2018-2019 Catalog

STEVENSON UNIVERSITY
<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notice of Nondiscriminatory Policy and Catalog</td>
<td>2</td>
</tr>
<tr>
<td>Disclaimer</td>
<td>2</td>
</tr>
<tr>
<td>Academic Calendar: Fall 2018-Summer 2020</td>
<td>3</td>
</tr>
<tr>
<td>President’s Letter</td>
<td>6</td>
</tr>
<tr>
<td>The Stevenson Approach</td>
<td>7</td>
</tr>
<tr>
<td>About Stevenson</td>
<td>7</td>
</tr>
<tr>
<td>Academic Coursework</td>
<td>7</td>
</tr>
<tr>
<td>Applied and Experiential Learning</td>
<td>7</td>
</tr>
<tr>
<td>A Connection to Career</td>
<td>7</td>
</tr>
<tr>
<td>Stevenson Ideals</td>
<td>7</td>
</tr>
<tr>
<td>History of Stevenson University</td>
<td>8</td>
</tr>
<tr>
<td>Accreditations</td>
<td>11</td>
</tr>
<tr>
<td>Life at Stevenson</td>
<td>12</td>
</tr>
<tr>
<td>Student Life</td>
<td>12</td>
</tr>
<tr>
<td>Campus Resources and Services</td>
<td>18</td>
</tr>
<tr>
<td>Residence Life</td>
<td>21</td>
</tr>
<tr>
<td>The Wellness Center</td>
<td>22</td>
</tr>
<tr>
<td>The Office of Student Success</td>
<td>23</td>
</tr>
<tr>
<td>Student Grievance Procedure</td>
<td>23</td>
</tr>
<tr>
<td>Student Rights and Responsibilities</td>
<td>23</td>
</tr>
<tr>
<td>Admissions</td>
<td>24</td>
</tr>
<tr>
<td>General Admissions Information</td>
<td>24</td>
</tr>
<tr>
<td>Admissions Procedures and Processes</td>
<td>24</td>
</tr>
<tr>
<td>Credit By Exam</td>
<td>26</td>
</tr>
<tr>
<td>Acceptance and Deposit</td>
<td>27</td>
</tr>
<tr>
<td>Military Financial Benefits</td>
<td>27</td>
</tr>
<tr>
<td>International Student Information</td>
<td>27</td>
</tr>
<tr>
<td>Additional Enrollment Options</td>
<td>29</td>
</tr>
<tr>
<td>Placement</td>
<td>31</td>
</tr>
<tr>
<td>Reinstatement and Readmission</td>
<td>32</td>
</tr>
<tr>
<td>Financial Information</td>
<td>33</td>
</tr>
<tr>
<td>Costs</td>
<td>33</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>34</td>
</tr>
<tr>
<td>Academic Information</td>
<td>46</td>
</tr>
<tr>
<td>SEE: The Stevenson Educational Experience</td>
<td>46</td>
</tr>
<tr>
<td>The SEE Student Learning Goals and Outcomes</td>
<td>46</td>
</tr>
<tr>
<td>University Degree Requirements</td>
<td>47</td>
</tr>
<tr>
<td>Additional Learning Opportunities</td>
<td>50</td>
</tr>
<tr>
<td>Courses at Another Institution</td>
<td>51</td>
</tr>
<tr>
<td>Academic Standing and Grading Information</td>
<td>51</td>
</tr>
<tr>
<td>Transcript Requests</td>
<td>54</td>
</tr>
<tr>
<td>Registration and Course Information</td>
<td>54</td>
</tr>
<tr>
<td>FERPA: Notice to Students</td>
<td>56</td>
</tr>
<tr>
<td>Academic Integrity</td>
<td>57</td>
</tr>
<tr>
<td>Graduation Information</td>
<td>57</td>
</tr>
<tr>
<td>Academic Awards</td>
<td>58</td>
</tr>
<tr>
<td>University Awards for Graduating Seniors</td>
<td>58</td>
</tr>
<tr>
<td>Awards</td>
<td>59</td>
</tr>
<tr>
<td>Approved Honor Societies</td>
<td>61</td>
</tr>
<tr>
<td>Fields of Study</td>
<td>65</td>
</tr>
<tr>
<td>Advising Areas</td>
<td>121</td>
</tr>
<tr>
<td>Courses</td>
<td>124</td>
</tr>
<tr>
<td>Directory</td>
<td></td>
</tr>
<tr>
<td>Board of Trustees of Stevenson University</td>
<td>217</td>
</tr>
<tr>
<td>Office of the President</td>
<td>217</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>217</td>
</tr>
<tr>
<td>Enrollment Management</td>
<td>218</td>
</tr>
<tr>
<td>Financial Affairs</td>
<td>218</td>
</tr>
<tr>
<td>Human Resources</td>
<td>218</td>
</tr>
<tr>
<td>University Advancement</td>
<td>218</td>
</tr>
<tr>
<td>Marketing and Digital Communications</td>
<td>218</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>218</td>
</tr>
<tr>
<td>Emeriti</td>
<td>219</td>
</tr>
<tr>
<td>Schools of the University</td>
<td>219</td>
</tr>
<tr>
<td>Faculty</td>
<td>220</td>
</tr>
<tr>
<td>President’s Advisory Council</td>
<td>237</td>
</tr>
<tr>
<td>Academic Advisory Boards</td>
<td>238</td>
</tr>
<tr>
<td>Index</td>
<td>245</td>
</tr>
</tbody>
</table>
Notice of Nondiscriminatory Policy and Catalog Disclaimer

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

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

CONTACT INFORMATION
Phone: 410-486-7000
Toll free: 877-468-6852
Fax: 443-352-4440
Email: admissions@stevenson.edu
Website: stevenson.edu

CATALOG PUBLICATION DATE
June 8, 2018
## Calendar

### Fall Semester 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 23</td>
<td>Convocation</td>
</tr>
<tr>
<td>Aug. 27</td>
<td>First day of classes</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>Labor Day—University closed</td>
</tr>
<tr>
<td>Sept. 4</td>
<td>Last day to add/drop a class for the traditional semester</td>
</tr>
<tr>
<td>Sept. 19</td>
<td>Yom Kippur</td>
</tr>
<tr>
<td>Oct. 8 - 9</td>
<td>Fall break—no traditional classes—University open</td>
</tr>
<tr>
<td>Oct. 29</td>
<td>Registration for Spring 2019 begins</td>
</tr>
<tr>
<td>Nov. 1</td>
<td>Last day to withdraw from a traditional class with a &quot;W&quot;</td>
</tr>
<tr>
<td>Nov. 21 - 25</td>
<td>Thanksgiving holiday—University closed</td>
</tr>
<tr>
<td>Dec. 10 - 16</td>
<td>Final examinations</td>
</tr>
<tr>
<td>Dec. 17</td>
<td>Winter Commencement</td>
</tr>
<tr>
<td>Dec. 24 - 25</td>
<td>Christmas holiday—University closed</td>
</tr>
<tr>
<td>Dec. 31 - Jan. 1</td>
<td>New Year's holiday—University closed</td>
</tr>
</tbody>
</table>

### Winterim 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 7</td>
<td>Winterim begins</td>
</tr>
<tr>
<td>Jan 21</td>
<td>Martin Luther King Day—University closed</td>
</tr>
<tr>
<td>Jan. 27</td>
<td>Winterim ends</td>
</tr>
</tbody>
</table>

### Spring Semester 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 28</td>
<td>First day of classes</td>
</tr>
<tr>
<td>Feb. 5</td>
<td>Last day to add/drop a class for the traditional semester</td>
</tr>
<tr>
<td>Mar. 18 - 24</td>
<td>Spring Break—no traditional classes—University open</td>
</tr>
<tr>
<td>Apr. 8</td>
<td>Registration for Fall 2019 begins</td>
</tr>
<tr>
<td>Apr. 11</td>
<td>Last day to withdraw from a traditional class with a &quot;W&quot;</td>
</tr>
<tr>
<td>Apr. 19 - 21</td>
<td>Easter holiday - University closed</td>
</tr>
<tr>
<td>May 20</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td>May 21</td>
<td>Nurses’ Pinning</td>
</tr>
<tr>
<td>May 22</td>
<td>Stevenson University Online Commencement</td>
</tr>
</tbody>
</table>
May 23  Undergraduate (Traditional) Commencement
May 27  Memorial Day—University closed

**Summer Session 2019**
Summer sessions will be held between **May and August**. Multiple sessions are available. Please consult the *Summer Schedule of Classes* for details on the sessions and classes available or contact the Registrar’s Office at 443-334-2206.

**Fall Semester 2019**
- Aug. 22  Convocation
- Aug. 26  First day of classes
- Sept. 2  Labor Day—University closed
- Sept. 3  Last day to add/drop a class for the traditional semester.
- Oct. 9  Yom Kippur—University closed
- Oct. 14 - Oct. 15  Fall Break
- Oct. 28  Registration for Spring 2020 begins
- Oct. 31  Last day to withdraw from a traditional class with a "W"
- Nov. 27 - Dec. 1  Thanksgiving holiday—University closed
- Dec. 9 -15  Final exams
- Dec. 16  Winter Commencement
- Dec. 24 - 25  Christmas holiday—University closed
- Dec. 31 - Jan. 1  New Year’s holiday—University closed

**Winterim 2020**
- Jan. 6  Winterim begins
- Jan. 20  Martin Luther King Day - University closed
- Jan. 26  Winterim ends

**Spring Semester 2020**
- Jan. 27  First day of classes
- Feb. 4  Last day to add/drop a class for the traditional semester
- Mar. 16 - 22  Spring Break
- Apr. 6  Registration for Fall 2020 begins
- Apr. 9  Last day to withdraw from a traditional class with a “W”
- Apr. 10 - 12  Easter holiday - University closed
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 11 - 17</td>
<td>Final exams</td>
</tr>
<tr>
<td>May 18</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td>May 19</td>
<td>Nurses’ Pinning</td>
</tr>
<tr>
<td>May 20</td>
<td>Stevenson University Online Commencement</td>
</tr>
<tr>
<td>May 21</td>
<td>Undergraduate (Traditional) Commencement</td>
</tr>
<tr>
<td>May 25</td>
<td>Memorial Day—University closed</td>
</tr>
</tbody>
</table>

**Summer Session 2020**

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

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

Dear Student,

Welcome to the new academic year. The entire Stevenson community, led by our dedicated and talented faculty and staff, is here to help you grow and develop, and achieve your greatest aspirations. Our goal is to provide you exceptional experiences, connections to careers, and a community that is centered on your success.

Use the 2018/2019 Stevenson University Catalog as a detailed overview of our curriculum, services, policies, and student clubs and organizations. This catalog will help you work with your advisor and professors to have a successful year—one in which you move forward personally and academically.

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

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

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

At Stevenson, we know that all of these efforts are to connect you to your professional goals and to help prepare you for a successful life and career. We work with you from day one to be sure you are prepared for life after college. Through our career-focused curricula and professional preparation process, we will help you envision and plan the path that fulfills your greatest aspirations.

We are blessed at Stevenson to have state-of-the-art facilities. Our Owings Mills campus bustles as the site of our student residences and vibrant academic and social life. The campus is home to our new Garrison Student Activities Commons, modern athletic complex, Brown School of Business and Leadership, Center for Student Success, School of Design, and the Manning Academic Center. The pastoral beauty of our Greenspring campus offers a library, a theatre for music and performance, and a Meditation Center to help students relax and recharge. The recently-acquired Rosewood site is the newest part of our Owings Mills campus, and we plan to complete construction on multi-purpose athletics fields there in the coming year, with much more to come in the near future.

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

With best wishes for the academic year,

Elliot Hirshman, Ph.D.
President
The Stevenson Approach

About Stevenson

Stevenson University, founded in 1947 as Villa Julie College, serves 3,000 undergraduate students as well as 900 online students in its seven schools. The third-largest independent university in Maryland, Stevenson offers students exceptional experiences, a connection to their career aspirations, and a close-knit, supportive community centered on their success.

Academic Coursework

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

Applied and Experiential Learning

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

A Connection to Career

Since Stevenson University’s founding more than 70 years ago, connecting students to their career aspirations has been at the heart of our mission. We offer students numerous opportunities for personal and career exploration. Their professional competencies are further developed by coupling these opportunities with rich experiences and training. Through this framework of career exploration and professional preparation, our students have a competitive edge in the job market today and are prepared for a lifetime of career success. Our multi-year process includes:

Career Exploration

- Inspiring our students to imagine their futures and plan their own journeys through career advising, coursework, and exercises introduced to all students beginning in the freshman year.
- Identifying students’ individual skills, values, strengths, and interests and to help them to discover their best fit with different career options.
- Guiding students through the steps needed to create their own personal strategic career plans.

Professional Preparation

- Developing professional competencies through internships, Professional Minors, service learning, leadership roles, engagement in student organizations, capstone courses and other curricula, and research.
- Refining students’ skills and professional brand through resume and interview preparation, mock interviews, portfolio preparation, and job search coaching.
- Connecting students with employers through on-campus recruiting, online job postings, networking support, job fairs and employer panels, and student site visits to regional employers.

Stevenson Ideals

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

Mission, Vision, and Values

Mission

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

Vision

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

Values

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

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

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

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

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

Diversity Statement
Stevenson University commits itself to diversity as it relates to awareness, education, respect, and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning styles, and political perspectives. The University believes its core values are strengthened when all of its members have voice and representation.

The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.

Strategies

**Academic Affairs**
The University will support faculty and students in their pursuit of academic excellence by integrating academics with experiential learning and career preparation and by establishing a solid liberal arts foundation.

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

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

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

---

### History of Stevenson University

#### University Timeline

**1984**
Villa Julie became a four-year college offering the bachelor’s degree in computer information systems.

**1985-1986**
While the college continued to offer two-year programs, the student body and faculty continued to grow. Academic offerings were augmented to include new majors and programs that provided a wider choice of professional career possibilities and supported the changing requirements of the business and professional communities in the region. The concept of career education combined with the liberal arts became a hallmark of the College’s philosophy, *Pro Discendo, Pro Vivendo*: For Learning, For Living.

**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 included liberal arts and technology, administrative science, computer accounting, computer information systems, and business information systems. For the convenience of the growing number of adults interested in completing their degrees, the college also added Saturday classes.

**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.

**1993**
Off-campus housing for students in garden-type apartments was opened a short distance from the college. The cooperative education program was also expanded and opened to all students in the baccalaureate programs. 1994 The college was awarded membership in NCAA Division III. 1995 The college began the first phase of the construction of an Academic Center, Inscape Theatre, Student Union and gymnasium, and Science Center.

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

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

1998
A new bachelor’s degree program in visual communication design was approved by MHEC.

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

2000
The new decade brought the inauguration of Villa Julie’s fourth President, Kevin J. Manning, Ph.D.

2001
New master’s degrees programs in business technology management and e-commerce were approved by MHEC.

2002
The School of Graduate and Professional Studies was created to accommodate the needs of adult learners. Through this school, adult students could enroll in master’s degree programs, evening/weekend bachelor’s degree programs, or accelerated bachelor’s degree programs. Additionally, the college began offering an accelerated B.S. to M.S. degree in advanced information technology, enabling students to earn both a bachelor’s and a master’s degree in five years. Villa Julie College and the Union Memorial Hospital announced a four-year nursing education agreement.

2003
The college broke ground on its first campus-owned student housing complex in nearby Owings Mills.

2004
Apartment-style housing for 550 students and a community center opened. 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. Those moves, along with the purchase of the former Baltimore Ravens training facility and the office building where the college leased classroom and office space, gave Villa Julie more than 80 acres of land at the Owings Mills campus. In December, Maryland Sen. Barbara Mikulski visited the college to announce nearly $250,000 in federal funds to support distance-learning efforts utilizing the Verizon Center for Excellence in Teaching and Learning. Also 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.

2005
A bachelor’s degree in medical technology was added to replace the two-year medical laboratory technology program.

2006
The fall semester resident population topped 1,000 students. The Rockland Center opened in October to provide a student dining center, offices for Student Affairs, and a banquet hall for functions organized by on- and off-campus groups. Additionally, the college received just over $1,000,000 to expand the nursing program. The Caves Sports and Wellness Center, the new name for the renovated facility formerly used by the Baltimore Ravens, was opened. In August, the college began offering an online Master of Science in Forensic Studies degree.

The Board approved university status in November 2006 and later established a committee to oversee a study of name options for the institution.

2007
In May, the college broke ground on the next new building for Owings Mills, a 60,000-square-foot academic building to house the newly formed Brown School of Business and Leadership, other programs and a state-of-the-art mock trial courtroom. The school opened in April 2009.

Regarding the name change, historical and legal research and surveys shortened that list to seven potential names late in the year. The college started a phase of quantitative and qualitative research to determine the best name from that group, and alumni, current students, and potential students and their families were surveyed for their opinions.

2008
Villa Julie celebrated its growth throughout the 2007-08 academic year as part of its 60th anniversary celebration, inaugurating a new tradition on October 1, 2007, by celebrating Founders Day to commemorate the day the college first opened. The college received reaccreditation from Middle States Association of Colleges and Schools, and Villa Julie took a leadership role in educating Maryland’s future teachers by creating the state’s first teacher preparation program for middle school educators. On June 11, 2008, the Board voted unanimously to change the name of the institution, and the name Stevenson University was unveiled the next morning. The Board also voted to keep the Villa Julie name alive by creating the Villa Julie College of Arts and Sciences as part of Stevenson University.

2009
Additional expansion of the Owings Mills campus included Wooded Way, which housed specialized student learning communities as well as the Office of Career Services. In March 2009, the University Restructuring Plan was adopted by the Faculty Council. The plan created four new schools within the Villa Julie College of Arts and Sciences: the School of Humanities and Social Sciences; the School of Design; the School of Education; and the School of the Sciences. The Brown School of Business
and Leadership and the School of Graduate and Professional Studies remained as originally configured. In August, a new bachelor’s degree in criminal justice was offered online for both traditional students and students in the School of Graduate and Professional Studies. In 2009, 2010, 2011, and 2012 the men’s lacrosse team made it to the Division III semifinals.

2010
A new entrance to the Owings Mills campus was opened. Stevenson was named to the President’s Higher Education Community Service Honor Roll, the highest federal recognition a college or university can receive for its commitment to volunteering, service learning, and civic engagement. In June, the university received a $100,000 Wal-Mart Foundation College Success grant for first-generation college students. In August, a new, updated Mustang logo was unveiled for Stevenson athletics. In fall 2010, Stevenson welcomed its largest freshman class, and new 35,000-square-foot gymnasium was added the Owings Mills campus sports complex.

2011
In April, the university hired its first band director to lead the newly created marching band. During the summer, the Owings Mills campus store opened across from the new gymnasium. Two new residence halls welcomed an additional 500 students on the Owings Mills campus, and the new 3,500-seat Mustang Stadium was opened in early September.

In November 2011, the university purchased the Owings Mills site of Shire Pharmaceuticals. The 28-acre site—which today includes the School of Design and the Manning Academic Center—comprises the university’s Owings Mills North location.

2012
The School of Graduate and Professional Studies received approval from MHEC to add two new master’s programs: cyber forensics and healthcare management. In April 2012, the School of Humanities and Social Sciences brought the International Drama Conference to Baltimore and the University’s Archives established the Maryland Bible Society Collection at Stevenson to house the society’s historic 400-year-old first edition of the King James Bible. In May, Stevenson’s Athletic Department announced that it would be leaving the Capitol Athletic Conference (CAC) in summer 2012 to join the Middle Atlantic Conferences, of which the football program was already an affiliate member. In December 2012, the Greenspring Valley Orchestra, conducted by Stevenson music professor Robert Suggs, celebrated its 10th Anniversary Concert.

2013
The School of the Sciences hosted the inaugural Dell Lecture in honor of Stevenson trustee Samuel M. Dell III and his wife Geraldine and awarded the first Dell Scholarship for outstanding Stevenson seniors studying biology, chemistry, and mathematics. The university also added bachelor’s programs in biochemistry and environmental science and a Master of Arts in teaching in biology, chemistry, and mathematics, a STEM-focused degree with secondary education certification.

2014
Apple co-founder Steve Wozniak came to campus to address a crowd of middle school, high school, and Stevenson students. In April, Stevenson unveiled the iconic 12-foot-tall, bronze mustang statue, “Victory,” outside of Mustang Stadium. The university opened an Athletics Hall of Fame, located in the Owings Mills Gymnasium, which was later named in honor of Dick Watts, the University’s former Director of Physical Education.

2015
The new School of Nursing and Health Professions was created, comprised of the Department of Nursing and the Medical Laboratory Science Program, bringing Stevenson’s number of schools to seven.

2016
President Manning announced his plan to retire after 16 years of leadership, and the Board of Trustees began a nationwide search for his successor. In August, the university dedicated the new 200,000-square-foot academic building at Owings Mills North as the Kevin J. Manning Academic Center (MAC). Stevenson also received naming gifts for two of schools housed in the MAC: the Sandra R. Berman School of Nursing and Health Professions and the Beverly K. Fine School of the Sciences. In November, the Board named Claire E. Moore, alumna and Vice President of Student Affairs, as Interim President of the university.

2017
Stevenson opened the Center for Student Success on the Owings Mills Campus to provide student resources and academic support services, including the Office of Student Success, the John L. Stasiak Academic Link, and the Experiential Learning Center. In March 2017, the Board concluded its presidential search and unanimously named Elliot Hirshman, Ph.D., President of San Diego State University (SDSU), as the new President of Stevenson as of July 2017. Prior to President Hirshman’s appointment at SDSU, he served as Provost and Senior Vice President for Academic Affairs at the University of Maryland, Baltimore County. Stevenson also celebrated the 70th anniversary of its founding. Additionally, the School of Graduate and Professional Studies’ name was changed to Stevenson University Online. In July, the university formally announced its acquisition of the former Rosewood Center property. The sale was approved by Maryland’s Board of Public Works in June. The 117-acre Rosewood site is adjacent to the Owings Mills and Owings Mills North locations and will nearly double the total acreage of the University. The University’s tentative plans, after completion of environmental clean-up and remediation, include...
developing new educational facilities and recreational resources.

2018
In January, the Garrison Hall Student Activities Commons opened. The commons includes rooms for student clubs and activities, clubs sports offices, three meeting rooms, a fitness center, and a console video gaming room. The center also serves as the home for Stevenson’s eSports team with a dedicated eSports room. Also in January, work began on a new quad area, a green space between the School of Business and Leadership, Garrison Hall, and Rockland Center. Work also began on the Rosewood property, including the demolition and clean-up of existing buildings to make way for Stevenson’s campus master plan in the coming years. In the fall, the university’s first Professional Minors are being offered in applied management, entrepreneurship and small business development, human resources, real estate, and software design and coding. These minor options give students additional career options and a competitive edge in the job market.

Accreditations

Institutional Accreditation and Authorization

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

Programmatic Accreditation and Approvals

- American Bar Association (ABA), Council of the Section of Legal Education and Admissions to the Bar, 321 N. Clark Street, Chicago, IL 60654 312-988-6102, (Legal Studies Program).
- Commission on Collegiate Nursing Education (CCNE), 1 Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202-887-6791, (Nursing Programs).
- Council for the Accreditation of Educator Preparation (CAEP, formerly National Council for Accreditation of Teacher Education - NCATE), 2010 Massachusetts Avenue, N.W., Suite 500, Washington, DC 20036, 202-223-0077, (Teacher Education Programs).
- Maryland Board of Nursing (MBON), 4140 Patterson Avenue, Baltimore, MD 21215-2254, 410-585-1900, (Nursing Programs).
- Maryland Higher Education Commission (MHEC), 6 North Liberty Street, Baltimore, MD 21201, 410-767-3301, (All Programs).
- Maryland State Department of Education (MSDE), 200 West Baltimore Street, Baltimore, MD 21201, 410-767-0600, (Teacher Education Programs).
- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N. River Road, Suite 720, Rosemont, IL 60018, 773-714-8880, (Medical Laboratory Science Program).
- National Council for State Authorization Reciprocity Agreements (NC-SARA), 3005 Center Green Drive, Suite 130, Boulder, Colorado 80301, 303-848-3275, (Distance Education Programs).
- U.S. Department of Veterans Affairs, State Approving Agency (VA-SAA), Maryland Higher Education Commission, 6 North Liberty Street, Baltimore, MD 21201, 410-767-3300, (All Programs).
Life at Stevenson

Student Life

Athletics at SU

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

Stevenson’s athletic facilities are among the best in Division III. To accommodate its growth and expansion, the University opened its Owings Mills campus in 2004. Two years later, it acquired the former headquarters and practice facility for both the NFL’s former Baltimore Colts and two-time Super Bowl champion Baltimore Ravens. The Caves Athletics Complex, a 60,000 square foot modern facility, is located on the Owings Mills campus and serves the needs of more than 800 NCAA, club, and intramural student athletes as well as the general student body. On-campus facilities include the Caves Sports and Wellness Center, Owings Mills Gymnasium, Beach Volleyball Courts, Club Bermuda Grass Field, and Mustang Stadium.

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

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

Intercollegiate Athletics

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

Those interested in participating on one of Stevenson’s 27 intercollegiate athletic teams should contact the head coach of that sport using the staff directory under “Inside Athletics” on GoMustangSports.com. There is also information on the paperwork required by athletic training and compliance information for transfers and first-year student athletes there as well.

Club Sports

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

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

Intramurals

The intramural sports program provides both competitive and non-competitive leagues and tournaments. The program is open to all students, faculty, and staff at Stevenson. All sports offer three divisions: Men’s, Women’s, and Co-Rec, and all skill levels are welcome.

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

Current intramural leagues include flag football, basketball, indoor and outdoor soccer, softball, floor hockey, and beach and indoor volleyball. For more information on which sports are being offered or how to register, please contact Kris DeJesus (Graduate Assistant) by email at kdejesus@stevenson.edu.

Clubs and Organizations

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

Academic & Pre-Professional

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

Accounting Association: The Accounting Association provides accounting students with the opportunity to interact with fellow accounting students and professional accountants. This club provides advice to students seeking employment and helps integrate university coursework and on-the-job experience. Each semester members are encouraged to participate in professional, community service, fundraising, and recreational activities. accounting@stevenson.edu.
Professional Association for Design, (AIGA): AIGA is a national professional association for designers. The Stevenson University AIGA Student Group, associated with the AIGA Baltimore Chapter, provides opportunities for serious art and design students to meet other students in the major, network with design professionals, and learn more about design technologies through club-sponsored workshops. Major activities include Adobe Crash Course Workshop, trips off-campus to professional design events and service projects, portfolio peer reviews, and more. AIGA@stevenson.edu

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

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

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

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

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

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

Financial Management Association (FMA): The FMA will promote the knowledge of finance, including financial literacy, and elevate the understanding of the relationship between finance and business among peers, and provide members with professional development resources and opportunities related to finance. FMA will also enhance the quality and relevance of education in finance and provide opportunities for professional interaction. FMAClub@stevenson.edu

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

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

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

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

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

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

Pre-Health Student Union (PHSU): The goal of the Pre-Health Student Union (PHSU) is to provide fellowship and support for those who want to pursue careers in a variety of healthcare professions. The organization strives to build a pre-health student community dedicated to providing resources and information to future health professionals. PHSU will provide workshops, guest speakers, and volunteer opportunities to assist students preparing to apply to health professions programs. PHSU@stevenson.edu

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

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

The Marketing Network: The Marketing Network focuses on teaching its members valuable marketing skills that can be applied in the real world, while providing networking opportunities that will foster career-based relationships. themarketingnetwork@stevenson.edu

Cultural

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

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

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

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

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

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

Programming

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

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

Environment

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

Faith Based

Catholic Campus Ministries (CCM): Catholic Campus Ministries offers Catholic students opportunities to gather together for spiritual, social, and service events. Students of any tradition are always welcome. Communion services are offered every week on campus, and this group offers students an opportunity to go off campus to services on Sundays. CCM@stevenson.edu
CRU (Campus Crusade for Christ): CRU is a non-denominational Christian fellowship group. The ministries in which students participate include weekly meetings with music, Bible study, and fellowship. The club also sponsors outreach and service projects. CRU@stevenson.edu

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

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

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

Governance

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

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

Greek

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

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

Health & Wellness

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

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

Leadership

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

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

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

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

Recreational

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

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

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

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

Special Interest
All Natural Glee Club: All Natural Glee Club’s purpose is to sing and entertain the community with popular, contemporary music. The club gives the opportunity for students to express themselves artistically and musically. It enhances and perfects many skills such as vocal technique and performing skills. Students gain not just musical talent but personal expression and confidence. The club bonds over music, and a family is quickly formed. gleeclcub@stevenson.edu

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

Curls, Kinks, and Coils: Curls, Kinks, and Coils aims to promote the beauty and versatility of natural hair. As an organization, our focus is to educate people about the beauty of natural hair and the culture behind it, all while teaching individuals how to maintain beautiful and healthy hair. Although we are natural focused, we are not natural exclusive so all hair types are welcomed. cck_club@stevenson.edu

Curly In College: Curly In College is a lifestyle brand and online community that supports and celebrates students who are bold enough to navigate a life with curls on campus, while also giving students who don’t have natural hair insight on the differences, so the two worlds can merge. cicclub@stevenson.edu

Mustang Mentors Club: The Mustang Mentors Club aims towards encouraging the youth to pursue a higher education while being led in a positive direction by Stevenson University students. Within our mentoring program, Stevenson University will be partnered with a local middle school. Through a consistent interaction between both communities, we will build positive relationships, display a collegiate experience, and have events to act as a support system and show the value of hard work. mustangmentorsclub@stevenson.edu

Nachde: Nachde is a South Asian Bhangra Fusion Dance team. With intricate, fast, and vibrant steps, Nachde incorporates both Bollywood and Bhangra-styled choreography. All are welcome to participate as it is not a religious based group but a great way to get in some good exercise and have fun while doing it. Nachde@stevenson.edu

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

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

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

Timber Grove Tiger Mentors: Timber Grove Elementary Program is an organization partnered with Timber Grove Elementary to support the academic and social achievement of elementary-aged students. Our mentors visit Timber Grove Elementary on Fridays and build lasting relationships by conducting activities aligned with the school’s values. We also hold events emphasizing issues related to children and the educational system. ttmp@stevenson.edu

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

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

**Community Service Opportunities for Students**

The University encourages and supports community service. Through organizations such as the Stevenson Student United Way, students can serve the community in many ways. The University supports students who aim to develop an awareness of social issues and have a desire to contribute to their solution rather than their perpetuation. Many of the mentioned clubs and organizations include service as an integral part of their mission and offer numerous service opportunities for the community.

Formal service-learning opportunities have been developed within the curriculum of the University and are incorporated into classes that are labeled service-learning or one-credit options. These service-learning opportunities allow students to apply the knowledge and skills learned in the classroom in an authentic way to meet genuine community needs. These classes integrate meaningful service with academic instruction and reflection while providing students with the resources to be civically, socially, and culturally engaged.

Mustangs Make a Difference Day (MMDD) is a campus-wide day of service designed to carry on the tradition of “Building Community Day” without the need for students to travel off-campus. This “Day to Serve” is a way for students, faculty, and staff to make a positive difference while furthering their commitment to the University value of “promoting a sense of community”. MMDD has run successfully since fall 2015 with over 300 students participating annually. In the past, various classes, clubs, organizations, and honor societies have hosted stations that provide service activities to meet the various needs of community partners in the Baltimore region and beyond. Stevenson’s MMDD has been one of the more than 700 events listed throughout Maryland, West Virginia, Virginia, and Washington, DC on the governor’s “Day to Serve” website. This initiative is meant to “unite people of all faiths, races, cultures, and backgrounds with the shared goal of helping those in need and communities where we live”. (www.daytoserve.org)

**Arts Alive! Stevenson**

While the Baltimore area has a wide variety of cultural attractions, Stevenson University offers its own array of events. Through professional artist exhibitions, student-driven plays, and nationally renowned musical performances, students are able to gain a greater appreciation for the arts without ever having to leave campus. Arts Alive! programming encourages all students to engage with the arts regardless of major or experience level.

Each year, the University hosts a series of art exhibitions highlighting a diverse range of media and styles in the Greenspring Art Gallery, the Kevin Manning Academic Center Gallery, the School of Design Gallery, and St. Paul Companies Pavilion. The exhibition spaces provide a significant venue for artists and collectors in the region and give students, artists, and the community a chance to see established and emerging talents, learn through gallery talks and lectures, and celebrate at music-filled receptions. Student work in-progress fills the School of Design hallways. The academic year culminates in a graduating senior exhibition.

The 326-seat proscenium main stage in the Inscape Theatre hosts a pair of stage productions annually, presented by Stevenson’s Theatre and Media Performance Department. Plays, including student-directed works, are also staged in the more intimate, 60-seat studio theatre. All students are invited to audition for roles or to serve as crew for productions.

Students interested in film and video also have the opportunity to perform in student-produced projects and work alongside professional filmmakers on the faculty. Recently, Stevenson students have served as cast and crew for several productions in the Baltimore area, such as HBO’s “VEEP” and Netflix’s “House of Cards.” The School of Design also sponsors periodic screenings of works by Stevenson’s Film and Moving Image majors.

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

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

**Student Publications**

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

*The Greenspring Review: A Literary, Art, and Media Magazine* is a digital literary magazine run by Stevenson University students and produced by the English Language and Literature program. Launched in fall 2016, this online publication features fiction, creative nonfiction, poetry, photography, art, video, and other forms of media. The magazine accepts submissions for its fall and spring issues each year and is located at http://greenspringreview.org/.
Reserve Officer Training Corps (ROTC) Programs at Johns Hopkins University and the University of Maryland

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

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

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

If the Air Force is offering scholarships, members of AFROTC in all degree programs are eligible to compete for scholarships based on a competitive selection process. Scholarship recipients receive money for tuition, a book allowance, and a monthly allowance depending on the student’s AFROTC year.

Campus Resources and Services

Campus Technology

Stevenson University is committed to providing all active students, faculty, and staff with secure and reliable computer technology and network infrastructure. The Office of Information Technology (OIT) is responsible for many of the technologies used throughout all campus locations. This includes the computer labs, classrooms, residence halls, faculty and staff offices, administrative processes, and network operations. OIT operates two data centers, one on each campus, to achieve a high level of availability and performance. Both campuses have hard-wired and wireless networks with many classrooms and residence halls connected at gigabit speeds. Our dedicated digital connection to the Internet is rated at 2000 Mbps and provides fast and reliable access shared among the Stevenson community.

Among the 15 dedicated computer labs on campus are several labs that are open for general student use at almost any time. These labs offer Mac and PC computers with the latest software needed for academic work.

Computer Logins

Each student, faculty, and staff member must have an individual computer login ID to use the computer equipment and network resources and must have read and electronically signed the Information Technology Acceptable Use Agreement before activating their login ID. The complete Acceptable Use Policy can be found on the SU Portal and Consumer Information page. Students, faculty and staff should never share their ID or password with anyone, not even the members of Tech Connection or OIT. All account holders will be held responsible for all activity conducted under their login.

Remote Connectivity

Stevenson University offers the capability for students, faculty, and staff to connect to various services on the University’s network from off-campus via the Web. SU currently supports remote connectivity for Microsoft Windows 7, Windows 8, Windows 10, and Mac OS X 10.9 or higher. Please contact Tech Connection at x3000 or 443-334-3000 for details.

Resident Student Technology Support

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

Technology problems for student residents can be submitted to Tech Connection via the phone, 443-334-3000 or x3000 from on campus, toll free at 1-866-344-8190, through the ticketing system at helpdesk.stevenson.edu, or by email to helpdesk@stevenson.edu. If, after evaluation of the issue, the problem is beyond the scope of support provided, Tech Connection staff will make suggestions on what the student’s next step might be; however, the University will
not repair student-owned equipment. The OIT staff will help resolve any software problems if possible; however, the University will not install any software on student-owned equipment. More IT-related information is available on the OIT’s website.

**Technology Helpdesk**

Tech Connection has support centers on the Greenspring campus in Dawson 302, on the Owings Mills campus in the Brown School of Business and Leadership, Room 102A, and on the Owings Mills North campus in the Kevin J. Manning Academic Center, Room N159. Any technology-related assistance can be acquired at these facilities by students, faculty, staff, and administrators or by calling 443-334-3000 or x3000 from on campus or toll free at 1-866-344-8190.

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

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

For updates on all unplanned outages or service interruptions, please visit outage.stevenson.edu. Additional guidance information is available at the OIT website and at the Tech Connection offices on both campuses.

**Usage of Campus Computers**

All students, faculty and staff are required to follow the guidelines outlined in the [Information Technology Acceptable Use Agreement](https://www.stevenson.edu/it/acceptable_use_agreement). The complete Acceptable Use Policy can be found on the SU Portal and the Consumer Information page.

**Alumni Information**

The Stevenson University Alumni Association is composed of a strong and vibrant group of alumni constituents who remain engaged in the life of the University beyond graduation. Alumni demonstrate their connection to Stevenson by participating in events on and off campus, promoting and advocating for the University within their personal and professional networks, and contributing to the financial security of their alma mater. The Alumni Association affords graduates of Stevenson University the opportunity to connect with fellow alumni and utilize a multitude of resources available to them within the Stevenson community.

All graduates of Stevenson University’s undergraduate or graduate degree programs automatically become members of the Alumni Association. Alumni enjoy benefits such as access to career services, the libraries, and the fitness centers, as well as discounts on food and SU merchandise. The University engages alumni through events and volunteer opportunities and by involving individuals in affinity-based projects.

The Alumni Association Board (AAB) is the governing body of the Stevenson University Alumni Association and consists of 30 members-at-large who serve two three-year terms. Every member of the AAB serves on at least one of five committees. These committees include Athletics, Engagement, Events, Executive, and Nominations and Awards. The objective of the AAB is to enhance the alumni experience and broaden the University’s network in order to further the mission and vision of the institution.

Stevenson alumni attend events, volunteer as panelist/speakers, mentor current students, initiate corporate connections and partnerships, and share their passion and support for the University through.

Graduates are encouraged to connect with the Alumni Association through various online platforms in order to stay informed about the exciting programs and initiatives at their alma mater.

**Francis X. Pugh Courtroom**

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

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

**Dining Services**

Stevenson University offers dining services at both the Greenspring and Owings Mills campuses, and dining options continue to expand at the Owings Mills North campus. Dining location hours are posted at each respective dining location, on the dining website, and Dining Services Facebook page. Students with a meal plan can enjoy all of the dining locations using either their meal swipes or flex dollars. Flex dollars are also available to be used at on-campus retail locations, on-campus sporting event concessions, or at off-campus partner locations. Dining and retail locations also accept cash, debit card, or credit card payments.
Located on the Owings Mills campus are the Rockland Marketplace, Pandini’s, and two Jazzman’s Coffee Houses (including one in the Ratcliffe Community Center and one in the bottom level of the School of Business and Leadership).

Rockland Marketplace is an innovative, all-you-care-to-eat dining location, located in the Rockland Center. There are ten unique food stations, each offering new and exciting selections every day. At the start of the spring 2018 semester, a new Make Your Own Sauté station was added in the Marketplace, offering students increased control over their ingredients, as well as the chance to prepare nutritious meals to their own tastes. For those on-the-go, Rockland Marketplace offers To-Go, a free-to-students program which provides a reusable food and/or drink container that you can fill and take with you.

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

Jazzman’s - a coffee house filled with great hand-crafted coffee drinks, bottled beverages, and delicious baked goods is located in both the School of Business and Leadership (SoBL) as well as in the Ratcliffe Community Center on the Owings Mills campus. Students can also find “Simply To-Go” sandwiches and other snacks for those looking for a quick meal. Ratcliffe Community Center’s Jazzman’s location is also home to “The Zone” – a student convenience store (C-Store), where snacks, personal items, and other items can be purchased.

On the Greenspring campus, students can find the “Mustang Corral”, offering great breakfast sandwiches; various grilled burgers and sandwiches; and delicious side items such as french fries or onion rings. The F.U.E.L. station in the Corral (standing for Fresh, Unique, Ethnic, and Local), offers new items to reflect dining trends and great seasonal items. In the Mustang Corral, students can also find a salad bar and Simply To-Go sandwiches and salads for those who are not dining-in. SubConnection offers made-to-order submarine sandwiches.

On the Owings Mills North campus is Café North and our retail wall. Café North offers made-to-order breakfast sandwiches, made-to-order deli and grill stations, a salad bar, and a Hometown-style station offering freshly-made entrees and soups each weekday. From our retail wall students can purchase salads and sandwiches to go, freshly prepared sushi, snacks, and beverages.

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

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

**Career Services**

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

**CAREER COACHING**

**Career Services Tools**

Career Services maintains a comprehensive career website and portal page which host information on Career Pathways for majors at Stevenson University, job and internship opportunities, on-campus recruiting, job success tips, résumé samples, interviewing resources, career assessments, a calendar of events, and many other tools related to career development. In addition, the Office of Career Services maintains an online Career Management System (CMS) which includes part-time jobs, internships, and full-time job opportunities. Students upload their resumes in CMS, and they are then reviewed for quality control by professional staff members in Career Services and at home.

To assist with major and career exploration, the Office of Career Services provides a diverse menu of career assessments to meet student needs. Assessments that help to identify strengths, interests, values, and personality include the MBTI, the Strong Interest Inventory, Card Sorts (strengths, values), and the Holland interest codes. Online tools include FOCUS and Traitify. Career Services also embraces StrengthsQuest which identifies student’s key strengths providing a framework for powerful branding to open up possibilities for meaningful careers.

