or by a test/interview with an instructor. Full-time students interested in languages other than French and Spanish are eligible to participate in the Baltimore Student Exchange Program (BSEP) at area colleges and universities. Student should contact the Registrar’s Office for information about BSEP. Specific questions regarding foreign language placement should be directed to the chair of English Language and Literature Department.

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

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

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

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

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 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.

Honors Program
The mission of the Stevenson University Honors Program is to provide academically outstanding students with the opportunity to experience a challenging and stimulating curriculum that expands traditional boundaries of learning.

The goals of the program are to
1. Offer an innovative and challenging curriculum comprised of a varied selection of interdisciplinary courses.
2. Provide excellent mentoring opportunities.
3. Foster a community of scholars and encourage participation in extracurricular activities.
4. Provide opportunities for, and encourage, participation in Learning Beyond experiences including but not limited to experiential and service learning.
5. Enhance the pedagogical competence and innovations of the University community.

Program Requirements
The Stevenson University Honors Program consists of three important elements. In the first semester of the Honors Program, students are required to take the one credit Honors First-Year Seminar HON 100 as well as HON 171 Effective Writing. The second component of the program is the series of Honors Seminars. Students are required to complete a minimum of three (but not more than four) honors interdisciplinary seminars. Finally, students are required to complete six credits of a Learning Beyond experience.

Honors First-Year Seminar
Honors students are required to take the one-credit Honors First-Year Seminar offered in the fall. The purpose of the seminar is to introduce honors students to all the opportunities available through the Honors Program. Emphasis is placed on an introduction to interdisciplinary thinking and learning and the building of community among the honors students.

Honors students should consult with the director of the Honors Program to find out whether the Honors seminar serves as a substitute for the general first-year seminar as some majors also require a major specific first-year seminar.

Honors 171 — Honors Effective Writing
Honors students are required to take the three credit Honors 171 — Honors Effective Writing which is offered each fall. This course studies the theory and practice of the art of the essay, emphasizing the relation between style and voice and their effects on the reader. This course requires analytical reading and critical thinking, and includes instruction and practice in research methods and writing from sources. The prerequisite for this course is acceptance into the University
Honors Program. This course fulfills one of the writing skills requirements in the curriculum.

Honors Seminars (HON 200 Series)
The heart of the University Honors Program is a series of required, team-taught, interdisciplinary seminars. The seminars are small in size and provide the honors student with extensive personal interactions with instructors and fellow students. Topics vary by semester and are selected so that the seminars will partially satisfy requirements in the Core Curriculum of the University. Each of the seminars is taught by a team of two faculty members from different disciplines. At least one of the faculty members is affiliated with a department included in one of the core distribution areas (fine arts, science and math, social sciences, or humanities). This allows students who choose to do so to use some or all of their Honors Seminars to fulfill core requirements.

Learning Beyond Requirement
Higher education begins in the university classroom, but it does not end there. It continues in a wide variety of learning experiences beyond the academic campus. Stevenson University values and encourages such Learning Beyond opportunities for all of its students, but the University Honors Program has a specific Learning Beyond requirement. Students are required to complete a minimum of six credits of a Learning Beyond experience. Learning Beyond experiences include, but are not limited to, field placements (e.g. internships), study abroad, service learning courses, and independent research. Honors students work closely with their advisors and the director of the Honors Program to identify which of the many Learning Beyond opportunities best fits their major and interests.

Students in the University Honors Program may qualify for grants to cover the expenses of this program requirement. Students typically will complete this program requirement in their junior or senior year.

Additional Elements of the University Honors Program

Intellectual Enrichment
A variety of social and academic enrichment activities are provided to students in the University Honors Program. These activities are selected in consultation with the Honors Student Advisory Council. They may include local and regional educational travel opportunities, attendance at lecture series on campus and in the Baltimore community, and other cultural events available in the area.

Priority Registration
Each semester honors students register for classes at the beginning of the registration process for their class.

Honors Housing
Special accommodations for honors students are reserved in the residence halls. Honors housing is not a mandatory component of the University Honors Program, but for those choosing this option, this reserved housing affords an opportunity for the honors student to continue the excitement of honors learning with fellow honors students in a relaxed setting.

Recognition of Achievement
Honors students deserve and receive unique recognition for their academic accomplishments. Students in the Honors Program receive a special University Honors Program designation on their transcripts and diplomas. They are also recognized at the graduation ceremonies.

Admission to the Honors Program
For Incoming First-Year Students: Freshman applicants interested in the University Honors Program must submit an Honors Program Application in addition to their regular Stevenson University Application for Freshman Admission. The Honors Program application is available on the admissions website and is included in the paper application. The application deadline is February 1. Applicants should submit the Stevenson University Application for Freshman Admission prior to, or along with, the Honors Program application.

For Transfer Students and Current Students who were not admitted to the Honors Program as incoming freshmen: Transfer and current Stevenson students who are interested in gaining admission to the University Honors Program should contact the director of the University Honors Program. Students must have a minimum cumulative GPA of 3.3 to be considered. Admission to the University Honors Program will be decided on a case-by-case basis. Any students admitted to the Honors Program will be required to fulfill all requirements of the program, regardless of their date of entry into the program.

Retention Standards
In order to remain in good standing in the Honors Program, students will be required to maintain a minimum cumulative GPA of 3.3.

A student earning between a 3.0 and 3.3 cumulative GPA in a semester will be put on probation in the Honors Program. Under the terms of probation, a student will have two semesters in which to raise his or her cumulative GPA to 3.3.

The student’s cumulative GPA must show improvement during each of these two probationary semesters. A student who fails to improve the cumulative GPA in each of the two probationary semesters and/or who fails to earn a cumulative GPA of 3.3 or higher by the end of the probationary period will be removed from the Honors Program and may not apply for re-admission.

A student earning below a 3.0 cumulative GPA in any semester will be removed from the Honors Program and may not apply for re-admission. Students earning a grade of “C” or lower in more than one honors seminar course will be removed from the program and may not apply for re-admission.

Study Abroad
Stevenson University offers a wide range of exciting study abroad opportunities. Designed so that every major can study off-campus, the programs are available both fall and spring semesters as well as during the summer. Among the many popular sites, students may study in Africa, Asia, Europe, South America, New Zealand, or Australia. Students may emphasize major, language, or general education courses. Acceptance into the programs is not automatic, and students need to be aware of application details and selection criteria. To be eligible for university financial aid and academic credit, students must complete the application process developed by the Study Abroad office. Further information regarding study abroad programs may be obtained by contacting the Director of Study Abroad.
Financial Information

Tuition and Fees (2009–2010)

Tuition and fees at Stevenson University for the full academic year 2009–2010 are $20,644. Below is a list of tuition and fees for both full-time and part-time students.

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

<table>
<thead>
<tr>
<th>Tuition:</th>
<th>$19,234</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time tuition</td>
<td>1,410</td>
</tr>
<tr>
<td>Full-time late payment fee per semester</td>
<td>75</td>
</tr>
<tr>
<td>Full-time overload charge (per credit)*</td>
<td>350</td>
</tr>
</tbody>
</table>

*Students interested in taking over 18 credits will need permission from the Associate Dean for Academic Affairs.

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

<table>
<thead>
<tr>
<th>Tuition:</th>
<th>$487</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time tuition (per credit)</td>
<td></td>
</tr>
<tr>
<td>Part-time fees</td>
<td>75</td>
</tr>
<tr>
<td>Part-time late payment fee</td>
<td>25</td>
</tr>
</tbody>
</table>

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

Miscellaneous Charges

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

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

Annual Housing Charges and Deposits

<table>
<thead>
<tr>
<th>Housing Charges and Deposits (annual)</th>
<th>$8,032</th>
</tr>
</thead>
<tbody>
<tr>
<td>SU Apartment</td>
<td>6,750</td>
</tr>
<tr>
<td>LBC Suite</td>
<td>7,106</td>
</tr>
<tr>
<td>Security deposit</td>
<td>350</td>
</tr>
</tbody>
</table>

Single suite rooms will be charged a surcharge pending availability of the single suite rooms.

Please consult with Housing Office for specific information regarding meal plan requirements. Costs and cost information are available on the University website; housing charges listed above do not include the cost of the meal plan.

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:

<table>
<thead>
<tr>
<th>Fall and Spring Sessions—Tuition</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prior to the eighth day of the semester.</td>
</tr>
</tbody>
</table>

75% Eighth day of the semester through 14th calendar day.
50% Fifteenth calendar day through the 21st calendar day.
25% Twenty-second 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 Session

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

Refunds are computed as of the date on which a written request for withdrawal is received in the Registrar’s Office. Registration fees are not refundable. Students receiving financial aid should review the refund policies described in the Financial Aid sections, Disbursement of Awards, and Return of Title IV Funds Policy.

Financing Options

Stevenson University offers a payment plan option through a company called Tuition Management Systems. The plan is to help families and students avoid a lump sum payment due at the beginning of each semester. The plan requires regularly scheduled payments over a ten- or twelve-month period for the academic year, or single semester plans are available. It is not a loan program. The application and processing fee is $65. There are no interest or finance charges. For additional information, contact Tuition Management Systems directly through our website, online at <www.afford.com> or at 888-722-4867.

Financial Aid

Financing higher education is an important concern for many students and parents. Stevenson offers a strong financial aid program to help qualified students meet their expenses. Financial aid is provided through scholarships, grants, loans, and employment. It is the goal of Stevenson University to provide financial assistance to as many students as possible who demonstrate financial need and who meet individual program eligibility requirements. Types of financial assistance available to students attending Stevenson University can be divided into three major categories: Stevenson University Scholarship and Grant Programs, Federal Financial Aid Programs, and Maryland State Programs. Qualified students interested in a military career may also be eligible to receive a scholarship through the University’s Reserve Officers Training Corps (see ROTC).

Stevenson University Scholarship and Grant Programs

In an effort to recognize outstanding students, Stevenson University supports a competitive scholarship program with awards ranging from $1,000 to full tuition annually. Consideration for scholarships is automatic, provided the applications are completed before February 15. Scholarships are awarded based on grade point average, high school course work, and standardized test scores.

Stevenson University does not award students more than one scholarship except when they have demonstrated both superior academic achievement and leadership qualities.
All Stevenson scholarships are renewable for three additional years 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 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 Stevenson Grant is available to qualified full-time students enrolled in traditional undergraduate academic programs. Awards are based on financial need as demonstrated through the Free Application for Federal Student Aid (FAFSA). To be considered, the FAFSA should be filed by the February 15 priority deadline.

Stevenson University Endowed Scholarship Funds

The Abell Foundation Scholarship Fund/Grant Program is available to incoming minority students who demonstrate financial need and prior academic achievement. To apply, students must file the FAFSA by February 15. This program was established in 1987 and is funded by an endowment from the Abell Foundation.

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

The Maureen Kneer Byrnes Endowed Scholarship for Teacher Education provides scholarships to students in the teacher education program. This scholarship fund was established in 2006 by Board of Trustees Chair, Kevin Byrnes, to honor his wife.

The Mr. and Mrs. Peter H. J. Bauer Endowed Scholarship Fund provides funds to academically and financially deserving students. This scholarship is made possible by a bequest from Peter H. J. Bauer in 2002.

The Geraldine and Sam Dell Scholarship for Excellence in Business was established in 2007 by Trustee Sam Dell and his wife Geraldine. The scholarship will be granted to an exceptional senior student in the Howard S. Brown School of Business and Leadership who demonstrates strong ethical grounding and exhibits a work ethic resulting in academic and personal success. Preference will be given to Business Administration majors.

The Linda Connolly Fenton Endowed Scholarship in Nursing is awarded to a student enrolled in the nursing program and based upon financial need. This scholarship was established in 2006 by Charles Fenton to honor his wife, Linda.

The France-Merrick Scholarship/Grant Program provides funds to first-generation collegians, especially minorities and residents of Baltimore City, who demonstrate financial need. Students must file the FAFSA by February 15. This endowed scholarship was funded by the France-Merrick Foundation in 2000.

The Herget Endowed Nursing Scholarship was established in 2004 by Charles E. “Ted” Herget, Jr. to support students enrolled in the nursing degree program. It provides tuition assistance, with preference given to candidates who express a desire to work for at least two years in a hospital in the state of Maryland after graduation. Recipients must be in good academic standing, have financial need, and demonstrate a high probability of success in the nursing profession.

The Joseph S. Keelty Endowed Nursing Scholarship Fund was established in 2002 and provides assistance to a deserving non-traditional nursing student 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 after graduation, for at least two years.

The Joseph S. Keelty Endowed Scholarship Fund provides assistance to deserving students. This scholarship was made possible by Joseph S. Keelty in 1986.

The Knapheide Endowed Scholarship for Human Services is awarded to a full-time junior status student(s) in the human services major with the highest cumulative grade point average in the fall semester of their junior year. This merit-based scholarship fund was established in 2007 by an anonymous donor.

The Dr. T. J. Manuszk Endowed Scholarship provides assistance to a needy incoming freshman nominated by a selection committee. This endowed scholarship was established by Carolyn Manuszk, President Emeritus, in memory of her father in 1998. Many members of the Stevenson University community made additional contributions to this fund as a tribute to President Manuszk.

The Frank Pugh Scholarship is awarded to a sophomore Paralegal Studies major who plans to complete his/her education at Stevenson. The recipient must be academically strong and actively involved in the University community.

The Gary A. and Joan O. Pyne Endowed Scholarship in Business was established in 2008 by friends of Stevenson University, Gary and Joan Pyne. The scholarship provides financial support to 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 deserving students. This scholarship was established in 2002 by Mr. Ratcliffe’s family and friends as a tribute to him.

The Reznick Group Accounting Scholarship was established in 2007 to provide tuition assistance to students enrolled in the University’s Accounting Program. Sophomore, junior or senior students will be selected based on financial need and an overall GPA of 3.2 or above.

The James M. and Margaret V. Stine Foundation, Inc. Endowed Scholarship in Support of the Howard S. Brown School of Business and Leadership was established by Stevenson alumna, Margaret Stone ’51, in 2007. The scholarship is awarded to a freshman student(s) demonstrating academic achievement, financial need, and majoring in a discipline within the Howard S. Brown School of Business and Leadership. The scholarship is renewable as long as the student(s) continues to achieve academic progress.

The Jo-Ellen Turner, Ed.D. Endowed Scholarship in English is awarded to an academically deserving junior majoring in English Language and Literature who has demonstrated interest in literature and writing through course work achievement in course work and participation in extracurricular activities. This scholarship was established in 2006 by the children of Dr. Turner.

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

The Kimberly Serio Memorial Scholarship provides assistance to an incoming freshman who has experienced financial hardship and is determined to continue his/her education. This endowed scholarship was established by Jane Heisey Serio ’79 in memory of her daughter in 1999.

The Bertha G. Wegad Memorial Scholarship Fund provides scholarship assistance to a deserving freshman nursing student. This endowed scholarship was created by former accounting professor Gilbert Wegad in memory of his wife in 1998.

More information about the Stevenson scholarships and grants is available from the Financial Aid Office.
Stevenson University Annual Scholarship Funds

The American Committee on Italian Matters awards two $1,000 Italian Heritage Scholarships to students who are of Italian descent, possess a high school GPA of at least 3.0, matriculate as a full-time freshman student at Stevenson University in a non-accelerated program, and have completed a FAFSA application. This renewable scholarship which began in the 2007 semester will continue through July 1, 2010. Recipients must maintain full-time status and continue to exemplify the qualities that originally led to their selection.

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

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

The Gorfine, Schiller & Gardyn Scholarship is an annual award to an accounting student in good academic standing who demonstrates 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 financially needy students who have overcome personal challenges to continue their education.

The Hertzbach & Company Scholarship is an annual award to an accounting student in good academic standing who demonstrates financial need.

The Kiwanis Club of Loch Raven provides an annual scholarship to a student with financial need and with a minimum grade point average of 3.0. Nursing students are encouraged to apply for this award. Other criteria apply.

The John J. Leidy Foundation, Inc. provides funds to a deserving student selected through an application process.

Through the Medifast Scholarship at Stevenson University, the company sponsors four academic scholarships each year to benefit Stevenson University students. The scholarships will be for $5,000 each and will be awarded to junior or senior students based on financial need, grade point average, and participation in the University’s internship program.

The SC&H Group Annual Accounting Scholarship Fund provides a scholarship to a Stevenson University accounting student. The University’s Financial Aid office determines the scholarship recipient based on demonstrated need and academic standing.

Federal Financial Aid Programs

The Federal Pell Grant Program provides grants to eligible full-time and part-time undergraduate students. Maximum grants for the 2009–2010 academic year are $5,530. A student can apply for a Pell Grant by completing the Free Application for Federal Student Aid (FAFSA).

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

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

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

The National Science and Mathematics Access to Retain Talent Grant (National SMART Grant) is available to Pell recipients who are enrolled half-time in their third or fourth academic year of study in an eligible degree program of physical life, computer science, engineering, technology, mathematics or a critical-need foreign language and have at least a 3.0 cumulative GPA are eligible for up to $4,000 per year.

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Dependent Student</th>
<th>Independent Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st-year</td>
<td>$5,500 (max. $3,500 subsidized)</td>
<td>$9,500 (max. $3,500 subsidized)</td>
</tr>
<tr>
<td>2nd-year</td>
<td>$6,500 (max. $4,500 subsidized)</td>
<td>$10,500 (max. $4,500 subsidized)</td>
</tr>
<tr>
<td>3rd- and 4th-year</td>
<td>$7,500 (max. $5,500 subsidized)</td>
<td>$12,500 (max. $5,500 subsidized)</td>
</tr>
<tr>
<td>Graduate</td>
<td>NA</td>
<td>$20,500 (max. $8,500 subsidized)</td>
</tr>
</tbody>
</table>

Direct subsidized Stafford loans are for students with demonstrated need, as determined by federal regulations. No interest is charged while a student is in school at least half-time, during the grace period, and during deferment periods. Direct unsubsidized Stafford loans are not based on financial need; interest is charged during all periods. Repayment begins six months after a student graduates, leaves school, or drops below half-time enrollment. Students will receive repayment information and will be notified of the first payment due date during this six-month grace period.
The Federal Work-study Program (FWS) provides on-and off-campus employment for students with financial need. Undergraduate students enrolled at least half-time basis (six credit hours) may be employed under the program. In general, the salary received will be based on the current minimum wage. Students must file the Free Application for Federal Student Aid (FAFSA) and a Stevenson work student application to apply. More detailed information about the federal student aid programs is available at Student Aid on the Web, at <www.studentaid.ed.gov/PORTALSWebApp/students/english/index.jsp>.

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

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

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

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

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

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

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 89-338.

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

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

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

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

The formula used to determine whether you are eligible for need-based aid is:

Cost of Attendance (COA) = Expected Family Contribution (EFC) + Financial Need

Application Procedure
1. Apply for admission to Stevenson University. You must be an accepted student to receive a financial aid award package.
2. Complete the online Free Application for Federal Student Aid (FAFSA) at <www.FAFSA.ed.gov>.
   - The University federal school code is #002107.
   - The priority filing deadline for the fall semester is February 15.
3. Financial aid awards are valid for one academic year. Students must reapply for aid by filing the FAFSA every year between January 1 and February 15 to ensure maximum consideration of aid.

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

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

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

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

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

Awarding of Aid

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

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

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

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

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

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

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

Stafford & PLUS Loan Disbursements

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

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

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

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

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

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

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

Student Loan Entrance and Exit Counseling
Federal regulations require new SU borrowers to complete Loan Entrance Counseling before loans may be disbursed. Required online counseling is available by selecting Stafford Loan Entrance Counseling and MPN at <http://ssc.stevensonuniversity.org/financial-aid>.

Exit counseling is required when a student borrower graduates, drops to less than half-time attendance, or stops attending SU. Required online counseling is available by selecting Loan Exit Interview at <http://ssc.stevensonuniversity.org/financial-aid>.

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

**Continued Eligibility**

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

**Satisfactory Academic Progress Policy**

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

**Stevenson Financial Aid Satisfactory Academic Progress (SAP)**

Satisfactory academic progress (SAP) is the term used to define successful completion of coursework to maintain eligibility for student financial aid. Federal regulations require the Stevenson University Office of Financial Aid to establish, publish, and apply standards to monitor a student’s progress toward a degree. The Stevenson University SAP standard occurs each summer, after the completion of any given spring semester, and after the official posting of a cumulative grade point average. The student’s academic performance must meet the following SAP standards:

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

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

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

**Return of Title IV Funds Policy**

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

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

- Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.
- Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:
  - Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.
  - If a student earned less aid than was disbursed, Stevenson University would be required to return a portion of the funds, and the student would be required to return a portion of the funds. The student may owe a debit balance to the University when Title IV funds are returned.
  - If a student earned more aid than was disbursed to him/her, Stevenson University would owe the student a post-withdrawal disbursement which must be paid within 120 days of withdrawal.
  - The University must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student’s withdrawal.

**Refunds are allocated in the following order:**

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

**Note:** All financial aid information is accurate as of the time of publication. However, due to periodic changes in aid programs and in application procedures, students are encouraged to contact the University to assure that all information is current. All applicants should address requests for information about financial aid and submit all required records and forms to:

- Director of Financial Aid
- Stevenson University
- 1525 Greenspring Valley Road
- Stevenson, Maryland 21153-0691
General Academic Information

University Curriculum

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

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

Pre-law, pre-medicine, pre-physical therapy, pre-veterinary, or pre-pharmacy studies can be arranged to meet individual needs as part of a liberal arts or sciences program and according to the requirements of the schools of law, medicine, or other professional schools. (See the section of this catalog on PRE-PROFESSIONAL STUDIES).

Bachelor’s Degrees

The University offers bachelor’s degrees in the following: Accounting; Applied Mathematics; Biology; Biotechnology; Business Administration; Business Communication; Business Information Systems; Chemistry; Computer Information Systems; Early Childhood Education; Liberal Arts & Technology; Elementary Education; Liberal Arts & Technology; English Language and Literature; Film, Video, & Theatre; Human Services; Interdisciplinary Studies; Medical Technology; Middle School Education; Liberal Arts & Technology; Nursing; Paralegal Studies; Psychology; Public History; and Visual Communication Design. At present, the University does not offer double majors.

Accelerated Bachelor’s Degree Programs

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

BS/MS Degree Options

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

- BS/MS options have been designed to permit undergraduates majoring in Accounting, Business Administration, Business Information Systems, Computer Information Systems, or Paralegal Studies at the University (or students in other majors with permission from the undergraduate department chair) to obtain both a bachelor’s in their major and a master’s in Advanced Information Technology, Business and Technology Management, or Forensic Studies.

- Chemistry majors may choose a BS/MS option that leads to a master’s degree in Forensic Sciences.

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

Second Bachelor’s Degrees

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

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

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

Master’s Degrees

Stevenson University currently offers the following master’s degrees through its School of Graduate and Professional Studies: a Master of Science in Advanced Information Technology, a Master of Science in Business and Technology Management, a Master of Science in Forensic Studies and a Master of Science in Forensic Sciences. For more information about any of these programs, check the Stevenson website at <www.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, Stevenson University offers students the opportunity to structure and to pursue a minor field of study separate from and in addition to the student’s major field of study. The minors program allows students to expand their career options and professional flexibility, to develop skills to be applied to graduate or professional programs, and/or to pursue personal or intellectual interests. The minor option represents a significant opportunity for students to assess their needs and aspirations and to construct their own courses of study at Stevenson.

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

The minor consists of at least 6 courses (for a minimum of 18 credit hours) in a particular discipline. For departments that offer bachelor’s degrees, these courses must come from the major requirements within the discipline. These courses may be at any level, but students must meet all regular prerequisites before taking any course. All courses taken for a minor must be in the same discipline, and none may be a Core Skills requirement except by permission of the department or program in which the minor is pursued. Courses that are among the “Major Requirements” of a student’s major at the time of graduation may not apply toward the student’s minor. At least nine of the total credit hours for the minor must be taken at Stevenson University. Students may not apply for a minor after the bachelor’s degree is awarded. Upon graduation, the student’s transcript will indicate the minor course of study that the student has completed.

Minors are currently being offered in the following fields:

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

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

Special Programs

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

Internship (non-credit)

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

All non-credit internships are housed on Mustang Central, an online jobs database. To begin the process, students should contact a counselor in the Career Services office.

Internship (for credit)

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

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

Fieldwork

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

Directed Study

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

**University Curriculum Objectives**

**Philosophy and Objectives of the Core Curriculum**

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

**Objectives of the Core Curriculum**

**Development of essential skills**

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

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

**Goals of the University Writing Requirement**

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

**Objectives of the University Writing Requirement**

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

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

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

**Goal of the University Computer Literacy Requirement**

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

**Objectives of the University Computer Literacy Requirement**

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

**University Degree Requirements**

**Requirements for the Bachelor’s Degree**

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

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

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

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

**Skills Courses**

- Three writing courses (9 credits)
  - ENG 151 (Note: A grade of “C-” in ENG 151 is required to meet the University writing competency requirement and to proceed to other English courses);
  - ENG 152;
  - an additional writing course, 200-level or higher, which may be in the major.
• One communication course (3 credits). This course may be in the major.
• One physical education course. May also be fulfilled by a life skill or wellness learning course. (1 course, 1 credit). Completion of one season of a Stevenson team sport will also satisfy this requirement. Only one credit may be counted in a student’s total credit count. PE courses are pass/fail.
• Computer Literacy Requirement. All students entering the University are required to successfully complete IS 134—MS Windows and Office Applications, unless specifically exempted. Students do not need to take IS 134 if they have demonstrated computer literacy by one of the following methods:
  o Achieve a passing score on the Computer Literacy Assessment.
  o Achieve a grade of “C” or better in an equivalent course at another institution.
  o Achieve a grade of “C” or better in an equivalent course as required by majors in Visual Communication Design, Nursing, and Film, Video and Theatre.

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

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

Core Electives (2 courses, 6 credits) These two courses may be selected from any of the distribution disciplines or from foreign language courses, communication (CM) courses, English writing and language courses, or interdisciplinary courses that include one of the distribution disciplines. Both of these courses must be outside of the discipline of the major, and they cannot be used to fulfill any additional Core requirements, but they may fulfill secondary program requirements for the major.

Foreign Language
Candidates for the Bachelor of Arts degree must complete six credits of foreign language at the 200-level. They may use their two Core Electives (see above) to fulfill this requirement.

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

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

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

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

• December graduates must file by August 1.
• May graduates must file by January 1.
• August graduates must file by March 1.
Failure to apply by the published deadlines may delay the evaluation and awarding of a student’s degree. Students may apply online via WebXpress or complete the "Application for Graduation Form" available in the Registrar’s Office.

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

Graduation with 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.

<table>
<thead>
<tr>
<th>Grade Point Average</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.50</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>3.69</td>
<td>Magna Cum Laude</td>
</tr>
<tr>
<td>4.00</td>
<td>Summa Cum Laude</td>
</tr>
</tbody>
</table>

Honors are not awarded for graduate degrees.

All-University Awards for Graduating Seniors
(Note: All-University awards are presented at Baccalaureate)

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

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

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

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

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

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

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

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

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

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

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

**Biological Sciences Departmental Awards**
The Department of Biological Sciences Award for Academic Excellence is given each May to the graduating senior in biology, biotechnology, or medical technology who has earned the highest cumulative grade point average.

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

**Education Departmental 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.

**Distinguished Teacher Candidate** awarded by the Maryland Association of Teacher Education.

**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 to the Stevenson community.

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

The Delmar Legal Studies Award is presented annually to two students who demonstrate superior oral and written communications skills in Paralegal Studies. The recipient is selected by the Paralegal faculty.

**Math Departmental Awards**
The Department of Mathematics Award for Academic Excellence is given each May to the graduating senior in applied mathematics who has earned the highest cumulative grade point average.

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

**Nursing Departmental Awards**
The Academic Excellence Award is presented to the pre-licensure graduate who has achieved the highest grade point average throughout the nursing program.

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

The Judith A. Feustle Award is presented to the pre-licensure and RN/BS graduate who best exemplifies the holistic practice of nursing through excellence in clinical care, critical thinking, leadership, and professionalism.
The **Megan Sheridan Award** is given in memory of Megan Sheridan to the pre-licensure and RN/BS graduate whose vision and insight into the practice of professional nursing reflects exceptional sensitivity to the unique characteristics and needs of each patient and family entrusted to her care.

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

The **Catherine Nugent Award (Spring Only)** was established by Alma Nugent in honor of Catherine Nugent. It is given in May to the pre-licensure student who has demonstrated outstanding performance in clinical nursing courses.

**Visual Communication Design Departmental Awards**

The **Award for Outstanding Contributions to the Visual Communication Design Program** has been established to recognize a student who has contributed to the Visual Communication Design program by contributing time, energy and support to faculty and other students when needed, who has consistently led by example, and who has regularly helped others by offering advice, support, encouragement, and assistance. The recipient of this award is selected by vote of the students in the program.

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

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

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

**Academic Awards**

**Academic Achievement List**

The Academic Achievement List announces part-time undergraduate students who demonstrate outstanding scholastic achievement during each semester. To qualify, a student must earn a cumulative grade point average of 3.5 or better and must have completed 12 credits or more during that semester. A student is not eligible for the Dean’s List while an incomplete grade is in effect.

**Who’s Who Among Students in American Colleges**

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

**Academic Information**

**Academic Achievement List**

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

**Grade Point Average**

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

**Academic Probation**

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

**Academic Suspension**

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

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

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

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

**Access to Records**

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

**Athletic Department Class Conflict Policy**

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

**Attendance**

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

Auditing Courses

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

Calculation of Class Level

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

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

Course Add/Drop

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

Course Load

The normal full-time undergraduate student load is 15 to 17 credit hours per semester. Any undergraduate student who is carrying 12 or more credit hours is classified as a full-time student. A student may not register for more than 18 hours in any one semester without the permission of the Associate Dean for Academic Support Services. There is an additional tuition charge for credits over 18. It is strongly recommended that a student employed more than 20 hours per week carry a reduced course load. Students are prohibited from taking more than 22 credits in a single semester.

A semester hour represents credit earned for one hour of class or two hours of laboratory work during each week of one semester for 15 weeks. Thus, a student who does satisfactory work in a class that meets three times a week for one semester receives three credits for that class. In certain courses, three or more periods of laboratory, clinical, fieldwork, or internship are equivalent to one lecture period.

Course Registration

Students are strongly encouraged to register on the days scheduled in the academic calendar. Students register on or after their assigned appointment time, and all registration is done online using WebXpress. For those unable to access a computer, in-person registration is also available in the Registrar’s Office. Prior to registration, students with fewer than 30 completed credits, students without a declared major, and students in certain programs (as designated by the department chair) are required to meet with their advisor to review their schedule. It is the advisor’s responsibility to check the student off in WebXpress so that registration will be enabled for the student. All students regardless of major or year are strongly encouraged to consult with their advisor prior to registration. After registration, students are required to submit their signed registration form to the Registrar’s Office as verification of advisor approval of courses.

Students who are required to have a health form must have it on file with the University Wellness Center prior to registration. Students may only complete registration when all financial obligations have been met. Students who have not paid by the tuition due date will have their classes dropped, and other students will be allowed to register.

Courses may be cancelled for insufficient enrollment.

Course Withdrawal

To withdraw from a course, students must complete a “Withdrawal from Class Form.” The form must be submitted to the Registrar’s Office. Students may not withdraw from courses on-line 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 during the published withdrawal dates. Students withdrawing from class during this period will have the grade of “W” recorded on their transcript; a grade of “W” does not affect the GPA. The last date for withdrawal from a course without penalty is listed in the academic calendar for each semester. Withdrawing from a course after the published withdrawal date results in a grade of “WF” which calculates as an “F.” Students may not withdraw from classes during exam week.

Final Examinations

All students are required to take final examinations. If a student misses an examination because of an emergency or illness, the student must contact the faculty member as soon as possible. If the student cannot reach the faculty member, the student should contact the Office of Academic Support Services. The faculty member will work with the student to provide an opportunity for the student to take the examination at a rescheduled time. At that point, the student should contact The Academic Link to reschedule the examination. Students will not be permitted to reschedule for reasons other than documented emergencies or illness.

Grading Scale

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

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

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

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Incompletes

A grade of Incomplete (I) will only be granted by written request and is subject to the approval of the Associate Dean for Academic Support Services and the faculty member. Incompletes are granted only when a student has completed a substantial portion of the course work and circumstances such as illness, death in the family, or a documented crisis situation prevent the student from completing the course by the end of the semester. An incomplete grade that is not removed within 30 days from the end of the semester automatically converts to a grade of “F.” A student must have completed at least 12 weeks of the semester in order to be considered for an incomplete. Exceptions to this policy require special review by the Associate Dean for Academic Support Services, the department chair, and the faculty member.

Leave of Absence

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

Non-Credit Courses

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

Pass/No Credit Option

Students may choose to take two pass/no credit courses outside of the major and secondary requirements limited to the Core Electives unless otherwise stipulated by the major. Students may take only one pass/no credit course per semester for a total of two courses on the student’s transcript. A passing grade in this option equates to a “C” or better. The student may register for credit or for pass/no credit, and may switch to credit or to pass/no credit no later than the published add/drop date. Neither pass nor no credit have an impact on the student’s GPA. The purpose of the Pass/No Credit Option is to encourage students to take electives for intellectual exploration. This option does not affect classes that already have departmental pass/fail or pass/no credit.

Policy on Matriculated Students Taking Courses Elsewhere

After degree-seeking students have matriculated at Stevenson University, transfer of courses from other institutions requires advance approval on the form entitled “Request To Take Courses At Another College/University.” Approval of these requests is based on clear evidence that such courses are comparable to the Stevenson University description. Approval of these requests is made by the Director of Academic Advising.

1. All major requirements must be taken at Stevenson University.
2. Because the curriculum is based on a special commitment to writing, all writing courses must be taken at Stevenson University.
3. The last 30 credits must be taken at Stevenson University.
4. Courses may not be taken elsewhere during a semester (including May and Summer terms) in which they are being offered at Stevenson.

Repeating Courses

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

Transcript Requests

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

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

Withdrawal from the University
A degree-seeking student who finds it necessary to withdraw from the University must do so in writing. The student may obtain a “Withdrawal from University Form” from the Registrar’s Office. The student should meet with a representative of the Academic Support Services Office to complete the form.

Academic and Support Services Policies

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

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

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

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

Grade Appeals
The Grade Appeal Policy applies to questions of an instructor’s evaluation of student performance. The expectation is that the majority of appeals can be resolved through a flexible process of direct communication between student and instructor. A formal series of procedures has been established to ensure fairness to all parties in cases that cannot be resolved informally. The grade appeal process is as follows:
1. Grade appeal form must be completed and filed in the Registrar’s Office within 30 calendar days of the last day of the semester.
2. The student must contact the instructor within 5 business days of the filing of the appeal.
3. If the appeal is not resolved and the student wishes to continue the appeal process, the student must appeal in writing to the next level supervisor within 5 business days.
4. Once the appeal has been filed, it is the student’s responsibility to work through the steps in the process.

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

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

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

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

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

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

Accounting

Howard S. Brown School of Business and Leadership
Department of Accounting, Economics, and Finance

Accounting Program Description

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

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

The State of Maryland requires applicants for the Certified Public Accounting examination to have taken specific courses in college, have a bachelor’s degree, and complete a total of 150 credit hours. The accounting curriculum satisfies the course requirements for the examination and 120 of the 150 credit hours. Several options are available to help students fulfill the remaining 30-credit-hour requirement.

Accounting Program Outcomes

Upon completion of the Accounting program, graduates will be able to:
1. Explain and apply the theory and practice of accounting.
2. Analyze and evaluate the ethical issues, principles, and practices that affect the business and accounting environment.
3. Evaluate accounting and business information by using analytical and critical thought processes.
5. Communicate business and accounting information in both oral and written expression.

Accounting Program Policies

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a “C-” in major courses. When a grade below “C-” is earned in a required major course, the student must repeat that course. A course may be repeated once without the special permission of the Department Chair.

Accounting majors who do not successfully complete a major course with a grade of “C-” or better after a second attempt will not be allowed to continue in the accounting program. No student will be permitted to enroll in the next course in a sequence without earning a grade of “C-” or better in the preceding prerequisite course. Students required to take developmental courses must complete those courses before enrolling in ACC 121.

Accounting Program Requirements

The courses listed below are required for completion of the B.S. degree in Accounting. Students must also complete the requirements for the Stevenson Core Curriculum. Some secondary requirements, which are noted by an asterisk (*) in the list below, can also be used to fulfill a Core Curriculum requirement.

Major Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 121</td>
<td>Principles of Accounting I</td>
</tr>
<tr>
<td>ACC 122</td>
<td>Principles of Accounting II</td>
</tr>
<tr>
<td>ACC 201</td>
<td>Intermediate Accounting I</td>
</tr>
<tr>
<td>ACC 202</td>
<td>Intermediate Accounting II</td>
</tr>
<tr>
<td>ACC 301</td>
<td>Intermediate Accounting III</td>
</tr>
<tr>
<td>ACC 302</td>
<td>Cost and Managerial Accounting</td>
</tr>
<tr>
<td>ACC 401</td>
<td>Auditing and Attestation</td>
</tr>
<tr>
<td>ACC 411</td>
<td>Tax Accounting: Individual</td>
</tr>
<tr>
<td>ACC 412</td>
<td>Tax Accounting: Corporation and Partnership</td>
</tr>
<tr>
<td>ACC 415</td>
<td>Capstone in Accounting: Business Policy</td>
</tr>
</tbody>
</table>

Two Accounting electives selected from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 302</td>
<td>Advanced Accounting</td>
</tr>
<tr>
<td>ACC 304</td>
<td>Governmental and Not-for-Profit Accounting</td>
</tr>
<tr>
<td>ACC 311</td>
<td>Computer Applications in Accounting</td>
</tr>
</tbody>
</table>

Secondary Requirements:

Lower level secondary requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 101</td>
<td>Public Speaking*</td>
</tr>
<tr>
<td>EC 201</td>
<td>Principles of Economics: Macroeconomics*</td>
</tr>
<tr>
<td>EC 202</td>
<td>Principles of Economics: Microeconomics*</td>
</tr>
<tr>
<td>ENG 210</td>
<td>Business Writing*</td>
</tr>
<tr>
<td>ENG 212</td>
<td>Technical Writing*</td>
</tr>
<tr>
<td>IS 134</td>
<td>MS Windows and Office Applications*</td>
</tr>
<tr>
<td>IS 135</td>
<td>Advanced MS Office Applications</td>
</tr>
<tr>
<td>IS 150</td>
<td>Relational Database Design &amp; SQL with MS Access</td>
</tr>
<tr>
<td>MATH 210</td>
<td>Statistics &amp; Probability*</td>
</tr>
<tr>
<td>MGT 204</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>MKT 206</td>
<td>Principles of Marketing</td>
</tr>
</tbody>
</table>

Upper level secondary requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 402</td>
<td>Foundations of Finance</td>
</tr>
<tr>
<td>LAW 308</td>
<td>Business Law &amp; Legal Responsibilities I</td>
</tr>
<tr>
<td>LAW 309</td>
<td>Business Law &amp; Legal Responsibilities II</td>
</tr>
<tr>
<td>PHIL 416</td>
<td>Business Ethics*</td>
</tr>
</tbody>
</table>

Accounting Other Options

Minor:

A minor is available in Accounting. Please see an academic advisor for more information.

BS/MS Option:

The BS/MS option is available for students majoring in Accounting who wish to combine their bachelor’s degree coursework with work toward a master’s degree in one of Stevenson’s graduate programs. By completing a BS/MS option, students will earn the 150 credit hours necessary to sit for the CPA exam while also earning both a bachelor’s and a master’s degree in as few as five years. Students must formally apply for entrance into a BS/MS option in their junior year.
Once admitted into this program, students develop an education plan in consultation with their undergraduate and graduate advisors.

**Accounting Course Descriptions**

**ACC 121 Principles of Accounting I**  
*4 credits, Fall and Spring*  
Examines basic principles underlying accounting concepts applicable to service and merchandising enterprises. This course includes analysis of transactions and preparation of financial statements for proprietorships and partnerships. All developmental courses must be completed prior to taking ACC 121.  
**Prerequisite(s):** None

**ACC 122 Principles of Accounting II**  
*4 credits, Fall and Spring*  
Continues the examination of the basic principles and concepts of accounting. This course includes corporate accounting procedures, analysis of cash flows, and analysis of financial statements. It presents an introduction to uses, significance, and limitations of accounting data for management and investor decisions, and an introduction to managerial accounting, including cost behaviors, cost-volume-profit relationships, job costing, and budgeting.  
**Prerequisite(s):** ACC 121

**ACC 201 Intermediate Accounting I**  
*4 credits, Fall and Spring*  
Expands the fundamental accounting principles in which the emphasis on theory of accounts is maintained throughout the course. Concentration is on the analysis of financial statements, present value analysis, cash and cash flows, receivables, and inventory. Pronouncements of Financial Accounting Standards Board (generally accepted accounting principles) are an integral part of the course. This course meets 5 hours per week.  
**Prerequisite(s):** ACC 122

**ACC 202 Intermediate Accounting II**  
*4 credits, Fall and Spring*  
Continues the expansion of fundamental accounting principles in which the emphasis on the theory of accounts is maintained throughout the course. Concentration is on plant and equipment, intangibles, current liabilities, long-term debt, and shareholders’ equity. Pronouncements of the Financial Accounting Standards Board (generally accepted accounting principles) are an integral part of the course. This course meets 5 hours per week.  
**Prerequisite(s):** ACC 201

**ACC 215 Financial Accounting**  
*3 credits, Fall and Spring*  
Explains, in an abbreviated format, financial accounting for those majors whose curriculum is not based on the financial aspects of business. This course provides an overview of the accounting process through the examination of the purchase/payments and sales/collections cycles of a business. It will also provide an introduction to the debt and equity instruments used in financing business. This course is not open to accounting and business admin. majors.  
**Prerequisite(s):** Sophomore standing or higher

**ACC 301 Intermediate Accounting III**  
*4 credits, Fall and Spring*  
Expands financial accounting principles with the study of financial statement analysis. This course emphasizes dilutive securities, earnings per share, temporary and long-term investments, revenue recognition principles, pensions, and leases. Also included are considerations of accounting changes and error analysis, full disclosure in financial accounting, and derivatives. Pronouncements of the Financial Accounting Standards Board (generally accepted accounting principles) are an integral part of the course. This course meets five hours per week.  
**Prerequisite(s):** ACC 202, ENG 210 or ENG 212, and IS 135

**ACC 302 Advanced Accounting**  
*3 credits, Spring*  
Studies advanced financial accounting issues including business combinations and consolidations with preparation of consolidated financial statements. Other topics included in the course are accounting for partnerships and multi-national accounting.  
**Prerequisite(s):** ACC 301

**ACC 303 Cost and Managerial Accounting**  
*3 credits, Spring*  
Studies cost flows and concepts: cost behaviors, cost-volume-profit relationships, and job costing. Also included in this course are fundamental budgeting concepts applied for planning and control and cost information for decision and control purposes: product profitability decisions, management and control systems, and capital budgeting.  
**Prerequisite(s):** ACC 201

**ACC 304 Governmental and Not-for-Profit Accounting**  
*3 credits, Spring*  
Studies fund accounting for governments and not-for-profit organizations and compliance auditing applicable to governmental entities.  
**Prerequisite(s):** ACC 201

**ACC 311 Computer Applications in Accounting**  
*3 credits, Fall*  
Examines the use of accounting systems. This course provides information and experience in the use of computers in accounting and includes work with integrated accounting software.  
**Prerequisite(s):** ACC 201 and IS 135

**ACC 401 Auditing and Attestation**  
*4 credits, Fall*  
Examines the concepts and theory of generally accepted auditing standards, standards for accounting and review services, and standards for attestation engagements. Emphasis is placed on developing the required skills to audit and issue a professional opinion on the financial statements issued by management of a public or private enterprise.  
**Prerequisite(s):** ACC 301

**ACC 405 International Accounting**  
*3 credits, Fall*  
Introduces the major financial reporting issues faced by companies involved in international business as well as those issues involved in the analysis of foreign company financial statements. The course will examine the diverse cultures found in multinational companies and prepare students for the accounting of companies operating in global environments.  
**Prerequisite(s):** ACC 301

**ACC 411 Tax Accounting: Individual**  
*3 credits, Fall*  
Examines the federal tax systems, emphasizing sources of taxable income and allowable deductions used in calculating taxable income and the mandated tax liability. Students use a variety of tax resources to prepare individual tax returns, to identify tax planning opportunities, and to research and document more complex tax issues and transactions.  
**Prerequisite(s):** ACC 201
ACC 412 Tax Accounting: Corporation and Partnership
3 credits, Spring
Examines advanced tax topics including business entities, exempt organizations, and estates and trusts. Students enhance skills in compilation, planning, and research through problems and cases which highlight business formation, operations, and earnings distribution. Discussions include strategies for minimizing the tax liability for entities as well as the business owners.
Prerequisite(s): ACC 411

ACC 415 Capstone in Accounting: Business Policy
3 credits, Spring
Synthesizes business, economics, finance, and accounting topics through a business strategy approach. Also discussed are global and ethical issues. Cases and business simulations require group interaction and enable students to demonstrate research, application, and written and oral communication skills.
Prerequisite(s): All accounting major requirements and all accounting secondary requirements. One required course may be taken concurrently.

ACC 417 Accounting Internship
3 - 15 credits, Fall and Spring
Offers accounting majors the opportunity for extensive practical accounting experience in an accounting firm. Students will work in a firm while receiving academic credit. In addition, students will attend eight bi-weekly, three-hour classes. See an accounting advisor for specific details.
Prerequisite(s): ACC 301 (grade of "C" or better), accounting GPA of 3.25, recommendation from accounting faculty member.

Anthropology

Department of Interdisciplinary Studies
There is no major in Anthropology at Stevenson University; however, students interested in pursuing this field of study may do so through the flexible course of study available in Interdisciplinary Studies. Students who wish to develop an Anthropology focus should consult the Program Coordinator, Interdisciplinary Studies, for more information. Course descriptions for Anthropology are listed in this section.

Anthropology Course Descriptions

ANTH 201 Introduction to Cultural Anthropology
3 credits, Fall or Spring (as needed)
Introduces basic concepts, methods, and theories of cultural anthropology. Cross-cultural examination of topics such as cultural-ecological systems, socialization and personality, kinship and family, politics and conflict, religion, art, and others.
Prerequisite(s): None
General Education: Social Science

ANTH 301 Topics in Anthropology
3 credits, Fall and Spring
Provides opportunities for advanced students to examine topics of interest through supervised reading, research, and discussion. Semester themes might include evolution of humankind, food and society, environmental anthropology, and culture and conduct. Topics announced each semester. May be repeated for credit if content differs.
Prerequisite(s): ENG 152

ANTH 325 Folklore in Modern American Life
3 credits
Examines folklore as part of expressive culture within modern American life. Students collect and analyze different categories, including some of the following: jokes, games, material arts, folk songs, personal narratives, legends, and festivals. Readings include works regarding the study of folklore, collections of folklore, and analyses representing interdisciplinary perspectives.
Prerequisite(s): ENG 152 and third-year status
Alternate years: offered every other year

ANTH 360 Anthropology of Childhood
3 credits, Spring (as needed)
Reviews changes in Western views of children and childhood and examines ways in which different cultural practices influence the experience of childhood. Topics may include the following: beliefs about the development of children and learning, the nature of enculturation and education in selected cultures of the world, the norms of gender identity, and current issues of interest regarding adolescence. Readings may include ethnographies, international organizational reports, and research articles by anthropologists and others.
Prerequisite(s): ENG 152 and third-year status

ANTH 365 Culture Area Studies
3 credits
Introduces other ways of knowing and doing, highlighting one geographic culture area (or a set of cultures within one area). Examines culture and society through supervised reading, independent research, and discussion. Suggested areas include Japan (i.e., “Culture and Society of Contemporary Japan”), Cross-Cultural Study of Sub-Saharan Africa, and Native American Peoples. May be repeated for credit if content differs.
Prerequisite(s): None
Alternate years: Fall (as needed)

Applied Mathematics

School of Sciences
Department of Mathematics

Applied Mathematics Program Description

The Applied Mathematics major provides students with an array of courses that build math skills while familiarizing them with computer technology. Students graduate with a solid background in calculus, linear algebra and statistics and with the ability to use data to solve problems in various disciplines. The critical thinking and analysis skills make Applied Mathematics majors highly employable in government, the private sector, and education. Applied Mathematics majors are also prepared to pursue graduate degrees in mathematics.