**Academic Career and Preparation Plan (ACPP)**

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

**Counseling Appointments with Career Advisors**

The Career Services staff works with all students at the undergraduate and graduate level to develop the skills, experiences, and confidence needed for success. Students are strongly encouraged to meet with their career advisor each year to monitor progress toward goals and review the steps they have taken in their Academic Career and Preparation Plan coaching sessions include: deciding your major, career direction, researching careers and jobs, mock interviews, resume and cover letter reviews, internship and job search assistance, networking and career fair preparation, personal brand development, graduate and professional school preparation.

Appointments can be made over the phone or on our online career management system.

**Career Peer Advisors**

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

EMPLOYER ENGAGEMENT AND RECRUITMENT

Career Fairs, Networking Events, and Information Sessions

Students are encouraged to participate in a variety of career related events where they can meet and network with employers. Employer events are listed on our CMS and in the Career Services portal and webpage and include: on-campus recruiting for internships and full-time jobs, career seminars and workshops presented by business and community leaders, career fairs and industry networking events, business etiquette seminars, and many other programs. The Office of Career Services collaborates with Alumni Relations, Residence Life, Student Groups, and Faculty to support the career development and life experiences that develop Stevenson University students into prepared and skilled emerging professionals for the workplace.

Executive in Residence Program and Classroom Presentations

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

Library Services

The Stevenson University Library supports the students, faculty and staff of the SU community as they engage in research, teaching, and learning. Library services can be accessed remotely through the library home page http://stevensonlibrary.org/ and at three convenient on-campus locations: Greenspring, Owings Mills and the Learning Commons on Owings Mills North. Whether students are working alone, reading recreationally, or studying with a group, they can find a place that meets their needs at the SU library.

Through scholarly subscription databases encompassing many disciplines, students enjoy remote access to more than 70,000 full-text magazines, journals, and newspapers, over 200,000 eBooks, high-quality images, and streaming video. OneSearch on the library home page makes it easy to search most of the library’s resources using a single search box. The Greenspring Campus library holds the bulk of our print and film collections. The Stevenson University Archives are housed in the GS library as well as a Children’s Collection for Education students. At the Owings Mills Library, print resources focus on programs of study in the Brown School of Business and Leadership such as law, business, and information technology. There is a browsing collection at both of these locations for leisure reading. The Learning Commons at Owings Mills North is an active, flexible space supporting collaborative work and interdisciplinary research.

Courier services deliver books from local academic libraries (Johns Hopkins, Goucher, Loyola-Notre Dame, the University of Maryland libraries and others) five days a week. Our interlibrary loan service also delivers items electronically.

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

University Stores

University Store - Greenspring

Located on the first floor in the Manuszak Center on the Greenspring campus, the Stevenson University Store offers a wide variety of other goods and services for sale, including accessories, a large selection of Stevenson-imprinted clothing, gift items, and magazines. During the semester, the University Store’s hours of operation are Monday through Thursday from 8:30 a.m. to 7:30 p.m., Friday from 8:30 a.m. to 4:30 p.m., and closed Saturday and Sunday. Please note that all hours are subject to change.

Campus Store - Owings Mills

Located in the Boulevard Corporate Center adjacent to Mustang Stadium in Owings Mills, the Campus Store has available required and recommended books for both traditional courses and courses offered through Stevenson University Online (SUO) as well as supplies for classroom use. A wide variety of other goods and services are for sale, including accessories, a large selection of Stevenson-imprinted clothing, gift items, and magazines. During the semester, the Campus Store’s hours of operation are Monday through Thursday from 8:30 a.m. to 7:30 p.m., Friday from 8:30 a.m. to 4:30 p.m., and Saturday from 8:30 a.m. to 1:30 p.m. Additional hours are scheduled before the beginning of each semester. Students may also purchase merchandise and textbooks online at store.stevenson.edu (traditional) and store.stevenson.edu/suom. (SUO) Specific ISBNs for Stevenson University Online textbooks can be found on the Campus Store website.

Residence Life

At Stevenson, we believe that students do not live and learn in a vacuum—they experience college life as a whole and our office is committed to enhancing both their academic and personal success. To that end, the Office of Residence Life staff educates and empowers
students to thrive in a culturally diverse, civically-engaged, holistic living-learning community while fostering student development and life-long learning. Just like there is a curriculum or syllabus in the classroom, a residential curriculum guides the learning that takes place in the residential community. The Residence Life professional staff identified the key needs of Stevenson’s resident population and designed a curriculum to address those needs, as well as connect to the Four Core Stevenson Values. This curricular approach was created to provide intentional learning opportunities for Stevenson residents. As a result of living on campus, students will become engaged community members who act with dignity, honesty, and pursue a lifelong commitment to learning and excellence.

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

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

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

The Wellness Center

The Wellness Center includes both Student Health Services and Counseling Services. These services are located at the Owings Mills campus on the top level of the Caves Sports and Wellness Center. The Wellness Center staff can be reached at 443-352-4200 or fax 443-352-4201. The Wellness Center is open Monday through Friday from 9:00 a.m. to 5:00 p.m. with extended evening hours on Tuesdays and Wednesdays until 7 p.m.

Student Health Services

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

Student Health Requirements

All full-time commuter and resident students are required to have the Stevenson University Student Health Profile completed by July 1 for fall entrance and January 20 for spring entrance. All full-time students are required to complete this profile online even if they are turning in other health related records to other departments. Please refer to those specific departments for any health requirement questions, i.e. Athletics, Beverly K. Fine School of the Sciences, and Stevenson University Online (SUO). If a student was previously a part-time student and is now taking 12 or more credits, a Student Health Profile must be completed. Students do not need to resubmit the Student Health Profile every year. Students who have been away from Stevenson University for at least two years and are reapplying for admission as a full-time student must complete another Student Health Profile.

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

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

Counseling Services

From time to time, students are presented with concerns or problems that require challenging decisions and effective coping strategies. Talking with a professional counselor is an opportunity for students to explore issues that may be interfering with their success and happiness in college. Counseling is a confidential process designed to help students learn more about themselves, address their concerns and problems, and discover effective solutions. Some of the typical concerns students may have include adjustment difficulties, anxiety, depression, substance abuse, sexual assault, identity issues, and self-esteem. Counseling is confidential and provided free for all Stevenson University students.
The Office of Student Success

The Office of Student Success (OSS) is dedicated to the academic achievement, support and engagement of all Stevenson University students. Located within the Center for Student Success in Garrison Hall South, OSS provides a wide variety of academic programming, resources and services, such as:

- Academic advising and course planning
- Academic support planning
- Connection to campus resources
- Disability support services
- First-Year experience programming
- Group workshops
- Individual and group tutoring
- Pre-Health professions advising
- Student success coaching to all freshmen students

The Office of Student Success uses a holistic approach with students that enables them to optimize their academic potential, persist in their studies, and complete their degrees.

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

Accommodations for Students with Disabilities

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

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

Student Grievance Procedure

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

Student Rights and Responsibilities

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

General Admissions Information

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

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

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

A degree student is a student who is seeking a degree from Stevenson University and has been accepted by the Admissions Office as either an undergraduate or graduate student. An undergraduate or graduate degree student may enroll for course work (full-time or part-time) for each consecutive semester as long as he or she remains in good academic standing at the University. The normal full-time undergraduate course load is 15 to 17 credit hours per semester. Any undergraduate student who is carrying 12 or more credit hours is classified as a full-time student; less than 12 credits constitutes a part-time load. A program of 6 credits constitutes a graduate full-time load.

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

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

Admissions Procedures and Processes

Traditional Freshman Students

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

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

- English — 4 credits
- History/Social Studies — 3 credits
- Mathematics — 3 credits (algebra I, geometry, and algebra II or advanced courses in mathematics)
- Science — 3 credits (including at least two laboratory science courses, preferably biology and chemistry)
- Foreign language — 2 credits (in the same language)
- Electives — 2 credits

Candidates, whose high school programs have not followed the recommended patterns but whose total credentials show evidence of potential for success at Stevenson University, are invited to apply with the assurance that their records will be given full and careful consideration in a holistic review process.

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

1. A completed Common Application or Stevenson University Application.
2. A writing sample.
3. Official high school transcript or GED.
4. SAT (Stevenson University’s code is 5856) or ACT (Stevenson University’s code is 1753) scores. Self-reported scores are permitted for the application process, and official scores are required at a later time for enrollment.
5. At least one letter of recommendation from a teacher or a school counselor. Up to three letters will be considered.
6. Optional:
   - Admissions interview

Students may begin at Stevenson in the fall, spring, or summer semester. For the fall semester, applicants are notified of their admission status on a rolling basis after October 15. Applications filed after March 1 for the fall semester will be considered on a space-available basis. For the spring semester, applicants are notified of their admission status on a rolling basis after October 1.
Applications filed after December 1 for the spring semester will be considered on a space-available basis. Earlier deadlines apply for scholarship consideration. Please see stevenson.edu/admissions-aid/scholarships-financial-aid/ for details.

**Adults Entering as Freshman Students**

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

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

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

**Transfer Students**

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

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

Transfer students who have not completed an associate’s degree and are seeking admission into the bachelor’s degree programs should have a cumulative GPA of at least 2.50 from all colleges previously attended. Transfer students with a 2.00 minimum cumulative GPA may possibly be granted conditional admission to the University. Admission is based primarily on each candidate’s performance at the most recently attended college. However, high school transcripts, standardized test scores, and college records may be considered for students who have completed fewer than 28 college-level credits. Applicants are notified of the admission decision on a rolling basis after January 1 for the fall semester and after October 1 for the spring semester.

Please note that nursing and medical laboratory science have additional application and admission requirements. Please see the appropriate academic program pages at stevenson.edu for details.

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

1. Common Application or Stevenson University Application.
2. Official college transcripts from each college previously attended. College-level coursework completed outside of the United States must be evaluated by World Education Services wes.org. An official WES transcript is required. A final transcript must be sent upon completion of any course work in progress at the time of application.
3. Official high school transcript or GED for applicants who have completed less than 28 college-level credits at the time of application. (An SAT or ACT score may be required for admission for students with under 28 college credits and is required for scholarship consideration.)

**Accelerated Transfer Students**

Please refer to the Stevenson University Online Catalog for further information on accelerated transfer admissions requirements.

**Evaluation of Transfer Credit**

Students desiring to transfer from another college and be admitted to a degree program at Stevenson University must submit official transcripts of all previous college records. College-level coursework completed outside of the United States must be evaluated by World Education Services wes.org. An official WES transcript is required. Stevenson University will accept a maximum of 70 credits from 2-year institutions. No more than 90 credits can be applied to degree requirements from a combination of 2-year institutions, 4-year institutions and non-direct classroom instruction (including CLEP, AP, and other nationally recognized standardized examination scores). A matriculated student must complete the last 30 credits of their degree at Stevenson University.

The courses and credits completed with a grade of "C" or better at other regionally accredited institutions are generally transferable to Stevenson. Some grades of "C-", "D+", or "D" may be acceptable for general education requirements that are not major requirements. The transferability of credits from an institution that is not accredited by a regional accreditation agency may be considered upon receipt of documentation that demonstrates equivalency regarding course information and learning outcomes. It is the student’s responsibility to provide this documentation. Please consult the Registrar’s Office for more information.

All transferable courses must be comparable to courses offered at this University. Classes that do not transfer
include developmental/remedial, personal development, orientation courses and credit given for portfolio work. Some credit may be awarded for internships at the discretion of the department chair upon submission of appropriate documentation. Regardless of the number of transfer credits accepted, students must still complete the academic program requirements as shown in the Stevenson University Catalog and on the student’s degree audit. Shortly following acceptance, evaluated transfer credit may be viewed through WebXpress. Incoming transfer students have access to their degree audit through WebXpress after registration. Transfer applicants must have left the sending institution in good standing. Grades and grade point averages earned at another institution do not transfer. The transferred credits apply toward graduation, but the grade points are not used in calculating the academic average required for graduation. Students seeking information on the transferability of credits may contact the Registrar’s Office, the transfer admissions web pages, or a transfer admissions counselor.

Credit Evaluation Process

Stevenson University’s Registrar’s Office facilitates the evaluation of credit for students who have earned college credit from another institution or successfully completed Advanced Placement (AP), International Baccalaureate (IB), CLEP, and A/AS level examinations. Admitted students who have earned college credit in the United States and submitted official transcripts will receive their transfer credit evaluation with their letter of admission and may access their transfer credit evaluation online through their WebXpress account once they receive the admissions letter. If a student has credit from overseas institutions and has submitted WES documentation of this coursework, this process is dependent on the receipt of the WES evaluation by the registrar’s office. Please note that a student’s evaluation is preliminary and ongoing. It is the applicant’s/student’s responsibility to submit additional official transcripts as external coursework is completed.

Block Transfer from Maryland Community Colleges

Students who enter Stevenson with an A.A., A.S., or A.A.T. degree from a community college in Maryland will have met all of Stevenson’s general education (Stevenson Educational Experience) requirements. Please note a second composition course is required if the student doesn’t have an equivalent course as part of the associate’s degree.

Articulation Agreements and Stevenson Transfer Advantage Relationships (STAR)

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

Credit By Exam

Advanced Placement

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

For incoming freshmen, the results of these tests are received by the Registrar’s Office in mid-July. They are reviewed and, when appropriate, placement and/or credit is granted. Credit is entered in the student’s record and can be viewed on WebXpress. Transfer students who took AP tests in the past should request their scores be sent to Stevenson from the College Board. For questions about AP credit, contact the Registrar’s Office.

CLEP Examinations

CLEP, a program of the College Entrance Examination Board, is a nationwide system of credit-by-examination. Stevenson does grant credit to our students earning Stevenson-designated passing scores on CLEP exams. Students who are interested should contact the Registrar’s Office for details about which exams are the equivalent of selected Stevenson courses. If the student achieves the designated passing score on an accepted examination and submits official documentation of the test results, appropriate credit will be awarded.

DANTES

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

International Baccalaureate

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

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

Students who enter in the spring semester are encouraged to notify the University of their acceptance of admission and remit their enrollment deposit by December 20. The enrollment deposit is non-refundable after December 20 and will be applied toward the first semester bill.

For students who are enrolled at another institution at the time of their acceptance, it is understood that they will maintain the same level of academic achievement and personal integrity through the remainder of their current program. If a student’s work falls below a satisfactory level, the acceptance may be rescinded. Accepted students must report any disciplinary action taken by their current institution after being admitted to Stevenson.

Merit-Based Scholarships

The Admissions Committee automatically considers accepted freshman and transfer students for SU merit-based scholarships when applicants meet the stated merit-based scholarship deadlines. Additional specialty scholarship programs requiring separate applications and often with earlier deadlines are also available. Scholarships are renewable for four consecutive years of study at the University. All eligibility requirements must be met for consideration. (See the Financial Information (p. 33) section of this catalog for more information about merit-based scholarships.)

Military Financial Benefits

Military Service Members

A joint education agreement also exists between the Maryland National Guard and Stevenson University. Active Guard members receive a 15% tuition discount and should submit appropriate paperwork to Student Accounts to qualify for this discount. Service members desiring information about courses and degree requirements should contact the Registrar's Office.

Yellow Ribbon Program

The Yellow Ribbon program is part of the Post 9/11 GI Bill® specifically designed for students wishing to attend private colleges and universities. This program allows institutions of higher learning to fund tuition expenses that exceed the Department of Veteran Affairs’ annual cap. For the 2018-2019 academic year, the VA will pay a maximum of $23,671.94 to any private college or university, based on a student’s percentage of eligibility. For eligible students, Stevenson and the VA will divide any remaining tuition and fee charges 50/50 so that they are covered in full. Please note that tuition and fees do not include on-campus housing or meal plan charges; these expenses need to be paid by the student.

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

Veterans interested in using educational benefits should submit their application online through the Department of Veterans Affairs website at benefits.va.gov/gibill/apply.asp. The VA will determine eligibility and send the student a letter that indicates their percentage of benefits (40-100% based on length of service), as well as the amount of time awarded. For information on how to apply to transfer benefits to dependents, visit the GI Bill®’s website at gibill.va.gov/benefits/post_911_gibill/transfer_of_benefits.html. The student should forward their Certificate of Eligibility to the school certifying official in the Registrar’s Office as soon as it is received. Any questions regarding the use of educational benefits should be directed to the school certifying official. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

International Student Information

U.S. Permanent Residents

Applicants who are currently United States permanent residents must meet all the stated admissions requirements and follow the same application procedures as U.S. citizens; however, permanent residents must also submit a high-quality, color copy of the front and back of their valid U.S. Permanent Resident Card. The Admissions Office will not process the application without this component. Refugees and asylees must provide proof of legal residence in the United States. All permanent residents and most other eligible non-citizens can apply for federal need-based financial aid programs. Applicants for traditional undergraduate program are also automatically considered for merit-based scholarship when they meet the state merit-based scholarship deadlines.

International Students - Important Information and Deadlines

All international students, except documented U.S. permanent residents and other eligible non-U.S. citizens, should submit all application requirements by February 1 for admission for the fall semester and October 1 for admission for the spring semester.*

Decisions are released on a rolling basis. Applications completed after the deadline may not be considered for that semester but will be reviewed for the following semester upon receipt of a new application. Once an international student is accepted to Stevenson, the
student will need to follow the directions for submitting the required documents listed in the Required Post-Acceptance Section. In order to best serve the student, all required post-acceptance documents need to be submitted to the Undergraduate Admissions Office no later than the deadlines posted for each of the documents required.

* Some limited enrollment majors have earlier application and deposit deadlines. Please see our Fields of Study section for more information.

**International Freshman Applicants**

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

1. **Undergraduate Application for Admission International**: Students may use the Common Application or the Stevenson University Undergraduate online application.

2. **Proof of English Proficiency International**: Students must demonstrate a satisfactory level of English proficiency. Any student whose native language is not English must submit an official TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing system) score. The following TOEFL scores are required for admission: 213 or higher (computer-based); 80 or higher (internet-based); or 550 or higher (paper-based). Students who have taken the internet-based TOEFL test should have no individual section score lower than 20. Students who have taken the IELTS should have a minimum overall band score of 6.5 and no individual score lower than 6.0. Students who have earned a score of 550 or higher on the SAT Evidence-Based Reading and Writing Test may possibly be exempt from the TOEFL or IELTS requirement. The website for TOEFL information is ets.org, and the website for IELTS is ielts.org.

3. **Official Transcripts**: Applicants who have completed secondary school outside the United States must submit an official course-by-course transcript evaluation from World Education Services (WES) at wes.org. Students attending a U.S. accredited high school outside the United States must submit an official high school transcript but are not required to provide a transcript evaluation. Students who are in F-1 or F-2 VISA status will need to submit an official high school transcript from the current U.S. school they are attending. The official transcript should reflect a translation of any applicable coursework taken at another institution.

4. **SAT or ACT Scores**: Official SAT or ACT scores must be sent directly from the College Board at collegeboard.com. Stevenson’s test codes are as follows: SAT – 5856; ACT – 1753.

5. **Letters of Recommendation**: Submit at least one recommendation from a teacher and/or counselor. Applicants can use the downloadable recommendation form on our website.

6. **Essay**: Applicants must submit a response to a single essay question. Essay topics are provided on each version of the application. Please note that the essay should be approximately 500 words, even though the Common Application says responses can be as short as 250 words. In addition, please provide a 100-word answer to the short response question listed on the application.

**Freshmen Application Completion Deadlines**

Fall semester – February 1

Spring semester – October 1

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

**Requirements Post-Acceptance - Freshman Students**

In order to receive a current I-20 and proceed with full-time enrollment of at least 12 credits, please follow the instructions listed under Required Post-Acceptance section following the International Transfer Applicant section.

**International Transfer Applicants**

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

1. **Undergraduate Application for Admission - The Stevenson University online application is preferred.**

2. **Proof of English Proficiency** - International students must demonstrate a satisfactory level of English proficiency. Any student whose native language is not English must submit an official TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) score. The following TOEFL scores are required for admission: 213 or higher (computer-based); 80 or higher (internet-based); or 550 or higher (paper-based). Students who have taken the internet-based TOEFL test should have no individual section score lower than 20. Students who have taken the IELTS should have a minimum overall band score of 6.5 and no individual score lower than 6.0. International students who have completed courses equivalent to ENG 151 and ENG 152 at Stevenson University with a grade of “C” or higher may possibly be exempt from the TOEFL or IELTS requirement. The website for TOEFL information is ets.org, and the website for IELTS is ielts.org.

3. **Transcripts and Certificates of Previous Academic Work** - International students who have attended or who are currently attending a U.S. post-secondary institution must submit official transcripts from all institutions. Students who have completed post-secondary academic coursework outside of the United States must submit an official course-by-course transcript evaluation from World Education Services (WES) at wes.org. Transfer students who have completed less than 28 college-level academic credits (as determined by a Stevenson University credit evaluation) are required to submit an official U.S. high school transcript or official WES evaluation of a non-U.S. secondary school transcript.
Requirements Post Acceptance - All Accepted International Students

In order to receive a current I-20 and proceed with full-time enrollment, please follow the instructions below submitting each official document to the Undergraduate Admissions Office. Please pay close attention to the deadlines listed for each official document.

1. **Passport Identification page and other forms of eligibility.** A legible and high-quality, color copy of the unexpired passport identification page is required of all international students. International students currently attending high school in the United States must also submit a high quality copy of his or her current Department Record (I-94) and U.S. visa. International students currently holding an F-1 or F-2 visa must submit a copy of his or her Certificate of Eligibility (I-20). Please submit this documentation to the Undergraduate Admissions Office before April 1 for the fall semester or before November 1 for the spring semester.

2. **Official Bank Statements.** All International students holding or intending to seek an F-1 student visa must submit current official bank statement(s) in English verifying the student's financial resources in U.S. dollars for the total cost of attendance, including tuition and fees, other academic expenses, living expenses, and transportation, for the year of intended enrollment. The current year's Estimated Cost of Attendance Chart is listed on our Financial Aid website. Please submit this documentation to the Undergraduate Admissions Office before April 1 for the fall semester, or before November 1 for the spring semester.

3. **Financial Resource Statement.** All International students holding or intending to seek an F-1 student visa must complete the International Student Declaration of Finances form, including the Sponsor form if applicable. Please submit this documentation to the Undergraduate Admissions Office before April 1 for the fall semester, or before November 1 for the spring semester.

4. **Enrollment Deposit.** The enrollment deposit of $300 must be submitted before May 1 for fall semester entrance and before December 1 for spring semester entrance. The deposit is non-refundable after these dates. The Certificate of Eligibility (I-20) will not be issued until the deposit is received.

5. **Stevenson University Health Profile.** The University's health profile must be completed in its entirety and mailed to the Stevenson University Wellness Center before July 1 for fall entrance and January 2 for spring entrance. All students planning to live on campus are also required to be immunized against meningococcal disease, per Maryland State law.

6. **SEVIS Fee.** Accepted F-1 international students are responsible for paying the Student and Exchange Visitor Information System (SEVIS) fee. See fmyfee.com.

**Full-time status**

Undergraduate freshman and transfer students on an F-1 visa must take a minimum of 12 credits each semester.

**Scholarships**

Freshman and transfer undergraduate students in traditional programs are automatically considered for academic merit scholarships. The scholarship review is based on secondary school performance and SAT or ACT scores for freshmen and previous post-secondary school academic coursework and grades for transfer students. Federal financial aid programs are restricted to documented U.S. citizens, U.S. permanent residents, and some other eligible non-U.S. citizens. While international students can be considered for academic merit scholarships, there are no separately designated scholarships for international students.

**Accelerated Transfer and Graduate Students**

Please refer to the Stevenson University Online Catalog for further information on international admissions requirements.

**Additional Enrollment Options**

**Part-Time Students (Undergraduate)**

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

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

**Non-Degree Students (Undergraduate)**

Non-degree students can only be part-time and are not eligible for financial aid. Admission as a non-degree seeking student requires submission of the following:

1. **Special Application for Non-degree Status form** located on the Registrar's home page. Please go to stevenson.edu/about/campus-services/registrar/ for the form.

2. **High school transcript - Required only for students who have been out of high school for less than two years and have not attended college.**

3. **College transcripts - At the time of registration, students who wish to take a course that has a prerequisite must submit a college transcript verifying successful completion of the prerequisite course. Some departments require the approval of the
department chair prior to taking a 200-level or above course.

4. A non-degree student may become a degree student by applying for and being granted formal admission. Application must be made prior to the student’s enrollment in the last 60 semester hours of academic credit required for a degree at Stevenson University.

5. For admission as a degree student, a non-degree student must meet the same criteria as a freshman or transfer student. A student denied admission as a degree student may enroll as a non-degree student only with the approval of the Assistant Vice President of Admissions.

**Students Applying to Adult Undergraduate Programs**

Information about admission to adult undergraduate programs may be found in the **Stevenson University Online Catalog**.

**Graduate Students**

Information about admission to graduate programs may be found in the **Stevenson University Online Catalog**.

**Admission to the Bachelor’s to Master’s Option for Current Stevenson University Undergraduates**

The objective of the Bachelor’s to Master’s options is to provide qualified Stevenson undergraduate students the opportunity to obtain both a bachelor’s and a master’s degree in a shorter time frame. Participating master’s degree programs and related admissions requirements are listed below.

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

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

1. A cumulative GPA and science and math GPA of 3.00 or better in all work attempted.
2. Earned a grade of “C” or better in all science and mathematics classes.
3. Completed at least 60 credit hours.
4. Completed Calculus II and three additional math courses (Applied Mathematics majors)
5. Completed Organic Chemistry II (CHEM 211 and CHEM 211L) and be enrolled in a 300-level science course (Biochemistry, Biology and Chemistry majors)
6. Completed Environmental Science (ENV 275) and be enrolled in a 300-level science course (Environmental Science majors)
7. Submitted a completed BS/MAT Request for Permission to Enroll, including three letters of recommendation prior to October 1 or March 1.
8. Submitted a Graduate School Application by February 15 of the 4th year of the program.
9. Additional information can be found in the **Stevenson University Online Catalog**.

**Other BS/MS Options**

Students interested in the BS/MS option in business and technology management, communication studies, community-based education and leadership, crime scene investigations, digital forensics, forensic accounting, forensic investigation, forensic studies, or healthcare management should consult with their advisor. Students will develop an educational plan in consultation with both their undergraduate and graduate advisors. In order to be admitted to the Bachelor’s to Master’s option, the student must:

- Have completed at least 60 credits at the time of application.
- Have and maintain a minimum 3.00 GPA.
- Submit a completed Bachelor’s to Master’s application.
- Complete a personal statement.

Additional information can be found in the **Stevenson University Online Catalog**.

**Forensic Sciences - BS/MFS**

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

Detailed information can be found in the Forensic Sciences section under “Fields of Study (p. 92)” in this catalog.

**Early Enrollment**

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

1. Submit an official high school transcript reflecting successful completion of thirteen college preparatory units and three elective units.
2. Have a cumulative unweighted grade point average of at least 3.00 (B).
3. Submit SAT scores of at least 600 evidence-based reading and writing and 570 mathematics.
4. Submit official documentation from the high school permitting the student to waive his or her senior year.
5. Attend a personal interview accompanied by a parent or legal guardian.
The priority application deadline including all supporting materials is March 1 for the fall semester. Earlier deadlines apply for scholarship consideration. Students wishing to participate in the early enrollment program may start in the fall semester only.

**Parallel Enrollment**

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

High school students who wish to apply for parallel enrollment should:
1. Submit a Parallel Enrollment Application.
2. Submit an official high school transcript.
3. Submit a letter of endorsement from their high school guidance counselor.
4. Submit a letter of permission from a parent or legal guardian.
5. Attend a personal interview accompanied by a parent or legal guardian with the designated admissions counselor for parallel enrollment.
6. Have a cumulative unweighted grade point average of at least a 3.00.
7. Submit SAT or ACT scores for placement purposes if the student wishes to enroll in English courses. A minimum 550 SAT evidence-based reading and writing score (44 English + Reading ACT) is required to take ENG 151. A placement test is required for math if the student wishes to take a math course.

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

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

**Placement**

Placement testing at Stevenson University is used to determine starting course placements in mathematics and English. For information regarding placement in a foreign language, please contact the chair of the English department. Information regarding placement tests and testing dates is sent to all students after they deposit to attend the University. To schedule mathematics or English placement tests, students should register online. Questions may be directed to the Director of the Academic Link at 443-352-4123.

**Placement Testing Exemptions for Mathematics and English**

Incoming students who meet any one of the following conditions are not required to complete the mathematics placement test:
1. Took a mathematics Accuplacer® placement test at another institution within a year of acceptance to Stevenson University.
2. Completed a foundational mathematics college course at another college/university equivalent to or higher than Stevenson’s developmental MATH 005# course and earned a grade of “C” or better, or completed a college credit-bearing mathematics course at another college/university equivalent to or higher than Stevenson’s MATH 135 course and earned a grade of “D” or better. Students who qualify for this exemption and plan to major in medical laboratory sciences or have an intended major in the School of the Sciences should still consider completing the mathematics placement test to see if they can qualify for MATH 147 or MATH 220.
3. Received an Advanced Placement score report of a 4 or 5 on the AP Statistics exam (exempts students unless their intended major is medical laboratory science or within the School of the Sciences), a 4 or 5 on the AP Calculus AB exam (exempts all students regardless of intended major.)

Incoming students who meet any one of the following conditions are not required to complete the English placement test:
1. Achieved a score of 550 or above on the SAT Evidence-based Reading and Writing section.
2. Achieved a score of a 44 or above combined on the ACT English and Reading subject tests.
3. Took an English Accuplacer® placement test at another institution within a year of acceptance to Stevenson University.
4. Completed a credit-bearing English course or an equivalent college-level composition course at another college/university with a grade of “C” or better.
5. Received an Advanced Placement score report of a 4 or 5 on the English Language or the English Literature exam. Students may also be considered exempt from mathematics and/or English placement testing requirements based on the IB diploma programme. Stevenson University recognizes the IB diploma programme as part of the IB diploma programme. A minimum 550 SAT evidence-based reading and writing score (44 English + Reading ACT) is required to take ENG 151. A placement test is required for math if the student wishes to take a math course.

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

**Placement Testing Requirements for Mathematics and English**

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

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

English Placement - The Sentence Skills and Reading Comprehension Accuplacer® exams are required prior to registration for all students with one or more of the following:
- SAT Evidence-Based Reading and Writing score below 550
- ACT combined English and Reading subject test score below 44.

**Placement Information in Developmental Courses**

Developmental courses in the areas of mathematics and English (MATH 005# and ENG 006#) are designed to improve skills in these content areas. Placement in and successful completion of developmental courses are required of students who do not demonstrate proficiency in the basic skill areas on the SAT, ACT, or the Stevenson placement tests. Students who are placed into developmental courses are required to complete them during their first year at Stevenson. These courses do not receive college credit, are not calculated in a student’s GPA nor do they count toward the calculation of dean’s list, but they do count toward enrollment status for financial aid and full-time student status.

**Placement Testing for Transfer Students**

Transfer students are subject to the same mathematics and English placement testing requirements as first-time Stevenson University students unless they qualify for any one of the aforementioned mathematics or English testing exemptions previously outlined in this section. Placement tests (if needed) must be taken prior to registration. Questions about placement testing may be directed to the Director of the Academic Link at 443-352-4123.

**Placement in Foreign Language Courses**

Stevenson University offers elementary and intermediate level courses in French and Spanish. First-semester foreign language classes (101) are not open to native speakers or students with two or more years of high school study. Placement is required for second-semester classes (102) and intermediate levels (201 and 202). Incoming freshmen who have scored 500+ on the appropriate SAT subject test or who have completed three or more years of high school language within two years will be placed in an intermediate-level class. Placement can also be determined by scores on the Advanced Placement test, by International Baccalaureate achievement levels, or by a test or interview with an instructor. Full-time students interested in languages other than French and Spanish are eligible to participate in the Baltimore Student Exchange Program (BSEP) at area colleges and universities. Additional information about BSEP can be found in the Courses at Another Institution section under “Academic Information (p. 46)” in this catalog. Specific questions regarding foreign language placement should be directed to the chair of the English department.

**Reinstatement and Readmission**

**Reinstatement**

Former Stevenson University students who were academically dismissed at the end of the last semester enrolled must apply for reinstatement to the University and go through the Academic Review Board (p. 53) process. Instructions for petitioning for reinstatement can be found on the Stevenson Admissions webpage. Petitions must be submitted no later than May 1 for the fall semester and December 1 for the spring semester. Upon receipt of the petition, the Academic Review Board will schedule a hearing, interview the student, and make an appropriate recommendation. Reinstatement is not guaranteed.

**Readmission**

Students who attended Stevenson University and were in good academic standing at the end of their last semester at SU must apply for readmission if absent from the University for three or more consecutive semesters. Students must file the Application for Readmission, which can be downloaded from the Admissions website, with the Admissions Office. If the student attended any other college since leaving Stevenson, he or she must submit an official transcript from each college or university attended. Readmission is not complete until all official documents are received. Students are encouraged to apply early in order to take full advantage of early registration, advising, and course availability. Recommended deadlines for readmission are May 1 for the fall semester and December 1 for the spring semester. Normal processing time is approximately two weeks. Students who were absent from the University two semesters or less do not need to apply for readmission and should contact the Registrar’s Office directly to register for classes. Official transcripts of any work taken at another institution must be submitted directly to the Registrar’s Office.

**Readmission of Service Members**

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

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

Costs

Tuition and Fees (2018–2019)
Tuition and fees at Stevenson University for the academic year 2018–2019 are $36,182. Below is a list of tuition and fees for full-time and part-time students.

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

<table>
<thead>
<tr>
<th>Tuition:</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time tuition</td>
<td>$33,690</td>
</tr>
<tr>
<td>Full-time fees</td>
<td>$2492</td>
</tr>
<tr>
<td>Full-time accident insurance</td>
<td>$60</td>
</tr>
<tr>
<td>Full-time late payment fee per semester</td>
<td>$100</td>
</tr>
<tr>
<td>Full-time overload charge (per credit)*</td>
<td>$425</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Tuition:</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time tuition (per credit)</td>
<td>$850</td>
</tr>
<tr>
<td>Part-time fees</td>
<td>$75</td>
</tr>
<tr>
<td>Part-time late payment fees</td>
<td>$25</td>
</tr>
</tbody>
</table>

For current tuition and fee information about master's degree and accelerated undergraduate degree programs, see the Stevenson University Online catalog.

Miscellaneous Charges

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (waived for online applicants)</td>
<td>$40</td>
</tr>
<tr>
<td>Return Check Fee</td>
<td>$25</td>
</tr>
<tr>
<td>Transcript Fee (per copy)*</td>
<td>$5</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$25</td>
</tr>
</tbody>
</table>

*Normally transcript requests are processed within three working days. Same-day service for transcripts is available for a charge of $10. Students must make requests for same-day service in person in the Registrar's Office. Official transcripts may be ordered for electronic or postal delivery by current students and alumni using WebXpress or in the Registrar's Office. Official transcripts may be ordered for electronic or postal delivery by former students using the paper form found on the Registrar's Office page of the SU website or in the Registrar's Office.

Annual Housing Charges and Deposits

<table>
<thead>
<tr>
<th>Housing Charges and Deposits (annual)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>SU Apartment</td>
<td>$10,048</td>
</tr>
<tr>
<td>First Year SU Single - B Room</td>
<td>$9,646</td>
</tr>
<tr>
<td>First Year SU Single - A Room</td>
<td>$9,946</td>
</tr>
<tr>
<td>Upper Class SU Single - A/B Room</td>
<td>$9,946</td>
</tr>
<tr>
<td>SU Suite - Double</td>
<td>$8,446</td>
</tr>
<tr>
<td>Wooded Way Suite - Double</td>
<td>$8,888</td>
</tr>
<tr>
<td>Security deposit ($75.00 per semester)</td>
<td>$150</td>
</tr>
</tbody>
</table>

Plans and cost information are available on the University website; housing charges listed above do not include the cost of the meal plan. Please consult Residence Life for specific information regarding meal plans. For reservation deposits and information, contact Residence Life at 443-352-4011.

Refund Policy

Tuition is refundable according to the following schedule for traditional undergraduate students. A partial refund may be made to students who withdraw from Stevenson University within the first 28 calendar days of fall or spring semester. Any credit balance remaining after these adjustments to the student's account will be refunded. Tuition and disbursed institutional aid will be adjusted in accordance with the Tuition Refund Policy within the first 28 calendar days of each semester. Federal financial aid will be adjusted in accordance with the Federal Return of Title IV calculation. The Title IV calculation is based on the day of attendance as a percentage of total days in the semester until 60%.

Fall and Spring Semester Tuition Refund Schedule

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>First day through the 9th calendar day</td>
</tr>
<tr>
<td>75%</td>
<td>10th calendar day through 15th calendar day</td>
</tr>
<tr>
<td>50%</td>
<td>16th calendar day through the 21st calendar day</td>
</tr>
<tr>
<td>25%</td>
<td>22nd calendar day through 28th calendar day</td>
</tr>
<tr>
<td>0%</td>
<td>After the 28th calendar day</td>
</tr>
</tbody>
</table>

Room and board charges are not refundable.

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

Students receiving financial aid should review the refund policies described in the Financial Aid sections: Disbursement of Awards and Return of Title IV Funds Policy (p. 44).

Refund and Withdrawal Policy for Service Members

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

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

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

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

Financing Options

Stevenson University offers a payment plan option through Tuition Management Systems (TMS). Payment plans are the sensible approach to paying education expenses. They allow for smaller, affordable payments instead of paying the balance in one large lump sum. The plan requires regularly scheduled payments over a five month period for each semester. The enrollment fee is $50. This is not a loan program; there are no interest or finance charges. For additional information, contact Tuition Management Systems directly at stevenson.afford.com or by phone at 800-722-4867.

Financial Aid

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

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

Financing higher education is an important concern for many students and parents. Stevenson offers a strong financial aid program to help qualified students meet their expenses. Financial aid is provided through scholarships, grants, loans, and employment. It is the goal of Stevenson University to provide financial assistance to as many students as possible who demonstrate financial need and who meet individual program eligibility requirements. Types of financial assistance available to students attending Stevenson University can be divided into three major categories: Stevenson University scholarship and grant programs, federal financial aid programs, and Maryland state programs.

Stevenson University Scholarship and Grant Programs

Merit-Based Scholarship Program

In an effort to recognize outstanding students, Stevenson University supports a competitive merit-based scholarship program with awards ranging from $11,000 to $20,000 annually. Consideration for a merit-based scholarship is automatic when applicants meet the states deadlines. These scholarships are awarded by the Admissions Office without any separate application. Scholarships are awarded based upon grade point average, high school course work, standardized test scores, and previous college course work for transfer students.

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

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

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

**Stevenson Need-Based Grant**

These grants are available to qualified full-time students enrolled in traditional undergraduate academic programs. Awards are based on financial need demonstrated through the Free Application for Federal Student Aid (FAFSA). To be considered, the FAFSA should be filed annually by the February 15 priority deadline.

**Endowed Scholarships**

Stevenson University awards scholarships from our endowment program. Award amounts start at $1,000. Freshmen/new students need not apply. They will be reviewed and considered for awards based upon meeting endowed-specified criteria. Returning students may apply for several endowed scholarships by completing a single application for those scholarships. The deadline for application is May 1. The application is available on the Stevenson University SU Now Portal.

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

**Stevenson University Endowed Scholarship Funds**

The **Abell Foundation Scholarship Fund** is available to deserving minority students who demonstrate financial need.

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

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

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

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

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

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

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

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

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

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

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

The **Tori Chandler Endowed Scholarship** is awarded to human services majors with financial need and a minimum 3.25 GPA. Preference may be given to students who have transferred from Carroll County Community College or another community college.

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

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

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

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

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

The Duncan-McNally Accounting Scholarship is awarded to accounting majors based upon merit and financial need with a strong priority on academic achievement. Candidates must have a minimum 3.0 GPA and must have completed ACC 303 or FIN 303.

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

The Linda Connolly Fenton Endowed Scholarship in Nursing is awarded to students with financial need and good academic standing enrolled in the nursing program.

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

The Franyo-Ehlers Endowed Scholarship for Human Services is a merit-based award given to a full-time junior student in the human services major.

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

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

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

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

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

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

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

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

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

The Nicholas B. and Mary C. Mangione Family Endowed Scholarship supports nursing majors with good academic standing and financial need.

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

The Carolyn Manuszak Scholarship in Memory of Dr. T. J. Manuszak provides assistance to incoming freshmen or new transfer students with financial need.

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

The Mary McCarthy-Cohen '81 Scholarship supports freshmen legal studies majors with financial need.

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

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

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

The Pugh Paralegal Scholarship is awarded to students with financial need and academic achievement in the legal studies program.

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

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

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

The James E. Roberts Memorial Theatre Fund provides a merit-based award for a junior theatre student.

The SC&H Group Endowed Scholarship supports students with financial need in the accounting program.

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

The Susan Palmer Slattery, Ph.D. Endowed Scholarship is awarded to a female senior student with a major in the Department of Mathematics, the Department of Biological Sciences, or the Department of Chemistry.
Recipient must have a minimum 3.7 GPA and complete the competitive application process. The James M. and Margaret V. Stine Foundation, Inc. Endowed Scholarship in Support of the Brown School of Business and Leadership is awarded to students demonstrating high academic standards and financial need, and majoring in a discipline within the Brown School of Business and Leadership. The Honorable Robert F. Sweeney Scholarship supports students with demonstrated financial need in the legal studies program.

The Mary Tourney Emergency Book Fund provides assistance to students for textbooks. Student need is determined based on federal eligibility requirements. The Jo-Ellen Turner, Ph.D. Endowed Scholarship in English is awarded to academically deserving juniors and seniors majoring in English language and literature with a demonstrated interest in literature and writing through course work achievement and participation in extracurricular activities related to the field. The Sheila A. Walsh ’92 ’03M Endowed Scholarship supports non-traditional students with financial need who are committed to acquiring a degree in order to advance their career and are committed to making a positive difference in the world. Preference would be given to a student willing to volunteer with the Dyslexia Tutoring Program of Baltimore or other volunteer program which supports literacy.