In addition to the required MATH courses, each student in the major will choose a minimum of five courses in another discipline, with at least two courses at the 300-400 level. This course work allows students to apply their mathematical knowledge to other disciplines. Suggested disciplines include courses related to Actuarial Science, Biology, Business, Chemistry, Economics, Education, Information Systems and Social Sciences.

Each student in the major will also complete a senior capstone course, choosing either a research option or an internship option. Both options will enable students to apply their mathematical skills in the professional mathematics culture or to a discipline related to their interest.

Applied Mathematics Program Outcomes

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

**Applied Mathematics Program Policies**

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a “C” in all major and secondary math and science required courses. Please see the specific program requirements for a listing of the required courses.

No student, regardless of major, will be permitted to advance to the next course in a sequence unless he/she earns a “C” or better in the preceding course. A student may not earn a grade of “C-” or lower in any science or math course more than three times during the program. If a fourth grade of “C-” or lower is earned in any science or math course, the student will be automatically dismissed from the Applied Mathematics major.

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

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

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

**Applied Mathematics Program Requirements**

The courses listed below are required for completion of the bachelor’s degree in Applied Mathematics. Students must also complete the requirements for the Stevenson University Core Curriculum. Specific pre- and co-requisites for each course are listed in the course descriptions.

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

**Major Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 220</td>
<td>Calculus I *</td>
<td>4</td>
<td>MATH 121, 121#</td>
</tr>
<tr>
<td>MATH 221</td>
<td>Calculus II *</td>
<td>4</td>
<td>MATH 121, 121#</td>
</tr>
<tr>
<td>MATH 222</td>
<td>Calculus III</td>
<td>4</td>
<td>MATH 121, 121#</td>
</tr>
<tr>
<td>MATH 312</td>
<td>Mathematical Statistics I</td>
<td>3</td>
<td>MATH 220</td>
</tr>
<tr>
<td>MATH 313</td>
<td>Mathematical Statistics II</td>
<td>3</td>
<td>MATH 220</td>
</tr>
<tr>
<td>MATH 321</td>
<td>Introduction to Differential Equations</td>
<td>3</td>
<td>MATH 220</td>
</tr>
<tr>
<td>MATH 326</td>
<td>Linear Algebra</td>
<td>3</td>
<td>MATH 220</td>
</tr>
<tr>
<td>MATH 418</td>
<td>Mathematical Modeling</td>
<td>3</td>
<td>MATH 220</td>
</tr>
<tr>
<td>MATH 450</td>
<td>Senior Research Capstone</td>
<td>3</td>
<td>MATH 312</td>
</tr>
<tr>
<td>MATH 455</td>
<td>Senior Internship Capstone</td>
<td>3</td>
<td>MATH 312</td>
</tr>
<tr>
<td>MATH 460</td>
<td>Senior Research Capstone</td>
<td>3</td>
<td>MATH 312</td>
</tr>
<tr>
<td>MATH 460H</td>
<td>Honors Senior Research Capstone</td>
<td>3</td>
<td>MATH 312</td>
</tr>
</tbody>
</table>

Complete one of the following senior capstone options:

- MATH 465 Senior Internship Capstone
- MATH 465H Honors Senior Internship Capstone

Complete five additional MATH * courses at the 200-level or above, with at least 3 at the 300–400 level

**Secondary Requirements:**

- PHIL 104 Logic *
- PHY 215 General Physics I *
- PHY 216 General Physics II *
- SCI 100 Science and Mathematics Freshman Seminar

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

**Applied Mathematics Other Options**

**Minor:**

A minor is available in Applied Math. Please see an Academic Advisor for more information.

**Applied Mathematics Course Descriptions**

- **MATH 121 College Algebra with Applications**
  4 credits, Fall, Spring, Summer
  Introduces the student to solution techniques for equations and inequalities, properties of functions, properties of polynomial, rational, exponential and logarithmic functions, and systems of equations. Course activities emphasize applying acquired algebraic problem solving techniques and reasoning to real-world and discipline-specific problems. A TI-83, TI-83 Plus or TI-84 calculator is required for the course.
  **Prerequisite(s):** A grade of “C-” or better in DEV M 105# or by placement.
  **General Education:** Mathematics

- **MATH 125 Precalculus**
  4 credits, Fall and Spring
  Presents topics of algebra and trigonometry within the framework of algebraic and graphical solutions, as a preparation for calculus. Content presented with real-data applications and with integrated technology. Topics covered include equations and inequalities, algebraic and trigonometric functions, vectors, systems of equations, sequences, and series. A TI-83, TI-83 Plus or TI-84 calculator is required for the course.
  **Prerequisite(s):** A grade of “C” or better in MATH 121, or by placement.
  **General Education:** Mathematics

- **MATH 132 Mathematics for Teachers**
  4 credits, Spring
  Explores a variety of mathematical topics needed by prospective early childhood and elementary school teachers. Topics include sets, numeration systems, whole numbers, integers, number theory, rational numbers, ratio, proportion, percent, geometry, tessellations, measurement, coordinate geometry, and problem solving. Open to Education majors only.
  **Prerequisite(s):** A grade of “C-” or better in DEV M 105#, or placement into MATH 121 or higher.

- **MATH 140 Basic Statistics**
  4 credits, Fall, Spring, Summer
  Introduces the student to basic data analysis. Methods include data collection and packaging, discriminating between valid and invalid uses of statistics, and elementary methods for decision making. Topics include measures of central tendency and dispersion, elementary probability, probability distributions, interval estimates of parameters, hypotheses testing, correlation, and regression. Course activities include elementary applications
of statistics to a variety of disciplines. A TI-83, TI-83 Plus or TI-84 calculator is required for the course.

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

**General Education:** Mathematics

**MATH 201 The Nature of Mathematics**

*3 credits, Fall and Spring*

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

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

**General Education:** May only be taken as a second Mathematics course in fulfilling core requirements.

**MATH 210 Statistics and Probability**

*4 credits, Fall, Spring, Summer*

Applies the theory of statistics to concrete problems in business and the social sciences. Topics covered include data collection, graphical displays of data, descriptive measures, correlation and regression, probability, discrete and continuous random variables, the binomial and normal distributions, sampling distributions, interval estimation of parameters, and tests of hypotheses. A TI-83, TI-83 Plus or TI-84 calculator is required for the course. A computer laboratory component will introduce the student to statistical applications in software packages. Credit will not be granted for both MATH 210 and MATH 235.

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

**General Education:** Mathematics

**MATH 218 Geometry**

*3 credits, Spring*

Examines the axiomatic structures of Euclidean geometry and introduces elementary non-Euclidean geometries for purposes of comparison. Geometric vocabulary, concepts, classical theorems, and proofs are emphasized. Synthetic, coordinate, and transformational geometries are examined. Appropriate educational technology will be used throughout the course.

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

**MATH 220 Calculus I**

*4 credits, Fall and Spring*

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

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

**General Education:** Mathematics

**MATH 221 Calculus II**

*4 credits, Fall and Spring*

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

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

**General Education:** Mathematics

**MATH 222 Calculus III**

*4 credits, Fall*

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

**Prerequisite(s):** MATH 221

**MATH 235 Statistical Methods**

*4 credits, Fall and Spring*

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

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

**General Education:** Mathematics

**MATH 301 Mathematical Structures**

*3 credits, Fall*

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

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

**General Education:** May only be taken as a second Mathematics course in fulfilling core requirements.

**MATH 310 Mathematical Statistics I**

*3 credits, Fall*

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

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

**General Education:** May only be taken as a second Mathematics course in fulfilling core requirements.

**MATH 312 Mathematical Statistics II**

*3 credits, Spring*

Continues the study of the foundations of statistical theory. This first course in a two-course sequence focuses on the theory and applications of probability and its fundamental role in statistical inference. Topics covered include probability axioms and rules, counting techniques, discrete and continuous univariate and multivariate probability distributions, mathematical expectation, variance, and covariance.

**Prerequisite(s):** MATH 221

**Alternate years:** even-numbered

**MATH 313 Mathematical Statistics III**

*3 credits, Spring*

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

**Prerequisite(s):** MATH 312

**Alternate years:** odd-numbered

**MATH 321 Introduction to Differential Equations**

*3 credits, Spring*

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

**Prerequisite(s):** MATH 221

**MATH 324 Theory of Numbers**

*3 credits, Spring*

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

**Prerequisite(s):** MATH 220

**Alternate years:** even-numbered

**MATH 326 Linear Algebra**  
3 credits, Fall  
Introduces the student to linear algebra and its applications. Topics covered include systems of equations, matrix algebra, n-dimensional real vectors, abstract vector spaces, linear transformations, theoretical foundations and proofs.

**Prerequisite(s):** MATH 220

**Alternate years:** even-numbered

**MATH 330 Discrete Structures**  
3 credits, Spring  
Introduces the students to discrete mathematics. Topics include sets, functions, relations, graphs, digraphs, trees, recursion, proof techniques, and Boolean algebra. The relationship between these concepts and computers will be emphasized.

**Prerequisite(s):** MATH 220 and successful completion of IS 134, or permission of the instructor.

**Alternate years:** even-numbered

**MATH 345 Actuarial Exam Review**  
0 credits, Fall, Spring (as needed)  
Introduces students to the actuarial exam process and helps them review for the first of the Society of Actuaries professional examinations. Focus will be on a review of the material covered in calculus and mathematical statistics as applied to actuarial topics. Meets one hour per week.

**Prerequisite(s):** MATH 222 (or MATH 340) and MATH 312

**MATH 365 Independent Research**  
3 credits, Fall, Spring (as needed)  
Provides an opportunity for students to conduct independent research on campus under the supervision of faculty mentors. Each student will meet weekly with the faculty mentor, maintain a project notebook throughout the semester that chronicles progress on the project, and prepare a scientific poster for presentation to the department faculty and at the School of Sciences poster session at the end of the semester. This course may not be used as a substitute for the senior capstone requirement. This course may be repeated for credit.

**Prerequisite(s):** Permission of the department chair.

**MATH 418 Mathematical Modeling**  
3 credits, Spring  
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. Provides basic computer programming experience.

**Prerequisite(s):** MATH 221 or permission of the instructor.

**Alternate years:** odd-numbered

**MATH 420 Actuarial Mathematics**  
3 credits, Spring  
Introduces the student to the principles of interest theory and insurance. Interest theory topics include calculating effective yields, annuities, amortization schedules, and valuation of bonds and other securities. Insurance principles include the economics of insurance, measurements of mortality, and individual risk models.

**Prerequisite(s):** MATH 221 and permission of the instructor.

**Alternate years:** even-numbered

**MATH 450 Senior Research Capstone**  
3 credits, Fall and Spring  
Provides an opportunity for the student to develop and conduct a scientific research project on campus or off campus. A minimum of 120 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.

**Prerequisite(s):** Minimum of two upper-level mathematics courses; two evaluations by mathematics or focus area faculty.

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

**MATH 455 Senior Internship Capstone**  
3 credits, Fall and Spring  
Provides an opportunity to gain professional workforce experience. A minimum of 120 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.

**Prerequisite(s):** Minimum of two upper-level mathematics courses; two evaluations by mathematics or focus area faculty.

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

**MATH 460 Senior Research Capstone**  
6 credits, Fall and Spring  
Provides an opportunity for the student to develop and conduct a scientific research project on campus or off campus. A minimum of 240 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.

**Prerequisite(s):** Minimum of two upper-level mathematics courses; two evaluations by mathematics or focus area faculty.

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

**MATH 460H Honors Senior Research Capstone**  
6 credits, Fall and Spring  
Provides an opportunity for the student to develop and conduct a scientific research project on or off campus. A minimum of 240 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.

**Prerequisite(s):** Cumulative and Math GPA of 3.70 or higher; minimum of two upper-level mathematics courses; two evaluations by mathematics or focus area faculty.

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

**MATH 465 Senior Internship Capstone**  
6 credits, Fall and Spring  
Provides an opportunity to gain professional workforce experience. A minimum of 240 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.

**Prerequisite(s):** Minimum of two upper-level mathematics courses; two evaluations by mathematics or focus area faculty.

**Fees:** Parking fees for off-campus placements and printing fees may be required.
MATH 465H Honors Senior Internship Capstone
6 credits, Fall and Spring
Provides an opportunity to gain professional workforce experience. A minimum of 240 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.
Prerequisite(s): Cumulative and Math GPA of 3.70 or higher; Minimum of two upper-level mathematics courses; two evaluations by mathematics or focus area faculty.
Fees: Parking fees for off-campus placements and printing fees may be required.

MATH 490 Special Topics in Applied Mathematics
3 credits, Fall, Spring (as needed)
Rotates subject matter to cover a variety of applied mathematics topics. Content is developed to expand on or complement existing MATH courses. Course may be repeated for credit as topics change.
Prerequisite(s): Permission of the instructor

SCI 440 Capstone Practicum
1 credit, Summer
Provides the opportunity for senior majors in the School of Sciences to complete the hours for an approved capstone experience during the summer months. Students are held to the requirements for the capstone, including site visits, mentor visits, and documentation. Students who complete SCI 440 must enroll in the capstone course in the fall semester immediately following the summer experience.
Prerequisite(s): Permission of the department chair.
Fees: Parking and printing fees may be required.

Art

Students interested in Art can obtain a Bachelor of Science or Bachelor of Arts degree in Visual Communication Design. (Detailed information on this bachelor’s degree program can be found in the section Visual Communication Design.) A minor is also offered in Art. Check with your advisor for more information.

Biology

School of Sciences
Department of Biological Sciences

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

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

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

Cognitive Domain:
2. Describe the flow of energy within systems.
3. Describe how genetic processes underlie all of biological function and explain diversity.
4. Evaluate function as it relates to structure throughout the spectrum of biological organization.
5. Describe interactions within and among species, between species, and between species and the environment.

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

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

Biology Program Policies
Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a “C” in all major and secondary science and math required courses. Please see the specific program requirements for a listing of the required courses.

No student, regardless of major, will be permitted to advance to the next course in a sequence unless he/she earns a “C” or better in the preceding course. A student may not earn a grade of “C-” or lower in any science or math course more than three times during the program. If a fourth grade of “C-” or lower is earned in any science or math course, the student will be automatically dismissed from the Biology major.

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

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

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

The courses listed below are required for completion of the bachelor’s degree in biology. Students must also complete the requirements for the Stevenson Core Curriculum. Specific pre- and co-requisites for each course are listed in the course descriptions.

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

**Major Requirements:**
- BIO 113 General Biology I: Cell Biology and Genetics
- BIO 114 General Biology II: Structure and Function of Organisms
- BIO 115 General Biology III: Ecology and Evolution
- BIO 255 Techniques in Molecular Biology

**Senior Capstone Experience (Select one):**
- BIO 450 or BIO 460 Senior Research Capstone
- BIO 455 or BIO 465H Senior Internship Capstone

**Biology Electives:**

**Group 1 (Select four):**
- BIO 203 Microbiology
- BIO 210 Botany
- BIO 213 Ecology
- BIO 217 Principles of Biochemistry
- BIO 222 Human Anatomy
- BIO 270 Animal Behavior
- BIO 275 Environmental Science

**Group 2: Two additional biology courses**

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

**Secondary Requirements:**
- CHEM 115 General Chemistry I
- CHEM 116 General Chemistry II
- CHEM 210 Organic Chemistry I
- CHEM 211 Organic Chemistry II
- MATH 220 Calculus I*
- MATH 235 Statistical Methods
- PHIL 415 Topics in Professional Ethics *
- PHYS 215 General Physics I with Calculus *
- PHYS 216 General Physics II with Calculus *
- SCI 100 Science/Math Freshman Seminar

**Biology Other Options**

**Biology Department Honors Requirements:**

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

Students graduating with Honors in Biology will have this distinction noted on their official university transcript. In order to graduate with Honors in Biology, the following requirements must be met:

- Completion of a 400-level capstone experience with a grade of “B” or better
- Completion of BIO 440 Seminar Topics in Biology with a grade of “B” or better

- Completion of an Honors Contract Project in an upper-level biology course. A grade of “B” or better must be earned in the course in which an Honors Contract Project is completed. The student must submit a contract project proposal to be approved by department faculty before beginning the project. The final project must be approved by department faculty in order to receive honors credit.
- A Science GPA of 3.50 or higher at the time of graduation.

**Minor:**

A minor is available in Biology. A student wishing to take any biology course for the Biology Minor must meet the Prerequisite(s) for the particular course. Students must take six courses that count in the Biology Major, excluding seminar courses. Please check with your advisor or the chair of the Department of Biological Sciences for more information.

The following courses may not count toward a minor in Biology:

- BIO 104
- BIO 107
- BIO 215
- BIO 216

**One Credit Learning Beyond and Service Learning Options:**

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

**Articulation Agreement:**

**Community College Programs**

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

**Biology Course Descriptions**

**BIO 104 The Human Body and Contemporary Health Issues**

4 credits, Fall and Spring

Illustrates some major principles of biology by studying the human as an organism and a part of the biosphere. Topics include the systems of the body and processes by which the uniqueness of each individual is produced, maintained and coordinated; and human interactions with ecosystems, including impacts of environmental conditions and technology on disease. Laboratory included. *This course does not satisfy a minor requirement in Biology.*

Prerequisite(s): Restricted to non-science majors

General Education: Laboratory Science

**BIO 107 Introduction to Marine Science**

4 credits, Fall

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

Prerequisite(s): Restricted to non-science majors

General Education: Laboratory Science

**BIO 113 General Biology I: Cell Biology and Genetics**

4 credits, Fall and Spring

Emphasizes the molecular nature of biology and biological principles that are common to all life. Topics covered relate to the
physical and biochemical structure and function of cells and cell processes and genetics. Laboratory included. **Prerequisite(s):** Eligibility for MATH 121 or higher and ENG 151 or higher  
**General Education:** Laboratory Science

**BIO 114 General Biology II: Structure and Function of Organisms**  
4 credits, Fall and Spring  
Emphasizes the molecular and physical aspects of plant and animal structure and function in relation to biological principles that are common to all life. Topics covered include form and function, homeostasis, chemical signaling and communication, and nutrition in plants and animals. Laboratory included.  
**Prerequisite(s):** BIO 113 and BIO 114  
**General Education:** Laboratory Science

**BIO 115 General Biology III: Ecology and Evolution**  
4 credits, Fall and Spring  
Emphasizes the evolutionary basis of biological diversity and the ecological interactions of living organisms and biological principles that are common to all life. Topics covered include evolutionary processes, hierarchical relationships and the relatedness of species, population and community ecology and biodiversity and conservation. Laboratory included.  
**Prerequisite(s):** BIO 113 and BIO 114  

**BIO 130 Human Anatomy and Physiology**  
4 credits, Fall and Spring  
Introduces the structure, organization and function of the human body systems with emphasis on physiology. Laboratory included.  
**Prerequisite(s):** BIO 113  
**General Education:** Laboratory Science

**BIO 203 Microbiology**  
4 credits, Fall and Spring  
Introduces bacterial, viral and eukaryotic microbes. Topics include microbial structure, classification, metabolism, growth, diseases and general microbial laboratory techniques. Laboratory included.  
**Prerequisite(s):** BIO 113 and CHEM 110 or CHEM 116 (may be taken concurrently).

**BIO 210 Botany**  
4 credits, Spring  
Introduces plant structures and functions, including growth, physiological processes, classification and an evolutionary survey of algae, liverworts, mosses, ferns, gymnosperms and flowering plants. Laboratory included.  
**Prerequisite(s):** BIO 114

**BIO 211 Genetics and Society**  
3 credits, Fall or Spring (every other year)  
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.  
**Prerequisite(s):** Restricted to non-science majors.  
**General Education:** Non-laboratory science

**BIO 213 Ecology**  
4 credits, Fall  
Focuses on the relationship between organisms and their environment, including plant and animal structures and how humans affect ecological succession. Field studies of forest, grassland, wetlands and other local ecosystems are fully integrated with the lecture. Laboratory included.  
**Prerequisite(s):** BIO 115 or BIO 215

**BIO 215 Evolution and Biodiversity**  
4 credits, Spring  
Introduces the evolution of organisms within the three domains and their respective kingdoms, with emphasis on the major principles of biology and the interaction of organisms within the environment. Topics include the classification and evolution of organisms, structure and function, nutritional patterns, interactions between organisms and speciation. Laboratory included.  
**This course does not satisfy a minor requirement in Biology.**  
**Prerequisite(s):** Restricted to non-science majors  
**General Education:** Laboratory Science

**BIO 216/CHEM 216 Introduction to Forensic Science**  
3 credits, Fall and Spring  
Introduces the scientific basis for solving crimes. The various chemical analyses and instrumentation utilized are discussed. Basic principles of biology and chemistry are presented and explored in the context of forensic investigation. Topics include drugs and toxicology, arson explosives, forensic biology (DNA), trace evidence analysis, firearms and toolmark identification and questioned document examination.  
**This course does not satisfy a minor requirement in Biology.**  
**Prerequisite(s):** Restricted to non-science majors  
**General Education:** Non-laboratory science

**BIO 217 Principles of Biochemistry**  
3 credits, Fall and Spring  
Emphasizes the structure and function of carbohydrates, lipids, nucleic acids, amino acids and proteins in living systems. The properties of these biological molecules are related to their chemical structure and specific roles within the cell. Topics include membrane structure and function, enzyme mechanisms and kinetics, and the energetics of metabolic reactions and pathways. The theory of analytical methods used to study biological molecules is also covered.  
**Prerequisite(s):** BIO 113 and CHEM 210

**BIO 222 Human Anatomy**  
4 credits, Fall and Spring  
Introduces the gross and microscopic structure of the human body. Topics include histology (cells and tissues) and the eleven systems of the body. Laboratories include microscopic examination of cells and tissues, as well as dissection and study and identification of gross anatomical features. Laboratory included.  
**Prerequisite(s):** BIO 113 and CHEM 110 or CHEM 116

**BIO 255 Techniques in Molecular Biology**  
3 credits, Fall and Spring  
(Same as BT 255) Introduces the theory and practical uses of instrumentation and procedures currently used to analyze nucleic acids and proteins. Directed laboratory exercises in molecular biology techniques and independent student research are included. Techniques learned include gene cloning, nucleic acid isolation, PCR and RT-PCR techniques, nucleic acid and protein electrophoresis and Southern hybridization. Instruction in the fundamentals of the use of bioinformatics tools to analyze nucleic acid and protein sequences is also incorporated. Student groups conduct a semester-long research project using the research tools and techniques taught in the course. The course meets in the laboratory for six hours each week.  
**Prerequisite(s):** BIO 113 and CHEM 116

**BIO 265 Independent Laboratory Research in Biology**  
2 credits, Fall and Spring  
Provides an opportunity to introduce the student to independent research in an on-campus laboratory under the supervision of a Biology faculty member. This course may be repeated for credit.
This course cannot be used as a substitute for the senior capstone requirement.

**Prerequisite(s):** BIO 113, permission of the faculty member who will be supervising the research and permission of the department chair.

**Alternate years:** offered as needed

**BIO 270 Animal Behavior**  
**3 credits, Spring**

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. A one credit service learning option is also available for this course.

**Prerequisite(s):** BIO 114 or BIO 130  
**Alternate years:** even-numbered

**BIO 275 Environmental Science**  
**3 credits, Fall**

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

**Prerequisite(s):** BIO 115  
**Alternate years:** even-numbered

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

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

**Prerequisite(s):** BIO 115 and CHEM 210. BIO 213 is recommended (may be taken concurrently).  
**Alternate years:** odd-numbered

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

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

**Prerequisite(s):** BIO 217

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

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

**Prerequisite(s):** BIO 114 and CHEM 211  
**Alternate years:** even-numbered

**BIO 313 Virology**  
**4 credits, Spring**

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

**Prerequisite(s):** BIO 113, BIO 203 and CHEM 210  
**Alternate years:** offered as needed

**BIO 314 Parasitology**  
**4 credits, Spring**

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

**Prerequisite(s):** BIO 203  
**Alternate years:** even-numbered

**BIO 316 Forensic Science**  
**4 credits, Fall and Spring**

(Same as CHEM 316) Explores the principles of biology and chemistry that are used in the solving of crimes. Areas of concentration include crime scene analysis, trace evidence, drugs and toxicology, fingerprints, serology and DNA, firearms and tool mark identification, pathology and physical anthropology. Noteworthy forensic cases are discussed. Laboratory included.  
**This course is not open to students who have taken FSCI 101.**  
**Prerequisite(s):** BIO 113 and CHEM 211

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

Discusses infectious diseases of humans, including bacteria, fungi and parasites. The emphasis is on a taxonomic approach to the study of the pathogenesis, clinical syndromes, epidemiology, treatment and laboratory identification of each microorganism. Laboratory includes the performance and interpretation of tests used to identify commonly isolated human pathogens. Laboratory included.

**Prerequisite(s):** BIO 203 and BIO 217 or CHEM 211

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

Explores the principles of human body function. Emphasis is on the mechanisms by which cells and organs perform their functions and the interactions of the various organs in maintaining homeostasis. Laboratory includes wet labs, computer simulations, interactive physiology modules and an in-depth report and presentation by each student on a current topic in physiology or biomedical research. Laboratory included.

**Prerequisite(s):** BIO 222 and CHEM 110 or CHEM 210

**BIO 326 Comparative Vertebrate Physiology**  
**4 credits, Fall and Spring**

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

**Prerequisite(s):** BIO 222 and CHEM 210

**BIO 327/CHM 327 Biochemistry**  
**4 credits, Fall and Spring**

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

**Prerequisite(s):** BIO 113 and CHEM 211
BIO 330 Molecular Genetics
4 credits, Fall and Spring
Examines the processes by which viruses, prokaryotes and
eukaryotes transmit hereditary information and regulate its
expression. Topics include patterns of inheritance, structure and
replication of hereditary material, transcription and its regulation,
translation, mutation, recombinant DNA and oncogenes.
Technology elucidating gene structure and function and the
application of DNA technology to other areas are discussed.
Laboratory included.
Prerequisite(s): BIO 217 and CHEM 211

BIO 335 Immunology
4 credits, Spring
Explores the principles of basic immunology with an emphasis on
the host response at the molecular level. Topics include innate
and specific acquired immunity, antigens and antibodies, organs
and cells of the immune system, immune dysfunction and
prophylaxis. Laboratory sessions include the purification and
detection methods of antibody and antigen, isolation of immune
cell subpopulations and enzyme immunoassays. Laboratory
included.
Prerequisite(s): BIO 114 and CHEM 211; BIO 310 or BIO 330
recommended.
Alternate years: even-numbered

BIO 355 Advanced Techniques in Molecular Biology
3 credits, Fall and Spring
(Same as BT 355) Builds on the molecular techniques taught in
BIO 255 by applying them to a specified research problem.
Students are presented with a research question similar to those
encountered in a small biotechnology company or academic
laboratory and asked to design, perform, analyze and present
experiments in order to study the problem. Advanced molecular
biology applications, such as automated DNA sequencing, are
also introduced. This course meets in the laboratory for six hours
each week.
Prerequisite(s): BIO 113, BIO 255 and CHEM 211

BIO 365 Independent Laboratory Research in Biology
3 credits, Fall and Spring
Provides an opportunity to conduct independent research in an
on-campus laboratory under the supervision of a Biology faculty
member. This course may be repeated for credit. This course
cannot be used as a substitute for the senior capstone
requirement.
Prerequisite(s): BIO 113, one biology course at the 200-level,
junior standing, permission of the faculty member who will be
supervising the research and permission of the department chair.
Alternate years: offered as needed

BIO 427 Advanced Biochemistry
3 credits, Spring
(Same as CHEM 427) Explores advanced topics in biochemistry,
focusing on structure-function analyses of biomolecules and the
chemical and evolutionary foundations of metabolic networks.
Emphasis will be placed upon using primary literature and
advanced monographs to understand research methodologies and
current problems and topics in biochemistry.
Prerequisite(s): CHEM 327 or BIO 327

BIO 430 Bioinformatics
3 credits, Spring
Integrates biological concepts with computer and database
methods to study biological systems. Concepts covered include
modeling complex biological systems, mechanisms and
integration of molecular and organismal evolution, web-based
biological databases and computational tools for analysis of
genomic and protein data.

Prerequisite(s): IS 134 and BIO 310; BIO 327 recommended (may
be taken concurrently).
Alternate years: offered as needed

BIO 440 Seminar Topics in Biology
1 credit, Fall and Spring
Explores current topics in biology through reading and discussion
of the primary literature. Students give seminar-style
presentations on current scientific studies and critically evaluate
original scientific work in the chosen field. Related ethical issues
are also discussed. This course is required for students pursuing
honors in the biology program. May be repeated for credit if the
topic is different.
Prerequisite(s): Two upper-level biology courses
Alternate years: offered as needed

BIO 450 Senior Research Capstone
5 credits, Fall and Spring
Provides an opportunity for the student to develop and conduct a
scientific research project on campus. A minimum of 150 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.
Prerequisite(s): Minimum of two upper-level biology courses; two
evaluations by science faculty.

BIO 455 Senior Internship Capstone
5 credits, Fall and Spring
Provides an opportunity to gain professional workforce
experience. A minimum of 150 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.
Prerequisite(s): Minimum of two upper-level biology courses; two
evaluations by science faculty.
Fees: Parking fees may be required for off-campus placements.

BIO 460 Senior Research Capstone
9 credits, Fall and Spring
Provides an opportunity for the student to develop and conduct a
scientific research project on campus or off campus. A minimum
of 300 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.
Prerequisite(s): Minimum of two upper-level biology courses; two
evaluations by science faculty.
Fees: Parking fees may be required for off-campus placements.

BIO 460H Honors Senior Research Capstone
9 credits, Fall and Spring
Provides an opportunity for the student to develop and conduct a
scientific research project on or off campus. A minimum of 300
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.
**Biotechnology Program Outcomes**

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

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

**Skills Domain:**
1. Demonstrate proficiency in standard techniques for the isolation, analysis and manipulation of nucleic acids.
2. Demonstrate proficiency in standard techniques for the purification and analysis of proteins.
3. Demonstrate proficiency in the use of bioinformatics applications for the analysis and comparison of nucleic acids and proteins.
4. Demonstrate proficiency in using the metric system and scientific notation.
5. Demonstrate the ability to implement standard safety protocols in the laboratory.
6. Plan, execute, and interpret an experiment following the tenets of the scientific method.
7. Collect and organize data following proper documentation and cGMP standards.
8. Apply statistical and instrumental analysis to judge the accuracy and precision of collected data.
9. Analyze and interpret data for presentation in both written and oral formats.
10. Write a coherent review of the scientific literature on a particular topic.
11. Use knowledge of basic biological principles to summarize and support a critical analysis of current scientific advances (primary literature and popular accounts), legislative issues, environmental issues, biotechnological advances, and/or advances in human medicine.

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

**Biotechnology Program Policies**

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a “C” in all major and secondary science and math required courses. Please see the specific program requirements for a listing of the required courses.
No student, regardless of major, will be permitted to advance to the next course in a sequence unless he/she earns a “C-” or better in the preceding course. A student may not earn a grade of “C-” or lower in any science or math course more than three times during the program. If a fourth grade of “C-” or lower is earned in any science or math course, the student will be automatically dismissed from the Biotechnology major.

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

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

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

## Biotechnology Program Requirements

The courses listed below are required for completion of the bachelor’s degree in biotechnology. Students must also complete the requirements for the Stevenson Core Curriculum. Specific pre- and co-requisites for each course are listed in the Course Descriptions.

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

### Major Requirements:

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

### Senior Capstone Experiences (Select one):

- **BT 465** or **Senior Internship Capstone**
- **BT 465H**

### Elective Courses:

#### Group 1: Two additional biology or chemistry courses

#### Group 2: Two additional biology or chemistry laboratory courses

At least two of the elective courses must be at the 300- or 400-level.

### Secondary Requirements:

- **CHEM 115** General Chemistry I
- **CHEM 116** General Chemistry II
- **CHEM 210** Organic Chemistry I
- **CHEM 211** Organic Chemistry II
- **MATH 220** Calculus I
- **MATH 235** Statistical Methods
- **PHIL 415** Topics in Professional Ethics
- **PHYS 215** General Physics I with Calculus
- **PHYS 216** General Physics II with Calculus

### Biotechnology Other Options

**Biology Department Honors requirements:**

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

Students graduating with Honors in Biology will have this distinction noted on their official university transcript. In order to graduate with Honors in Biology, the following requirements must be met:

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

### Minor:

A minor is not offered in Biotechnology. Students majoring in Biotechnology may not earn a minor in Biology or Chemistry.

## Biotechnology Course Descriptions

### BT 201 Introduction to Biotechnology

**3 credits, Spring**

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

**Prerequisite(s):** BIO 113

**General Education:** This course does not satisfy the Science General Education requirement.

### BT 205 Biosafety and Quality Assurance

**2 credits, Fall**

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

**Prerequisite(s):** BIO 113 and BT 201

**General Education:** This course does not satisfy the Science General Education requirement.

### BT 255 Techniques in Molecular Biology

**3 credits, Fall and Spring**

(Same as BIO 255) 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. Laboratory meets six hours weekly.

**Prerequisite(s):** BIO 113 and CHEM 116

**BT 355 Advanced Techniques in Molecular Biology**

3 credits, Fall and Spring

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

**Prerequisite(s):** BIO 113, BT 255 and CHEM 211

**BT 465 Senior Internship Capstone**

9 credits, Fall and Spring

Provides an opportunity to gain professional workforce experience. A minimum of 300 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.

**Prerequisite(s):** Minimum of two upper-level biology courses; two evaluations by science faculty.

**Fees:** Parking fees may be required for some placements.

**BT 465H Honors Senior Internship Capstone**

9 credits, Fall and Spring

Provides an opportunity to gain professional workforce experience. A minimum of 300 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.

**Prerequisite(s):** Cumulative and Science GPA of 3.70 or higher; minimum of two upper-level biology courses; two evaluations by science faculty.

**Fees:** Parking fees may be required for some placements.

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**Business Administration**

Howard S. Brown School of Business and Leadership
Department of Business Administration

**Business Administration Program Description**

The Business Administration major offers a curriculum that allows students to obtain the knowledge, skills, critical thinking ability, and technological competence essential to business decision making, conducting research, analyzing information, and communicating effectively. The core of the major provides a strong foundation in business functions and includes courses in management, marketing, finance, accounting, economics, and business law. Secondary requirements further enhance technological, research, writing, and math skills. In addition, students select electives from those disciplines in order to develop a greater degree of specialization according to their individual interests and career goals.

The Business Administration curriculum also provides the graduates with an excellent background to continue their education by pursuing a graduate degree in business or a business-related field. The courses listed below are required for completion of the B.S. degree in Business Administration. Students may pursue a Business Administration degree selecting four electives from several tracks. Students must also complete the requirements for the Stevenson Core Curriculum. Typically, students will take lower level (100 and 200 level) courses in their freshman or sophomore years and upper-level (300 and 400 level) courses in their junior or senior years. Courses are offered in both day and evening/weekend sessions.

**Business Administration Program Outcomes**

Upon completion of the Business Administration program, 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.

**Business Administration Program Policies**

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

**Business Administration Program Requirements**

The courses listed below are required for the completion of a degree in Business Administration. Students must also complete the requirements for the Stevenson Core Curriculum. Specific pre- and co-requisites for each course are listed in the Course Descriptions.

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

**Major Requirements:**

- MGT 204 Principles of Management
- MGT 310 Organizational Behavior
- MGT 312 Analysis of the Managerial Environment
- MGT 313 Operations Management
- MGT 430 Business Capstone Seminar
- MKT 206 Principles of Marketing
- FIN 300 Principles of Finance I
- FIN 301 Principles of Finance II
- LAW 208 Business Law
- Any International Business Course

**Secondary Requirements:**

**Lower-level secondary requirements:**

- ACC 121 Principles of Accounting I
- ACC 122 Principles of Accounting II
- EC 201 Principles of Economics: Macroeconomics *
- EC 202 Principles of Economics: Microeconomics *
- ENG 210 Business Writing*
- IS 134 MS Windows and Office Applications*
IS 135  Advanced MS Office Applications
IS 150  Relational Database Design & SQL with MS Access
MATH 210  Statistics & Probability*

**Upper-level secondary requirement:**

PHIL 416  Business Ethics*

Four Business Electives (Students are encouraged to select all four electives from the same track.)

Elective courses and their tracks are shown below.

**Accounting Track:**

All major and secondary requirements and four of the following electives
ACC 201  Intermediate Accounting I
ACC 202  Intermediate Accounting II
ACC 311  Computer Applications in Accounting
ACC 411  Tax Accounting: Individual
ACC 412  Tax Accounting: Corporation & Partnership

**Economics Track:**

All major and secondary requirements and four of the following electives
EC 321  Money and Banking
EC 340  Economics of Sports
EC 345  Economics of Gender
EC 430  International Economics
EC 440  Environmental Economics
EC 450  Urban Economics

**Government/Ethics Track:**

All major and secondary requirements and four of the following electives
LAW 204  Constitutional Law
LAW 325  Employment Law
LAW 404  Advanced Constitutional Law
LAW 425  Due Diligence
LAW 450  Administrative and Government Law
PHIL 340  Social and Political Philosophy

**Information Systems Track:**

All major and secondary requirements and four of the following electives
IS 280  Data Management
IS 385  Management of Business Networks
IS 386  E-Commerce Solutions
IS 387  Wireless Technology Solutions for the Office
IS 380  Information Security for the Organization
IS 480  Technology Law
IS 481  Project & Knowledge Management

The courses below may be taken by Business Administration majors, but must be in the sequence indicated:

IS 140  Information Systems Architecture
IS 231  Network Technologies
IS 170  Systems Development
IS 240  Programming Concepts with Visual Basic.NET

**International Business Track:**

All major and secondary requirements and four of the following electives
INBUS 201  Introduction to International Business
INBUS 325/ MKT 325  International Marketing
INBUS 415/ MGT 415  International Business Management

**Management Track:**

All major and secondary requirements and four of the following electives
MGT 312  Analysis of the Managerial Environment
MGT 316/  MGT 316  Principles of Negotiation and Sales
MGT 330  Introduction to Public Administration
MGT 408  Human Resource Management
MGT 413  Project Management
MGT 415/  MGT 415  International Business Management
INBUS 415  Senior Business Internship
MGT 417  International Operations & Supply Chain
INBUS 420  Management
MGT 424/  MGT 424  Entrepreneurial Development
MKT 424  Due Diligence
MKT 440/  MKT 440  Leadership and Service Learning

**Marketing Track:**

All major and secondary requirements and four of the following electives
MKT 207  Market Research
MKT 311  Consumer Behavior
MKT 315  Sports Marketing
MKT 316/  MGT 316  Principles of Negotiation and Sales
MGT 316  International Marketing
MKT 336  Integrated Marketing Communications
MKT 410  Strategic Marketing Cases
MKT 417/  MGT 417  Senior Business Internship
MGT 417  International Operations & Supply Chain
MKT 424/  MGT 424  Entrepreneurial Development
MKT 440/  MKT 440  Leadership and Service Learning

**Business Administration 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 for a master’s degree in one of Stevenson’s graduate programs. Students choosing this option may earn both bachelor’s and master’s degrees in as few as five years. Students must formally apply for entrance into a BS/MS option in their junior year. Once admitted into this program, students develop an education plan in consultation with their undergraduate and graduate advisors.

**Minors:**

No minor is offered in Business Administration but students majoring in other fields who have an interest in business may consider taking a minor in Accounting, Economics, Management, or Marketing. Students pursuing a minor may select any six courses from the discipline but must take all course prerequisites first.
Business Administration Course Descriptions

Economics Courses

**EC 110 The Economics of Public Issues**  
*3 credits, Fall and Spring*  
Provides students the opportunity to better understand the fundamentals of economic literacy through the examination of current social topics and controversies. This course will provide basic tools to analyze current public and social issues. These topics include poverty, discrimination, big business, education, and pollution. The course examines the role of government with regards to taxes, national debt, free trade, and entitlement programs.  
*Prerequisite(s):* None  
*General Education:* Social Science

**EC 201 Principles of Economics: Introduction to Macroeconomics**  
*3 credits, Fall and Spring*  
Examines the basic economic principles of the aggregate economy. Subjects covered include the essentials of aggregate demand and supply, government spending and taxation, national income accounting, analysis of unemployment and inflation, money and banking, fiscal and monetary policy, analysis of economic growth, and an overview of the international economy.  
*Prerequisite(s):* ENG 151 *(may be taken concurrently)* and MATH 121  
*General Education:* Social Science

**EC 202 Principles of Economics: Introduction to Microeconomics**  
*3 credits, Fall and Spring*  
Examines the basic economic principles governing the decisions of the economic agent. Topics include product and factor markets, as well as pricing decisions. In addition, government policies and the trade-off between efficiency and equity are examined.  
*Prerequisite(s):* ENG 151 *(may be taken concurrently)* and MATH 121  
*General Education:* Social Science

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

**EC 335 Health Economics**  
*3 credits, Spring*  
Examines how economists explain the health care industry. Topics will include the effects of market forces on health care, resource markets, and government health care policy. Supply and demand, market structure, and regulatory concepts will be applied to examine these issues.  
*Prerequisite(s):* EC 202  
*Alternate years:* even-numbered

**EC 340 Economics of Sports**  
*3 credits, Spring*  
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 to a community of a new stadium? How do labor relations affect a franchise or league?”  
*Prerequisite(s):* EC 201 and EC 202

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

**EC 430 International Economics**  
*3 credits, Fall*  
Examines the major issues in the area of international trade and their implications regarding global welfare. The major topics discussed include sources of comparative advantage, gains and losses from trade, globalization, and trade policy. The effects of exchange rate and domestic macro policies on global economies are also discussed.  
*Prerequisite(s):* EC 201 and EC 202

**EC 440 Environmental Economics**  
*3 credits, Spring*  
Examines the state of our environmental resources (domestic and global), the reasons and the implications for the degradation of these resources, and the ways in which human behavior affects the quality of the environment. An emphasis is placed on measuring, valuing, and designing public policies aimed at improving environmental quality via cost-benefit analysis. The economic and social consequences of these policies are also discussed.  
*Prerequisite(s):* EC 201 and EC 202  
*Alternate years:* odd-numbered

**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; its growth, income distribution, economic stability, and areas. This course will study the economy of the metropolitan area; its growth, income distribution, economic stability, and the implications for the degradation of these resources, and the ways in which human behavior affects the quality of the environment. An emphasis is placed on measuring, valuing, and designing public policies aimed at improving environmental quality via cost-benefit analysis. The economic and social consequences of these policies are also discussed.  
*Prerequisite(s):* EC 201 and EC 202  
*Alternate years:* offered as needed

Finance Courses

**FIN 300 Principles of Finance I**  
*3 credits, Fall and Spring*  
Studies the financial tools and techniques used to manage money and investments in the modern business enterprise. Topics include financial analysis and planning, money and capital market instruments, risk analysis, and the time value of money.  
*Prerequisite(s):* A grade of “C-” or better in ACC 122, MGT 204, and MATH 210. Students who take FIN 402 are not eligible to take FIN 300.

**FIN 301 Principles of Finance II**  
*3 credits, Fall and Spring*  
Continues the study of financial tools and techniques used in the modern business enterprise. Topics include capital management, capital structure, cash and capital budgeting, and international finance.  
*Prerequisite(s):* A grade of “C-“ or better in FIN 300. Students who take FIN 402 are not eligible to take FIN 301.

**FIN 402 Foundations of Finance**  
*3 credits, Fall and Spring*  
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.

**Prerequisite(s):** ACC 202 and MATH 210

Students who take FIN 300 or FIN 301 are not eligible to take FIN 402.

**FIN 416 International Finance**

*3 credits, Spring*

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

**Prerequisite(s):** FIN 301 or FIN 402

**FIN 420 Market Analysis for Investments**

*3 credits, Fall*

Develops technical ability to define investment objectives consistent with plans and preferences of the investors. This course will also discuss analysis of risks by class of security as well as individual stocks, and development of portfolios based on these criteria with an understanding of the securities markets.

**Prerequisite(s):** FIN 301 or FIN 402

**FIN 435 Cases in Corporate Finance**

*3 credits, Fall*

Applies finance theory to a variety of real-world situations faced by firms and investors. Case studies illustrating both domestic and international financing and investing decisions will be considered.

**Prerequisite(s):** FIN 301 or FIN 402

**FIN 450 Business Valuation and Security Analysis**

*3 credits, Fall and Spring*

Introduces students to the principles of valuation and security in both public and private firm settings. Major topics covered include the discounted cash flow, income, relative, and asset approaches used in valuations.

**Prerequisite(s):** FIN 301 or FIN 402

**International Business Courses**

**INBUS 201 Introduction to International Business**

*3 credits, Fall and Spring*

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

**Prerequisite(s):** MGT 204

**INBUS 325/MKT 325 International Marketing**

*3 credits, Fall and Spring*

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

**Prerequisite(s):** MKT 206

**INBUS 415/MGT 415 International Business Management**

*3 credits, Fall and Spring*

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

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

**INBUS 416/FIN 416 International Finance**

*3 credits, Spring*

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

**Prerequisite(s):** FIN 301 or FIN 402

**INBUS 420/MGT 420 International Operations & Supply Chain Management**

*3 credits, Fall and Spring*

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

**Prerequisite(s):** MGT 204, INBUS 415/MGT 415, FIN 301 or FIN 402

**INBUS 430/EC 430 International Economics**

*3 credits, Fall*

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

**Prerequisite(s):** EC 201 and EC 202

**Management Courses**

**MGT 204 Principles of Management**

*3 credits, Fall and Spring*

Examines theories and principles underlying the management process. Also discussed are fundamental management activities, including planning, organizing, leading, controlling, and decision making.

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

**MGT 310 Organizational Behavior**

*3 credits, Fall and Spring*

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

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

**MGT 312 Analysis of the Managerial Environment**

*3 credits, Fall*

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

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

**MGT 313 Operations Management**

*3 credits, Fall and Spring*

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

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

**MGT 316/MKT 316 Principles of Negotiation and Sales**  
3 credits, Fall and Spring  
Examines the concepts, applications, and interrelationships involved in the process of negotiation. The course will also examine the wide range of negotiations in contemporary life and the evolution of the role of sales to that of technical problem-solving and advising. The issue of ethics and ethical behavior in negotiation and sales will be a perspective in all discussions.

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

**MGT 330 Introduction to Public Administration**  
3 credits, Spring  
Examines the theory and practice of administration and management of governmental operations, politics, policy, and the bureaucracy. This course discusses the role and trends of administration in the American public sector, the unique circumstances involved in administering public organizations, and the different techniques of public management. Functional operations and processes as they are administered in the public sector are also analyzed.

**Prerequisite(s):** MGT 204

**MGT 408 Human Resource Management**  
3 credits, Fall  
Examines human resource management and its orientation to 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, force diversity, and global competitiveness. This course prepares students to sit for the Professional in Human Resources (PHR) exam.

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

**MGT 413 Project Management**  
3 credits, Fall and Spring  
Examines the tools and techniques necessary to manage resources to meet project objectives. Topics include project scheduling, time-cost tradeoffs, budgeting, cost control, and project monitoring, as well as project organization, team development, and risk management.