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

Stevenson University Annual Scholarship Funds

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

The Agora/Bill Bonner Scholarship for Rising Leaders in Digital Marketing is a merit-based award for junior or senior students pursuing a degree in Digital Marketing who maintain a minimum 3.0 GPA and have financial need. Recipients must exhibit teamwork, leadership, and respect, be actively involved in extracurricular activities that support SU, the profession, or a local community organization, or be employed and provide a professional reference.

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

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

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

The Baltimore Rotary Student Scholarship is available to students with financial need living in the Baltimore metropolitan area, who have demonstrated academic excellence and involvement in community activities. The Bareham, CPA, PA Annual Scholarship supports a sophomore, junior or senior accounting major with good academic standing and financial need. Preference will be given to female students of non-traditional age.

The Stevie Beall, Jr. Memorial Scholarship provides scholarships for Manchester Valley High School graduating seniors with financial need and academic achievement who have been accepted to Stevenson University and are pursuing studies in the fields of history, English, political science, professional writing, mass communications and/or communication studies. The BGE Annual Scholarship supports students with good academic standing and financial need who agree to adhere to Stevenson’s code of ethics.

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

The Capitol Office Solutions Annual Scholarship supports students with good academic standing and financial need. The Cigna Annual Scholarship supports students with good academic standing and financial need. The CollegeBound Foundation provides scholarship opportunities for students attending Stevenson University and other Maryland institutions, including the Urban Scholars Program and the Travelers EDGE Scholarship.

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

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

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

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

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

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

The Dr. Gerald and Carole ’85 Glowacki Annual Scholarship for Science and Mathematics Education supports junior students with financial need and a minimum 3.5 GPA who are majoring in middle school education with a concentration in math and science.
The **Gross Mendelsohn Annual Scholarship** supports junior or senior accounting majors with financial need and a minimum 3.0 GPA. Award is given one time only.

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

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

The **Herbert J. and Martha Ginn Hoelter Scholarship** is awarded to students majoring in criminal justice with financial need and a minimum 2.5 GPA.

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

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

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

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

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

The **Deborah J. Leather Business Administration Academic Leadership Scholarship** is a merit-based award that provides tuition support to students pursuing a degree in business administration. The purpose of scholarship is to award a student who has demonstrated exceptional academic individual or team leadership. This leadership will be demonstrated through formal academic mentorship to other students; progressive development of academic leadership aptitude or professional skills as observed by a member of the Department faculty; significant increase in one's personal academic identity and positive visibility in class or in other academic settings; and/or providing key academic oversight in a sponsored student academic competition. Depending on the competitive pool, more than one scholarship may be awarded for the year.

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

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

The **Maryland CIO Roundtable Annual Scholarship** is a merit-based award for junior or senior students with financial need and a minimum 3.0 GPA who are pursuing a degree in business information systems or in computer information systems. Recipients must possess leadership qualities and a desire to work in the field of IT management after graduation.

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

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

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

The **Claire Moore Scholarship** is awarded to a senior student with financial need and involvement on campus.

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

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

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

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

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

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

The **Shantell Roberts '08 Annual Service Scholarship** is awarded to sophomore, junior, or senior students with financial need, a 2.5 minimum GPA, and involvement in community service; recipients must be Baltimore City residents, with preference for those who attended Baltimore City Public Schools.

The **Barbara S. Rowell Annual Scholarship in Accounting** supports sophomore, junior, or senior accounting majors with financial need and good academic standing.
The Herman and Walter Samuelson Foundation Scholarship for Nursing is awarded to nursing students. Recipients must complete a competitive application and interview process and agree to an employment commitment at Sinai Hospital.

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

The Jason Schneider Memorial Scholarship is a merit-based award for students majoring in criminal justice with a minimum 3.0 GPA who are Maryland residents.

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

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

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

The Superior Supply Ltd Annual Scholarship is awarded to junior or senior first-generation college students with financial need and good academic standing.

The T. Rowe Price Annual Scholarship supports students with financial need and a minimum 3.5 GPA who are pursuing a major within the Brown School of Business and Leadership or a major in Applied Mathematics.

The Toyota Financial Services Cristo Rey Scholarship provides tuition assistance for incoming freshman students who are graduates of Cristo Rey Jesuit High School.

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

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

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

The Judith Waranch Scholarship for International Study is awarded to female students with financial need and a minimum 2.5 GPA who participate in an SU-approved study abroad experience.

The Regina Holter Welsh ’57 Annual Scholarship is awarded to a junior or senior student with financial need and a minimum 3.5 GPA, who is enrolled in the Sandra R. Berman School of Nursing and Health Professions.

Preference will be given to students majoring in Medical Laboratory Science.

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

The Marcella Wood ’93 ’97 Annual Scholarship is awarded to female students with financial need and an approximate 2.5 GPA. Preference given to students involved in charitable causes.

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

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

Federal Financial Aid Programs

The Federal Pell Grant Program is awarded based on exceptional need as defined by the federal government. It is free money and does not have to be repaid. Pell Grants are awarded to eligible undergraduate students who have not earned a bachelor’s degree. The award amount depends on the student’s Expected Family Contribution (EFC) and full- or part-time enrollment. Maximum grants for the 2018-2019 academic year are $5,920. A student can apply for a Pell Grant by completing the Free Application for Federal Student Aid (FAFSA). A student’s ‘lifetime’ eligibility for a Federal Pell Grant is limited to 12 semesters total (or its equivalent).

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

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

The maximum amount a student can borrow each year depends on the class level and whether or not a student is classified as a dependent or independent student.
The Federal Direct PLUS (Parent) Loan Program is for the biological or adoptive parent of dependent students. The stepparents of dependent students are also eligible if their financial information is included on the Free Application for Federal Student Aid (FAFSA). The U.S. Department of Education requires all students to complete the FAFSA to be considered for PLUS loans.

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

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

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

### Maryland State Programs

The Maryland Higher Education Commission (MHEC) sponsors numerous grant and scholarship programs for Maryland residents. The state of Maryland offers an online inquiry system that allows students to view the status of their financial aid application and/or award information. This can be accessed at mhec.state.md.us/financialAid/OSFAmdcapslive.asp.

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Dependent Student</th>
<th>Independent Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st-year undergraduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd-year undergraduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd- and 4th-year undergraduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>NA</td>
<td>$20,500 (all unsubsidized)</td>
</tr>
</tbody>
</table>

The Howard P. Rawlings Educational Assistance Grant is for current high school seniors and full-time, degree-seeking undergraduates who may apply for this need-based grant by completing the FAFSA by March 1. Students and their parents (if you are dependent) must be Maryland residents. Audited courses cannot be used to reach the minimum credit hours required for full-time status. Late applications are placed on a wait list. Annual awards ranging from $400 to $3,000 may be renewed annually if the student maintains satisfactory academic progress, completes the FAFSA by March 1, continues to show financial need, and successfully completes 30 credits. The Howard P. Rawlings Guaranteed Access Grant is available to current high school seniors who will complete a college preparatory program with a minimum, cumulative, unweighted 2.5 high school GPA. Applicants must enroll at a Maryland college or university as a full-time, degree-seeking, undergraduate student and meet certain income requirements, which change yearly and are posted on MHEC’s website and complete the FAFSA. To renew an award, you must maintain satisfactory academic progress, submit the FAFSA by March 1, continue to demonstrate financial need, and successfully complete 30 credits.

Beginning with freshmen enrolling for the fall 2017 semester, through the Guaranteed Access Partnership Program (GAPP), Stevenson University will provide recipients of the Guaranteed Access Grant with a matching grant, up to the full amount of Stevenson’s tuition and fees. As we are unable to award more than the full amount of tuition and fees, please note that the matching funds may replace other Stevenson awards already received. The Senatorial Scholarship Program is awarded to current high school seniors and students enrolled at least half-time in a degree-seeking, undergraduate or graduate program. Applicants must complete the FAFSA by March 1 and contact their senator in February for further instructions.

The Delegate Scholarship Program is awarded to current high school seniors and students enrolled at least half-time in a degree-seeking, undergraduate or graduate program. Applicants must complete the FAFSA by March 1 and contact their senator in February for further instructions. The Delegate Scholarship Program is awarded to current high school seniors and students enrolled at least half-time in a degree-seeking, undergraduate or graduate program. Applicants must complete the FAFSA by March 1 and contact their delegates in February for further instructions. A detailed list of all State of Maryland financial aid assistance programs and applications is available on the web site of the Maryland Higher Education Commission at mhec.state.md.us. State financial aid assistance is based on the availability of funds. Information about grants and other financial aid programs for residents of other states can be found at finaid.org and select the link for “US State Government Aid.”

### Veterans’ Benefits

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

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

**Tuition Assistance (TA) and Maryland National Guard Benefits**

Tuition Assistance (TA) is a benefit paid to eligible Service members. TA is available for courses offered in the classroom or online and is part of an approved academic program or certificate. Please notify the Student Accounts Office of your approved TA documentation. If you are a current active duty Service member, please be sure to speak with your Educational Service Officer (ESO) or counselor within your military service prior to enrolling. A joint education agreement also exists between the Maryland National Guard, and Stevenson University. Active Guard members receive a 15% tuition discount and should submit appropriate paperwork to Student Accounts to qualify for this discount. Service members desiring information about courses and degree requirements should contact the Registrar’s Office.

**Post 9/11 GI Bill® and Yellow Ribbon Program**

The Yellow Ribbon program is part of the Post 9/11 GI Bill® specifically designed for students wishing to attend private colleges and universities. This program allows institutions of higher learning to fund tuition expenses that exceed the Department of Veteran Affairs’ annual cap. For the 2018-19 academic year, the VA will pay a maximum of $23,671.94 to any private college or university, based on a student’s percentage of eligibility. For eligible students, Stevenson and the VA will divide any remaining tuition and fee charges 50/50 so that they are covered in full. Please note that tuition and fees do not include on-campus housing or meal plan charges; these expenses need to be paid by the student. Stevenson currently offers unlimited enrollment to eligible students. Only veterans entitled to the maximum benefit rate (based on service requirements) or their designated transferees may receive this funding. Active duty service-members and their spouses are not eligible for this program (child transferees of active duty service-members may be eligible if the service-member is qualified at the 100% rate). Veterans interested in using veterans’ educational benefits should submit their application online through the Department of Veteran Affairs website. The VA will determine eligibility and will send the student a letter which will indicate their percentage of benefits (40-100% based on length of service), as well as the amount of time awarded. For information on how to apply to transfer benefits to dependents, visit the GI Bill®’s website: gibill.va.gov/benefits/post_911_gibill/transfer_of_benefits.html. The student should forward the Certificate of Eligibility to the school certifying official in the Registrar’s Office as soon as it is received. Any questions regarding the use of educational benefits should be directed to the school certifying official located in the Registrar’s Office. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.*

**Qualifying for Need-Based Aid**

Financial aid programs were created by the federal government and based on the premise that the primary responsibility for paying for college rests with the student and his or her family. Need-based financial aid is available to families who demonstrate a need for additional resources to help pay college costs. Stevenson University is committed to helping students cover their college costs through a variety of need-based grants, work-study, and loan programs. The formula used to determine whether a student is eligible for need-based aid is: Cost of Attendance (COA) \(-\) Expected Family Contribution (EFC) = Financial Need.

**Need-Based Aid Application Procedure**

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

- Apply for admission to Stevenson University. He/she must be an accepted student to receive a financial aid award package.
- Complete the online Free Application for Federal Student Aid (FAFSA) at FAFSA.gov.
- The Stevenson University federal school code is #002107 and the priority filing deadline for the fall semester is February 15.

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

**Student Eligibility Requirements**

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

- Be a U.S. citizen or eligible non-citizen. Have a high school diploma, General Educational Development (GED) certificate, or have completed a high school education in a home school setting that is recognized as a home school or private school under state law.
- Enroll in an eligible program as a regular student seeking a degree or certificate.
- Be registered with Selective Service if required (in general, if you are a male age 18 through 25).
- Meet satisfactory academic progress standards set by Stevenson University.

The Financial Aid Office must:

- Certify that the student is not in default on a federal loan or owes money on a federal grant.
- Certify that the student will use federal student aid only for educational purposes.

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

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

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

Awarding of Aid

Cost of Attendance and the Expected Family Contribution

Cost of Attendance (COA or budget) represents a reasonable estimate of the cost of attending the university for a 9 month academic year (fall and spring semesters). The Financial Aid Office determines student budgets every year as a basis for awarding financial aid funds. The student’s budget includes direct costs: tuition, fees, room, and board; and indirect costs: allowances for books, supplies, transportation, and personal/miscellaneous expenses. Direct costs are charges for which the student will be billed directly by Stevenson. Indirect charges are costs incurred as a result of going to college, but for which a student is not necessarily billed. Actual charges vary depending on the choice of program, enrollment, and living arrangements (for example, apartment vs. double occupancy). An Estimated Cost of Attendance is posted on the Financial Aid website. Go to stevenson.edu/admissions/finaid and select the link for Policies and Procedures and then select “Determining Financial Aid.” The chart is regularly updated to reflect any changes.

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

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

Disbursement of Awards

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

The classes for which a student is registered as of the census date determines the amount of financial aid he/she will receive. Enrollment as of the census date will be compared to the enrollment status on the student’s award letter to determine if the eligibility requirements are still being met for each of the aid programs listed. Award revisions are sent via email to a student’s campus address. It is possible for a student’s aid to be increased, decreased, or even canceled. Revisions may be necessary because of changes in housing status, academic status, enrollment status, verification, conflicting information, additional resources, fraud, availability of funds, federal or state regulations, and computation error.

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

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

- Accelerated Students - Enrollment status is monitored after the drop date for each of the sessions for which a student is enrolled during the semester. Once half-time enrollment is attained, the Financial Aid Office will disburse loan funds. The student must be enrolled at least half-time at the time of disbursement. Federal grants will post after the LAST drop date for all sessions for which a student is enrolled in the semester.
- At the latest, state awards will post upon receipt of the actual funds from the state of Maryland; generally, November for the fall semester, March for the spring semester.
- Work-study earnings are not posted to student accounts. The student will receive a bi-weekly paycheck directly from Stevenson University.
- Private scholarships and awards from independent sources will be credited upon receipt of these funds by the SU Student Accounts Office. Often these awards are sent to the University in one check and,
therefore, post as a single disbursement for the fall semester.

- **Credit Balance** - For those students with a credit balance resulting from financial aid, a refund check will be issued by the SU Student Accounts Office after aid is posted from all sources. State aid recipient refund checks may be delayed due to the receipt date of these funds.

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

**Book Vouchers**

Under certain circumstances, students may be eligible for a book voucher if their total aid exceeds their total charges. Book vouchers are applied to a student’s SUOne card and can only be used, in person, at the University store. For more information, contact Student Accounts at 443-334-3500.

**Master Promissory Note and Loan Entrance Counseling**

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

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

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

**Financial Aid Verification**

All Federal financial aid programs and many state and University aid programs require the submission of the Free Application for Federal Student Aid (FAFSA).

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

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

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

**Using Federal Financial Aid to Pay for Repeating a Course**

Effective July 1, 2012, a student may use federal financial aid only one time to pay for repeating a course previously passed. If the student received a grade higher than an “F”, this is considered passing by the Department of Education regulations and he/she may then only repeat that course one time using federal financial aid. If the student has not received a passing grade previously in the course, there is no limit to how many times the course may be retaken, provided satisfactory academic progress policy guidelines are met. Continually repeating courses may eventually impact the requirements affecting Satisfactory Academic Progress (SAP).

**Continued Eligibility**

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

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

Financial aid recipients are required to be in good academic standing and maintain satisfactory academic progress (SAP) toward their degree requirements. SAP is the term used to define successful completion of coursework to maintain eligibility for student financial aid. Federal regulations require the SU Financial Aid Office to establish, publish, and apply standards to monitor a student’s progress towards a degree.

Satisfactory academic progress, as described below, is evaluated annually (end of the spring semester) and cumulatively by the Financial Aid Office regardless of whether financial aid was received at the time. Progress is determined quantitatively (credit hours versus hours earned and maximum time frame) and qualitatively (grade point average). Failure to maintain satisfactory academic progress may result in the suspension of financial aid eligibility. The Financial Aid Office will notify students who do not meet the satisfactory academic progress by mail and by email to their University email account.

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

**Quantitative standard:** Undergraduate students receiving financial aid must maintain a minimum cumulative grade point average (GPA) and make steady
progress toward the completion of their degree as listed below. The maximum time frame for program completion of a degree program is defined as 150% of the credits required to complete the degree. For example, a typical bachelor's degree at Stevenson University requires 120 credits: 120 x 150% = 180. Therefore, 180 credits is the maximum that can be attempted and receive financial aid. Students must complete a minimum of 67% of the cumulative courses attempted to remain eligible. Transfer credits accepted by Stevenson University will be included in the progress completion requirement as well as in the maximum attempted credits. Please note, students must graduate with a cumulative 2.00 grade point average. Credits passed/credits attempted = % completed

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

**Qualitative standard:** A student must have a minimum grade point average of 2.0.

**Financial Aid Suspension:** Students who fail to meet all of the minimum standards listed above at the time of review, will have their financial aid eligibility suspended. Students who have been suspended cannot merely skip a semester to regain eligibility. No financial aid will be disbursed during subsequent semesters for students on suspension. There are two ways for a student to regain eligibility:
- The student submits a written appeal in accordance with the appeals process and the Financial Aid Appeals Committee approves the appeal. The student is then placed on financial aid probation, allowing one additional semester in order to bring the academic requirements up to minimum standards.
- The student attends SU during the suspension semester, pays for tuition and fees without the help of financial aid, and does well enough to satisfy all SAP academic standards.

**Appeals Process:** Appeals of financial aid SAP suspension must be made in writing to the Financial Aid Appeals Committee. This committee will review the appeal and notify the student in writing of their decision. The appeal letter must address the extenuating circumstance(s) as to why satisfactory academic progress was not made, and what has changed in the student’s situation that would allow him or her to now demonstrate satisfactory progress after the probation semester. Extenuating circumstances can include, but are not limited to, illness, death of a family member, family difficulties, financial difficulties, etc. In addition, students must meet with a staff member from SU Academic Advising to create an academic plan. This plan must also be presented with the appeals letter.

If the appeal is approved, the student will be reinstated for financial aid on probation for one semester. The student’s academic performance in that semester will be reviewed to determine the status for the upcoming semester. Only if the student is now meeting the overall requirements for SAP or successfully following the academic plan, will the student be permitted aid for the upcoming semester.

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

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

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

The calculation to determine whether any aid must be returned is based on the percentage of earned aid using the following Federal Return of Title IV Funds formula:
- The number of days completed up to the withdrawal date divided by the total days in the semester = \( \frac{\text{number of days completed}}{\text{total days in the semester}} \). This percentage is also the percentage of earned aid.
- Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:
• (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the semester = aid to be returned.

If a student earned less aid than was disbursed, Stevenson University would be required to return a portion of the funds and the student may be required to return a portion of the funds. When Title IV funds are returned, the student is responsible for any remaining institutional charges on his or her student account. If a student earned more aid than was disbursed, SU would owe him/her a post-withdrawal disbursement which must be paid within 120 days of the withdrawal. The University must return the amount of Title IV funds for which it is responsible in the following order:
  • Unsubsidized Direct Loans (other than PLUS loans)
  • Subsidized Direct Loans
  • Federal Perkins Loans
  • Direct PLUS Loans
  • Federal Pell Grants for which a Return of Funds is required
  • Federal Supplemental Opportunity Grants for which a Return of Funds is required
  • Other assistance under this Title for which a Return of Funds is required

Withdrawal Date
The date used to determine the student’s withdrawal is either: the date on which the student submits the Official Leave of Absence or Withdrawal from the University Form; or the date the student otherwise provided official notification to the Registrar’s Office of his or her intent to withdraw; or the student’s last date of attendance at a documented academically related activity; or the mid-point of the semester if the student stops attending all classes without notifying the University.

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

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

SEE: The Stevenson Educational Experience

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

See it. Do it. Live it.

The SEE Student Learning Goals and Outcomes

SU Goal No. 1: Intellectual Development (ID)
The SU graduate will use inquiry and analysis, critical and creative thinking, scientific reasoning, and quantitative skills to gather and evaluate evidence, to define and solve problems facing his or her communities, the nation, and the world, and to demonstrate an appreciation for the nature and value of the fine arts.

Outcomes, Goal 1:
The SU graduate will be able to:
• Communicate ideas through fine or performing arts by applying aesthetic principles and engaging in creative thinking.
• Demonstrate quantitative literacy by applying mathematical strategies to analyze, model, and solve complex situations, and use data to communicate effectively.
• Apply critical thinking skills to explore issues, ideas, and/or artifacts by examining evidence, questioning assumptions, and acknowledging different perspectives before formulating conclusions.
• Solve problems using scientific methods by formulating and testing hypotheses, analyzing data, and drawing appropriate conclusions.

SU Goal No. 2: Communication (C)
The SU graduate will communicate logically, clearly, and precisely using written, oral, non-verbal, and electronic means to acquire, organize, present, and/or document ideas and information, reflecting an awareness of situation, audience, purpose, and diverse points of view.

Outcomes, Goal 2:
The SU graduate will be able to:
• Interpret creative texts and/or works considering multiple interpretative perspectives and ways of reading.
• Demonstrate an ability to adapt messages to contexts, audiences, and purposes using competent communication.
• Use language choices that are thoughtful, appropriate, and generally support the effectiveness of the message being communicated in varied contexts.

SU Goal No. 3: Self, Societies, and the Natural World (SSNW)
The SU graduate will consider self, others, diverse societies and cultures, and the physical and natural worlds, while engaging with world problems, both contemporary and enduring.

Outcomes, Goal 3:
The SU graduate will be able to:
• Examine the complex dynamics of human systems by describing behavioral, interpersonal, or social phenomena both qualitatively and quantitatively and applying multiple perspectives in order to explain those phenomena.
• Examine the complex dynamics of natural systems by describing biological, chemical, or physical phenomena, interpreting data or patterns in data, and drawing conclusions using the appropriate scientific method.
• Examine the complex dynamics of human or natural systems by analyzing texts or cultural artifacts and applying multiple perspectives (cultural, ethical, or disciplinary) in order to communicate perceptions of human experience.

SU Goal No. 4: Experiential Learning (EL)
The SU graduate will connect ideas and experiences from a variety of contexts, synthesizing and transferring learning to new, complex situations.

Outcomes, Goal 4:
The SU graduate will be able to:
• Compare life experiences and academic knowledge to infer situational similarities and differences and
connect examples, facts, or theories from more than one field of study or perspective.
• Apply skills, abilities, theories, or methodologies gained in one situation to a new situation.

SU Goal No. 5: Career Readiness (CR)
The SU graduate will demonstrate personal direction, professional know-how, and discipline expertise in preparation for entry into the workplace or graduate studies.

Outcomes, Goal 5:
The SU graduate will be able to:
• Imagine and articulate a personal direction following realistic self-appraisal and reflection.
• Utilize professional skills and tools to navigate challenges and opportunities.
• Demonstrate the discipline expertise necessary to be competitive in a chosen career.
• Demonstrate competency in technology appropriate to the discipline.

SU Goal No. 6: Ethics in Practice (EIP)
The SU graduate will practice integrity in the academic enterprise, professional settings, and personal relationships.

Outcomes, Goal 6:
The SU graduate will be able to:
• Think critically about complex ethical issues.
• Practice the highest ethical standards of a profession.
• Complete academic or professional assignments in an ethical manner.
• Engage in behaviors that constitute a pattern of personal integrity.

Revised Fall 2016

University Degree Requirements

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

In order to obtain a bachelor’s degree from Stevenson University, a student must:
• Earn a minimum of 120 credits, which must include a minimum of 15 credits at the 300- or 400-level.
• Complete the SEE requirements.
• Complete the courses required by the major. Note – Grades of “I” (Incomplete) must be cleared from the student’s record
• Complete INT 100: Principles of Academic Integrity.
• Achieve a cumulative grade point average (GPA) of at least 2.00; the GPA is calculated on the basis of work done at Stevenson University only.
• Earn a minimum cumulative GPA in the major of 2.00 or higher. Many majors have additional GPA requirements; please consult the “Fields of Study” section for specific requirements.
• Earn at least 30 credits at Stevenson University.
• Comply with all policies, procedures, and regulations of the University
• File the official Application for Graduation in accordance with published deadlines.

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

Stevenson Educational Experience Requirements
The Stevenson Educational Experience (SEE) is comprised of general education coursework and coursework in a student’s major field of study. The SEE general education requirements, which include writing and communication intensive courses and courses in the distribution areas of liberal arts and sciences, are outlined below. Please note that some programs may require specific courses in some of these areas. Please consult the major program requirements and suggested course sequences for more information. The complete list of these courses can be found at this link. SEE Certified Course List

Writing and Communication Requirement (15 credits):
All bachelor’s degree-seeking students must complete courses that fulfill the SEE Writing and Communication requirement: two writing instruction courses, two writing-intensive (WI) courses, and one communication-intensive (CI) course.

Two writing instruction courses:
• ENG 151 (3 credits)
Courses that fulfill SEE requirements are identified using the following designations in the course descriptions.
- CI – Communication Intensive
- FA – Fine Arts
- HUM – Humanities
- QL – Quantitative Literacy
- SR – Scientific Reasoning
- SR-L – Scientific Reasoning-Laboratory
- SS – Social Sciences
- WI – Writing Intensive

**Minors**

In order to enhance the university experience, Stevenson University offers students the option to pursue discipline and professional minors. All students are encouraged to consider the minor options.

**Discipline Minors**

Discipline minors allow students to expand their professional flexibility, develop skills to be applied to graduate or professional programs, and pursue personal or intellectual interests. 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.

General guidelines for all minors appear below; any additional discipline-specific guidelines for each minor can be found in the minor descriptions within the Field of Study section of the catalog.

**General Guidelines for Earning a Minor**

- A minor consists of at least six courses (for a minimum of 18 credits) in a particular discipline.
- Up to two courses that are among a student’s major requirements can be used toward a minor in another discipline. For example, up to two Psychology courses that are required by the Nursing major can be used toward a minor in Psychology.
- Students must earn a grade of “C” or better in a course for it to be counted toward a minor.

Students can declare a minor by submitting a Declaration of Minor Form, which is available on the WebXpress Student Menu under the Registrar’s Office forms, prior to their last semester of study. Minors may not be requested after a student has graduated. Minors are currently being offered in the following fields:

- Accounting
- Art
- Biology
- Chemistry
- Communication
- Criminal Justice
- Economics
- Environmental Science
- English
- Fashion Design
- Fashion Merchandising
- Film and Moving Image
• Graphic Design
• 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
• Music
• Philosophy
• Photography
• Psychology
• Religion
• Sociology
• Theatre and Media Performance

Professional Minors
Professional minors are intended to give students additional career options, a competitive edge in the job market, and an opportunity to shape their Stevenson experience to meet their specific career goals. Each of Stevenson’s five professional minors described below consists of four courses tied to a specific industry/profession: Applied Management, Entrepreneurship and Small Business Development, Human Resources, Real Estate, and Software Design and Coding. Professional minors can be paired with many different majors but were designed particularly for students in majors that don’t have a pre-determined career path.

Applied Management
Provides a foundation in business management through the study of management fundamentals, employee relations, and organization leadership.
• LAW 325: Employment Law (Fall or Spring, as needed)
• MGT 310: Organizational Behavior (Fall and Spring)
• MGT 340: Organizational Leadership (Spring)
• MGT 408: Human Resource Management (Fall)

Entrepreneurship and Small Business Development
Prepares students to understand the skills and commitment required to start a new venture or build a small business; to organize and write a complete successful business plan that can be used to start a new business and apply for venture capital; and to set appropriate marketing objectives for small business growth.
• MGT 224: Principles of Entrepreneurship (Fall and Spring)
• MGT 324: Entrepreneurial Business Planning (Fall or Spring)
• MGT 424: Entrepreneurial Development (Fall or Spring)
• MKT 330: Strategic Marketing for Entrepreneurship (Fall or Spring)

Human Resources
Provides a foundation for careers in the human resources industry through the study of workforce development, compensation and planning, and employee relations.
• MGT 318: Human Resource Management
• MGT 320: Compensation and Benefits
• MGT 321: Employee Training and Development
• INBUS/MGT 347: International Human Resources

Real Estate
Provides instruction in the basics of the real estate industry and offers core skills for entry-level work in the fields of commercial real estate and development.
• REA 300: Principles of Real Estate
• REA 310: Property and Asset Management
• REA 320: Commercial Real Estate Transactions
• REA 400: Real Estate Market Analysis, Valuation and Finance

Software Design and Coding
Provides a foundation in information systems to prepare students to perform industry-specific IT tasks in the workplace through the study of programming and technology infrastructures.
• IS 135: MS Office Applications (Fall and Spring)
• IS 201: Management Information Systems (Fall and Spring)
• IS 240: Programming Concept (Fall and Spring)
• IS 241: C# Object Oriented Programming (Spring)

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

In addition the student must fulfill all major requirements for the new program and must take a minimum of 30 credit hours at Stevenson University. To become fully acquainted with the program and its advantages, students should arrange for an appointment with the appropriate department chair or program coordinator. At that time, questions regarding formal admission, academic requirements, course load, and other topics can be discussed in detail. Students should bring copies of their college transcripts to this appointment.

BS/MS and BS/MFS Degree Options
Biochemistry, biology, and chemistry majors may pursue the BS/MFS option in forensic sciences. Students who wish to pursue this degree program can earn a
bachelor's degree in biochemistry, biology, or chemistry and a master's in forensic sciences. Detailed information can be found in the Forensic Sciences section under “Fields of Study” in this catalog.

Master's Degrees
Stevenson University currently offers the following master's degrees through Stevenson University Online. The following are offered as Master of Science degrees:
- Business and Technology Management
- Communication Studies
- Crime Scene Investigation
- Cyber Forensics
- Digital Forensics
- Forensic Accounting
- Forensic Investigation
- Forensic Studies
- Healthcare Management
- Nursing

A Master's of Forensic Sciences, a Master's of Arts in Education, and a Master's of Arts in Community Based Education and Leadership are also offered. For more information about any of these programs, check the Stevenson website at stevenson.edu or the Stevenson University Online Catalog.

Additional Learning Opportunities
Service Scholars and Leadership Scholars
Service Scholars is a comprehensive initiative that offers participants the opportunity to extend their civic engagement in the community, reflect upon possibilities for personal and social change, as well as develop the necessary skills to succeed in the classroom and, eventually, in the workforce. Additional information can be found at Service Scholars.

The Leadership Scholars program offers participants the opportunity to engage in leadership education through personal exploration, community engagement, and collaborative problem solving. Scholars will develop effective and ethical leadership skills that prepare them to make a positive difference on campus and in the larger global community. Additional information can be found at Leadership Scholars.

Freshman Honors
Select courses within the Stevenson Educational Experience (SEE) are offered at the honors level for eligible students. Students participating in Freshman Honors work closely with their faculty to take a deeper look at material through discourse and analysis and have more opportunity for individual work and creative/intellectual exploration. Students also have the opportunity to work with similarly talented and motivated students in smaller classes, which allows for a higher level of faculty and student interaction and student and student interaction. A four-year honors program will be launched in Fall 2019.

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

International and Off-Campus Study
Stevenson University offers exciting international and domestic study opportunities for academic credit. Students can choose from a variety of SU faculty-led travel courses or approved "SU in" and affiliate programs in nearly 50 countries around the world, including the United States. Internships and service-learning options are also available. Terms include fall and/or spring semester, Winterim, summer and spring break. Participation requires an application be submitted by stated deadlines. Costs vary, with many options allowing financial aid and scholarships to be applied. Additional information regarding scholarships is available at Study Abroad Scholarships. It is recommended that students confer with their academic advisors early on in their time at SU to plan an international or domestic study experience into their overall academic program. Engaging in off-campus programs directly enhances Stevenson's mission to graduate students with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world.

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

Internships
All majors at Stevenson require students to participate in at least one internship or career-focused capstone or experiential learning course. Consult each program section in the Fields of Study (p. 65) section of this catalog for more detailed information.

Students can also explore internship opportunities through Handshake, an online employment database maintained by Career Services. The Career Services staff is available to assist students with resume and cover letter writing and interview preparation skills, as well as techniques for searching for internships. Internships.com is another resource available through Blackboard. All credit-bearing internships must be approved by the appropriate program coordinator, department chair, associate dean, or school dean. Students must secure an internship and register for the coordinating course prior to the semester in which they plan to complete the internship.
Service-Learning
Service-learning is an intentional teaching and learning strategy that integrates meaningful service with academic instruction and reflection. Through service-learning, students, faculty, and community partners collaborate to address real-life needs, locally, and globally. Through service-learning courses, students gain a deeper understanding of subject matter as well as complex social issues. Service-learning allows students to become skilled in relating theory with practice while building connections with the community and enhancing their future employment opportunities. Service-learning courses are also offered during the Winterim from time to time. Due to the low cost of Winterim courses, it is an excellent time to participate in a service-learning course.

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

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

Winterim
Winterim gives students an opportunity to take an innovative and exciting course and fulfill SEE or program requirements in just three short weeks. Courses are offered on-campus and off-campus, and eligible students can take a class for a small fee.

Courses at Another Institution

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

You will find a complete list of other colleges and universities participating in this program at BSEP.

Other Institutions
After degree-seeking students have matriculated at Stevenson University, transfer of courses from other institutions requires advance approval on the form entitled Request to Take Courses at Another Institution. Approval of these requests is based on clear evidence that such courses are comparable to the Stevenson University courses. Courses included on the course equivalency grid have already received thorough vetting by the appropriate associate dean, department chair, or program coordinator. Approval of courses not appearing on the course equivalency grid is made by the associate dean, department chair, or program coordinator of the department offering the course. Students are strongly advised to consult with their advisors prior to seeking permission to take a course at another institution to determine how the course applies to their degree audit.

The following guidelines apply:
1. Students may take up to 3 courses at another institution. Lecture/laboratory courses count as one course.
2. Courses may not be taken elsewhere during Fall and Spring semesters if they are being offered at Stevenson.
3. All major requirements must be taken at Stevenson University. When a major requirement also fulfills a SEE requirement, it may be taken outside of Stevenson provided other policy provisions are met.
4. Because the curriculum is based on a special commitment to writing, all writing instruction and writing-intensive courses must be taken at Stevenson University.

Academic Standing and Grading Information

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

<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>

Grading Scale and Grading System
In general, the grading scale in the table below serves as the basic numeric standard that faculty use in evaluating
student performance. Grading systems may vary according to discipline and instructor preferences. Grading systems may vary according to discipline and instructor preferences. Instructors will explain the grading system clearly on the course syllabus. The academic standing of a student is determined by the quality and quantity of his or her work. A student's grades are based on the level of achievement in class work and by mastery demonstrated on examinations and other projects. Midterm grades are advisory; the semester grades determine actual academic standing. Students' final grades are posted on WebXpress at the end of the session or semester. If needed, students may obtain an official grade report by contacting the Registrar's Office. The grading system for undergraduate students is provided below. (The grading system used for graduate students is described in the Stevenson University Online Catalog.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numeric Standard</th>
<th>Quality Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93–100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90–92</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87–89</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83–86</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80–82</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77–79</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>70–76</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>60–69</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0–59</td>
<td>0.0</td>
</tr>
<tr>
<td>FX</td>
<td>Student stops attending classes prior to the withdrawal deadline, yet fails to officially withdraw. This is calculated as a grade of &quot;F&quot; in the GPA.</td>
<td></td>
</tr>
<tr>
<td>WF</td>
<td>Course withdrawal after the specified term deadline. This is calculated as a grade of &quot;F&quot; in the GPA.</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Course withdrawal within the specified term deadline. This is not calculated in the GPA.</td>
<td></td>
</tr>
<tr>
<td>AUD</td>
<td>Audit (see additional information below). This is not calculated in the GPA.</td>
<td></td>
</tr>
</tbody>
</table>

**Grade Point Average**

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

**Auditing Courses**

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

**Course Withdrawal**

To withdraw from a course, students must complete a Class Withdraw or Audit Form and submit the form to the Registrar's Office. Students may not withdraw from courses online through WebXpress. Notice to the instructor of intent to withdraw is not sufficient. Students who stop attending and fail to officially withdraw from a class will be given a grade of "FX" which calculates as an "F."

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

Traditional students who withdraw from an accelerated course that is offered any time during the semester must do so during the published drop/add period. After drop/add ends, students will be able to withdraw based on the published schedule, but no refunds of tuition will be given even if the class has not started. A student may be administratively withdrawn from the University if his or her absences in a class are excessive.

**Incomplete**

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

Pass/No Credit Option

Students may take two pass/no credit courses outside of the major requirements unless otherwise stipulated by the major. Students may take only one pass/no credit course per semester for a total of two courses on the student’s transcript. A passing grade in this option equates to a “C” or better, and pass/no credit courses do not have an impact on the student’s GPA. Students may register for pass/no credit and may switch to credit no later than the published add/drop date. A change from credit to pass/no credit must also take place during the published add/drop date. The pass/no credit option encourages students to take electives for intellectual exploration. This option does not affect classes that already have department pass/fail or pass/no credit. Additional information is available in the Registrar’s Office.

Repeating Courses

A undergraduate student may not register for the same course more than two times without prior approval of the Academic Dean of the school in which the course is being offered. Withdrawals and audits count as attempts. If a student repeats a course, only the latter grade will be used in calculating the cumulative grade point average. However, all courses taken remain on the transcript. If a student withdraws from a course that has already been taken, the grade of “W” does not replace the original grade in the calculation of the student’s grade point average.

Grade Appeals

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

Change of Catalog Year

If a student elects to move to a new catalog year, all policies of the new catalog will apply to the student, and the student must fulfill all requirements of the new catalog year. Students may not change to a prior catalog year. If a student desires to change to a new catalog year, the student should discuss this with his/her academic advisor so that all implications of the change are fully reviewed. A Change of Catalog Year form is available on WebXpress under Student Forms – Traditional Students Only.

Good Academic Standing - Probation

Any student who has attempted 6 to 18 semester hours of credit and whose grade point average falls below 1.50 is on academic probation. A student who has attempted 19 to 29 semester hours of credit and whose cumulative grade point average falls below 1.90 is on academic probation. After a student attempts 30 or more credits, he or she must maintain a cumulative grade point average of 2.00 or above in order to be in good academic standing. A student who falls below the standards of good academic standing will be placed on academic probation. Once a student is placed on probation, the student is required to meet with his or her academic advisor or a representative from the Office of Student Success before the start of the following semester. Students on academic probation are strongly encouraged to continue meeting with their advisor or a representative from the Office of Student Success throughout the semester to discuss strategies for improvement.

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Academic Probation (Cumulative GPA)</th>
<th>Good Academic Standing (Cumulative GPA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 – 18</td>
<td>1.49 or below</td>
<td>1.50 or above</td>
</tr>
<tr>
<td>19 – 29</td>
<td>1.89 or below</td>
<td>1.90 or above</td>
</tr>
<tr>
<td>30 or more</td>
<td>1.99 or below</td>
<td>2.00 or above</td>
</tr>
</tbody>
</table>

Academic Suspension

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

Academic Review Board Process

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

Students for whom an appeal is granted will come before the Academic Review Board to discuss their academic status. The Board will make one of the following decisions:
1. The student is reinstated on continued probation and must follow specific requirements outlined in the reinstatement letter provided by the Academic Review Board after the hearing. See reinstatement information below.
2. The suspension stands.

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

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

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

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

Transcript Requests
Transcripts are sent at the written request of the student or through WebXpress. The Registrar’s Office does not accept email requests. The cost for a transcript is $5; same day service is also available at a charge of $10. Faxed requests are not accepted and transcripts are not faxed. All financial obligations to the University (parking violations, library fines, and invoices for lost items) must be met, or transcripts will be held. For those requesting a transcript who no longer attend Stevenson University, please contact the Registrar’s Office at 443-334-2206.

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

Students have the option to request an official transcript to be sent electronically. This service is available for current students through WebXpress; this service can also be requested on the Transcript Request Form that is available on the Registrar’s Office webpage. Persons who wish to request a transcript to be sent electronically must supply the name and email address of the person who should receive the transcript. These transcript requests are sent through an outside vendor (Credentials Solutions) using a secure server. The recipient will receive an email directing them to go to a specific website to retrieve the transcript.

Registration and Course Information
Registration
Registration takes place on the days scheduled in the academic calendar. Students may register on or after their assigned appointment time, and registration is done online using Academic Planning, a software package designed for registration. For those unable to access a computer, in-person registration is also available in the Registrar’s Office. Prior to registration, all students are required to meet with their advisor. It is the advisor’s responsibility to check the student off in Academic Planning so that registration will be enabled for the student.

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

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

All prerequisites, including any minimum grade requirements, for a course must be fulfilled prior to starting the course. Students may be removed from a course when the prerequisites have not been met. Students are not permitted to “sit in” on classes for which they are not registered.

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

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

Course Load
For full-time status, a student may take 12 - 18 credits each semester; however, the normal full-time undergraduate course load is 15 to 17 credit hours per semester. Credits earned during Winterim do not count toward a student’s regular fall or spring course load for the purpose of determining full-time status or financial aid. Students must take a minimum of 12 credits in fall or spring to be considered a full-time student for that semester, regardless of Winterim enrollment.

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

Credit Hour Definition
Regardless of course duration, delivery, or instructional method, Stevenson University awards academic credit in compliance with Maryland state requirements outlined in the Code of Maryland Regulations (COMAR) and with the Department of Education’s federal credit-hour definition, as defined in the Federal Code of Regulations.

State credit hour definition (COMAR 13b.02.02.16.D)
(1) An in-State institution shall award 1 credit hour for:

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

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

Federal credit hour definition (34 CFR §600.2)
A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

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

Non-Credit Courses
The University offers non-credit developmental courses that provide support for basic skills. If, as a result of placement testing, a student is required to complete such a course, the course will count for determining charges and course credit load. However, no credit is applied toward the degree requirements.

MATH 005# - Foundations of Quantitative Reasoning is a four credit course for billing and credit hour load, but no credit is applied to the degree requirements. It is designed to review the foundational mathematics which students need to succeed in our introductory mathematics courses. The University also offers co-remediation courses for all introductory credit-bearing Math courses. If, as a result of placement testing, a student is required to complete such a course, the student will take the credit-bearing course along with the matching co-remediation course. These co-remediation courses will be considered equivalent to two credits when determining fees and course credit load. However, no credit for the co-remediation portion of the course is applied toward the degree requirements.

ENG 006# - College Reading Lab emphasizes college-level reading, effective study skills, and methods of developing a college-level vocabulary. This is a three credit course for billing and credit hour load, but no credit is applied to the degree. The University also offers a co-remediation model in ENG 150. This course is a three credit course but students receive four hours of instruction each week. ENG 150 fulfills the first semester composition requirement.

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

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

**Athletic Department Class Conflict Information**

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

**Final Examinations**

All students are required to take final examinations. If a student misses an examination because of an emergency or illness, the student must contact the faculty member as soon as possible. If the student cannot reach the faculty member, the student should contact the Office of Student Success. The faculty member will work with the student to provide an opportunity for the student to take the examination at a rescheduled time. At that point, the student should contact The Academic Link to reschedule the examination. Students will not be permitted to reschedule for reasons other than documented emergencies or illness. A student who is scheduled to take three or more exams in one day should contact the Registrar’s Office no later than the Monday of the last week of classes regarding rescheduling an exam. The Registrar’s Office will work with the student’s faculty to determine which exam will be rescheduled. Requests received after the Monday of the last week of classes cannot be accommodated.

**Leave of Absence**

A degree-seeking student who finds it necessary to cease enrollment at the University (for one or more consecutive semesters with the intent of resuming studies at a later date) must complete the leave of absence section of the Withdrawal from the University form that is available through the Student Menu in WebXpress under the Registrar’s Office forms. The student should meet with a representative of the Office of Student Success to complete this form. This request will ensure that the student will not need to reapply for admission when he or she returns. This leave of absence is effective for two consecutive semesters. A student who is on leave of absence for three or more consecutive semesters must reapply for admission and will be under the requirements of the new catalog year of readmission.

**Withdrawal from the University**

A degree-seeking student who wishes to withdraw from the University must do so in writing. The official Withdrawal from University form is available through the Student Menu in WebXpress under the Registrar’s Office forms. A student may be administratively withdrawn from the University if his or her absences in a class are excessive.

**Military Service Withdraw and Refund Policy**

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

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

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

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

**FERPA: Notice to Students**

Stevenson University complies with the provisions of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and any subsequent amendments or regulations. Stevenson University students are afforded specific rights in accordance with FERPA.

- The right to inspect and review their education records within a maximum of 45 days after the request is made. The right to request the amendment of education records if the student believes the records are inaccurate or misleading.
- The right to prevent the unauthorized disclosure of their student records.
- The right to file a complaint with the Department of Education about a violation of FERPA.
Please contact the Registrar’s Office at 443-334-2206 for additional information about FERPA.

Academic Integrity

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

Students entering Stevenson are required to complete INT 100, Principles of Academic Integrity, a brief online course covering academic integrity. The deadline for completing the course is one week prior to the beginning of Registration. It is the University’s vision that with proactive learning engagement in academic integrity potential academic misconduct violations will be reduced. Students who fail to complete the course by the deadline will be unable to register for classes for the next semester until the course is completed.

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

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

Graduation Information

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

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

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

Diploma Information

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

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

Graduation Application

Graduating students are required to submit an Application for Graduation to the Registrar’s Office according to published deadlines. At the time of application, a $25 fee is charged.

• December graduates must file by August 1.
• May and August graduates must file by January 1.

Failure to apply by the published deadlines may delay the evaluation and awarding of a student’s degree. Students may apply online via WebXpress.

Graduation Ceremonies

Scheduled commencement ceremonies are held in May and December. Spring and summer graduates are invited to participate in the commencement ceremony in May. Fall graduates are invited to participate in the commencement ceremony in December. Summer graduates should be within six credits of degree completion prior to the start of the summer term to be eligible to participate in the May commencement. Students may only participate in one ceremony unless they are earning an additional degree. Only bachelor’s and master’s degree candidates may participate in commencement exercises.

Graduation with Academic Honors

Academic honors are conferred upon those undergraduate students who achieve the following cumulative grade point average based on work done at Stevenson University. These honors will be listed on the diploma and the official academic transcript. This may differ from the academic honors announced during the commencement ceremony, which are based on the cumulative GPA prior to the final semester.

- **Summa Cum Laude** 3.90–4.00
- **Magna Cum Laude** 3.70–3.89
- **Cum Laude** 3.50–3.69
Honors are not awarded for graduate degrees.

**Academic Awards**

**Academic Achievement List**
The Academic Achievement List announces part-time undergraduate students who demonstrate outstanding scholastic achievement during each semester. To qualify, a student must earn a cumulative grade point average of 3.50 or better in the semester in which he or she accumulates 15, 30, 45, 60, 75, 90, 105 or 120 credits. Transfer credits are not included in this computation, and non-degree students are not eligible for this recognition.

**Dean’s List**
The Dean’s List announces full-time undergraduate students whose academic achievement is outstanding during each semester. To qualify, a student must earn a grade point average of 3.50 or better and have completed 12 or more credits that count toward degree requirements during that semester. Developmental courses are not included in this calculation. A student is not eligible for the Dean’s List while an incomplete grade is in effect.

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

**University Awards for Graduating Seniors**

**Note:** All University awards are presented at Commencement.

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

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

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

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

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

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

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

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

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

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

**Brown School of Business and Leadership Awards**

**Accounting Department Awards**

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

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

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

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

**School of Design Awards**

**Business Communication Department Awards**

**Award for Academic Achievement in Business Communication**

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

**Award for Leadership and Excellence in Business Communication**

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

**Award for Creative Initiatives in Business Communication**

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

**Fashion Design and Fashion Merchandising Department Awards**

**Fashion Design**

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

The Best in Show Award celebrates a piece created by a fashion design student who demonstrates outstanding application of garment construction, design thinking, and innovation. A jury of professionals from the fashion industry selects the recipient.

The Best Construction Award celebrates a piece created by a fashion student who demonstrates outstanding application of garment construction techniques. A jury of professionals from the fashion industry selects the recipient.

The Most Innovative Design Award celebrates a piece created by a fashion design student who demonstrates outstanding design innovation. A jury of professionals from the fashion design industry selects the recipient.

**Fashion Merchandising**

The Outstanding Achievement in Fashion Merchandising Award celebrates a graduating fashion merchandising student who has demonstrated academic excellence, and outstanding community involvement. This award recognizes a student whose work is exemplary and shows great promise for success in the fashion merchandising field.

**Film and Moving Image Department Awards**

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

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

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

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

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

Art and Graphic Design Department Awards

The Award for Outstanding Contributions to the Graphic Design Program has been established to recognize a student who has contributed greatly to the graphic design program. This award is presented to one Stevenson University student who has consistently reached out to faculty and classmates, contributing time, energy, and support whenever it was needed. The awardee may have contributed to the department by acting as an unofficial ambassador or taking the initiative to help others without it being asked of her/him.

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

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

School of Education Awards

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

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

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

Sandra R. Berman School of Health Professions Awards

Medical Laboratory Science Awards

The American Society for Clinical Pathology Student Honor Award is given by ASCP to recognize those students in the laboratory professions who demonstrate both academic excellence and a commitment to community service and leadership activities. Through this award, the ASCP wishes to acknowledge future laboratory professionals and makes others aware of the contributions of laboratorians.

The Capital Section of the American Association of Clinical Chemistry Clinical Chemistry Student of the Year Award is chosen by the medical laboratory science faculty and awarded to a graduating medical laboratory science student, based on academic excellence and achievement in clinical chemistry.

The Excellence in Medical Laboratory Science Award recognizes a graduating medical laboratory science student who exemplifies outstanding academic achievement, high professional standards, positive attitude, and service and leadership in the medical laboratory science program.

Nursing Department Awards

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

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

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

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

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

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

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

### School of Humanities and Social Science Awards

#### Counseling & Human Services Professional Development Award

The **Counseling & 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.

### Legal Studies Department Awards

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

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

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

### Beverly K. Fine School of the Sciences Awards

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

#### Biological Sciences Department Awards

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

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

#### Chemistry Department Awards

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

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

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

### Mathematics and Physics Department Awards

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

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

### Approved Honor Societies

#### Alpha Chi – National College Honor Society

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

Alpha Epsilon Rho – National Honor Society for Electronic Media

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

Alpha Mu Alpha – National Marketing Honor Society

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

Alpha Phi Sigma-National Criminal Justice Honor Society

Alpha Phi Sigma is a criminal justice honor society that provides students with opportunities to experience an international network of criminal justice professionals and students. This organization is a certified member of The Association of College Honor Societies and affiliated with The Academy of Criminal Justice Sciences. The Alpha Phi Sigma National Criminal Justice Honor Society goals are to promote critical thinking, scholarship, community service, and life-long learning. Students are also encouraged to keep abreast of the advances in research, to elevate the ethical standards of the criminal justice professions, and to sustain in the public mind the benefit and necessity of education and professional training. Membership is extended to those students that have completed at least three full-time semesters, 12 credits in the criminal justice field, a cumulative grade point average of 3.00 on a 4.00 scale, as well as a 3.20 average in criminal justice courses and rank in the top 35% of their class.

Alpha Psi Omega – National Honorary Theatre Society

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

Beta Beta Beta – National Biological Honor Society

Beta Beta Beta was founded in 1922 as an honor and professional society for students of the biological sciences. Its purposes are to encourage scholarly attainment and cultivate intellectual interest in the life sciences. To be eligible for regular membership, a student must be at least a second year biology, biochemistry, environmental science, or medical laboratory science major who has completed a minimum of three biology courses, at least one of which must be higher than the introductory level, with a GPA in all biology courses of 3.00 or higher. The society also welcomes associate members who are students at any level in any major who are interested in biology. Students who have multiple academic misconduct findings on their academic record or who have one academic misconduct finding on their record at any time after earning 30 credits at Stevenson University are not eligible for either regular or associate membership.

Delta Alpha Pi – International Honor Society (DAPI)

Delta Alpha Pi - Epsilon Rho Chapter is an academic honor society founded in 2004 for students with disabilities attending colleges and universities across the nation. DAPI offers an opportunity to recognize students with disabilities for their academic accomplishments. High achieving students, registered with disability services are invited to become members. The society provides leadership opportunities through formal meetings and program planning. The Office of Disability Services works in collaboration with Interdisciplinary Studies program to advise these student leaders. The organization focuses on self-worth and advocacy.

Delta Epsilon Iota – National Honor Society for Career Development

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

Gamma Sigma Epsilon – National Chemistry Honor Society

Gamma Sigma Epsilon recognizes students demonstrating exceptional ability and interest in the field of chemistry. It aims to promote professionalism and scholarship in chemistry and the general welfare of its members. Membership in Gamma Sigma Epsilon is extended to those students who have completed a minimum of 16 credits in chemistry and are enrolled in
four additional chemistry credits and who have a minimum GPA of 3.40 in all chemistry courses and a minimum 3.00 overall GPA. Students who have multiple academic misconduct findings on their academic record or who have one academic misconduct finding on their record at any time after earning 30 credits at Stevenson University are not eligible for membership.

**Kappa Delta Pi – International Education Honor Society**
Kappa Delta Pi is an international honor society open to the top students in the field of education. This honor society promotes leadership and fellowship among educators. Scholarship, leadership and service are the pillars of KDP. Eligible students must be juniors or above, have a minimum of 12 credits in education and a GPA of 3.30 or above, and provide supportive evidence of their commitment to education.

**Kappa Mu Epsilon – National Mathematics Honor Society**
Kappa Mu Epsilon promotes a knowledge and appreciation of mathematics and recognizes outstanding student achievement in mathematics at colleges and universities whose primary focus is undergraduate education. Membership in Kappa Mu Epsilon is open to students in any major who have taken three mathematics courses at the 200 level or higher, one of which must be in the calculus sequence (MATH 220, 221, or 222), who have attained a "B" or better in all mathematics courses, and who rank in the upper 35% of their class by GPA. Students who have multiple academic misconduct findings on their academic record or who have one academic misconduct finding on their record at any time after earning 30 credits at Stevenson University are not eligible for membership.

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

**Lambda Epsilon Chi – National Honor Society for Paralegal Studies**
Lambda Epsilon Chi (LEX) is open to full-time and part-time legal studies students in good standing who demonstrate superior academic performance by having a cumulative grade point average and a grade point average in their legal studies classes of at least 3.50 and who have completed at least two-thirds of the program. Members are selected by legal studies faculty based on a written application for membership, faculty recommendations, and demonstration of service and dedication to the legal profession.

**Lambda Pi Eta – Honor Society of the National Communication Association**
Lambda Pi Eta’s goals are to recognize, foster, and reward outstanding scholastic achievement in communication studies; to stimulate interest in the field of communication; to promote and encourage professional development among communication majors; to provide an opportunity to discuss and exchange ideas in the field of communication; to establish and maintain closer relationships between faculty and students; and to explore options for graduate education in communication studies. Membership in Lambda Pi Eta is extended to those students with a 3.0 cumulative GPA who have completed 60 credits and have at least a 3.25 GPA in a minimum of four courses in the communication courses in the major. Activities are a mix of social, academic, and community service.

**Psi Chi – The International Honor Society in Psychology**
Psi Chi, the International Honor Society in Psychology, promotes excellence and scholarship in psychology and works to advance the science of psychology. Students who apply for membership must be psychology majors or minors who have completed at least three full-time semesters; have completed three psychology courses totaling nine credits with a minimum GPA in psychology of 3.0; and rank in the top 35% of GPAs for their academic year, with a minimum cumulative GPA of 3.00.

**Sigma Beta Delta – International Honor Society in Business, Management, and Administration**
Sigma Beta Delta recognizes scholarship and personal accomplishment for students of business, management, and administration. The society encourages and promotes aspirations toward personal and professional improvement and a life distinguished by honorable service to humankind. Students majoring in Accounting, Business Administration, and Marketing are invited to lifetime membership if they meet the following criteria: a ranking in the top 20% of the program majors for the academic year; at least a 3.75 total GPA on a 4.0 scale; and junior status with completion of at least 30 credits towards the major.

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

**Sigma Theta Tau International – Honor Society of Nursing**
Rho Epsilon, Stevenson University’s chapter of Sigma Theta Tau International, is open to undergraduate and
graduate nursing candidates who demonstrate scholastic achievement, academic integrity, and leadership qualities. Student candidates are invited to join the society when they meet specific membership requirements. These requirements can be reviewed at nursingsociety.org. Nurses in the community who demonstrate excellence in practice and leadership may also be nominated. A formal induction ceremony is held during the spring semester. The purpose of Sigma Theta Tau International is to create a community of leaders and scholars in practice, education, and research to enhance the health of all people. The society supports learning and professional development of members to improve nursing care worldwide.

**Sigma Xi – The Scientific Research Society**

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

**Tau Upsilon Alpha – National Honor Society for Human Services**

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

**Upsilon Phi Delta - National Honor Society for Healthcare Management**

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

**Upsilon Pi Epsilon – International Honor Society for Computer and Information Disciplines**

Upsilon Pi Epsilon recognizes undergraduate and graduate students. Undergraduate student must have completed 45 credits plus a minimum GPA of 3.3 in the major and a minimum 3.0 GPA overall, while graduate students must have completed a minimum of 18 credits in their degree program and earned an overall GPA of 3.5. Stevenson’s chapter objective is the promotion of high scholarship in the various fields of the computing and information disciplines, and to provide community service in the area of Information Technology.
Fields of Study

Accounting

Brown School of Business and Leadership
Department of Accounting
Department Chair: Barbara S. Rowell, J.D., CPA

Description

The accounting program is designed to provide accounting major graduates with the knowledge required to become successful in today’s multi-faceted business world. In addition to technical knowledge of accounting, students will learn to think critically, write purposefully, and exhibit the soft skills needed to work with others. The program combines accounting courses with information technology and functional activities of business, government, and not-for-profit organizations, while addressing the needs of the business world and providing students with an understanding of contemporary careers, issues, and challenges. The core emphasizes financial accounting at the intermediate level, cost accounting, tax accounting, auditing, finance, and business law. Students must select from the Accountancy Track or the Finance Track.

Objectives

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

1. Demonstrate proficiency in the relevant technical knowledge of accounting and related disciplines needed to enter the accounting profession.
2. Apply the ethical standards of the accounting profession thoughtfully and competently to business and accounting contexts.
3. Solve problems by synthesizing discipline specific knowledge and critical thinking skills.
4. Demonstrate the appropriate communication skills necessary for accounting professionals.

Policies

Students must earn a minimum GPA of 2.00 in the major. The lowest acceptable grade is a “C” in all courses listed in the catalog under “Program Requirements” for the major, including both courses in the major and SEE courses required by the major.

A course may be repeated once without the special permission of the department chair. Accounting majors who do not successfully complete a major course with a grade of “C” or better after a second attempt will not be allowed to continue in the accounting program.

Students required to take developmental courses must complete those courses before enrolling in ACC 140. Transfer students must complete a minimum of six designated ACC or FIN courses at Stevenson University to earn a degree in accounting.

Requirements

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

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

Major Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ACC 140</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 141</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 201</td>
<td>Intermediate Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>ACC 202</td>
<td>Intermediate Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>ACC 303</td>
<td>Cost and Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 400</td>
<td>Auditing and Attestation</td>
<td>4</td>
</tr>
<tr>
<td>ACC 411</td>
<td>Tax Accounting: Individual</td>
<td>3</td>
</tr>
<tr>
<td>ACC 412</td>
<td>Tax Accounting: Corporation and Partnership</td>
<td>3</td>
</tr>
<tr>
<td>ACC 417</td>
<td>Accounting Internship</td>
<td>3 - 15</td>
</tr>
<tr>
<td>or FIN 417</td>
<td>Finance Internship</td>
<td>3</td>
</tr>
<tr>
<td>or ACC 407</td>
<td>Advanced Auditing</td>
<td>3</td>
</tr>
<tr>
<td>CM 101</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EC 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EC 202</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 303</td>
<td>Foundations of Finance</td>
<td>3</td>
</tr>
<tr>
<td>IS 135</td>
<td>MS Office Applications</td>
<td>3</td>
</tr>
<tr>
<td>LAW 308</td>
<td>Business Law and Legal Responsibilities</td>
<td>3</td>
</tr>
<tr>
<td>MATH 136</td>
<td>Introduction to Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MGT 204</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 210</td>
<td>Business Writing</td>
<td>3</td>
</tr>
<tr>
<td>MGT 308</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MKT 206</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Accountancy Track

The Accountancy Track prepares students with a broad spectrum of accounting courses needed for traditional accounting careers. The track is designed to provide accounting graduates with the knowledge required to become successful in today’s multi-faceted business world. The program combines accounting courses with information technology and functional activities of business, government, and not-for-profit organizations, while providing students with an understanding of contemporary work environments, issues, and challenges.

The accounting curriculum prepares graduates to take the Certified Public Accounting examination. In addition to passing the CPA exam, all states require applicants for licensing to acquire a total of 150 credit hours of coursework. Several options are available to help students fulfill the additional 30 credit hours of coursework. Today’s public accountant must have the
technical knowledge of the field and skills, such as critical thinking, writing, and working in teams.

ACC 301 Intermediate Accounting III  4

**Plus three of the following:**

ACC 407 cannot be taken to fulfill both a major requirement and a track requirement.

ACC 302 Advanced Accounting  3
ACC 304 Governmental and Not-for-Profit Accounting  3
ACC 311 Computer Applications in Accounting  3
ACC 407 Advanced Auditing  3
FIN 416 International Finance  3

**Finance Track**

The Finance Track allows students to focus their accounting studies in capital management and is designed to provide accounting majors with a broad background in financial services. This track will provide graduates with the necessary knowledge and tools to pursue accounting careers in public accounting, finance, business, government, and not-for-profit organizations. Students will be eligible to sit for the Certified Public Accounting examination. In addition to passing the CPA exam, all states require applicants for licensing to acquire a total of 150 credit hours of coursework. Several options are available to help students fulfill the additional 30 credit hours of coursework.

FIN 321/EC 321  Money & Banking  3
ACC 430 Financial Modeling  3

**Plus two of the following:**

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

**Suggested Course Sequence**

A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog).

**Minor in Accounting**

A minor in accounting is available. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

**Other Options**

**BS/MS Option:** The BS/MS option is available for students majoring in accounting who wish to combine their bachelor’s coursework with work toward a master’s degree in one of Stevenson’s graduate programs. By completing a BS/MS option, students will earn the 150 credit hours necessary for CPA licensing while also earning both a bachelor’s and a master’s degree in as few as five years. Interested students must formally apply for entrance into a BS/MS option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their undergraduate and graduate advisors. For more information on this program, see the Stevenson University Online Catalog.

**Course Descriptions**

See Accounting Course Descriptions (p. 124)

**Applied Mathematics**

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

**Description**

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

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

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

**Objectives**

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

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

**Policies**

Students must earn a minimum GPA of 2.00 in the major. The lowest acceptable grade is a "C" in all courses listed.
in the catalog under “Program Requirements” for the major, including both courses in the major and SEE courses required by the major. No student, regardless of major, will be permitted to take a science or math course unless he/she earns a grade of “C” or better in all prerequisite courses.

A student may not earn a grade of “D” or lower in any science or math course more than three times during the program. If a fourth grade of “D” 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 “D” or lower in a science or math course will be notified, in writing, by the department chair that he or she is on probation in the Beverly K. Fine School of the Sciences.

Final Probation: The student who earns any combination of three grades of “D” or lower in a science or math course will be notified, in writing, by the department chair that he or she is on final probation in the Beverly K. Fine School of the Sciences.

Dismissal: If a fourth grade of “D” or lower in any science or math course is earned, the student will be notified, in writing, by the department chair that he or she has been dismissed from the major.

Requirements
The courses listed below are required for completion of the bachelor’s degree in applied mathematics. Students must also complete the requirements for the Stevenson Educational Experience (SEE). Specific pre- and co- requisites for each course are listed in the course descriptions.

**Major Requirements:**
- FYS 100 First Year Seminar 1
- MATH 220 Calculus I 4
- MATH 221 Calculus II 4
- MATH 222 Calculus III 4
- MATH 312 Mathematical Statistics I 3
- MATH 313 Mathematical Statistics II 3
- MATH 326 Linear Algebra 3
- MATH 418 Mathematical Modeling 3
- MATH 425 Scientific Computer Programming 3

**Complete one of the following senior capstone options:**
- MATH 450 Senior Research Capstone 5
- MATH 455 Senior Internship Capstone 5
- MATH 460 Senior Research Capstone 9
- MATH 460H Honors Senior Research Capstone 9
- MATH 465 Senior Internship Capstone 9
- MATH 465H Honors Senior Internship Capstone 9

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

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

**Actuarial Track:**

**All major requirements and the following electives:**
- ACC 140 Financial Accounting 3
- ACC 141 Managerial Accounting 3
- EC 201 Principles of Macroeconomics 3
- EC 202 Principles of Microeconomics 3
- FIN 300 Principles of Finance 3
- MATH 342 Time Series Analysis 3
- MATH 420 Actuarial Mathematics 3

**Business Track:**

**All major requirements and the following electives:**
- EC 201 Principles of Macroeconomics 3
- ACC 140 Financial Accounting 3
- MGT 204 Principles of Management or MKT 206 Principles of Marketing 3
- 2 Business electives in ACC, EC, FMER, INBUS, IS, MGT, and/or MKT 3
- 1 MATH elective (at 200 level or above) 3

**Scientific Track:**

**All major requirements and the following electives:**
Choose 1 sequence: CHEMISTRY or BIOLOGY
- CHEM 115 General Chemistry I 3
- CHEM 115L General Chemistry I Laboratory 1
- CHEM 116 General Chemistry II 3
- CHEM 116L General Chemistry II Laboratory 1
- OR
- BIO 113 General Biology I: Cell Biology and Genetics 3
- BIO 113L General Biology I Laboratory: Cell Biology and Genetics 1
- BIO 114 General Biology II: Structure and Function of Organisms 3
- BIO 114L General Biology II Laboratory: Structure and Function of Organisms 1
- 2 Science electives in BIO, BIOCH, CHEM, ENV, and/or PHYS 3
- MATH 321 Introduction to Differential Equations 3
- MATH 442 Numerical Analysis 3

**Interdisciplinary Track:**

**All major requirements and the following electives:**
- PHYS 215 General Physics I with Calculus 4
- PHYS 216 General Physics II with Calculus 4
- MATH 301 Mathematical Structures 3
- MATH 321 Introduction to Differential Equations 3
- MATH 442 Numerical Analysis 3
- 1 MATH elective (at 200 level or above)
Suggested Course Sequence
A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog).

Minor in Mathematics
A minor in Mathematics is available. The minor in Mathematics requires successful completion of a minimum of six courses and 18 credits with a MATH prefix. Courses ineligible for the Mathematics minor include:

- All courses at the 000 and 100 level
- MATH 205 and 206: Mathematics for Educators I and II

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

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

Course Descriptions
See Applied Mathematics Course Descriptions (p. 183)

Art
Stevenson University offers a bachelor’s degree in graphic design. Detailed information on this bachelor’s degree program can be found in the Graphic Design (p. 94) section of the catalog.

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

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

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

Students majoring in Graphic Design may not minor in Art. All course prerequisites must be met to be eligible to take the selected courses for a minor. Please see the chair of the Department of Art and Graphic Design for more information. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

Course Descriptions
See Art Course Descriptions (p. 125)

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

Description
Biochemistry is a scientific discipline that integrates and applies chemical and biological principles in exploring and understanding the chemistry of living organisms. In the biochemistry major, students are grounded in the chemical, physical, and biological principles that characterize living systems, and they develop an interdisciplinary mindset that prepares them to embrace the interdependent nature of these areas of study. In addition, students develop facility with a wide variety of technical skills required in the modern workforce in both research and industrial environments. By working with modern instrumentation in well-equipped laboratory facilities, students develop excellent laboratory and analytical skills, preparing them for employment in a variety of biochemical fields, graduate study in biochemistry or related areas, and a career in a variety of professional arenas, including pharmacy, medicine, veterinary medicine, physical therapy, and dentistry.

Because students first gain a basic understanding of the principles of biochemistry and then are required to explore science independently, through research, internships and/or a capstone experience, graduates from this program will be well-prepared to meet the rapidly changing research, clinical, and technical demands of our modern world.

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

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

Policies
Students must earn a minimum GPA of 2.00 in the major. The lowest acceptable grade is a "C" in all courses listed in the catalog under “Program Requirements” for the major, including both courses in the major and SEE courses required by the major. No student, regardless of
major, will be permitted to take a science or math course unless he/she earns a grade of "C" or better in all prerequisite courses.

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

**Probation:** The student who earns any combination of two grades of "D" or lower in a science or math course will be notified, in writing, by the department chair that he or she is on probation in the Beverly K. Fine School of the Sciences.

**Final Probation:** The student who earns any combination of three grades of "D" or lower in a science or math course will be notified, in writing, by the department chair that he or she is on final probation in the Beverly K. Fine School of the Sciences.

**Dismissal:** If a fourth grade of "D" or lower in any science or math course is earned, the student will be notified, in writing, by the department chair that he or she is dismissed from the major.

### Requirements

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

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

**Major Requirements:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIO 113</td>
<td>General Biology I: Cell Biology and Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 113L</td>
<td>General Biology I Laboratory: Cell Biology and Genetics</td>
<td>1</td>
</tr>
<tr>
<td>BIO 230</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOCH 327</td>
<td>Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>BIOCH 345L</td>
<td>Integrative Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>BIOCH 427</td>
<td>Advanced Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 115</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 115L</td>
<td>General Chemistry I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 116</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 116L</td>
<td>General Chemistry II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 210</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 210L</td>
<td>Organic Chemistry I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 211L</td>
<td>Organic Chemistry II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 213</td>
<td>Digital Information Literacy for Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 313</td>
<td>Career Connections in Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 210</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 215</td>
<td>General Physics I with Calculus</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 211L</td>
<td>General Physics II with Calculus</td>
<td>4</td>
</tr>
<tr>
<td>SCI 215</td>
<td>Writing in the Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective courses Group 1**

Select two from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 310</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Molecular Genetics</td>
</tr>
<tr>
<td>CHEM 430</td>
<td>Physical Chemistry</td>
</tr>
</tbody>
</table>

**Elective courses Group 2**

Select three from the following list (one must be CHEM, one must be BIO and at least two of the courses must be at the 300 level or higher):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 203</td>
<td>Microbiology</td>
</tr>
<tr>
<td>BIO 310</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>BIO 313</td>
<td>Virology</td>
</tr>
<tr>
<td>BIO 322</td>
<td>Human Physiology</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Molecular Genetics</td>
</tr>
<tr>
<td>BIO 335</td>
<td>Immunology</td>
</tr>
<tr>
<td>BIO 362</td>
<td>Independent Research Experience in Biology</td>
</tr>
<tr>
<td>BIO 365</td>
<td>Independent Laboratory Research in Biology</td>
</tr>
<tr>
<td>BIO 425</td>
<td>Mammalian Nutrition</td>
</tr>
<tr>
<td>BIOCH 362</td>
<td>Independent Research Experience in Biochemistry</td>
</tr>
<tr>
<td>BIOCH 365</td>
<td>Independent Laboratory Research in Biochemistry</td>
</tr>
<tr>
<td>CHEM 206</td>
<td>Herbal Medicines and Remedies</td>
</tr>
<tr>
<td>CHEM 221</td>
<td>Inorganic Chemistry</td>
</tr>
<tr>
<td>CHEM 310</td>
<td>Analytical Chemistry</td>
</tr>
<tr>
<td>CHEM 330</td>
<td>Advanced Organic Chemistry</td>
</tr>
<tr>
<td>CHEM 340</td>
<td>Medicinal and Drug Chemistry</td>
</tr>
<tr>
<td>CHEM 346L</td>
<td>Integrative Laboratory II</td>
</tr>
<tr>
<td>CHEM 362</td>
<td>Independent Research Experience in Chemistry</td>
</tr>
<tr>
<td>CHEM 365</td>
<td>Independent Laboratory Research in Chemistry</td>
</tr>
<tr>
<td>CHEM 410</td>
<td>Instrumental Analysis</td>
</tr>
<tr>
<td>CHEM 430</td>
<td>Physical Chemistry</td>
</tr>
<tr>
<td>CHEM 431</td>
<td>Physical Chemistry: Quantum Mechanics</td>
</tr>
<tr>
<td>CHEM 432</td>
<td>Physical Chemistry: Thermodynamics</td>
</tr>
<tr>
<td>BIO 310, 330, 430</td>
<td>if not used as a group 1 elective</td>
</tr>
</tbody>
</table>
Suggested Course Sequence

A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog)

Minor in Biochemistry

A minor in biochemistry is not available.

Other Options

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

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

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

Course Descriptions

See Biochemistry Course Descriptions (p. 131)

Biology

Beverly K. Fine School of the Sciences
Department of Biological Sciences
Chair: Wendy L. Kimber, Ph.D.

Description

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

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

Objectives

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

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

Policies

Students must earn a minimum GPA of 2.00 in the major. The lowest acceptable grade is a "C" in all courses listed in the catalog under “Program Requirements” for the major, including both courses in the major and SEE courses required by the major. No student, regardless of major, will be permitted to take a science or math course unless he/she earns a grade of ‘C’ or better in all prerequisite courses.

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

**Probation:** The student who earns any combination of two grades of “D” or lower in a science or math course will be notified, in writing, by the department chair that he or she is on probation in the Beverly K. Fine School of the Sciences.

**Final Probation:** The student who earns any combination of three grades of “D” or lower in a science or math course will be notified, in writing, by the department chair that he or she is on final probation in the Beverly K. Fine School of the Sciences.

**Dismissal:** If a fourth grade of "D" or lower in any science or math course is earned, the student will be notified, in writing, by the department chair that he or she has been dismissed from the major.

Requirements

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

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

**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIO 113</td>
<td>General Biology I: Cell Biology and Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 113L</td>
<td>General Biology I Laboratory: Cell Biology and Genetics OR</td>
<td>1</td>
</tr>
<tr>
<td>BIO 113HL</td>
<td>Honors - General Biology I Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>
Options

Complete one of the following senior capstone options.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 114</td>
<td>General Biology II: Structure and Function of Organisms</td>
<td>3</td>
</tr>
<tr>
<td>BIO 114L</td>
<td>General Biology II Laboratory: Structure and Function of Organisms</td>
<td>1</td>
</tr>
<tr>
<td>BIO 115</td>
<td>General Biology III: Ecology and Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIO 115L</td>
<td>General Biology III Laboratory: Ecology and Evolution</td>
<td>1</td>
</tr>
<tr>
<td>BIO 218</td>
<td>Career Connections in the Life Sciences</td>
<td>1</td>
</tr>
<tr>
<td>BIO 230</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 235L</td>
<td>Diversity of Life</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 115</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 115L</td>
<td>General Chemistry I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 115S</td>
<td>General Chemistry I SoLVE</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 116</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 116L</td>
<td>General Chemistry II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 116S</td>
<td>General Chemistry II SoLVE</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 210</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 210L</td>
<td>Organic Chemistry I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MATH 136</td>
<td>Introduction to Statistics</td>
<td>4</td>
</tr>
<tr>
<td>SCI 215</td>
<td>Writing in the Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

Biology Electives (take 6 electives)

Take six courses from the following courses listed below according to the following criteria:

- A minimum of three courses at the 300 or 400 level
- A minimum of three lab courses
- A maximum of two courses with the BIOCH, or ENV designation
- A maximum of one research course from BIO 362, BIO 365, BIOCH 362, BIOCH 365, ENV 362, ENV 365

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

Students can take either BIO 217 or BIOCH 327 but not both. Students can take BIO 322 or BIO 326 but not both.

Complete one of the following senior capstone options.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 450</td>
<td>Senior Research Capstone</td>
<td>5</td>
</tr>
<tr>
<td>BIO 455</td>
<td>Senior Internship Capstone</td>
<td>5</td>
</tr>
<tr>
<td>BIO 460</td>
<td>Senior Research Capstone</td>
<td>9</td>
</tr>
<tr>
<td>BIO 460H</td>
<td>Honors - Senior Research Capstone</td>
<td>9</td>
</tr>
<tr>
<td>BIO 465</td>
<td>Senior Internship Capstone</td>
<td>9</td>
</tr>
<tr>
<td>BIO 465H</td>
<td>Honors - Senior Internship Capstone</td>
<td>9</td>
</tr>
</tbody>
</table>

Suggested Course Sequence

A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog)

Minor in Biology

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

Courses ineligible for the biology minor include:

- BIO 104 The Human Body and Contemporary Health Issues

Please see the Chair of the Department of Biological Sciences for further information regarding this minor.

General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

Other Options

Biology Department Honors Requirements:

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

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

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

- A science GPA of 3.50 or higher at the time of graduation

BS/MFS Option: The BS/MFS option is available for students majoring in biology who wish to combine their bachelor’s coursework with work toward a Stevenson University master’s degree in forensic science. Students choosing this option may earn their master’s degrees in as little as one year after their bachelor’s degree. Interested students must formally apply for entrance into this BS/MFS option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their undergraduate and graduate advisors. Please see the Forensic Science section of this catalog for more information.
**BS/MAT Option:** The BS/MAT option is available for students majoring in biology who wish to combine their bachelor’s coursework with work toward a Stevenson University master’s degree in teaching. Please see Additional Enrollment Options (p. 29) in the Admissions (p. 24) section of this catalog for more information.

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

**Course Descriptions**  
See Biology Course Descriptions (p. 128).

**Business Administration**  
Brown School of Business and Leadership  
Department of Business Administration  
Department Chair: Zamira Simkins, Ph.D.

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

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

1. Demonstrate knowledge of the functional areas of business affecting the conduct and structure of business organizations.
2. Formulate business solutions, both independently and in teams.
3. Communicate business information to specific audiences in varied formats. Critique ethical issues and practices that affect business in domestic and global environments.
4. Demonstrate professional competencies related to contemporary business careers.

**Entrepreneurship Track Description**  
The entrepreneurship track option is designed for students who wish to:

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

**Entrepreneurship Track Objectives**  
Upon completion of the entrepreneurship track, graduates will be able to:

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

**Finance Track Description**  
The Finance Track is designed for students who wish to:

- Enhance their knowledge of the financial aspects of business practices, personal investments, and governmental policies and procedures.
- Learn the theories and practices of finance from the perspective of organizational management, the investing community, and the regulatory agencies.
- Articulate how the theories and practices of finance as they relate to the successful operation of a modern organization or to the performance of personal investments.

**Finance Track Objectives**  
Upon completion of the finance track, graduates will be able to:

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

**General Track Description**  
The general track option is designed for students who wish to:

- Explore further knowledge of areas of business to determine job and career possibilities.
- Enhance knowledge in a particular functional business area - ACC, EC, FIN, INBUS, IS, LAW, MGT, MKT, or REA.
- Learn theories and practices of business from the perspective of various organizational practices.
General Track Objectives
Upon completion of the general track, graduates will be able to:

1. Apply models and fundamental principles to areas of business practices that support a wide variety of organizations.
2. Utilize specific area-based tools necessary for responsible decision-making in public, private, and non-profit sector contexts.
3. Identify the requirements for specific business-related responsibilities needed in a changing employment environment.
4. Explain applied functions carried out in specific departments of an organization.

Sport Management Track Description
The sport management track option is designed for students who wish to:

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

Sport Management Track Objectives
Upon completion of the sport management track, graduates will be able to:

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

Policies
Students must earn a minimum GPA of 2.00 in the major. The lowest acceptable grade is a "C" in all courses listed in the catalog under “Program Requirements” for the major, including both courses in the major and SEE courses required by the major. No student, regardless of major, will be permitted to advance to the next course in the major without earning a grade of "C" or better in the prerequisite course(s). When a grade below “C” is earned in a major course, the student must repeat that course.

A course may be repeated once without special permission. Business administration majors must apply in writing to the department chair requesting permission to repeat a course 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.

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

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

Major Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ACC 140</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 141</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>EC 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EC 202</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 300</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>INBUS</td>
<td>Any International Business Course</td>
<td>3</td>
</tr>
<tr>
<td>IS 135</td>
<td>MS Office Applications</td>
<td>3</td>
</tr>
<tr>
<td>IS 201</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>IS 260</td>
<td>Presentation Theory and Application</td>
<td>3</td>
</tr>
<tr>
<td>LAW 208</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>MATH 136</td>
<td>Introduction to Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MGT 204</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 210</td>
<td>Business Writing</td>
<td>3</td>
</tr>
<tr>
<td>MGT 308</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MGT 310</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGT 313</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 422</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 430</td>
<td>Business Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MKT 206</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must complete all of the program requirements and one of the following tracks.

Entrepreneurship Track:
All major requirements and the following electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 224</td>
<td>Principles of Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MGT 323</td>
<td>Social Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MGT 324</td>
<td>Entrepreneurial Business Planning</td>
<td>3</td>
</tr>
<tr>
<td>MGT 424</td>
<td>Entrepreneur Development</td>
<td>3</td>
</tr>
<tr>
<td>MKT 330</td>
<td>Strategic Marketing for Entrepreneurs</td>
<td>3</td>
</tr>
</tbody>
</table>

Finance Track:
All major requirements, FIN 417, and four of the following electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 321/EC</td>
<td>Money &amp; Banking</td>
<td>3</td>
</tr>
<tr>
<td>321</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>FIN 416</td>
<td>Investment Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>FIN 425</td>
<td>Principles of Risk Management and Insurance</td>
<td>3</td>
</tr>
<tr>
<td>FIN 435</td>
<td>Applied Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>FIN 450</td>
<td>Business Valuation</td>
<td>3</td>
</tr>
</tbody>
</table>

General Track
All major requirements, and MGT or MKT or FIN 417 and four business electives from the following subject areas: ACC, EC, FIN, INBUS, IS, LAW, MGT, MKT, REA

Sport Management Track
All major requirements, MGT 235, MGT/MKT
417, and three of the following electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 340</td>
<td>Economics of Sports</td>
<td>3</td>
</tr>
<tr>
<td>LAW 345</td>
<td>Sports Law</td>
<td>3</td>
</tr>
<tr>
<td>MGT 335</td>
<td>Management of Sport Enterprises</td>
<td>3</td>
</tr>
<tr>
<td>MKT 315</td>
<td>Sports Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Suggested Course Sequence

A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog).

Minor in Business Administration

A minor in business administration is not available; however, students majoring in other fields who have an interest in business may consider taking a minor in accounting, economics, management, or marketing. Please see an academic advisor for more information. Specific information regarding minor requirements may be found in the Academic Information section of the catalog. General guidelines regarding minors may be found in the Minors (p. 190)section of the catalog.

Other Options

BS/MS Option: The BS/MS option is available for students majoring in business administration who wish to combine their bachelor's coursework with work toward a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested students must formally apply for entrance into a BS/MS option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their undergraduate and graduate advisors. For more information on this program, see the Stevenson University Online Catalog.