**Prerequisite(s):** MGT 313 and ACC 122

**MGT 415/INBUS 415 International Business Management**  
3 credits, Fall and Spring  
Examines international business activities and how business and management decisions are affected by international politics, treaties, and agreements. This course also discusses differences in customs and ethics, changes in monetary exchange rates, uses of foreign labor, and effects of natural events on management decisions.

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

**MGT 420/INBUS 420 International Operations & Supply Chain Management**  
3 credits, Fall and Spring  
Examines the strategic and tactical aspects of international operations and global supply chain management. Topics discussed include the full supply chain management cycle beginning with global operational issues, raw material procurement, production, warehousing, and delivery of finished goods to end customers. It will focus on key differences between domestic and international operations and contemporary supply chain challenges presented by globalization.

**Prerequisite(s):** MGT 204, INBUS/MGT 415, FIN 301 or FIN 410

**MGT 424/MKT 424 Entrepreneurial Development**  
3 credits, Fall and Spring  
Analyzes the stages in a company’s growth and requires the development of a new company, product, or initiative. Students conduct a feasibility analysis, develop a business plan and a marketing plan, and propose alternative strategies to secure start-up capital. Additional topics discussed include risk estimation, networking, franchises, mergers and acquisitions, and management skills.

**Prerequisite(s):** MGT 204, MKT 206, ACC 122, FIN 301 or FIN 402

**MGT 430 Business Capstone Seminar**  
3 credits, Fall and Spring  
Develops the ability to recognize, analyze, and define problems within and outside the organization, to identify management choices, and to implement appropriate strategic action. This course stresses the assessment of the short and long-term implications of taking certain actions. It uses a broad range of research methodologies, traditional and electronic data sources, and primary research in investigating and solving business problems.

**Prerequisite(s):** MGT 310, MGT 313, MKT 206, FIN 301, EC 201, and EC 202

**MGT 440/MKT 440 Leadership and Service Learning**  
3 credits  
Development of 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.

**Prerequisite(s):** Junior or Senior status. *This course is open to students from all academic disciplines by application. Please see an Academic Advisor for more information.*  
Alternate years: offered as needed

**Marketing Courses**

**MKT 206 Principles of Marketing**  
3 credits, Fall and Spring  
Examines the relationship between an organization and the market for its goods and services. Topics covered include the marketing concept, marketing planning, consumer behavior, research, product development, and the marketing mix. Social, ethical, and international aspects of marketing are emphasized.

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

**MKT 207 Market Research**  
3 credits, Fall and Spring  
Examines basic market research concepts, principles, and practices. Students will develop skills in problem identification and problem solving research. Content will develop the main
components involved in conducting market research, including problem definition, research design, field work, analysis, and report presentation. Successful completion of this course will prepare students for careers utilizing the basic ability to conduct and present research, careers related to marketing and general business, and careers directly related to market research.

**Prerequisite(s):** MKT 206

**MKT 311 Consumer Behavior**  
*3 credits, Fall and Spring*
Examines consumer behavior as a fundamental component of the marketing process of identifying and satisfying target customers’ wants and needs. The course will focus on how and why individuals make decisions to spend their available resources on consumption-related items. It will integrate consumer behavior with marketing strategy by examining the marketing influences of ads and responses to consumer behavior. Topics include the consumer as an individual and the internal influences of consumer behavior, consumers in their social and cultural settings and the external influences on consumer behavior, the consumer’s decision-making process, and the impact on marketing strategy.

**Prerequisite(s):** MKT 206

**MKT 315 Sports Marketing**  
*3 credits, Fall and Spring*
Examines the application of marketing strategy and activity to a sport enterprise setting, including leagues, teams, events, and individuals. Topics include the impact of external, uncontrollable environments; the application of targeting and positioning strategies; the sport product and branding; event pricing and distribution strategies; and the use of appropriate, effective promotion tools.

**Prerequisite(s):** MKT 206

**MKT 316/MGT 316 Principles of Negotiation and Sales**  
*3 credits, Fall and Spring*
Examines the concepts, applications, and interrelationships involved in the process of negotiation. The course will also examine the wide range of negotiations in contemporary life and the evolution of the role of sales to that of technical problem-solving and advising. The issue of ethics and ethical behavior in negotiation and sales will be a perspective in all discussions.

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

**MKT 325/INBUS 325 International Marketing**  
*3 credits, Spring*
Examines the economic, cultural, political, and technological factors that affect the marketing of goods, services, and experiences worldwide. Emphasis is on the problems and decisions involved across and within international borders, and the structure in international markets. Students will gain insight into developing marketing strategies outside the U.S.

**Prerequisite(s):** MKT 206

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

**Prerequisite(s):** MKT 206

**MKT 410 Strategic Marketing Cases**  
*3 credits, Fall*
Develops the student’s ability to identify, analyze, and resolve marketing problems using the case analysis method. Topics include target market selection, new product introduction, use of research, branding and promotion activity, and financial implications of alternatives under consideration.

**Prerequisite(s):** MKT 206 plus 6 additional MKT credits.

**MKT 417 Senior Business Internship**  
*3 credits, Fall and Spring*
Places students in an external business, government, or not-for-profit organization that offers a well-rounded, supervised, practical career experience. A minimum 120-hour on the job commitment is required.

**Prerequisite(s):** MGT 204, MKT 206, Junior status, minimum 2.50 cumulative GPA.

**MKT 424/MGT 424 Entrepreneurial Development**  
*3 credits, Fall and Spring*
Analyzes the stages in a company’s growth and requires the development of a new company, product, or initiative. Students conduct a feasibility analysis, develop a business plan and a marketing plan, and propose alternate strategies to secure start-up capital. Additional topics discussed include risk estimation, networking, franchises, mergers and acquisitions, and management skills.

**Prerequisite(s):** MGT 204, MKT 206, ACC 122, FIN 301 or FIN 402

**MKT 440/MGT 440 Leadership and Service Learning**  
*3 credits*
Development of 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.

**Prerequisite(s):** Junior or Senior status. This course is open to students from all academic disciplines by application. Please see an Academic Advisor for more information.

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**Business Communication**

School of Design  
Department of Business Communication

**Business Communication Program Description**

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

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

Upon completion of the Business Communication program, graduates will be able to
1. Demonstrate an understanding of communication in and among various diverse publics within a variety of contexts, particularly those specific to business and professional environments, through oral and written communication opportunities, including speeches, presentations, and informal dialogue.
2. Exhibit mastery of the various forms of public writing, including skills and techniques appropriate to business and professional environments.
3. Demonstrate an understanding of key concepts and practices in business organizations as well as the ability to communicate these acquired skills, through a variety of class projects, case studies, and multimedia presentations.
4. Demonstrate mastery of key concepts and principles in the fields of video production or photography through testing and through the production of a finished video piece or a photography portfolio.
5. Apply knowledge of basic principles of publication design and layout, put into practice through various software programs and then appropriately applied to business applications in the forms of newspapers, brochures, newsletters, posters, and a variety of other printed business materials.
6. Demonstrate an understanding of information technology by exhibiting competencies in word processing, spreadsheets and presentation software.
7. Satisfy stated expectations in an internship that targets student competencies and desires.

Business Communication Program Requirements

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

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

**Major Requirements:**

**CM 101** Public Speaking
**CM 211** Intercultural Communication
**CM 255** Small Group Communication

**CM 115** Interpersonal Communication
**CM 260** Business and Professional Communication
**CM 310** Conflict Resolution and Negotiation
**CM 390** Organizational Communication
**CM 401** Senior Internship
**ENG 253** Journalism I
**ENG 254** Journalism II
**IS 124** Introduction to Computer Graphics
**IS 260** Presentation Theory and Application
**MGT 204** Principles of Management
**MKT 206** Principles of Marketing
**VID 107** Fundamentals of Video

**PHOTO 140** Introduction to Photography
**PHOTO 260** Digital Photography

**Secondary Requirements:**

**Lower-level secondary requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 215</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>VCD 270</td>
<td>Introduction to Corporate Communication</td>
</tr>
<tr>
<td>IS 134</td>
<td>MS Windows and Office Applications*</td>
</tr>
<tr>
<td>IS 135</td>
<td>Advanced MS Office Applications</td>
</tr>
<tr>
<td>MATH 140</td>
<td>Basic Statistics*</td>
</tr>
</tbody>
</table>

**Upper-level secondary requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCD 370</td>
<td>The Relationship of Design &amp; Business *</td>
</tr>
</tbody>
</table>

6 credits from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 303</td>
<td>Feature Writing</td>
</tr>
<tr>
<td>ENG 304</td>
<td>Public Relations Writing</td>
</tr>
<tr>
<td>ENG 305</td>
<td>Newspaper Practicum</td>
</tr>
<tr>
<td>ENG 314</td>
<td>Magazine Writing and Publishing</td>
</tr>
</tbody>
</table>

4 Business Electives

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

Business Communication 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 for a master’s degree in one of Stevenson’s graduate programs. Students choosing this option may earn both bachelor’s and master’s degrees in as few as five years. Student must formally apply for entrance into a BS/MS option in their junior year. Once admitted into this program, students develop an education plan in consultation with their undergraduate and graduate advisors.

**Minor:**

A minor in Business Communication is not available.

Business Communication Course Descriptions

**CM 101 Public Speaking**

3 credits, Fall and Spring

Focuses on the development of skills in the writing and presenting of various types of speeches. Students will practice and deliver several speeches with the goals to inform, persuade, and entertain audiences.

**Prerequisite(s):** None

**General Education:** Communication

**CM 115 Interpersonal Communication**

3 credits, Fall and Spring

Emphasizes a connection between theory and practice to comprehensively view the concepts and research in dyadic interpersonal communication. Students improve upon a wide range of interpersonal skills to apply these to personal, social, and workplace relationships. In addition, issues of cultural diversity, ethics, technology, and power are covered.

**Prerequisite(s):** None

**General Education:** Communication

**CM 211 Intercultural Communication**

3 credits, Fall and Spring

Emphasizes a connection between communication theory and practice in multicultural contexts. Students learn to identify barriers that exist in communicating across cultures and to weigh strategies that help manage or overcome such obstacles in an effort at promoting effective intercultural communication.

**Prerequisite(s):** Sophomore status

**General Education:** Communication
CM 255 Small Group Communication  
3 credits, Spring  
Critically examines theories, research, and case studies of small group and team communication. Students engage in exercises that help them to move from theoretical discussions into application and experience of the concepts presented.  
Prerequisite(s): CM 101

CM 260 Business and Professional Communication  
3 credits, Fall  
Focuses on practice in effective speaking and writing within the contexts of business and related professions.  
Prerequisite(s): CM 101

CM 310 Conflict Resolution and Negotiation  
3 credits, Fall  
Focuses on conflict as inevitable and mainly productive. Students will examine definitions of conflict and develop knowledge and skills to recognize and manage conflict. Through theory, case studies, and practice, students will be given the opportunity to understand conflict in various contexts, for example, within themselves, in relationships, and in organizations.  
Prerequisite(s): CM 101

CM 350 Junior Internship  
3 credits, Fall and Spring  
Juniors who meet specific eligibility requirements will perform 120 hours of approved internship experience in an external setting during one semester. Students will be required to keep a daily journal, write several short papers as part of their final portfolio, and participate in a final, end-of-semester presentation.  
Prerequisite(s): CM 101

CM 390 Organizational Communication  
3 credits, Spring  
Explores the connections between organizations and communication. Organizational communication will be introduced to students at philosophical, theoretical, and practical levels through discussions, papers, oral presentations, and group projects. Topics to be covered include, but are not limited to, supervisor-employee communication, networks, leadership, power, organizational cultures, and diversity in organizational processes.  
Prerequisite(s): CM 101

CM 401 Senior Internship  
3 credits, Fall and Spring  
Seniors will perform 120 hours of supervised and approved internship experience in an external setting through the course of one semester. Students will be required to keep a daily working journal, write several short papers, and participate in a final presentation.  
Prerequisite(s): Senior status, site approval, permission of instructor and completion of MGT 204, MKT 206, VCD 270, ENG 254, CM 260, and one other business course; permission of instructor required.

CM 402 Special Topics in Communication  
3 credits  
Rotates concepts covering various aspects of communications that build upon and extend ideas addressed in the existing communications courses. Topics will vary but may include communication in the media, psychology of advertising, gender differences in communication, and the politics of communication.  
Prerequisite(s): CM 101

Alternate semesters: Offered as needed

Chemistry  
School of Sciences  
Department of Chemistry and Physical Sciences

Chemistry Program Description  
Chemistry is one of the three basic areas that form the foundation of all science and is essential for a complete understanding of the physical world. Focusing on the study of matter, the field of chemistry includes a wide variety of basic areas ranging from the study of atoms, the chemical bond, and basic chemical reactions to the exploration of applied topics, including biochemistry, medicinal and drug chemistry, forensic science, physical and quantum chemistry, and instrumentation.  
Stevenson University’s chemistry program, planned in accordance with the requirements of the American Chemical Society (ACS), offers a broad selection of courses for students in chemistry and provides an excellent background for any scientific or technological career. Laboratory work and research are emphasized throughout the curriculum. With modern instrumentation and superior laboratory facilities, students develop excellent laboratory and analytical skills, which prepare them for employment in the chemical industry, graduate study in chemistry, or a career in a variety of professional arenas, including pharmacy, medicine, and dentistry.

Chemistry Program Outcomes  
Upon completion of the chemistry program, graduates will be able to  
1. Explain the principles of analytical, inorganic, organic, and physical chemistry and biochemistry and of laboratory techniques and the use of instrumentation.  
2. Analyze and solve problems in chemistry.  
3. Search, read and interpret current chemistry literature.  
4. Independently plan and execute experiments according to accepted scientific procedures.  
5. Interpret an experiment expressing the results in clearly written laboratory reports and in oral or poster presentations.  
6. Work safely in the laboratory setting.  
7. Maintain an accurate and complete laboratory notebook.  
8. Collect and report data honestly and ethically.  
9. Conduct themselves in a professional manner.  
10. Display strong interpersonal communication skills.  
11. Evaluate scientific discovery in terms of its scientific merit and its ethical, societal, and global implications.

Chemistry Program Policies  
Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a “C” in all major and secondary science and math required courses. Please see the specific program requirements for a listing of the required courses.  
No student, regardless of major, will be permitted to advance to the next course in a sequence unless he/she earns a “C” or better in the preceding course. A student may not earn a grade of “C-” or lower in any science or math course more than three times during the program. If a fourth grade of “C-” or lower is earned in any science or math course, the student will be automatically dismissed from the Chemistry major.  
Probation: The student who earns any combination of two grades of “C-” or lower in a science or math course will be notified, in writing, by the Department Chair that he or she is on probation in the School of Sciences. The student’s progress will be monitored closely and continuance in the major will be reviewed by the Department Chair and/or the Dean of Sciences.  
Final Probation: The student who earns any combination of three grades of “C-” or lower in a science or math course will be notified, in writing, by the Department Chair that he or she
is on final probation in the School of Sciences. The student’s progress will be monitored closely and continuance in the major will be reviewed by the Department Chair and/or the Dean of Sciences.

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

**Chemistry Program Requirements**

The courses listed below are required for completion of the bachelor’s degree in chemistry. Students must also complete the requirements for the Stevenson Core Curriculum. Specific pre- and co-requisites for each course are listed in the course descriptions.

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

**Major Requirements:**

- **CHEM 115** General Chemistry I
- **CHEM 116** General Chemistry II
- **CHEM 210** Organic Chemistry I
- **CHEM 211** Organic Chemistry II
- **CHEM 213** Electronic Literature Searching
- **CHEM 310** Analytical Chemistry
- **CHEM 320** Inorganic Chemistry
- **CHEM 327** Biochemistry
- **CHEM 431** Physical Chemistry I
- **CHEM 432** Physical Chemistry II

Select one of the following six Capstone options:

- Research Capstones: CHEM 450, 460, or 460H
- Internship Capstones: CHEM 455, 465, or 465H

Two CHEM electives selected from the following list:

- **CHEM 316** Forensic Science
- **CHEM 330** Advanced Organic Chemistry
- **CHEM 340** Medicinal and Drug Chemistry
- **CHEM 365** Independent Laboratory Research in Chemistry
- **CHEM 410** Instrumental Analysis
- **CHEM 427** Advanced Biochemistry
- **MT 325** Physiological Chemistry

**Secondary Requirements:**

- **BIO 113** General Biology I*
- **CM 101** Public Speaking *
- **MATH 220** Calculus I*
- **MATH 221** Calculus II*
- **PHIL 415** Professional Ethics*
- **PHYS 215** Physics I with Calculus*
- **PHYS 216** Physics II with Calculus*
- **SCI 100** Science/Math Freshman Seminar

**Chemistry Other Options**

**BS/MS option:**

The BS/MS option is available for students majoring in Chemistry who wish to combine their bachelor’s coursework with work for a Master’s degree in Forensic Sciences. Students choosing this option may earn their Master’s degrees in as one year after their bachelor’s degree. Students must formally apply for entrance into this BS/MS option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their advisor. Please see the Forensic Sciences section of this catalog for more information.

**Minor:**

A minor is available in Chemistry. A student wishing to take any chemistry course for the Chemistry Minor must meet the Prerequisite(s) for the particular course. Student must take six courses that count in the Chemistry Major, excluding seminar and one credit courses. Please see the Chair of the Department of Chemistry and Physical Sciences for more information.

**Articulation Agreement:**

**University of Maryland School of Pharmacy**

The Chemistry Department has an articulation agreement with the U of MD School of Pharmacy. This is for a dual-degree undergraduate-professional program (3+4) leading to a BS in Chemistry from SU and a Doctor of Pharmacy from U of MD. Under the conditions of this agreement, students will attend SU for 3 years. Then, if they are accepted to Maryland for Pharmacy, several of the courses in their 1st year at the Pharmacy School will substitute for some of our courses. This will allow the students in this program to get a Bachelor’s in Chemistry from us when they complete their first year at MD.

**Chemistry Course Descriptions**

**CHEM 110 Foundations of General, Organic and Biochemistry**

*4 credits, Fall and Spring*

Introduces the basic concepts of general chemistry, including atomic structure, chemical reactions, solutions, acid base chemistry and nuclear chemistry; organic chemistry, including basic functional groups and reactions; and biochemistry, including the composition and properties of carbohydrates, lipids, proteins and nucleic acids. Case studies and medical connections apply the chemistry learned to nursing applications. Laboratory included.

**Prerequisite(s):** Eligible for MATH 121 or higher and ENG 148 or higher.

**General Education:** Laboratory Science

**CHEM 111 Introduction to Chemistry**

*3 credits, Fall*

Surveys the concepts covered in General Chemistry with an emphasis on mathematical relationships. Topics include classification of matter, atomic structure, nomenclature of inorganic ions and compounds, chemical equations, the concept of the mole, stoichiometry and gas laws.

**Concurrent course:** MATH 121

**CHEM 115 General Chemistry I**

*4 credits, Fall and Spring*

Introduces the structure of matter and its behavior from a chemical perspective. Topics discussed include nomenclature, stoichiometry, chemical reactions, quantum theory, chemical bonding, periodicity, gases, and atomic and molecular structure. Laboratory work includes experiments involving the determination of physical properties of matter, common types of reactions, laboratory techniques/instrumentation and molecular modeling. Laboratory included.

**Prerequisite(s):** eligibility for MATH 125 or higher and eligibility for ENG 151 or higher.

**General Education:** Laboratory Science

**CHEM 115H Honors General Chemistry I**

*4 credits, Fall*

Introduces the structure of matter and its behavior from a chemical perspective. 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. Laboratory included.

Prerequisite(s): Invitation of department chair

General Education: Laboratory Science

CHEM 116 General Chemistry II
4 credits, Fall and Spring
Introduces the states of matter including liquids, solids and solutions, followed by discussion of chemical principles including kinetics, equilibrium, acids and bases, thermodynamics, electrochemistry, and nuclear chemistry. Laboratory work includes experiments that complement the lecture material. Techniques, instrumentation and molecular modeling are emphasized. Laboratory included.

Prerequisite(s): CHEM 115

General Education: Laboratory Science

CHEM 116H Honors General Chemistry II
4 credits, Spring
Introduces the same topics as Chem 116. This course is a more demanding section of CHEM 116 designed for students who wish to explore in greater depth selected aspects of general chemistry. Laboratory included.

Prerequisite(s): CHEM 115H or permission of department chair.

General Education: Laboratory Science

CHEM 210 Organic Chemistry I
4 credits, Fall and Spring
Introduces the physical and chemical properties of alkanes, alkenes, and alcohols. This course emphasizes organic nomenclature, syntheses, stereochemistry, and reaction mechanisms. The laboratory utilizes common techniques associated with the preparation, purification, and chemical characterization of organic compounds. Laboratory included.

Prerequisite(s): CHEM 116 or permission of department chair.

CHEM 211 Organic Chemistry II
4 credits, Fall and Spring
Studies the physical and chemical properties of aromatic compounds, aldehydes, ketones, carboxylic acids and their derivatives, enolates, amines, and selected special topics. Syntheses and reaction mechanisms are stressed throughout the course. Spectroscopies covered in depth include IR, NMR, and MS. The laboratory involves synthesis and characterization of compounds by physical means and spectroscopy and unknown identification. Laboratory included.

Prerequisite(s): CHEM 210

CHEM 213 Electronic Literature Searching
1 credit, Spring
Introduces students to current methods for searching the scientific literature. Areas of study include the various search engines and online tools used in scientific research, application of search skills to researching specific topic areas in both research and career development, developing skills in various citation formats and using reference manager software. Familiarizes students with the American Chemical Society’s format of journal articles, including critical review of published articles.

Prerequisite(s): CHEM 210

CHEM 216/BIO 216 Introduction to Forensic Science
3 credits, Fall and Spring
Introduces the scientific basis for solving crimes. The various chemical analyses and instrumentation utilized are discussed. Basic principles of biology and chemistry are presented and explored in the context of forensic investigation. Topics include drugs and toxicology, arson explosives, forensic biology (DNA), trace evidence analysis, firearms and toolmark identification, and questioned document examination.

Prerequisite(s): Restricted to Non-Science majors

General Education: Non-Laboratory Science

CHEM 310 Analytical Chemistry
4 credits, Fall
Provides a rigorous study of those chemical principles pertinent to the understanding of analysis. These concepts include statistics, measurements, calibration, and error. Applications of titrations, activity, equilibria, and the principles of electrochemistry are studied. Judging the accuracy and precision of experimental data by application of statistical analysis to accrued data is emphasized. The laboratory provides training in the techniques required to obtain high-quality analytical data. Laboratory included.

Prerequisite(s): CHEM 116 and MATH 220

CHEM 316 Forensic Science
4 credits, Fall and Spring
(Same as BIO 316) Explores the principles of biology and chemistry that are used in the solving of crimes. Areas of concentration include crime scene analysis, trace evidence, drugs and toxicology, fingerprints, serology and DNA, firearms and toolmark identification, pathology, and physical anthropology. Noteworthy forensic cases are discussed. Laboratory included. This course is not open to students who have taken FSCI 101.

Prerequisite(s): CHEM 211 and BIO 113

CHEM 320 Inorganic Chemistry
4 credits, Spring
Studies the structure, bonding, and reactivity of inorganic, coordination, and organometallic compounds with emphasis on the transition metals. The course discusses crystal and ligand field theories, chemical applications of group theory, atomic and molecular structure, the solid state, coordination chemistry, inorganic reaction mechanisms, organometallic chemistry, and bioinorganic chemistry. The laboratory component emphasizes the synthesis, spectroscopy, and magnetic properties of transition metal complexes. Laboratory included.

Prerequisite(s): CHEM 211 and MATH 220

CHEM 327/BIO 327 Biochemistry
4 credits, Fall and Spring
Focuses in depth on the structure, function, and properties of carbohydrates, lipids, amino acids, proteins and nucleic acids in biological systems. Topics include protein structure and folding, control and energetics of metabolic pathways, the structure, function and mechanisms of enzymes reactions and a molecular level look at the central dogma of DNA to RNA to protein and DNA-based information technology. Laboratory techniques include enzyme isolation, chromatographic purification, characterization, spectrophotometry, protein quantitation and molecular DNA techniques. Laboratory included.

Prerequisite(s): CHEM 211 and BIO 113

CHEM 330 Advanced Organic Chemistry
4 credits, Fall
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. The laboratory includes modern methods of multi-step syntheses, separation techniques, and identification of organic compounds by spectroscopic means. Laboratory included.

Prerequisite(s): CHEM 211

Alternate years: offered as needed

CHEM 340 Medicinal and Drug Chemistry
3 credits, Fall
Studies drugs used in therapeutics and presents medicinal chemistry from the chemical point of view. The topics include the classification of drugs, the pharmacology and mechanism of drug action, drug delivery, drug metabolism, structure activity
relationship (SAR) and quantitative structure (QSAR) studies, potency, toxicology and target selectivity.

**Prerequisite(s):** CHEM 211

**Alternate years:** even-numbered

**CHEM 365 Independent Laboratory Research in Chemistry**

**3 credits, Fall and Spring**

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

**Prerequisite(s):** CHEM 211, junior standing, permission of the faculty member who will be supervising the research, and permission of the department chair.

**CHEM 410 Instrumental Analysis**

**4 credits, Spring**

Explores the theory underlying chemical instrumentation with focus on spectroscopic and chromatographic instrumentation. Instrument components and routine instrument operation are covered, with practical applications in the laboratory setting. Laboratory included.

**Prerequisite(s):** CHEM 310 or permission of department chair.

**CHEM 427 Advanced Biochemistry**

**3 credits, Spring**

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

**Prerequisite(s):** CHEM 327 or BIO 327

**CHEM 431 Physical Chemistry I**

**4 credits, Fall**

Focuses on states of matter including the gas phase, phase changes, the laws of thermodynamics, systems, chemical equilibrium, thermodynamic energies, and electrochemistry. A mathematical and analytical understanding of these concepts is developed throughout the course and in the laboratory setting. Laboratory included.

**Prerequisite(s):** CHEM 116, PHYS 216, and MATH 221

**CHEM 432 Physical Chemistry II**

**4 credits, Spring**

Explains quantum mechanics and its application to problems for which classical mechanics fails. Topics include harmonic oscillators, the hydrogen atom, particle-in-a-box, approximate treatments of atoms and molecules, the electromagnetic spectrum, the theoretical basis for spectroscopy, and surface chemistry. A mathematical and analytical understanding of these concepts is developed throughout the course and in the laboratory setting. Laboratory included.

**Prerequisite(s):** CHEM 431

**CHEM 450 Senior Research Capstone**

**5 credits, Fall and Spring**

Provides an opportunity for the student to develop and conduct a scientific research project on campus. A minimum of 300 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 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.

**Prerequisite(s):** Minimum of two upper-level chemistry courses; two evaluations by science faculty.

**Fees:** Printing fees may be required.

**CHEM 455 Senior Internship Capstone**

**5 credits, Fall and Spring**

Provides an opportunity to gain professional workforce experience. A minimum of 150 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.

**Prerequisite(s):** Minimum of two upper-level chemistry courses; two evaluations by science faculty.

**Fees:** Parking and printing fees may be required.

**CHEM 460 Senior Research Capstone**

**9 credits, Fall and Spring**

Provides an opportunity for the student to develop and conduct a scientific research project on campus or off campus. A minimum of 300 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.

**Prerequisite(s):** Minimum of two upper-level chemistry courses; two evaluations by science faculty.

**Fees:** Parking and printing fees may be required.

**CHEM 460H Honors Senior Research Capstone**

**9 credits, Fall and Spring**

Provides an opportunity for the student to develop and conduct a scientific research project on or off campus. A minimum of 300 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.

**Prerequisite(s):** Cumulative and Science GPA of 3.70 or higher; minimum of two upper-level chemistry courses; two evaluations by science faculty.

**Fees:** Parking and printing fees may be required.

**CHEM 465 Senior Internship Capstone**

**9 credits, Fall and Spring**

Provides an opportunity to gain professional workforce experience. A minimum of 300 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 scientific inquiry. In February, invitations to apply are extended to all students who meet the prerequisites.

**Prerequisite(s):** Minimum of two upper-level chemistry courses; two evaluations by science faculty.

**Fees:** Parking and printing fees may be required.

**CHEM 465H Honors Senior Internship Capstone**

**9 credits, Fall and Spring**

Provides an opportunity to gain professional workforce experience. A minimum of 300 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 scientific inquiry. Applications are competitive. In February, invitations to apply are extended to all students who meet the prerequisites.

**Prerequisite(s):** Cumulative and Science GPA of 3.70 or higher; minimum of two upper-level chemistry courses; two evaluations by science faculty.

**Fees:** Parking and printing fees may be required.
SCI 440 Capstone Practicum
1 credit, Summer
Provides the opportunity for senior majors in the School of Sciences to complete the hours for an approved capstone experience during the summer months. Students are held to the requirements for the capstone, including site visits, mentor visits, and documentation. Students who complete SCI 440 must enroll in the capstone course in the fall semester immediately following the summer experience.

Prerequisite(s): Permission of the department chair.
Fees: Parking and printing fees may be required.

Developmental

The courses in the developmental program include (DEV M 105#) General College Math and (DEVR 106#) College Reading and Learning Strategies. After completion of placement testing, students who do not demonstrate proficiency in basic skills are required to register for one or more of the following courses. These courses do not receive college credit but do count toward enrollment status for financial aid and full-time student status.

Developmental Course Descriptions

DEV M 105# General College Mathematics
Topics covered include sets and real numbers, polynomials, rational expressions, first degree equations and inequalities in one variable, exponents, roots and radicals, second degree equations, and graphing.

Prerequisite(s): One year of high school algebra. No degree credit but three billing credits.
Note: Students are placed into this course on the basis of placement test results. Students must receive a “C -” or better in this course before continuing on to college-level math courses.

DEVR 106# College Reading and Learning Strategies
The course 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 and one hour cooperative study required each week. No degree credit but three billing credits.

Note: Students are placed into this course on the basis of placement test results.

Economics

Howard S. Brown School of Business and Leadership Department of Accounting, Economics, and Finance
Although there is no major in Economics at Stevenson University, students may choose to minor in Economics. Business Administration majors have the option to complete a track in Economics. There are a number of courses offered in this area that are either required by other majors or that can be used as electives to fulfill the Core Curriculum Requirement in social science. For a full list of Economics courses, please refer to the course descriptions section under the Business Administration major.

Early Childhood Education: Liberal Arts and Technology Program Description

Stevenson University offers a bachelor’s degree program in Early Childhood Education: Liberal Arts and Technology (Pre K – Grade 3). Courses in this program provide candidates with the knowledge, skills, and dispositions to be successful teachers. The curriculum is designed to provide a strong foundation in liberal arts, math and science, technological competency, and a thorough understanding of child 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 second semester in the program. Candidates complete an internship in a Professional Development School that extends for two consecutive semesters. Candidates who successfully complete this program, including achieving passing scores on Praxis I (or meeting the requirements for the SAT/ACT options) and Praxis II, are eligible for teacher certification in Maryland and in states with reciprocal agreements with the Maryland State Department of Education. The Early Childhood program is approved by the Maryland State Department of Education. The Education Department is accredited by the National Council for Accreditation of Teacher Education (NCATE).

Early Childhood Education: Liberal Arts and Technology Program Outcomes

Upon completion of the Early Childhood Education: Liberal Arts and Technology program, graduates will be able to
1. Demonstrate competency in the liberal arts, math, and science.
2. Demonstrate an understanding of the implications of technology on the individual and society and use technology in teaching to enable students to become successful learners.
3. Demonstrate ability to effectively teach curriculum content so that all students achieve success.
5. Demonstrate a knowledge and understanding of communities and cultures in order to effectively interact with diverse groups of people.

Early Childhood Education: Liberal Arts and Technology Program Policies

Candidates must earn a minimum overall GPA of 2.50 to progress to the sophomore year and a 3.00 to remain in the program, and the lowest acceptable grade is a “C-“ in all courses.

Admission into Education Department. Candidates in the Early Childhood Education: Liberal Arts and Technology program apply for admission into the Education Department 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 department include, but are not limited to the following: 1) achieve a 527 composite score on Praxis I or meet the requirements for the SAT/ACT options, 2) earn an overall GPA of 3.00 or above, 3) earn grades of “C-“ or above in all courses; and 4) satisfactorily complete all field experiences.

Admission into an Education Internship. Criteria for acceptance into the internship include, but are not limited to, the following: 1) achieve the composite score for Praxis I or meet the requirements of the SAT/ACT options, 2) attain an overall GPA of 3.00 or above, 3) earn grades of “C-“ or better in all courses, 3) obtain the recommendation of the faculty in the Education Department; and 4) satisfactorily complete all field placements prior to internship. Candidates must also complete a criminal background check through Baltimore County or CJIS. Please see the Unit Assessment Plan: Performance of Graduates on the Education Department website for additional requirements.
Early Childhood Education: Liberal Arts and Technology Program Requirements

The courses listed below are required for completion of the bachelor’s degree in Early Childhood Education: Liberal Arts and Technology. Candidates must also meet the requirements for the Stevenson Core Curriculum. Specific prerequisites and co-requisites for each course are listed in the course descriptions. Some secondary requirements, which are noted by an asterisk (*) in the list below, can also be used to fulfill a Core Curriculum requirement.

Major Requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 108</td>
<td>Learning Experiences for Young Children</td>
</tr>
<tr>
<td>ED 220</td>
<td>Language Development in Young Children</td>
</tr>
<tr>
<td>ED 265</td>
<td>Materials for Teaching Reading</td>
</tr>
<tr>
<td>ED 270</td>
<td>Curriculum Principles &amp; Practices</td>
</tr>
<tr>
<td>ED 271</td>
<td>Principles of Assessment</td>
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<tr>
<td>ED 272</td>
<td>Principles of Special Education</td>
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<tr>
<td>ED 318</td>
<td>Methods of Teaching Mathematics in Early Childhood Education</td>
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<tr>
<td>ED 319</td>
<td>Methods of Teaching Science in Early Childhood Education</td>
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<tr>
<td>ED 330</td>
<td>Processes and Acquisition of Reading</td>
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<td>ED 331</td>
<td>Instruction of Reading</td>
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<td>ED 402</td>
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<td>ED 410</td>
<td>Assessment for Reading Instruction</td>
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<tr>
<td>ED 435</td>
<td>Seminar: Issues in Education</td>
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<tr>
<td>ED 440</td>
<td>Internship I: Early Childhood Education</td>
</tr>
<tr>
<td>ED 441</td>
<td>Internship II: Early Childhood Education</td>
</tr>
</tbody>
</table>

Required Field Placement in Year One - ED 108F

Required Field Placements in Year Two - ED 202F and ED 203F

Required Field Placements in Year Three - ED 305F and ED 306F

Secondary Requirements:

<table>
<thead>
<tr>
<th>Anthropology elective</th>
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<tbody>
<tr>
<td>ART 241</td>
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<tr>
<td>Creative Development in Early Childhood Education *</td>
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</tbody>
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<tr>
<th>BIO elective</th>
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<tbody>
<tr>
<td>BIO 104</td>
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<tr>
<td>The Human Body &amp; Contemporary Health Issues (Recommended)*</td>
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<tr>
<th>CM elective</th>
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<tbody>
<tr>
<td>CM 101</td>
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<tr>
<td>Public Speaking (Recommended)*</td>
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<tr>
<th>ENG elective</th>
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<tbody>
<tr>
<td>ENG 282</td>
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<tr>
<td>Literary Genres: Youth Literature (Children’s Literature)*</td>
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<tr>
<th>GEO elective*</th>
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<tbody>
<tr>
<td>2 HIST electives</td>
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<tr>
<td>HIST 109</td>
</tr>
<tr>
<td>The United States: Colonial America to 1865 (Recommended)*</td>
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<tr>
<td>HIST 110</td>
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<tr>
<td>The United States: 1865 to Present (Recommended)*</td>
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| MATH 121                         |
| College Algebra*                 |

| MATH 132                         |
| Mathematics for Teachers*        |

| MATH 140                         |
| Basic Statistics*                |

| PHIL 420                         |
| Philosophy of Education*         |

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<tr>
<th>2 PHSCI electives</th>
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<tbody>
<tr>
<td>PHSCI 110 Foundations of Physics (Recommended)*</td>
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<tr>
<td>PHSCI 151 Principles of Earth &amp; Field Science (Recommended)*</td>
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<tr>
<th>PSY elective</th>
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<tr>
<td>PSY 206</td>
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<tr>
<td>Child Development*</td>
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<tr>
<td>PSY 330</td>
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<tr>
<td>Educational Psychology</td>
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</tbody>
</table>

Early Childhood Education: Liberal Arts and Technology Other Options

Minor:

A minor in Early Childhood Education: Liberal Arts and Technology is not available at this time.

Elementary Education: Liberal Arts and Technology Program Description

Stevenson University offers a bachelor’s degree program in Elementary Education: Liberal Arts and Technology (Grades 1-6). Courses in this program provide candidates with the knowledge, skills, and dispositions to be successful teachers. The curriculum is designed to provide a strong foundation in liberal arts, math and science, technological competency, and a thorough understanding of child 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 first semester in the program. Candidates complete an internship in a Professional Development School that extends for two consecutive semesters. Candidates who successfully complete this program, including achieving passing scores on Praxis I (or meeting the requirements of the SAT/ACT options) and Praxis II, are eligible for teacher certification in Maryland and in states with reciprocal agreements with the Maryland State Department of Education. The Elementary Education: Liberal Arts and Technology program is approved by the Maryland State Department of Education. The Education Department is accredited by the National Council for Accreditation of Teacher Education (NCATE).

Elementary Education: Liberal Arts and Technology Program Outcomes

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

1. Demonstrate competency in the liberal arts, math, and science.
2. Demonstrate an understanding of the implications of technology on the individual and society and use technology in teaching to enable students to become successful learners.
3. Demonstrate ability to effectively teach curriculum content so that all students achieve success.
5. Demonstrate a knowledge and understanding of communities and cultures in order to effectively interact with diverse groups of people.

Elementary Education: Liberal Arts and Technology Program Policies

Candidates must earn a minimum overall GPA of 2.50 to progress to the sophomore year and a 3.00 to remain in the program, and the lowest acceptable grade is a “C-“ in all courses.

Admission into Education Department. Candidates in the Elementary Education: Liberal Arts and Technology program apply for admission into the Education Department 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 department include, but are not limited to the following: 1) achieve a 527 composite score on Praxis I or meet the requirements of the SAT/ACT options, 2) earn an overall GPA of 3.00 or above, 3) earn grades of “C-“ or above in all courses; and 4) satisfactorily complete all field experiences.

Admission into an Education Internship. Criteria for acceptance into the internship include, but are not limited to,
the following: 1) achieve the composite score for Praxis I or meet the requirements of the SAT/ACT options, 2) attain an overall GPA of 3.00 or above, 3) earn grades of “C-“ or better in all courses, 3) obtain the recommendation of the faculty in the Education Department; and 4) satisfactorily complete all education field placements prior to internship. Candidates must also complete a criminal background check through Baltimore County or CJIS. Please see the Unit Assessment Plan: Performance of Graduates on the Education Department website for additional requirements.

Elementary Education: Liberal Arts and Technology Program Requirements

The courses listed below are required for completion of the bachelor’s degree in Elementary Education: Liberal Arts and Technology. Candidates must also complete the requirements for the Stevenson Core Curriculum. Specific pre- and co-requisites for each course are listed in the course descriptions. Some secondary requirements, which are noted by an asterisk (*) in the list below, can also be used to fulfill a Core Curriculum requirement.

**Major Requirements:**

- ED 220 Language Development in Young Children
- ED 265 Materials for Teaching Reading
- ED 270 Curriculum Principles & Practices
- ED 271 Principles of Assessment
- ED 272 Principles of Special Education
- ED 321 Methods of Teaching Mathematics in Elementary Education
- ED 322 Methods of Teaching Science and Health
- ED 330 Processes and Acquisition of Reading
- ED 331 Instruction of Reading
- ED 340 Methods for Teaching School Social Studies: Elementary
- ED 402 Portfolio Preparation
- ED 410 Assessment for Reading Instruction
- ED 435 Seminar: Issues in Education
- ED 442 Internship I: Elementary Education
- ED 443 Internship II: Elementary Education

**Required Field Placements in Year Two**: ED 202F and ED 203F

**Required Field Placements in Year Three**: ED 304F and ED 306F

**Secondary Requirements:**

- Anthropology elective
- BIO elective
- BIO 104 The Human Body & Contemporary Health Issues (Recommended)*
- CM elective
- CM 101 Public Speaking (Recommended)*
- ENG 282 Literary Genres: Youth Literature (Children’s Literature)*
- GEO elective*
- 2 HIST elect.
- HIST 109 The United States: Colonial America to 1865 (Recommended)*
- HIST 110 The United States: 1865 to Present (Recommended)*
- IS 134 MS Windows and Office Applications*
- IS 214 Technology in Education
- IS 300 Emerging Technologies for Schools
- MATH 121 College Algebra*
- MATH 132 Mathematics for Teachers*
- MATH 140 Basic Statistics*
- PHIL 420 Philosophy of Education*
- 2 PHSCI electives
  - Recommended courses are PHSCI 110/151
- PHSCI 110 Foundations of Physics (Recommended)*
- PHSCI 151 Principles of Earth & Field Science (Recommended)*
- PSY 206 Child Development*
- PSY 330 Educational Psychology

**Elementary Education: Liberal Arts and Technology Other Options**

**Minor:**

A minor in Elementary Education: Liberal Arts and Technology is not available at this time.

**Middle School Education: Liberal Arts and Technology**

**Middle School Education: Liberal Arts and Technology Program Description**

Stevenson University offers a bachelor’s degree program in Middle School Education: Liberal Arts and Technology (Grades 4-9). Candidates complete an area of concentration in either Math 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 fields experiences from the third semester in the program. Candidates complete an internship in a Professional Development School that extends for two consecutive semesters. Candidates who successfully complete either area of concentration, including achieving passing scores on Praxis I (or meeting the requirements for the SAT/ACT options) and Praxis II, are eligible for teacher certification in Maryland and in states with reciprocal agreements with the Maryland State Department of Education. The Education Department is accredited by the National Council for Accreditation of Teacher Education (NCATE).

**Middle School Education: Liberal Arts and Technology Program Outcomes**

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

1. Demonstrate competency in the liberal arts, math, and science.
2. Demonstrate an understanding of the implications of technology on the individual and society and use technology in teaching to enable students to become successful learners.
3. Demonstrate ability to effectively teach curriculum content so that all students achieve success.
5. Demonstrate a knowledge and understanding of communities and cultures in order to effectively interact with diverse groups of people.

**Middle School Education: Liberal Arts and Technology Program Policies**

Students must earn a minimum overall GPA of 2.50 to progress to the sophomore year and a 3.00 to remain in the program, and the lowest acceptable grade is a “C-“ in all courses.

- **Admission into Education Department:** Candidates in the Middle School Education: Liberal Arts and Technology program apply for admission into the Education Department 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 department include, but are not limited to, the following: 1) achieve a 527 composite score on Praxis I or meet the requirements for the SAT/ACT options, 2) earn an overall GPA of 3.00 or above, 3) earn grades of “C-“...
or above in all courses; and 4) satisfactorily complete all field experiences.

Admission into an Education Internship. Criteria for acceptance into the internship include, but are not limited to, the following: 1) achieve the composite score for Praxis I or meet the requirements for the SAT/ACT options, 2) attain an overall GPA of 3.00 or above, 3) earn grades of “C+” or better in all courses, 3) obtain the recommendation of the faculty in the Education Department; and 4) satisfactorily complete all education field placements prior to internship. Candidates must also complete a criminal background check through Baltimore County or CJIS, Please see the Unit Assessment Plan: Performance of Candidates on the Education Department website for additional requirements.

Middle School Education: Liberal Arts and Technology Program Requirements

English/Language Arts and Social Studies Area of Concentration

The courses listed below are required for completion of the bachelor’s degree in Middle School Education: Liberal Arts and Technology in the English/Language Arts and Social Studies area of concentration. Candidates must also complete the requirements for the Stevenson Core Curriculum. Specific pre- and co-requisites for each course are listed in the course descriptions. Some secondary requirements, which are noted by an asterisk (*) in the list below, can also be used to fulfill a Core Curriculum requirement.

**Major Requirements:**
- ED 266  Reading in the Content Areas I
- ED 267  Reading in the Content Areas II
- ED 270  Curriculum Principles & Practices
- ED 271  Principles of Assessment
- ED 272  Principles of Special Education
- ED 362  Methods of Teaching English/Language Arts
- ED 363  Methods of Teaching Social Studies
- ED 402  Portfolio Preparation
- ED 435  Seminar: Issues in Education
- ED 444  Internship I: Middle School Education
- ED 445  Internship II: Middle School Education

**Required Field Placements in Year Two - ED 202F and ED 203F**

**Required Field Placements in Year Three - ED 305F and ED 306F**

**Secondary Requirements:**

- Anthropology elective
- CM elective
- EC 201/202 Principles of Economics: Macroeconomics
- ENG 272  Teaching the Writing Process
- ENG 282  Literary Genres: Youth Literature
- (Young Adolescent Literature)
- English elective
- Fine Arts elective
- General elective
- Geography elective
- HIST 105  World History I
- HIST 106  World History II
- HIST 109  United States History: Colonial America to 1865
- HIST 110  United States History: 1865 to Present
- IS 134  MS Windows and Office Applications
- IS 214  Technology in Education
- IS 300  Emerging Technologies for Schools
- MATH 121  College Algebra
- PHIL 420  Philosophy of Education
- POSCI elective
- PSY 206  Child and Early Adolescent Development
- PSY 330  Educational Psychology
- Science elective
- Science/Math elective

Math and Science Area of Concentration

The courses listed below are required for completion of the bachelor’s degree in Middle School Education: Liberal Arts and Technology in the Math and Science area of concentration. Candidates must also complete the requirements for the Stevenson Core Curriculum. Specific pre- and co-requisites for each course are listed in the course descriptions. Some secondary requirements, which are noted by an asterisk (*) in the list below, can also be used to fulfill a Core Curriculum requirement.

**Major Requirements:**
- ED 266  Reading in the Content Areas I
- ED 267  Reading in the Content Areas II
- ED 270  Curriculum Principles and Practices
- ED 271  Principles of Assessment
- ED 272  Principles of Special Education
- ED 360  Methods of Teaching Science: Middle School
- ED 361  Methods of Teaching Math: Middle School
- ED 402  Portfolio Preparation
- ED 435  Seminar: Issues in Education
- ED 444  Internship I: Middle School Education
- ED 445  Internship II: Middle School Education

**Required Field Placements in Year Two - ED 202F and ED 203F**

**Required Field Placements in Year Three - ED 305F and ED 306F**

**Secondary Requirements:**

- BIO 113  Biology I: Cell Biology and Genetics
- CHEM 115  General Chemistry
- CM elective
- ENG 272  Teaching the Writing Process
- ENG 282  Literary Genres: Youth Literature
- (Young Adolescent Literature)
- Fine Arts elective
- Focused elective
- HIST elective
- HIST elective
- IS 134  MS Windows and Office Applications
- IS 214  Technology in Education
- MATH 121  College Algebra
- IS 300  Emerging Technologies for Schools
- MATH 201  The Nature of Mathematics
- MATH 140/210  Statistics and Probability
- MATH 218  Geometry
- MATH 400  Foundations/Theory of Math
- PHIL 420  Philosophy of Education
- PHSCI 110  Foundations of Physics
- PHSCI 151  Principles of Earth & Field Science
- PSY 206  Child and Early Adolescent Development
- PSY 330  Educational Psychology
- Social Science Elective

Middle School Education: Liberal Arts and Technology Other Options

**Minor:**

A minor in Middle School Education: Liberal Arts and Technology is not available at this time.

Education Course Descriptions

**ED 108 Learning Experiences for Young Children**

*3 credits, Spring*

Focuses on curriculum development and the design of activities for young children. This course includes activities that foster physical well being, emotional health, social development,
creativity, and language and cognitive skills. Teacher candidates observe, participate, and teach in preschool classrooms one morning per week (ED 108F).

**Prerequisite(s):** None

**ED 220 Language Development in Young Children**

**3 credits, Fall and Spring**

Focuses on the development of speech and language learning in children. This course presents techniques and materials used to stimulate and develop speaking and listening skills.

**Prerequisite(s):** None

**ED 265 Materials for Teaching Reading**

**3 credits, Fall**

Assists teacher candidates in the selection and evaluation of materials for teaching reading and related skills that are consistent with the findings of scientifically based reading research. Candidates demonstrate an understanding of research-supported programs, approaches and methods, and address different levels of reading proficiency within a classroom to enable students to become strategic, fluent, and independent readers. Candidates are prepared to involve parents and members of the school and surrounding community to promote daily reading inside and outside of school. Candidates observe, participate, and teach in classrooms one day per week (ED 305F).

**Prerequisite(s):** ED 330

**ED 266 Reading in the Content Areas I**

**3 credits, Fall**

Focuses on the reading process, including comprehending, analyzing and extending meaning from texts. Candidates examine the factors that affect reading performance and review the strategies and materials appropriate for each of the purposes of reading. Candidates study the frameworks for planning instruction that prepare students for the reading task, assist in monitoring while reading, and engage students in appropriate follow-up activities. Candidates observe, participate, and teach in school classrooms one half day per week (ED 203F).

**Prerequisite(s):** None

**ED 267 Reading in the Content Areas II**

**3 credits, Fall**

Focuses on the implementation of a coherent literacy program for young adolescents that supports content area learning. Teacher candidates use a variety of strategies to promote student independence in content area reading. Candidates incorporate methods in the content areas to address the diverse backgrounds of their students, including culture, language (dialect and ESOL), disabilities, and giftedness. Candidates teach lessons in the content areas focused on text-based concept development. Candidates observe, participate and teach in school classrooms one day per week (ED 305F).

**Prerequisite(s):** ED 266

**ED 270 Curriculum Principles and Practices**

**3 credits, Fall**

Provides theoretical and practical introduction to an understanding of the teaching-learning process. The topics discussed in this course include the role of teacher, planning, and classroom management. Teacher candidates observe, participate, and teach in school classrooms one morning per week (ED 202F).

**Prerequisite(s):** ENG 151

**ED 271 Principles of Assessment**

**3 credits, Spring**

Introduces principles and practices of educational assessment. Teacher candidates examine a variety of assessments, with an emphasis on performance-based assessment. Candidates observe, participate, and teach in classrooms one morning per week (ED 203F).

**Prerequisite(s):** ED 270

**ED 272 Principles of Special Education**

**3 credits, Spring**

Provides background in special education principles for the classroom teacher. 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. Candidates examine state and federal legislation and survey-related services and resources. Candidates observe, participate, and teach in classrooms one day per week (ED 203F).

**Prerequisite(s):** ED 270

**ED 318 Methods of Teaching Mathematics in Early Childhood Education**

**3 credits, Fall**

Focuses on methods, materials, and activities for teaching mathematical concepts in early childhood. This course emphasizes developing concrete experiences to introduce and reinforce concepts and developing activities to enhance higher order thinking. Teacher candidates observe, participate, and teach in school classrooms one day per week (ED 305F).

**Prerequisite(s):** ED 270

**ED 319 Methods of Teaching Science in Early Childhood**

**3 credits, Spring**

Focuses on methods, materials, and activities for teaching science in early childhood. This course emphasizes developing sensory experiences to introduce and reinforce concepts and developing activities to enhance higher order thinking. Candidates observe, participate, and teach in classrooms one day per week (ED 306F).

**Prerequisite(s):** ED 271 and ED 272

**ED 321 Methods of Teaching Mathematics in Elementary Education**

**3 credits, Spring**

Focuses on methods, materials, and procedures to help children learn arithmetic meanings and relationships. This course examines organization of subject matter, lesson preparation, and the use of instructional materials that help children understand the number system and mathematical concepts. Candidates observe, participate, and teach in school classrooms one day per week (ED 306F).

**Prerequisite(s):** ED 271

**ED 322 Methods of Teaching Science and Health**

**3 credits, Fall**

Focuses on methods, materials, and activities for teaching science, health, and safety. Emphasis is on developing instructional techniques, hands-on investigations, and field experiences that help students understand and inquire into the (1) processes and concepts of physical, life, earth, and space sciences, (2) principles of physical and mental health needed to maintain a healthy lifestyle, and (3) environmental factors that impact the quality of one’s life. The relationship among these areas of science is stressed. Includes introduction to the science standards of national professional organizations, state curricula, professional literature, and planning for classroom activities. Candidates observe, participate, and teach in school classrooms one day per week (ED 305F).

**Prerequisite(s):** ED 271

**ED 330 Processes and Acquisition of Reading**

**3 credits, Fall**

Provides teacher candidates with an understanding of the reading acquisition process through observation and analysis of reading and written language development and the study of current issues in reading research. The course is organized around current, accepted, research-based theoretical models that account for individual differences in reading. Introduction to language structures, including spoken syllables, phonemes, graphemes, and morphemes is included in this course. Candidates apply knowledge of the core areas of language to reading acquisition in terms of first and second language learners, typical development
and exceptionalities. Candidates are introduced to current scientific research. Candidates observe, participate, and teach in school classrooms one half day per week (ED 203F).

**Prerequisite(s):** None

### ED 331 Instruction of Reading

**3 credits, Spring**

Focuses on the fundamentals of research-based best practices and provides familiarity with a representative array of instructional techniques and strategies in the area of reading. Teacher candidates learn instructional routines and techniques to address the five major components of reading instruction (phonological and phonemic awareness; phonics, spelling and word study; fluency development; vocabulary; and comprehension) suitable for various age and ability groups. Attention is given to differentiated instruction to meet the needs of diverse learners.

**Prerequisite(s):** ED 270 and ED 265

### ED 340 Methods for Teaching Social Studies: Elementary

**3 credits, Fall**

Prepares students to become effective social studies educators capable of teaching elementary students the content knowledge, intellectual skills, and civic values necessary for fulfilling the responsibilities of citizenship in a participatory democracy. Special attention is given to effective teaching strategies and to addressing the individual and cultural diversity of all learners.

**Prerequisite(s):** ED 265

### ED 360 Methods of Teaching Science: Middle School

**3 credits, Fall**

Includes an in-depth study of the philosophy, resources, curriculum, instructional strategies and assessment practices necessary to design a learning environment focused on the developmental characteristics of young adolescents. The course emphasizes state and national science standards, science process skills and the major concepts of life, earth, physical and environmental sciences. Candidates engage in constructivist teaching methods including: collaboration, 5 E cycle, investigation, inquiry, discovery and project-based learning. The importance of creating and maintaining a safe and supportive environment in the classroom is addressed. Appropriate use of technology and instrumentation to enhance learning is identified. Strategies to make learning in the science classroom purposeful are investigated. Assessment of science processes and content lead candidates to explore a variety of assessment strategies appropriate to the diverse needs of young adolescent learners. Candidates observe, participate and teach in school classrooms one day per week (ED 305F).

**Prerequisite(s):** ED 271

### ED 361 Methods of Teaching Math: Middle School

This course is under development.

### ED 362 Methods of Teaching English/Language Arts

**3 credits, Fall**

Examines middle level curriculum and instruction in the areas of English/Language Arts. Teacher candidates develop an understanding of state and national standards to design developmentally appropriate English/Language Arts programs to meet the varying abilities and learning styles of young adolescents. The course addresses the following topics: 1) Composing in a variety of modes for a particular audience and purpose, 2) Responding to text by employing personal experiences, 3) Evaluating the content, organization and language of text, and 4) Applying the conventions of Standard English in writing and speaking. Candidates observe, participate, and teach in school classrooms one day per week (ED 305F).

**Prerequisite(s):** ED 271

### ED 363 Methods of Teaching Social Studies

This course is under development.

### ED 402 Portfolio Preparation

**0 credits, Fall: 0 credits, Spring**

Assists candidates in developing a portfolio to highlight candidates’ knowledge, skills and dispositions related to the 10 INTASC Principles. Includes practice sessions on interview techniques.

**Prerequisite(s):** ED 271

### ED 410 Assessment for Reading Instruction

**3 credits, Fall**

Assists teacher candidates in becoming proficient consumers and users of classroom-based assessments and assessment data. This course, instruction focuses on building a knowledge of how to administer and use several valid, reliable, research-based formal and informal assessments of reading and related skills. Teacher candidates also learn how to effectively interpret the results of assessments, and how to communicate assessment results in a variety of contexts. Candidates demonstrate that they can use assessment data to guide instructional decisions.

**Prerequisite(s):** ED 271

### ED 435 Seminar: Issues in Education

**0 credit, Fall; 3 credits, Spring**

Synthesizes contemporary issues in education and the theory and practice of teaching, with emphasis on classroom management, communication, curriculum planning, assessment, and special education.

**Prerequisite(s):** ED 331

### ED 440 Internship I: Early Childhood

**5 credits, Fall**

Includes responsibility for implementing an integrated curriculum, assessing learning, and adapting the curriculum to meet the needs of individual students. The Internship includes two days in a Professional Development School.

**Prerequisite(s):** Submission of a satisfactory entrance portfolio, permission of the department chair, ED 331

### ED 441 Internship II: Early Childhood

**12 credits, Spring**

Continuation of Internship I. Full-time classroom experience in an early childhood classroom in a Professional Development School. Includes responsibility for all aspects of teaching, including planning and implementing the curriculum on both a long-term and daily basis.

**Prerequisite(s):** ED 440

### ED 442 Internship I: Elementary

**5 credits, Fall**

Includes responsibility for implementing an integrated curriculum, assessing learning, and adapting the curriculum to meet the needs of individual students.

**Prerequisite(s):** Submission of a satisfactory entrance portfolio, permission of the department chair, ED 331

### ED 443 Internship II: Elementary

**12 credits, Spring**

Continuation of Internship I. Full-time classroom experience in an elementary classroom in a Professional Development School. Includes responsibility for all aspects of teaching, including planning and implementing the curriculum on both a long-term and daily basis.

**Prerequisite(s):** ED 442

### ED 444 Internship I: Middle School

This course is under development.

### ED 445 Internship II: Middle School

This course is under development.
### Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program

**HEA - Title II**  
2007-2008 Academic Year

<table>
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<th>Number Taking Assessment</th>
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<th>Institutional Pass Rate</th>
<th>Number Taking Assessment</th>
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1 The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.
Aggregate Assessment Pass-Rate

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<th>Number Passing Assessment</th>
<th>Institutional Pass Rate</th>
<th>Number Taking Assessment</th>
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1 The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.
2 Institutions and/or States did not require the assessments within an aggregate where data cells are blank.
3 Number of completers who took one or more tests in a category and within their area of specialization.
4 Number who passed all tests they took in a category and within their area of specialization.
5 Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.
English Language and Literature

School of Humanities and Social Sciences
Department of Language and Literature

Dedicated to the belief that language and literature form the foundations of our community and culture, the Stevenson University Language and Literature Department fulfills its responsibilities to its majors and to the general student population through course offerings that prepare students to read closely, to think critically, to write clearly, and to understand literature as art and as a record of their cultural heritage.

English Language and Literature Program Description

In keeping with the University’s commitment to the practical and the theoretical, students majoring in English Language and Literature gain marketable skills and the ability to use them effectively. Graduates who read with understanding, think critically, and communicate clearly are prepared not merely for the workforce but for careers and for life. Moreover, by demanding a proficiency in a foreign language, a grounding in history, and an understanding of the aesthetic and cultural nature of literature, the English Language and Literature program broadens students’ vision and prepares them to explore their world—past, present, and future.

The English Language and Literature major allows students maximum flexibility in planning their programs and pursuing their goals. Students planning for graduate study can take additional literature and liberal arts courses; those seeking practical skills may take courses in professional writing and then apply them through their internships. Students can complement the English Language and Literature major with a minor in areas such as history, psychology, legal studies, management, marketing, art, theater, and information systems, among other possibilities.

Stevenson University graduates with a Bachelor of Arts degree in English Language and Literature have the analytical, critical, and writing skills that make English Language and Literature majors well rounded and sought after by employers. Taking advantage of the program’s flexibility and Stevenson’s strong career orientation, English Language and Literature majors may enter careers in public relations, communications, publishing, human resources, and government service or continue their education in English, law, teaching, or other liberal arts graduate programs.

English Language and Literature Program Outcomes

Upon completion of the English Language and Literature program, graduates will be able to

1. Interpret texts, positioning them in their historical, cultural, and aesthetic framework.
2. Use appropriate technologies and research resources.
3. Examine personal values through the study of literature.
4. Write academic, professional, and/or creative texts at an advanced level.
5. Integrate critical thinking and communication skills with the requirements of graduate schools and employers.

English Language and Literature Program Policies

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a “D” in major courses. Once students have declared their intentions to major in English Language and Literature, they are required to take all major courses at Stevenson University. They must complete two semesters in a foreign language at the intermediate level or above. Full-time students interested in languages other than French and Spanish are eligible to participate in the Baltimore Student Exchange program with area colleges and universities. Contact the Registrar for information on this program.

English Language and Literature Program Requirements

The courses listed below are required for completion of the B.A. degree in English Language and Literature. Specific pre- and co-requisites for each course are provided in the Course Descriptions section of this catalog.

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

Major Requirements:

(Note: Some courses may be repeated for credit when focus or topic changes. Check the Course Description section of this catalog to identify these courses.)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 230</td>
<td>Critical Approaches to Literature</td>
</tr>
<tr>
<td>ENG 231</td>
<td>History and Structure of the English Language</td>
</tr>
<tr>
<td>ENG 400</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>ENG 420</td>
<td>Internship for English Majors</td>
</tr>
</tbody>
</table>

Two literature survey courses selected from

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 241</td>
<td>British Survey I: Old and Middle English Literature</td>
</tr>
<tr>
<td>ENG 242</td>
<td>British Survey II: Renaissance through Eighteenth Century</td>
</tr>
<tr>
<td>ENG 243</td>
<td>British Survey III: Nineteenth Century through Contemporary</td>
</tr>
<tr>
<td>ENG 251</td>
<td>American Literature I: Colonial to the Civil War</td>
</tr>
<tr>
<td>ENG 252</td>
<td>American Literature II: Civil War to Present</td>
</tr>
<tr>
<td>ENG 290</td>
<td>Masterpieces of Western Literature</td>
</tr>
<tr>
<td>ENG 291</td>
<td>Masterpieces of Non-Western Literature</td>
</tr>
</tbody>
</table>

Three literature electives, one from each category below:

Category I: Genre Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 286</td>
<td>Literary Genres: Short Story</td>
</tr>
<tr>
<td>ENG 287</td>
<td>Literary Genres: Poetry</td>
</tr>
<tr>
<td>ENG 288</td>
<td>Literary Genres: Drama</td>
</tr>
<tr>
<td>ENG 289</td>
<td>Literary Genres: Novel</td>
</tr>
<tr>
<td>ENG 385</td>
<td>Literary Genres: Special Topic <em>(may be repeated)</em></td>
</tr>
</tbody>
</table>

Category II: Topics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 281</td>
<td>Topics in Literature <em>(may be repeated)</em></td>
</tr>
<tr>
<td>ENG 381</td>
<td>Themes in Literature <em>(may be repeated)</em></td>
</tr>
</tbody>
</table>

Category III: Period Studies and Major Figures

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 343</td>
<td>Period Studies in British Literature <em>(may be repeated)</em></td>
</tr>
<tr>
<td>ENG 353</td>
<td>Period Studies in American Literature <em>(may be repeated)</em></td>
</tr>
<tr>
<td>ENG 360</td>
<td>Shakespeare</td>
</tr>
<tr>
<td>ENG 361</td>
<td>Major Figures in British Literature <em>(may be repeated)</em></td>
</tr>
<tr>
<td>ENG 371</td>
<td>Major Figures in American Literature <em>(may be repeated)</em></td>
</tr>
</tbody>
</table>

One writing elective (in addition to Core Curriculum writing requirement) selected from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 209</td>
<td>Research and Writing in History</td>
</tr>
<tr>
<td>ENG 210</td>
<td>Business Writing</td>
</tr>
<tr>
<td>ENG 212</td>
<td>Technical Writing</td>
</tr>
</tbody>
</table>
ENG 215 Science Writing
ENG 221 Creative Essay Writing
ENG 222 Writing Workshop: Tutoring
ENG 223 Writing for the Web
ENG 253 Journalism I
ENG 254 Journalism II
ENG 303 News & Feature Writing
ENG 304 Magazine Writing & Publishing
ENG 314 Public Relations Writing
ENG 321 Topics in Creative Non-Fiction Writing
ENG 325 Creative Writing: Fiction
ENG 326 Creative Writing: Poetry
ENG 329 Argumentation & Rhetoric

Three English Electives (2 must be at the 300 level or above)

Secondary Requirements:
Two semesters of a foreign language at the 200-level or above*
(Required for the Bachelor of Arts degree)
Program requirements are under review and subject to change.

English Language and Literature Other Options

Minor:
A minor is available in English, requiring six courses at the 200-level or beyond. At least three courses for the minor must be taken at Stevenson. Minors are eligible to take courses restricted to English Language and Literature majors if they have the prerequisites. Students should check with their advisors or Language and Literature Department Chair for more information.

English Language and Literature Course Descriptions

Note: SAT verbal scores, college placement tests, and high school transcripts determine a student’s first semester English requirements. Advanced placement and credit may be given based on the Advanced Placement tests given by the College Entrance Examination Board. (See “Placement” in the ADMISSIONS section of this catalog.) All students must establish evidence of writing competence by achieving a minimum grade of “C-” in ENG 151 or HON 171, or presenting AP credit before proceeding to other English courses or graduating from the University. Except in the case of students who enter as transfers with writing and literature course credits from previous semesters, all writing courses must be taken at Stevenson University.

ENG 148 Introduction to Composition
3 credits, Fall, Spring, Summer
Focuses on the fundamentals of writing unified, coherent, fully developed paragraphs and short essays. Students will review grammar and practice sentence and paragraph construction.
Prerequisite(s): Students are placed into this course on the basis of placement test results. A grade of “C-” or better is required to advance to ENG 151.
General Education: Does not satisfy the Writing Skills requirement.

ENG 151 Composition & Writing from Sources
3 credits, Fall, Spring, Summer
Develops the ability to write clear, coherent, and well-developed expository prose. This course requires analytical reading and critical thinking and includes instruction and practice in research methods and writing from sources.
Prerequisite(s): Placement (see above) or a grade of “C-” or better in ENG 148.
General Education: Writing Skills requirement. A grade of “C-” meets university writing competency requirement and qualifies students to proceed to ENG 152.

ENG 152 Writing About Literature
3 credits, Fall, Spring, Summer
Develops the ability to write clear, coherent and well-developed arguments. This course requires close reading of poetry, drama, and prose fiction, this course develops interpretative skills, an appreciation of literature, and an understanding of literary terms and traditions.
Prerequisite(s): A grade of “C-” or better in ENG 151 or HON 171.
General Education: Writing Skills requirement

ENG 172H Writing Literary Interpretation
3 credits, Spring
Emphasizes academic writing and critical thinking skills. Through close reading of poetry, drama, and prose fiction, this course develops interpretative skills, an appreciation of literature, and an understanding of literary terms and traditions.
Prerequisite(s): HON 171 or Honors Program member or grade of “B” or better in ENG 151 with the recommendation of instructor.
General Education: Writing Skills (Honors)

ENG 209/HIST 209 Research and Writing in History
3 credits, Spring
Introduces students to the use of the tools and methods of historians used to interpret and evaluate historical sources and to construct narratives based on primary and secondary research. In addition, students will develop skills in presenting history to a variety of general public audiences.
Prerequisite(s): HIST 109 and ENG 152 or equivalent. HIST 109 may be taken concurrently.
General Education: 200-level writing course

ENG 210 Business Writing
3 credits, Fall and Spring
Emphasizes basic principles of effective business writing and communication. This course includes a range of assignments from memos, emails, and letters to more complex proposals, recommendations, and research reports. Students will prepare résumés and oral presentations using APA style.
Prerequisite(s): ENG 152 or equivalent. Students who take this course cannot also receive credit for ENG 212 or ENG 215.
General Education: 200-level writing skills course for select majors

ENG 212 Technical Writing
3 credits, Fall and Spring
Introduces principles, mechanics, and style of professional technical writing. Students learn to apply concepts of information design to print and electronic documents. Assignments may include workplace correspondence, reports, proposals, technical procedures and manuals, and oral presentations. Research assignments will use APA or other appropriate documentation styles.
Prerequisite(s): ENG 152 or equivalent and sophomore standing. Students who take this course cannot also receive credit for ENG 210 or ENG 215.
General Education: 200-level writing skills course for select majors
ENG 215 Science Writing  
3 credits, Fall and Spring  
Introduces science and nursing students to the elements of professional writing required in health care and the sciences. Students will write memos, letters, abstracts, test reports, progress reports, research proposals, and poster presentations as well as an extended research report that requires extensive library research.  
Prerequisite(s): ENG 152 or equivalent. Students who take this course cannot also receive credit for ENG 210 or ENG 212.  
General Education: 200-level writing skills course for select majors

ENG 221 Creative Essay Writing  
3 credits, Fall and Spring  
Studies and practices using voice and style in short personal and informal essays. Students read and analyze various types of non-fiction essays and explore a range of approaches in their writing. Students write from their own experiences but also use research and outside resources to expand the scope of their essays. Workshops and discussions focus on close reading and revision of writing assignments.  
Prerequisite(s): ENG 152 or equivalent  
General Education: 200-level writing skills course for select majors

ENG 222 Writing Workshop: Tutoring  
3 credits, Fall  
Provides study and practice in advanced expository and creative essay writing and in tutoring. After achieving an understanding of the writing and tutoring process, students will help others in need of effective writing skills through a university tutoring program. Recommended for English Language and Literature, Elementary Education: Liberal Arts and Technology, Early Childhood Education: Liberal Arts and Technology and Middle School Education: Liberal Arts and Technology majors and others interested in tutoring in The Academic Link. Requires twenty hours of tutoring outside of class.  
Prerequisite(s): ENG 152 or equivalent  
General Education: 200-level writing skills course for select majors

ENG 223 Writing for the Web  
3 credits, Fall  
Develops skills in writing for online media, with a focus on the Internet’s non-linear, visual, and collaborative possibilities. Students analyze a variety of web hypertexts, learn the basic steps of web development, and produce personal, expository, and collaborative hypertexts tailored to their majors and areas of interest.  
Prerequisite(s): ENG 152 or equivalent  
General Education: 200-level writing skills course for select majors

ENG 230 Critical Approaches to Literature  
3 credits, Fall  
Introduces various critical approaches and terms used in literary analysis and criticism. This course emphasizes close readings of texts along with an understanding of literary theory.  
Prerequisite(s): ENG 152 or equivalent. Restricted to English Language and Literature majors and minors and Interdisciplinary majors with English Language and Literature as an area of study.

ENG 231 History and Structure of the English Language  
3 credits, Spring  
Examines the grammatical structure of modern English and the linguistic changes that occurred as the language developed from Old English through Middle English to its current form. Students will analyze phonological, morphological, and syntactic structures in texts from various time periods.  
Prerequisite(s): ENG 152 or equivalent and sophomore status. Restricted to English Language and Literature majors and minors and Interdisciplinary majors with English Language and Literature as an area of study.  
General Education: Core elective

ENG 241 British Survey I: Old and Middle English Literature  
3 credits  
Studies selected works of British literature from the Anglo-Saxon period to the Middle Ages.  
Prerequisite(s): ENG 152 or equivalent  
General Education: Humanities  
Alternate years: rotates with ENG 242 and 243

ENG 242 British Survey II: Renaissance through Eighteenth Century  
3 credits  
Studies selected works of British literature from the Renaissance through the Restoration and Eighteenth Century.  
Prerequisite(s): ENG 152 or equivalent  
General Education: Humanities  
Alternate years: rotates with ENG 241 and 243

ENG 243 British Survey III: Nineteenth Century through Contemporary  
3 credits  
Studies selected works of British literature from the Nineteenth Century through the present.  
Prerequisite(s): ENG 152 or equivalent  
General Education: Humanities  
Alternate years: rotates with ENG 241 and 242

ENG 251 American Literature I: Colonial to the Civil War  
3 credits, Fall  
Studies selected works of American literature from the Colonial, Federal and Romantic periods.  
Prerequisite(s): ENG 152 or equivalent  
General Education: Humanities

ENG 252 American Literature II: Civil War to Present  
3 credits, Spring  
Studies selected works of American literature including Realism, Local Color, Naturalism, Modernism, and Post-Modernism.  
Prerequisite(s): ENG 152 or equivalent  
General Education: Humanities

ENG 253 Journalism I  
3 credits, Fall  
Introduces students to the fundamentals of journalism: research, interview techniques, writing and editing news, sports, and features, basic layout design, and computer composing. Students write press releases, develop sales techniques, select photographs, and perform other jobs connected with publishing The Villager, the university newspaper. This course covers journalist ethics and other legal issues connected with newspaper publishing. Students prepare a writing portfolio used for professional advancement.  
Prerequisite(s): ENG 152 or equivalent. Restricted to Business Communication and English Language and Literature majors.
ENG 254 Journalism II
3 credits, Spring
Continues the theory and practice of journalism compositing and layout begun in ENG 253. This course emphasizes in-depth reporting and interviewing and production strategies in both feature and news writing. Students begin editorial, review, and commentary writing and continue to work on portfolios and production of the university newspaper.
Prerequisite(s): ENG 253. Restricted to Business Communication and English Language and Literature majors.

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

ENG 282 Literary Genres: Youth Literature
3 credits, Fall and Spring
Introduces students to a range of literature written for children or for young adolescents and to the critical approaches appropriate to interpreting these works. This survey may also address 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. Especially appropriate for Education majors and teacher candidates.
Prerequisite(s): ENG 152. Restricted to Education majors or by permission of Language and Literature department chair.
General Education: Humanities

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

ENG 287 Literary Genres: Poetry
3 credits, Spring
Surveys the development of various modes of poetry, focusing on examples from British and American traditions.
Prerequisite(s): ENG 152 or equivalent
General Education: Humanities

ENG 288/THEA 288 Literary Genres: Drama
3 credits, Fall
Explores the elements of drama—plot, character, dialogue, theme, staging. This course considers plays from different periods of theatre history representing the basic types of drama, including tragedy, comedy, tragicomedy. Students examine various approaches to the analysis and interpretation of plays and write responses to scripts and live productions.
Prerequisite(s): ENG 152 or equivalent
Lab fee: Theater tickets
General Education: Humanities

ENG 289 Literary Genres: The Novel
3 credits, Spring
Surveys the history and development of the British or the American novel. This course may focus on a period or group of novelists.
Prerequisite(s): ENG 152 or equivalent
General Education: Humanities

ENG 290 Masterpieces of Western Literature
3 credits, Fall
Studies selected works that form, evoke, and illustrate a dominant literary tradition in world literature. This course gives attention to works that determine and that challenge Western literary tradition. May be repeated when topic changes.
Prerequisite(s): ENG 152 or equivalent
General Education: Humanities

ENG 291 Masterpieces of Non-Western Literature
3 credits, Spring
Studies selected works of literature across cultures of non-western worlds. This course focuses on thematic issues and explores the human condition through study of diverse voices and cultural values. May be repeated when topic changes.
Prerequisite(s): ENG 152 or equivalent
General Education: Humanities

ENG 300 Reading Lists
1 credit, Fall
Offers English majors, through independent reading, the opportunity to increase their familiarity with primary texts in British and American literature. Lists cover various periods—Anglo-Saxon and Medieval English, Renaissance and Seventeenth Century, Eighteenth and Nineteenth Century British, Twentieth Century British, Early American, Nineteenth Century American, and Twentieth Century American. Specific lists are developed by faculty and students. May be repeated one time with a different list.
Prerequisite(s): ENG 230 and completion of sophomore year as an English major. Grading is pass and fail. Restricted to English Language and Literature majors.

ENG 303 News and Feature Writing
3 credits, Fall
Expands basic journalism skills, applying professional standards to student writing. Students choose a “beat” to cover throughout the semester and provide news stories, editorials, reviews, short features, and profiles and interviews in their areas. This course stresses article marketing research and interviewing techniques. Students survey and comment upon current publications. They continue work on their portfolios and may contribute to The Villager and other campus publications.
Prerequisite(s): ENG 253 or permission of instructor

ENG 304 Magazine Writing and Publishing
3 credits, Spring
Stresses independence and responsibility in journalism and freelance magazine writing. Students become familiar with features of magazine layout and design. Students produce feature stories, researched articles, and query letters. Students analyze and critique modern media, meet area media specialists, and visit local media outlets. They continue work on their portfolios and may contribute to The Villager and other campus publications.
Prerequisite(s): ENG 254 or ENG 303 or permission of instructor
ENG 305 Journalism Practicum
1.5 credits, Fall and Spring
Designed for student editors or senior-staff writers of The Villager. Students write news, commentary, editorials, features, and sports stories. They also design Villager pages using Quark Xpress and edit, proofread, and copyedit each page. As needed, they design and sell advertisements for commercial customers, take photographs, create databases for billing, and arrange and conduct interviews. May be repeated for credit.
Prerequisite(s): ENG 254 or permission of instructor.

ENG 314 Public Relations Writing
3 credits, Fall and Spring
Gives a comprehensive overview of public relations and stresses responsibility in professional public relations writing and speaking. Students learn how to write the various types of PR necessary to complete the final class project: constructing and implementing a PR initiative that involves conducting necessary research on audience and cost, correctly writing the necessary PR materials in a professional style, and presenting the project persuasively.
Prerequisite(s): Completion of the Core Communications requirement and ENG 210, ENG 212, or ENG 254.

ENG 321 Topics in Creative Non-Fiction Writing
3 credits, Fall
Examines voice and style in specific types of creative nonfiction. Topics, announced each semester, include Memoir and Autobiography, Travel Writing, Nature and Environmental Writing, Reviews and Criticism, among others. Students read, analyze, and imitate the style of major authors in the chosen genre. In addition to short essays, students will produce a major essay incorporating appropriate research. Workshops and discussion focus on close reading and revision of student writing. May be repeated one time for credit when topic changes.
Prerequisite(s): A 200-level English course
General Education: 200-level or higher writing skills course for select majors

ENG 325 Creative Writing: Fiction
3 credits, Fall and Spring
A workshop course in creative fiction writing. Students explore and imitate various forms by well-known and contemporary writers. Discussion focuses on close reading and revision of student writing. Students develop portraits of their work.
Prerequisite(s): A 200-level English course
General Education: 200-level or higher writing skills course for select majors

ENG 326 Creative Writing: Poetry
3 credits, Spring
A workshop class in poetry writing. Students explore and imitate various forms by well-known and contemporary writers. Discussion focuses on close reading and revision of student poetry. Students develop portfolios of their work.
Prerequisite(s): A 200-level English course
General Education: Core Elective. Does NOT satisfy the Core Curriculum requirement for Humanities or Writing.

ENG 329 Argumentation and Rhetoric
3 credits, Spring
Studies rhetorical theory, emphasizing strategies of argument and tone. Students complete extensive writing projects and oral presentation.
Prerequisite(s): A 200-level English course
General Education: 200-level or higher writing skills course for select majors

ENG 343 Period Studies in British Literature
3 credits, Spring
Examines a selected period in British literature, such as Medieval, Restoration, Eighteenth Century, Romantics, Victorian, Modern British, and Contemporary. This course explores historical and sociological backgrounds, major literary movements, and representative writers. Period announced each semester. May be repeated for credit when period changes.
Prerequisite(s): A 200-level literature course or permission of the department chair.
General Education: Humanities

ENG 344 Period Studies in American Literature
3 credits, Fall
Examines a selected period in American literature, including Revolution, American Renaissance, Turn-of-the-century, Modernism, and Contemporary. This course explores historical and sociological backgrounds, major literary movements, and representative writers. Period announced each semester. May be repeated for credit when period changes.
Prerequisite(s): A 200-level literature course or permission of the department chair.
General Education: Humanities

ENG 345 Major Figures in British Literature
3 credits, Fall
Examines selected works of one or more British writers in the context of their period and literary tradition. Figures may include Chaucer, Milton, Pope, Swift, Austen, the Brontes, Wordsworth, Coleridge, Dickens, Eliot, Lawrence, and Joyce among others. Authors announced each semester. May be repeated for credit when figure changes.
Prerequisite(s): A 200-level literature course or permission of the department chair.
General Education: Humanities

ENG 346 Major Figures in American Literature
3 credits, Spring
Examines selected works of one or more American writers in the context of their period and literary tradition. Figures may include Hawthorne, Emerson and Thoreau, Dickinson, Whitman, Twain, James, Wharton and Cather, O’Neill, Williams, Fitzgerald, Hemingway, Faulkner, and Morrison among others. Authors announced each semester. May be repeated for credit when figure changes.
Prerequisite(s): A 200-level literature course or permission of the department chair.
General Education: Humanities

ENG 349 Themes in Literature
3 credits, Fall
Follows selected themes or motifs that recur in various literary periods. Develops an understanding of authorial influence and literary tradition. Theme announced each semester. May be repeated for credit when theme changes.
Prerequisite(s): A 200-level literature course or permission of the department chair.
General Education: Humanities
ENG 385 Literary Genres: Special Topics
3 credits, Fall and Spring
Investigates the development of various specialized literary genres and sub-genres such as gothic, romance, fantasy literature, satire, and others. Course announced each semester. May be repeated for credit when topic changes. 
Prerequisite(s): A 200-level literature course or permission of the department chair. 
General Education: Humanities

ENG 400 Seminar in Literature
3 credits, Spring
Acts as the capstone course for English majors. Focuses on a major literary figure, a period, genre studies, or regional or national literature. Students complete a major seminar paper and presentation that demonstrate their mastery of critical, analytical, research, and writing skills. Focus announced each semester. May be repeated for credit when course focus changes. 
Prerequisite(s): 300-level literature course. Junior status. Restricted to English Language and Literature majors and minors and Interdisciplinary majors with English Language and Literature as an area of study.

ENG 420 Internship
3 credits
Presents credited opportunities for career-related work experience in a student’s area of study. Internships are arranged on an individual basis to match students’ career goals and interests with employers’ needs. Internships require a minimum of 120 hours at the employer’s site plus an internship journal, and written work evaluating the position. Internships are arranged through Career HQ and a supervising faculty member a semester prior to the planned experience. 
Prerequisite(s): Junior status, site approval by department chair, and GPA of 2.00 with a minimum of a 2.00 average in English courses. Grading is pass and fail.

Film, Video, & Theatre

School of Design
Department of Film, Video, & Theatre

Film, Video, & Theatre Program Description
In this program, students acquire a thorough grounding in the liberal arts and an understanding of the art and techniques of creating film, video and theatre. Through extensive, hands-on experiences, students develop and refine their technical production skills, and develop their analytical and critical skills through the close study of works of professional and artistic merit.

All students majoring in Film, Video, and Theatre learn the basics of all three disciplines by taking introductory core courses in video production, photography, film, and theatre, as well as a course that satisfies the Core Requirement in Communication. In addition, they take Script Writing for Stage and Screen, Directing for Stage and Screen, and an internship that enables them to work with professionals in the field.

Beyond this core of courses, students elect one of the following four tracks: Film, Video, Theatre, or Motion Graphics. Students take a series of courses specific to that track, culminating in a senior project that provides a capstone experience integrating their aesthetic vision with their technical training.

To help shape this aesthetic vision, all majors will take a series of four electives in the liberal arts. These four liberal arts courses can also be part of an approved university minor. Throughout their course of study, students work cooperatively and creatively in the production of multiple projects that reflect both artistic integrity and technical proficiency, the dual goals of the program.

Film, Video, & Theatre Program Outcomes
Upon completion of the Film, Video, and Theatre program, graduates will be able to:
1. Demonstrate their interdisciplinary theoretical knowledge in the fields of film, video and theatre.
2. Develop collaborations and leadership skills as a result of experiences provided in structured coursework.
3. Recognize and utilize “opportunities” to network, communicate and collaborate with peers, professionals and organizations.
4. Demonstrate effective problem solving skills and creative thinking skills.
5. Demonstrate knowledge and competence of the current technologies in the fields of film, video, and theatre.

Film, Video, & Theatre Program Policies
Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a “C” in major courses. When a grade below a “C” is earned in a required major course, the student must repeat that course. No student will be permitted to enroll in the next course in a sequence without earning a grade of “C” or better in the preceding prerequisite course.

Film, Video, & Theatre Program Requirements
Stevenson offers four tracks through the Department of Film, Video, and Theatre. Each requires an introductory course in each art form, as well as at least one course in scriptwriting, basic photography, directing, communication, and four courses in the liberal arts, and an internship outside of the university.

The courses listed below are required for a bachelor’s degree in the major. Students must also complete the requirements for the Stevenson Core Curriculum. Specific pre- and co-requisites for each course are listed in the course descriptions.

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

Major Requirements for Film Track:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENG 220</td>
<td>Script Writing for Stage and Screen</td>
</tr>
<tr>
<td>FIVTH 231</td>
<td>Internship</td>
</tr>
<tr>
<td>FIVTH 312</td>
<td>Directing for Stage and Screen</td>
</tr>
<tr>
<td>FIVTH 320</td>
<td>Advanced Scriptwriting</td>
</tr>
<tr>
<td>FIVTH 335</td>
<td>Lighting for the Camera</td>
</tr>
<tr>
<td>FIVTH 400</td>
<td>Arts Management</td>
</tr>
<tr>
<td>FIVTH 402</td>
<td>Special Topics</td>
</tr>
<tr>
<td>FIVTH 410</td>
<td>Documentary Theory</td>
</tr>
<tr>
<td>FIVTH 450</td>
<td>Documentary Project: Film</td>
</tr>
<tr>
<td>FLM 108</td>
<td>Introduction to Film (this is a production course for film track and a theory course for theatre, video, and motion graphics track)</td>
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<tr>
<td>FLM 204</td>
<td>History of Film</td>
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<tr>
<td>FLM 334</td>
<td>Film Production</td>
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<tr>
<td>FLM 335</td>
<td>Advanced Film Production</td>
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<tr>
<td>PHOTO 140</td>
<td>Basic Photography</td>
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<tr>
<td>PHOTO 340</td>
<td>Advanced Photography</td>
</tr>
<tr>
<td>THEA 121</td>
<td>Introduction to Theatre</td>
</tr>
</tbody>
</table>
Major Requirements for Theatre Track:

- ENG 220: Script Writing for Stage and Screen
- ENG 288: Literary Genres
- ENG 300-400: Level Literature covering playwrights or drama
- FIVTH 231: Internship
- FIVTH 312: Directing for Stage and Screen
- FIVTH 400: Arts Management
- FIVTH 402: Special Topics (2 courses)
- FLM 108: Introduction to Film (this is a production course for film track and a theory course for theatre, video, and motion graphics track)

Secondary Requirements:

Any communication course
Four courses in the liberal arts

Minor:

A minor in Theatre is also offered to students majoring in other fields. Check with your advisor for more information.

Film, Video, & Theatre Other Options

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

Film, Video, & Theatre Course Descriptions

Film, Video, & Theatre Courses

FIVTH 231 Internship
3 credits, Fall and Spring
Plays and participates 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 first takes FIVTH 231 which meets weekly for one hour before placement in an internship can occur. At the conclusion of the internship placement, the student and on-site supervisor evaluate the experience.

Prerequisite(s): VID 107, THEA 121, FLM 108, THEA 210, and ENG 220. For video and film track: VID 222; for theatre track: THEA 202 and THEA 204.

FIVTH 312 Directing for Stage and Screen
3 credits, Spring
Introduces and practices the basic directing skills of analyzing and interpreting script, determining an appropriate style of production, blocking the action, establishing rhythm, guiding the actors in creating their characters, and overseeing design elements (set, lighting, sound, costumes). Students apply these skills to directing scenes for both the stage and the camera.

Prerequisite(s): VID 107, THEA 121
FIVTH 320 Advanced Scriptwriting
3 credits, Fall
Continues to practice basic script writing strategies and techniques learned in ENG 220. Students learn the requirements for competent, complete, and professional scripts for television, motion pictures, and other media in formats such as documentary, commercial, drama, and narrative. Projects include visualization of the subject, research techniques, treatment, and dramatic structure.
Prerequisite(s): ENG 220

FIVTH 335 Lighting for the Camera
3 credits, Spring
Develops skills in using light in a variety of video and film production situations. Students examine the difference in lighting for stills and movement, and the differences between direct and indirect lighting and explore the use of color, temperature, and contrast, using a variety of accessories as needed to provide effective illumination to create the desired mood. Includes lecture and laboratory.
Prerequisite(s): VID 222

FIVTH 400 Arts Management for Film, Theatre and Video
3 credits, Spring
Explores the relationship between core artistic values and goals and provides entrepreneurial, arts management strategies for a self-empowered life in theater, film, or television. This course includes writing a mission statement, preparing a budget, understanding business organizations, and studying unions and contracts.
Prerequisite(s): Junior year status

FIVTH 402 Special Topic
3 credits, Fall and Spring
Offers different courses each semester in film, video and theatre which further examine different topics not covered in the required courses. Some examples of the offerings are Sound Design, Playing Shakespeare, Set Design, Indigenous Images, Advanced Movement and Voice, and Women in Film.
Prerequisite(s): Junior year status

FIVTH 410 Documentary Theory
3 credits, Fall
Analyzes the documentary form. Participants explore the integration of film, video, and photographic images and analyze the different types of documentaries (nature, biographical, historical, and investigative) and their methods of creation. They investigate contemporary philosophical implications of reality and how these are revealed through documentary film and video.
Prerequisite(s): VID 325 or FLM 354, and senior status.

FIVTH 450 Senior Project: Video or Film
3 credits, Spring
Develops a film or video that elaborates the student’s chosen area of study by meeting individually with a faculty supervisor once a week. The project can be a script, documentary, narrative, experimental film, or video. This work is expected to incorporate the philosophical, aesthetic, and technical elements of film and video production learned throughout the program.
Prerequisite(s): FIVTH 335 and FIVTH 410

Motion Graphics
All MOGR course descriptions are listed through the Visual Communication Design program.

Theatre Courses

THEA 103 Beginning Acting
3 credits, Fall and Spring
Develops important performance skills through exercises, improvisations, and scene work. Exercises include work in imagination, concentration, vocal and movement techniques. Analysis of scenes for a character’s intentions, obstacles, and tactics is a major part of this course. Students learn to work with scene partners and develop self-confidence in a performance situation.
Prerequisite(s): None
General Education: Fine Art

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

THEA 202 Voice and Movement
3 credits, Spring
Studies the full range of expression for the body and the voice. Specific vocal exercises are designed to discover the power of the student’s natural voice. A study of various movement techniques helps students discover ways in which their bodies can develop a sense of spontaneity, discipline, agility, openness, precision, and truthful connection. Voice and movement study allows students to increase their source of creativity both in performance and in their daily lives.
Prerequisite(s): THEA 103
General Education: Fine Art

THEA 204 Improvisational Theatre
3 credits, Spring
Stresses cooperation in concept development, acting, individual character development, creative thought, and flexibility through exercises and games to help actors with spontaneity.
Prerequisite(s): None
General Education: Fine Art

THEA 210 Acting for the Camera
3 credits, Fall
Working in the TV studio, students develop, through exercises, vocal and physical skills appropriate for performing on camera. They prepare and present a selection of non-dramatic TV performances.
Prerequisite(s): THEA 103

THEA 215 Theatre Practicum: Set Design and Construction
1 credit, Fall and Spring
Introduces the functions of scenery, the elements, principles, and aesthetics of set design, and the working process of the set designer and his or her role in the collaborative dramatic experience. Under faculty supervision, students also learn how to use the tools and equipment in the set shop and construct sets for Stevenson University productions. 45 crew hours.
Prerequisite(s): None

THEA 216 Theatre Practicum: Scene Painting and Props
1 credit, Fall and Spring
Introduces and practices the principles, aesthetics, and techniques of theatrical scene painting. Students learn various
techniques for creating texture and design through paint for theatrical sets. 45 crew hours.
Prerequisite(s): None

THEA 217 Theatre Practicum: Stage Lighting and Sound
1 credit, Fall and Spring
Develops an appreciation for the working process of the lighting designer and his or her role in the collaborative dramatic experience. Students learn, through hands-on experience, the functions and objectives and qualities of stage lighting and the types and uses of lighting instruments. Under faculty supervision, students learn how to hang, circuit, gel, and focus lights and how to operate a computerized light board. Students learn the importance of sound in a production and— as needed for Stevenson University productions—develop the ability to reproduce, reinforce, or mix sound, create specific sound effects, and produce audio for the productions. 45 crew hours.
Prerequisite(s): None

THEA 218 Theatre Practicum: Costuming
1 credit, Fall and Spring
Introduces the functions of costumes, the elements, principles, and aesthetics of theatrical costume design, and the working process of the costume designer (including script analysis, research, sketching, and building) and his or her role in the collaborative dramatic experience. Under faculty supervision, students pull from stock and construct and maintain costumes for Stevenson University productions. 45 crew hours.
Prerequisite(s): None

THEA 219 Theatre Practicum: Public Relations
1 credit, Fall and Spring
Marketing a theatre production or season and exploring methods for recruiting and maintaining an audience are the basis of this course. Under faculty and staff supervision, students participate in the design and distributing of press releases, mailers, posters, programs, and tickets, and the taking of production photos. Participants also constitute the house staff (box office managers, ushers, opening-night hosts) for Stevenson University productions. 45 crew hours.
Prerequisite(s): None

THEA 224 Play Performance
2 or 3 credits, Fall and Spring (studio production—2 credits; main stage production—3 credits)
Participates after auditioning and being cast for departmental theatre production, students will rehearse for a 12-week rehearsal period. They develop roles and explore the script in production: 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. Repeatable for credit.
Prerequisite(s): None
General Education: Fine Art

THEA 288/ENG 288 Literary Genres: Drama
3 credits, Fall
Explores the elements of drama—plot, character, dialogue, theme, staging. Considers plays from different periods of theatre history representing the basic types of drama. This course examines various approaches to the analysis and interpretation of plays and develops skill in writing responses to scripts and live productions.
Prerequisite(s): ENG 152 or HON 172
General Education: Humanities
Fee: Theatre tickets

THEA 301 Advanced Acting
3 credits, Fall
Working on scenes from comedies and dramas that are rich in substance and style, students enhance the acting skills learned in beginning acting. Dramaturgical research helps students to understand “style” as a code of behavior that is implicit in the world of the play, and they are encouraged to create characters that are credible and distinctive vocally and physically.
Prerequisite(s): THEA 103 or THEA 210
Fee: Theatre tickets

THEA 420 History of Theatre
3 credits, Spring
Studies masterpieces of Eastern and Western theatre and explores their structure and themes, as well as the historical contexts, performance arenas, acting styles, and staging methods that have given these scripts life. Students examine key figures and trends and discover the ways in which theatre both reflects and affects the society that creates it.
Prerequisite(s): THEA 121
General Education: Fine Art

THEA 452 Senior Project: Theatre
3 credits, Spring
Developing a recital piece for public performance is the focus of this course. Each year the students choose, depending on their interest, if they want to perform scenes, monologs, or a play. This is the capstone course of all the performers have learned during their four years of study.
Prerequisite(s): THEA 301

Video Courses

VID 107 Fundamentals of Video
3 credits, Fall and Spring
Acquires a working knowledge of television production and competency on all equipment and crew functions in a three-camera studio. Students master the vocabulary of TV production and learn to produce and direct various live television segments and programs. Students also learn the basics of shooting in the field and begin Final Cut Pro editing.
Prerequisite(s): None

VID 220 Field Production and Editing-I
3 credits, Spring
Develops skills in shooting video outside the controlled studio environment. Participants design, shoot, edit (using non-linear editing), and evaluate various productions.
Prerequisite(s): VID 107

VID 222 Field Production and Editing-II
3 credits, Fall
Building on skills learned in VID 220, students further develop these skills in pre-production, production, and post-production of several tapes. They pay special attention to content, technique, and style, as well as on-location lighting techniques, visual composition, and technically clean edits. Students also develop further knowledge of Final Cut Pro.
Prerequisite(s): VID 220

VID 321 Sponsored Video
3 credits, Fall
Building on the skills of VID 220 and VID 222, students produce a tape for an outside (corporate or nonprofit) client. After interviewing the client to determine needs, they shoot, log, and script, then create the final product on a non-linear editing system. Includes individual and group laboratory hours.
Prerequisite(s): VID 222 and ENG 220
VID 325 Video Production  
3 credits, Spring  
Produces a 12- to 15-minute video project, shooting in a three-camera studio setup using special effects and scenery and/or on location with a single camera and postproduction editing. This course includes individual and group laboratory hours.  
Prerequisite(s): ART 140, VID 222, and ENG 220

VID 345 Non-linear Editing  
3 credits, Fall and Spring  
Explores key terms, functions, and concepts of non-linear editing as well as the relationship between linear and non-linear editing. Students develop skill in using the Avid editing system.  
Prerequisite(s): VID 222

Film Courses  

FLM 108 Introduction to Film  
3 credits, Spring  
Introduces the components of film—story structure, camera use, editing, sound, movement, music, dialogue, and mise-en-scene as students develop an appreciation for film as an art form. This course incorporates the understanding of cinema as a language and of its ability to explore the human condition.  
(Note: Film, Video, & Theatre—Students pursuing a film track will have a separate section where film production will be introduced.)  
Prerequisite(s): None  
General Education: Fine Art

FLM 204 History of Film  
3 credits, Fall  
Examines the artistic development of film through the twentieth and twenty-first centuries by exploring film genres, aesthetics, methods of analysis, and current trends. Students study the contributions of major directors and their works, both American and foreign.  
Prerequisite(s): FLM 108

FLM 354 Film Production  
3 credits, Fall  
Analyzes the basics of 16mm film production, shooting on black and white reversal film (with optional sync. sound) and editing on nonlinear systems or on the 16mm flatbed. They explore aesthetic and technical issues of filmmaking and produce, in groups, a 5- to 10-minute film in one of three genres.  
Prerequisite(s): FLM 204, VID 222, FIVTH 335, and ENG 220

FLM 355 Advanced Film Production  
3 credits, Spring  
Emphasizes the creative aspects of telling a compelling story and introduces advanced techniques of narrative shooting, editing, and production management. Participants work in teams to create one or two short dramatic pieces from screenplays or treatments selected from student submissions. Topics also include budgeting, script development and supervision, storyboarding, casting, dramatic lighting, art direction, and sound track construction.  
Prerequisite(s): FIVTH 335 and FLM 354

Finance  

Howard S. Brown School of Business and Leadership  
Department of Accounting, Economics, and Finance  
Although there is no major in Finance at Stevenson University, students may select a set of electives within the Business Administration major that provide a foundation in Finance. A complete listing of Finance courses may be found under the course descriptions section of the Business Administration major.