Course Descriptions

See International Business Course Descriptions (p. 172)
See Management Course Descriptions (p. 187)
See Marketing Course Descriptions (p. 190)

Business Communication

School of Design
Department of Business Communication
Associate Dean: Nadene Vevea, Ph.D.

Description

The business communication program offers a communication degree with specialized skills and knowledge in business, writing, and design in order to prepare competent communication practitioners. Students majoring in business communication are prepared for a range of career opportunities in positions such as those found in corporate communication, marketing, public relations, and non-profit leadership among others or to enter graduate school. Graduates gain the skills necessary to listen to, appreciate, and empathize with diverse voices and perspectives which enhances their problem-solving abilities and decision-making skills in both the public and private sectors. Communication courses, along with those in business, writing, and design provide a firm foundation for communication practitioners and the adaptable skills and knowledge needed to succeed in an increasingly diverse, expanding, and dynamic workforce. Students learn the core elements of competent communication to work with or on diverse communication and creative problem-solving and decision-making teams found in today's market. Coursework is enhanced and supplemented with practical application in a required internship. Ultimately, graduates of this program are the people who organizations and communities seek to help collaborate and connect with a myriad of individuals and audiences.

Objectives

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

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

Policies

Students must earn a minimum GPA of 2.00 in the major. The lowest acceptable grade is a "C" in all courses listed in the catalog under "Program Requirements" for the major, including both courses in the major and SEE courses required by the major. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C" or better in the prerequisite course(s). When a grade below "C" is earned in a major course, the student must repeat that course.

Requirements

The courses listed below are required for completion of the bachelor’s degree in business communication. Students must also complete the requirements for the Stevenson Educational Experience (SEE).
Specific pre- and co-requisites for each course are listed in the course descriptions.

**Major Requirements:**

**Communication Core Required Courses - (31 credits)**
- CM 101 Public Speaking 3
- CM 115 Interpersonal Communication 3
- CM 205 Communication Ethics 3
- CM 211 Intercultural Communication 3
- CM 255 Small Group Communication 3
- CM 260 Business and Professional Communication 3
- CM 270 New Media Communication 3
- CM 290 Internship Preparation 1
- CM 310 Conflict Resolution and Negotiation 3
- CM 390 Organizational Communication 3
- CM 401 Internship Variable

**Business Core Required Courses - 16 credits**
- MATH 136 Introduction to Statistics 4
- MGT 204 Principles of Management 3
- MKT 311 Consumer Behavior 3
- MKT 336 Integrated Marketing Communication 3

**Design Core Required Courses - 9 credits**
- GDES 125 Fundamentals of Digital Media 3
- GDES 270 Introduction to Corporate Communication Design 3
- PHOTO 141 Basic Digital Photography 3

**Technology Core Requirements - Choose 6 credits from the following.**
- ENG 256 Introduction to Digital Publishing 3
- GDES 208 Web Design I 3
- IS 135 MS Office Applications 3
- IS 260 Presentation Theory and Application 3

**Writing Core Options - Choose 12 credits - ALL classes also serve as approved electives.**
- CM 253/ENG Journalism I 3
- CM 254/ENG Journalism II 3
- CM 303/ENG Feature Writing 3
- CM 304/ENG Magazine Writing and Publishing 3
- CM 305/ENG Journalism Practicum 3
- CM 314/ENG Public Relations Writing 3
- CM 323 Writing for the Web 3
- ENG 224 Introduction to Creative Writing 3
- ENG 324 Creative Writing: Non-Fiction 3

**Program Elective Options - Choose 9 credits**
- CM 120 Human Communication 3
- CM 265 Event Planning and Publicity 3
- CM 275 Principles and Practices of Public Relations 3
- CM 300 Advanced Public Speaking 3
- CM 305/ENG Journalism Practicum 3
- CM 380 The Advertising Campaign 3
- CM 402 Special Topics in Communication 3
- ENG 225 Topics in Creative Writing 3
- ENG 381 Themes in Literature 3
- FMI 101 Cinema I: Storytelling 3
- FMI 102 Cinema II: Continuity 3
- FMI 204 Broadcast Production 3
- MGT 204 Principles of Management 3
- MGT 235 Introduction to Sport Management 3
- MKT 307 Market Research 3
- MKT 315 Sports Marketing 3
- MKT 316 Principles of Negotiation and Sales 3
- MKT 325 International Marketing 3

Other courses as approved by advisor and department chair/coordinator/associate.

**Suggested Course Sequence**
A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog).

**Minor in Business Communication**
A minor in business communication is not available. A minor in communication is available.

**Other Options**
**BS/MS Option:** The BS/MS option is available for students majoring in business communication who wish to combine their bachelor’s coursework with work toward a master’s degree in one of Stevenson’s graduate programs. Students choosing this option may earn their master’s degree in as little as one year after their bachelor’s degree. Interested students must formally apply for entrance into a BS/MS option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their undergraduate and graduate advisors. A master’s degree in communication studies is available. For more information on this program, see the Stevenson University Online Catalog.

**Course Descriptions**
See Business Communications Course Descriptions (p. 140)

**Chemistry**

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

**Description**
Chemistry is one of the three basic areas that form the foundation of all science and is essential for a complete understanding of the physical world. Focusing on the study of matter, the field of chemistry includes a wide...
various of basic areas ranging from the study of atoms, the chemical bond, and basic chemical reactions to the exploration of applied topics, including biochemistry, medicinal and drug chemistry, forensic science, physical and quantum chemistry, and instrumentation.

Stevenson University’s chemistry program, planned in accordance with the requirements of the American Chemical Society (ACS), offers a broad selection of courses for students in chemistry and provides an excellent background for any scientific or technological career. Laboratory work and research are emphasized throughout the curriculum. With modern instrumentation and laboratory facilities, students develop excellent laboratory and analytical skills, preparing them for employment in the chemical industry, graduate study in chemistry, or a career in a variety of professional arenas, including pharmacy, medicine, and dentistry.

**Objectives**

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

1. Apply knowledge of chemical principles to the understanding of the world at a molecular level.
2. Plan, design, safely execute and interpret scientific experiments using the scientific method.
3. Communicate scientific knowledge in clear notebook entries, laboratory reports and oral and poster presentations.
4. Evaluate scientific discovery for its scientific merit and in terms of its ethical, societal and global implications using knowledge of chemical principles.
5. Exhibit behaviors consistent with the professional and ethical standards of the discipline.

**Policies**

Students must earn a minimum GPA of 2.00 in the major. The lowest acceptable grade is a “C” in all courses listed in the catalog under “Program Requirements” for the major, including both courses in the major and SEE courses required by the major. No student, regardless of major, will be permitted to take a science or math course unless he/she earns a grade of “C” or better in all prerequisite courses.

A student may not earn a grade of “D” or lower in any science or math course more than three times during the program. If a fourth grade of “D” 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 “D” or lower in a science or math course will be notified, in writing, by the department chair that he or she is on probation in the Beverly K. Fine School of the Sciences.

**Final Probation:** The student who earns any combination of three grades of “D” or lower in a science or math course will be notified, in writing, by the department chair that he or she is on final probation in the Beverly K. Fine School of the Sciences.

**Dismissal:** If a fourth grade of “D” or lower in any science or math course is earned, the student will be notified, in writing, by the department chair that he or she is dismissed from the major.

**Requirements**

**Major Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYE 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIO 113</td>
<td>General Biology I: Cell Biology and Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 113L</td>
<td>General Biology I Laboratory: Cell Biology and Genetics</td>
<td>1</td>
</tr>
<tr>
<td>BIOCH 332</td>
<td>Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>BIOCH 345L</td>
<td>Integrative Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 115</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 115L</td>
<td>General Chemistry I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 115S</td>
<td>General Chemistry I Laboratory SolVE</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 116</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 116L</td>
<td>General Chemistry II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 116S</td>
<td>General Chemistry II SolVE</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 210</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 210L</td>
<td>Organic Chemistry I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 211L</td>
<td>Organic Chemistry II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 213</td>
<td>Digital Information Literacy for Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 221</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 310</td>
<td>Analytical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 313</td>
<td>Career Connections in Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 346L</td>
<td>Integrative Laboratory II</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 431</td>
<td>Physical Chemistry: Quantum Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 432</td>
<td>Physical Chemistry: Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 221</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 215</td>
<td>General Physics I with Calculus</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 216</td>
<td>General Physics II with Calculus</td>
<td>4</td>
</tr>
<tr>
<td>SCI 215</td>
<td>Writing in the Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

**Senior Capstone Experiences (Select One):**

- CHEM 450, CHEM 460 or CHEM 460H Sr. Research Capstone in Chemistry
- CHEM 455, CHEM 465, or CHEM 465H Sr. Internship Capstone in Chemistry

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

**Chemistry electives**

Select two:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOCH 362</td>
<td>Independent Research Experience in Biochemistry</td>
<td>2</td>
</tr>
<tr>
<td>BIOCH 365</td>
<td>Independent Laboratory Research in Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>BIOCH 427</td>
<td>Advanced Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 203</td>
<td>Environmental Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 206</td>
<td>Herbal Medicines and Remedies</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 330</td>
<td>Advanced Organic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 340</td>
<td>Medicinal and Drug Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 362</td>
<td>Independent Laboratory Research in Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 365</td>
<td>Independent Laboratory Research in Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 410</td>
<td>Instrumental Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>
Suggested Course Sequence

A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog).

Minor in Communication

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

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

Students majoring in business communication may not earn a minor in communication. Please see the chair of the communication programs for more information. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

Other Options

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

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

Course Descriptions

See Chemistry Course Descriptions (p. 133)

Communication

**Minor in Communication**

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

- CM 253/ENG 253 Journalism I
- CM 254/ENG 254 Journalism II

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

**Course Descriptions**

See Business Communications Course Descriptions (p. 140)

**Counseling and Human Services**

School of Humanities and Social Sciences
Department of Counseling and Human Services
Department Chair: John Rosicky, Ph.D.

**Description**

The counseling and human services program is nationally accredited by the Council for Standards in Human Service Education (http://www.cshse.org). 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.

The program equips students to assume careers in human services, working with a broad range of age groups (from infants to seniors) in many different areas, such as administration, business and industry, child welfare, criminal justice and corrections, developmental disabilities, education, gerontology, health care, higher education, and public welfare. The courses also prepare students to further their education in graduate programs such as human services, school counseling, marriage and family therapy, social work, counseling, and related social science disciplines.

The curriculum focuses on theory, research, and application, with field experience as a crucial part of the program. Their coursework gives students a strong background in how individuals and families develop and function. Students also acquire the skills necessary to provide services to people in need. Optional tracks are available in addictions and mental health counseling and child, adolescent, and family services. The courses within the tracks are open to all students who meet the prerequisites.

**Addictions and Mental Health Counseling Track**

The Addictions and Mental Health Counseling Track prepares students to work with clients who have substance abuse or other mental health issues. This option provides the academic work required for certification by the Maryland Board of Professional Counselors and Therapists as a certified associate
counselor-alcohol and drug (CAC-AD). Certification requires additional supervised work experience following graduation.

**Child, Adolescent, and Family Services Track**

This track is for students interested in pursuing careers directly related to children and families. The track emphasizes social services available to support families such as child protective services, adoption and foster care systems, school-based support, and support for families in need. Emphasis is placed on child development, crisis intervention, coping skills, and resiliency.

**Objectives**

Upon completion of the Bachelor of Science in Counseling and Human Services, graduates will be able to:

1. Apply research findings to analyze common problems encountered in the human services field and develop appropriate solutions.
2. Develop individualized professional development goals and objectives, based on comprehensive self-evaluation and feedback from faculty and supervisors.
3. Exhibit consistent professional attitudes and behaviors in applied human services settings.
4. Exhibit culturally sensitive behavior in professional human services settings.
5. Exhibit effective and appropriate interpersonal skills in professional human services settings.
6. Synthesize and appropriately apply key concepts, methods and values in human services to professional situations, independently and with minimal supervision.

**Addictions and Mental Health Counseling Track Objectives**

Upon completion of the addictions and mental health counseling track, graduates will be able to:

- Act in accordance with the ethical principles and practices of the addiction counseling field (as specified for fulfillment of ethics requirement for certification as a Certified Associate Counselor-Alcohol & Drug).
- Apply screening techniques in order to identify level of risk, needs, and strengths in individuals.
- Formulate multidimensional treatment plans.
- Analyze theories of counseling related to addictions and mental health.
- Critique the process of intervention and various options for intervention.
- Demonstrate counseling competencies (including motivational interviewing and multicultural counseling).
- Describe major categories of psychological disorders and criteria for diagnosis, as described in the Diagnostic and Statistical Manual of Mental Disorders.

**Child, Adolescent, and Family Services Track Objectives**

Upon completion of the child, adolescent, and family services track, graduates will be able to:

- Compare and contrast programs within the child welfare system (child protective services, family preservation services, foster care, and adoption).
- Interpret the impact of the legal system on the various aspects of the child welfare system.
- Apply specific strategies for resolving problems and conflicts using effective communication skills.
- Identify stages in physical, cognitive and emotional development in children.
- Apply evidence-based strategies to assist children and youth in coping with life stresses.
- Describe risk, resiliency, and protective factors that help children, youth, and families build capacity to overcome adversity.

**Policies**

Students must earn a minimum GPA of 2.00 in the major, however, in order to advance to the senior practicum, students must earn a cumulative GPA of 2.50. The lowest acceptable grade is a “C” in all courses listed in the catalog under “Program Requirements” for the major, including both courses in the major and SEE courses required by the major. No student, regardless of major, will be permitted to advance to the next course without earning a grade of “C” or better in the prerequisite course(s). When a grade below “C” is earned in a major course, the student must repeat that course.

**Requirements**

The courses listed below are required for completion of the bachelor’s degree in counseling and human services. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

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

**Major Requirements:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>HSR 101</td>
<td>Family Studies</td>
<td>3</td>
</tr>
<tr>
<td>HSR 201</td>
<td>Human Services and Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>HSR 217</td>
<td>Professional Development in Counseling &amp; Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSR 220</td>
<td>Diversity and Cultural Competence in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSR 224</td>
<td>Research Methods and Writing</td>
<td>3</td>
</tr>
<tr>
<td>HSR 270</td>
<td>Psychopharmacology and Addictions</td>
<td>3</td>
</tr>
<tr>
<td>HSR 315/515</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSR 340/540</td>
<td>Administration of Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSR 360</td>
<td>Counseling Strategies for Individuals</td>
<td>3</td>
</tr>
<tr>
<td>HSR 380</td>
<td>Internship in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSR 430</td>
<td>Family Dynamics and Interventions</td>
<td>3</td>
</tr>
<tr>
<td>HSR 440</td>
<td>Practicum in Human Services</td>
<td>9</td>
</tr>
<tr>
<td>HSR 441</td>
<td>Seminar in Human Services</td>
<td>3</td>
</tr>
</tbody>
</table>
Students who do not declare a track must also take 5 focused electives. At least 2 courses must be HSR courses; please see an advisor for the approved list.

Students also have the option of selecting a track in Addictions and Mental Health Counseling or Child, Adolescent, and Family Services.

**Addictions and Mental Health Counseling**

All major requirements and the following track courses:

- HSR 370 Ethics in Counseling 3
- HSR 371 Assessment and Treatment of Addictions 3
- PSY 215 Psychopathology 3
- Two additional focused electives - 6 credits

**Child, Adolescent, and Family Services Track**

All major requirements and the following track courses:

- HSR 275 Services for Children and Youth 3
- PSY 206 Child Development 3
- Two additional focused electives - 6 credits
- and one additional course under development (HSR 262 or HSR 265)

**Suggested Course Sequence**

A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog).

**Minor in Human Services**

The minor in human services requires successful completion of a minimum of six courses and 18 credits with an HSR prefix. Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

**Other Options**

**BS/MS Option:** The BS/MS option is available for students majoring in counseling and human services who wish to combine their bachelor’s coursework with work toward a Stevenson University master’s degree in Healthcare Management or a degree in Community-Based Education and Leadership. Students choosing this option may earn their master’s degree in as little as one year after their bachelor’s degree. Interested students must formally apply for entrance into a BS/MS option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their undergraduate and graduate advisors. For more information on this program see the Stevenson University Online catalog.

**Course Descriptions**

See Counseling and Human Services Course Descriptions (p. 170)

**Criminal Justice**

School of Humanities and Social Sciences
Department of Law and Justice Studies
Department Chair: Hillary Michaud, J.D., CPA

**Description**

The criminal justice program is committed to preparing students through education, research, and public service. The program offers students a state-of-the-art education in criminal justice by providing a comprehensive and critical understanding of the criminal justice system and the society in which it functions.

As part of the School of Humanities and Social Sciences, the program also prepares students for criminal justice careers and postgraduate work as liberal-arts educated, intellectually mature, ethically aware, and culturally sensitive professionals. The program provides students with opportunities to examine critically the broad questions of how justice is administered in American society and globally as well as confront the fundamental issues of criminal justice which they face as professionals and involved citizens.

Students in the program have opportunities to assist faculty engaged in research and scholarship to address local and state issues in criminal justice. In addition, students work in the field and perform internships to prepare for a variety of careers in areas such as law enforcement, corrections, juvenile justice, security, and beyond. The program engages students in discipline-related clubs, activities, events, scholarship showcases, and academic conferences and provides extraordinary experiences through interaction with criminal justice professionals and visits to sites such as prisons and police training facilities. Practitioners throughout the field of criminal justice teach courses in the program, bringing real work experience into the classroom and providing exceptional career preparation and connections for students.

**Objectives**

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

1. Analyze the theories, practices, and policies of the branches of criminal justice including governmental agencies and other institutions of social control.
2. Apply principles of substantive criminal law and procedure to criminal justice practice.
3. Utilize appropriate oral and written communication, critical thinking, and research skills for the criminal justice discipline.
4. Demonstrate ethical decision-making practices while working in the criminal justice field.
5. Apply academic preparation to professional experience in the criminal justice field.
Policies
Students must earn a minimum GPA of 2.00 in the major. The lowest acceptable grade is a "C" in all courses listed in the catalog under "Program Requirements" for the major, including both courses in the major and SEE courses required by the major. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C" or better in the prerequisite course(s). When a grade below a "C" is earned in a major course, the student must repeat that course.

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

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

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

Major Requirements:
- FYS 100 First Year Seminar 1
- CJUS 101 Introduction to Criminal Justice 3
- CJUS 205 Ethics Principles in Criminal Justice 3
- CJUS 210 Writing for Criminal Justice 3
- CJUS 220 Criminal Law and Procedure 3
- CJUS 275 Corrections 3
- CJUS 280 Law Enforcement 3
- CJUS 285 Criminology 3
- CJUS 310 Comparative Criminal Justice Systems 3
- CJUS 380 American Courts and the Criminal Justice System 3
- CJUS 385 Research Methods in Criminal Justice 3
- CJUS 417 Internship 3
- MATH 136 Introduction to Statistics OR 4
- PSY 136 Statistics for the Behavioral and Social Sciences 4
- POSCI 205 State & Local Government 3

Six CJUS elective courses for a total of eighteen credits; at least one course (3 credits) must be taken at the upper level.

Suggested Course Sequence

Suggested Course Sequence 2018-19 Criminal Justice

Minor in Criminal Justice
A minor in criminal justice is available. All course prerequisites must be met to be eligible to take the selected course for a minor. A minor in criminal justice requires a minimum of 6 courses (18 credits) with a CJUS prefix. Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

Other Options
BS/MS Option: The BS/MS option is available for students majoring in criminal justice who wish to combine their bachelor's coursework with work toward a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested students must formally apply for entrance into a BS/MS option in their sophomore year. Once admitted into this program, students develop an educational plan in consultation with their undergraduate and graduate advisors. For more information on this program, see the Stevenson University Online Catalog.

Course Descriptions
See Criminal Justice Course Descriptions (p. 137)

Economics
Brown School of Business and Leadership
Department of Business Administration
Department Chair: Zamira Simkins, Ph.D.
Stevenson University does not currently offer a bachelor's degree in economics; however, business administration majors may select economics courses as a set of five major electives within their program. Enhancing any major course of study, students who select economics courses will be able to acquire a solid grasp of pertinent economic issues. The study of economics enhances critical and analytical thinking skills that will be an asset to any career position and graduate program.

Minor in Economics
A minor in economics is available. Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

Course Descriptions
See Economics Course Descriptions (p. 143)

Education
School of Education
Dean: Deborah Kraft, Ph.D.

Early Childhood Education: Liberal Arts and Technology

Description
Stevenson University offers a bachelor's degree program in early childhood education: liberal arts and technology (pre K – grade 3). Courses in this program provide candidates with the knowledge, skills, and dispositions to be successful early childhood teachers. The curriculum is designed to provide a strong foundation in liberal arts,
mathematics and science, technological competency, and a thorough understanding of child development and its impact on educational practices. The curriculum includes an integration of theory, practice and mentoring, and includes field experiences from the second semester in the program. Candidates complete an internship in a Professional Development School that extends for two consecutive semesters. Candidates who successfully complete this program, including achieving passing scores on Core Academic Skills for Educators (or meeting the requirements for the SAT/ACT options) and Praxis II, are eligible for teacher certification in Maryland and in states with reciprocal agreements with the Maryland State Department of Education. The early childhood program is approved by the Maryland State Department of Education. The School of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

**Objectives**

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

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

**Policies**

Candidates must earn a minimum overall GPA of 2.50 to progress to the sophomore year and a 3.00 to remain in the program. The lowest acceptable grade is a “C” in all courses listed in the catalog under “Program Requirements” for the major, including both courses in the major and SEE courses required by the major.

Admission into the School of Education. Candidates in the early childhood education: liberal arts and technology program formally apply for admission into the School of Education at the end of their second year and must successfully complete specific requirements in order to progress in the program. Incoming freshmen who have successfully completed the 90 credit hour certificate or the Teacher Academy of Maryland (TAM) program through their local high school must present official documentation from the high school prior to registration. Incoming transfer students or students who are changing their major into Early Childhood, Elementary, or Middle School Education are responsible for informing the Dean of the School of Education that they have completed the program and must also present official documentation from the high school.

Criteria for admission into the School include, but are not limited to, the following: 1) achieve passing scores on the Core Academic Skills for Educators or meet the requirements for the SAT/ACT options, 2) earn an overall GPA of 3.00 or above, 3) earn grades of “C” or above in all major courses; and 4) satisfactorily complete all field experiences.

Admission into an Education Internship. Criteria for acceptance into the internship include, but are not limited to, the following: 1) achieve passing scores on the Core Academic Skills for Educators or meet the requirements of the SAT/ACT options, 2) attain an overall GPA of 3.00 or above, 3) earn grades of “C” or better in all major courses, 4) obtain the recommendation of the faculty in the School of Education; and 5) satisfactorily complete all field placements prior to internship. Candidates must also complete a criminal background check. Please see the Unit Assessment Plan: Performance of Candidates on the School of Education website for additional requirements.

**Requirements**

The courses listed below are required for completion of the bachelor’s degree in early childhood education: liberal arts and technology. Candidates must also complete the requirements for the Stevenson Educational Experience (SEE).

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

**Major Requirements:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>FYS 102</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ED 108</td>
<td>Learning Experiences for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ED 108F</td>
<td>Year 1 Field Placement</td>
<td></td>
</tr>
<tr>
<td>ED 202F</td>
<td>Year 2 Field Placement</td>
<td></td>
</tr>
<tr>
<td>ED 203F</td>
<td>Year 2 Field Placement</td>
<td></td>
</tr>
<tr>
<td>ED 205</td>
<td>Year 2 Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ED 230</td>
<td>Processes and Acquisition of Reading</td>
<td>3</td>
</tr>
<tr>
<td>ED 270</td>
<td>Curriculum Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td>ED 271</td>
<td>Principles of Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ED 272</td>
<td>Principles of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 302</td>
<td>Year Three Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>ED 303</td>
<td>Year Three Seminar II</td>
<td></td>
</tr>
<tr>
<td>ED 305F</td>
<td>Year 3 Field Placement</td>
<td></td>
</tr>
<tr>
<td>ED 306F</td>
<td>Year 3 Field Placement</td>
<td></td>
</tr>
<tr>
<td>ED 318</td>
<td>Methods of Teaching</td>
<td>4</td>
</tr>
<tr>
<td>ED 319</td>
<td>Methods of Teaching Science: Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>ED 331</td>
<td>Instruction of Reading</td>
<td>3</td>
</tr>
<tr>
<td>ED 365</td>
<td>Materials for Teaching Reading</td>
<td>3</td>
</tr>
<tr>
<td>ED 410</td>
<td>Assessment for Reading</td>
<td>3</td>
</tr>
<tr>
<td>ED 435</td>
<td>Internship Seminar I</td>
<td>1</td>
</tr>
</tbody>
</table>
ED 436  Internship Seminar II  3  
ED 440  Internship I: Early Childhood  4  
ED 441  Internship II: Early Childhood  12  
ENG 282  Literary Genres: Youth Literature  3  
IS 302  Integrating Technology and Digital Learning in the Classroom  3  
PHIL 420  Philosophy of Education  3  
PSY 206  Child Development  3  
PSY 330  Educational Psychology  3  

**Fine Arts elective**

ART 241  Creative Development in Early Childhood Education (recommended)  

**Social Science elective**

GEO elective (recommended)  

**HIST elective**

Any SEE certified HIST course.  

**MATH electives**

Minimum of 12 credits required - MATH 137, MATH 205, and MATH 206 (recommended)  

**Science electives**

Minimum of 12 credits required - BIO 104 (recommended).  

**Suggested Course Sequence**

A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog).

**Minor in Early Childhood Education: Liberal Arts and Technology**

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

**Course Descriptions**

See Education Course Descriptions (p. 144)  

**Elementary Education: Liberal Arts and Technology**

**Description**

Stevenson University offers a bachelor’s degree program in elementary education: liberal arts and technology (grades 1-6). Courses in this program provide candidates with the knowledge, skills, and dispositions to be successful elementary teachers. The curriculum is designed to provide a strong foundation in liberal arts, mathematics and science, technological competency, and a thorough understanding of child development and its impact on educational practices. The curriculum includes an integration of theory, practice and mentoring, and includes field experiences from the third semester in the program. Candidates complete an internship in a Professional Development School that extends for two consecutive semesters. Candidates who successfully complete this program, including achieving passing scores on Core Academic Skills for Educators (or meeting the requirements of the SAT/ACT options) and Praxis II, are eligible for teacher certification in Maryland and in states with reciprocal agreements with the Maryland State Department of Education. The elementary education: liberal arts and technology program is approved by the Maryland State Department of Education. The School of Education is accredited by the Council for Accreditation of Educator Preparation (CAEP).  

**Objectives**

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

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

**Policies**

Candidates must earn a minimum overall GPA of 2.50 to progress to the sophomore year and a 3.00 to remain in the program. The lowest acceptable grade is a “C” in all courses listed in the catalog under "Program Requirements" for the major, including both courses in the major and SEE courses required by the major.  

**Admission into the School of Education.** Candidates in the elementary education: liberal arts and technology program apply for admission into the School of Education at the end of their second year and must successfully complete specific requirements in order to progress in the program. Incoming freshmen who have successfully completed the 90 credit hour certificate or the Teacher Academy of Maryland (TAM) program through their local high school must present official documentation from the high school to registration. Incoming transfer students or students who are changing their major into Early Childhood, Elementary, or Middle School Education are responsible for informing the Dean of the School of Education that they have completed the program and must also present official documentation from the high school. Criteria for admission into the School include, but are not limited to the following: 1) achieve passing scores on Core Academic Skills for Educators or meet the requirements of the SAT/ACT options, 2) earn an overall GPA of 3.00 or above, 3) earn grades of “C” or above in
all major courses; and 4) satisfactorily complete all field experiences.

Admission into an Education Internship. Criteria for acceptance into the internship include, but are not limited to, the following: 1) achieve passing scores on Core Academic Skills for Educators or meet the requirements of the SAT/ACT options, 2) attain an overall GPA of 3.00 or above, 3) earn grades of “C” or better in all major courses, 4) obtain the recommendation of the faculty in the School of Education; and 5) satisfactorily complete all education field placements prior to internship. Candidates must also complete a criminal background check. Please see the Unit Assessment Plan: Performance of Graduates on the School of Education website for additional requirements.

Requirements

The courses listed below are required for completion of the bachelor’s degree in elementary education: liberal arts and technology. Candidates must also complete the requirements for the Stevenson Educational Experience (SEE).

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

**Major Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 100</td>
<td>First Year Seminar</td>
</tr>
<tr>
<td>FYS 102</td>
<td>First Year Seminar</td>
</tr>
<tr>
<td>ED 202F</td>
<td>Year 2 Field Placement</td>
</tr>
<tr>
<td>ED 203F</td>
<td>Year 2 Field Placement</td>
</tr>
<tr>
<td>ED 205</td>
<td>Year 2 Seminar</td>
</tr>
<tr>
<td>ED 230</td>
<td>Processes and Acquisition of Reading</td>
</tr>
<tr>
<td>ED 270</td>
<td>Curriculum Principles and Practices</td>
</tr>
<tr>
<td>ED 271</td>
<td>Principles of Assessment</td>
</tr>
<tr>
<td>ED 272</td>
<td>Principles of Special Education</td>
</tr>
<tr>
<td>ED 302</td>
<td>Year Three Seminar I</td>
</tr>
<tr>
<td>ED 303</td>
<td>Year Three Seminar II</td>
</tr>
<tr>
<td>ED 305F</td>
<td>Year 3 Field Placement</td>
</tr>
<tr>
<td>ED 306F</td>
<td>Year 3 Field Placement</td>
</tr>
<tr>
<td>ED 321</td>
<td>Methods of Teaching</td>
</tr>
<tr>
<td></td>
<td>Mathematics: Elementary Education</td>
</tr>
<tr>
<td>ED 331</td>
<td>Instruction of Reading</td>
</tr>
<tr>
<td>ED 341</td>
<td>Methods for Teaching English</td>
</tr>
<tr>
<td></td>
<td>Language Arts and Social Studies: Elementary</td>
</tr>
<tr>
<td>ED 342</td>
<td>Methods of Teaching STEM: Elementary</td>
</tr>
<tr>
<td>ED 365</td>
<td>Materials for Teaching Reading</td>
</tr>
<tr>
<td>ED 410</td>
<td>Assessment for Reading</td>
</tr>
<tr>
<td></td>
<td>Instruction</td>
</tr>
<tr>
<td>ED 435</td>
<td>Internship Seminar I</td>
</tr>
<tr>
<td>ED 436</td>
<td>Internship Seminar II</td>
</tr>
<tr>
<td>ED 442</td>
<td>Internship I: Elementary</td>
</tr>
<tr>
<td>ED 443</td>
<td>Internship II: Elementary</td>
</tr>
<tr>
<td>ENG 282</td>
<td>Literary Genres: Youth Literature</td>
</tr>
<tr>
<td>IS 302</td>
<td>Integrating Technology and Digital Learning in the Classroom</td>
</tr>
<tr>
<td>PHIL 420</td>
<td>Philosophy of Education</td>
</tr>
<tr>
<td>PSY 206</td>
<td>Child Development</td>
</tr>
<tr>
<td>PSY 330</td>
<td>Educational Psychology</td>
</tr>
</tbody>
</table>

**Fine Arts elective**

**Social Science elective**

GEO course (recommended)

**HIST elective**

Any SEE certified HIST course.

**MATH electives**

Minimum of 12 credits required - (MATH 137, MATH 205, and MATH 206 recommended)

**Science electives**

Minimum of 12 credits required. (BIO 104 recommended)

Suggested Course Sequence

A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog).

Minor in Elementary Education: Liberal Arts and Technology

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

Course Descriptions

See Education Course Descriptions (p. 144)

Middle School Education: Liberal Arts and Technology

Description

Stevenson University offers a bachelor’s degree program in middle school education: liberal arts and technology (grades 4-9). Candidates complete an area of concentration in either mathematics and science or English language arts and social studies. Courses in both areas of concentration provide candidates with the knowledge, skills, and dispositions to be successful teachers. The curriculum is designed to provide a strong foundation in liberal arts, math and science, technological competency, and a thorough understanding of child and young adolescent development and its impact on educational practices. The sequence of courses is based on an integration of theory and practice, and includes field experiences from the third semester in the program. Candidates complete an internship in a Professional Development School that extends for two consecutive semesters. Candidates who successfully complete either area of concentration, including achieving passing scores on Core Academic Skills for Educators (or meeting the requirements for the SAT/ACT options) and Praxis II, are eligible for teacher certification in Maryland and in states with reciprocal agreements with the Maryland State Department of Education. The middle school education program is approved by the Maryland State Department of Education. The School of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP).
Objectives
Upon completion of the Bachelor of Science in Middle School Education: Liberal Arts and Technology, graduates will be able to:

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

Policies
Students must earn a minimum overall GPA of 2.50 to progress to the sophomore year and a 3.00 to remain in the program. The lowest acceptable grade is a “C” in all courses listed in the catalog under “Program Requirements” for the major, including both courses in the major and SEE courses required by the major.

Admission into the School of Education. Candidates in the middle school education: liberal arts and technology program apply for admission into the School of Education at the end of their second year and must successfully complete specific requirements in order to progress in the programs. Incoming freshmen who have successfully completed the 90 credit hour certificate or the Teacher Academy of Maryland (TAM) program through their local high school must present official documentation from the high school prior to registration. Incoming transfer students or students who are changing their major into Early Childhood, Elementary, or Middle School Education are responsible for informing the Dean of the School of Education that they have completed the program and must also present official documentation from the high school.

Criteria for admission into the School include, but are not limited to, the following: 1) achieve passing scores on Core Academic Skills for Educators or meet the requirements for the SAT/ACT options, 2) earn an overall GPA of 3.00 or above, 3) earn grades of “C” or above in all major courses; and 4) satisfactorily complete all field experiences.

Admission into an Education Internship. Criteria for acceptance into the internship include, but are not limited to, the following: 1) achieve passing scores on Core Academic Skills for Educators or meet the requirements for the SAT/ACT options, 2) attain an overall GPA of 3.00 or above, 3) earn grades of “C” or better in all major courses, 4) obtain the recommendation of the faculty in the School of Education; and 5) satisfactorily complete all education field placements prior to internship. Candidates must also complete a criminal background check. Please see the Unit Assessment Plan: Performance of Candidates on the School of Education website for additional requirements.

Requirements

English Language Arts and Social Studies Area of Concentration

Major Requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>FYS 102</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EC 201</td>
<td>Principles of Macroeconomics or Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ED 202F</td>
<td>Year 2 Field Placement</td>
<td>3</td>
</tr>
<tr>
<td>ED 203F</td>
<td>Year 2 Field Placement</td>
<td>3</td>
</tr>
<tr>
<td>ED 205</td>
<td>Year 2 Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ED 266</td>
<td>Reading in the Content Areas I: Middle School</td>
<td>3</td>
</tr>
<tr>
<td>ED 270</td>
<td>Curriculum Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td>ED 271</td>
<td>Principles of Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ED 272</td>
<td>Principles of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 302</td>
<td>Year Three Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>ED 303</td>
<td>Year Three Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>ED 305F</td>
<td>Year 3 Field Placement</td>
<td>3</td>
</tr>
<tr>
<td>ED 306F</td>
<td>Year 3 Field Placement</td>
<td>3</td>
</tr>
<tr>
<td>ED 362</td>
<td>Methods of Teaching English</td>
<td>3</td>
</tr>
<tr>
<td>ED 363</td>
<td>Methods of Teaching Social Studies: Middle School</td>
<td>3</td>
</tr>
<tr>
<td>ED 367</td>
<td>Reading in the Content Areas II: Middle School</td>
<td>3</td>
</tr>
<tr>
<td>ED 435</td>
<td>Internship Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>ED 436</td>
<td>Internship Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>ED 444</td>
<td>Internship I: Middle School</td>
<td>4</td>
</tr>
<tr>
<td>ED 445</td>
<td>Internship II: Middle School</td>
<td>12</td>
</tr>
<tr>
<td>ENG 282</td>
<td>Literary Genres: Youth Literature</td>
<td>3</td>
</tr>
<tr>
<td>GEO</td>
<td>Geography elective</td>
<td></td>
</tr>
<tr>
<td>IS 302</td>
<td>Integrating Technology and Digital Learning</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 420</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>POSCI</td>
<td>Political Science elective</td>
<td></td>
</tr>
<tr>
<td>PSY 108</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 206</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 330</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Take two SEE certified HIST courses and two additional HIST courses.

Mathematics and Science Area of Concentration

Major Requirements:
Suggested Course Sequence

A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog).

Minor in Middle School Education: Liberal Arts and Technology

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

Course Descriptions

See Education Course Descriptions (p. 144)

English Language and Literature

School of Humanities and Social Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>FYS 102</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIO 113</td>
<td>General Biology I: Cell Biology and Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 113L</td>
<td>General Biology I Laboratory: Cell Biology and Genetics</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 115</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 115L</td>
<td>General Chemistry I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 115SS</td>
<td>General Chemistry I Laboratory SolVE</td>
<td></td>
</tr>
<tr>
<td>ED 202F</td>
<td>Year 2 Field Placement</td>
<td></td>
</tr>
<tr>
<td>ED 203F</td>
<td>Year 2 Field Placement</td>
<td></td>
</tr>
<tr>
<td>ED 205</td>
<td>Year 2 Seminar</td>
<td></td>
</tr>
<tr>
<td>ED 266</td>
<td>Reading in the Content Areas I</td>
<td>3</td>
</tr>
<tr>
<td>ED 270</td>
<td>Curriculum Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td>ED 271</td>
<td>Principles of Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ED 272</td>
<td>Principles of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 302</td>
<td>Year Three Seminar I</td>
<td></td>
</tr>
<tr>
<td>ED 303</td>
<td>Year Three Seminar II</td>
<td></td>
</tr>
<tr>
<td>ED 305F</td>
<td>Year 3 Field Placement</td>
<td></td>
</tr>
<tr>
<td>ED 306F</td>
<td>Year 3 Field Placement</td>
<td></td>
</tr>
<tr>
<td>ED 360</td>
<td>Methods of Teaching Science: Middle School</td>
<td>3</td>
</tr>
<tr>
<td>ED 361</td>
<td>Methods of Teaching Mathematics: Middle School</td>
<td>4</td>
</tr>
<tr>
<td>ED 367</td>
<td>Reading in the Content Areas II: Middle School</td>
<td>3</td>
</tr>
<tr>
<td>ED 435</td>
<td>Internship Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>ED 436</td>
<td>Internship Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>ED 444</td>
<td>Internship I: Middle School</td>
<td>4</td>
</tr>
<tr>
<td>ED 445</td>
<td>Internship II: Middle School</td>
<td>12</td>
</tr>
<tr>
<td>ENG 282</td>
<td>Literary Genres: Youth Literature</td>
<td>3</td>
</tr>
<tr>
<td>IS 302</td>
<td>Integrating Technology and Digital Learning</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 420</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>PSY 108</td>
<td>Human Growth and Development OR</td>
<td>3</td>
</tr>
<tr>
<td>PSY 206</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 330</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Two science electives</td>
<td>Science electives (8 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Four MATH electives - MATH 205 and MATH 206 recommended</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One additional Math or Science elective</td>
<td></td>
</tr>
</tbody>
</table>

Department of English

Department Chair: Laura Smith, Ph.D.

Description

Dedicated to the belief that language and literature form the foundations of our community and culture, the Stevenson University Department of English fulfills its responsibilities to its majors and to the general student population through course offerings that prepare students to read closely, to think critically, to write clearly, and to understand literature as art and as a record of their cultural heritage.

The English language and literature program allows students considerable flexibility in planning their course work and pursuing their career goals. The program possesses four sequences of courses: career development, literature, creative writing, and professional writing and digital studies.

Career Development: The four courses in the career development sequence are required of all English language and literature majors. These classes gradually develop the knowledge and skills essential to incorporating academic experience with career preparation. Students learn how to become self-improving and self-assessing learners capable of creating career goals and making informed academic and career choices based upon those goals.

Literature: The seven courses required in the literature sequence offer far more choice. To learn the critical thinking skills associated with the study and creation of literature, all students must take two specific courses: ENG 230 - Critical Approaches to Literature I and ENG 332 - Critical Approaches to Literature II. The refinement of these skills takes place in the five literature electives that each major chooses based upon his or her career goals and personal preferences.

Creative Writing: Participation in the creative writing sequence is purely voluntary. The eight courses in the sequence offer students the opportunity to develop the critical and creative skills essential to writing poetry, fiction, and/or nonfiction. The sequence begins with an introductory course that exposes students to all three genres. Then, students choose how, or if, they will progress through the study of writing in these three genres. Some may stop after the introductory course; others may focus on a specific genre such as poetry, and others may work in multiple genres.

Professional Writing and Digital Studies: Participation in the professional writing and digital studies sequence is also voluntary. The eight courses in this sequence offer students the opportunity to develop the critical and creative skills essential to a wide range of professional and digital writing industries, including journalism, public relations, and content production. This sequence begins with an introductory course in journalism, ENG 253, or digital publishing, ENG 256. Students then choose how, or if, they will progress through the study of specific print and digital professional writing genre.

The English language and literature program includes four English electives that majors may use to maximize their ability to achieve their career goals. Each student
must decide whether the electives will be used for more literature courses, for creative writing courses, for professional writing or digital studies courses, or for a combination of any of these types of courses.

**Objectives**

Upon completion of the Bachelor of Arts in English Language and Literature, graduates will be able to

1. Solve problems by thinking creatively and critically.
2. Read and interpret texts using critical theory and language arts.
3. Use research resources.
4. Write academic, professional, and/or creative texts.
5. Communicate orally and nonverbally.
6. Negotiate personal values in relation to the values of others.
7. Apply academic preparation to professional and cultural experiences beyond the classroom.
8. Make informed academic and career choices based on self-determined goals.