Foreign Modern Languages (French, Spanish)  

School of Humanities and Social Sciences  
Department of Language and Literature

Stevenson University offers elementary and intermediate level courses in French and Spanish. The intermediate levels of these courses are required for the Bachelor of Arts degree. First-semester foreign languages (101) are not open to native speakers or those with two or more years of language in high school. Placement is required for French or Spanish intermediate levels. See the section of this catalog on "Placement" for additional information.

There is no separate major in foreign language. Full-time students interested in languages other than French and Spanish are eligible to participate in the Baltimore Student Exchange program with area colleges and universities. Contact the Registrar for information on this program.

Foreign Modern Languages Course Descriptions  

French Courses  

FR 101 Elementary French I  
4 credits, Fall  
Introduces the basics of French communication skills, including speaking, listening, reading, writing, and major grammatical constructions. The course furnishes a basis for the further development of these communications skills in FR 102. A grade of “C-” or better is required to advance to the next level.  
Prerequisite(s): Not open to native speakers or students with two or more years of high school French.  
General Education: Core elective

FR 102 Elementary French II  
4 credits, Spring  
Continues the basics of French communication skills covered in FR 101, especially the study of major grammatical constructions, and further develops the skills of reading and writing in preparation for study at the intermediate level.  
Prerequisite(s): Placement, two successful years of high school French, or a grade of at least “C-” in FR 101.  
General Education: Core elective

FR 201 Intermediate French I  
3 credits, Fall  
Continues development of the basic communication skills of speaking, listening, reading, and writing, as well as the study of vocabulary and grammar. Students learn to communicate in correct, simple French. This course introduces students to selected works of literature and various aspects of French culture. Class is conducted in French.  
Prerequisite(s): A grade of at least “C-” in FR 102, placement (three or more successful years of high school French), or a score of 500+ on the SAT II test.  
General Education: Core elective

FR 202 Intermediate French II  
3 credits, Spring  
Continues development of communication skills, including speaking, listening, reading, and writing. This course also includes an introduction to translation of works of literature and topics of French culture. Students gain further practice in
spoken and written language. Students continue the study of French literature and culture. Class is conducted in French.

**Prerequisite(s):** FR 201

**General Education:** Core elective

### Spanish Courses

**SPN 101 Elementary Spanish I**

4 credits, Fall

Introduces the basics of Spanish communication skills, including speaking, listening, reading, writing, and major grammatical constructions. The course furnishes a basis for the further development of these communications skills in SPN 102.

**Prerequisite(s):** Not open to students with two or more years of high school Spanish or native speakers. A grade of at least “C-” is required to advance to the next level.

**General Education:** Core elective

**SPN 102 Elementary Spanish II**

4 credits, Spring

Continues the study of the basics of the Spanish communication skills covered in SPN 101, especially the study of major grammatical constructions, and further develops the skills of reading and writing in preparation for study at the intermediate level.

**Prerequisite(s):** Placement, two successful years of high school Spanish, or a grade of at least “C-” in SPN 101.

**General Education:** Core elective

**SPN 201 Intermediate Spanish I**

3 credits, Fall

Continues development of the basic communication skills of speaking, listening, reading, and writing, as well as the study of vocabulary and grammar. This course includes an intensive grammar review with special attention given to conversational and writing skills. This course introduces students to selected topics of Hispanic culture and the relations of culture to language development. Class conducted in Spanish.

**Prerequisite(s):** A grade of at least “C-” in SPN 102, placement (three or more years of high school Spanish), or a score of 500+ on the SAT II test.

**General Education:** Core elective

**SPN 202 Intermediate Spanish II**

3 credits, Spring

Continues grammar review, with an emphasis on translation and reading works of literature in original text. Students gain further practice in spoken and written language and continue the study of Hispanic literature and cultures. Class is conducted in Spanish.

**Prerequisite(s):** SPN 201

**General Education:** Core elective

### Forensic Sciences

**School of Sciences**

Department of Chemistry and Physical Sciences

### Forensic Sciences Option in Chemistry Program

#### Description

Stevenson University offers two program options in the study of forensic sciences. One option is a 4+1 program where students earn a bachelor’s degree in Chemistry in four years and a master’s degree in Forensic Sciences in as little as one additional year. For additional information regarding the BS degree in Chemistry, please see the Chemistry section of this catalog. The other option is a two-year master’s degree program, which is described more fully in the Graduate and Professional School Catalog and on the Stevenson website at <www.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, the biotechnology industry, and or continued study at the doctoral level.

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

### Forensic Sciences Option in Chemistry Application Process

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

- Cumulative and Science and Math GPA of 3.00 or better in all work attempted.
- Grade of “C” or better in all science and mathematics classes.
- Completion of at least 60 credit hours and enrollment in a minimum of an additional 15 credit hours (see program curriculum for guidance).
- Submission of a completed MSFS 4+1 Program Application, including three letters of recommendation, prior to October 1 and March 1.

Once accepted into the program the undergraduate student may take up to 18 graduate credits beginning in the spring of his/her junior year.

### Forensic Sciences Option in Chemistry Program Requirements

The courses listed below are required for completion of the bachelor’s degree in chemistry and for entry into the Forensic Sciences Master’s Program. Students must also complete the requirements for the Stevenson Core Curriculum. Specific pre- and co-requisites for each course are listed in the course descriptions.

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

**Major Requirements:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CHEM 115</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHEM 116</td>
<td>General Chemistry II</td>
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<tr>
<td>CHEM 210</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>CHEM 213</td>
<td>Electronic Literature Searching</td>
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<tr>
<td>CHEM 310</td>
<td>Analytical Chemistry</td>
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<td>CHEM 320</td>
<td>Inorganic Chemistry</td>
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<tr>
<td>CHEM 327</td>
<td>Biochemistry</td>
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<tr>
<td>CHEM 410</td>
<td>Instrumental Analysis</td>
</tr>
</tbody>
</table>
CHEM 431 Physical Chemistry I
CHEM 432 Physical Chemistry II
FSCI 101 Survey of Forensic Science
FSCI 400 Senior Forensic Science Seminar
FSCI 655 Practicum Rotations

One CHEM elective selected from the following list:
CHEM 330 Advanced Organic Chemistry
CHEM 340 Medicinal and Drug Chemistry
CHEM 365 Independent Laboratory Research in Chemistry
CHEM 427 Advanced Biochemistry
MT 325 Physiological Chemistry

Secondary Requirements:
ART 540 Forensic Photography*
BIO 113 General Biology I*
CM 101 Public Speaking*
MATH 220 Calculus I*
MATH 221 Calculus II*
MATH 235 Statistical Methods*
PHIL 413 Professional Ethics*
PHYS 215 Physics I with Calculus*
PHYS 216 Physics II with Calculus*
PSY 101 Introduction to Psychology*
SCI 100 Science/Math Freshman Seminar

Forensic Sciences Other Options

Minor:
A minor in Forensic Sciences is not available at this time

Other Options for Students Interested in Forensic Sciences

MS Degree in Forensic Sciences

Students who wish to enter the Master's Program in Forensic Sciences must have a bachelor's degree in chemistry, biology or other equivalent natural sciences or forensic sciences, with a minimum cumulative and comprehensive GPA of 3.00. Candidates must meet specific course requirements and prerequisites. For further details, please see the Graduate and Professional School Catalog or visit the Stevenson website at www.stevenson.edu.

Forensic Sciences Course Descriptions

ART 540 Forensic Photography
3 credits, Spring
Explores the basic concepts and skills of photography, including the use and operation of SLR and digital cameras, the fundamentals of proper lighting, film selection, picture composition, film processing and printing. These skills are developed as they pertain to photographing a crime scene and specific areas of a crime scene, such as fingerprints, blood splatters, firearms, burn marks, victims, and tire tracks. The grade obtained in this course counts towards the student's undergraduate GPA.
Prerequisite for undergraduate students: Must be a junior or senior in the BS Chemistry / MS Forensic Sciences program.

FSCI 101 Survey of Forensic Science
3 credits, Spring
Introduces the student interested in a career in Forensic Science to the various scientific disciplines involved in collecting and analyzing evidence. Topics include crime scene investigation, trace evidence analysis, fingerprints, forensic chemistry (drugs and toxicology) and biology (serology and DNA); bloodstain pattern analysis and arson and explosives. This course is designed for science majors who intend to pursue further study in forensic science.
Prerequisite(s): Must be a science major.
General Education: Non-Lab Science

FSCI 400 Senior Forensic Science Seminar
2 credits, Fall
Provides an interdisciplinary, comprehensive, and in-depth exploration of the nature and practice of forensic science. Emphasis is on honing oral and written communication skills in the context of scientific inquiry. Skill in reading, analyzing, and interpreting scientific journal articles is refined. Requirements include writing a comprehensive scientific paper, delivering oral presentations and creating and presenting a formal poster. In addition, each student is required to prepare a cumulative and comprehensive academic portfolio.
Prerequisite(s): Must be a senior in the BS Chemistry / MS Forensic Sciences program.
Concurrent course: FSCI 655
Fees: Printing fees may be required.

FSCI 655 Practicum Rotations
2 credits, Fall
Provides a rotation through a minimum of three forensic science disciplines at a local crime laboratory facility or a criminal justice agency. The practicum rotation will provide students with first-hand experience in areas such as ballistics, DNA analysis, forensic chemistry, latent prints, and questioned documents. The variety of opportunities will also foster ideas for the master's research thesis. The grade obtained in this course counts towards the student's undergraduate GPA.
Prerequisite for undergraduate students: Must be a senior in the BS Chemistry / MS Forensic Sciences program.
Concurrent course for undergraduate students: FSCI 400
Fees: Parking fees may be required.

French

French courses are listed under Foreign Modern Languages.

Geography

School of Humanities and Social Sciences
Stevenson University offers a limited number of courses in Geography, some of which are required for various majors. There is no major in Geography at Stevenson. Course descriptions for Geography are listed below:

Geography Course Descriptions

GEO 110 Physical Geography
3 credits, Fall
Introduces the major physical elements of the Earth system. Emphasizes climate, landforms, soils, vegetation and global environmental problems.
Prerequisite(s): None
General Education: Social Science

GEO 112 Human Geography
3 credits, Spring
Studies the institutions and spatial variations of human society. Emphasizes understanding human culture in a geographic context.
Prerequisite(s): None
General Education: Social Science
GEO 310 Understanding Home: the Geography of Baltimore and Maryland
3 credits
Studies the physical and human geography of Baltimore and Maryland, focusing on emerging geographic trends and their relevance to economic and social issues.
Prerequisite(s): ENG 152
General Education: Social Science
Alternate years: offered as needed

History

Stevenson University offers a bachelor’s degree in Public History. Please see the Public History section for complete major, minor, course information and other options.

Honors

For a full list of admission and program requirements, please see the Honors Program section of this catalog. Students admitted to the University Honors Program are required to take the Honors First-Year Seminar as well as HON 171—Effective Writing. Additionally, students are required to complete a minimum of three seminars, but not more than four. Finally, students are required to complete six credits of a Learning Beyond experience. A course description for HON 171 and the Honors Seminars can be found in the Honors Program section.

Human Services

School of Humanities and Social Sciences

Human Services Program Description

The Human Services Program is a nationally accredited, multidisciplinary program. Graduates of the program are prepared to take the exam for certification as a Human Services-Board Certified Practitioner (HS-BCP) offered by the Center for Credentialing and Education. Students who choose the Addictions Counseling Track can complete the academic work required for certification by the Maryland Board of Professional Counselors and Therapists as a Certified Associate Counselor-Alcohol & Drug (CAC-AD).

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. The Addictions Counseling Track is available for students interested in working with clients who have substance abuse problems or other addiction disorders. The Human Services Administration Track is for students planning to pursue careers in human services administration, such as human resources, development, and management.

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.

Human Services Program Outcomes

Upon completion of the Human Services Program, graduates will be able to
1. Apply meaningful connections between classroom learning and experience in the field.
   o Demonstrate knowledge of how individuals and families develop and function
   o Display understanding of how services are delivered to individuals and families
   o Utilize case management strategies
2. Demonstrate a professional attitude.
   o Demonstrate caring respect, empathy, and genuineness when interacting with others
   o Protect the client's right to privacy and confidentiality except when such confidentiality would cause harm to the client or others
3. Demonstrate sensitivity to diversity when interacting with individuals and families.
   o Adapt his or her helping approach to the needs of the client's culture
   o Demonstrate knowledge about the cultures and communities within which he or she practices
4. Display interpersonal skills.
   o Communicate effectively with clients, peers, faculty, and supervisors
   o Deal appropriately with conflict
5. Engage in professional behaviors.
   o Perform the duties and responsibilities specified by the employer
   o Develop personal goals and objectives
   o Evaluate own effectiveness

Human Services Program Policies

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a “C-” in major courses. However, in order to advance to the senior practicum, students must have an overall GPA of 2.50.

Human Services Program Requirements

The courses listed below are required for completion of the bachelor’s degree in Human Services. Students must also complete the requirements for the Stevenson Core Curriculum. Specific pre- and co-requisites for each course are listed in the course descriptions.

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

Major Requirements:
HSR 101 Family Studies
HSR 201 Introduction to Human Services
HSR 220 Diversity in Life Styles
HSR 315/515 Group Process and Practice
HSR 340/540 Delivery of Human Services
HSR 360 Counseling Strategies for Individuals
HSR 380 Internship in Human Services
HSR 430 Family Dynamics and Interventions
HSR 440 Practicum in Human Services
HSR 441 Seminar in Human Services

Secondary Requirements:
BIO 104 The Human Body & Contemporary Health Issues *
ENG 210 Business Writing *
or
ENG 215  Science Writing *
INDSC 224  Introduction to Research Methods
LAW 259  Children & Family Law
MATH 140  Basic Statistics *
PHIL 415  Topics in Professional Ethics *
PSY 101  Introduction to Psychology *
PSY 108  Human Growth & Development *
PSY 215  Psychopathology
SOC 101  Introduction to Sociology *

**Five Focused Electives:**

Please see advisor for approved list.

Students desiring to complete a track should select from the following focused electives:

**Addictions Counseling Track:**

All major and secondary requirements and

HSR 270  Addictions
HSR 370  Ethics in Addictions Counseling
HSR 371  Assessment and Treatment of Addictions

Three additional focused electives

**Human Services Administration Track:**

All major and secondary requirements and

ENG 210  Business Writing
LAW 380  Mediation and Negotiation
MGT 310  Organizational Behavior
MGT 408  Human Resource Management
MKT 206  Principles of Marketing

One additional focused elective

The following courses are recommended but not required:

MGT 316  Principles of Negotiation and Sales
MGT 330  Introduction to Public Administration

Students may seek a Bachelor of Art or a Bachelor of Science degree under this program. Bachelor of Arts degree students must complete at least two courses in a foreign language at the 200-level or above.

**Human Services Other Options**

**Minor:**

A minor is available in Human Services. Please see an Academic Advisor for more information.

**Articulation Agreements:**

**Community College Programs**

- Anne Arundel Community College – Human Services Program
- Community College of Baltimore County – Mental Health Program
- Frederick Community College - Human Services Program; Addiction Track, Developmental Problems Track, Gerontology Track
- Harrisburg Area Community College – Human Services Program; Social Services Transfer Program

**Graduate School Programs**

- McDaniel College - Human Services Management Program: Special Education

This agreement gives human services majors the opportunity to complete their B.S. in Human Services from Stevenson University and M.S. in Human Services Management: Special Education from McDaniel College in 5 years.

**Human Services Course Descriptions**

**HSR 101 Family Studies**

*3 credits, Fall and Spring*

Explores family forms and issues across the life course in terms of current and historical trends as well as cross-cultural variations. The course addresses marriage and the family, partner selection and intimate relationships, and family crisis and social policy.

*Prerequisite(s): None*

*General Education: Social Science*

**HSR 201 Introduction to Human Services**

*3 credits, Fall and Spring*

Provides an overview of the goals, functions and organization of human services for individuals and groups. Students also examine the major theoretical approaches for helping people in need and the various functions of professionals in human services.

*Prerequisite(s): None*

*General Education: Social Science*

**HSR 220 Diversity in Life Styles**

*3 credits, Spring*

Explores the diversity of contemporary family life styles. The course examines the importance of cultural values for both individuals and their families stressing differences based on race and ethnicity, socioeconomic status, sexual orientation, and variations in personal life style choices.

*Prerequisite(s): HSR 101*

*General Education: Social Science*

**HSR 230 Personal and Family Budgeting and Investing**

*3 credits, Spring*

Explores financial planning for individuals and families throughout all stages of life. The course focuses on such areas as budgeting, managing credit, investing, insuring, retirement and estate planning.

*Prerequisite(s): None*

*General Education: Social Science*

**HSR 235 Aging**

*3 credits, May*

Provides the student with an opportunity to learn the effects of a variety of physical, personal, psychological and social issues faced by older adults and their families. Emphasis is placed on functional health status, social roles, social relationships, family issues, and the impact of these factors on specific services and the community at all levels.

*Prerequisite(s): HSR 101*

*General Education: Social Science*

**HSR 250 Topics in Human Services**

*3 credits, Fall and Spring*

Examines selected issues in human services in depth, stressing relevant theories, research, and application. Rotating topics include Divorce and Remarriage, Domestic Abuse, Crisis.

*Prerequisite(s): HSR 101 or HSR 201, depending upon the topic*

*General Education: Social Science*

**HSR 270 Addictions**

*3 credits, Spring*

Provides a broad overview of knowledge and skills needed to deal with the problems of addiction. The course addresses the various models of addiction, progression, diagnosis and dual diagnosis, recovery, relapse, the intervention process, and the effects of addiction on the individual, family, and society.
Prerequisite(s): HSR 201 or NURS 307  
General Education: Social Science

HSR 275 Services for Children and Youth  
3 credits, Fall  
Examines the process of child and youth welfare, focusing on history and current trends. Topics include family preservation services, child and youth protective services, foster care, and adoption.  
Prerequisite(s): HSR 101  
General Education: Social Science

HSR 315/515 Group Process and Practice  
3 credits, Spring  
Investigates elements of group process and practice. The application of course material to specific groups is highlighted. This course is offered at the 300-level and at the 500-level. Students who anticipate continuing their education at the graduate level should register for the 500-level section; however, transferability of these courses to a graduate program is determined by the receiving institution.  
Prerequisite(s): HSR 201

HSR 340/540 Administration of Human Services  
3 credits, Spring  
Focuses on the skills required for the development, delivery, and administration of human service programs. The course emphasizes organizational and work-related issues in human services including program planning and development, personnel administration, fund raising and budgeting, administrative procedures, and evaluation. This course is offered at the 300-level and at the 500-level. Students who anticipate continuing their education at the graduate level should register for the 500-level section; however, transferability of these courses to a graduate program is determined by the receiving institution.  
Prerequisite(s): HSR 201

HSR 360 Counseling Strategies for Individuals  
3 credits, Fall  
Investigates models and methods for helping individuals in need. Students develop skills through the practice of intervention techniques.  
Prerequisite(s): HSR 201

HSR 370 Ethics in Addictions Counseling  
1 credit, Fall  
Examines ethical practice and decision-making in addictions counseling. Topics include personal and professional awareness of values and self-disclosure, ethics of being a two-hatter, self-help fellowship participation, avoiding dual relationships, the relapsing counselor, and confidentiality (areas specified for fulfillment of ethics requirement for certification as a Certified Associate Counselor-Alcohol & Drug). This course is taken concurrently with HSR 371.  
Prerequisite(s): HSR 270

HSR 371 Assessment and Treatment of Addictions  
3 credits, Fall  
Prepares students with the knowledge and skills required to effectively assess and treat persons with substance abuse problems and other addiction disorders. Topics include theory and techniques of assessment and counseling approaches for individuals with addiction disorders, working with family and significant others, dynamics of counseling special populations, and case management. This course is taken concurrently with HSR 370.  
Prerequisite(s): HSR 270

HSR 380 Internship in Human Services  
3 credits, Spring  
Provides students with a hands-on, realistic experience in a community-based agency. Concurrently, students explore professional issues in human services during guided classroom discussions.  
Prerequisite(s): HSR 220, HSR 315/515, HSR 360, and permission of the instructor

HSR 430 Family Dynamics and Interventions  
3 credits, Fall  
Focuses on the dynamics of family relationships. Students analyze and evaluate family counseling interventions.  
Prerequisite(s): HSR 101 and either HSR 315/515 or HSR 360

HSR 440 Practicum in Human Services  
9 or 12 credits, Fall and Spring  
Provides a supervised, practical experience in a community-based agency, where students function as much as possible like entry-level staff. This course is taken concurrently with HSR 441.  
Prerequisite(s): HSR 340/540, HSR 380, HSR 430, and permission of the instructor

HSR 441 Seminar in Human Services  
3 credits, Fall and Spring  
Eases the transition from academics to work by providing an opportunity for students to discuss and learn more about issues related to the practicum and to the field of human services. This course is taken concurrently with HSR 440.  
Prerequisite(s): HSR 340/540, HSR 380, HSR 430, and permission of the instructor

Information Systems

Howard S. Brown School of Business and Leadership  
Department of Computer Information Systems

The Computer Information Systems Department 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, 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, technical writing, critical thinking, and problem solving.

The Computer Information Systems Department is committed to continuous and rigorous curriculum review to insure that our students are educated in the leading technologies of the day. The university-wide computer literacy program serves to prepare all Stevenson University students with technology skills that are immediately transferable to the workplace. The IS Department and faculty are dedicated to the continued support and management of this program. The Information Systems faculty members enthusiastically serve as career mentors and work to create a nurturing environment that enables students to discover their talents and interests through experiential learning. We believe that our diverse curriculum prepares students with the ability to take on new challenges and embrace new technology innovations.
Business Information Systems Program Description

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

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

Some graduates of these degree programs elect to continue their education at the graduate level by pursuing a master’s degree in Business and Technology Management or a master’s degree in Advanced Information Technology, both of which are also offered in an accelerated 8-week format.

Business Information Systems Program Outcomes

Upon completion of the Business Information Systems program, graduates will be able to:

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

Business Information Systems Program Policies

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

Business Information Systems Program Requirements

The courses listed below are required for completion of the B.S. degree in Business Information Systems. Students must also complete the requirements for the Stevenson Core Curriculum. Specific pre- and co-requisites for each course are provided in the Course Descriptions.

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

Major Requirements:

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

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

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

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

Business Information Systems Other Options

BS/MS Option For Students Interested In Business Information Systems

The BS/MS Option is available for students majoring in Business Information Systems who wish to combine their bachelor’s coursework with work for a master’s degree in one of Stevenson’s graduate programs. Students choosing this option may earn both a bachelor’s and a master’s degree in as few as five years. Students must formally apply for entrance into a BS/MS option their junior year. Once admitted into this program, students develop an education plan in consultation with their undergraduate and graduate advisors.
Minor:
Students who wish to pursue a minor in Information Systems may choose any 6 IS courses from the Business Information Systems or Computer Information Systems programs. IS 134 will count toward the minor.

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, computer forensics, or computer simulation and game design. Students choose upper-level electives in leading technology subjects of the day to round out their portfolio of skills. The program’s in-depth practical application of computer technology prepares the graduate to enter the workplace as a well-versed technology professional. Many graduates of this bachelor’s degree program elect to continue their education at the graduate level by pursuing a Masters in Business and Technology Management or a Masters in Advanced Information Technology.

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

Some graduates of these degree programs elect to continue their education at the graduate level by pursuing a master’s degree in Business and Technology Management or a master’s degree in Advanced Information Technology, both of which are also offered in an accelerated 8-week format.

Software Design Track
Software applications are developed for commercial off-the-shelf use or to solve specific internal organizational problems. The process consists of requirements analysis, data gathering, software design, coding, testing and maintenance. The CIS Software Design track prepares graduates with end to end practical experience in the design, development and deployment of software solutions for the workplace.

Students take courses in leading programming languages including C#, JAVA, ASP.NET and Visual Basic .NET, using high value systems development tools such as Microsoft’s Visual Studio .NET and IBM’s WebSphere. This is a high-growth IT career field for those skilled in these cutting-edge technologies.

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

Computer Forensics Track
Computer Forensics is the use of specialized computer investigation techniques to identify, collect, preserve, examine, and analyze digital evidence for presentation in 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. This is a career field where the opportunities will increase exponentially in the coming months.

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

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

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

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

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

Computer Information Systems Program Requirements

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

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

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

Software Design Track
IS 241 C# Object Oriented Programming
IS 252 Advanced SQL Query Design with Oracle & SQL Server
IS 343 Web Architecture & Design Technologies
IS 345 JAVA Programming
IS 346 ASP.NET & Cold Fusion Dynamic Web Application Design
IS 348 Visual Basic .NET Business Applications
IS 349 Designing Web Services and SOAs with JAVA
IS 443 XML eBusiness Applications M IS 444 Wireless Application Development
IS 444 Wireless Application Development
IS Electives (3 courses)

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

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

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

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

Computer Information Systems Other Options

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

Minor:
Students who wish to pursue a minor in Information Systems may choose any 6 IS courses from the Business Information Systems or Computer Information Systems programs. IS 134 will count toward the minor.

Information Systems Course Descriptions
IS 124 Introduction to Computer Graphics
3 credits, Fall, Spring and May
Introduces students to the Macintosh computer and the major software programs that will be used in subsequent design
classes: Quark XPress, Adobe Illustrator, PhotoShop and InDesign. Spring semester: For Visual Communication Design majors only. Fall semester: For Business Communication, FIVTH and Non Art majors only.

Prerequisite(s): None

**IS 134 MS Windows and Office Applications**

3 credits, Fall and Spring

Develops a basic competency in Microsoft Windows, and Microsoft Office. Hands-on instruction in operating systems concepts and functions commonly used to create Word documents, Excel spreadsheets, and PowerPoint presentations will be emphasized. Students will be placed in IS 134 unless the score on the Computer Literacy Assessment warrants placement in IS 135. This course cannot be used to fulfill a major requirement for CIS or BIS majors.

Prerequisite(s): None

**IS 135 Advanced MS Office Applications**

3 credits, Fall and Spring

Provides students the opportunity to design professional quality business and technical documentation using advanced features of MS Word, MS Excel and MS PowerPoint. Emphasis will be placed on those functions commonly used in the workplace.

Prerequisite(s): IS 134 or permission of the department chair.

**IS 140 Information Systems Architecture and Design**

3 credits, Fall and Spring

Examines the component technologies of information system architectures. The course will cover the design principles behind computer hardware and peripheral devices, network components, and network operating systems. Students will explore topics in computer hardware design from handheld devices to large scale super computers.

Prerequisite(s): None

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

3 credits, Fall and Spring

Explores relational database architecture and provides “hands-on” instruction in SQL using Microsoft Access. Students will evaluate the business requirement and design an effective relational database solution. Students will perform common workplace SQL tasks such as creating databases, tables and reports; inserting, updating, and selecting rows; designing queries, views, and data entry forms; and importing and exporting of data.

Prerequisite(s): IS 134 or permission of the department chair.

**IS 170 Systems Development with UML**

3 credits, Fall and Spring

Addresses the processes and methodologies of systems development to include project management, systems analysis; and modeling of systems, data, processes, and applications. Object Oriented Analysis and Design Methodologies using Unified Modeling Language (UML) are explored.

Prerequisite(s): None

**IS 214 Technology in Education**

3 credits, Spring and Summer

Provides students with an overview of the applications of computer and video technology in schools. Experience in using a variety of computer and multimedia programs, in evaluating programs and materials available for schools, and in using technology to meet the child’s individual educational needs. Registration is limited to Elementary Education: Liberal Arts and Technology, Early Childhood Education: Liberal Arts and Technology and Middle School Education: Liberal Arts and Technology majors.

Prerequisite(s): IS 134

**IS 224 Computer Graphics Practicum**

1 credit, Repeatable for credit

Concentrates on specific software application and related production techniques at both the intermediate and advanced levels for the student who wishes to improve his or her design technology skills. Various software tools and techniques are considered, building on concepts addressed in IS 124.

Prerequisite(s): IS 124

**IS 231 Network Technologies**

3 credits, Fall and Spring

Prepares the student to perform key network configuration and troubleshooting skills used by IT professionals. Students will learn the functional concepts of leading network architectures. Students examine in detail the TCP and IP family of communication protocols, structured cabling systems, fiber optic and wireless systems.

Prerequisite(s): IS 140

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

3 credits, Spring

Prepares the student in the planning, installation, configuration, and management of a TCP- and IP-based network. Students will learn to monitor, optimize, diagnose, and resolve problems on the network using standard tools and utilities found in the workplace. The internal process of TCP will be examined along with the classic hacking attacks and countermeasure techniques.

Prerequisite(s): IS 231

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

3 credits, Spring

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

Prerequisite(s): IS 231

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

3 credits, Fall and Spring

Introduces programming constructs common to most languages, laying a solid foundation on which more advanced topics will build. The course will introduce the Visual Basic .NET integrated development environment. Key topics will include object oriented programming design concepts, the .NET Framework, GUI design guidelines, VB Controls, data structures, and database connectivity. Students will design a series of small business applications linked to a database.

Prerequisite(s): IS 150 and IS 170

**IS 241 C# Object Oriented Programming**

3 credits, Spring

Applies principles of object-oriented programming using C# . Key topics include the .NET Integrated Development Environment, control structures, methods, properties, classes, inheritance, polymorphism, data abstraction, arrays, data structures, collections, ADO .NET, GUI forms, controls,
events, multimedia, graphics, and Web Services. Students will build a series of database connected business applications.

**Prerequisite(s):** IS 240

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

**Prerequisite(s):** IS 240

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

**Prerequisite(s):** CM 101 and IS 135

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

**Prerequisite(s):** IS 134 or permission of the department chair.

**IS 280 Data Management**  
*3 credits, Spring*  
Explores data storage, data archiving, quality assurance, data warehousing, data mining and data security from a technology management perspective.

**Prerequisite(s):** IS 150 or permission of the department chair.

**IS 300 Integrating Technology and Digital Media in the Classroom**  
*3 credits, Fall and Spring*  
Examines how technology is impacting the digital child and its changes on restructuring education/learning in the classroom. This course presents current technology trends (Web 2.0 tools) and focuses on using digital media software and the Internet for educational instructional purposes. Registration is limited to Elementary Education: Liberal Arts and Technology, Early Childhood Education: Liberal Arts and Technology and Middle School Education: Liberal Arts and Technology majors.

**Prerequisite(s):** IS 214

**IS 331 CISCO TCP and IP Routing**  
*3 credits, Fall*  
Examines techniques for deployment of Quality of Service Features, route distribution, and route cost determination, all of which improve performance and guarantee delivery of the business’s most important data. Students will gain hands-on experience in the configuration and management of CISCO routers and switches. Best practices in the design of an effective routed infrastructure will be addressed.

**Prerequisite(s):** IS 232

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

**Prerequisite(s):** IS 231

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

**Prerequisite(s):** IS 231

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

**Prerequisite(s):** IS 231

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

**Prerequisite(s):** IS 231

**IS 343 Web Architecture & Design Technologies**  
*3 credits, Fall*  
Explores the art and architecture of web design. Students will learn the concepts of creating dynamic and interactive web pages with graphics, video, sound and animation using advanced Dynamic HTML techniques. JavaScript and ASP.NET will be introduced. Using two popular web tools, Dreamweaver and Fireworks, students will create several corporate websites.

**Prerequisite(s):** IS 240
IS 345 Java Programming
3 credits, Fall
Create JAVA applications and Applets using the command line and WebSphere. The course will cover the use control structures, custom classes, design methods, manipulate arrays, use OOP design principles to develop reusable components, processing, handle errors with exception code, create multithreaded applications, create networked applications, and leverage JDBC for improved database connectivity.
Prerequisite(s): IS 241 and IS 252

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

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

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

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

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

IS 373 Game Audio Integration
3 credits, Spring
Enhances the realism of computer simulations and games with the skillful integration of audio in the form of background music, sound effects, and voiceover techniques. This course prepares the game developer with these audio integration skills using the industry’s leading audio production tools.
Prerequisite(s): IS 371 or permission of the department chair.

IS 380 Information Security for the Organization
3 credits, Spring
Addresses top security issues and surveys tools to detect threats and protect valuable organization resources. Key topics including threat and risk assessment, viruses, worms, Trojan horses, port scans, spyware, and denial of service attacks will be covered along with discussion of free security tools available to help uncover vulnerabilities. Students will write a security policy for their organization. Checklists for protecting business resources will be covered in detail and provided.
Prerequisite(s): IS 231 or permission of the department chair.

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

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

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

IS 391 Incident Response and Investigation Methods
3 credits, Fall
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 Incidence Response Team for malicious activity.
Prerequisite(s): IS 231

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

Prerequisite(s): IS 231

**IS 393 Forensic Evidence Collection Tools and Techniques**

*3 credits, Spring*

Gain hands-on expertise in evidence collection and analysis with the leading forensic tools in use throughout the government, military, and law enforcement agencies. Evidence handling and timeline techniques will be covered with particular emphasis on the relationship to court testimony.

Prerequisite(s): IS 391 and IS 392

**IS 431 Exchange Server & Messaging Systems**

*3 credits, Fall*

Install, configure, and manage Microsoft’s Exchange Server, a leading technology solution for enterprise wide collaboration. The course will examine in detail the components of the messaging infrastructure; key support tasks in configuration, optimization, and data protection; and competing messaging solutions.

Prerequisite(s): IS 232 and IS 235

**IS 432 Network Security—Hacking Countermeasures—Firewalls and Intrusion Detection Systems**

*3 credits, Spring*

Examines the types of attacks launched by intruders and the system components that offer intrusion prevention, protection, and detection. Students will learn to configure firewalls, Intrusion Prevention, and Intrusion Detection systems. Hacking exploits and the countermeasures to defeat them will be examined in detail.

Prerequisite(s): IS 231 and IS 232

**IS 443 XML E-Business Applications**

*3 credits, Spring*

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

Prerequisite(s): IS 346

**IS 444 Wireless Application Development**

*3 credits, Fall*

Develops hands-on experience in the design of wireless applications using Microsoft’s .NET Compact Framework and the Mobile Internet Toolkit development environment for mobile applications. Students will create several applications for handhelds.

Prerequisite(s): IS 345

**IS 453 Multimedia Flash Programming**

*3 credits, Spring*

Explore the versatility of this powerful application development tool by creating dynamic animations integrating a wide range of media sources. Students will create both action-oriented and logic-oriented instructions in Action-Script that allow the application to perform precisely as intended.

Prerequisite(s): Senior status or permission of the department chair.

**IS 480 Technology Law**

*3 credits, Fall*

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 and the systems used to implement the letter of the law will be covered. Pertinent sections of the federal and state regulations will be examined to determine impact on office procedures and policies.

Prerequisite(s): Senior status or permission of the department chair.

**IS 481 Project & Knowledge Management**

*3 credits, Spring*

Enhances the knowledge, skills, and tools required to deliver projects on time and within budget. Students will explore the reasons for failed projects, the competencies of successful project managers, the functions all project managers perform, the tools project managers use to keep projects on time and within budget, and the project management life cycle.

Prerequisite: Senior status or permission of the department chair.

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

*3 credits, Fall*

Develops knowledge of the methods used by malicious intruders, an understanding of the methods used to repel an attack and expertise in the use of the tools and techniques used to track down the perpetrators. This course explores in depth the ever-growing varieties of hacking attacks and the need for multilayered counter measures employed to prevent them. Students will learn to employ trace back techniques to track down leads and ultimately determine the identity of those responsible for the unauthorized access.

Prerequisite(s): IS 232

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**Interdisciplinary Studies**

School of Humanities and Social Sciences

**Interdisciplinary Studies Program Description**

The Interdisciplinary Studies program enables students to develop from two academic disciplines an integrated course of study not available through current degree programs. This is an individually designed major that allows students to work closely with faculty while pursuing academic interests that transcend traditional majors. Students will consult the program coordinator and two faculty members with interests and expertise in the area of study.

Appropriate themes for Interdisciplinary majors may include a set of problems, an idea, or a period study. Suggested themes include American studies, aesthetics and artistic expression, and international and global studies.

**Interdisciplinary Studies Program Outcomes**

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

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

**Interdisciplinary Studies Program Policies**

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

Interdisciplinary Studies Program Requirements

Students may request admission into the major after completing the first semester of the freshman year. They may select either the Bachelor Science or the Bachelor of Arts degree. The Bachelor of Arts requires the completion of a foreign language through at least the intermediate level.

In addition to completing the requirements for the Stevenson core curriculum, students must complete the major and secondary requirements noted below.

**Major Requirements:**

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

**Secondary Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 134</td>
<td>3</td>
<td>MS Windows and Office Applications (or Introduction to Computer Graphics or Introduction to Research Methods (or another methods course approved by the Program Coordinator))</td>
</tr>
</tbody>
</table>

**Interdisciplinary Studies Other Options**

**Minor:**

There is no minor in Interdisciplinary Studies.

**Interdisciplinary Studies Course Descriptions**

**INDSC 224 Introduction to Research Methods**

3 credits, Fall and Spring

Introduces social science research methods. Emphasis is on formulating questions, developing search and data-gathering strategies, and presenting analyses.

**Prerequisite(s):** Sophomore status and one of the following: FAM 101, PSY 101 or SOC 101, or permission of the program coordinator.

**INDSC 310 The Beatles: A Musical and Cultural Event**

3 credits

Studies the music of the Beatles in relation to their times and legacy. Students review and appreciate the controversies of this new sound event, while developing their own conceptual framework to reflect on the possibilities of an event in their own lives.

**Prerequisite(s):** ENG 152

**INDSC 320 Internship**

3 credits, Fall and Spring

Provides opportunity for career-related work experience in a student’s area of study. Under faculty supervision, internships are arranged on an individual basis to match students’ career goals and interests with employers’ needs. Career HQ 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 and fail.

Internships may or not be paid, depending upon employer policy.

**Prerequisite(s):** Junior year status. Other prerequisites may apply. For information, students should contact their department chair or program coordinator.

**INDSC 350 Topics in Interdisciplinary Studies**

3 credits, Fall and Spring

Examines selected issues or themes that can be approached from at least two academic disciplines. Rotating topics may be developed within the following categories: social phenomena and events, ideas and applications, or area studies.

**Prerequisite(s):** Junior status or permission of program coordinator.

**INDSC 450 Senior Project: Seminar in Interdisciplinary Studies**

3 credits, Fall and Spring

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

**Prerequisite(s):** Senior status and permission of program coordinator.

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### International Business

Howard S. Brown School of Business and Leadership
Department of Business Administration

There is no major in International Business at Stevenson University. A complete listing of International Business courses may be found under the course descriptions section of the Business Administration major.

### Legal Studies

Howard S. Brown School of Business and Leadership
Department of Legal Studies

Stevenson University offers a bachelor’s degree in Paralegal Studies. (Please see the Paralegal Studies section for a complete description of this program.) A minor in Legal Studies is available. The minor in Legal Studies is not intended to prepare students to work as paralegals and is not approved by the American Bar Association.

### Management

Howard S. Brown School of Business and Leadership
Department of Business Administration

There is no major in Management at Stevenson University; however, a minor in Management is offered through the Business Administration Department. Contact your Academic Advisor for more information. A complete listing of Management courses may be found under the course descriptions section of the Business Administration major.

### Marketing

Howard S. Brown School of Business and Leadership
Department of Business Administration

There is no major in Marketing at Stevenson University; however, a minor in Marketing is offered through the Business Administration Department. Contact your Academic Advisor for more information. A complete listing of
Marketing courses may be found under the course descriptions section of the Business Administration major.

### Mathematics

Stevenson University offers a major in Applied Mathematics. Please see the Applied Mathematics section for complete major and course information.

The Mathematics department also offers a minor in mathematics. Contact your Academic Advisor for more information.

### Medical Technology

School of Sciences
Department of Biological Sciences

**Medical Technology Program Description**

The mission of the Sinai Hospital/Stevenson University Medical Technology program is to graduate competent, ethical professionals with the knowledge and skills necessary for entry-level medical technologists (also known as clinical laboratory scientists). Medical Technology is clinical laboratory science. It combines the basic sciences of biology and chemistry with medicine and the clinical sciences into a very satisfying professional career.

Medical technologists develop, perform, evaluate, correlate and assure the accuracy and validity of laboratory tests; manage laboratory personnel and operations; and collaborate with other health care professionals in the diagnosis and treatment of patients. They work in all areas of the clinical laboratory including microbiology, chemistry, hematology, molecular biology, blood banking and immunology.

The certified medical technologist 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 technologists also find careers in infection control, marketing, technical sales and services, laboratory information systems, teaching and consulting.

Stevenson University offers a “3+1” baccalaureate program in medical technology consisting of two years of prerequisite courses in the basic sciences and liberal arts, a third year of liberal arts and introductory courses in laboratory medicine, and a fourth year which integrates professional and clinical practicum courses at Sinai Hospital of Baltimore. The clinical practicum provides a bridge between academics and application, allowing students a smooth transition to the workforce as clinical laboratory professionals.

The program includes specialized technical training in test performance, education and practice in problem-solving in the clinical laboratory, statistical analysis of healthcare outcomes related to the laboratory, and correlation of laboratory data and disease management. In addition, the curriculum includes managerial preparation for its medical technology students. No other program that exists in the state offers a management practicum in the senior year. Graduates of this program are equipped to accept leadership positions, seek career enhancements, and/or pursue graduate studies or other medically-related professional programs.

The Medical Technology Program is accredited by the National Accrediting Agency for Clinical Laboratory Science. (NAACLS; 8410 West Bryn Mawr Avenue, Suite 670, Chicago, IL 60631; (773) 714-8880).

Graduates in the Medical Technology major earn a Bachelor of Science degree and are eligible to take the national certification examinations for medical technologists/clinical laboratory scientists offered by the Board of Registry of the American Society of Clinical Pathology (ASCP) or the National Certification Agency (NCA).

Students planning to apply to medical or dental school may want to adopt the Premedical Option of the Medical Technology curriculum. Students adopting this option of the Medical Technology curriculum will graduate with a B.S. degree in Medical Technology and will have fulfilled all requirements for applying to medical or dental schools. These students follow the Medical Technology curriculum with the following changes: Calculus and Organic Chemistry II are required instead of Principles of Biochemistry. Two semesters of General Physics with Calculus are also required. Freshmen and transfer students enter as medical technology majors. The Medical Technology Program accepts only 10 students to continue into the junior year of the medical technology major, and selection is determined by a Medical Technology Admissions Committee.

#### Medical Technology Program Outcomes

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

1. Demonstrate proficiency in performing the full range of clinical laboratory tests in the contemporary clinical laboratory.
2. Participate in the development and evaluation of test systems and interpretive algorithms.
3. Evaluate the results of laboratory analyses for accuracy and validity, and correlate laboratory data to disease processes.
4. Apply the principles and practices of quality assurance/quality improvement as applied to the pre-analytical, analytical and post-analytical components of laboratory services.
5. Exhibit the ethical and professional behaviors required within the healthcare delivery system.
6. Demonstrate skills in laboratory information systems that will enable timely, accurate and confidential reporting of laboratory data.
7. Communicate effectively, both orally and in writing, in order to consult with members of the healthcare team, to provide patient education and customer service, and to interact with external parties.
8. Demonstrate knowledge of research design/practice sufficient to evaluate published studies as an informed consumer.
9. Exhibit an understanding of the concepts and principles of laboratory management such as human resource management, finance, operations, regulatory compliance, performance improvement, critical pathways and clinical decision-making.
10. Use education techniques and terminology to train/educate users and providers of laboratory services.
11. Seek national certification as a Medical Technologist/Clinical Laboratory Scientist.

#### Medical Technology Program 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 secondary math and science required courses. Please see the specific program requirements for a listing of the required
courses. Students must earn a minimum GPA of 2.50 in the major to remain in good standing and to be eligible for admission to the clinical practicum. A student whose GPA is less than 2.50 will be reviewed by the MT faculty for continuance in the program.

No student, regardless of major, will be permitted to advance to the next course in a sequence unless he/she earns a “C” or better in the preceding course.

A student may not earn a grade of “C-” or lower in any science or math course more than three (3) times during the program. If a fourth grade of “C-” or lower is earned in any science or math course, the student will be automatically dismissed from the medical technology major.

**Probation:** The student who earns any combination of two grades of “C-” or lower in a science or math course will be notified, in writing, by the Chair of the Department of Biological Sciences that he or she is on probation in the division. The student’s progress will be monitored closely and continuance in the major will be reviewed by the Program Director and the Chair of the Department of Biological 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 Chair of the Department of Biological Sciences that he or she is on final probation in the division. The student’s progress will be monitored closely and continuance in the major will be reviewed by the Program Director and the Chair of the Department of Biological Sciences.

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

**Final Exam Policy**

A score of 70% must be achieved on the final exam in each course. The student must earn a grade of “C” or better in all prerequisite courses in biology, chemistry and mathematics.

**Proficiency Exam Policy**

1. The minimum passing score for each proficiency exam is determined by each instructor (80-100%).

2. A student who does not achieve the minimum passing score will have a second opportunity to achieve the minimum passing score. However, the score that will be used for the final grade computation will not exceed the minimum passing score, no matter what the second proficiency score is.

3. If a student fails the proficiency exam a second time, he/she will be counseled by the Program Director and faculty members, which could result in repeating the entire course.

**Medical Requirements**

1. All full-time and part-time students admitted to the Medical Technology program must have the University’s Medical Information Form on file in the Wellness Center.

2. Prior to the first day of classes in the junior year of the Medical Technology Program, students enrolled in MT courses must provide documentation of all required immunizations listed in Part V of the Medical Information Form and a negative tuberculosis screening test.

3. 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. It is strongly recommended that students maintain personal medical insurance.

**Clinical Practicum**

1. The clinical practicum is scheduled in the senior year. It is divided into discipline-specific rotations and is scheduled for five days a week, eight hours a day from the first week in January through the first week in May.

2. Students must provide their own transportation to the clinical facilities, which may include paying for parking. Personal protective equipment is provided by the facilities. Liability insurance is purchased by the University to cover students during their clinical practicum.

3. The clinical practicum culminates in a final comprehensive exam as preparation for the national certification examinations for Medical Technologists/Clinical Laboratory Scientists.

4. In addition to rotations at Sinai Hospital, the students may also be assigned to clinical departments at the following affiliates:
   - Franklin Square Hospital
   - Greater Baltimore Medical Center
   - Johns Hopkins Hospital
   - Northwest Hospital
   - St. Joseph Medical Center
   - Union Memorial Hospital

**Program Completion**

Upon satisfactory completion of the required program of study, the student will be awarded a Bachelor of Science degree. The granting of the degree is not contingent upon passing any external certification examination.

**National Certification Examinations**

Program graduates are eligible to take the national certification examinations offered by the Board of Registry of the American Society of Clinical Pathology (ASCP) and National Certification Agency (NCA).

**Program Admission Requirements**

Consideration for admission to the Medical Technology program in the spring semester of the sophomore year is based on the following criteria:

- Minimum cumulative GPA of 2.80 in all university work attempted.
- Grade of “C” or better in all prerequisite courses in chemistry, biological sciences and mathematics.
- Completion of at least 60 credit hours, including prerequisite courses in biology, chemistry and mathematics by the start of the fall semester of the junior year in the program.
- Ability to meet published non-academic Essential Functions.
- Submit a complete application to the program by the established deadline in the spring of the sophomore year.

Each applicant is reviewed by the Program Director for admission eligibility to the Medical Technology (MT) major. The student’s transcript is reviewed for overall grade point average (GPA) in all university work, for GPA in the specific prerequisite courses in biology, chemistry and mathematics, and for potential to successfully complete 60 credit hours towards fulfilling requirements for the degree. To insure that all standards are met and that students have been assessed equitably, the Program Director reviews the eligibility of all students with the Medical Technology Admissions Committee, which makes the final decision.

All students receive written notification of their acceptance/rejection status prior to pre-registration for the
fall semester of the junior year. Students who are not accepted into the Medical Technology major may be reviewed again the following year, if they so desire, or are counseled about alternative majors (e.g., biology or biotechnology).

In order to participate in the program, students must be able to comply with program-designated Essential Functions. The Essential Functions are the non-academic requirements of the program comprising the physical, emotional and professional demands of the medical technologist. To ensure that the decision to pursue a career in Medical Technology is the correct one for the individual, each applicant is asked to review these Essential Functions (see below) by which they will be assessed as a Medical Technology major.

As stated in the University’s non-discrimination policy, the university does not discriminate on the basis of health or disability.

**Essential Functions**
The Medical Technology student must

1. **Possess visual acuity sufficient to**
   a. Differentiate colors and color changes in the performance of laboratory tests and procedures. Color blindness, of itself, does not preclude admission.
   b. Identify cellular components and microorganisms utilizing a microscope.
   c. Read laboratory instrument procedure manuals, standard operating procedures, specimen labels and other pertinent materials for patient care and professional practice.
2. **Possess sufficient manual dexterity in order to**
   a. Lift and handle typical hand-held medical laboratory equipment and tools.
   b. Operate clinical laboratory instruments and equipment, including computers.
   c. Perform delicate manipulations that require good eye-hand coordination.
3. **Ambulate adequately to collect blood specimens from patients.**
4. **Perform laboratory procedures accurately and quickly within an established time-frame while maintaining efficiency and organization.**
5. **Exercise independent judgment and use critical thinking skills to solve problems.**
6. **Communicate in a professional and positive manner with faculty, classmates, patients, laboratory personnel, and other healthcare and non-healthcare personnel.**
7. **Maintain patient confidentiality and exercise ethical judgment, integrity, honesty, dependability, and accountability in the classroom and clinical laboratory.**

This policy shall be interpreted and applied in a manner consistent with the requirements of all state and federal laws concerning education of students with disabilities.

**Medical Technology Program Requirements**
The courses listed below are required for completion of the bachelor’s degree in medical technology. Students must also complete the requirements for the Stevenson University Core Curriculum. Specific pre- and co-requisites for each course are provided in the course descriptions. Freshmen must take SCI 100 - Science/Math Freshman Seminar.

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

**Major Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>MT 210</td>
<td>Principles of Laboratory Science</td>
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<tr>
<td>MT 310</td>
<td>Hematology I</td>
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<tr>
<td>MT 320</td>
<td>Urinalysis and Body Fluids</td>
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<tr>
<td>MT 325</td>
<td>Physiological Chemistry</td>
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<tr>
<td>MT 335</td>
<td>Clinical Laboratory Management</td>
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<tr>
<td>MT 338</td>
<td>Molecular &amp; Immunologic Diagnostics</td>
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<tr>
<td>MT 400</td>
<td>Senior Medical Technology Seminar</td>
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<tr>
<td>MT 405</td>
<td>Transfusion Medicine</td>
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<tr>
<td>MT 410</td>
<td>Hematology II</td>
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<tr>
<td>MT 420</td>
<td>Clinical Microbiology</td>
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<tr>
<td>MT 425</td>
<td>Clinical Biochemistry</td>
</tr>
<tr>
<td>MT 431</td>
<td>Clinical Chemistry Practicum</td>
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<tr>
<td>MT 432</td>
<td>Clinical Hematology Practicum</td>
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<td>MT 433</td>
<td>Clinical Microbiology Practicum</td>
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<tr>
<td>MT 434</td>
<td>Clinical Immunohematology Practicum</td>
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<tr>
<td>MT 435</td>
<td>Management Practicum</td>
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</table>

**Secondary Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BIO 113</td>
<td>General Biology I *</td>
</tr>
<tr>
<td>BIO 130</td>
<td>Anatomy and Physiology *</td>
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<tr>
<td>BIO 203</td>
<td>Microbiology *</td>
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<tr>
<td>BIO 217</td>
<td>Principles of Biochemistry *</td>
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<tr>
<td>BIO 255</td>
<td>Techniques in Molecular Biology *</td>
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<tr>
<td>BIO 320</td>
<td>Pathogenic Microbiology *</td>
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<td>CHEM 115</td>
<td>General Chemistry I *</td>
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<td>General Chemistry II *</td>
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<td>CHEM 210</td>
<td>Organic Chemistry I *</td>
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<td>MATH 121</td>
<td>College Algebra*</td>
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<td>MATH 210</td>
<td>Statistics and Probability*</td>
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<tr>
<td>PHIL 415</td>
<td>Professional Ethics *</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology *</td>
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<tr>
<td>SCI 100</td>
<td>Science / Math Freshman Seminar</td>
</tr>
</tbody>
</table>

**Medical Technology Other Options**
The Categorical Certificate Training Program is available for students who already have a bachelor’s degree in Biology, Biotechnology or Chemistry. Please see the Stevenson Medical Technology website.

**Minor:**

A minor in medical technology is not available.

**Medical Technology Course Descriptions**

**MT 210 Principles of Laboratory Science**

*3 credits, Spring*

Introduces the student to the medical laboratory profession by providing a discussion of the organization of an accredited clinical laboratory and regulatory agencies, principles of laboratory and patient safety, instruction in medical terminology, principles of quality control and quality assurance, laboratory information systems, professional conduct and ethical considerations relevant to the clinical laboratory, including HIPPA regulations, and instruction in phlebotomy. The student will be able to perform metric conversions and calculations required to prepare laboratory solutions and dilutions, and demonstrate competency making specific dilutions and solutions.

**Prerequisite(s):** CHEM 210 and MATH 210

**MT 310 Hematology I**

*4 credits, Spring*

Introduces the fundamental concepts in hematology including hematopoiesis, erythropoiesis, anemias, and hemoglobinopathies. The discussion of topics will include
normal and abnormal hematology, normal physiology and pathophysiology with the correlation of laboratory data to diagnosis. Laboratory procedures will be practiced to reinforce routine hematology and morphologic skills. Students will learn techniques to identify normal and abnormal cellular morphology and inclusions in peripheral blood smears, and abnormal morphology will be correlated to disease states. The laboratory will also include an introduction to automated cell counters and hemoglobin electrophoresis.

**Prerequisite(s):** BIO 130 and MT 210

**MT 320 Urinalysis and Body Fluids**  
3 credits, Fall

Includes an in-depth study of the anatomy and physiology of the genitourinary system and principles and procedures of the complete urinalysis, including physical, chemical, and microscopic examinations. This course includes specimen collection and handling, analyses, and correlation with disease states. It also covers other body fluids, including cerebrospinal, synovial, serous, seminal, amniotic, gastric, and fecal analysis.

**Prerequisite(s):** BIO 130 and MT 210

**MT 325 Physiological Chemistry**  
4 credits, Fall

Provides a study of the analyses of the chemical constituents of the blood and other body fluids, emphasizing appropriate anatomy and physiology, specimen processing, correlation of normal and pathologic physiology, and diagnostic implications in health and disease. Students learn the applications of UV-visible spectrophotometry, atomic absorption spectrophotometry, potentiometry, as applied to ion specific electrodes, and electrophoresis in the clinical chemistry laboratory. Laboratory exercises emphasize analytical accuracy and precision, using both manual techniques and automated laboratory instruments. Laboratory included. This course will not fulfill a minor in chemistry.

**Prerequisite(s):** CHEM 211 or BIO 217; BIO 130 or BIO 222 or permission of the Medical Technology Program Coordinator.

**MT 335 Clinical Laboratory Management**  
3 credits, Spring

Provides an introduction and overview of management concepts strategic to the successful operation of a clinical laboratory. Students are introduced to management theory and practice, organizational structures, supervisory and leadership functions, job descriptions, personnel performance management and appraisal, budgeting and financial management, laboratory operations, and computer applications, with additional discussions of current trends in laboratory services. Using a problem-based learning approach, professional responsibility, ethics, problem-solving, team-building, and interpersonal skills are integrated throughout the course content.

**Prerequisite(s):** Junior year status in the MT program

**MT 338 Molecular and Immunologic Diagnostics**  
4 credits, Fall

Provides the basic skills, concepts and theoretical background needed to work in a clinical immunology and molecular laboratory. Immunology topics include antigens, antibody structure and function, B and T cells, immune response, immunodeficiency, autoimmunity, hypersensitivity, and transplantation. Molecular biology topics include analysis of nucleic acids for normal variations, inherited disorders, cancer detection, and infectious diseases. Students will gain laboratory experience in molecular, immunological and serological techniques including nucleic acid amplification and electrophoresis, antibody screening, ELISA, and basic antibody identification.

**Prerequisite(s):** MT 210, BIO 255 and BIO 203

**MT 400 Senior Medical Technology Seminar**  
2 credits, Spring

Introduces the principles and practices of research design sufficient to evaluate published studies in the field of clinical laboratory sciences such that research results can be applied to practice. Students will understand how a research study is conceptualized, implemented by the researcher, and disseminated in published format to peers by stating an appropriate research hypothesis, performing a literature search, writing a research proposal and presenting findings. Because health professionals are also involved in teaching/training patients, colleagues and/or students, the student will demonstrate an understanding of educational methodologies and their application to clinical education.

**Prerequisite(s):** Senior year status in the MT program

**MT 405 Transfusion Medicine**  
3 credits, Fall

Discusses the theoretical and practical concepts of blood banking and transfusion medicine. Introductory topics include donor screening and selection, basic blood group serology, component processing and therapeutic use, hemolytic disease of the 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, basic antibody identification, and component modification.

**Prerequisite(s):** MT 310 and MT 338

**MT 410 Hematology II**  
3 credits, Fall

Continuing with the concepts in MT 310, this course is an advanced study of the pathophysiology, laboratory diagnosis, clinical correlation and peripheral blood identification of quantitative and qualitative white cell disorders, acute and chronic leukemias, and myeloproliferative, myelodysplastic, lymphoproliferative and plasma cell disorders. Topics in coagulation cover normal hemostasis and disorders in the clotting mechanism, therapeutic anticoagulants, pathologic inhibitors, and thrombotic disorders. Laboratory exercises will concentrate on identification of precursor white cells and white cell disorders in peripheral smears. Students will be introduced to bone marrow evaluation, coagulation testing procedures and flow cytometry.

**Prerequisite(s):** MT 310

**MT 420 Clinical Microbiology**  
4 credits, Fall

Using a specimen approach to the study of diagnostic microbiology, this course emphasizes the correlation of in vitro and in vivo findings in the diagnosis and treatment of infectious diseases. The systems of the body will be discussed in terms of normal flora, proper specimen collection and handling, the isolation, identification, and treatment of bacterial pathogens from various body sites, and correlation with infectious disease. It also includes the detection and laboratory identification of commonly isolated pathogenic fungi, parasites and viruses. Laboratories are designed to simulate a clinical microbiology laboratory experience by having students work with real or simulated patient cultures.

**Prerequisite(s):** BIO 320 and MT 338
MT 425 Clinical Biochemistry
3 credits, Fall
Using a body systems approach, this course correlates the appropriate analytes and testing systems of organ function with interpretive algorithms. The course emphasizes the relationship of normal and abnormal laboratory data to disease processes and emphasizes quality control and Six Sigma quality assessment of laboratory processes. It also includes the clinical areas of toxicology, therapeutic drug monitoring, tumor markers, endocrinology, and immunohematology. Through the use of simulation exercises and team projects, students will gain experience in the development of SOPs, reference interval studies, new method or instrument validation studies and proficiency testing programs.
Prerequisite(s): CHEM 325 and MT 338

MT 431, MT 432, MT 433, MT 434 Clinical Laboratory Practicum
12 credits, Spring
Applying laboratory theory and techniques in the disciplines of clinical chemistry, hematology, microbiology and immunology, and transfusion medicine through supervised clinical rotations in a clinical laboratory. Students will spend 160 hours/rotation for four rotations.
Prerequisite(s): MT 410, MT 405, MT 420, and MT 425
Fee(s): Parking fees may be required for rotations at affiliate hospitals.

MT 435 Management Practicum
3 credits, Spring
Putting management theory into practice in the daily operation of the laboratory through the mentoring of a laboratory manager. The student will gain experience in generic management roles common to all affiliates such as personnel scheduling, CAP inspection preparation, turnaround time studies, procedures for laboratory procedure manuals, audits and workload recording, and competency assessment procedures, and perform tasks that are unique to the facility such as instrument comparison studies, method evaluation studies, and patient case management. This course will give the student the opportunity to use the problem-solving and critical thinking skills learned in the classroom.
Prerequisite(s): MT 335 and senior status in the MT program
Fee(s): Parking fees may be required

Military Science
Stevenson University offers the Army Reserve Officers’ Training Corps (ROTC) in conjunction with The Johns Hopkins University’s Blue Jay Battalion. This program is taught on The Johns Hopkins University campus by JHU faculty. JHU 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. Nearly 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 Second Lieutenants into the U.S. Army.

Military Science Course Descriptions

374.101 Leadership and Management I
2 credits, Offered at JHU
This is an introductory course in basic leadership and management concepts, theories and principles of decision making for application to any professional environment. This course is recommended for those who have leadership aspirations or are currently in student leadership positions. This course is intended to provide a foundation for those desiring to establish and improve their personal leadership philosophy. It establishes a baseline understanding of the US
Army’s leadership and management principles. This course is taught through a series of lectures and small group discussions. Students are required to conduct research in the areas of leadership and management and present their findings in an oral presentation or written report to their small group. In addition to learning the foundations of leadership, students will learn about the corporate and non-corporate aspects and operations of the US Army, time management, ethics, values, mission statements and goal setting.

**Co-requisite(s):** 374.110 for ROTC students; none for non-ROTC

374.102 Leadership and Management II
2 credits, Offered at JHU
This is an introductory course in which we apply five tracks of instruction in leadership, personal development, values & ethics, officership, and tactics & techniques. This course is complimentary to 374-101, Leadership and Management I, although either course can be taken independently. This course is recommended for those who want to improve their leadership skills and abilities, whether or not they are currently in leadership positions. This course is intended to provide the student with basic leadership and management tools and abilities that can be applied in any personal or professional endeavor. This course is taught through a series of lectures, small group discussions and practical exercises. Students are required to present information in a verbal briefing, and to apply their leadership and management skills in small group practical exercises. In addition to learning the foundations of leadership students will learn about the corporate and non-corporate aspects and operations of the US Army Organization, time management, ethics & values and mission statements and goals.

**Co-requisite(s):** 374.120 for ROTC students; none for non-ROTC students.

374.202 (W) Leadership and Teamwork
2 credits, Offered at JHU
This course will explore how to influence, develop and achieve success as a leader. It examines the challenges of leading small tactical teams in the complex contemporary operating environment (COE). This course highlights dimensions of terrain analysis, patrolling, and operation orders, and examines broader applications of leadership and team development. Continued study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Students will assess their own leadership styles and practice communication and team building skills. Several COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

**Co-requisite(s):** 374.220; none for non-ROTC students.

374.201 (W) Leadership and Communication
2 credits, Offered at JHU
The focus of this course is 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; deliver a formal information briefing; 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.

**Co-requisite(s):** 374.210; none for non-ROTC students.

374.210 Basic Team Leadership Laboratory
1 credit, Offered at JHU
Students lead and assist in leading 4-5 person teams through a variety of training opportunities. They learn the troop-leading procedures, basic problem solving, and tactical skills aimed at military leadership. Students will mentor and assist members of their team with improving their own skills and leadership as well.

**Co-requisite(s):** 374.201

374.220 Intermediate Team Leadership Laboratory
1 credit, Offered at JHU
Students further develop their 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.

**Co-requisite(s):** 374.202

374.301 Leadership and Tactical Theory I
2 credits, Offered at JHU
Students will be introduced to the tenets of Army leadership, officerhip, Army values, ethics and personal development. Students will learn the fundamentals of physical training, land navigation, orders production, and small unit tactics at the team and squad level. Each student will be given multiple opportunities to plan and lead squad level tactical missions in the classroom and during Leadership Laboratories.

**Pre-requisite(s):** Basic Course completion

**Co-requisite(s):** 374.310

374.302 Leadership and Tactical Theory II
2 credits, Offered at JHU
Training will build 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 team and squad level. Each student, by the end of the course, will be capable of planning, coordinating, navigating, motivating and leading a team or squad 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 22-8, Army Leadership. Ultimately, prepares students to excel at the four-week National Leadership Development and Assessment Course at Fort Lewis, WA.

**Pre-requisite(s):** Basic Course and 374.301.

**Co-requisite(s):** 374.320

374.307 Leadership in Military History
2 credits, Offered at JHU
This course 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.

Pre-requisite(s): permission of the director of military science.

374.310 Basic Tactical Leadership Laboratory
1 credit. Offered at JHU

In Leadership Laboratory, students are given the opportunity to apply what they 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 teams or squads in the execution of both garrison and tactical missions. Students are evaluated as part of the Leadership Development Program and FM 6-22, Army Leadership. Ultimately, prepares students to excel at the four-week National Leadership Development and Assessment Course at Fort Lewis, WA.

Co-requisite(s): 374.301.

374.401 Adaptive Leadership
2 credits. Offered at JHU

Students are assigned 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.

Pre-requisite(s): 374.301-302, 310-320 and the Basic Course.

Co-requisite(s): 374.410.

374.402 Leadership in a Complex World
2 credits. Offered at JHU

This course 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 II and III, as well as in the US Army.

Pre-requisite(s): 374.301-302, 310-320, 374.401 and Basic Course.

Co-requisite(s): 374.420.

374.410-420 Advanced Planning and Decision Making Laboratory I,II
1 credit. Offered at JHU

Students develop a semester-long progression of programmed training activates that support completion of the unit’s Mission Essential Task List. The laboratory builds from fall to spring semester as students master advanced problem solving, resource synchronization and executive decision making. Students evaluate, mentor and develop subordinate leaders as part of the Leadership Development Program and FM 6-22, Army Leadership. The course serves as the final evaluation and determination on a student’s ability to lead Soldier’s as a Second Lieutenant in the US Army.

Pre-requisite(s): 374.301-302, 310-320 and Basic Course.

Co-requisite(s): 374.401-420.

374.501-502 Independent Study
1-2 credits. Offered at JHU

Pre-requisite(s): permission of the director of military science.

374.505-506 Leadership Internship
1-2 credits. Offered at JHU

Pre-requisite(s): permission of the director of military science.

Music

School of Humanities and Social Sciences

Stevenson University offers a limited number of courses in Music for students interested in learning about music or participating in musical groups at the University. Courses also fulfill the Core Curriculum Requirement in Fine Art. There is no major or minor in Music at Stevenson.

Music Course Descriptions

MUS 102 Chorus
2 credits, Fall and Spring

Provides instruction in the fundamentals of tone production, sight-reading, and diction. Chorus offers laboratory practice for acquiring techniques and skills in singing. Song materials are selected to illustrate a range of vocal variety, problems, and possibilities of artistic performance. Meets three hours weekly.

Prerequisite(s): Previous choral music experience or permission of the instructor.

General Education: Fine Art provided students complete two semesters.

MUS 105 Orchestra
2 credits, Fall and Spring

Designed for students with a background in instrumental music. This course exposes students to a variety of musical styles and historical periods. The orchestra’s repertoire is based on performance levels and instrumentation. Three hours weekly.

Prerequisite(s): Own or have access to an instrument and previous orchestra experience or permission of the instructor.

General Education: Fine Art provided students complete two semesters.

MUS 201 Introduction to Music in History
3 credits, Fall and Spring

Explores musical styles in history from Gregorian chant to jazz and contemporary music. Students are exposed to a variety of musical styles through the use of CDs and live performances.

Prerequisite(s): ENG 151 or equivalent. May be taken concurrently.

General Education: Fine Art

MUS 310 Musical Thought: Sound and Ideas
3 credits, Fall or Spring

Studies music and musicians and the ideas that shaped their development from the 18th century to the concert hall of today. The course examines important composers and compositions in the context of the time and circumstances surrounding them. Students are required to attend three or four live concerts.

Prerequisite(s): ENG 152 or equivalent. Third-year or fourth-year status or permission of the instructor.

General Education: Fine Art
Nursing

School of Sciences
Department of Nursing

Nursing Program Description

The Stevenson University Nursing program prepares graduates with the education to creatively meet the challenges and demands of nursing in the twenty-first century. The goal of the program is to educate nurses who, as members of the health care team, address the varied health concerns of individuals, families, and groups. Nurses practice in a wide variety of settings—clinics, schools, hospitals, businesses, long-term care facilities, community agencies, and urgent care centers. The Stevenson University Nursing Program is fully accredited by the National League for Nursing Accrediting Commission and the Commission on Collegiate Nursing Education and approved by the Maryland Board of Nursing.

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. Nurses are concerned with the physical and psychosocial conditions of the patient as they observe, assess, and record symptoms, responses to treatment, and progress. Hospital nurses are an integral part of the interdisciplinary health care team; they collaborate by means of nursing and medical diagnoses and deliver skilled, compassionate, and holistic care. They supervise licensed practical nurses and nursing assistants. In nursing homes and other long-term care facilities, they manage all care for the residents while community health nurses care for patients in their homes, in clinics, schools, homeless shelters, and day care settings.

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 the 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.

For full time students, the first two years of the nursing curriculum focus mainly on the core curriculum and other requirements that provide the foundation for 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 begin to plan nursing care strategies that meet their needs. Students are given opportunities to provide nursing care to individuals and families from birth to old age. The last year of the nursing curriculum is designed to move the focus of nursing from individuals and families to groups within a larger sociocultural context. Students have the opportunity to practice nursing in complex and diverse settings. As students progress through the program, theory and clinical expectations increase as students move toward their desired goal of becoming competent, knowledgeable and caring practitioners. Throughout the program, clinical experiences may be scheduled for day or evening hours on weekdays or weekends. More detail on clinical requirements is included in the Nursing Student Handbook.

Successful completion of high school biology, high school chemistry, and two years of high school algebra provide the best foundation for students who are entering directly from high school. Students with a verbal SAT score of 520 or above, a math SAT score of 500 or above, and a high school grade point average of 3.00 or above have been proven to be successful in the program.

Transfer students must fulfill the progression criteria consistent with the number of credits they will be transferring to the University.

The part-time program is designed for students who have previously earned a bachelor’s degree in another field or who have successfully completed all prerequisite courses for the nursing major. With most of the nursing courses offered on an evening or weekend schedule, this accommodates students who may be involved with full-time employment and/or other life responsibilities, permitting them to earn a bachelor of science degree with a major in nursing. The program offers the potential for students to complete the degree in three years of part-time study.

The part-time option offers an intense program of study, designed for the highly motivated, self-directed, independent student.

RN to BS Option

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 on the Greenspring or Owings Mills campus and are also offered in partnership with multiple community colleges and other settings throughout the state. For more information on this program, including course descriptions for RN to BS courses, see the School of Graduate and Professional Studies Catalog.

Nursing Resource Center

The Nursing Resource Center is composed of two skills laboratories to provide nursing students with the opportunity to practice newly learned skills and apply nursing knowledge in a simulated hospital environment. The nursing skills laboratories are each furnished with four hospital beds, along with wheelchairs, stretchers, and a host of up-to-date hospital equipment. Simulation and static mannequins provide the opportunity for students to practice skills in a realistic manner. Computer programs in the lab allow students to work on diverse tasks, such as dosage calculations and licensure examination preparation.
Nursing Division 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 care, critical thinking, and a spirit of inquiry in education, practice, service, and research. The nursing faculty believes nursing is a professional discipline with academic and practice dimensions. The nursing faculty values scholarship and academic integrity and seeks to foster professional involvement and life-long learning in students and graduates. The essence of nursing is grounded in the meaning of caring. The nursing faculty believes that caring exists in authentic relationships through which all persons are respected and nurtured. Within these co-created relationships, caring opens the possibility of transformation, inviting growth, healing, and wholeness of persons, families, and communities. In the reflective practice of nursing and nursing education, a caring environment affirms diversity in ways of being and ways of knowing.”

Nursing Program Outcomes

The Nursing Program is dedicated to the pursuit of higher learning grounded in the arts, sciences, and humanities. Program outcomes reflect the philosophy and curricular focus, emphasizing the ethic of care, critical thinking, and a spirit of inquiry in education, practice, service and research. Based upon these and other concepts, students are encouraged in practices of caring through interactions and forming of relationships between their patient/clients, peers and faculty. The program has 6 overall objectives that are delineated into distinct levels which determine course content and progression to more complex learning within the nursing program. These objectives provide the framework for theory and clinical learning experiences throughout the curriculum. Graduates will be prepared to practice professional nursing. Upon completion of the Stevenson University Baccalaureate Nursing Program, graduates will

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

Nursing Program Policies

Students must earn a minimum overall GPA of 2.70 to progress to 200-level nursing courses and a minimum overall GPA of 3.00 to progress to 300-level clinical nursing courses. Additionally, each student must achieve a cumulative GPA of 3.00 or higher in the required sciences. If the student receives a “C-”, “D” or an “F” in any science or nursing course, the course must be repeated and a “C” or better must be achieved in order to satisfy the prerequisite requirements. A maximum of one (1) science or nursing course may be repeated once throughout the nursing program. If a second grade below “C” is earned in any science or nursing course, the student is automatically dismissed from the major and is not eligible for readmission to the major. To progress into the 300-level clinical nursing sequence, students must meet the following specific requirements, which includes, but is not limited to:

1. Cumulative GPA of 3.00 or higher
2. Grades of "C" or above in all science and nursing courses
3. Cumulative GPA of 3.00 or above in all science courses
4. Successful completion of all core and secondary requirements

Students must maintain a minimum GPA of 3.00 to remain in the nursing major.

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

Clinical Requirements

Students have clinical experiences in the Nursing Resource Center, hospitals, and community-based settings. As students progress through the program, increasing amounts of clinical experience are included in each year to allow the student to apply theory content to the clinical setting. By the last semester for the final practicum experience, students work with a preceptor, following a typical nursing schedule with multiple 12-hour experiences each week. Throughout the program, clinical experiences may be scheduled for day or evening hours on weekdays or weekends. More detail on clinical requirements is included in the Nursing Student Handbook.

1. CPR—In order to participate in clinical experiences, students must maintain current certification in the American Heart Association (AHA) Healthcare Provider Course (preferred) or the American Red Cross CPR for the Professional Rescuer.
2. Health requirements—In order to participate in clinical experiences, students must submit all health requirements to the Wellness Center and submit results of an annual PPD test.
3. Criminal Background Checks—Many healthcare facilities require background checks prior to allowing students to participate in clinical experiences. Therefore, all students must complete a criminal background check prior to the junior year to validate eligibility to continue in the nursing program.
4. Transportation—Transportation to and from clinical agencies is the responsibility of the student.

Nursing Program Requirements

The courses listed below are required for completion of the B.S. degree with a major in Nursing for students following the full-time curriculum plan beginning fall, 2009 and part-time students who begin their nursing courses fall, 2009. Students must also complete the requirements for the Stevenson University Curriculum. In general, students take
lower-level (100- and 200-level) courses in freshman or sophomore years and upper-level (300- and 400-level) courses in junior or senior years. Specific pre- and co-requisites for each course are provided in the Course Descriptions. Courses in the nursing program are carefully sequenced to provide students with a growing theory base to promote success in subsequent courses. It is critical that nursing students on this plan consult their academic advisor when planning their course schedule.

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

**Major Requirements:**

- **NURS 110** Computer Technology in Nursing
- **NURS 240** Nutrition
- **NURS 302** Pharmacology in Nursing
- **NURS 310** Introduction to Clinical Nursing
- **NURS 311** Communication and Professional Nursing*
- **NURS 329** Pathophysiology
- **NURS 330** Health Assessment
- **NURS 336** Medical/Surgical Nursing
- **NURS 337** Psychiatric Nursing
- **NURS 338** Care of Childbearing Families
- **NURS 340** Introduction to Nursing Research
- **NURS 451** Evidence Based Nursing Practice
- **NURS 453** Professionalism in Nursing
- **NURS 460** Healthy Aging and Gerontological Nursing
- **NURS 462** Care of Vulnerable Populations/Community
- **NURS 464** Nursing Care of Children and Families
- **NURS 470** Complex Medical/Surgical Nursing
- **NURS 475** Leadership Practicum

**Secondary Requirements:**

- **Lower-level secondary requirements:**
  - BIO 113 Cell Biology and Genetics
  - BIO 203 Microbiology
  - BIO 222 Human Anatomy *
  - BIO 322 Human Physiology
  - CHEM 110 Foundations of General, Organic and Biochem.
  - MATH 140 Basic Statistics*
  - PSY 101 Introduction to Psychology*
  - PSY 108 Human Growth & Development*
  - SOC 101 Introduction to Sociology*

- **Upper-level secondary requirements:**
  - PHIL 415 Topics in Professional Ethics*

**Nursing Other Options**

**Minor:**

A minor in Nursing is not available at this time.

**Nursing Course Descriptions**

**NURS 110 Computer Technology in Nursing**

*3 credits, Fall and Spring*

Provides an introduction to basic computer concepts and applications in Microsoft Windows and Microsoft Office. Presents Nursing Informatics as a combination of computer science, information science, and nursing science. 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. Introduces exploration of the influence of health care technologies and how technology reshapes nursing practice and health care information access. *(Fulfills the university requirement for computer literacy.)*

**Prerequisite(s):** Acceptance into the nursing major; ENG 152

**NURS 240 Nutrition**

*3 credits, Fall and Spring*

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.

**Prerequisite(s):** Acceptance into the nursing major; BIO 113 and CHEM 110.

**NURS 302 Pharmacology in Nursing**

*3 credits, Fall*

Incorporates the basic principles of pharmacokinetics and pharmacodynamics with the nursing process. Drug standards, terminology, and legal considerations for diverse populations are presented. Current information on each drug classification is included, with a strong emphasis on nursing implications and patient education.

**Prerequisite(s):** NURS 110 and BIO 322. Must be taken prior to or with first 300-level clinical nursing course.

**NURS 304 Research Process in Professional Nursing**

*3 credits, Spring, May term*

Introduces students to the research process in nursing. Methods of gathering, analyzing and interpreting data commonly used in nursing research are discussed. The focus of this course is the critical evaluation of nursing research studies and the utilization of research findings. *(Offered for the last time in Spring 2010)*

**Prerequisite(s):** NURS 110, NURS 203, and MATH 140

**NURS 306 Medical - Surgical Nursing**

*4 credits, Fall and Spring*

Provides the opportunity to explore nursing care as it is provided to adults; the focus of care is on the individual with medical and surgical problems. Classroom and clinical settings are utilized to explore the meaning of caring for adults in both inpatient and outpatient environments. Knowledge of pathophysiology, pharmacology, and current nursing research are incorporated into the planning of nursing care. Written assignments, classroom interactions, and clinical experiences allow the student to develop meaningful ways of providing care. *(Offered for the last time in Fall 2009)*

**Prerequisite(s):** NURS 202, NURS 203, SOC 101, and PSY 108

**Fee:** $35

**NURS 307 Psychiatric Nursing**

*4 credits, Fall and Spring*

Provides opportunities to understand and care for persons who are experiencing major psychiatric and mental health problems. Through directed readings, narrative writing, classroom conversations, and engagement with patients in clinical settings, students explore the lived experiences of persons with psychiatric illnesses, allowing for a focus on ways of being with patients that integrates knowledge of psychobiology, pharmacology, and thoughtful, competent, caring nursing practice. *(Offered for the last time in Fall 2009)*

**Prerequisite(s):** NURS 202, NURS 203, SOC 101, and PSY 108

**Fee:** $35
NURS 308 Care of the Childbearing Family
4 credits, Fall and Spring
Examines concepts of maternal and neonatal health. The obstetrical health and illness continuum is explored from a developmental perspective in the classroom and in a variety of inpatient, outpatient, and community settings. Nursing research and current health issues, ethical dilemmas, and trends pertinent to this clinical practice are examined. (Offered for the last time in Spring 2010)
Prerequisite(s): NURS 110, NURS 202, NURS 203, SOC 101, and PSY 108
Fee: $35

NURS 309 Care of Children and Families
4 credits, Fall and Spring
Provides the opportunity to apply the nursing process to children and their families utilizing a developmental perspective in the classroom and clinical setting. The meaning of caring for children and their families is explored throughout the pediatric health and illness continuum in a variety of inpatient and outpatient settings. The student explores the meaning of caring for children through explorations of self as caregiver through the use of autobiography and story. Nursing research and current health issues, ethical dilemmas, and trends pertinent to this clinical practice are examined. (Offered for the last time in Spring of 2010)
Prerequisite(s): NURS 110, NURS 202, NURS 203, SOC 101, and PSY 108
Fee: $35

NURS 310 Introduction to Clinical Nursing
5 credits, Fall
Develops and builds technical and interpersonal expertise as he/she 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.
Prerequisite(s): Third year status in the Nursing major; NURS 110 and BIO 222.

NURS 311 Communication and Professional Nursing
3 credits, Fall and Spring
Examines the nursing profession, the nursing process, and therapeutic communication. Aspects of professional nursing are studied including historical, social, cultural, and technological influences as well as legal and ethical concerns. The meaning of care is explored as the foundation of professional nursing practice with an emphasis on the development of the therapeutic interpersonal relationship. Therapeutic communication strategies are presented with a focus on professional application with various populations across the lifespan. NURS 311 fulfills the Stevenson University general education requirement for communication.
Prerequisite(s): Third year status in the Nursing major; NURS 110 and PSY 108.

NURS 329 Pathophysiology
3 credits, Fall
Examines the mechanisms, manifestations and processes of disease. Common cellular and biochemical abnormalities are studied as well as examination of disease states in the major body systems. Emphasis is placed on common conditions related to functional health patterns. Principals of disease transmission and immunological responses are integrated.
Prerequisite(s): Third year status in the Nursing major; BIO 322

NURS 330 Health Assessment
3 credits, Fall and Spring
Develops data collection and physical assessment skills across the life span. Clinical application in the clinical lab setting will be emphasized.
Prerequisite(s): Third year status in the Nursing major; BIO 322

NURS 336 Medical/Surgical Nursing
5 Credits, Fall and Spring
Explores nursing care as it is provided to adults in both inpatient and outpatient environments; the focus of care is on the individual with medical and surgical problems. Knowledge of pathophysiology, pharmacology, and the application of evidenced-based nursing research are incorporated into the planning and implementation of nursing care. Written assignments, classroom interactions, and clinical experiences allow the student to develop meaningful ways to provide care using in-depth critical thinking and planning skills.
Prerequisite(s): NURS 302, NURS 310, NURS 311, NURS 329, and NURS 330
Must be taken with NURS 337

NURS 337 Psychiatric and Mental Health Nursing
5 credits, Fall and Spring
Explores psychiatric and mental health nursing from the perspectives of provider and client. Students engage in self-analysis prior to the study of psychiatric disorders and how these disorders are biologic and/or psychodynamic in nature. The application of neurobiological, psychological, sociological, and spiritual theories to the delivery of optimal care is emphasized. Current evidence-based psychiatric nursing practices, the role of the advanced practice psychiatric nurse and ethical/legal implications will be explored.
Prerequisite(s): NURS 302, NURS 310, NURS 311, NURS 329, and NURS 330
Must be taken with NURS 336

NURS 338 Care of the Childbearing Family
5 Credits, Fall and Spring
Explores the application of the nursing process to families during the childbearing years. The obstetrical health/illness continuum is explored from a developmental perspective in the classroom and in a variety of inpatient, outpatient, and community settings. Nursing research and current health issues and trends pertinent to this clinical practice will be examined.
Prerequisite(s): NURS 302, NURS 310, NURS 311, NURS 329, and NURS 330

NURS 340 Introduction to Nursing Research
1 Credit, Spring
Introduces students to the research process and methods in nursing. Methods of gathering, analyzing, and interpreting data commonly used in nursing research are discussed.
Prerequisite(s): NURS 110, BIO 322, and MATH 140

NURS 402 Perspectives of Nursing within the Health Care Environment
2 credits, Fall
Examines the socio-cultural context of professional nursing practice with a focus on the role of professional nursing within the United States health care system. In seminar format, students explore current issues, trends, and legal and
professional aspects of nursing via group presentations and guided discussions, both in the classroom and online.

**Prerequisite(s):** All 300-level nursing courses

**NURS 405 Vulnerable Populations in the Community**

4 credits, Fall and Spring

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. (Offered for the last time in Spring 2010)

**Prerequisite(s):** All 300-level nursing courses

**Fee:** $35

**NURS 406 The Gerontological Client in the Community**

4 credits, Fall

Focuses on the gerontological client in the community. Specific theoretical perspectives are applied to the unique characteristics of this client. Content centers on theories of aging, age-related changes, and the nursing care specific to the needs of this client. In addition, economic issues, care giving, legal issues and current research in gerontology are discussed. Learning experiences occur in the classroom and in a variety of gerontological clinical settings including freestanding clinics, home care, adult day care centers and assisted living centers. (Offered for the last time in Spring 2010)

**Prerequisite(s):** All 300-level nursing courses

**Fee:** $35

**NURS 407 Complex Medical-Surgical Nursing**

6 credits, Spring

Focuses upon individuals and groups of clients experiencing complex medical-surgical problems which require skilled and sophisticated nursing care. Student learning opportunities will occur in the classroom and in selected complex care clinical environments. Student learning experiences include guided and independent application of the nursing process as applied to adult clients 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.

**Prerequisite(s):** All 300-level nursing courses

**Fee:** $35

**NURS 440 Leadership Practicum in Contemporary Nursing Practice**

5 credits, Spring

Provides students with the opportunity to explore a variety of experiences essential to the transition from nursing student to nursing professional: leadership behaviors, independent clinical practice, and nursing research. Theory classes and mentored clinical practicum facilitate 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.

**Prerequisite(s):** All 300-level nursing courses. This course must be taken by the student during the last semester prior to graduation.

**Fee:** $35

**NURS 451 Evidence-Based Nursing Practice**

2 credits, Fall

Builds on content presented in NURS 340, focusing on engaging students in the practice of nursing using evidenced-based research. Emphasis is placed on critical analysis of nursing research and sharing a variety of frameworks for the application of evidenced-based practice in the clinical setting.

**Prerequisite(s):** NURS 340

**NURS 453 Professionalism in Nursing**

This course is under development.

**NURS 460 Healthy Aging and Gerontological Nursing**

This course is under development.

**NURS 462 Care of Vulnerable Populations/Community**

This course is under development.

**NURS 464 Nursing Care of Children and Families**

This course is under development.

**NURS 470 Complex Medical/Surgical Nursing**

This course is under development.

**NURS 475 Leadership Practicum**

This course is under development.

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**Paralegal Studies**

Howard S. Brown School of Business and Leadership Department of Legal Studies

**Paralegal Studies Program Description**

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

- Research and writing
- Gathering information electronically
- Investigating cases
- Interviewing witnesses
- Drafting pleadings
- Managing trial preparation and litigation support
- Drafting contracts and real estate documents
- Managing estates and guardianships
- Preparing intellectual property applications
- Computing bankruptcy schedules
- Preparing tax returns

The ultimate goal of the Paralegal Studies program is to prepare highly trained men and women who possess an understanding of the history, principles, and purposes of legal institutions and their operation. Students gain an extensive knowledge of several fields of law and knowledge to enable them to perform detailed work in specific areas. By taking a combination of law and liberal arts courses each semester, students are able to pursue their legal interests immediately and develop skills gradually.

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

The Paralegal Studies degree may be completed in an accelerated format by qualifying adult learners. This accelerated degree option is offered through the School of Graduate and Professional Studies. See the School of Graduate and Professional Studies Catalog for more about the accelerated degree program and student eligibility requirements.

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

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

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

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

Major Requirements:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>LAW 102</td>
<td>Introduction to Legal Studies</td>
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<td>LAW 112</td>
<td>Torts</td>
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<td>LAW 114</td>
<td>Estates and Trusts</td>
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<td>LAW 120</td>
<td>Contract Law</td>
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<td>LAW 125</td>
<td>Legal Research and Writing I</td>
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<td>Civil Litigation and Pleading</td>
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<td>LAW 225A</td>
<td>Internship Part I</td>
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<td>LAW 225B</td>
<td>Internship Part II</td>
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<td>Two lower-level (100- or 200-level) LAW electives</td>
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<td></td>
<td>Six upper-level (300- or 400-level) LAW electives</td>
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<td>LAW 480 Senior Seminar</td>
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Secondary Requirements:

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<tr>
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<tbody>
<tr>
<td>ACC 215</td>
<td>Financial Accounting - (Note: This requirement also may be satisfied by taking ACC 101 and ACC 102)</td>
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<tr>
<td>EC 201</td>
<td>Principles of Economics: Introduction to Macroeconomics *</td>
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<tr>
<td>IS 134</td>
<td>MS Windows and Office Applications *</td>
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<tr>
<td>IS 135</td>
<td>Advanced MS Office Applications</td>
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<tr>
<td>PHIL 215</td>
<td>Ethics * or</td>
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<tr>
<td>PHIL 415</td>
<td>Topics in Professional Ethics * or</td>
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<td>PHIL 416</td>
<td>Business Ethics *(PHIL 415 or PHIL 416 is recommended to help meet the university’s upper-level non-LAW course requirements)</td>
</tr>
<tr>
<td>POSCI 102</td>
<td>American Government: Political Institutions &amp; Procedures *</td>
</tr>
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Paralegal Studies Other Options

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

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

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

Paralegal Studies Course Descriptions

LAW 102 Introduction to Legal Studies
3 credits, Fall (and sometimes Spring)
Provides an overview of the functions of our legal system and the sources and nature of our laws. Introduces many substantive and procedural areas of law. Examines the legal profession, the role of the paralegal, and the regulation of attorney and paralegal conduct. Students will begin identifying career goals. Provides an in-depth examination of legal ethics and introduces students to the types of ethical dilemmas they may face in the work force and to methods for researching the answers to and resolving ethical dilemmas.
Pre- or co-requisite(s): ENG 151
LAW 112 Torts
3 credits, Spring (and sometimes Fall)
Provides an introduction to the broad area of civil wrongs and their appropriate remedies. Tort Law principles of liability for personal, property, and economic harm, negligence (including professional malpractice), strict liability (including products liability), and intentional torts will be covered. Affirmative defenses and limitation of duties including assumption of the risk, contributory negligence, comparative negligence, immunity, and limited liability of property owners will also be reviewed.
Pre- or co-requisite(s): LAW 102 and ENG 151

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

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

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

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

LAW 204 Constitutional Law
3 credits, Fall and Spring
Introduces the Constitution with an emphasis on the Bill of Rights. Examination of criminal and civil constitutional rights, including the underlying legal principles governing searches and seizures, self-incrimination, due process, and equal protection of the law.
Prerequisite(s): LAW 102 and ENG 151

LAW 206 Law in Maryland
3 credits, May term
Introduces a wide variety of law- and government-related settings in Maryland. Through site visits and guest speakers, students will learn the role, jurisdiction, and operating procedures for state and federal courts, the purpose of government agencies, and the role that private law firms and not-for-profit agencies play in the legal system.
Pre- or co-requisite(s): ENG 151
Alternate years: offered as needed

LAW 208 Business Law
3 credits, Fall and Spring
Examines the legal aspects of business relationships, contracts, agency, and sales, including Uniform Commercial Code. Not for Paralegal majors.
Prerequisite(s): None

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

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

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

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

LAW 225 A Internship: Part I
1 credit, Fall
Constitutes on-campus workshops and seminars in preparation for student workplace internships.
Prerequisite(s): ENG 151 or HON 171, ENG 152 or ENG 202, and LAW 125.
LAW 225 B Internship: Part II
2 credits, Spring
Consists of 135 hours of supervised work in a law office or legal department as a paralegal.
Prerequisite(s): LAW 225A, LAW 210, and 15 additional law credits

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

LAW 259 Children and Family Law
3 credits, Fall and Spring
Examines laws and regulations related to the health and welfare of children. Topics include child custody and visitation, child abuse and neglect, consent to treatment, laws related to child care settings, and special education. Not for paralegal majors.
Prerequisite(s): ENG 151

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

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

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

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

LAW 308 Business Law and Legal Responsibilities I
3 credits, Fall
Covers some legal aspects of business, including an overview of the court system, contracts, agency and sales, property, the Uniform Commercial Code (UCC), and government regulation of business, as well as professional responsibility for accountants. Helps prepare students for the law portion of the CPA examination. Restricted to Accounting majors.
Prerequisite(s): ACC 202

LAW 309 Business Law and Legal Responsibilities II
3 credits, Spring
Reviews and further studies contracts, debtor-creditor relationships, agency, the Uniform Commercial Code (UCC), negotiable instruments, commercial paper, business organizations, suretyship, and government regulation of business. Ethics and professional responsibility are emphasized. Helps prepare students for the law portion of the CPA exam. Restricted to Accounting majors.
Prerequisite(s): LAW 308

LAW 312 Advanced Business Organizations
3 credits, Fall or Spring
Examines the essential documentation of business entity formation and operation including organizational documents, limited partnership agreements, articles of transfer, articles of dissolution, articles of merger, various tax elections, buy-sell agreements, and various types of minutes. Further, students will examine the fiduciary relationships both within various entities and their management’s relationships with and duties towards others, including investors, lenders, employees, the government, consumers and society. Practical and intellectual appreciation of business forms is gained through an approach that considers the impact of current events on public confidence in business organizations and their management.
Prerequisite(s): LAW 130
Alternate years: offered as needed

LAW 315 Advanced Estate Administration
3 credits, Fall or Spring
Examines the administration of a complex decedent’s estate, preparation of all probate documents, including inventory and accounts, problems of valuation and appraisal of assets, preparation of federal estate tax return, and study of Maryland inheritance and estate taxation.
Prerequisite(s): LAW 114
Alternate years: offered as needed

LAW 320 Bankruptcy Law
3 credits, Fall or Spring
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
comparision with insolvency proceedings and compositions of creditors.