**Policies**

Students must earn a minimum GPA of 2.00 in the major. The lowest acceptable grade is a “C” in all courses listed in the catalog under “Program Requirements” for the major, including both courses in the major and SEE courses required by the major. No student, regardless of major, will be permitted to advance to the next course without earning a grade of “C” or better in the prerequisite course(s). When a grade below “C” is earned in a major course, the student must repeat that course.

Once students have declared their intention to major in English language and literature, they are required to take all major courses at Stevenson University. Students must complete two semesters in a foreign language at the intermediate level or above. Full-time students interested in languages other than French and Spanish are eligible to participate in the Baltimore Student Exchange Program (BSEP) with area colleges and universities. Contact the Registrar's Office for information on this program.

**Requirements**

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

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

(Note: Some courses may be repeated for credit when focus or topic changes. Check the course descriptions following this section to identify these courses.)

*Required Courses*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ENG 230</td>
<td>Critical Approaches to Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 231</td>
<td>English: Forms and Functions</td>
<td>3</td>
</tr>
<tr>
<td>ENG 331</td>
<td>Design Your Career</td>
<td>3</td>
</tr>
<tr>
<td>ENG 332</td>
<td>Critical Approaches to Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 420</td>
<td>English Capstone: Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

*Four English Electives*

- One course at the 200-level
- One course at the 300-level
- One course at the 400-level
- One course at the 200-level or above

*Five Literature Electives*

- Two courses at the 200-level
- Two courses at the 300-level
- One course at the 400-level

*Foreign Language*

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

**Suggested Course Sequence**

A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog).

**Minor in English Language and Literature**

The minor in English requires successful completion of a minimum of six courses and 18 credits with an ENG prefix at the 200-level or above. Courses ineligible for the English minor include:

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

Students minoring in English are eligible to take courses restricted to the English major if the prerequisites are met. Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

**Course Descriptions**

See English Course Descriptions (p. 148)

**Environmental Science**

Beverly K. Fine School of the Sciences
Department of Biological Sciences
Chair: Wendy L. Kimber, Ph.D.

**Description**

The environmental science program is designed to prepare students to address the integral relationship between humankind and the environment. There is a growing recognition of the impact of humans on organisms, landforms, the atmosphere, and ecosystems. This program will engage students in a study of the principles, methodologies, and practices of the life, physical, and mathematical sciences as they relate to the environment. The foundational concepts of human systems, such as businesses, governments, and communities, and their impact on the environment will also be studied. An emphasis on experiential and lifelong
learning will also prepare graduates to meet the needs of today’s society.

Objectives
Upon completion of the Bachelor of Science in Environmental Science, graduates will be able to:
1. Solve environmental problems by integrating knowledge from the natural and social sciences.
2. Evaluate the effects of humans on the biosphere.
3. Apply field and laboratory research skills and techniques to the investigation of scientific questions.
4. Evaluate environmental issues and advances using scientific literature.
5. Communicate scientific findings in written and oral formats appropriate to the specific audience.
6. Conduct himself or herself in a manner consistent with the professional and ethical standards of the discipline.
7. Practice environmental stewardship.
8. Apply academic preparation to professional experiences outside the classroom.

Policies
Students must earn a minimum GPA of 2.00 in the major. The lowest acceptable grade is a “C” in all courses listed in the catalog under “Program Requirements” for the major, including both courses in the major and SEE courses required by the major. No student, regardless of major, will be permitted to take a science or math course unless he/she earns a grade of “C” or better in all prerequisite courses.

A student may not earn a grade of “D” or lower in any science or math course more than three times during the program. If a fourth grade of “D” or lower is earned in any science or math course, the student will be automatically dismissed from the environmental science major.

Probation: The student who earns any combination of two grades of “D” or lower in a science or math course will be notified, in writing, by the department chair that he or she is on probation in the Beverly K. Fine School of the Sciences.

Final Probation: The student who earns any combination of three grades of “D” or lower in a science or math course will be notified, in writing, by the department chair that he or she is on final probation in the Beverly K. Fine School of the Sciences.

Dismissal: If a fourth grade of “D” or lower in any science or math course is earned, the student will be notified, in writing, by the department chair that he or she has been dismissed from the major.

Requirements
The courses listed below are required for completion of the bachelor’s degree in environmental science. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

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

Major Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIO 113</td>
<td>General Biology I: Cell Biology and Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 113L</td>
<td>General Biology I Laboratory: Cell Biology and Genetics</td>
<td>1</td>
</tr>
<tr>
<td>BIO 114</td>
<td>General Biology II: Structure and Function of Organisms</td>
<td>3</td>
</tr>
<tr>
<td>BIO 114L</td>
<td>General Biology II Laboratory: Structure and Function of Organisms</td>
<td>1</td>
</tr>
<tr>
<td>BIO 115</td>
<td>General Biology III: Ecology and Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIO 218</td>
<td>Career Connections in the Life Sciences</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 115</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 115L</td>
<td>General Chemistry I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 115S</td>
<td>General Chemistry I SoLVE</td>
<td></td>
</tr>
<tr>
<td>CHEM 116</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 116L</td>
<td>General Chemistry II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 116S</td>
<td>General Chemistry II SoLVE</td>
<td></td>
</tr>
<tr>
<td>CHEM 203</td>
<td>Environmental Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 203L</td>
<td>Environmental Chemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ENV 255</td>
<td>Techniques in Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>ENV 275</td>
<td>Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>ENV 285</td>
<td>Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ENV 375</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 136</td>
<td>Introduction to Statistics</td>
<td>4</td>
</tr>
<tr>
<td>SCI 215</td>
<td>Writing in the Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EC 202</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EC 440</td>
<td>Environmental Economics</td>
<td>3</td>
</tr>
<tr>
<td>LAW 375</td>
<td>Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>POSCI 102</td>
<td>American Government: Political Institutions and Procedures</td>
<td>3</td>
</tr>
</tbody>
</table>

Senior Capstone Experience (Select ONE of the six):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 450</td>
<td>Senior Research Capstone</td>
<td>5</td>
</tr>
<tr>
<td>ENV 455</td>
<td>Senior Internship Capstone</td>
<td>5</td>
</tr>
<tr>
<td>ENV 460</td>
<td>Senior Research Capstone</td>
<td>9</td>
</tr>
<tr>
<td>ENV 460H</td>
<td>Honors - Senior Research Capstone</td>
<td>9</td>
</tr>
<tr>
<td>ENV 465</td>
<td>Senior Internship Capstone</td>
<td>9</td>
</tr>
<tr>
<td>ENV 465H</td>
<td>Honors - Senior Internship Capstone</td>
<td>9</td>
</tr>
</tbody>
</table>

Environmental Science Electives:
Take six courses from the following courses listed below
- Three courses must be at the 200-level
- Three courses must be at the 300- or 400-level
- Three courses must be lab courses
- A maximum of two courses with the BIO or CHEM course prefix designator
- ENV 362 and ENV 365 can only be taken once to fulfill a program elective

• A science GPA of 3.50 or higher at the time of graduation

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

Course Descriptions
See Environmental Science Course Descriptions (p. 152)

Fashion Design
School of Design
Department of Fashion Design and Merchandising
Chair: Forest Bell, M.S.

Description
The Fashion Design degree curriculum synthesizes the individual esthetic of the designer with an understanding of the market, historical context of fashion and costume, consumer psychology, materials, and techniques of apparel construction.

The major’s curriculum focus is primarily on studio work and other discipline-specific course work central to its mission of developing the student’s individual design voice and vision while developing their potential as practicing technical fashion design professionals.

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

1. Integrate the skills, theories, research and problem-solving methodologies, and behaviors of a practicing fashion design professional.

2. Construct comprehensive design strategies considering sustainability in global, environmental, social and economic contexts.

3. Formulate a personal design ideology considering historical, cultural, and social relevance/contexts.

4. Synthesize design concepts employing areas of trend analysis, merchandising, consumer psychology, retailing, and materials to create strategically-targeted designs.

5. Use appropriate industry terminology in the critique of fashion concepts and designs.

6. Assemble a collection of finished fashion work for a defined audience demonstrating the application of industry knowledge and experience.

Policies
Students must earn a minimum GPA of 2.00 in the major. The lowest acceptable grade is a "C" in all courses listed in the catalog under "Program Requirements" for the major, including both courses in the major and SEE courses required by the major. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C" or better in the

Suggested Course Sequence
A suggested course sequence can be found in the online catalog. http://www.stevenson.edu/academics/catalog

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

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

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

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

Other Options
Biology Department Honors Requirements: Eligible students majoring in environmental science may elect to pursue honors within the Department of Biological Sciences. The intention to pursue biology department honors must be declared no later than the end of the first semester of the junior year. To declare the intention to pursue departmental honors, a student must have earned a science GPA of 3.50 or higher.

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

• Completion of a 400-level capstone experience with a grade of “B” or better
• Completion of BIO 440 Seminar Topics in Biology with a grade of “B” or better
• Completion of an Honors Contract Project in an upper-level biology or environmental science course. A grade of “B” or better must be earned in the course in which an Honors Contract Project is completed. The student must submit a contract project proposal to be approved by department faculty before beginning the project. The final project must be approved by department faculty in order to receive honors credit.
prerequisite course(s). When a grade below "C" is earned in a major course, the student must repeat that course.

Requirements

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

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

**Major Requirements:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ART 110</td>
<td>Fundamentals of Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART 113</td>
<td>Fundamentals of Design II</td>
<td>3</td>
</tr>
<tr>
<td>ART 116</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 117</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>FDES 101</td>
<td>Construction Fundamentals</td>
<td>1</td>
</tr>
<tr>
<td>FDES 200</td>
<td>Textiles</td>
<td>3</td>
</tr>
<tr>
<td>FDES 201</td>
<td>Fashion Design I</td>
<td>3</td>
</tr>
<tr>
<td>FDES 202</td>
<td>Fundamentals of Draping</td>
<td>3</td>
</tr>
<tr>
<td>FDES 203</td>
<td>Garment Construction Studio</td>
<td>3</td>
</tr>
<tr>
<td>FDES 205</td>
<td>Computer-Aided Pattern Design I</td>
<td>3</td>
</tr>
<tr>
<td>FDES 210</td>
<td>Fashion Illustration</td>
<td>3</td>
</tr>
<tr>
<td>FDES 274</td>
<td>History of Fashion</td>
<td>3</td>
</tr>
<tr>
<td>FDES 290</td>
<td>Internship Preparation</td>
<td>1</td>
</tr>
<tr>
<td>GDES 125</td>
<td>Fundamentals of Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>MGT 210</td>
<td>Business Writing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 206</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Suggested Course Sequence**

A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog).

**Minor in Fashion Design**

The minor in fashion design requires successful completion of a minimum of six courses and 18 credits with a FDES course prefix designator. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see an academic advisor for more information. General information regarding minor requirements may be found in the Minors (p. 48) section of the catalog.

**Course Descriptions**

See Fashion Design Course Descriptions (p. 155)

**Fashion Merchandising**

School of Design
Department of Fashion Design and Merchandising
Chair: Forest Bell, M.S.

**Description**

The fashion merchandising program is designed to provide majors in the program with an understanding of merchandising as it relates to the apparel and retail industries. The focus is on the business and marketing aspects of merchandising, particularly how the production, distribution, and promotion of goods and services in fashion and retail are developed and delivered to the consumers. International emphasis on the industry is provided as there is an increased blending of apparel manufacturing, distribution, and retail from a global framework.

Graduating students can expect to find employment in such positions as fashion and retail planning, buyers, visual merchandising, fashion and retail promotion, product managers, and retail store management.

**Objectives**

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

1. Analyze, develop, construct, and execute effective marketing strategies for a specific fashion or retail operation.
2. Demonstrate a thorough understanding of consumer behavior and choose appropriate professional techniques in the display and sales of fashion and retail goods.
3. Identify and interpret style and retail trends as they relate to fashion and retail cycles as well as targeted consumer markets.
4. Interpret, assess, and respond to economic and market factors that affect consumer fashion and retail demand.
5. Select appropriate solutions utilizing a working knowledge of specific areas of domestic and international marketing, management, and law as they relate to the business operations of fashion and retail merchandising.
6. Employ sophisticated personal communication and technology skills to enhance job effectiveness.

**Policies**

Students must earn a minimum GPA of 2.50 in the major. The lowest acceptable grade is a "C" in all courses listed in the catalog under "Program Requirements" for the major, including both courses in the major and SEE courses required by the major. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C" or better in the
prerequisite course(s). When a grade below "C" is earned in a major course, the student must repeat that course. A course may be repeated once without special permission. Those who do not successfully complete a major course with a grade of "C" or better after a third attempt will not be allowed to continue in the fashion merchandising program.

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

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

Major Requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ACC 215</td>
<td>Survey of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>EC 202</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FDES 200</td>
<td>Textiles</td>
<td>3</td>
</tr>
<tr>
<td>FDES 274</td>
<td>History of Fashion</td>
<td>3</td>
</tr>
<tr>
<td>FMER 220</td>
<td>Fashion and Culture</td>
<td>3</td>
</tr>
<tr>
<td>FMER 223</td>
<td>The Business of Fashion</td>
<td>3</td>
</tr>
<tr>
<td>FMER 290/FDES 290</td>
<td>Internship Preparation</td>
<td>1</td>
</tr>
<tr>
<td>FMER 315</td>
<td>Writing for Fashion</td>
<td>3</td>
</tr>
<tr>
<td>FMER 320</td>
<td>Fashion Retailing</td>
<td>3</td>
</tr>
<tr>
<td>FMER 323</td>
<td>Fashion Product Merchandising</td>
<td>3</td>
</tr>
<tr>
<td>FMER 340</td>
<td>Merchandise Sourcing and Logistics</td>
<td>3</td>
</tr>
<tr>
<td>FMER 360</td>
<td>Visual Merchandising</td>
<td>3</td>
</tr>
<tr>
<td>FMER 390/FDES 390</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>FMER 430</td>
<td>Current Topics in Fashion</td>
<td>3</td>
</tr>
<tr>
<td>FDES 470</td>
<td>Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>FMER 470</td>
<td>Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>GDES 125</td>
<td>Fundamentals of Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>INBUS 325/MKT 325</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>IS 135</td>
<td>MS Office Applications</td>
<td>3</td>
</tr>
<tr>
<td>LAW 208</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>MGT 204</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 210</td>
<td>Business Writing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 206</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 311</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKT 336</td>
<td>Integrated Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Suggested Course Sequence
A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog)

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

The minor in fashion merchandising requires successful completion of a minimum of six courses and 18 credits with a FMER prefix, which focus on fashion and culture, fashion retailing, product merchandising, and fashion communication. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

Course Descriptions
See Fashion Merchandising Course Descriptions (p. 158)

Film and Moving Image
School of Design
Department of Film and Moving Image
Department Chair: Christopher Llewellyn Reed, M.F.A.

Description
The Department of Film & Moving Image educates its students to be adaptable lifelong artists, craftspeople, and learners who are capable of maintaining focus, resilience, self-control, and motivation through both success and failure. Graduates must be able to navigate the ever-changing technological landscape while developing and maintaining an original and personal aesthetic vision and be able to effectively communicate this vision to others. The Department focuses on teaching a wide array of equipment and software to complement its commitment to teaching film and moving image theory, history and technique. Graduates of the Department emerge as flexible and capable practitioners of filmmaking – be it on film, digital media, or the next emerging format – who can work both alone as self-starters or collaboratively in groups, and be directors, writers, producers, cinematographers, editors, motion graphics artists, sound designers, some combination of all of these or a specialist of their own design.

Film & Moving Image students demonstrate the skills acquired in their chosen area of expertise by creating, beginning in their second year, a portfolio of work for distribution to a variety of current media outlets, and in their final year, a capstone project.

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

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

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

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

**Producing/Writing Track Objectives**

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

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

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

**Cinematography/Editing Track Objectives**

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

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

1. Operate professional cameras with proficiency.
2. Demonstrate the ability to capture moving images in studio and field environments using both ambient and artificial light.
3. Produce professional-quality moving-image content using current editing and motion-graphics software.
4. Use professional and artistic techniques to capture moving images when presenting, discussing and critiquing their work.
5. Work independently and/or as part of a crew to achieve clearly articulated artistic outcomes.

**Policies**

Students must earn a minimum GPA of 2.00 in the major. The lowest acceptable grade is a "C" in all courses listed in the catalog under “Program Requirements” for the major, including both courses in the major and SEE courses required by the major. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C" or better in the prerequisite course(s). When a grade below "C" is earned in a major course, the student must repeat that course.

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

**Requirements**

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

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

**Major Requirements (all students):**

- FYS 100 First Year Seminar 1
- FMI 101 Cinema I: Storytelling 3
- FMI 102 Cinema II: Continuity 3
- FMI 201 Cinematography I: Black & White 3
- FMI 202 Cinematography II: Color 3
- FMI 204 Broadcast Production 3
- FMI 211 Basic Screenwriting 3
- FMI 221 Art and Craft of Editing I 3
- FMI 222 Art and Craft of Editing II 3
- FMI 231 Film and Moving Image History 3
- FMI 290 Internship Preparation 1
- FMI 301 Documentary/Promo Production 3
- FMI 302 Narrative Production 3
- FMI 304 Directing the Actor 3
- FMI 331 Major Directors/Movements 3
- FMI 334 Film Aesthetics 3
- FMI 390 Internship 3
- FMI 401 Senior Project: Pre-Production 3
- FMI 402 Senior Project: Production 3
- FMI 441 Sound Design 3
- GDES 125 Fundamentals of Digital Media 3

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

**Cinematography/Editing Track - 15 credits**

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

**Producing/Writing Track - 15 credits**

- FMI 311 Advanced Screenwriting 3
- FMI 313 Script Analysis 3
- FMI 352 Grant Writing 3
- FMI 355 The Business of Filmmaking 3
- FMI 431 Film Distribution and Intellectual Property 3
Suggested Course Sequence
A suggested course sequence can be found in the online catalog. http://www.stevenson.edu/academics/catalog.

Minor in Film and Moving Image
The minor in film and moving image requires successful completion of a minimum of six courses and 18 credits with a FMI prefix. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

Course Descriptions
See Film and Moving Image Course Descriptions (p. 159)

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

Description
Stevenson University offers two program options in the study of forensic science. One option is a BS/MFS program where students can earn a bachelor’s degree in biochemistry, biology, or chemistry in four years and a master’s degree in forensic science in as little as one additional year. For additional information regarding the B.S. degree in biochemistry, biology, or chemistry, please see the biochemistry, biology, or chemistry sections of this catalog. The other option is a two-year master’s degree program, which is described more fully in the Stevenson University Online Catalog and on the Stevenson website at stevenson.edu.

Forensic science is an interdisciplinary and applied course of study which plays a crucial role in the legal justice system. Advances in instrumentation and technology have opened up new approaches to solving crime, and the need for individuals trained in both science and the law is growing. Graduates of our program will be prepared for employment in local, state or federal government crime laboratories, forensics laboratories, DNA testing facilities, industry, and continued study at the doctoral level.

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

- Completion of Organic Chemistry II (CHEM 211 and 211L) and enrollment in a minimum of one 300 or 400 level science course
- Submission of a completed BS/MFS Program Application, including three letters of recommendation, prior to October 1 and March 1

Once accepted into the program, the undergraduate student may take up to 18 graduate credits beginning in the spring of his or her junior year.

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

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

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

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

Elective courses Group 1
Select two from the following list: (Students interested in the chemistry track must choose CHEM 430; students interested in the biology track must choose BIO 310 or BIO 330). BIO 310, BIO 330, CHEM 430: if not used as a group 1 elective.

**Elective courses Group 2**
Select three from the following list:
(One must be CHEM, one must be BIO and at least two of the courses must be at the 300 level or higher; advisors help students choose electives based on the desired graduate track):

- BIO 203 Microbiology
- BIO 255 Techniques in Molecular Biology
- BIO 310 Cell Biology
- BIO 330 Molecular Genetics
- BIO 335 Immunology
- BIO 362 Independent Research Experience in Biology
- BIO 365 Independent Laboratory Research in Biology
- BIOCH 362 Independent Research Experience in Biochemistry
- BIOCH 365 Independent Laboratory Research in Biochemistry
- CHEM 221 Inorganic Chemistry
- CHEM 310 Analytical Chemistry
- CHEM 330 Advanced Organic Chemistry
- CHEM 340 Medicinal and Drug Chemistry
- CHEM 362 Independent Laboratory Research in Chemistry
- CHEM 365 Independent Laboratory Research in Chemistry
- CHEM 410 Instrumental Analysis
- CHEM 430 Physical Chemistry
- CHEM 431 Physical Chemistry: Quantum Mechanics
- CHEM 432 Physical Chemistry: Thermodynamics

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

**Option in Biology Requirements**
The courses listed below are required for completion of the bachelor’s degree in biology and for entry into the biology track of the master’s in forensic sciences program. Students must also complete the requirements for the Stevenson Educational Experience (SEE).
Specific pre- and co-requisites for each course are listed in the course descriptions.

**Major Requirements:**
- FYS 100 First Year Seminar
- SCI 215 Writing in the Sciences
- BIO 113 General Biology I: Cell Biology and Genetics
- BIO 113L General Biology I Laboratory: Cell Biology and Genetics
- BIO 114 General Biology II: Structure and Function of Organisms

**Elective Courses Group 1**
Select three 200-level biology courses (one must be BIO 255).

**Elective Courses Group 2**
Select two additional biology courses.

**Elective Courses Group 3**
Select four additional 300- or 400-level biology courses.

**Option in Chemistry Requirements**
The courses listed below are required for completion of the bachelor’s degree in chemistry and for entry into the chemistry track of the master’s in forensic sciences program. Students must also complete the requirements for the Stevenson Educational Experience (SEE).
Specific pre- and co-requisites for each course are listed in the course descriptions.

**Major Requirements:**
- FYS 100 First Year Seminar
- ART 540 Crime Scene Photography
- BIO 113 General Biology I: Cell Biology and Genetics
- BIO 113L General Biology I Laboratory: Cell Biology and Genetics
- BIOCH 327 Biochemistry
- BIOCH 345L Integrative Laboratory I
- CHEM 115 General Chemistry I
- CHEM 115L General Chemistry I Laboratory
- CHEM 116 General Chemistry II
- CHEM 116L General Chemistry II Laboratory

**Elective Courses Group 1**
Select three 200-level chemistry courses (one must be CHEM 430).

**Elective Courses Group 2**
Select two additional chemistry courses.

**Elective Courses Group 3**
Select four additional 300- or 400-level chemistry courses.
CHEM 210  Organic Chemistry I  3
CHEM 210L Organic Chemistry I Laboratory  1
CHEM 211  Organic Chemistry II  3
CHEM 211L Organic Chemistry II Laboratory  1
CHEM 213  Digital Information Literacy for Chemistry  1
CHEM 221  Inorganic Chemistry  3
CHEM 310  Analytical Chemistry  3
CHEM 313  Career Connections in Chemistry  1
CHEM 410  Instrumental Analysis  4
CHEM 431  Physical Chemistry: Quantum Mechanics  3
CHEM 432  Physical Chemistry: Thermodynamics  3
FSCI 101  Survey of Forensic Sciences  3
FSCI 400  Senior Forensic Sciences Seminar  3
FSCI 655  Practicum Rotations  3
MATH 220  Calculus I  4
MATH 221  Calculus II  4
MATH 136  Introduction to Statistics  4
PHIL 415  Professional Ethics  3
PHYS 215  General Physics I with Calculus  4
PHYS 216  General Physics II with Calculus  4
PSY 101  Introduction to Psychology  3
SCI 215  Writing in the Sciences  3

One CHEM elective selected from the following list:
- BIOCH 427  Advanced Biochemistry  3
- CHEM 203  Environmental Chemistry  3
- CHEM 330  Advanced Organic Chemistry  4
- CHEM 340  Medicinal and Drug Chemistry  3
- CHEM 362  Independent Laboratory Research in Chemistry  2
- CHEM 365  Independent Laboratory Research in Chemistry  3

Minor in Forensic Sciences
A minor in forensic sciences is not available.

Other Options
Master’s of Forensic Sciences
Students who wish to enter the master’s program in forensic sciences must have a bachelor’s degree in biology, chemistry or other equivalent natural sciences or forensic sciences. Candidates must meet specific course requirements and prerequisites. For further details, please see the Stevenson University Online Catalog or visit the Stevenson website stevenson.edu.

Course Descriptions
See Forensic Sciences Course Descriptions (p. 163)

Graphic Design

School of Design
Department of Art and Graphic Design
Department Chair: George Moore, M.F.A.

Description
The Department of Art and Graphic Design within the School of Design grants a B.S. or B.A. degree in graphic design. This major is designed to prepare students for professional practice and graduate study in graphic design, advertising, marketing communications, electronic or print publishing, web and interactive design, digital imaging, motion graphics, or related fields. The program comprises five sequences of courses: materials and methods, art history and visual culture, digital design, communication design, and career development.

Materials and Methods: These seven courses develop students’ skills in the creation of visual forms. Five required foundation courses foster the development of design, drawing, composing, and problem-solving capabilities while building material and technical skills. Upon completion, students elect two additional courses to expand their material knowledge and capabilities based on career goals and personal preference.

Art History and Visual Culture: These three courses develop students’ abilities to research, think, and write critically about art history and visual culture. The first course in the sequence, Introduction to Art History, is required and offers a thematic overview of art history. Next, students select a survey course that is more specific in its focus to promote greater depth of research and critical analysis. Finally, students select a third course, which enables them to investigate a historical topic in depth.

Digital Design: These four courses build students’ technical skills in designing for print and electronic media. Emphasis is on both developing proficiency in industry-standard tools and learning the theories and standards that underlie their functionality. Students are expected to apply and build upon their technical knowledge in concurrent and subsequent design coursework.

Communication Design: These eight courses provide students with the opportunity to develop design problem solving in progressively challenging contexts working across media. The first two required communication design studio courses develop the creative and critical thinking process known as “design thinking,” while the third course emphasizes the development of carefully crafted and produced prototypes that result from this process. Two required typography courses build essential skills in using type to enhance communication. Following these courses, each student has the opportunity to select two studio electives that provide real-world and case study problems and emphasize the development of portfolio-quality solutions. The sequence culminates with a capstone course where students conceive and produce a significant senior project. Upon completion of the communication design sequence, students will exhibit selected works.

Career Development: These eight required career development milestones engage students in the process in the first year. The first-year seminar course introduces career possibilities. The second-year internship preparation course enables students to explore career goals further while developing a basic portfolio and preparing to find an internship. While the required internship provides students with hands-on professional experience, the portfolio development course allows students to create professional presentations for entry
into the visual communication design field. Students participate in portfolio reviews. At the end of the first and second year, faculty review portfolios. In the third and fourth year, Art and Graphic Design Advisory Board members review portfolios.

**Interactive Design Track**

The interactive design track within the graphic design major provides students with a solid foundation and in-depth experience in the theory and practice of producing design solutions for a variety of interactive media platforms including Web, social media, mobile devices, tablets, and emerging interaction technologies. Special emphasis is placed on effective information architecture, user interface, and user experience design, as well as the aesthetic role of quality universal design that impacts visual perception and choice in interactive digital environments.

The interactive design track prepares future professionals by exposing them to contemporary and historic visual contexts, real-world projects, and industry-standard software and technologies. Graduates may pursue careers in a range of areas including web design and development, mobile and responsive design, social media strategy, multimedia and streaming media production, electronic publishing, digital prototyping and imaging, online advertising, interactive motion graphics, mobile applications and game design, and other interaction design related fields.

**Motion Graphics Track**

The visual communication motion graphics track provides students who are interested in design, animation, and video with a solid foundation in the theory and practice of producing motion graphic design. Motion graphics are visible daily on television, movie screens, the Internet, mobile devices, and location-specific displays. This track prepares future graduates by exposing them to historical contexts, real-world projects, and industry-standard tools (software and equipment). Extra attention is devoted to narrative and visual communication structure through systems of sequence and arrangement. Motion graphics students may pursue a career in diverse areas including: television stations or networks, film production, advertising and design studios, video post-production, museum exhibition, education, or in-house production at private and public institutions.

**Photography Track**

Today's graphic designers must be creative problem-solvers and image-makers capable of working across a variety of media. Likewise, photographers must not only be able to take compelling images that communicate ideas or tell stories, but must also possess wide-ranging technical skills and the ability to market oneself. The photography track is designed to expand the graphic design student’s capabilities in photographic processes and digital-imaging techniques. The photography track prepares career-oriented graduates to become professionals in commercial and advertising photography, portrait and fashion photography, photojournalism, graphic design, and image post-production, as well as for graduate study.

**Objectives**

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

1. Solve communication design problems by thinking creatively and critically.
2. Produce communication design solutions, considering audience, cultural, ethical, human, and market factors.
3. Create, compose, and critique visual forms as well as verbal and nonverbal messages in response to design problems.
4. Acquire material and technical skills necessary to realize design solutions according to professional standards and practices.
5. Apply art history, visual culture, communication, and design research to graphic design practice.
6. Plan, execute, present, revise, and justify design ideas and solutions independently and as a collaborative team member.
7. Apply academic preparation to professional and cultural experiences both within and beyond the classroom.
8. Exhibit behaviors consistent with the professional and ethical standards of the discipline by producing a design portfolio.

**Interactive Design Track Objectives**

Upon successful completion of the interactive design track, graduates will be able to:

- Apply contemporary and historical design, visual culture, and communication research to interactive communication design practice.
- Employ web and interaction design terminology when presenting, critiquing, or discussing interactive design ideas and solutions.
- Apply graphic design and typography principles to digital interactive works.
- Analyze and organize information to construct usable interactive site architecture and communicate effectively.
- Create engaging user experiences considering audience, cultural, ethical, human, and market factors.
- Produce and critique creative interactive design solutions in accordance with professional standards and practices.
- Design for a variety of interactive media platforms.
- Demonstrate professional preparedness for an interactive design career by producing an online interactive portfolio.

**Motion Graphics Track Objectives**

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

1. Employ the terminology of motion graphic design when presenting, critiquing, or discussing motion graphic design ideas and solutions.
2. Analyze motion graphics in contemporary and historical contexts.
3. Apply graphic design principles to time-based works.
4. Produce motion graphics in a range of professionally-recognized forms.
5. Utilize appropriate content and techniques to tell a story.
6. Compile a portfolio of motion graphic design.

Photography Track Objectives
Upon successful completion of the photography track, graduates will be able to:
1. Operate camera controls and photographic equipment with expert proficiency.
2. Demonstrate the ability to photograph in controlled and uncontrolled environments in both ambient and artificial lighting situations.
3. Produce professional-quality photographic images using industry-standard techniques and software.
4. Synthesize conceptual and technical elements to generate a visually dynamic image that elicits a response from the viewer.
5. Recognize the importance of the development of photographic arts and technology, the history of photography, and its impact on society and human communication.
6. Construct and present a portfolio of photographs that demonstrates conceptual thinking and problem-solving abilities while achieving professional results.

Policies
Graphic Design Policies for Continuance and Progression
Graphic Design (GDES) student performance is measured by grades earned in general education and major courses and the ability to effectively create, compile, and present a portfolio of work. Students must meet the following criteria to maintain good standing in the GDES program:
- Minimum cumulative GPA: 2.5
- Minimum major GPA: 3.0
- Minimum grade in all major courses: C
- No student, regardless of major, will be permitted to take an ART, GDES, IAD, MOGR, or PHOTO unless a grade of “C” or better is earned in all prerequisite courses. If a student achieves a grade of a “D” or lower, the course must be repeated and a “C” or higher must be achieved to satisfy the prerequisite requirements.
- A major course can only be repeated two times during the program to achieve a “C.”
- If a third grade of “D” or lower is earned in any combination of major courses, the student is automatically dismissed from the program.
- Please see the specific program requirements for a listing of the required courses.

Progression criteria for students in the GDES program.
- To progress into 200-level major courses (GDES 210 and GDES 230), students must participate in the first-year portfolio review.
- Students who earn a rating of unsatisfactory in the portfolio review will be allowed to progress to the 200-level courses provided all other criteria are met. These students will be placed on probation in the major.
  - To progress into 300-level major courses, students must achieve a satisfactory portfolio review by the end of the 200-level course sequence.
  - Students participate in a Fall Semester Portfolio Review upon completion of GDES 210, GDES 230, and FMI 102. Students who earn a rating of unsatisfactory in this portfolio review are placed on probation and are reviewed again at the end of the academic year.
  - Students who do not earn a rating of satisfactory at this subsequent portfolio review will be dismissed from the major.

Probation: A student who does not achieve a satisfactory first- or second-year portfolio review, who does not meet minimum GPA standards, or who earns two grades of “D” or lower will be notified in writing by the department chair that he or she is on probation in the major. Students on probation may continue to take courses in the major provided all other progression criteria are met.

Dismissal: A student will automatically be dismissed from the major if any of the following occurs:
- The student earns a third grade of "D" or lower in any combination of major courses
- The student does not participate in required portfolio reviews
- The student is on probation and does not earn a satisfactory portfolio review at the end of the 200-level course sequence

If dismissed from the major, student’s major will be changed to deciding until the student selects another program. Students may seek readmission to the Graphic Design major following the “Policy for Seeking Readmission to the Major.”

The department chair has final authority to determine standing in the major.

The graphic design program policies for continuance and progression are distributed to all new students during the First-Year Seminar and transfer advising.

Readmission to the Major: A student who has been dismissed from the Graphic Design program (GDES) and is seeking readmission to the GDES program must complete the process outlined below. Please recognize that the individual steps alone are no guarantee of readmission to the major.
- Repeat and earn a C or better in any major course that the student previously attempted but earned a “D” or below.
- Write a Letter of Appeal to the Department Chair for Art and Graphic Design explaining the circumstances surrounding the poor academic performance, what steps are being implemented to make a change, and what plans are in place for continued success in GDES.
Within two calendar weeks from the posting of final semester grades to WebXpress, submit the Letter of Appeal including student ID number.

A decision will be communicated by the Department Chair two weeks after the deadline for receiving the Letter of Appeal.

If readmission to the major is granted, the student will be required to sign a statement of understanding. The statement of understanding includes the provision that if any grade below “C” is earned in an ART or GDES course, then the student will be dismissed from the major permanently with no opportunity to seek readmission.

**Requirements**

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

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

Graphic design majors may take the general course of study or may select the interactive design, motion graphics, or photography track.

**Major Requirements (all students):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ART 106</td>
<td>Introduction to Art History</td>
<td>3</td>
</tr>
<tr>
<td>ART 110</td>
<td>Fundamentals of Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART 113</td>
<td>Fundamentals of Design II</td>
<td>3</td>
</tr>
<tr>
<td>ART 116</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 117</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ART 205</td>
<td>Art History Survey Topics</td>
<td>3</td>
</tr>
<tr>
<td>ART 305</td>
<td>Topics in Art History</td>
<td>3</td>
</tr>
<tr>
<td>CM 101</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>CM 211</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>CM 255</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>CM 270</td>
<td>New Media Communication</td>
<td>3</td>
</tr>
<tr>
<td>FMI 102</td>
<td>Cinema II: Continuity</td>
<td>3</td>
</tr>
<tr>
<td>PHOTO 141</td>
<td>Basic Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>GDES 125</td>
<td>Fundamentals of Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>GDES 208</td>
<td>Web Design I</td>
<td>3</td>
</tr>
<tr>
<td>GDES 210</td>
<td>Communication Design I</td>
<td>3</td>
</tr>
<tr>
<td>GDES 211</td>
<td>Communication Design II</td>
<td>3</td>
</tr>
<tr>
<td>GDES 230</td>
<td>Typography I</td>
<td>3</td>
</tr>
<tr>
<td>GDES 290</td>
<td>Internship Preparation</td>
<td>1</td>
</tr>
<tr>
<td>GDES 308</td>
<td>Web Design II</td>
<td>3</td>
</tr>
<tr>
<td>GDES 310</td>
<td>Communication Design III</td>
<td>3</td>
</tr>
<tr>
<td>GDES 390</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>GDES 410</td>
<td>Portfolio &amp; Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>GDES 450</td>
<td>Senior Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

**Communication Design electives must be chosen from among the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAD 380</td>
<td>Advanced Interactive Studio</td>
<td>3</td>
</tr>
<tr>
<td>IAD 381</td>
<td>Mobile and Responsive Design</td>
<td>3</td>
</tr>
<tr>
<td>IAD 480</td>
<td>Interactive Design Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>MOGR 330</td>
<td>Typography in Motion</td>
<td>3</td>
</tr>
</tbody>
</table>

**Materials and Methods electives must be chosen from among the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GDES 370</td>
<td>The Relationship of Design and Business</td>
<td>3</td>
</tr>
<tr>
<td>GDES 380</td>
<td>Professional Design Studio</td>
<td>3</td>
</tr>
<tr>
<td>GDES 440</td>
<td>Designing for a Target Market</td>
<td>3</td>
</tr>
<tr>
<td>GDES 480</td>
<td>Design Studio Special Topics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Students must also complete the courses for the general program or one of the tracks listed below.**

**Graphic Design (General Program):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GDES 330</td>
<td>Typography II</td>
<td>3</td>
</tr>
<tr>
<td>Six credits of Communication Design electives. (See list above)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six credits of Materials and Methods electives. (See list above)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interactive Design Track:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAD 380</td>
<td>Advanced Interactive Studio</td>
<td>3</td>
</tr>
<tr>
<td>IAD 381</td>
<td>Mobile and Responsive Design</td>
<td>3</td>
</tr>
<tr>
<td>IAD 480</td>
<td>Interactive Design Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>GDES 330</td>
<td>Typography II</td>
<td>3</td>
</tr>
<tr>
<td>Three credits of Materials and Methods electives. (See list above)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Motion Graphics Track:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMI 211</td>
<td>Basic Screenwriting</td>
<td>3</td>
</tr>
<tr>
<td>MOGR 330</td>
<td>Typography in Motion</td>
<td>3</td>
</tr>
<tr>
<td>MOGR 331</td>
<td>Intermediate Motion Graphics</td>
<td>3</td>
</tr>
<tr>
<td>MOGR 431</td>
<td>Advanced Motion Graphics and Effects</td>
<td>3</td>
</tr>
<tr>
<td>Three credits of Communication Design electives. (See list above)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three credits of Materials and Methods electives. (See list above)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Photography Track:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHOTO 241</td>
<td>Intermediate Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHOTO 341</td>
<td>Advanced Studio Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHOTO 342</td>
<td>Documentary and Photojournalism</td>
<td>3</td>
</tr>
<tr>
<td>PHOTO 345</td>
<td>One Photo Elective from these courses</td>
<td></td>
</tr>
<tr>
<td>PHOTO 140</td>
<td>Black and White Film Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHOTO 242</td>
<td>Fashion and Portrait Photography</td>
<td>3</td>
</tr>
</tbody>
</table>
PHOTO 250  Alternative Photographic Processes  3
PHOTO 480  Photography Special Topics  3
One Communication Design elective

Suggested Course Sequence
A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog).

Minor in Graphic Design
Students explore design theory, design thinking methods, professional practices, design culture, and histories of art and design. Graphic design courses encompass a variety of media and forms and include group work, client-based projects, print design, interactive development, and user experience design.

The minor in Graphic Design requires successful completion of a minimum of six courses and 18 credits with an IAD or GDES prefix (see exceptions below and note that some ART courses and PHOTO 141 will also count toward the minor).

Courses ineligible for this minor include:
ART courses (except ART 110, ART 113, and ART 305)
GDES 270 Introduction to Corporate Communication Design
GDES 370 The Relationship of Design and Business
MOGR courses
PHOTO courses (except PHOTO 141)

Students majoring in Marketing may not minor in Graphic Design.

All course prerequisites must be met to be eligible to take the selected course for a minor. Please see the chair of the Department of Graphic Design for more information. General information regarding minor requirements may be found in the Minors (p. 48) section of the catalog.

Course Descriptions
See Art Course Descriptions (p. 125)
See Interactive Design Course Descriptions (p. 171)
See Motion Graphics Course Descriptions (p. 197)
See Photography Course Descriptions (p. 204)
See Graphic Design Course Descriptions (p. 164)

History
Stevenson University offers a bachelor’s degree in public history. Detailed information on this bachelor’s degree program can be found in the Public History (p. 119) section of the catalog.

Minor in History
The minor in history requires successful completion of a minimum of six courses and 18 credits with an HIST prefix. Please see the humanities and public history department chairperson for more information. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

Course Descriptions
See History Course Descriptions (p. 167)

Human Services
Stevenson University offers a bachelor’s degree in counseling and human services. Detailed information on this bachelor’s degree program can be found in the Counseling and Human Services (p. 77) section of the catalog.

Minor in History
The minor in human services requires successful completion of a minimum of six courses and 18 credits with an HSR prefix. Please see the counseling and human services department chairperson for more information. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

Course Descriptions
See Human Services Course Descriptions (p. 98)

Information Systems
Brown School of Business and Leadership
Department of Information Systems
Department Chair: Alan D. Carswell, Ph.D.
The Department of Information Systems (IS) is dedicated to preparing students for a career as well-rounded technology professionals, able to competently perform career-specific IT tasks in the workplace. The curriculum is designed to provide students with a solid foundation in application, systems, network, and database technologies followed by an in-depth, career-path focus. Graduates will enter the workforce immediately prepared to assume essential duties as productive IT professionals. In addition to mastering technology skills, students will be effective communicators, well-versed in research and analysis, business issues related to IT, business writing, critical thinking, and problem solving.
The IS department is committed to continuous and rigorous curriculum review to ensure that our students are educated in the leading technologies of the day. The information systems faculty members enthusiastically serve as career mentors and work to create a nurturing environment that enables students to discover their talents and interests through experiential learning. We believe that our diverse curriculum prepares students with the ability to take on new challenges and embrace new technology innovations.

Business Information Systems
Description
The business information systems (BIS) major is designed for students interested in pursuing a career in business with a focus on information technology management or e-commerce technology. The use of information enabled by information systems is an essential element of strategy in organizations where information forms the
basis for competing both nationally and globally. The responsibility of the technology manager or e-commerce technologist is to deliver information and information services to the end-user, and to administer the information resources cost-effectively. Organizations need competent technology professionals who are problem solvers and who understand how to leverage the company’s technology base to improve its competitive advantage. This program delivers on both counts.

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

**E-Commerce Technology Track Description**

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

**Technology Management Track Description**

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

**Objectives**

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

**E-Commerce Technology Track Objectives**

Upon completion of the e-commerce technology track, graduates will be able to:
1. Construct electronic commerce solutions using various web architectures and design technologies.
4. Discuss server to server web data exchange issues.
5. Explain and propose extensions to electronic commerce business models.

**Technology Management Track Objectives**

1. Upon completion of the technology management track, graduates will be able to:
2. Assess business problems and identify alternate technology solutions.
3. Explain the role of technology components in a network.
4. Apply key management principles in leading a project.
5. Discuss various IT alternatives with business and technology professionals.
6. Interpret the needs of customers and adapt them to different constituents.

**Policies**

Students must earn a minimum GPA of 2.00 in the major. The lowest acceptable grade is a "C" in all courses listed in the catalog under “Program Requirements” for the major, including both courses in the major and SEE courses required by the major. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C" or better in the prerequisite course(s). When a grade below "C" is earned in a major course, the student must repeat that course. A course may be repeated twice without special permission. Information systems majors must apply in writing to the department chair requesting permission to attempt a course for a third time.

**Requirements**

The courses listed below are required for completion of the bachelor’s degree in business information systems. Students must also complete the requirements for the Stevenson Educational Experience (SEE).
Specific pre- and co-requisites for each course are listed in the course descriptions.

**Major Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ACC 140</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>IS 135</td>
<td>MS Office Applications</td>
<td>3</td>
</tr>
<tr>
<td>IS 140</td>
<td>Information Systems Architecture and Design</td>
<td>3</td>
</tr>
<tr>
<td>IS 150</td>
<td>Relational Database Design &amp; SQL with MS Access</td>
<td>3</td>
</tr>
<tr>
<td>IS 170</td>
<td>Systems Development with UML</td>
<td>3</td>
</tr>
<tr>
<td>IS 201</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>IS 231</td>
<td>Network Technologies</td>
<td>3</td>
</tr>
<tr>
<td>IS 240</td>
<td>Programming Concepts</td>
<td>3</td>
</tr>
<tr>
<td>IS 260</td>
<td>Presentation Theory and Application</td>
<td>3</td>
</tr>
<tr>
<td>IS 301</td>
<td>Principles of E-Commerce</td>
<td>3</td>
</tr>
<tr>
<td>IS 350</td>
<td>IS Internship</td>
<td>3</td>
</tr>
<tr>
<td>IS 365</td>
<td>Writing for IS Applications</td>
<td>3</td>
</tr>
<tr>
<td>MGT 204</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 210</td>
<td>Business Writing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 206</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One 300-400 Level INBUS, MGT, or MKT Course</td>
<td></td>
</tr>
</tbody>
</table>

**Take two of the following upper level courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 320</td>
<td>Human-Computer Interaction</td>
<td>3</td>
</tr>
<tr>
<td>IS 380</td>
<td>Information Security for the Organization</td>
<td>3</td>
</tr>
<tr>
<td>IS 475</td>
<td>Special Topics in Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>IS 480</td>
<td>Technology Law</td>
<td>3</td>
</tr>
<tr>
<td>IS 481</td>
<td>Project &amp; Knowledge Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Students must choose and complete the five courses for one of the tracks listed below. If a student completes a track offered under computer information systems, the student will be awarded the computer information systems degree.**

**Technology Management Track:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 280</td>
<td>Data Management</td>
<td>3</td>
</tr>
<tr>
<td>IS 380</td>
<td>Information Security for the Organization</td>
<td>3</td>
</tr>
<tr>
<td>IS 385</td>
<td>Management of Business Networks</td>
<td>3</td>
</tr>
<tr>
<td>IS 386</td>
<td>E-Commerce Business Solutions</td>
<td>3</td>
</tr>
<tr>
<td>IS 387</td>
<td>Wireless Technology Solutions for the Office</td>
<td></td>
</tr>
</tbody>
</table>

**E-Commerce Technology Track:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 343</td>
<td>Web Architecture &amp; Design Technologies</td>
<td>3</td>
</tr>
<tr>
<td>IS 361</td>
<td>E-Collaboration and Social Networking</td>
<td>3</td>
</tr>
<tr>
<td>IS 386</td>
<td>E-Commerce Business Solutions</td>
<td>3</td>
</tr>
<tr>
<td>IS 443</td>
<td>XML E-Business Applications</td>
<td>3</td>
</tr>
<tr>
<td>IS 462</td>
<td>Current Topics in E-Commerce</td>
<td>3</td>
</tr>
</tbody>
</table>

**Suggested Course Sequence**

A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog).

**Minor in Information Systems**

The minor in information systems requires successful completion of a minimum of six courses and 18 credits with an IS prefix. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

**Other Options**

**BS/MS Option:** The BS/MS option is available for students majoring in business information systems who wish to combine their bachelor’s coursework with work toward a master’s degree in one of Stevenson’s graduate programs. Students choosing this option may earn their master’s degree in as little as one year after their bachelor’s degree. Interested students must formally apply for entrance into a BS/MS option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their undergraduate and graduate advisors. For more information on this program see the [Stevenson University Online](http://www.stevenson.edu) catalog.

**Course Descriptions**

See Information Systems Course Descriptions (p. 174)

**Computer Information Systems**

**Description**

The computer information systems (CIS) major is designed for the student who is interested in pursuing a technical career in support of organizations. Employers are seeking highly skilled technology professionals who know how to utilize technology to improve the organization’s competitive edge. This major consists of core courses in applied programming, network, and database design followed by an in-depth career-focused track in software design, network design, or computer forensics. The program’s in-depth practical application of computer technology prepares the graduate to enter the workplace as a well-versed technology professional. Many graduates of this bachelor’s degree program elect to continue their education at the graduate level by pursuing a master’s in business and technology management.

CIS students will develop a portfolio of essential skills valued by employers. They will become problem-solvers who know how to think analytically, assess business problems, and design the best technology solutions.

**Computer Forensics Track Description**

Computer forensics is the use of specialized computer investigation techniques to identify, collect, preserve, examine, and analyze digital evidence for presentation in criminal or civil proceedings. Specialized tools enable the
7. Articulate technology skills learned and applied during their academic career.
2. Perform those information technology tasks essential to their chosen career path in application, network, or database design.
3. Communicate with confidence technology ideas in team meetings and public forums.
4. Demonstrate a professional competency in research, analysis, and business writing.
5. Converse in the languages of application, network, and database design.
6. Assess business problems using analytical and critical thought processes to identify the best technology solution.
7. Pursue an IT career as a well-rounded technology professional, able to leverage talents and interests.

Computer Forensics Track Objectives
Upon completion of the computer forensics track, graduates will be able to:
1. Analyze and manipulate complex network infrastructures.
2. Design and implement a network security plan.
3. Construct an incident response team.
4. Evaluate an end-to-end computer forensics investigation.
5. Carry out evidence collection according to established protocols.
6. Assemble testimonial evidence to act as an expert witness at a trial.

Network Design Track Objectives
Upon completion of the network design track, graduates will be able to:
1. Assess business problems and implement the best network solution. Apply knowledge of operating systems to construct various networking environments.
2. Design messaging systems for problem reporting and resolution.
3. Formulate secure network infrastructures in efficient topologies.
4. Implement integrated voice and data services.

Software Design Track Objectives
Upon completion of the software design track, graduates will be able to:
1. Assess business problems and select and implement the best programming language environment.
2. Formulate software solutions for the desktop computing platform.
3. Design software solutions for the Internet.
4. Integrate database solutions with web and desktop applications.
5. Develop software solutions for wireless handheld devices.

Policies
Students must earn a minimum GPA of 2.00 in the major. The lowest acceptable grade is a "C" in all courses listed in the catalog under "Program Requirements" for the major, including both courses in the major and SEE courses required by the major. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C" or better in the prerequisite course(s). When a grade below "C" is earned in a major course, the student must repeat that course. A course may be repeated twice without special permission. Information systems majors must apply in writing to the department chair requesting permission to attempt a course for a third time. Stevenson University does not grant credits or waivers for technical certifications.
Requirements
The courses listed below are required for completion of the bachelor’s degree in computer information systems. Students must also complete the requirements for the Stevenson Educational Experience (SEE).
Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:
- FVS 100 First Year Seminar 1
- IS 135 MS Office Applications 3
- IS 140 Information Systems Architecture and Design 3
- IS 150 Relational Database Design & SQL with MS Access 3
- IS 170 Systems Development with UML 3
- IS 201 Management Information Systems 3
- IS 231 Network Technologies 3
- IS 240 Programming Concepts 3
- IS 260 Presentation Theory and Application 3
- IS 350 IS Internship 3
- IS 365 Writing for IS Applications 3
- MGT 210 Business Writing 3

Take three of the following upper level courses:
- IS 301 Principles of E-Commerce 3
- IS 320 Human-Computer Interaction 3
- IS 380 Information Security for the Organization 3
- IS 475 Special Topics in Information Systems 3
- IS 480 Technology Law 3
- IS 481 Project & Knowledge Management 3

Take any two of the following business electives:
- ACC 140 Financial Accounting 3
- MGT 204 Principles of Management 3
- MKT 206 Principles of Marketing 3
- One 300-400 level INBUS, MGT or MKT course

Students must choose and complete the seven courses for one of the tracks listed below

Computer Forensics Track:
- IS 232 TCP and IP Communication 3
- IS 235 Advanced Windows Server Architecture & Administration 3
- IS 331 CISCO TCP and IP Routing 3
- IS 391 Incident Response and Investigation Methods 3
- IS 392 Information Systems Forensics Internals-Auditing 3
- IS 393 Forensic Evidence Collection Tools and Techniques 3
- IS 432 Network Security-Firewalls, IDS, and Counter Measures 3

Network Design Track:
- IS 232 TCP and IP Communication 3
- IS 235 Advanced Windows Server Architecture & Administration 3
- IS 331 CISCO TCP and IP Routing 3

IS 332 High Speed Broadband Networks 3
IS 335 Wireless LANs and Mobile Communication Systems 3
IS 431 Exchange Server & Messaging Systems 3
IS 432 Network Security-Firewalls, IDS, and Counter Measures 3

Software Design Track:
- IS 241 C# Object Oriented Programming 3
- IS 252 Advanced SQLQuery Design with Oracle & SQL Server 3
- IS 343 Web Architecture & Design Technologies 3
- IS 345 Java Programming 3
- IS 348 Advanced Business Applications 3
- IS 349 Service-Oriented Architecture and Dynamic Web Development 3
- IS 444 Wireless Application Development 3

Suggested Course Sequence
A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog)

Minor in Information Systems
The minor in information systems requires successful completion of a minimum of six courses and 18 credits with an IS prefix. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

Other Options
The BS/MS option is available for students majoring in computer information systems who wish to combine their bachelor’s coursework with work toward a master’s degree in one of Stevenson’s graduate programs. Students choosing this option may earn their master’s degree in as little as one year after their bachelor’s degree. Interested students must formally apply for entrance into a BS/MS option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their undergraduate and graduate advisors. For more information on this program see the Stevenson University Online Catalog.

Course Descriptions
See Information Systems Course Descriptions (p. 174)

Interdisciplinary Studies
School of Humanities and Social Sciences
Program Coordinator: Esther Horrocks, Ph.D.

Description
The interdisciplinary studies program enables students to develop from two academic disciplines an integrated course of study not available through current degree programs. This is an individually designed major that allows students to work closely with faculty while pursuing academic interests that transcend traditional
majors. Students consult the program coordinator and two faculty members with interests and expertise in the area of study.
Appropriate themes for interdisciplinary studies majors may include a set of problems, an idea, or a period study. Suggested themes include American studies, aesthetics and artistic expression, and international and global studies.

**Objectives**
Upon completion of the Bachelor of Science in Interdisciplinary Studies, graduates will be able to:
1. Demonstrate general knowledge in the liberal arts.
2. Demonstrate an understanding of content in two academic disciplines.
3. Demonstrate effective communication by engaging in inquiry and reflection on a topic of personal interest.

**Policies**
Students must earn a minimum GPA of 2.00 in the major. The lowest acceptable grade is a “C” in all courses listed in the catalog under “Program Requirements” for the major, including both courses in the major and SEE courses required by the major. No student, regardless of major, will be permitted to advance to the next course without earning a grade of “C” or better in the prerequisite course(s). When a grade below “C” is earned in a major course, the student must repeat that course. Once accepted into the major, students must meet with the program coordinator each semester to evaluate progress.

**Requirements**
Students may request admission into the major after completing the first semester of the freshman year. Students may select either the Bachelor of Science or the Bachelor of Arts degree. The Bachelor of Arts degree requires the completion of a foreign language through at least the intermediate level. In addition to completing the requirements for the Stevenson Educational Experience (SEE), students must complete the major requirements noted below.

**Major Requirements:**
- FYS 100
- 36 credits of courses for the major selected from two disciplines, identified as program cores (at least 18 credits of which must be at the 300- and 400-level).
- A minimum of 12 credits is required in one program core.
- 30 credits of courses must be at the upper level.
- INDSC 260, INDSC 320, INDSC 360
- Three credits in INDSC courses, 300-level or above
- INDSC 450 Senior Project: Seminar in Interdisciplinary Studies

**Suggested Course Sequence**
A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog)

**Minor in Interdisciplinary Studies**
A minor in interdisciplinary studies is not available.

**Other Options**
**BS/MS Option:** The BS/MS option is available for students majoring in interdisciplinary studies who wish to combine their bachelor’s coursework with work toward a master’s degree in one of Stevenson’s graduate programs. Students choosing this option may earn their master’s degree in as little as one year after their bachelor's degree. Interested students must formally apply for entrance into a BS/MS option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their undergraduate and graduate advisors. For more information on this program see the Stevenson University Online Catalog

**Course Descriptions**
See Interdisciplinary Studies Course Descriptions (p. 173)

**Legal Studies**
School of Humanities and Social Sciences
Department of Law and Justice Studies
Department Chair: Hillary Michaud, J.D., CPA

**Description**
Stevenson University’s legal studies program was the first in the state, and one of the first in the nation, to be approved as a paralegal education program by the American Bar Association (ABA). Ours is the only ABA-approved bachelor’s degree paralegal education program in Maryland. The program attracts students who have logical and analytical minds, possess organizational skills, and pay attention to detail. Paralegals may not provide legal services directly to the public, except as permitted by law. However, working under the supervision of an attorney, paralegals are vital members of the legal team. They perform such functions as:
- Analyzing and organizing records
- Assisting in discovery
- Drafting contracts and real estate documents
- Drafting pleadings
- Gathering information electronically
- Incorporating entities
- Interviewing witnesses
- Investigating cases
- Managing trial preparation and litigation support
- Managing estates and guardianships
- Processing workers' compensation claims
- Preparing intellectual property applications
• Creating bankruptcy schedules

The ultimate goal of the legal studies program is to fully prepare students for employment by law firms, corporate law departments, government agencies, legal aid providers, and other employers in the legal profession. Students gain an extensive knowledge of numerous areas of law and practical experience to enable them to perform tasks in specific legal specialty areas. By taking a combination of law and liberal arts courses each semester, students are able to pursue their legal interests immediately and develop skills gradually.

Courses are offered weekdays and evenings. Students earn a bachelor’s degree in legal studies. Students may select a sequence of courses that permits them to focus on a specific area within the legal studies curriculum, such as corporate law, estate administration, real estate law, or litigation. Students perform an internship, typically in the sophomore or junior year, and complete a legal studies capstone course in their senior year. Students may participate in the law clinic, as an elective course in their major, and gain experience by providing pro bono legal services in the community. Students may take a mock trial course as a law elective, as well as compete with our mock trial team in American Mock Trial Association tournaments.

The legal studies degree may be completed in an accelerated format by qualifying adult learners. This accelerated delivery option is offered through the Stevenson University Online. See the Stevenson University Online Catalog for more information about the accelerated delivery option and student eligibility requirements.

Objectives

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

1. Conduct research using all appropriate resources to identify and obtain relevant legal authority.
2. Compose documents based on factual investigation, legal research, and analysis to inform and/or persuade.
3. Apply legal terminology, principles of law, and rules of ethical legal practice to the performance of legal services.
4. Operate as productive and professional members of a legal services delivery team using appropriate communication, technology, and time-management skills.
5. Perform substantive legal work under the direction of an attorney, as permitted by law.

Policies

Students must earn a minimum GPA of 2.00 in the major. The lowest acceptable grade is a “C” in all courses listed in the catalog under “Program Requirements” for the major, including both courses in the major and SEE courses required by the major. No student, regardless of major, will be permitted to advance to the next course without earning a grade of “C” or better in the prerequisite course(s). When a grade below “C” is earned in a major course, the student must repeat that course.

Legal studies majors who do not successfully complete a LAW course with a grade of “C” or better after a third attempt will not be allowed to continue in the legal studies program.

Students must take a minimum of 18 credits or the equivalent of legal specialty courses at Stevenson University to earn a degree in legal studies. A legal specialty course is a LAW course that covers substantive law or legal procedures or process, has been developed for paralegals, emphasizes practical paralegal skills, and meets the American Bar Association’s instructional methodology requirements. The legal studies program offers traditional, hybrid, and online delivery of legal specialty courses approved by the ABA, as well as other LAW courses. Students must take a minimum of ten semester credits or the equivalent of legal specialty courses, and may take all legal specialty and other LAW courses, through traditional classroom instruction at Stevenson University.

Credit for equivalent law courses considered legal specialty courses under the ABA Guidelines is accepted for students transferring from paralegal programs, whether ABA-approved or not. If a student has earned credit from an institution that is not ABA-approved, the department chair for traditional students or the program coordinator for SUO students reviews the description of the course content, the course syllabus (if necessary), and information about the institution before credit is transferred for equivalent law courses. A maximum of 24 credits will be accepted for equivalent law courses. If a student successfully completes a three-credit internship class through another ABA-approved paralegal education program, the internship requirement can be waived, and the student will take another three-credit legal specialty course in its place.

Some students work as paralegals while completing the legal studies program. These students may apply for a waiver of the internship requirement. Documentation from the student and the employer is required to verify that the student successfully performed paralegal tasks for a minimum of 135 hours. If approved, the student will take another three credit legal specialty course in place of the internship class. SUO students working full-time, not as paralegals, may satisfy the internship requirement by completing a virtual internship as a paralegal, supervised by Stevenson University Online. This three credit virtual internship class is considered non-legal specialty.

The award of legal specialty credits through examination or portfolio is monitored by the legal studies program director to ensure that the quality and integrity of the legal studies program are maintained. A maximum of six legal specialty credits can be earned through examination or portfolio. To receive credit for prior learning for a legal specialty course through examination or portfolio, the examination or portfolio must be evaluated by a faculty evaluator, under the supervision of the department chair or the program director for SUO. In conducting this evaluation, the faculty evaluator will ensure that the credit sought can be classified as legal specialty, the
student meets the course objectives and practical skills to be developed for the course for which credit is sought, the student meets the needs of the legal community the program serves, and the student’s work is comparable to course work offered within the legal studies program.

Requirements
The courses listed below are required for completion of the bachelor’s degree in legal studies. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

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

Typically, students take lower-level (100- and 200- level) courses in their freshman or sophomore years, and upper-level (300- and 400- level) courses in their junior or senior years.

Major Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ACC 215</td>
<td>Survey of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>LAW 102</td>
<td>Introduction to Legal Studies</td>
<td>3</td>
</tr>
<tr>
<td>LAW 112</td>
<td>Torts</td>
<td>3</td>
</tr>
<tr>
<td>LAW 114</td>
<td>Estates and Trusts</td>
<td>3</td>
</tr>
<tr>
<td>LAW 120</td>
<td>Contract Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 125</td>
<td>Legal Research and Writing I</td>
<td>3</td>
</tr>
<tr>
<td>LAW 130</td>
<td>Business Organizations Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 204</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 210</td>
<td>Legal Research and Writing II</td>
<td>3</td>
</tr>
<tr>
<td>LAW 216</td>
<td>Civil Litigation and Pleading</td>
<td>3</td>
</tr>
<tr>
<td>LAW 225A</td>
<td>Internship: Part I</td>
<td>1</td>
</tr>
<tr>
<td>LAW 225B</td>
<td>Internship: Part II</td>
<td>2</td>
</tr>
<tr>
<td>LAW 352</td>
<td>Law Office Technology</td>
<td>3</td>
</tr>
<tr>
<td>LAW 480</td>
<td>Legal Studies Capstone</td>
<td>3</td>
</tr>
<tr>
<td>POSCI 102</td>
<td>American Government: Political Institutions and Procedures</td>
<td>3</td>
</tr>
</tbody>
</table>

18 LAW elective credits; up to 6 credits which may be taken at the lower level

Suggested Course Sequence
A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog)

Minor in Legal Studies
The minor in legal studies requires successful completion of a minimum of 18 credits of LAW courses that are program requirements for the major. The minor in legal studies is not intended to prepare students to work as paralegals and is not approved by the American Bar Association. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

Other Options
Pre-Law Option: The legal studies program is an excellent option for students interested in applying to law school. Many of our program’s graduates each year go on to law school and become lawyers. Legal studies students can combine law classes with a series of designated liberal arts courses that develop critical thinking, writing, and analytical skills. The same substantive and procedural law courses offered at law schools are offered in Stevenson's legal studies program. Legal studies program faculty are experienced lawyers and judges. A full-time legal studies faculty member, also an attorney, serves as a dedicated pre-law advisor and assists students with Law School Admissions Test (LSAT) preparation and law school applications. An upper-level law elective is available to help prepare students to take the LSAT. Graduates who attend law school find that the legal studies program at Stevenson gives them a competitive advantage.

BS/MS Option: The BS/MS option is available for students majoring in legal studies who wish to combine their bachelor’s coursework with work toward a master’s degree in one of Stevenson’s graduate programs. Students choosing this option may earn their master's degree in as little as one year after their bachelor’s degree. Interested students may apply to the BS/MS program upon completion of 60 undergraduate credits. Once admitted into this program, students develop an educational plan in consultation with their undergraduate and graduate advisors. For more information on this program see the SUO catalog.

Legal Studies Second Bachelor's Degree
Program Description
A second bachelor's degree is available in legal studies, which includes 33 credits of LAW courses with at least 21 legal specialty credits required. Consult the website for additional information and for program requirements.

Course Descriptions
See Legal Studies Course Descriptions (p. 178)

Management
Brown School of Business and Leadership
Department of Business Administration
Department Chair: Zamira Simkins, Ph.D.

Minor in Management
The minor in management requires successful completion of a minimum of six courses and 18 credits with at least 21 legal specialty credits required. Consult the website for additional information and for program requirements.

Course Descriptions
See Management Course Descriptions (p. 187)

Marketing
Brown School of Business and Leadership
Department of Business Administration
Department Chair: Zamira Simkins, Ph.D.
Description
The marketing major is a program of study using the fundamentals of business and the principles of marketing to learn how to effectively compete for customers and clients through a strong presence on traditional and emerging digital communication channels. The degree will provide the graduate with a sophisticated set of strategic skills along with business and marketing acumen needed to identify, engage, and continue relationships with customers using both traditional and digital media. The graduate will be prepared to become a leader in the increasingly shifting marketing environment at the local, regional, and international market levels.

Objectives
Upon completion of the Bachelor of Science in Marketing, graduates will be able to:
1. Apply the essential elements and theories of marketing to the business environment.
2. Develop and/or implement professional marketing strategies and programs using professional terminology and techniques.
3. Interpret the current state and future marketing possibilities as they relate to a specific organization.
4. Evaluate the significance of global markets and marketing processes in the development and application of media plans.
5. Assess organizational marketing strategies as an integrated business planning system.

Policies
Students must earn a minimum GPA of 2.50 in the major. The lowest acceptable grade is a "C" in all courses listed in the catalog under "Program Requirements" for the major, including both courses in the major and SEE courses required by the major. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C" or better in the prerequisite course(s). When a grade below "C" is earned in a major course, the student must repeat that course.

A course may be repeated once without special permission. Marketing majors must apply in writing to the department chair requesting permission to repeat a course for a second time. Those who do not successfully complete a major course with a grade of "C" or better after a third attempt will not be allowed to continue in the marketing program.

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

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

Major Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ACC 140</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor in Marketing
A minor in marketing is available. Business Administration majors may minor in marketing but may only use two marketing courses from the major requirements for Business Administration to count toward the minor.

Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

Suggested Course Sequence
A suggested course sequence can be found in the online catalog. http://www.stevenson.edu/academics/catalog.

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

Students interested in math may obtain a Bachelor of Science in Applied Mathematics. Detailed information on this bachelor’s degree program can be found in the Applied Mathematics (p. 66) section of the catalog.

Minor in Mathematics
A minor in mathematics is available. The minor requires successful completion of a minimum of six courses and 18 credits with a MATH prefix. Courses ineligible for the mathematics minor include:
All courses at the 000 and 100 level
MATH 205 and 206: Mathematics for Educators I and II
Please see the Chair of the Department of Mathematics and Physics for further information regarding this minor. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

**Course Descriptions**
See Mathematics Course Descriptions (p. 183)

**Medical Laboratory Science**
Sandra R. Berman School of Nursing and Health Professions
Program Coordinator: Vivi-Anne Griffey, M.S.
MLS(ASCP)CM

**Description**
Medical laboratory science combines the basic sciences of biology and chemistry with medicine and the clinical sciences into a very satisfying professional career.

Medical laboratory scientists (also known as medical technologists) develop, perform, evaluate, correlate and assure the accuracy and validity of laboratory tests and collaborate with other health care professionals in the diagnosis and treatment of patients. The mission of the medical laboratory science program is to graduate ethical, certified, entry-level medical laboratory scientists with the knowledge and skills necessary to work in all areas of the clinical laboratory including, microbiology, chemistry, hematology, blood banking, immunology, and molecular diagnostics.

The certified medical laboratory scientist is qualified by academic and practical training to work wherever laboratory testing is researched, developed or performed including, hospital, private, research, industrial, biomedical and forensic laboratories, pharmaceutical companies and fertility centers. In addition to laboratory positions, medical laboratory scientists also find careers in infection control, marketing, technical sales and services, laboratory information systems, teaching and consulting.

In partnership with Sinai Hospital of Baltimore, Stevenson University offers a ‘2+2’ baccalaureate program in medical laboratory science consisting of two years of prerequisite courses in the basic sciences and liberal arts, a third year of liberal arts and introductory courses in laboratory medicine, and a fourth year which integrates professional and clinical practicum courses at Sinai Hospital. The clinical practicum provides a bridge between academics and application, allowing students a smooth transition to the workforce as medical laboratory scientists.

The program provides specialized technical training in test performance, correlation of laboratory data and disease management, and practice in problem-solving in the clinical laboratory. Graduates of our program are equipped to seek career enhancement and pursue management positions and/or graduate studies.

The medical laboratory science program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences. (NAACLS); 5600 North River Road, Suite 720, Rosemont, IL 60018-5119; 773-714-8880, www.naacls.org.

Graduates of the medical laboratory science program earn a Bachelor of Science degree and are eligible to take the national certification examination for medical laboratory scientists offered by the American Society of Clinical Pathology Board of Certification (ASCP-BOC).

Students planning to apply to medical or dental school may want to adopt the pre-medical option of the medical laboratory science curriculum. These students follow the medical laboratory science curriculum with the following additions: Organic Chemistry I and II, and two semesters of General Physics. Students adopting this option of the curriculum are strongly advised to meet with the Health Professions Advisor regarding specific requirements. The student will graduate with a Bachelor of Science in Medical Laboratory Science.

Freshmen and transfer students enter as medical laboratory science majors. The medical laboratory science program accepts only ten students to continue into the junior year of the medical laboratory science major, and selection is determined by the Medical Laboratory Science Admissions Committee.

**Objectives**
Upon completion of the Bachelor of Science degree, graduates will be able to:

1. Demonstrate proficiency in performing the full range of clinical laboratory tests in the contemporary clinical laboratory.
2. Evaluate test systems and diagnostic algorithms in terms of diagnostic value, compliance outcomes, and cost-effectiveness.
3. Evaluate the results of laboratory analyses for accuracy and validity, and correlate laboratory data to disease processes.
4. Apply the principles and practices of quality assurance/quality improvement as applied to the pre-analytical, analytical, and post-analytical components of laboratory services.
5. Exhibit the ethical and professional behaviors required within the healthcare delivery system.
6. Communicate effectively orally, in writing, and through laboratory information systems in order to consult with members of the healthcare team, to provide patient education and customer service, and to interact with external parties.
7. Use research design/practice skills to evaluate published studies and investigate clinical laboratory issues/problems.
8. Exhibit an understanding of the concepts and principles of laboratory management such as human resource management, finance, operations, regulatory compliance, performance improvement, critical pathways and clinical decision-making.
9. Demonstrate understanding of education techniques and terminology to train/educate users and providers of laboratory services.
10. Seek national certification as a Medical Laboratory Scientist and pursue employment within this field or a related field or continue to post-graduate education.

Policies

Students must earn a minimum cumulative GPA of 2.80 to be admitted into the Medical Laboratory Science program. The lowest acceptable grade is a “C” in all courses listed in the catalog under "Major Requirements" for the major, including both courses in the major and SEE courses required by the major. No student, regardless of major, will be permitted to take a science or math course unless he/she earns a grade of “C” or better in all prerequisite courses.

After admission into the junior year of the program, students must maintain a minimum GPA of 2.50 in the major to remain in good standing and to be eligible for admission to the clinical practicum. A student whose GPA is less than 2.50 will be reviewed by the Medical Laboratory Science faculty for continuance in the program.

No student will be permitted to take a science, math or MLS course unless he/she earns a grade of "C" or better in all prerequisite courses.

A student may not earn a grade of “D” or lower in any science, math or MLS course more than three times during the program. If a fourth grade of “D” or lower is earned in any science, math or MLS course, the student will be automatically dismissed from the Medical Laboratory Science major.

Probation: The student who earns any combination of two grades of “D” or lower in a science, math or MLS course will be notified, in writing, by the program coordinator that he or she is on probation in the Medical Laboratory Science program.

Final Probation: The student who earns any combination of three grades of “D” or lower in a science, math or MLS course will be notified, in writing, by the program coordinator that he or she is on final probation in the Medical Laboratory Science program.

Dismissal: If a fourth grade of “D” or lower in any science, math or MLS course is earned, the student will be notified, in writing, by the program coordinator that he or she has been dismissed from the Medical Laboratory Science program.

Final Exam Policy

A score of 73% must be achieved on the final exam in each senior-level medical laboratory science course to be able to proceed to the corresponding clinical practicum course. If a student does not pass the relevant final exam the first time with a 73% or better:

1. The first score on the exam is used to calculate the final grade in the course.
2. Student's corresponding clinical rotation schedule may be adjusted.
3. Student will be allowed to retake a different exam a maximum of two times.
4. Student must pass the retake exam with a score of 73% or better. If the student fails to earn a 73% on the retake exam after two attempts, he/she is required to repeat the course.

Competency Exam Policy

1. The minimum passing score for each competency exam is determined by each instructor (80-100%).
2. A student who does not achieve the minimum passing score will have a second opportunity to achieve a passing score. However, the score that will be used for the final grade computation will not exceed the minimum passing score, regardless of the score on the second competency exam.
3. If a student fails the competency exam a second time, he or she will be counseled by the program coordinator and faculty member. The outcome could result in repeating the entire course.

Medical Requirements

Students enrolled in Medical Laboratory Science (MLS) courses will have potential exposure to blood-borne pathogens or other potentially infectious materials and may be at risk of acquiring hepatitis B virus (HBV). Also, during the course of the Medical Laboratory Science program, students may have direct patient contact. The program requires the student to demonstrate effective vaccinations prior to starting the Medical Laboratory Science (MLS) courses (except MLS 210).

All full-time, part-time and categorical certificate students admitted to the junior (3rd) year of the Medical Laboratory Science program must submit the Stevenson University Student Health Form to the Wellness Center. The form is on the Wellness Center website.

In order to ensure compliance with the medical requirements outlined below, the Stevenson University Medical Laboratory Science Program uses a third party vendor, Castlebranch, Inc. to manage student immunizations, compliance documents, proof of insurance, background checks and drug screens. The cost to create a Castlebranch profile and upload the required vaccination and titer information is approximately $25 and is a one-time fee.

Students must provide evidence of immunity to Varicella (chicken pox), Measles, Mumps, and Rubella (MMR).

- Documentation of 2 doses of vaccine
- Laboratory evidence of immunity = Positive titer OR Laboratory confirmation of disease OR Healthcare provider’s diagnosis of disease

Documentation of immunity to Hepatitis B (HepB)

- HepB immunization series (3 doses) AND
- Laboratory evidence of immunity: anti-HBs titer = > 10mIU/mL (anti-HBs = Hepatitis B surface antibody)
- If anti-HBs titer = < 10mIU/mL, student MUST:
  - Receive 1 booster dose of HepB vaccine AND
  - Have a repeat titer within 1-2 months after receiving booster dose.
- If repeat anti-HBs titer = < 10mIU/mL, student MUST:
• Receive 2 booster doses of HepB vaccine AND have a 2nd repeat titer within 1-2 months after receiving booster dose.
• If 2nd repeat anti-HBs titer = < 10mlU/mL, student MUST receive counseling by their healthcare provider regarding their risk of acquiring hepatitis B.

Students may choose to decline the hepatitis vaccine, but he/she must sign the Hepatitis Declination Form (on the SNHP portal) and as documentation of understanding the risk of acquiring hepatitis B.

Students must provide documentation of personal medical insurance in the junior year of the program. 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.

Students enrolled in MLS courses (except MLS 210) must submit documentation of all required immunizations and titers listed in the Supplemental Health Form found on the SNHP portal or on the Castlebranch website by July 1 for fall courses and January 2 for spring courses. If the documentation of immunizations and titers or signed declination form is not on file by the deadline, the student will be dropped from any registered MLS course.

Students entering the senior (4th) year of the program must upload to their Castlebranch profile documentation of a negative tuberculosis screening test (PPD or chest x-ray) prior to the start of classes in the fall semester. An annual influenza immunization (free of charge to seniors at Sinai Hospital in fall) is required by the hospital and clinical practicum affiliates. Evidence of immunization must be uploaded to the student’s Castlebranch profile.

A criminal background check and drug screen must be obtained through Castlebranch by July 1 of the senior year and costs approximately $80. Be advised that criminal background checks and drug screens are only valid for one year; therefore, the student should schedule these so they remain valid until graduation.

Clinical Practicum
The clinical practicum is scheduled in the spring semester of the senior year. It is divided into four discipline-specific rotations and is scheduled for five days a week, eight hours a day.

Students may be assigned to clinical departments at the following affiliates:
• Sinai Hospital
• Northwest Hospital
• Carroll Hospital
• Greater Baltimore Medical Center
• Johns Hopkins Hospital
• Baltimore Washington Medical Center

Students must provide their own transportation to the clinical affiliates, which may include paying for parking. Personal protective equipment is provided by the facilities.

Liability insurance is purchased by the University to cover students during their clinical practicum.

The clinical practicum culminates in a final comprehensive exam as preparation for the national certification examination for Medical Laboratory Scientists. Students will not substitute for or replace laboratory personnel in turning out routine workload during their specified hours at the clinical site. After demonstrating proficiency, students, with qualified supervision, may be permitted to perform procedures. It is permissible; however, for the clinical site to hire students to perform laboratory procedures outside the regular rotation hours.

Program Completion
Upon satisfactory completion of the required program of study, the student will be awarded a Bachelor of Science in Medical Laboratory Science. The granting of the degree is not contingent upon passing any external certification examination.

National Certification Examination
Program graduates are eligible to take the national certification examination for Medical Laboratory Scientists offered by the American Society for Clinical Pathology Board of Certification (ASCP-BOC).

Program Admission Requirements
Freshmen and transfer students enter the University as medical laboratory science majors. The Medical Laboratory Science Program accepts only 10 students to continue into the junior (3rd) year of the program, and selection is determined by the Medical Laboratory Science Admissions Committee.

Consideration for admission to the MLS program in the spring semester of the sophomore year is based on the following criteria:
• Minimum cumulative GPA of 2.80 in all university work attempted
• Grade of “C” or better in all prerequisite courses in biology, chemistry, and mathematics
• Completion of at least 60 credit hours, including prerequisite courses in biology, chemistry and mathematics by the start of the fall semester of the junior year in the program
• Ability to meet published, non-academic Essential Functions (see below)
• Letters of recommendation from at least two faculty who will be able to address the student’s academic and technical laboratory skills
• Submission of a complete application to the program by the established deadline in the spring semester of the sophomore year

Each applicant is reviewed by the program coordinator for admission eligibility to the junior year of the medical laboratory science program. The student’s transcript is reviewed for overall grade point average (GPA) in all university work, for GPA in the specific prerequisite courses in biology, chemistry and mathematics, and for potential to successfully complete 60 credit hours towards fulfilling requirements for the degree. To insure that all standards are met and that students have been assessed equitably, the program coordinator reviews the eligibility of all students with the Medical Laboratory
Science Admissions Committee, which makes the final decision.

All students receive written notification of their acceptance/rejection status prior to registration for the fall semester of the junior year. Students who are not accepted into the medical laboratory science program may be reviewed again the following year, if they so desire, or are counseled about alternative majors.

In order to participate in the program, students must be able to comply with program-designated Essential Functions or request reasonable accommodations to execute these functions. The Essential Functions are the non-academic requirements of the program comprising the physical, emotional and professional demands of the medical laboratory scientist. To ensure that the decision to pursue a career in medical laboratory science is the correct one for the individual, each applicant is asked to determine if they are able to comply with all of these Essential Functions (see below) by which they will be assessed as a medical laboratory science major.

As stated in the University's non-discrimination policy, the University does not discriminate on the basis of health or disability.

Non-academic Essential Functions

The medical laboratory science student must possess:

1. Visual acuity sufficient to:
   - Differentiate colors and color changes in the performance of laboratory tests and procedures. Color blindness, of itself, does not preclude admission.
   - Identify cellular components and microorganisms using a microscope.
   - Read laboratory instrument procedure manuals, standard operating procedures, specimen labels and other pertinent materials for patient care and professional practice.

2. Sufficient manual dexterity in order to:
   - Process specimens and perform laboratory testing procedures.
   - Lift and handle typical hand-held medical laboratory equipment and tools.
   - Operate clinical laboratory instruments and equipment, including computers.
   - Perform delicate manipulations that require good eye-hand coordination.

3. Behavioral and Social Abilities:
   - Possess the physical and emotional health required, combined with the employment of sound judgment in an appropriate and prompt manner for application of intellectual abilities.
   - Ability to function effectively in times of physical and emotional stress.
   - Display compassion, sensitivity and concern for others while maintaining professional ethics and integrity at all times including, appropriate interactions with individuals from a variety of diverse backgrounds.
   - Demonstrate flexibility and adaptability to rapidly changing environments.
   - Accepting of and integrating constructive criticism and learning to function cooperatively and efficiently with colleagues and others.

4. Organization skills and be able to maintain attention to details in a potentially distracting environment.

5. Ability to work safely in an environment that contains both chemical and biological hazardous materials, and to comply with requirements for personal protective equipment (i.e., gloves, disinfectants).

6. Oral and written proficiency in the English language to communicate in an effective and positive manner.

Stevenson is committed to providing reasonable accommodations to meet the needs of students with documented disabilities to the extent possible without fundamentally altering essential components of the program. Applicants should be aware that in addition to classroom learning, laboratory-based learning takes place throughout the program and involves considerations, such as safety and placement in facilities outside of the University that may not be present for classroom accommodations. Applicants and current students with disabilities are advised to assess whether an accommodation may be needed in the laboratory setting as early in the program as possible, and to inquire of the program if further information on laboratory requirements is needed. Requests for accommodations should be initiated with Disability Services in the Office of Student Success. Disability Services will engage in the interactive process with the applicant/student and the appropriate Medical laboratory Science program faculty members to determine accommodations on an individualized, case-by-case basis. To be considered for an accommodation, applicants and students will be required to submit documentation of their disability that meets the guidelines established by Disability Services.

Requirements

The courses listed below are required for completion of the bachelor’s degree in medical laboratory science.

Students must also complete the requirements for the Stevenson Educational Experience (SEE).

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

**Major Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIO 113</td>
<td>General Biology I: Cell Biology and Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 113L</td>
<td>General Biology I Laboratory: Cell Biology and Genetics</td>
<td>1</td>
</tr>
<tr>
<td>BIO 203</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 217</td>
<td>Principles of Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>BIO 222</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIO 230</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 322</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 115</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 115L</td>
<td>General Chemistry I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 115S</td>
<td>General Chemistry I SoLVE</td>
<td>1</td>
</tr>
</tbody>
</table>
AFROTC is designed to be a 4-year experience, but the schedule can be compressed (minimum of 3 years) for qualified candidates. A full four-year program is composed of the two-year General Military Course (GMC) and the two-year Professional Officer Course (POC). GMC students receive an introduction to the Air Force and various career fields, and may have a chance to compete for scholarships. Non-scholarship GMC students incur no military service obligation and may elect to discontinue the program at any time. Students wishing to continue in the POC must pass all cadet standards by their last semester in the GMC, successfully compete for acceptance into summer field training course, and complete field training. POC students concentrate on the development of leadership skills and the study of United States defense policy. Additionally, all POC students receive a monthly allowance of $450-$500.