Prerequisite(s): LAW 130

Alternate years: offered as needed

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

Prerequisite(s): LAW 204

LAW 325 Employment Law
3 credits, Fall or Spring
Provides an overview of the law of the workplace. Examines the impact on the employer-employee relationship and provides guidance within the environment of employment law.

Prerequisite(s): LAW 130

Alternate years: offered as needed

LAW 330 Advanced Estate Planning
3 credits, Fall or Spring
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, trusts, estate and gift tax planning, business succession planning, asset protection, estate and trust administration, and death taxation.

Prerequisite(s): LAW 114

Alternate years: offered as needed

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

Prerequisite(s): LAW 130

Alternate years: offered as needed

LAW 340 Income Taxation
3 credits, Fall or Spring
Examines the general principles of taxation of individuals, corporations, partnerships, and estates and trusts, with emphasis on points of tax law relating to individuals.

Prerequisite(s): LAW 102 and ENG 151

Alternate years: offered as needed

LAW 345 Sports Law
3 credits, Fall or Spring
Examines the legal aspects of professional and amateur sports, including topics such as sports agents, sports contracts, sports torts and crimes, women’s issues, disability issues, antitrust, intellectual property, and alternative dispute resolution in sports. Emphasis will be placed on applying students’ business and legal knowledge specifically to sports law issues.

Prerequisite(s): LAW 216 (for paralegal majors) OR LAW 208 or LAW 308 (for business and accounting majors).

Alternate years: offered as needed

LAW 351 Problems in Litigation
3 credits, Fall or Spring
Provides practical exposure to areas of litigation in which paralegals are most likely to practice. In particular, this course teaches students essential skills in interviewing and negotiating, drafting pertinent correspondence, evaluating and strategizing cases, taking and extracting depositions, reviewing and producing documents, arguing motions, preparing exhibits for trial, and giving opening statements. These skills are taught through the use of an ongoing factual hypothetical, which will allow the students to “see” a case from beginning to end. The course encourages openness through class discussion and practical exercises and allows for creativity in drafting and preparing litigation documents. The focus on the “practical” aspects of litigation will develop students’ professional growth and enable them to be more prepared to enter the legal market.

Prerequisite(s): LAW 216

Alternate years: offered as needed

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

Prerequisite(s): LAW 216

Alternate years: offered as needed

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

Prerequisite(s): LAW 216

Alternate years: offered as needed

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

Prerequisite(s): LAW 210

Alternate years: offered as needed

LAW 375 Environmental Law
3 credits, Fall or Spring
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 public health and safety regulations. Discussion of the process developed by federal and state agencies for compliance with these regulations and the
potential liabilities faced by employers and businesses.

**Prerequisite(s):** LAW 210

**Alternate years:** offered as needed

**LAW 380 Mediation and Negotiation**  
**3 credits, Fall or Spring**

Studies the role of mediation in resolving conflicts. Includes an introduction to the skills and procedures needed to settle disputes and an examination of the dimensions and benefits of mediation and its use within the field of alternative dispute resolution.

**Prerequisite(s):** ENG 151

**LAW 390 Law Clinic**  
**3 credits, Fall and Spring**

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

**Prerequisite(s):** LAW 223

**LAW 404 Advanced Constitutional Law**  
**3 credits, Fall or Spring**

Analyzes the Fourteenth Amendment rights of due process and equal protection, examination of principles involving the Commerce Clause and Commercial Free Speech, review of recent decisions by the Supreme Court that significantly impact the major areas of criminal and civil law.

**Prerequisite(s):** LAW 204

**Alternate years:** offered as needed

**LAW 410 Securities Law**  
**3 credits, Fall or Spring**

Analyzes the structure, operation, and regulation of the securities industry. Specific focus will be placed on investment advisors, mutual funds, and broker dealers their regulation by the SEC, NASDR, and states, and the role of paralegals in these organizations.

**Prerequisite(s):** LAW 130 and LAW 210

**Alternate years:** offered as needed

**LAW 415 Financial Institutions and Banking Law**  
**3 credits, Fall or Spring**

Analyzes the structure, operation, and regulation of the American financial institutions industry. Explores the distinctions among commercial banks and other financial institutions, including insurance companies and stock brokerages. Examines bank holding companies and regulation of non-traditional banking activities, and scrutinizes troubled banks and the FDIC, as well as insurance and securities activities. Senior status or prior banking experience recommended.

**Prerequisite(s):** LAW 210 (for paralegal majors) OR LAW 208 or LAW 308 (for business and accounting majors).

**Alternate years:** offered as needed

**LAW 423 Advanced Real Estate**  
**3 credits, Fall or Spring**

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

**Prerequisite(s):** LAW 223

**Alternate years:** offered as needed

**LAW 440 Independent Legal Study**  
**3 credits, Fall or Spring**

Is an independent study course in which the student completes an approved project under close faculty supervision during the course of a semester. Examples include an extended research project that results in a paper similar to a law journal article, assisting or counseling in a law clinic, and exercising legal knowledge or skills on behalf of a civic group such as handicapped or disadvantaged persons. Substantive paper required.

**Prerequisite(s):** LAW 210, junior or senior status, and permission of department chair.

**Alternate years:** offered as needed

**LAW 450 Administrative and Government Law**  
**3 credits, Fall or Spring**

Examines administrative law and policy at the federal and state levels. Emphasizes how the administrative process functions in theory and in practice from the perspective of the lawyer and the paralegal. Includes rulemaking, both informal and formal, adjudication at the administrative level, judicial review, Freedom of Information and Public Information Act, and Federal and Maryland Administrative Procedure Acts.

**Prerequisite(s):** LAW 216

**Alternate years:** offered as needed

**LAW 462 Advanced Contract Drafting**  
**3 credits, Fall or Spring**

Thoroughly instructs students in the skill of contract drafting. Students will learn the different parts of a contract and how to draft each part, to write provisions clearly and unambiguously, then to organize the parts into a cohesive contract. Reviewing and commenting on contracts drafted by others will be studied. Students will consider ethical issues in drafting contracts.

**Prerequisite(s):** LAW 120 and LAW 210

**Alternate years:** offered as needed

**LAW 470 International Business Law**  
**3 credits, Fall or Spring**

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

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

**Alternate years:** offered as needed

**LAW 480 Senior Seminar**  
**4 credits, Fall and Spring**

Is a capstone course employing a broad range of legal research, legal writing, analytical skills, oral communication skills, and
substantive law skills. Students demonstrate mastery of substantive legal skills through completion of a project. Demonstration of legal research, legal writing, and analytical and oral communication skills through presentation of legal briefs.

**Prerequisite(s):** LAW 210 and senior status

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**Philosophy**

School of Humanities and Social Sciences

There is no major in Philosophy at Stevenson University; however, students interested in pursuing this field of study may do so either by taking a minor in Philosophy or by creating a focus in Philosophy within Interdisciplinary Studies. For more information on creating a minor, see the Humanities Department Chairperson. For more information on Interdisciplinary Studies, consult the Interdisciplinary Studies Department.

**Philosophy Course Descriptions**

**PHIL 101 Introduction to Philosophy**

*3 credits, Fall and Spring*

Explores the nature of philosophical inquiry that underlies all pursuits of knowledge and self-knowledge. In particular, the course will study the thinking of at least three different philosophers and three different branches of philosophy (e.g., metaphysics, ethics, epistemology, aesthetics). Approaches to such study will vary with course instructor.

**Prerequisite(s):** ENG 151 or equivalent. May be taken concurrently.

**General Education:** Humanities

**PHIL 104 Logic**

*3 credits, Fall and Spring*

Studies the principles and methods used to distinguish good and bad reasoning. The goal of this course is better reasoning. To this end, students critically examine and attempt to understand key elements of both informal and formal logic.

**Prerequisite(s):** ENG 151 or equivalent. May be taken concurrently.

**General Education:** Humanities

**PHIL 215 Ethics**

*3 credits, Fall and Spring*

Critically surveys historical and contemporary moral problems. Students study several ethical theories developed in response to these problems and analyze these theories in relation to concrete situations.

**Prerequisite(s):** ENG 152 or equivalent. Second-year status or higher or permission of the instructor.

**General Education:** Humanities

**PHIL 220 Applied Philosophy and Community Service**

*3 credits, Fall or Spring*

Investigates a particular area of applied philosophy in conjunction with some form of community service directly related to that area. Under the guidance of the instructor, students choose service projects along with reading lists of the relevant philosophical literature. A minimum of 30 hours of community service is required, as well as written assignments and a final presentation. Class meets one hour weekly for group discussion of projects. The course is repeatable if the community service projects are different.

**Prerequisite(s):** ENG 152 or equivalent. Second-year status or higher or permission of the instructor.

**General Education:** Humanities

**PHIL 320 Aesthetics**

*3 credits, Fall and Spring*

Examines and analyzes the historical problems in the philosophy of art. Topics include the nature and function of the artist, the nature of the object of art, aesthetic value, aesthetic experience, aesthetic attitude, and aesthetic judgment (criticism).

**Prerequisite(s):** ENG 152 or equivalent. Third-year or fourth-year status or permission of the instructor.

**General Education:** Humanities

**PHIL 360 Philosophical Topics**

*3 credits, Fall or Spring*

Studies specific themes, schools, or problems of philosophical interest. Attention is given to different interpretations and arguments based on major philosophers or contemporary philosophical approaches and different influences of a philosophical school or contrasting solutions to a problem. The course considers particularly the effect of the topics on contemporary thinking. **Repeatable if the topics are different.**

**Prerequisite(s):** ENG 152 or equivalent. Third-year or fourth-year status or permission of the instructor.

**General Education:** Humanities

**PHIL 370 Philosophical Figures**

*3 credits, Fall or Spring*

Studies one or two major figures in the history of philosophy and their primary works. The course discusses the relation of the philosopher(s) to other philosophers, their attempts at explaining or understanding perennial ideas, and their importance and influence on other thinkers. **The course is repeatable if the figures are different.**

**Prerequisite(s):** ENG 152 or equivalent. Third-year or fourth-year status or permission of the instructor.

**General Education:** Humanities

**PHIL 375 Self and Other**

*3 credits, Fall or Spring*

Examines one of the first philosophical questions addressed by a child: “Who am I?” Pursuing this question the child, and the rest of us, recognize equally fundamental questions: “What is out there?” “Who is other than myself?” and “How different is reality the more I study it?” When we examine these questions in this course, we explore the underlying philosophical themes that have religious, moral, political, and aesthetic dimensions.

**Prerequisite(s):** ENG 152 or equivalent. Third-year or fourth-year status or permission of the instructor.

**General Education:** Humanities

**PHIL 415 Professional Ethics**

*3 credits, Fall and Spring*

Reviews traditional ethical theories, which are then applied to more specialized topics in professional ethics. Readings consist of case studies together with articles on ethical theory. **The course is not open to students who have taken PHIL 416.**

**Prerequisite(s):** ENG 152 or equivalent. Third-year or fourth-year status or permission of the instructor.

**General Education:** Humanities

**PHIL 416 Business Ethics**

*3 credits, Fall and Spring*

Examines a critical and historical study of ethical theories as they relate to contemporary business conduct and issues. **The course is not open to students who have taken PHIL 415.**

**Prerequisite(s):** ENG 152 or equivalent. Third-year or fourth-year status or permission of the instructor.

**General Education:** Humanities
PHIL 420 Philosophy of Education
3 credits, Fall or Spring
Critically analyzes the philosophic dimensions of the teaching and learning process, with attention to the role of philosophers in classic and contemporary education. The course covers arguments on pedagogic theory from Plato to Dewey, with a focus on the professional relation of teacher and student and the purpose of education in society. The course is restricted to Education majors.
Prerequisite(s): ENG 152 or equivalent. Fourth-year status or permission of the instructor.
General Education: Humanities

**Physical Education**

Completing a one-credit physical activity or life skill or wellness learning course is a requirement to earn a bachelor’s degree at Stevenson University. There is no major in Physical Education. A variety of Physical Education classes are available. All earn one credit and are pass/fail. All Physical Education course offerings are listed below:

- PE 101 Aerobics
- PE 102 Jogging
- PE 105 Body Conditioning and Fitness
- PE 106 Golf
- PE 107 Circuit Training
- PE 108 Fencing
- PE 109 Racquetball
- PE 110 Bowling
- PE 112 Volleyball
- PE 114 Tennis
- PE 115 Badminton
- PE 117 Cooperative Learning/Implementing Adventure Activities
- PE 132 Self-defense
- PE 138 Skiing

**Physics and Physical Science**

School of Sciences
Department of Chemistry and Physical Sciences

There is no major in Physics or Physical Science at Stevenson University; however, there are a number of courses offered in these areas that are either required by other majors or that can be used as electives to fulfill the Core Curriculum Requirement in science.

**Physics and Physical Science Program Policies**

Students, regardless of major, will only be permitted to advance to the next course in a sequence if he or she earns a “C” or better in the preceding course.

**Physics and Physical Science Other Options**

Minor:

A minor in Physics or Physical Sciences is not available at this time.

**Physics and Physical Science Course Descriptions**

PHSCI 110 Foundations of Physics
4 credits, Fall and Spring
Introduces the concepts and interactions of matter and energy as they affect mankind and the environment, with an emphasis on the basic concepts of classical physics. Laboratory included.

Prerequisite(s): High school algebra
General Education: Laboratory Science

PHSCI 151 Principles of Earth and Field Science
4 credits, Fall and Spring
Introduces the fundamental principles of geology, astronomy, oceanography, and meteorology, along with their relationships among each other and to the environment. Weekly laboratory exercises are utilized for enrichment, development, and understanding of the concepts. Laboratory included.
Prerequisite(s): None
General Education: Laboratory Science

PHSCI 207 Astronomy
4 credits, Fall and Spring
Focuses on an exploration of the universe (planets, stars, galaxies, and the cosmos). Laboratory experiences include class exercises as well as day and evening observations. The course emphasizes observation in the development of an understanding of the universe and the physical processes that govern it. Laboratory included.
Prerequisite(s): None
General Education: Laboratory Science

PHSCI 210 Environmental Geology
4 credits, Spring
Studies geologic principles as they relate to human activities. The course examines how geologic processes and hazards influence human activities. The geologic aspects of water pollution, shoreline and coastal processes, the use of mineral and water resources, and the effect of population on the environment are explored. Emphasis is placed on the Chesapeake Bay. Laboratory included.
Prerequisite(s): None
General Education: Laboratory Science

PHYS 215 General Physics I with Calculus
4 credits, Fall and Spring
Introduces the fundamentals of mechanics and particle dynamics. Topics include the laws of motion, force, energy, principles of mechanics, collisions, and gravitation. The laboratory stresses experimental physics, including measurement, the analysis of data, and the identification of errors. Laboratory included.
Prerequisite(s): MATH 220
General Education: Laboratory Science

PHYS 216 General Physics II with Calculus
4 credits, Fall and Spring
Introduces the fundamentals of electricity, magnetism, and optics. Topics include electrostatics, Ohm’s Law, magnetic fields, Faraday’s Law, AC circuits, Maxwell’s equations, wave motion, geometrical optics, diffraction, and interference. Laboratory experiments are related to the lecture series. Laboratory included.
Prerequisite(s): PHYS 215
General Education: Laboratory Science

**Political Science**

School of Humanities and Social Sciences

There is no major in Political Science at Stevenson University. Course descriptions for Political Science are listed in this section.
Political Science Course Descriptions

POSCI 102 American Government: Political Institutions and Procedures

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

Pre-Professional Studies

Students majoring in science or applied mathematics are required to take SCI 100 (Science/Math Freshman Seminar) in lieu of Freshman Seminar. Students enrolled in SCI 100 will retain an information booklet which includes specified programs of study for a variety of pre-professional health options, including pre-dentistry, pre-medicine, pre-pharmacy, pre-physical therapy, and pre-veterinary medicine. These options are offered specifically within the following majors: Biology, Biotechnology, Chemistry, and Medical Technology. With careful planning, it is possible to fulfill pre-professional health program requirements in other majors. The booklet will also introduce students to the wide range of career and graduate study options open to science and applied mathematics majors.

Students interested in going on to law school after obtaining a bachelor's degree should see the Pre-Law Option information under Paralegal Studies.

Psychology

School of Humanities and Social Sciences
Department of Psychology

Psychology Program Description
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. The content of the major subdisciplines within psychology.
   Through studying these subdisciplines and their associated theories, research methodologies, and scientific findings, majors learn how behavior is affected by an individual’s genetic background, physical state, cognitive and socioemotional processes, and cultural environment.
2. The content of Psychology is based on science; therefore, majors begin to understand, evaluate, and apply research. They also have the opportunity to design and participate in research.
3. Majors learn about psychological disorders and the clinical application of Psychology. They develop the knowledge and skills to help others solve personal problems, develop professional opportunities, and lead richer, fuller lives.
4. Majors identify their career goals, plan the appropriate career paths to achieve those goals, learn professional ethics, and acquire skills essential to their professional interests. Psychology majors develop the intellectual, interpersonal, and technical skills to obtain employment relevant to their degree or to pursue graduate studies.

Psychology Program Outcomes
Upon completion of the Psychology program, graduates will be able to
1. Demonstrate an understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in basic and applied psychology.
2. Display an understanding of the basic research methods and data analytic procedures.
3. Exhibit an ability to think logically and critically about behavior and mental processes. They will recognize their own biases and be willing to reexamine them in the light of newly acquired information.
4. Demonstrate sensitivity to individual and cultural differences such as gender, race, and sexual orientation, and exhibit an understanding of the effect of those variables on behavior and development.
5. Exhibit an understanding of the ethical standards of the discipline of psychology, as well as an ability to apply those standards.
6. Display an ability to use library and electronic resources to obtain relevant information about the science and profession of psychology and be able to use the information appropriately in their own work.
7. Identify the career paths available to Psychology majors.

Psychology Program Policies
Students must earn a minimum GPA of 2.00 to remain in the major, and the lowest acceptable grade is a “C-” in Psychology courses.

Psychology Program Requirements
The courses listed below are required for completion of the B.S. degree in Psychology. Students must also complete the requirements for the Stevenson Core Curriculum. Specific pre- and co-requisites for each course are provided in the Course Descriptions.

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

Major Requirements:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
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<td>PSY 108</td>
<td>Human Growth &amp; Development</td>
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<tr>
<td>PSY 200</td>
<td>Professional Development in Psychology</td>
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<td>PSY 215</td>
<td>Psychopathology</td>
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<td>PSY 230</td>
<td>Counseling Skills</td>
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<td>Research Methods and Data Analysis I</td>
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<tr>
<td>PSY 303</td>
<td>Social Psychology</td>
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<td>PSY 343</td>
<td>Research Methods and Data Analysis II</td>
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<td>PSY 365</td>
<td>Learning Theories and Their Applications</td>
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<td>PSY 370</td>
<td>Biological Psychology</td>
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<tr>
<td>PSY 410</td>
<td>Counseling Theories</td>
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<tr>
<td>PSY 420</td>
<td>History and Systems of Psychology</td>
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Twelve credits of psychology electives from among the following:

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<tr>
<td>PSY 208</td>
<td>Human Sexuality</td>
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<tr>
<td>PSY 221</td>
<td>Infant and Child Socioemotional Development</td>
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<tr>
<td>PSY 251</td>
<td>Topics in Psychology (Repeatable for credit if</td>
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<tr>
<td>PSY 309</td>
<td>Field Placement (Repeatable for credit if</td>
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<td>content differs)</td>
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<tr>
<td>PSY 315</td>
<td>Child Psychopathology</td>
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<tr>
<td>PSY 325</td>
<td>Personality Psychology</td>
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<tr>
<td>PSY 350</td>
<td>Advanced Topics in Psychology (Repeatable for</td>
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<td>credit if content differs)</td>
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</table>
PSY 380  Tests & Measurement
PSY 390  Advanced Research Methods
PSY 450  Advanced Field Placement (Repeatable for credit if content differs.)

Secondary Requirements:
BIO 113  General Biology I: Cell Biology and Genetics
BIO 130  Human Anatomy & Physiology
IS 134  MS Windows and Office Applications
MATH 140  Basic Statistics
SOC 101  Introduction to Sociology

Students earn either a Bachelor of Science or a Bachelor of Arts degree in Psychology. (Six credits of intermediate level foreign language are required for the Bachelor of Arts degree.)

Psychology Other Options

Minor:
A minor in Psychology is available (18 credits). Please see an Academic Advisor for more information.

Psychology Course Descriptions

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

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

PSY 200  Professional Development in Psychology  
3 credits, Fall and Spring
Focuses on the academic skills required in upper-division psychology courses and for career development. There are three elements: (1) Information Literacy (obtaining information in psychology and related fields), (2) APA style (writing in accordance with the guidelines set forth by the Publication Manual of the American Psychological Association), and (3) Career Development (becoming familiar with career options in psychology, writing a Curriculum Vitae and planning for a career in the psychology field).
Prerequisite(s): PSY 101 and second-year status or permission of instructor.

PSY 206  Child Development  
3 credits, Fall
Focuses on theories and research, as well as their application to human 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.
General Education: Social Science

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

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

PSY 221  Infant and Child Socioemotional Development  
3 credits, Fall and Spring
Focuses on infant and child socioemotional development. Explores development from theoretical, scientific, and topical perspectives, beginning with conception and progressing through late childhood. Topics include attachment, child maltreatment, friendship, and self-esteem.
Prerequisite(s): PSY 108
Alternate years: offered as needed

PSY 230  Counseling Skills  
3 credits, Fall and Spring
Teaches the skills that are essential for those who wish to help others better manage their problems and develop their opportunities. This course addresses the theory and research that supports the use of these skills.
Prerequisite(s): PSY 101

PSY 251  Topics in Psychology  
3 credits, Fall and Spring
Studies selected issues in psychology, stressing relevant methodologies and theories. Topics such as Forensic Psychology, Psychology of Sex and Gender, Sports Psychology, and Animal Assisted Therapy are rotated.
Prerequisite(s): PSY 101

PSY 270  Research Methods and Data Analysis I  
4 credits, Spring
Introduces students to the basic principles of research in Psychology and the conduct and analysis of descriptive and correlational research. Focuses on the scientific method, the role of systematic observation, the selection of appropriate research designs, ethical considerations in research, descriptive and correlational research methods, the use of descriptive
statistical procedures to analyze and interpret research results, and how to report results in APA style. Students use SPSS to conduct descriptive data analyses.

**Prerequisite(s):** PSY 101, PSY 200 or permission of instructor, and MATH 140.

**PSY 303 Social Psychology**
3 credits, Fall
Investigates how people’s thoughts, feelings, and behaviors are affected by the real or imagined presence of others. Topics include the study of attitudes and beliefs, aggression and altruism, conformity, gender roles, self-perception and deception, and the application of social psychology in such settings as the courtroom and therapist’s office. Major theoretical viewpoints and the importance of scientific methodology are stressed.

**Prerequisite(s):** (PSY 108 or PSY 215) and PSY 270 or permission of instructor.

**PSY 309 Field Placement**
3 credits, Fall, Spring and Summer
Provides a field experience designed to meet specific academic and professional objectives. This course affords students the opportunity to develop professional experience and to apply the knowledge, theories, and concepts learned in academic classes to student performance in a professional work setting, with significant supervision. Not required, but highly recommended. Approval of Field Placement Coordinator required. Forty hours per credit.

**Prerequisite(s):** Sophomore Psychology major status; PSY 101 and PSY 108.

**PSY 315 Child Psychopathology**
3 credits
Examines abnormal behavior in children and adolescents. Focuses on the assessment, diagnosis, possible causes, and treatments of mental disorders that may appear during childhood or adolescence.

**Prerequisite(s):** PSY 200 and PSY 215 or permission of instructor.

**Alternate years:** offered as needed

**PSY 325 Personality Psychology**
3 credits, Spring
Examines the major personality theories and the research associated with them. Focuses on factors that distinguish individuals from one another and on conditions that contribute to these distinctions. Emphasizes research and theory and also addresses practical implications.

**Prerequisite(s):** (PSY 108 or PSY 215) and PSY 270 or permission of instructor.

**PSY 330 Educational Psychology**
3 credits, Fall
Studies current theory and practice in the teaching/learning process from the perspective of child development. 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.*

**Prerequisite(s):** PSY 206 or PSY 108

**PSY 343 Research Methods and Data Analysis II**
4 credits, Fall
Focuses on the conduct and analysis of experimental research. Introduces students to basic experimental research designs and the use of descriptive and inferential statistical procedures to analyze and interpret experimental results. Students use SPSS to conduct descriptive and inferential data analyses.

**Prerequisite(s):** PSY 270

**PSY 350 Advanced Topics in Psychology**
3 credits, Fall and Spring
Studies selected issues in psychology, in depth, stressing relevant methodology and theories. Topics, such as Animal Minds, Health Psychology (service learning component), Current Topics in the Psychology of Sex and Gender, and Drugs and Behavior are rotated.

**Prerequisite(s):** Permission of instructor

**PSY 365 Learning Theories and Their Applications**
3 credits, Spring
Examines behavioral approaches to how people change due to their experiences. The course focuses on the fundamentals of the classical and operant conditioning models of learning. It also examines applications of these models to humans and animals.

**Prerequisite(s):** PSY 101 and PSY 200 or permission of the instructor, and third-year status.

**PSY 370 Biological Psychology**
3 credits, Fall and Spring
Examines the biological bases of behavior with emphasis on how the brain creates the mind/consciousness. Includes a study of brain development, vision, sleep and dreaming, emotions, motivation, the biological basis of learning and memory, and coverage of debates about animal research and how the brain relates to the mind.

**Prerequisite(s):** PSY 101, PSY 200, and BIO 130; third-year status or permission of instructor.

**PSY 380 Tests and Measurement**
3 credits, Spring
Examines psychological testing and assessment. Focuses on major types of psychological tests, the psychometric principles underlying testing, and the ethical use of tests in both educational and clinical settings.

**Prerequisite(s):** PSY 343

**PSY 390 Advanced Research Methods**
3 credits, Fall and Spring
Provides students an opportunity to develop and conduct a scientific research project with a faculty member as mentor. The project must apply psychological research methods and data analysis to a selected scientific problem. Under the direction of the faculty mentor, students, individually or in small groups, perform original research. Emphasis is on honing oral and written communication skills and applied research skills within the context of scientific inquiry. Requirements include preparing a research project proposal, delivering oral presentations, writing a scientific research paper, and creating and presenting a formal research poster.

**Prerequisite(s):** PSY 270 and PSY 343, at least junior status, permission of faculty member supervising students and permission of department chair.

**PSY 410 Counseling Theories**
3 credits, Fall
Examines the major counseling theories and psychotherapeutic systems. Presents each system’s history, relationships with other systems, theory of personality, goals, process of psychotherapy, applications, and empirical status. *Restricted to Psychology majors in their senior year.*

**Prerequisite(s):** PSY 215, PSY 230, and PSY 365
PSY 420 History and Systems of Psychology
3 credits, Spring
Examines the philosophical and scientific foundations of psychology as it has emerged as a field of inquiry, an academic discipline, and a profession. Provides an overview of the concept of globalization and its impact on postmodern psychology. Restricted to Psychology majors in their senior year.
Prerequisite(s): PSY 410

PSY 450 Advanced Field Placement
3 credits, Fall and Spring
Provides a field experience designed to meet specific academic and professional objectives. This course affords students the opportunity to develop further professional experience and to apply the knowledge, theories and concepts learned in academic classes to their performance in a professional work setting. Not required, but highly recommended. Approval of Field Placement Coordinator required. 40 hours per credit.
Prerequisite(s): PSY 309; junior or senior Psychology major status

Public History
School of Humanities and Social Sciences
Department of Humanities

Public History Program Description
Students at Stevenson University who wish to concentrate their studies in history should choose the university’s Public History major, part of the Humanities Department at the university. Stevenson’s Public History major is one of the nation’s few four-year undergraduate majors in the field. A Public History major offers its students everything that a history major offers, plus so much more. It provides students the breadth of a traditional history major, focusing on American history, combined with the opportunity to study and practice the public presentation of history through specialized coursework and internships. Stevenson’s Public History major is distinctive because of its strong liberal arts context which gives its graduates a broad perspective on their course of study. 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 respect 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.

Students interested in majoring in Public History should contact the Humanities Department Chairperson.

Public History Program Outcomes
Upon completion of the Public History program, graduates will be able to
1. Comprehend historical periods, persons, events, ideas, and themes with a special focus on United States history, as well as the concepts of historical causation, conflict, and change over time underlying all historical study.
2. Master fundamental historical research using both library and Internet resources: locating, reading, interpreting, evaluating, verifying, and documenting primary and secondary sources.
3. Master critical thinking about history: drawing conclusions from readings, applying knowledge to new situations, analyzing and synthesizing secondary and primary sources, evaluating opposing arguments, and understanding how historical interpretations fit into the larger context of historical inquiry.
4. Evaluate the historical significance of race and ethnicity, class, gender and sex, and religion, especially in the development of the United States.
5. Communicate historical knowledge and interpretations to a variety of general public audiences.
6. Analyze and synthesize practical and ethical issues related to communicating history to a variety of general public audiences.
7. Understand career paths related to public history and effectively search for relevant employment opportunities.

Public History Program Policies
Students must earn a minimum GPA of 2.00 in the major and the lowest acceptable grade is a “C” in all history courses (except HIST 100). However, in order to enroll in the required history internship (HIST 450), seniors must have a minimum GPA of 2.50 and second semester juniors must have a minimum GPA of 2.75. When a grade below “C” is earned in any history course (except HIST 100), the student must repeat that course if it is a required core course or substitute another similar course with a minimum grade of “C” if it is an elective course. No student will be permitted to enroll in the next course in a sequence without earning a grade of “C” or better in the preceding prerequisite course. There is no limit on the number of repeats or substitutions allowed.

Public History Program Requirements
For completion of the bachelor’s degree, Public History majors are required to complete 45 credits (15 courses) from the courses listed below as indicated. Students must also complete the requirements for the Stevenson Core Curriculum and complete HIST 100 every semester while enrolled in the Public History program. Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:
Required Core History Courses (students are required to take all 8 courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>HIST 103</td>
<td>World History I</td>
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<tr>
<td>HIST 106</td>
<td>World History II</td>
</tr>
<tr>
<td>HIST 109</td>
<td>U.S. History I</td>
</tr>
<tr>
<td>HIST 110</td>
<td>U.S. History II</td>
</tr>
</tbody>
</table>
HIST 209 Research and Writing in History
HIST 410 The Great Historians

Public History Required Core Courses
HIST 208 Introduction to Public History
HIST 450 Public History Internship

Required Elective History Courses
General History Elective Courses selected from the following courses (students are required to take 5 courses, 4 courses of which must be at the 300- and 400-level)
HIST 210 African American History
HIST 220 American History and Community Service
HIST 225 American Legal History
HIST 230 American Women’s History
HIST 238 History of Baltimore
HIST 300 The United States Since 1945
HIST 306 History of the Family
HIST 311 Topics in General History
HIST 314 Revolutionary America
HIST 317 The Western Intellectual Tradition
HIST 330 Robbers, Radicals, and Reformers: US, 1877-1920
HIST 336 The American Civil War
HIST 337 The United States: The Sixties
HIST 339 The United States Since 1970
HIST 350 Independent Study
HIST 411 Senior Seminar

Public History Elective Courses selected from the following courses (students are required to take 2 courses)
HIST 331 American Material Culture
HIST 332 Topics in Public History

Secondary Requirements:
There are no secondary requirements for the Public History major. This allows majors to take select courses in related disciplines or minor in a related field to strengthen their marketability upon graduation. For example, a Public History major interested in employment at a history museum following graduation would have ample opportunity to take management courses or a management minor at Stevenson.

Public History Other Options
Minor:
Students may minor in history. Any HIST course, for which the student has satisfied the prerequisites, may count toward a minor except courses restricted to Public History majors, such as HIST 100 and HIST 450. For further information on a history minor, contact the Humanities Department Chairperson.

Public History Course Descriptions
HIST 100 History Forum
0 credits, Fall and Spring
Provides Public History majors with the opportunity to learn more about the field of public history and the requirements of their major. Organizations that sponsor public history internships frequently present to the Forum. Majors also learn about Stevenson career counseling services and study abroad opportunities. Academic advising is provided as well.
Restricted to Public History majors. Required for Public History majors every semester they are enrolled in the program.

HIST 105 World History I
3 credits, Fall
Focuses on the diverse forces that helped shape the world in which we live. The course traces the development of world civilizations from the origins of mankind to the Early Modern era, with special emphasis on Western civilization.
Prerequisite(s): ENG 151 or equivalent. May be taken concurrently.
General Education: Humanities

HIST 106 World History II
3 credits, Spring
Focuses on the diverse forces that helped shape the world in which we live. The course traces the development of world civilizations from the Early Modern era to the present, with special emphasis on Western civilization.
Prerequisite(s): ENG 151 or equivalent. May be taken concurrently.
General Education: Humanities

HIST 109 The United States: Colonial America to 1877
3 credits, Fall
Surveys the major events, ideas, and personalities critical to the development of the United States up to 1877. The course will examine the settlement and development of the American colonies, the American Revolution, the Civil War and Reconstruction, and will look at the collision of cultures and ideas that led to the formation of early America.
Prerequisite(s): ENG 151 or equivalent. May be taken concurrently.
General Education: Humanities

HIST 110 The United States: 1877 to Present
3 credits, Spring
Surveys the major events, ideas, and personalities critical to the development of the United States from 1877 to the present. The course will examine the consequences of the Civil War and Reconstruction, Populism, Progressivism, the two World Wars, the Roaring Twenties, the Great Depression, the Cold War, and the post-Cold War world.
Prerequisite(s): ENG 151 or equivalent. May be taken concurrently.
General Education: Humanities

HIST 208 Introduction to Public History
3 credits, Fall
Introduces students to the foundational concepts and methods of public history. The 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. The course also explores various careers open to individuals with a strong background in history.
Prerequisite(s): HIST 109 and ENG 152 or equivalent. HIST 109 may be taken concurrently.
General Education: Humanities

HIST 209/ENG 209 Research and Writing in History
3 credits, Spring
Introduces students to the use of the tools and methods of historians used to interpret and evaluate historical sources and to construct narratives based on primary and secondary research. In addition, students will develop skills in presenting history to a variety of general public audiences.
Prerequisite(s): HIST 109 and ENG 152 or equivalent. HIST 109 may be taken concurrently.
General Education: 200-level writing course
HIST 210 African American History
3 credits, Fall
Traces the struggles, accomplishments, and impact of African Americans through the course of United States history. The 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 up to the present.
Prerequisite(s): ENG 152 or equivalent
General Education: Humanities
Alternate years: even-numbered

HIST 220 American History and Community Service
3 credits, Spring
Explores the question “Who are we as Americans?” through a survey of US history in conjunction with a service project in a nonprofit organization. The course topic may rotate occasionally, focusing on one aspect of national identity and perception, for example, the urban present vs. our rural past. In the classroom, students trace the semester’s theme over time and in the field complete a service project, reflect upon their experience in light of their academic learning, and use this experience to deepen their understanding of U.S. history.
Prerequisite(s): ENG 152 or equivalent
General Education: Humanities

HIST 225 American Legal History
3 credits, Fall
Surveys the American legal system from the colonial era to the present. The course emphasizes the reception and adaptation of the English common law in America, the development of the American legal profession, and the relationship between the legal system and the broader political, economic, intellectual, and social development of the United States.
Prerequisite(s): ENG 152 or equivalent
General Education: Humanities
Alternate years: odd-numbered

HIST 230 American Women’s History
3 credits, Spring
Examines the history of women in the United States from the time of the Native Americans in the pre-colonial era to the present. The course explores how women’s roles, status, image, and legal rights evolved due to social and economic change and as a result of the activism of reformers and writers.
Prerequisite(s): ENG 152 or equivalent
General Education: Humanities
Alternate years: even-numbered

HIST 238 History of Baltimore
3 credits, Fall
Introduces students to the history of Baltimore from colonial times to the present. The course examines changes in politics and the economy, in the physical environment, and in the lives of ordinary Baltimoreans. The course also explores the ways in which Baltimore’s history reflects both national trends and its own particular mix of North and South, race, ethnicity, and class.
Prerequisite(s): ENG 152 or equivalent
General Education: Humanities
Alternate years: odd-numbered

HIST 300 The United States Since 1945
3 credits, Fall or Spring
Explores the major events, issues, ideas, and personalities of recent United States history. After briefly examining the Great Depression and World War II, the course focuses on the Cold War, the civil rights movement, the counterculture revolution of the 1960s, the Vietnam War, Watergate, and the post-Cold War era, and the political and social reactions to these events in recent years. Students may not take both HIST 300 and HIST 337 or HIST 339.
Prerequisite(s): A 100- or 200-level American history class and ENG 152 or equivalent.
General Education: Humanities

HIST 306 History of the Family
3 credits, Fall
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. It studies the impact of geography, economy, religion, and political structures on the variety of family structures in the Western and non-Western worlds.
Prerequisite(s): A 100- or 200-level history class and ENG 152 or equivalent.
General Education: Humanities
Alternate years: even-numbered

HIST 311 Topics in General History
3 credits, Fall and Spring
Focuses on a particular period or on a specialized topic in general history. The course involves significant analysis of primary sources. Recent topics have been the Middle Ages in film, the Renaissance, the Reformation, Tudor and Stuart England, and modern American sports history. The course is repeatable if the topics are different.
Prerequisite(s): A 100- or 200-level history class and ENG 152 or equivalent.
General Education: Humanities

HIST 312 Topics in Public History
3 credits, Fall and Spring
Focuses on a specialized topic / field in public history. Recent topics / fields have been historic preservation, museum studies, historical archeology, and oral history. The course is repeatable if the topics / fields are different.
Prerequisite(s): A 100- or 200-level history class and ENG 152 or equivalent.
General Education: Humanities

HIST 314 Revolutionary America
3 credits, Spring
Explores the American Revolutionary era that transformed America and the world in the last half of the eighteenth century. It 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. The class will also examine the history of women, Native Americans, and African Americans.
Prerequisite(s): A 100- or 200-level American history class and ENG 152 or equivalent.
General Education: Humanities
Alternate years: odd-numbered

HIST 317 The Western Intellectual Tradition
3 credits, Fall
Focuses on the role of ideas in the history of Western civilization and will trace the Western intellectual tradition from Plato and Aristotle through the classical, medieval, and modern world. The class will explore the seminal ideas of philosophers, religious, and political leaders. It will pay particular attention to the role of ideas as both cause and effect of other social, economic, and historical forces.
Prerequisite(s): A 100- or 200-level history class and ENG 152 or equivalent
**General Education:** Humanities
**Alternate years:** odd-numbered

**HIST 330 Robbers, Radicals, and Reformers: US, 1877-1920**
**3 credits, Fall**
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. The course will explore themes such as "big business," immigration, labor strife, segregation, progressive reform, and imperialism and their impact on the lives of ordinary Americans.
**Prerequisite(s):** A 100- or 200-level American history class and ENG 152 or equivalent.
**General Education:** Humanities
**Alternate years:** odd-numbered

**HIST 331 American Material Culture**
**3 credits, Spring**
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. The course focuses on both high-style art objects as well as utilitarian, vernacular objects. The class especially considers the changing roles of class, gender, and race in American material culture.
**Prerequisite(s):** A 100- or 200-level American history class and ENG 152 or equivalent.
**General Education:** Humanities
**Alternate years:** odd-numbered

**HIST 336 The American Civil War**
**3 credits, Fall**
Explores the American Civil War from its root causes to its aftermath. Course topics include the military and political leadership, new and improved technologies, the battles from Fort Sumter to Appomattox, and the impact of the war on the civilian population.
**Prerequisite(s):** A 100- or 200-level American history class and ENG 152 or equivalent.
**General Education:** Humanities
**Alternate years:** even-numbered

**HIST 337 The United States: The Sixties**
**3 credits, Spring**
Emphasizes primary sources to explore the fast-paced social, political, and cultural changes that occurred in America from 1960 to 1974. The course explores major trends in society, the economy, and politics. Topics include the presidencies of Kennedy, Johnson, and Nixon; the civil rights and black liberation movements; the Vietnam War; the rise and fall of the New Left; and the counter-culture. Students may not take both HIST 337 and HIST 300.
**Prerequisite(s):** A 100- or 200-level American history class and ENG 152 or equivalent.
**General Education:** Humanities

**HIST 339 The United States Since 1970**
**3 credits, Fall**
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. Students may not take both HIST 339 and HIST 300.
**Prerequisite(s):** A 100- or 200-level American history class and ENG 152 or equivalent.
**General Education:** Humanities
**Alternate years:** odd-numbered

**HIST 350 Independent Study**
**2-3 credits, Fall and Spring**
Provides students with the opportunity to complete a rigorous approved project under close faculty supervision during the course of a semester. The topic of study may not be one covered in an existing HIST course.
**Prerequisite(s):** A 100- or 200-level American history class and ENG 152 or equivalent. Also, permission of the supervising instructor, the Humanities & Public History Department Chairperson, and the Executive Vice President for Academic Affairs and Dean required.
**General Education:** Humanities

**HIST 410 The Great Historians**
**3 credits, Fall or Spring**
Examines the nature of historical writing in the ancient world up to the present day. The course will explore the ways in which historical writing has changed over time and has been shaped by historians’ preconceptions, moral judgments, political philosophies, and specific historical contexts.
**Prerequisite(s):** A 100- or 200-level history class and ENG 152 or equivalent.
**General Education:** Humanities

**HIST 411 Senior Seminar**
**3 credits, Fall or Spring**
Provides an academic capstone for Public History majors and generally will focus on a specific time period, theme, person, event, or idea. The subject will be investigated thoroughly from a wide variety of perspectives. Emphasis will be placed upon interpreting the subject through the primary written and material record, through contrasting interpretations that illustrate the complexity and depth of the subject and its lasting significance and influence. The course is repeatable if the topics are different.
**Prerequisite(s):** Senior Public History major status; a 100- or 200-level history class and ENG 152 or equivalent, or permission of the instructor.
**General Education:** Humanities

**HIST 450 Public History Internship**
**3 credits, Fall and Spring**
Provides an experiential capstone for Public History majors. During the internship, students will perform a minimum of 120 hours of career-related work under the guidance of a history faculty mentor and an on-site supervisor from the sponsoring organization. Internships are arranged individually to match students’ career goals and interests with sponsors’ needs. The Internship is repeatable under certain circumstances.
**Prerequisite(s):** Senior or second-semester Junior Public History major status; at least 24 credits in history, including HIST 208 and HIST 209; and a minimum 2.50 GPA for Seniors and 2.75 GPA for Juniors.

**Religion**

School of Humanities and Social Sciences

There is no major in Religion at Stevenson University; however, students interested in pursuing this field of study may do so either by taking a minor in Religion or by creating a focus in Religion within Interdisciplinary Studies. For more information on creating a minor, see the Humanities
Department Chairperson. For more information on Interdisciplinary Studies, consult the Interdisciplinary Studies Department.

Religion Course Descriptions

REL 116 Survey of the New Testament
3 credits, Fall or Spring
Introduces the literature of the New Testament, with appropriate emphasis given to the background, growth, and thematic content of the Biblical materials.
Prerequisite(s): ENG 151 or equivalent. May be taken concurrently.
General Education: Humanities

REL 202 World Religions
3 credits, Fall and Spring
Surveys selected living religions and their practices and thoughts that have had a major influence on the development of worldviews. The course examines the impact religion has on certain aspects of our lives, such as politics, history, literature, and the arts. The course also seeks to provide the critical tools needed to determine and to evaluate religious influences.
Prerequisite(s): ENG 151 or equivalent. May be taken concurrently.
General Education: Humanities

REL 275 Topics in Religion
3 credits, Fall and Spring
Offers a variety of topics from among the world’s religions. Recent course topics have included religion & community service and religion & film. The course will allow students the opportunity to look at contemporary as well as past events that shape world religions and influence society. The course is repeatable if the topics are different.
Prerequisite(s): ENG 151 or equivalent. May be taken concurrently.
General Education: Humanities

REL 302 Comparative Religious Thought
3 credits, Fall and Spring
Explores and compares specific religious issues, such as salvation, creation, God, life and death, sex and sexuality, woman and man, and rites of passage in selected world religions.
Prerequisite(s): ENG 152 or equivalent. Third-year or fourth-year status or permission of the instructor.
General Education: Humanities

REL 303 Contemporary Religion in America
3 credits, Fall or Spring
Studies contemporary religious expressions in America. The course examines the origins, development, and current status of both mainline and peripheral movements, with discussions on attendant problems of national interest.
Prerequisite(s): ENG 152 or equivalent. Third-year or fourth-year status or permission of the instructor.
General Education: Humanities

REL 305 Topics in Third World Religions
3 credits, Fall or Spring
Investigates various issues in selected Third World religions. The course places special emphasis on the basic worldviews of a specific culture, such as African or Native American cultures. The topics may include religion and morality, rites of passage, the family, religious symbols and art, sacrifice, religion and medicine, and encounters with foreign religions.
Prerequisite(s): ENG 152 or equivalent. Third-year or fourth-year status or permission of the instructor.
General Education: Humanities

REL 310 Jesus of Nazareth
3 credits, Fall or Spring
Studies the founder of Christianity, with attention given to the historical and social setting. The course analyzes the portraits of Jesus presented in the four canonical gospels, as well as his impact on the subsequent history of world culture.
Prerequisite(s): ENG 152 or equivalent. Third-year or fourth-year status or permission of the instructor.
General Education: Humanities

REL 405 Seminar in Western Religions
3 credits, Fall or Spring
Provides a comparative study of the three major Western religions (Judaism, Christianity, and Islam) as well as an in-depth examination of their historical development and resulting implications for contemporary economic, social, and political issues.
Prerequisite(s): ENG 152 or equivalent. Third-year or fourth-year status or permission of the instructor.
General Education: Humanities

REL 410 Seminar in Eastern Religions
3 credits, Fall or Spring
Studies the history and thought of one or two Asian religions, combining a reading of selected canonical texts, a study of major thinkers, and a discussion of problems, such as the relationship between the religion and society. Specific traditions covered in the seminar may include those of Hinduism, Buddhism, Tantrism, Confucianism, Taoism, and Shintoism.
Prerequisite(s): ENG 152 or equivalent. Third-year or fourth-year status or permission of the instructor.
General Education: Humanities

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 course of study available in Interdisciplinary Studies. Students who wish to develop a Sociology focus should consult the Program Coordinator, Interdisciplinary Studies. Course descriptions for Sociology are listed below:

Sociology Course Descriptions

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

SOC 102 Contemporary Social Problems
3 credits, Fall and Spring
Examines pressing social problems of the present era. Issues considered may include economic inequality, racism, sexism, ageism, environmental abuse, unequal educational opportunities, drug abuse, crime, and others. Application of
theory and research findings will focus on strategies for prevention and institutions designed to solve social problems.

**Prerequisite(s):** None

**General Education:** Social Science

**SOC 203 Sociology of Minority Groups**

*3 credits, Spring*

Explores the consequences of power differentials between special categories of peoples, such as those based on race, ethnicity, religion, sex, gender, and sexual preference. Emphasis on sociological definitions and theories.

**Prerequisite(s):** ENG 152 and sophomore status

**General Education:** Social Science

**SOC 206 Sociology of Women**

*3 credits, Fall*

Studies women in society. Explores women’s roles in the past and present and considers their possibilities in the future. Application of theory and research findings in examination of gender-role socialization, life cycle roles and changes, feminism, and selected topics.

**Prerequisite(s):** SOC 101 and sophomore status

**Alternate years:** 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(s):** SOC 101 and sophomore status

**Alternate years:** 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. Draws on approaches of the social sciences and the humanities to gain insight into changing attitudes, values, and beliefs. Students investigate topics of special interest through field and or library research.

**Prerequisite(s):** Sophomore status

**Alternate years:** offered as needed

**General Education:** Social Science

**SOC 304 Topics in Sociology**

*3 credits, Fall and Spring (as needed)*

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. *May be repeated for credit if topic differs.*

**Prerequisite(s):** SOC 101 and junior status

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### Spanish

Spanish courses are listed under Foreign Modern Languages.

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### Visual Communication Design

**School of Design**

**Department of Art**

**Visual Communication Design Program Description**

Graphic design, web design, video and digital media were once separate academic and professional areas. Today, these areas of visual communication are integrated. This integration is the focus of Stevenson’s Visual Communication Design program.

The Art Department within the Arts and Humanities division grants a Visual Communication Design BS or BA degree. Visual Communication Design majors begin this course of study practicing observational fine art traditions and techniques and studying art history. This set of experiences provides the foundation for students to further develop and practice conceptual, technical, and professional skills. Upper-level visual communication design courses integrate fine art, design, and technical skills in context and practice. The upper-level student will be able to demonstrate critical thinking and visual literacy across design disciplines.

The culmination of this major is the presentation of a portfolio with a concentration in at least one Visual Communication Design discipline: digital imaging, motion media, print design, or web design.

The Visual Communication Design degree program offers courses in both day and evening sessions.

To view Art Department student portfolios go to http://dept.stevenson.edu/art http://dept.stevenson.edu/art

**Visual Communication Design Program Outcomes**

Upon completion of the Visual Communication Design program, graduates will be able to

1. Formulate an advanced level of art literacy.
   - Recognize periods and styles
   - Select and organize related ideas
   - Exhibit knowledge of art and design
   - Demonstrate innovation and sophistication in applications
   - Apply conceptual thinking through articulation of those ideas visually, verbally and in writing
   - Realize their design ideas in comprehensive form

2. Demonstrate career preparedness.
   - Exhibit a professional work ethic
   - Produce a portfolio of work
   - Interact in groups through active participation—a desire and confidence to be independent and to work in teams
   - Practice professional communications and behaviors

3. Incorporate historical references into visual communication design.
   - Interpret major themes and movements
   - Reference themes in work, presentations, and critiques
   - Express conception of self as a part of a larger art and design culture
   - Demonstrate knowledge of technological advances that have influenced art and design processes

4. Demonstrate an aesthetic.
   - Investigate aesthetic traditions for creative and political relevance
- Identify formal and substantive aesthetic principles that guide the intent of a work
- Analyze a work to explore its formal and conceptual aesthetic elements
- Interpret formal and conceptual aesthetic elements
- Apply formal and substantive aesthetic principles to a work

5. Demonstrate self-motivation.
   - Evaluate one’s work and practice
   - Challenge self and others
   - Create work that is researched, complete, explores variations, and shows attention to detail
   - Perform learning activities outside the classroom

6. Produce projects with effective use of technical skills.
   - Investigate available technologies
   - Recognize distinct characteristics of media (traditional and digital)
   - Manipulate technology and media
   - Employ skills effectively and efficiently towards the objective

Visual Communication Design Program Policies

Students must earn a minimum GPA of 3.00 in the major, and the lowest acceptable grade is a “C” in ART, IS, MOGR, PHOTO, and VCD courses.

Visual Communication Design is a limited enrollment major. To remain in the major, students must demonstrate a sustained level of satisfactory performance, as determined by periodic evaluations outlined in the Art Standard below. The Art Standard is distributed to all freshmen during the Art and Design seminar.

Art Standard

At the end of the first, second, and third years, students will go through a formal review to determine if they are eligible to continue in the Visual Communication Design major.

The review requirements are as follows:
1. 2.50 or higher overall GPA—first year (May) 2.80 or higher overall GPA—remaining years (May)
2. Students must earn a 3.00 or higher GPA in the major, with the lowest acceptable grade of “C” in required Art courses. Students must repeat any required art course in which they receive a “C−”, “D” or “F”. If a student receives a second “C−”, “D” or “F” in that required art course, he/she cannot continue in the Visual Communication Design major.
3. Satisfactory evaluation in required annual portfolio review.
   - If the student does not present a portfolio, he/she will not be eligible to continue in the Visual Communication Design program of study.
   - In the event that a student does not meet all three of the requirements of the major after the review, the student will be placed on probation. Probationary students will be reviewed again at the end of the fall term.

Visual Communication Design Program Requirements

The courses listed below are required for completion of the bachelor’s degree in Visual Communication Design. Visual Communication Design majors can elect to focus in Motion Graphics or Photography. Students must also complete the requirements for the Stevenson Core Curriculum. Specific pre- and co-requisites for each course are listed in the course descriptions.

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

Major Requirements VCD track:
ART 101 Art & Design Seminar
ART 105 Art History Survey
ART 110 Fundamentals of Design I
ART 113 Fundamentals of Design II
ART 116 Drawing I
ART 117 Drawing II
ART 215 Painting I
ART 216 Painting II
ART 219 or Printmaking
ART 250 Fine Art Topics: Silkscreen
ART 305 Topics in Art History
PHOTO 140 Photography
VCD 206 Fundamentals of Typography
VCD 220 Design Theory I: Communicating Concepts
VCD 221 Design Theory II: Type & Image
VCD 224 History of Design
VCD 306 Web Design I
VCD 308 Web Design II
VCD 320 Design Theory III: Client & Audience
VCD 321 Design Theory IV: Media & Message
VCD 356 Video Exploration
Four Focused Electives (see advisor)

Secondary Requirements:

Lower-level secondary requirements:
IS 124 Introduction to Computer Graphics*

Upper-level secondary requirements:
ART 390 Internship I (recommended) (Up to six credits of internship may count as a focused elective.)
PHIL 320 Aesthetics* (recommended)

Major Requirements MOGR track:
ART 101 Art & Design Seminar
ART 105 Art History Survey
ART 110 Fundamentals of Design I
ART 113 Fundamentals of Design II
ART 116 Drawing I
ART 117 Drawing II
ART 215 Painting I
ART 256 Commercial and Industrial Scriptwriting
ART 305 History of Motion Graphics
IS 224 Final Cut Pro
MOGR 231 Concepts of Motion
MOGR 331 Intermediate Motion Graphics
MOGR 431 Advanced Motion Graphics and Effects
PHOTO 140 Photography
VCD 206 Fundamentals of Typography
VCD 220 Design Theory I: Communicating Concepts
VCD 221 Design Theory II: Type & Image
VCD 224 History of Design
VCD 306 Web Design I
VCD 308 Web Design II
VCD 320 Design Theory III: Client & Audience
VCD 321 Design Theory IV: Media & Message
VID 107 Fundamentals of Video
Four Focused Electives (see advisor)
**Secondary Requirements:**

*Lower-level secondary requirements:*
- IS 124 Introduction to Computer Graphics*

*Upper-level secondary requirements:*
- ART 390 Internship I (recommended)
(Up to three credits of internship may count as a focused elective.)
- PHIL 320 Aesthetics* (recommended)

**Major Requirements PHOTO track:**
- ART 101 Art & Design Seminar
- ART 105 Art History Survey
- ART 110 Fundamentals of Design I
- ART 113 Fundamentals of Design II
- ART 116 Drawing I
- ART 117 Drawing II
- ART 215 Painting I
- ART 305 History of Photography
- PHOTO 140 Introduction to Photography
- PHOTO 240 Intermediate Photography
- PHOTO 250 Alternative Photographic Processes
- PHOTO 340 Advanced Photography
- VCD 206 Fundamentals of Typography
- VCD 220 Design Theory I: Communicating Concepts
- VCD 221 Design Theory II: Type & Image
- VCD 224 History of Design
- VCD 306 Web Design I
- VCD 320 Design Theory III: Client & Audience
- VCD 321 Design Theory IV: Media & Message
- VCD 356 Video Exploration

Four Focused Electives (see advisor) PHOTO 260 Digital Photography (recommended).

**Secondary Requirements:**

*Lower-level secondary requirements:*
- IS 124 Introduction to Computer Graphics*

*Upper-level secondary requirements:*
- ART 390 Internship I (recommended)
(Up to three credits of internship may count as a focused elective.)
- PHIL 320 Aesthetics* (recommended)

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

**Visual Communication Design Other Options**

**Minor:**
A minor is available in Art. Please see an Academic Advisor for more information.

**Visual Communication Design Course Descriptions**

**Art Courses**

**ART 101 Art and Design Seminar**
*1 credit, Spring*

Provides an overview of the visual communication design profession. This course sets expectations for subsequent major courses, while analyzing the distinctive and shared values of artists and designers. Students explore a broad range of design-related career possibilities, reflecting on their individual values, skills, interests, and goals. Guest lectures, journaling, and research will be included. This course does not substitute for the required freshman seminar. 

**Prerequisite(s):** None

**ART 105 Art History Survey**
*3 credits, Fall and Spring*

Explores the highlights of painting, sculpture, and architecture from the earliest human artistic production through the ages to the present. 

**Prerequisite(s):** None 

**General Education:** Fine Art for non-majors

**ART 110 Fundamentals of Design I**
*3 credits, Fall and Spring*

Provides a foundation in visual thinking, focusing on concepts and their use as opposed to mastery of a particular medium. Students are introduced to the process of designing and varied problem-solving methods. Students will also investigate the basic elements and principles that are the vocabulary of the designer and how these are put together into a language. This course combines lecture, discussion, slide presentation, demonstration, and critique with hands-on project work. Course includes studio and lecture. 

**Prerequisite(s):** None 

**General Education:** Fine Art for non-majors

**ART 113 Fundamentals of Design II**
*3 credits, Spring*

Continues to develop the skills and abilities needed to be a successful designer in the twenty-first century. Included is the discussion of practice, theory, and understanding of conceptual ideas and traditional formal ideas, as well as the methods and materials. Planned yet open-ended projects will bring students to understand that being a designer is a process of discovery. Combines lecture, discussion, slide presentations, demonstration, and critique with hands-on project work. Course includes studio and lecture. 

**Prerequisite(s):** ART 110

**ART 116 Drawing I**
*3 credits, Fall and Spring*

Provides basic drawing problems stressing a variety of techniques with emphasis on observation, organization, and eye and hand coordination. Students work in various media. Course includes studio and lecture. 

**Prerequisite(s):** None 

**General Education:** Fine Art for non-majors

**ART 117 Drawing II**
*3 credits, Fall and Spring*

Continues with college-level drawing experience. Emphasis is on personal expression through knowledge of structure and design. Drawing experience is expanded by using a variety of materials and approaches, from traditional to experimental. Still life, interiors, landscape, portraits, and the live model are included. Course includes studio and lecture. 

**Prerequisite(s):** ART 116 

**ART 215 Painting I**
*3 credits, Fall*

Develops techniques and approaches to painting. Emphasis is placed on developing an awareness and control of the media as well as an understanding of the freedom and motion that are present in art. Students work from a variety of subject matters in a creative way with stress on sound design principles. Course includes studio and lecture. 

**Prerequisite(s):** ART 113 and ART 116
ART 216 Painting II
3 credits, Spring
Continues students with college-level painting experience. Students' knowledge of the use of paint, color mixing, and composition is expanded. Initial emphasis is on painting what one sees, i.e., the still life, the landscape, or the model. Course includes studio and lecture.
Prerequisite(s): ART 215

ART 217 Figure Drawing
3 credits
Continues to provide students with college-level drawing experience, who are interested in a focused study of the human form through observational drawing from live models. This course satisfies second drawing course OR Focused Elective requirement for VCART majors.
Prerequisite(s): ART 117
Alternate years: offered as needed

ART 219 Printmaking
3 credits, Fall and Spring
Introduces basic printmaking techniques. Relief, intaglio, and planographic processes are introduced. Students are encouraged to combine techniques to create more complex images. Course includes studio and lecture.
Prerequisite(s): ART 113 and 117

ART 241 Creative Development in Young Children
3 credits, Spring
Focuses on the nature of artistic and creative development in early childhood. Topics include the nature of creativity, theories of development in the arts, developmental sequence in music, visual arts, dramatic play, and exemplary arts education programs for young children. Course includes field experience.
Prerequisite(s): PSY 206
General Education: Fine Art requirement for Early Childhood Education: Liberal Arts and Technology majors.

ART 242 Creative Development in Elementary Education
3 credits, Spring
Sets forth a foundation for students to understand and nurture the creative development and the creative process. Students will have opportunities to practice integrating the arts into education. Throughout this course, students are encouraged to develop their own creativity and divergent thinking.
Prerequisite(s): PSY 206
General Education: Fine Art for Elementary Education: Liberal Arts and Technology majors.

ART 250 Topics in Alternative Fine Art Processes
3 credits, Fall, Spring, May
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 will vary semester to semester. Course includes studio and lecture.
Prerequisite(s): ART 117 for printmaking alternative processes; ART 215 for painting alternative processes.
Alternate years: printmaking and painting topics offered as needed

ART 256 Commercial & Industrial Scriptwriting
3 credits, Spring
Develops skills in writing for motion media. Emphasis is on the two-sided script as a standard format for scripts used in the advertising and communication fields. Students examine the co-relationship of images and text, conceive of and write a

ART 305 Topics in Art History
3 credits, Fall and Spring
Analyses of a defined historical period or stylistic development in art. Topics for this course change. (Check each semester's Schedule of Classes for the specific topic offered.) Topics may be Greek, Roman, Renaissance, Early 20th Century, Modern, Photography or Contemporary Art.
Prerequisite(s): ENG 152
General Education: Fine Art for non-majors

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). Course includes lecture and studio. This course satisfies Focused Elective requirement for Visual Communication Design majors.
Prerequisite(s): PHOTO 240, ART 216, ART 219, and VCD 221
Alternate years: offered as needed

ART 390 Internship I
3 credits, Fall and Spring
Explores internship opportunities. Visual Communication Design Internship is a two-part course. Part One is a classroom seminar where students research internship opportunities, organize and write résumés, outline internship goals and objectives and practice interviewing skills; Part Two is an on-site internship that includes a daily journal, self-evaluation, site evaluation and on-site visit from Internship Coordinator. Students receive credit after both parts are completed. One-hour lecture each week and a 120-hour Internship. This course satisfies Focused Elective requirement for VCART majors.
Prerequisite(s): VCD 206 and VCD 220

ART 465 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. The ART 465 proposal must include documentation of the student’s ART 365 project. Project content may be fine art or VCD or a combination of the two; it is also possible that a group project may be the focus of students’ work (i.e. a mural or exhibition). Course includes studio and lecture. This course satisfies Focused Elective requirement for Visual Communication Design majors.
Prerequisite(s): VCD 308, VCD 321, and ART 365
Alternate years: offered as needed
ART 490 Internship II
3 credits, Fall and Spring
Builds upon a student's ART 390 internship experience. This second VCD internship is an opportunity for the VCD student to further explore their design interests in a professional setting. Students will secure a second internship before enrolling in the course. Once the internship is secured, a meeting with the Internship Coordinator is required. ART 490 students will mentor Art 390 students through presentations and research assistance. Professional Practice topics will also be explored in this class. This course satisfies Focused Elective requirement for Visual Communication Design majors. *Prerequisite(s): ART 390 and a 120-hour Internship

Motion Graphics Courses

MOGR 231 Concepts of Motion
3 credits, Spring
Introduces students to the field of motion graphics and explores the theory and production of animated 2-D and basic 3-D graphics in time-based media. Students will investigate concepts, research, design, and production practices for motion graphics, focusing on animating typography, while exploring graphic objects and still images in motion. Projects and instruction in this studio class will explore the basic skills involved using After Effects to produce motion projects. *Prerequisite(s): IS 124, VID 107, and VCD 206

MOGR 331 Intermediate Motion Graphics
3 credits, Fall, May
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. *Prerequisite(s): MOGR 231

MOGR 431 Advanced Motion Graphics and Effects
3 credits, Spring, Summer
Offers experienced Motion Graphics students a challenging forum to explore sophisticated motion design issues. Focuses 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, design, web design, and video. Students create highly polished, real-world projects based on film titles, television commercials, PSAs, animated logos, etc. 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. *Prerequisite(s): MOGR 331 and VCD 321

MOGR 480 Design Studio Special Topics
3 credits, Fall, Spring, May term
Provides Motion Graphics seniors with a variety of design studio experiences that present specific design skill sets and problem-solving methods in a design studio setting. Studios will be taught by a variety of faculty and professional designers whose experiences are relevant to the specific Design Studio topic. Students will synthesize techniques and technologies learned in the major with simultaneous exploration of career opportunities. *Courses outside ART designation can be substituted; discuss alternatives with faculty advisor.*) Two hours lecture and two hours studio time are expected each week. *Prerequisite(s): MOGR 331 and VCD 320, varies according to Studio topic, or permission of the Art or Film, Video and Theatre Chair.

Photography Courses

PHOTO 140 Photography
3 credits, Fall, Spring, May term, Summer
Introduces students to the photographic process with emphasis on the technical process of camera control, processing, and black and white photographic printing. Time is devoted to the aesthetic considerations of photography and to the criticisms of the student's work both technically and aesthetically. Course includes studio and lecture. *Prerequisite(s): None

PHOTO 240 Intermediate Photography
3 credits, Spring
Builds on foundations established in Basic Photography: Art 140. Students will learn advanced photographic technical skills and will craft images that communicate ideas and concepts with clarity and grace. Assignments will include photographing people, lighting techniques and refining compositions. Course includes studio and lecture. *Prerequisite(s): PHOTO 140

PHOTO 250 Alternative Photographic Processes
3 credits, Fall, May
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 will vary semester to semester. Course includes studio and lecture. *Prerequisite(s): IS 124 and PHOTO 140

PHOTO 260 Digital Photography
3 credits, Fall, Spring, May term
Introduces students into the world of photography today: from purchasing digital camera equipment, to learning how to shoot and process digital images for professional results. Archival issues, why professionals shoot RAW images and how to make effective compositions are additional course topics. Adobe Photoshop CS3 computer application will be studied in depth. Course includes studio and lecture. *Prerequisite(s): PHOTO 140 and IS 124 / IS 134 or Junior Status and the permission of the Art Department Chair.

PHOTO 340 Advanced Photography
3 credits, Fall and Spring
Introduces the student's work both technically and aesthetically. Course includes studio and lecture. This course satisfies Focused Elective requirement for VCART majors. *Prerequisite(s): PHOTO 240 or permission of the Film, Video and Theatre Chair.

PHOTO 480 Design Studio Special Topics
3 credits, Fall, Spring, May term
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. (Courses outside ART designation can be substituted; discuss alternatives with faculty advisor.) Two hours lecture and two hours studio time are expected each week.

Prerequisite(s): PHOTO 240 or PHOTO 340 and VCD 320, varies according to Studio topic, or permission of the Art or Film, Video and Theatre chair.

Visual Communication Design Courses

VCD 206 Fundamentals of Typography
3 credits, Fall
Provides students with a strong foundation in typography, a fundamental element in communication design. Course develops an appreciation of type as form and as a communication element. Students learn typographic terminology, standards, historical context, production, and layout approaches. Innovative and experimental solutions to design problems are encouraged. Course includes studio and lecture.

Prerequisite(s): ART 113, 117, and IS 124

VCD 220 Design Theory I: Communicating Concepts
3 credits, Fall
Emphasizes the role of the design “concept,” providing students with the tools necessary to solve design problems by generating many creative ideas, transforming those ideas into clear concepts, and communicating the concepts using design elements. Students will execute their solutions using appropriate technology and basic production techniques. Presentation and critiquing will be introduced through practice. Course includes studio and lecture.

Prerequisite(s): ART 113, ART 117, and IS 124

VCD 221 Design Theory II: Type and Image
3 credits, Spring
Applies knowledge and skills introduced in previous design courses to more complex problems. The power of words and images to clarify and alter each other’s meanings is explored. Strategies for using type, photography, and illustration to enhance and clarify specific concepts are introduced. Emphasis is placed on creativity, visual structure, and clear communication. Intermediate computer production techniques are introduced. Course includes studio and lecture.

Prerequisite(s): VCD 206 and VCD 220

VCD 224 History of Design
3 credits, Spring
Presents and explores modern design from mid-nineteenth century to postmodern period. Students develop strategies to establish and further their personal design method and understanding in the context of design history. Course includes lecture, museum and gallery visits, original-source research, design charrettes, and student presentations. Computer production techniques are practiced. Course includes studio and lecture.

Prerequisite(s): VCD 206 and VCD 220

VCD 270 Introduction to Corporate Communication Design
3 credits, Spring
Building on technology skills introduced in IS 124, this course gives non-designers the skills they need to produce professional publications, including writing, editing, designing, and printing. Emphasis is placed on communicating ideas effectively in a variety of media, understanding basic design and typographic principles, and using publishing software to create print-ready documents. Course includes studio and lecture. Not for Visual Communication Design majors.

Prerequisite(s): IS 124

VCD 306 Web Design I
3 credits, Fall
Introduces students to the basic concepts integral to designing for the web. Emphasizes how web media differs from non-interactive media and the limitations and possibilities inherent in designing for the Internet. Topics include history, HTML coding, using a web editor, FTP, and judging effective web design. Creative use of the HTML scripting language is encouraged. Design aesthetics are discussed related to web design. Course includes studio and lecture.

Prerequisite(s): VCD 221 and VCD 224

VCD 308 Web Design II
3 credits, Spring
Builds on techniques, concepts, and strategies developed in ART 306, further advancing the construction, development, and deployment of web design projects. Students explore advanced HTML techniques and will learn the basics of Flash. Topics include frames, JavaScript, DHTML, cascading style sheets, search engine optimization, and combining Flash with HTML. Creative use of the web technology is encouraged. Design aesthetics are discussed relative to web design. Course includes studio and lecture.

Prerequisite(s): VCD 306

VCD 320 Design Theory III: Client and Audience
3 credits, Fall
Introduces the problem of designing for an audience, the intersection of promotion, advertising, and client identities. Students explore a variety of design solutions and techniques, examining their effectiveness relative to the chosen audience. Preparing design work for pre-press production using advanced production methods and processes is emphasized. Course includes studio and lecture.

Prerequisite(s): VCD 221 and VCD 224

VCD 321 Design Theory IV: Media and Message
3 credits, Spring
Presents advanced VCD problems across media. Emphasis on developing advanced concepts and portfolio-quality solutions. Explores the dynamics of communicating ideas when solutions emphasize pictures over words, words over pictures, motion over fixed content, and linear vs. non-linear content presentation. Course includes studio and lecture.

Prerequisite(s): VCD 306 and VCD 320

VCD 325 Typography and Publications
3 credits, Fall and Spring
Views typography as an art form as well as an element in communication design. Conceptual and practical aspects of publication design are explored. An understanding and appreciation for the limitations of print reproduction, while discovering possibilities within the limitations, is developed. Course includes studio and lecture. This course satisfies Focused Elective requirement for Visual Communication Design majors.

Prerequisite(s): VCD 221

VCD 356 Video Exploration
3 credits, Fall and Spring
Explores video production and editing as a fine art medium. Includes studio and lecture.

Prerequisite(s): IS 124 and Junior status
### VCD 370 The Relationship of Design and Business

**3 credits, Fall**

Analyzes the client/designer relationship from both design and business perspectives while seeking to develop a mutual appreciation. Emphasis will be placed on analyzing case studies, writing a design brief, understanding and communicating responsibilities, and addressing ethical and legal questions. This course satisfies Focused Elective requirement for majors.

**Prerequisite(s):** VCD 221 or VCD 270

### VCD 430 Digital Media/Advanced Web Design and Production

**3 credits, Fall**

Builds on techniques, concepts and strategies developed in ART 308, further advancing the construction, development and deployment of digital design projects, primarily for Web. Conceptual elements of interactive design and skills involved in programming interactive design are explored. Course includes studio and lecture. This course satisfies Focused Elective requirement for VCART majors.

**Prerequisite(s):** VCD 308 and VCD 321

### 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. Course includes studio and lecture. This course satisfies Focused Elective requirement for Visual Communication Design majors.

**Prerequisite(s):** VCD 320 and VCD 306

**Alternate years:** offered as needed

### VCD 480 Design Studio Special Topics

**3 credits, Fall, Spring, May term**

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. (Courses outside ART designation can be substituted; discuss alternatives with faculty advisor.) Two hours lecture and two hours studio time are expected each week.

**Prerequisite(s):** VCD 306, VCD 320 or varies according to Design Studio topic.
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Enrollment Management
A.A., Villa Julie College

Admissions and Financial Aid

Veronica L. Allen (2008)
Enrollment Support Specialist

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

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

Adrienne Casalena (2008)
College Admissions Recruiter
B.A., Goucher College
M.F.A., University of Maryland, College Park

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

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

Sarah Farmer (2008)
Admissions Counselor
B.S., Longwood University

Elizabeth A. Fitzgerald (2006)
Admissions Counselor
B.S., King’s College

Enrollment Management

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

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

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

Admissions Assistant

Candace Leake (2008)
Admissions Counselor
B.A., Syracuse University

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

Olufunmilayo Olumide (2009)
Assistant Director, Research and Technology
B.S., Pensacola Christian College;
M.B.A., Loyola College

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

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

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

Alan Sandler (2007)
Telecounselor
Angela Scagliola (2007)
Telecounselor
Katie A. Schwienteck (2006)
RN/BS Recruiter/Advisor
B.S., Millersville University
Brandon M. Seidl (2008)
Assistant Director, Web Management
B.S., Villa Julie College
Morgan M. Somerville (2006)
Assistant Director, Admissions
B.S.W., James Madison University
Mary Anne Stano (1993)
Associate Director, Financial Aid
B.A., Marygrove College
Clayton Steen (2009)
Director, GPS Admissions
B.A., State University of New York; M.S., Medaille College
Denise M. Stracke (2004)
Receptionist, Admissions
Lindsay C. Thompson (2006)
Associate Director, Publications
B.S., Villa Julie College
Ryan Trainor (2008)
College Admissions Recruiter
Mary K. Whitener (2003)
Assistant Director, Processing
Receptionist, Admissions
Student Solution Center
Director, Student Solution Center
A.A., Bergen Community College; B.S., State University of New York
Jean M. Beasman (1995)
Accounting Clerk
B.S., Towson University
Linda P. Dillman (1998)
Accounts Receivable Clerk
Mary Heid (2006)
Student Solution Center Representative
Jessica E. Tayman (2005)
Student Solution Center Representative
A.A., Carroll Community College

Financial Affairs
Timothy M. Campbell (1998)
Executive Vice President, Financial Affairs and Chief Financial Officer
B.A., Temple University
Mary Lou Bell (1997)
Assistant to the Executive Vice President
Athletics
Brett C. Adams (1994)
Director, Athletics
B.S., York College of Pennsylvania
Erika Blozie (2008)
Athletic Academic Advisor
B.S., Eastern Connecticut State University; M.S., University of Connecticut
Paul Cantabene (2004)
Associate Director and Recruiting Coordinator
B.S., Loyola College in Maryland
Jason Eichelberger (2008)
Associate Athletic Director/SID
B.A., Randolph Macon College
Michael Eubanks (2008)
Associate Athletic Trainer
B.S., Roanoke College
Frances A. Fidler (1996)
Secretary
A.A., Community College of Baltimore
Mary Clare McFadden (1996)
Athletic Administrative Coordinator
B.A., University of Richmond
Stefanie E. Meyerson (1999)
Assistant Athletic Trainer
B.S., University of Maryland
Graeme R. Millar (2006)
Game Day Manager
B.A., Richard Stockton College of New Jersey
Gregory A. Penczek (2006)
Head Athletic Trainer
B.S., Salisbury University; M.S., Louisiana State University
John Plevyak (2008)
Director, Recruiting/J.V. Programs
B.S., University of Baltimore
Kathleen A. Railey (2005)
Associate Director and Senior Women’s Administrator
B.A., Gettysburg College; M.L.A, Western Maryland College
Chris A. Ramer (1997)
Assistant Director
B.A., M.Ed., Towson University
P. Thomas Russ (2005)
Athletic Field Manager
Director, Physical Education
B.S., The Johns Hopkins University; M.S., Loyola College

Auxiliary Services
Assistant Vice President for Facilities and Campus Services (vacant)
Robert A. Reed (1998)
Director, Auxiliary Services
B.S., Towson University
Conference Services
Linsay Caldwell (2007)
Events Coordinator
B.S., The Ohio State University
Brooks Edman (2007)
Events Set Up Coordinator
B.M., Lebanon Valley College
Steve Marango (2006)
Technical Staff
B.S., Delaware Valley College
Danna Thomas (2008)
Conference Services Manager
A.A., Villa Julie College
B.S., University of Baltimore

Facilities
Jon W. Wells (2007)
Director, Facilities
M.E.B.A. Engineering School
John Berry (1998)
Maintenance Technician, Owings Mills
Paul Bosse (1998)
Maintenance Technician, Owings Mills
Michael J. Campbell, Jr. (2008)
Assistant Manager, Plant Operations
Thomas Gwin (1998)
Maintenance Technician, Greenspring
Michael Jones (2009)
Maintenance Technician, Greenspring
Thomas Macklin (2009)
Maintenance Technician, Owings Mills
David Malinski (2007)
Maintenance Technician, Owings Mills
Maintenance Technician, Owings Mills
Daniel Varholy (2000)
Maintenance Technician, Owings Mills
A.A., B.S., Stevenson University
Richard White (2005)
Maintenance Technician, Greenspring
Foster C. Wilson IV (1994)  
Assistant Manager, Physical Plant

Maintenance Technician, Greenspring

Mail Room and Materials Management

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

Wayne Bender (2008)  
Mailroom Courier

Security

Joseph H. Zerhusen (1990)  
Director, Security  
B.S., M.A., Towson University

Joseph Glos (1997)  
Security Officer/Alarm Technician

Steven Lucas (1996)  
Security Officer/Administrative Coordinator

James Noel (2004)  
Security Officer/Midnight Coordinator

Security Officer/Communications Coordinator

University Store

Shawnise Crawford (2002)  
Sales Associate  
B.S., Stevenson University

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

Mary Pullarn (2008)  
Sales Associate  
A.A., Villa Julie College

Sylvia A. Schiaffino (2007)  
Sales Associate

Christopher A. Stevenson (1994)  
Inventory Manager

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

Business Office

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

Accounts Payable Clerk  
A.A.S., B.S., Villa Julie College

Rekha Bista (2009)  
Junior Accountant  
B.S., Towson University

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

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

Payroll Clerk

Denise Henuaut, CPA (2008)  
Senior Accountant

Finance and Business Analyst  
B.S., University of Baltimore

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

Human Resources

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

Margaret G. Baldwin (2006)  
Director, Professional Development  
B.A., St. Mary’s College (Indiana);  
M.I.A., The Johns Hopkins University

Lorna M. Cermiglia (1998)  
Data Entry Specialist

Rosemary L. Donovan (1995)  
Assistant Director, Compensation and Benefits  
B.S., Towson University

Mary Furst, SPHR (2006)  
Director, Compensation and Benefits  
B.A., Temple University

Sherrod Hocutt (2009)  
Assistant to the Vice President  
A.A., Stevenson University

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

Institutional Advancement

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

Carol F. Dombrowski (2005)  
Director, Individual Giving  
B.S., University of Maryland, College Park

Assistant to the Vice President

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

Frances Flannery Gunshol (2004)  
Director, Alumni Relations  
A.A., Villa Julie College;  
B.A., M.A., College of Notre Dame

Colleen Maynard (2006)  
Data Specialist  
B.S., Salisbury University

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

Tammi Scott-Lynch (2009)  
Director, Annual Giving  
B.A., State University of New York

Diane Thompson (2008)  
Associate Director, Annual Giving  
B.A., McDaniel College

Robert Turner (2009)  
Director, Advancement Services  
B.S., Northeastern University

Kathleen Wyatt (2009)  
Administrative Assistant

Marketing and Public Relations

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

John Buettner (2009)  
Assistant Vice President, Public Relations  
B.A., Washington College;  
M.A., Villanova University

Print Manager and Designer  
A.A., Allegany Community College;  
B.A., Frostburg State University

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

Rebecca K. Gotsch (2006)  
Administrative Assistant, Public Relations and Marketing  
B.A., Towson University
Matthew Laumann (2009)  
Junior Graphic Designer  
B.S., Towson University

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

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

**Student Affairs**

Claire E. Moore (1982)  
Vice President, Student Affairs  
B.S., Villa Julie College

Assistant to the Vice President for Student Affairs

Robert L. Mikus (2007)  
Dean of Students  
B.A., Lebanon Valley College;  
M.A., La Salle University

**Residence Life**

Associate Dean and Director of Residence Life  
(vacant)

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

Jeremy Munson (2007)  
Resident Director  
B.S., Waynesburg College

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

Alexander Tskikerdanos (2009)  
Resident Director  
B.S., St. Mary’s College  
M.S., Kutztown University

**Student Activities**

Daniel Barnhart (2009)  
Associate Dean and Director, Student Activities  
A.A., Saint Leo University;  
B.S., James Madison University;  
M.A., Wake Forest University

Teri Atkinson (2009)  
Assistant Director, Student Activities  
B.S., University of South Dakota;  
M.S., Eastern Illinois University

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

Kathleen M. Wilt (2000)  
Office Assistant

**Wellness Center**

Associate Dean and Director, Wellness Center  
B.S.N., M.S., University of Maryland

Sarah Evans (2009)  
Counseling Psychologist  
B.A., New York University;  
M.A., Columbia University;  
M.S., Loyola College

Tammi D. Davis, M.D. (2006)  
Wellness Center Family Physician  
B.S., Temple University;  
M.D., University of Pennsylvania

Nurse Practitioner  
B.S.N., The University of Tulsa;  
M.S.N., University of Maryland, Baltimore

Assistant Director of the Wellness Center  
(vacant)

**Emeriti**

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

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

**Schools of the University**

**Howard S. Brown School of Business and Leadership**

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

Assistant to the Dean

Judith Snyder (1990)  
Faculty Assistant

Department of Accounting, Economics, and Finance

Department Chair, Accounting and Finance  
B.A., M.B.A., Loyola College;  

Department of Business Administration

Deborah Leather (2009)  
Department Chair, Business Administration and Professor of Business Administration  
A.B., College of St. Elizabeth;  
M.L.S., University of Hawaii;  
M.B.A., Marymount College of Virginia;  

Department of Computer Information Systems

Lawrence Burgee (2009)  
Department Chair, Computer Information Systems and Associate Professor Information Systems  
A.A., Harford Community College;  
B.S., Wesley College;  
M.B.A., Loyola College;  
M.S., Ph.D., University of Maryland, Baltimore County

Department of Legal Studies

Hilary Michaud (2004)  
Program Coordinator, Paralegal Studies and Assistant Professor of Legal Studies  
B.S., Miami University;  
J.D., University of North Carolina

Cynthia M. Macsherry (1994)  
Internship Coordinator Paralegal Program  
A.A., Villa Julie College

**School of Design**

Keith Kutch (2009)  
Dean, School of Design  
B.A., Metropolitan State College;  
M.F.A., The Rhode Island School of Design
Department of Art

Amanda Gingery Hostalka (1998)
Interim Chair, Art Department and Associate Professor of Art & Internship Coordinator
B.F.A., Maryland Institute College of Art; M.A., M.F.A., University of Baltimore

Department of Business

Chip Rouse (1984)
Department Chair, Business Communication and Associate Professor of English
B.A., Western Maryland College; M.Ed., Loyola College in Maryland; M.A., University of Maryland

Department of Film, Video, and Theatre

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

Christopher Crostic (2009)
Technical Director of the Theatre and Assistant Professor of Film, Video, & Theatre
B.S., Frostburg State University; M.F.A., Indiana University

Janine Mills (2001)
Film and Video Facilities Director
A.A., B.S., Villa Julie College

School of Education

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

Ruth P. Smith (2001)
Administrative Assistant

Jill Alperstein (2009)
Education Supervisor I
B.S., Syracuse University; M.Ed., Loyola College

Frances Bond (2004)
Education Supervisor II
B.S., M.Ed., Towson University; Ph.D., University of Maryland, College Park

Patti Cannaday (2008)
Education Supervisor I
B.S., M.A., Towson University

Elise Carswell (2007)
Education Supervisor I
B.S., University of Maryland; M.Ed., Loyola College

Bronwen Crue (2004)
Education Supervisor I
A.A., Harford Junior College; B.S., Millersville State College; M.S., Towson University

Education Supervisor II
B.S., Towson University; M.Ed., Loyola College

Jamie Forman (2007)
Education Supervisor I
B.S., University of Maryland, College Park;
M.S., Towson University

William Hallock (1997)
Education Supervisor I
B.S., Youngstown State University; M.Ed., Loyola College

Denise Konold (2005)
Education Supervisor I
B.S., Indiana University of Pennsylvania; M.S., McDaniel College

Stephen Maltese (2001)
Education Supervisor II
B.S., University of Maryland, College Park;
M.Ed., Loyola College

Linda Mandel (2008)
Education Supervisor I
B.S., University of Maryland, College Park;
M.L.A., The Johns Hopkins University

Brenda Miller (2008)
Education Supervisor I
A.A., Carroll Community College; B.S., Stevenson University; M.S., McDaniel College

Kathleen Milligan (2003)
Education Supervisor II
B.S., Frostburg State College; M.Ed., University of Maryland

Marsha Roach (2006)
Education Supervisor II
B.S., M.S., Towson University; Ed.D., Nova University

Rena Rotenberg (2003)
Education Supervisor I
B.A., Brooklyn College;
M.A., Baltimore Hebrew University

Leslie Sandler (2004)
Education Supervisor I
B.A., Syracuse University; M.Ed., Towson University

Patricia Sievert (2004)
Education Supervisor I
B.S., University of Maryland

Jill Suffel (2005)
Education Supervisor I
A.A., Catonsville Community College; B.S., Towson University; B.A., Villa Julie College; M.A., College of Notre Dame

Mary Vasile (2005)
Education Supervisor I
B.A., Saint Michael’s College; M.Ed., Loyola College

Carol Zajano (2006)
Education Supervisor I
B.S., M.Ed., Towson University; M.S.Ed., The John's Hopkins University

School of Graduate and Professional Studies

Dean, School of Graduate and Professional Studies
B.A., College of Notre Dame of Maryland; J.D., University of Maryland

Jennifer M. Baker (2008)
Student Support Coordinator

Cheryl Bosse (2002)
Project Manager

Aleta R. Bowling (1996)
Receptionist

Thomas D. Coogan (1988)
Program Coordinator, Forensic Studies, and Assistant Professor of Legal Studies
B.A., Hamilton College; M.A., Antioch College; J.D., Antioch School of Law

Patricia M. Ellis (1987)
Associate Dean, GPS Undergraduate Programs and Professor of Legal Studies and Business
B.A., Western Maryland College; M.B.A., Frostburg State University; J.D., The Catholic University of America
Steven R. Engorn (1989)
Program Coordinator, Computer Information Systems, AIT and BTM; Director of GPS Technology, and Assistant Professor of Information Technology
A.A., Catonsville Community College; B.S., American University; M.B.A., Loyola College

Stacey McDougall (2005)
Assistant Project Manager
A.A., Essex Community College; B.S., Stevenson University

Senior Instructional Designer
A.A., Montgomery College; B.S., Southern Illinois University; M.A.T., Jacksonville University

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

Coordinator, Forensic Science and Assistant Professor of Forensic Science
A.A., Harford Community College; B.S., University of Maryland, College Park; M.S.F.S., George Washington University

Nadine Wrightington (2003)
Senior Instructional Designer
B.S. University of Maryland; M.Ed., Salisbury University

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

Barbara Zirkin (2009)
Associate Dean, Distance Learning
B.A., Hunter College; M.A., University of Rochester; Ed.D., M.S., The Johns Hopkins University

RN to BS Department

Associate Dean, Nursing Education
B.S.N., M.S., University of Maryland M.Ed., Sc.D., The Johns Hopkins University

Lynne Eccleston (2008)
Student Support Coordinator
B.S., Clarion University of Pennsylvania

School of Humanities and Social Sciences

James G. Salvucci (2001)
Dean, School of Humanities and Social Sciences and Associate Professor of English
B.A., Bard College; M.A., Queens College, The City University of New York; Ph.D., University of Toronto

M. Eugenia Violante (2008)
Administrative Assistant

Department of English

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

Department of Humanities and Public History

Department Chair, Humanities and Public History and Assistant Professor of History
B.A., M.A., University of Virginia; J.D., University of Baltimore

Department of Psychology

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

Department of Social Sciences

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

Human Services Program

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

School of Sciences

Susan T. Gorman (1991)
Dean, School of Science and Professor of Biology
B.A., Kenyon College; Ph.D., The Johns Hopkins University

Kathleen L. Lageman (1983)
Administrative Assistant
A.A., Villa Julie College

Stephanie L. McClouds (2007)
Laboratory Safety Manager
B.S., Villa Julie College; M.S., The Johns Hopkins University

Department of Biological Sciences

Meredith C. Durmovicz (2002)
Department Chair, Biological Sciences and Assistant Professor of Biology
B.S., Marquette University; Ph.D., The Johns Hopkins University

Barbara A. Davidsen (1988)
Laboratory Manager, Biology
B.A., Mt. St. Agnes College

Department of Chemistry and Physical Sciences

Ellen M. Roskes (1996)
Department Chair, Chemistry and Physical Sciences and Professor of Chemistry
B.A., M.A., Ph.D., The Johns Hopkins University

Laura Parrish (2008)
Laboratory Manager, Chemistry
B.S., M.S., Stevenson University

Department of Mathematics

Susan P. Slattery (2005)
Department Chair, Mathematics and Professor of Mathematics
B.A., M.A., Miami University of Ohio; Ph.D., University of South Carolina

Department of Medical Technology

Vivi-Anne W. Griffey, MT(ASCP) (1981)
Program Coordinator, Medical Technology Program and Adjunct Professor of Medical Technology
B.S., University of Maryland, Baltimore; M.S., Thomas Jefferson University

Department of Nursing

Interim Department Chair and Instructor of Nursing
B.S.N., Towson University; M.S., University of Maryland

Andrea Bechtel-Mathias (2008), Administrative Assistant
B.A., Goucher

Valerie Capallo, R.N. (1998), Clinical Supervisor II
B.S., Towson University; M.S., University of Maryland
Faculty

Henry M. Abromson (2007)
*Adjunct Professor of Legal Studies*
B.S., The Pennsylvania State University, State College;
J.D., M.B.A., Marquette University

Ebenezer Afful (1985)
*Associate Professor of Religion*
Dip., University of Ghana;
M.Div., Reformed Theological Seminary

*Assistant Professor of Art*
B. Sc., M.A., Madras University, India;
M.S., Syracuse University

*Adjunct Professor of Legal Studies*
B.A., Fairmont State College (WV);
J.D., University of Baltimore

*Adjunct Instructor of Political Science*
B.A., Eastern Nazarene College;
M.A., American University

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

Paul D. Azzam (1999)
*Adjunct Instructor of Art*
B.A., Dickinson College

*Adjunct Instructor of Religion*
B.F.A., Kutztown University;
M.Div., Westminster Theological Seminary

Christopher E. Barat (2003)
*Associate Professor of Mathematics*
B.S., University of Notre Dame;

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

Melinda A. Bathurst (2007)
*Adjunct Instructor of English*
B.S., Towson University
M.S., M.B.A., The Johns Hopkins University

Barbara A. Baxter (2008)
*Adjunct Instructor of Art*
B.A., University of Delaware;
M.A., Harvard University

*Dean, School of Graduate and Professional Studies and Professor of Legal Studies*
B.A., College of Notre Dame of Maryland;
J.D., University of Maryland, Baltimore

Margaret R. (“Randy”) Beckford (2006),
*Adjunct Professor of English*
B.A., St. Lawrence University (NY);
M.F.A., University of California, Irvine

Joan P. Beemer (1983)
*Assistant Professor of Mathematics*
B.S., Towson University;
M.S., The Johns Hopkins University

Carmela L. Bell (2006)
*Adjunct Professor of Forensic Studies - Law*
A.A., Villa Julie College;
B.A., J.D., University of Baltimore

Leeanne M. Bell (2007)
*Assistant Professor of Business Communication and Faculty Leader for Service Learning*
B.A., University of Pittsburgh;
M.A., West Virginia University;
Ph.D., Duquesne University

Amy L. Bennett (2007)
*Adjunct Professor of Psychology*
B.A., The Johns Hopkins University;
M.S., Villanova;
Ph.D., University of Massachusetts, Amherst

Christine C. Berger (2008)
*Adjunct Professor of Human Services*
B.A., College of the Holy Cross;
M.S., Loyola College in Maryland

Adam Berkov (2005)
*Adjunct Instructor of English*
B.A., California State University;
M.A., University of California, Santa Barbara

Theresa M.S. Biddinger (2005)
*Adjunct Instructor of Biology*
B.S., University of Maryland, College Park;
M.S., The Johns Hopkins University

Andrew C. Bilello (2008)
*Adjunct Instructor of Business Administration*
B.S., The Johns Hopkins University;
M.B.A., University of Michigan

Dyer P. Bilgrave (1987)
*Professor of Psychology*
B.A., Towson University;
M.P.S., New York Theological Seminary;
M.A., American International College;
M.F.A., Brandeis University;
M.A., Ph.D., University of Maryland, Baltimore County

*Adjunct Instructor of Philosophy*
B.S., M.Ed., Springfield College;
C.A.S., The Johns Hopkins University

Jeffrey D. Blake (2007)
*Adjunct Instructor of Mathematics*
B.S., Towson University;
M.E.S., Loyola College in Maryland

Betty R. Blohm (1995)
*Associate Professor of Education*
B.S., M.Ed., Towson University

*Adjunct Professor of Nursing*
B.S., Indiana University;
M.S., University of Illinois, Chicago;
Ph.D., University of Michigan, Ann Arbor

William R. Bone (1991)
*Adjunct Professor of Business Administration*
B.A., Princeton University;
M.B.A., Harvard University
Mary Lee Bortner, MT(ASCP) (1993)
Adjunct Instructor of Medical Laboratory Technology
B.S., University of Maryland, Baltimore Alexander O. Boulton (1994)
Professor of History
B.F.A., Maryland Institute, College of Art;
M.A., Ph.D., College of William and Mary David Bradnick (2009)
Adjunct Instructor of Graduate and Professional Studies
M.A., Lancaster Seminary
Gary L. Brager (1983)
Adjunct Professor of Developmental Studies Math
B.S., Towson University;
M.A., Ph.D., University of Maryland, College Park
David L. Brannon (2006)
Adjunct Instructor of Business Communications
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