If the Air Force is offering scholarships, members of AFROTC in all degree programs are eligible to compete for scholarships based on a competitive selection process. Scholarship recipients receive money for tuition up to $18,000 per year, a book allowance (currently $600/year), and a monthly allowance from $300 to $500, depending on the student’s AFROTC year. All classes are offered only at the University of Maryland.

**Course Descriptions**
See ARSC Descriptions (p. 194)

**Johns Hopkins Army ROTC**

**Military Science - Army ROTC**

Stevenson University offers the Army Reserve Officers’ Training Corps (ROTC) in conjunction with The Johns Hopkins University’s Blue Jay Battalion. The JHU Army Reserve Officers’ Training Corps (ROTC) was among the first to be established by Congress in 1916 and is routinely ranked at the top of the nation’s 273 programs. More than 3,000 Cadets have received Army officer commissions through the program, with over 40 attaining the rank of general officer. Cadets 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, Cadets are commissioned as a second lieutenant in the U.S. Army. ROTC classes are open to only cadets. For more information, ask a current cadet or call 1800-JHU-ROTC or 410-516-7474. Additional information can be obtained by emailing rotc@jhu.edu or visiting the JHU ROTC website (http://www.jhu.edu/rotc).

**Scholarship and Financial Assistance**

Army ROTC offers four, three, and two-year scholarships that pay full tuition (or room and board), $1,200 for books and a $300 - 500 monthly stipend. Additional incentives include a monthly language stipend ($100 - 250), a study abroad program ($6,000), special incentives...
for nurses, and postgraduate programs for medical and law degrees. Scholarship opportunities are regularly improved, and incentives are added. Applications for scholarships by qualified Cadets are awarded throughout the academic year and in some cases may be retroactive. A non-scholarship program is also available. For health professions and nursing Cadets, ROTC can offer numerous opportunities to achieve specialized education, additional postgraduate scholarships, and accession/graduation bonuses.

Curriculum
The curriculum normally consists of a two-year Basic Course (freshmen/sophomores) and a two-year Advanced Course (juniors/seniors). Some modification to this curriculum is common, as with graduate or transfer Cadets. Completing the 30-day Cadet Initial Entry Training (CIET) at Fort Knox, Kentucky is equivalent to completing the Basic Course. Successful graduates of CIET are normally offered ROTC scholarships and an opportunity to enroll in the Advanced Course. High school Junior ROTC experience, prior military service, and military academy attendance may also qualify for Basic Course completion. All Advanced Course Cadets are cadets and have a contractual agreement with the Army. These Cadets attend Advanced Camp at Fort Knox, KY between their junior and senior level courses. This is a core requirement to commission in the Army.

Course Descriptions
See ROTC Course Descriptions (p. 195)

Music
Stevenson University does not currently offer a bachelor's degree in music; however, a minor in music is available

Minor in Music
A minor in music is available. Students explore courses in musicology (music history), music theory, music composition, music technology, and performance studies. The Music Minor is for student musicians with fundamental musical experience. The minor in music requires successful completion of a minimum of six courses and 18 credits with a MUS prefix: six credits of performance courses, fulfilled through ensemble participation, and twelve credits of other music coursework. Students will take:

- MUS 170 (p. 198) Exploring Elements of Music/Hawaiian Ukulele
- MUS 201 (p. 198) Introduction to Music History
- MUS 260 (p. 198) Music Technology I
- MUS 275 (p. 198) Amer. Music Traditions: Hopi to Hip-Hop

AND

6 credits of ensemble coursework from the following options:
- MUS 102 University Singers
- MUS 105 Orchestra
- MUS 290 Band

Please note: Only 6 credits of ensemble coursework may be applied to a minor. Please see the Music program coordinator for more information. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

Nursing
Sandra R. Berman School of Nursing and Health Professions
Department of Nursing
Department Chair: Rebecca A. Diaz, R.N., M.S.N.

Description
The Stevenson University nursing program is fully accredited by the Commission on Collegiate Nursing Education and approved by the Maryland Board of Nursing. The nursing program prepares graduates with the education to creatively meet the challenges and demands of nursing in the twenty-first century. The goal of the program is to educate nurses who, as members of the health care team, address the varied health concerns of individuals, families, groups and communities. Nurses practice in a wide variety of settings—clinics, schools, hospitals, businesses, long-term care facilities, community agencies, and urgent care centers. In addition to the very real satisfaction a person gains from helping others in need, the reasons to consider nursing as a profession include intellectual stimulation, continued educational development, and the opportunity to work closely with other allied health professionals. Registered nurses are concerned with the health of the whole person. They care for the sick and injured as well as help people maintain and improve their health. Hospital nurses are an integral part of the interdisciplinary health care team; they collaborate by means of nursing and medical diagnoses and deliver expert, compassionate, and complex holistic care.

A combination of liberal arts and science courses develops the foundation for studying the discipline of nursing. An important feature of this program is the strong clinical experience. Students in this program receive a Bachelor of Science degree with a major in nursing and are prepared to take the licensure examination for registered nurses (National Council Licensure Examination—NCLEX-RN). The nursing program provides an educational foundation for graduate study in nursing as well as the knowledge and experience necessary for advancement within the nursing profession.

The first two years of the nursing curriculum focus mainly on the Stevenson Educational Experience (S.E.E.) and other requirements that provide the foundation for 3rd and 4th year nursing courses. The nursing program introduces students to the diversity of nursing roles from wellness advocate to bedside caregiver, with the clinical application of these roles in actual health care settings. Courses enable the student to assess clients in a variety of settings and to plan nursing care strategies that meet their needs. Students are given opportunities to provide nursing care to individuals and families from birth to old age. The last year of the nursing curriculum is designed to move the focus of nursing from individuals and families to groups within a larger socio-cultural context. Students have the opportunity to practice nursing in
complex and diverse settings. As students progress through the program, theory and clinical expectations increase as students move toward their desired goal of becoming competent, knowledgeable, and caring practitioners. More detail on clinical requirements is included in the Sandra R. Berman School of Nursing and Health Professions, Nursing Student Guide.

Successful completion of at least three years of college preparatory math and science courses provides the best foundation for students who are entering directly from high school. A SAT evidence-based reading and writing score of 550 or above and a math score of 530 or above and a high school unweighted grade point average of 3.4 and above have been strongly correlated with student success in the Stevenson nursing program.

Admission to the Nursing program is reserved for applicants who have demonstrated the ability to meet the demands of Stevenson University’s bachelor’s level nursing curriculum. Please see the University web site for current admissions requirements.

RN to BS and Masters Options
The RN to BS option is designed to allow registered nurses to build upon prior nursing knowledge and to enable them to develop an understanding of new nursing roles for a changing health care environment. Classes are available online and are also offered in partnership with multiple community colleges, hospitals and other settings throughout the state in an online/hybrid format. For more information on this program or the graduate nursing program, including course descriptions for RN to BS, RN to MS, and Masters level courses, see the Stevenson University Online Catalog.

The Associate To Bachelor’s Degree Nursing Option (ATB)
The Associate to Bachelor’s (ATB) Option is designed for students who want to be concurrently enrolled in a community college nursing program and the RN to BS Option at Stevenson University. Currently, Stevenson University partners with the Community College of Baltimore County (CCBC), Carroll Community College (CCC), and Howard Community College (HCC). Additional ATB partnerships are being developed. To be eligible for the ATB option, students must first be accepted to the respective community college nursing program. Interested applicants must meet all admissions criteria for both Stevenson University and the community college. Admission is a collaborative decision between Stevenson and the community college. Students interested in this option should contact the ATB Coordinator in Stevenson University Online.

Nursing Resource Center
The Nursing Resource Center provides nursing students with the opportunity to practice newly learned skills and apply nursing knowledge in a simulated hospital environment located on campus. The nursing skills laboratories are each furnished with multiple hospital beds, along with wheelchairs, stretchers, and many other items of up-to-date hospital equipment. Both high fidelity simulation and static mannequins provide the opportunity for students to practice skills in a realistic and safe manner. Computer programs in the lab allow students to work on diverse tasks, such as dosage calculations and licensure examination preparation.

Nursing Department Statement of Purpose
The philosophy of the nursing program is articulated as follows:

“The Stevenson University nursing program, as an integral part of its parent institution, is dedicated to the pursuit of higher learning grounded in the arts, sciences, and humanities. The philosophy and curricular focus of the nursing program emphasizes the ethic of caring, critical thinking, and a spirit of inquiry in education, practice, service, and research. The nursing faculty believes nursing is a professional discipline with academic and practice dimensions. The nursing faculty values scholarship and academic integrity and seeks to foster professional involvement and life-long learning in students and graduates. The essence of nursing is grounded in the philosophy of caring. The nursing faculty believes that caring exists in authentic relationships through which all persons are respected and nurtured. Within these co-created relationships, caring opens the possibility of transformation, inviting growth, healing, and wholeness of persons, families, and communities. In the reflective practice of nursing and nursing education, a caring environment affirms diversity in ways of being and ways of knowing.”

Objectives
The nursing program is dedicated to the pursuit of higher learning grounded in the arts, sciences, and humanities. Program objectives reflect the philosophy and curricular focus, emphasizing the ethic of care, critical thinking, and a spirit of inquiry in education, practice, service and research. Based upon these and other concepts, students are encouraged in the practice of caring through interactions and forming of relationships between their patient/clients, peers and faculty. The program has six overall objectives that are delineated into distinct levels which determine course content and progression to more complex learning within the nursing program. These objectives provide the framework for theory and clinical learning experiences throughout the curriculum.

Upon completion of the Stevenson University baccalaureate nursing program, graduates will be able to:

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

Policies
Nursing Program Policies for Continuance and Progression in the Major
Students must earn a minimum GPA as outlined below, and the lowest acceptable grade is a “C” in all courses required by the major and SEE courses required by the major.

During the first two years of study, nursing students must successfully complete the required liberal arts, science and nursing courses. These courses provide the foundation needed for the junior and senior level clinical nursing courses. There are specific criteria that must be met to satisfy prerequisite requirements and before students are allowed to progress from one level to the next. Grades are reviewed for progression status once per year only, at the end of the spring semester. Progression criteria must be met at that time. These criteria are outlined below.

Progression criteria for students entering sophomore-level course sequence
To progress to NURS-110 (offered in the sophomore year) students must meet the following requirements:
1. Cumulative GPA of 2.70 or higher
2. Cumulative GPA of 3.00 or higher in all science courses (BIO and CHEM designations, the grade earned for NURS 240 is calculated with the science GPA)
3. Successful completion of recommended first-year courses required by the major with a grade of at least “C” or better
4. Successful completion of recommended first-year courses, including a minimum of two of the prerequisite science courses
5. None or only one repeated science course
6. Math 135 may only be repeated two times

Progression criteria for students entering junior-level course sequence
To progress to the 300-level clinical nursing sequence, students must meet the following requirements:
1. Cumulative GPA of 3.00 or higher
2. Cumulative GPA of 3.00 in all science courses
3. Achievement of at least a “C” or better in all courses required by the major and all recommended first-year and second-year courses required by the major
4. None or only one repeated science or nursing course
5. Math 135 may only be repeated two times
6. Health insurance (See clinical requirements)
7. Completion of CPR training (See clinical requirements)
8. Completion of annual PPD (See clinical requirements)
9. Completion of Sandra R. Berman School of Nursing and Health Professions health form (See clinical requirements)
10. Completion of nursing program-specific health requirements (See clinical requirements)
11. Student Acknowledgment and Waiver form (See health requirements)
12. Completion of criminal background check and drug screening (See health requirements)
13. Completion of clinical documents as required by hospitals (See clinical requirements)
14. Purchase of all required medical equipment, uniform and badge

Progression criteria for students entering senior-level course sequence
To progress to the 400-level clinical nursing sequence, students must meet the following requirements:
1. Cumulative GPA of 3.00 or higher
2. Achievement of at least a "C" or better in all nursing courses
3. None or only one repeated science or nursing course
4. Completion of all junior level nursing courses
5. Health insurance (See clinical requirements)
6. Current CPR certification (See clinical requirements)
7. Completion of annual PPD (See clinical requirements)
8. Update of nursing program-specific health requirements (See clinical requirements)
9. Student Acknowledgment and Waiver form (See clinical requirements)
10. Completion of finger print and background check for NURS 405
11. Completion of criminal background check and drug screening (See clinical requirements)
12. Completion of clinical documents as required by hospitals (See clinical requirements)
13. Achievement of 100% on dosage exam, per course requirements

Probation:
If a student achieves a grade of "D" or "F" in any science, math, or nursing course, the course must be repeated and a "C" or better must be achieved to satisfy the prerequisite requirements. A maximum of one science or nursing course may be repeated once throughout the nursing program, even if it is a course repeated to improve GPA. Additionally, a student who achieves a grade of "D" or "F" in any science or nursing course will be placed on probation in the nursing major for the remainder of the program. If a student achieves a grade of "D" or "F" in MATH-135, the course must be repeated and a grade of "C" or better must be achieved to satisfy prerequisite requirements. MATH-135 may only be
repeated two times. Students in the nursing major are not allowed to take math, science, or nursing courses off campus.

**Dismissal from the nursing major:**
Students who earn a second grade of "D" or "F" in either a science or nursing course will be automatically dismissed from the nursing program. Students who earn a third grade of "D" or "F" in MATH 135 will be automatically dismissed from the nursing program.

**Clinical Requirements**

Students have clinical experiences in the Nursing Resource Center, hospitals, and community-based settings. As students progress through the program, the opportunity to learn from experienced registered nurses in real-world settings allows the student to apply theory content to clinical practice. By the last semester for the final practicum experience, students work with a preceptor, following a typical nursing schedule. Throughout the program, clinical experiences may be scheduled for day or evening hours on weekdays or weekends. More detail on clinical requirements is included in the School of Health Professions Nursing Student Guide. NOTE: Clinical Requirements are subject to change.

1. **CPR Certification** — In order to participate in clinical experiences, students must maintain current certification in the American Heart Association (AHA) Basic Life Support (BLS) for Health Care Providers course. Students should obtain certification between May 20 and June 25, as CPR certification cannot expire during the school year.

2. **Required Vaccinations, Antibody Titers, and Other Health Requirements** — In order to participate in clinical experiences, students must submit results of various tests (see below) by July 1st. Requirements are not permitted to expire during the school year.
   - Tdap (with Pertussis) or TD (Tetanus and Diphtheria) within the last 10 years
   - MMR (Measles, Mumps and Rubella) - Positive antibody titer for all three components of MMR (lab report or physician verification of results) OR if there are no up-to-date blood tests that show immunity, the student must show documentation of two doses of MMR.
   - Varicella (Chicken Pox) - One of the following is required:
     - Documentation of two doses of Varicella vaccine, OR
     - Laboratory evidence of immunity of laboratory confirmation of disease (lab report required OR physician verification of titer results required. Note: If titer is negative or equivocal documentation of the two original vaccines, dated before or after the titer, OR history of disease, verified by the healthcare provider is required.) OR
     - Diagnosis or verification by a healthcare provider of a history of Varicella disease OR
   - Diagnosis or verification by a healthcare provider of a history of Herpes Zoster
     - Written evidence of 3 doses of Hepatitis B vaccine and an IgG antibody titer and the declination waiver provided on the portal OR proof of immunity by IgG titer by July 1 prior to 1st semester, junior year.
     - Annual influenza (flu) vaccine - Documentation required of an annual PPD, administered and Mantoux skin test within 5 years and an annual questionaire that is signed by the health care provider. Students who do NOT have proof of the BCG vaccine must submit proof of an annual PPD, administered by Mantoux skin test with administered date and the read date. If positive, the student must upload the positive PPD results and a negative chest Xray within 5 years and an annual questionnaire that is signed by a health care provider.
     - Physical Examination - A physical exam is required which includes examination of the head, eyes, ears, nose, throat, heart, lungs, abdomen, neurological, and musculoskeletal systems. The exam must be within one year prior to July 1 in the year of the student's enrollment in NURS 310 and is a onetime requirement as
long as the student is continually enrolled at SU.

- Proof of health insurance - Provide a signed copy of current health insurance card, front and back, or other proof of coverage.
- Students will be emailed prior to June 1st with directions on how to create a student Castle Branch (CB) account and access the forms and tests listed below. CB accounts are mandatory.
- Following orientation to clinical courses, students must place an order and create a Castle Branch (CB) account and access the forms and tests listed below. Students are expected to monitor their accounts at all times and understand that their health documents may not expire during the school year. Students who do not monitor and keep their CB accounts current are not permitted to enroll in clinical courses.
- Annual submission and upload of Student Acknowledgment and Waiver form to Castle Branch
- Annual Castle Branch criminal background check
- Annual Castle Branch drug screen - A negative drug screen is required. If dilute negative or positive result is obtained, a retest, at student’s expense is necessary.
- Annual maintenance of student’s Castle Branch Immunization Tracker
- School of Health Professions Supplemental Health Form. This one page health form must be downloaded, printed, completed, signed by your HCP then uploaded to CB.
- Clinical documents required by partner facilities to be completed per clinical course no later than July 1, unless otherwise stated. Failure to submit as stated, prevents the nursing program to place students at clinical sites.
- Finger print and criminal background check (senior students)

Other Information

1. Clinical junior and senior requirements — As stated above, clinical requirements include but are not limited to vaccines, titers, background check, drug screening, physical examinations, health insurance, CPR and all other nursing student documentation must be completed as directed by the University and/or the Department of Nursing. The necessary forms can be found under student documents on the School of Health Professions portal page by clicking on “Student Documents” and then finding the “Nursing” folder. Students are responsible for ensuring that they have met all clinical requirements for participation in the nursing program prior to the established annual deadline of July 1. Failure to do so will result in students being dropped from the clinical courses in which they are enrolled, which will adversely impact progression in the nursing program. Stevenson University Department of Nursing uses the Maryland Hospital Association’s designated vendor, Castle Branch, to manage student immunizations, compliance documents, background checks and drug screenings. Students should plan ahead for these extra expenses, as well as the cost of travel to clinical sites, and needed medical equipment, uniform and ID badge. Facility requirements may dictate that students come to the university and/or clinical sites prior to the start of courses to fill out necessary paperwork and complete necessary training. Students are not permitted to arrange their own clinical placements.

2. Transportation — Transportation to and from clinical agencies is the responsibility of the student. Some clinical facilities may be at a distance from Stevenson University, so students should plan for extra time and expenses related to this travel.

3. Dosage Policy — Students must meet the requirements for medication administration as outlined in the School of Health Professions Nursing Student Guide and NURS 310.

4. Personal Health Insurance — Students are required to have personal health insurance coverage by the time they are eligible to take their first clinical course (NURS 310) and are encouraged to receive routine health care. It is the responsibility of the student to notify the Department of Nursing in writing of any changes in health insurance carrier, benefits, or policy information. Students without health insurance may not participate in clinical experiences. The University does not provide or assume responsibility for student health care. The University requires a pre-entry physical examination for all incoming students.

Requirements

The courses listed below are required for completion of the bachelor’s degree with a major in nursing for students following the full-time curriculum plan beginning fall, 2018. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

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

In general, students take lower-level (100- and 200-level) courses in freshman or sophomore years and upper-level (300- and 400-level) courses in junior or senior years. Courses in the nursing program are carefully sequenced to provide students with a growing theory base to promote success in subsequent courses. It is critical that nursing students on this plan consult their academic advisor when planning their course schedule.

Major Requirements:

FYS 100 First Year Seminar
### Fields of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 113</td>
<td>General Biology I: Cell Biology and Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 113L</td>
<td>General Biology I Laboratory: Cell Biology and Genetics</td>
<td>1</td>
</tr>
<tr>
<td>BIO 203</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 222</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIO 322</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 110</td>
<td>Foundations of General, Organic and Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 110L</td>
<td>Foundations of General, Organic and Biochemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MATH 135</td>
<td>Introduction to Mathematical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>NURS 110</td>
<td>Computer Technology in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 240</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>NURS 310</td>
<td>Introduction to Clinical Nursing</td>
<td>6</td>
</tr>
<tr>
<td>NURS 310SE</td>
<td>Nursing Simulation Experience</td>
<td></td>
</tr>
<tr>
<td>NURS 311</td>
<td>Communication and Cultural Competence in Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 317</td>
<td>Pathophysiology and Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 318</td>
<td>Pathophysiology and Pharmacology II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 330</td>
<td>Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 337</td>
<td>Psychiatric and Mental Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 337SE</td>
<td>Nursing Simulation Experience</td>
<td></td>
</tr>
<tr>
<td>NURS 338</td>
<td>Care of the Childbearing Family</td>
<td>4</td>
</tr>
<tr>
<td>NURS 338SE</td>
<td>Nursing Simulation Experience</td>
<td></td>
</tr>
<tr>
<td>NURS 360</td>
<td>Medical/Surgical Nursing I</td>
<td>4</td>
</tr>
<tr>
<td>NURS 360SE</td>
<td>Nursing Simulation Experience</td>
<td></td>
</tr>
<tr>
<td>NURS 405</td>
<td>Care of Vulnerable Populations in the Community</td>
<td>4</td>
</tr>
<tr>
<td>NURS 405SE</td>
<td>Nursing Simulation Experience</td>
<td></td>
</tr>
<tr>
<td>NURS 409</td>
<td>Care of Children and Families</td>
<td>4</td>
</tr>
<tr>
<td>NURS 409SE</td>
<td>Nursing Simulation Experience</td>
<td></td>
</tr>
<tr>
<td>NURS 435</td>
<td>Professionalism in Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURS 437</td>
<td>Introduction to Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS 440</td>
<td>Leadership Practicum in Contemporary Nursing Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 460</td>
<td>Nursing Simulation Experience</td>
<td></td>
</tr>
<tr>
<td>NURS 460SE</td>
<td>Medical/Surgical Nursing II</td>
<td>4</td>
</tr>
<tr>
<td>NURS 470</td>
<td>Nursing Simulation Experience</td>
<td></td>
</tr>
<tr>
<td>NURS 470SE</td>
<td>Medical/Surgical Nursing III</td>
<td>6</td>
</tr>
<tr>
<td>PHIL 215</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 108</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Suggested Course Sequence

A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog).

### Minor in Nursing

A minor in nursing is not available.

### Course Descriptions

See Nursing Course Descriptions (p. 199)

### Philosophy

School of Humanities and Social Sciences

Stevenson University does not currently offer a bachelor’s degree in philosophy, however, students interested in pursuing this field of study may do so through the flexible major offered in interdisciplinary studies. Students who wish to develop a philosophy focus should consult the program coordinator of interdisciplinary studies for more information.

### Minor in Philosophy

The minor in philosophy requires successful completion of a minimum of six courses and 18 credits with a PHIL prefix. Please see the humanities and public history department chairperson for more information. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

### Course Descriptions

See Philosophy Course Descriptions (p. 203)

### Photography

#### Minor in Photography

While learning professional skills in fine art and commercial photography, students will explore topics such as portraiture, product and fashion photography, photojournalism, alternative processes, digital imaging, and the history of photography.

The minor in photography requires successful completion of a minimum of six courses and 18 credits with a PHOTO prefix. Students majoring in the Graphic Design in the Photography Track may not earn a minor in photography. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see the chair of the Department of Graphic Design for more information. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

### Course Descriptions

See Photography Courses (p. 204)

### Psychology

School of Humanities and Social Sciences

Department of Psychology

Department Chair: Jeffrey Elliott, Ph.D.
Description

The psychology department is a scholarly community committed to helping students increase their scientific understanding of human and animal behavior, use this understanding to help others, learn to conduct research, and prepare thoughtfully and systematically for their careers. To meet these commitments, the psychology department offers its students a broad curriculum, learning experiences and professional activities beyond the classroom, and high levels of student-faculty interaction and collaboration.

The psychology major helps students develop a detailed, integrated, and science-based understanding of behavior, including mental processes. Furthermore, the major promotes the application of this understanding to benefit human welfare.

The psychology major has four components:

1. Students study the content of the major subdisciplines within psychology. Through studying these subdisciplines and their associated theories, research methodologies, and scientific findings, students learn how behavior is affected by an individual's genetic background, physical state, cognitive and socioemotional processes, and cultural environment.

2. The content of psychology is based on science; therefore, majors begin to understand, evaluate, and apply research. They also have the opportunity to design and participate in research.

3. Psychology students learn about psychological disorders and the clinical application of psychology. They develop the knowledge and skills to help others solve personal problems, develop professional opportunities, and lead richer, fuller lives.

4. Students identify their career goals, plan the appropriate career paths to achieve those goals, learn professional ethics, and acquire skills essential to their professional interests. Psychology majors develop the intellectual, interpersonal, and technical skills to obtain employment relevant to their degree or to pursue graduate studies.

Objectives

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

1. Think critically about major theories, concepts, empirical findings, and historical trends in psychology.
2. Conducting research by choosing appropriate research designs and statistical analyses, interpreting and communicating research results, and applying ethical standards.
3. Helping others by using psychological knowledge, counseling theory and skills, and ethical standards.
4. Analyzing how sociocultural differences affect their personal and professional interactions.
5. Planning and pursue their ongoing career and/or professional development.

Policies

Students must earn a minimum GPA of 2.00 in the major. The lowest acceptable grade is a "C" in all courses listed in the major under "Program Requirements" for the major, including both courses in the major and SEE courses required by the major. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C" or better in the prerequisite course(s). When a grade below "C" is earned in a major course, the student must repeat that course.

Requirements

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

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

Major Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 108</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 136</td>
<td>Statistics for the Behavioral and Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>PSY 201</td>
<td>Writing for Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 205</td>
<td>Career Development I</td>
<td>1</td>
</tr>
<tr>
<td>PSY 215</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Basic Counseling Skills</td>
<td>4</td>
</tr>
<tr>
<td>PSY 260</td>
<td>Behavioral Approaches to Change</td>
<td>3</td>
</tr>
<tr>
<td>PSY 261</td>
<td>Biological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 262</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 263</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 270</td>
<td>Research Methods and Data</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Analysis I</td>
<td></td>
</tr>
<tr>
<td>PSY 305</td>
<td>Career Development II</td>
<td>1</td>
</tr>
<tr>
<td>PSY 333</td>
<td>Tests and Measurement</td>
<td>4</td>
</tr>
<tr>
<td>PSY 343</td>
<td>Research Methods and Data</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Analysis II</td>
<td></td>
</tr>
<tr>
<td>PSY 405</td>
<td>Career Development III</td>
<td>1</td>
</tr>
<tr>
<td>PSY 450</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Six credits of psychology electives (at least one at the 300-level or above) from among the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 208</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 216</td>
<td>Psychopathology in Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>PSY 250-254</td>
<td>Topics in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 326</td>
<td>Special Topics in Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 327</td>
<td>Special Topics in Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 328</td>
<td>Special Topics in Personality Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 329</td>
<td>Special Topics in Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 340</td>
<td>Advanced Counseling Skills</td>
<td>4</td>
</tr>
<tr>
<td>PSY 341</td>
<td>Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>PSY 350-354</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PSY 420</td>
<td>History and Systems of Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
Suggested Course Sequence
A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog).

Minor in Psychology
The minor in psychology requires successful completion of a minimum of six courses and 18 credits with a PSY prefix. Students majoring in counseling and human services may count up to three psychology courses required by the major toward a minor in psychology. Courses ineligible for the psychology minor include:
- PSY-206 Child Development (except for education majors)
- PSY-330 Educational Psychology (except for education majors)

General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

Course Descriptions
See Psychology Course Descriptions (p. 206)

Public History
School of Humanities and Social Sciences
Department of Public History and Humanities
Department Chair: Glenn Johnston, Ph.D.

Description
Students at Stevenson University who wish to concentrate their studies in history should choose the University's public history major, part of the Department of Humanities and Public History at the University. One of the nation's few four-year undergraduate majors in the field, Stevenson's public history major provides students the breadth of a traditional American history major, combined with the opportunity to study and practice the public presentation of history through specialized coursework and internships. Stevenson's major in public history is distinctive because of its strong liberal arts context which provides students the opportunity to examine history from an interdisciplinary perspective. Students of public history master a body of knowledge about the past, and they also gain the ability to analyze, interpret, and evaluate historical evidence; to apply historical perspective to contemporary issues; and to honor historical interpretation coming from those of diverse cultural traditions and values, all with the goal of conveying historical understanding to members of the general public.

The two primary objectives of the public history program are 1) to lay a solid foundation in general historical knowledge and methodology focused on the United States as part of an undergraduate liberal arts education and 2) to offer public history majors the specialized knowledge, skills, and real-world experience in internships and upper-level public history courses to make a career in public history or a related field a reality. Public history majors can pursue a number of different careers following graduation, such as teaching, museum administration, journalism, film-making, law, historical archaeology, and government service.

The History Forum (HIST 100), a frequent gathering of all public history majors and faculty, sponsors special speakers and arranges other enrichment activities to enhance these two primary objectives of the major. Public history majors are required to attend mandatory History Forum meetings. In addition, students who are new to the public history major (traditional University freshmen, transfer students, and students who are declaring a public history major for the first time) are required to complete a special section of First Year Seminar that is designed specifically for new public history majors and focuses on strategies for promoting success in the major.

Students interested in majoring in public history should contact the humanities and public history department chairperson.

Objectives
Upon graduation from the Stevenson University, Public History Program a Public History major will have demonstrated the ability to:
1. Articulate the significance of various historical periods, persons, events, ideas, and themes in history with a special focus on United States history.
2. Analyze historical events, texts, and artifacts using the concepts of context, historical causation, conflict, and change over time.
3. Evaluate the significance of race, ethnicity, class, gender, sex, and religion, as factors in history and in its presentation to the public.
4. Create research-based history products for the public as well as for traditional historians.
5. Locate and evaluate examples of public history projects that faced issues of an ethical, practical, or interdisciplinary nature.
6. Participate in the community of historical practice both within the Stevenson Public History Program and the larger community.
7. Make informed academic and career choices based on self-determined goals.

Policies
Students must earn a minimum GPA of 2.00 in the major. The lowest acceptable grade is a “C” in all courses listed in the major under “Program Requirements” for the major, including both courses in the major and SEE courses required by the major. No student, regardless of major, will be permitted to advance to the next course without earning a grade of “C” or better in the prerequisite course(s). When a grade below “C” is earned in a core major course, the student must repeat that course.

In order to enroll in the required history internship (HIST 450), seniors must have a minimum cumulative GPA of 2.50 and second semester juniors must have a minimum cumulative GPA of 2.75.
Requirements

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

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

Public history majors are required to complete 45 credits (15 courses) from the courses listed below as indicated. Students must also complete the 1-credit HIST 100 every semester while enrolled in the public history program. In addition, students who are new to the public history major (traditional University freshmen, transfer students, and students who are declaring a public history major for the first time) are required to complete a special section of the 1-credit First-Year Seminar that is designed specifically for new public history majors. HIST 450 is a variable credit course (3, 6, or 9) based on the number of hours associated with the internship. Interns earn roughly three credits for every 120 hours worked during the internship.

Major Requirements:

Students must also complete HIST 100 every semester while enrolled in the public history program.

FYS 100 First Year Seminar 1
HIST 100 History Forum 1
HIST 105 World History I 3
HIST 106 World History II 3
HIST 109 The United States: Colonial America to 1877 3
HIST 110 The United States: 1877 to Present 3
HIST 208 Introduction to Public History 3
HIST 209 Research and Writing in History 3
HIST 410 The Great Historians 3
HIST 411 Senior Seminar 3
HIST 450 Public History Internship Variable

General History Elective Courses

Students are required to take five courses from general history elective courses. Three of these courses must be at the 300 or 400 level.

HIST 210 African American History 3
HIST 211 Topics in History 3
HIST 220 American History and Community Service 3
HIST 238 History of Baltimore 3
HIST 265 History of the Family 3
HIST 270 Revolutionary America 3
HIST 311 Topics in General History 3
HIST 330 Riches, Radicals, and Reformers: 1877-1920 3
HIST 336 The American Civil War 3
HIST 337 The United States: The Sixties 3
HIST 339 The United States Since 1970 3

Public History Elective Courses

Students are required to take two courses from the public history elective courses. HIST 312 is repeatable for credit when the topic is different.

HIST 211 Topics in History 3
HIST 312 Topics in Public History 3
HIST 325 Fieldwork in Archival Operations 3
HIST 331 American Material Culture 3

Suggested Course Sequence

A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog).

Minor in History

The minor in history requires successful completion of a minimum of six courses and 18 credits with an HIST prefix. Please see the public history department chairperson for more information. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

Course Descriptions

See History Course Descriptions (p. 167)

Religion

School of Humanities and Social Sciences

Stevenson University does not currently offer a bachelor's degree in religion; however, students interested in pursuing this field of study may do so through the flexible major offered in interdisciplinary studies. Students who wish to develop a religion focus should consult the program coordinator of interdisciplinary studies for more information.

Minor in Religion

The minor in religion requires successful completion of a minimum of six courses and 18 credits with an REL prefix. Please see the humanities and public history department chairperson for more information. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

Course Descriptions

See Religion Course Descriptions (p. 210)

Sociology

School of Humanities and Social Sciences

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

Minor in Sociology

The minor in sociology requires successful completion of a minimum of six courses and 18 credits with an SOC prefix. Please see the Program Coordinator for Interdisciplinary Studies for more information. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

Course Descriptions

See Sociology Course Descriptions (p. 212)
Theatre and Media Performance
School of Humanities and Social Sciences
Department of Theatre
Program Coordinator: Ryan Clark, M.F.A.

Description
Stevenson University's bachelor's degree in Theatre and Media Performance trains the entrepreneurial actor for the 21st century. Following a sequence of course work, including foundational and advanced performance technique, physical and vocal production, and text analysis, students will leave Stevenson University with a solid understanding of the craft of acting. Additionally, students study design and stagecraft in order to fully engage in all aspects of performance. This creative approach to performance training culminates with audition technique preparation, business planning for actors, and a career-focused internship. Students leave Stevenson prepared to take charge of their careers in theatre and media performance.

Objectives
Upon completion of the Bachelor of Science in Theatre and Media Performance, graduates will be able to:
1. Apply the appropriate unique skills to a wide range of theatre and multi-media performance platforms.
2. Communicate creatively and effectively both verbally and non-verbally.
3. Interpret plays and media scripts through textual analysis and performance.
4. Collaboratively problem-solve through all aspects of the production process.
5. Apply practical skills in the pursuit of career opportunities in theatre and multi-media performance.

Policies
Students must earn a minimum GPA of 2.00 in the major. The lowest acceptable grade is a "C" in all courses listed in the major under "Program Requirements" for the major, including both courses in the major and SEE courses required by the major. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C" or better in the prerequisite course(s). If a grade below "C" is earned in a major course, the student must repeat that course.

Requirements
The courses listed below are required for completion of the bachelor’s degree in theatre and media performance. Students must also complete the requirements for the Stevenson Educational Experience (SEE).
Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 100</td>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>THEA 103</td>
<td>Foundations of Performance</td>
<td>3</td>
</tr>
<tr>
<td>THEA 115</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THEA 116</td>
<td>Script Analysis</td>
<td>3</td>
</tr>
<tr>
<td>THEA 121</td>
<td>Introduction to Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THEA 203</td>
<td>Intermediate Performance</td>
<td>3</td>
</tr>
<tr>
<td>THEA 210</td>
<td>Acting for the Camera I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 224</td>
<td>Play Performance</td>
<td>3</td>
</tr>
<tr>
<td>THEA 240</td>
<td>Theatre History I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 241</td>
<td>Theatre History II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 270</td>
<td>Voice for the Actor</td>
<td>3</td>
</tr>
<tr>
<td>THEA 275</td>
<td>Theatre Movement</td>
<td>3</td>
</tr>
<tr>
<td>THEA 301</td>
<td>Performances Styles</td>
<td>3</td>
</tr>
<tr>
<td>THEA 310</td>
<td>Acting for the Camera II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 318</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>THEA 335</td>
<td>Directing</td>
<td>3</td>
</tr>
<tr>
<td>THEA 370</td>
<td>Advanced Voice for the Actor</td>
<td>3</td>
</tr>
<tr>
<td>THEA 375</td>
<td>Advanced Movement</td>
<td>3</td>
</tr>
<tr>
<td>THEA 380</td>
<td>Audition Techniques</td>
<td>3</td>
</tr>
<tr>
<td>THEA 410</td>
<td>Design and Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>THEA 430</td>
<td>Business of Acting</td>
<td>3</td>
</tr>
<tr>
<td>THEA 452</td>
<td>Senior Project: Theatre</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose 3 of 4 different courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 215</td>
<td>Theatre Practicum: Set Design and Construction</td>
<td>1</td>
</tr>
<tr>
<td>THEA 216</td>
<td>Theatre Practicum: Scene Painting and Props</td>
<td>1</td>
</tr>
<tr>
<td>THEA 217</td>
<td>Theatre Practicum: Stage Lighting and Sound</td>
<td>1</td>
</tr>
<tr>
<td>THEA 218</td>
<td>Theatre Practicum: Costuming</td>
<td>1</td>
</tr>
</tbody>
</table>

Suggested Course Sequence
A suggested course sequence can be found in the online catalog. [http://www.stevenson.edu/academics/catalog](http://www.stevenson.edu/academics/catalog)

Minor in Theatre and Media Performance
The minor in theatre requires successful completion of a minimum of six courses and 18 credits with a THEA prefix. All course prerequisites must be met to be eligible to take the selected course for a minor. Theatre 224 Play Performance is repeatable for credit; this course may only be counted twice toward a minor in Theatre. Please see an academic advisor for more information. General guidelines regarding minors may be found in the Minors (p. 48) section of the catalog.

Course Descriptions
See Theatre and Media Performance Course Descriptions (p. 213)

Advising Areas

Pre-Dentistry
The pre-dentistry advising track at Stevenson offers services to students interested in seeking competitive admission dental programs. The pre-dentistry advising track offers one-on-one and group advising, workshops, and hosts admissions representatives to help students understand how to develop a competitive application to dental school when they are ready to apply. Please note: Students identifying a pre-dentistry advising track will also declare an academic major. Students do not earn a “Pre-dentistry” degree. Students are encouraged to investigate the many majors that
Stevenson has to offer across our seven degree granting schools. Students unsure of their academic major should consult with a Deciding advisor in the Office of Student Success or utilize career exploration resources available through Career Services.

Stevenson is proud of its recent graduates and what they have accomplished. Their success is reflected in the places where they have progressed to study dentistry, such as those listed below:

- Indiana University School of Dentistry
- Meharry Medical College School of Dentistry
- University of Buffalo, SUNY
- University of Maryland Baltimore College of Dental Surgery
- West Virginia University School of Dentistry
- Virginia Commonwealth University

Pre-Law

Legal Studies students can combine law classes with a series of designated liberal arts courses that develop critical thinking, writing, and analytical skills. Stevenson University has a dedicated pre-law advisor within the Legal Studies faculty who is an attorney and can guide students in LSAT preparation and law school admissions procedures. An upper-level law elective is available to help prepare students for the Law School Admissions Test.

Please note: Students identifying a pre-law advising track will also declare an academic major. Students do not earn a “Pre-law” degree. Students are encouraged to investigate the many majors that Stevenson has to offer across our seven degree granting schools. Students unsure of their academic major should consult with a Deciding advisor in the Office of Student Success or utilize career exploration resources available through Career Services.

Stevenson is proud of its recent graduates and what they have accomplished. Their success is reflected in the places where they have progressed to study law, such as those listed below:

- Suffolk University
- University of Baltimore School of Law
- University of Maryland Baltimore
- University of Maryland School of Law
- William & Mary Law School

Pre-Medicine

The pre-medicine advising track at Stevenson provides those interested in pursuing medicine a strong foundation and introduction to the field. It also allows students to better translate their areas of interest into specific fields of study so that they may make more informed decisions upon entering medical school.

Please note: Students identifying a pre-medicine advising track will also declare an academic major. Students do not earn a “Pre-medicine” degree. Students are encouraged to investigate the many majors that Stevenson has to offer across our seven degree granting schools. Students unsure of their academic major should consult with a Deciding advisor in the Office of Student Success or utilize career exploration resources available through Career Services.

Stevenson is proud of its recent graduates and what they have accomplished. Their success is reflected in the places where they have progressed to study pharmacy, such as those listed below:

- Albany College of Pharmacy
- Lake Erie College School of Pharmacy
- Massachusetts College of Pharmacy and Health Sciences
- Notre Dame of Maryland University
- Shenandoah University School of Pharmacy
- Temple University School of Pharmacy
- Touro College of Pharmacy
- University of Maryland Baltimore School of Pharmacy

Prepare for success: Stevenson's overall acceptance rate into health professions programs for competitive applicants during the past 5 years is 89%. Stevenson is proud of its recent graduates and what they have accomplished. Their success is reflected in the places where they have progressed to study medicine, such as those listed below:

- Boston University
- Drexel University School of Medicine
- Eastern Virginia Medical School
- Edward Via Virginia College of Osteopathic Medicine
- Georgetown University
- George Washington University
- Jefferson University
- Philadelphia College of Osteopathic Medicine
- SUNY-Brooklyn
- Temple University
- Uniform Services University of the Health Sciences
- University of Maryland Baltimore
- University of Pennsylvania
- West Virginia School of Osteopathic Medicine
Pre-Physical Therapy
The pre-physical therapy advising track at Stevenson provides one-on-one and group advising, interactive workshops, and hosts admissions representatives on campus to help students understand how to develop a competitive application to physical therapy programs.

Please note: Students identifying a pre-physical therapy advising track will also declare an academic major. Students do not earn a “Pre-physical therapy” degree. Students are encouraged to investigate the many majors that Stevenson has to offer across our seven degree granting schools. Students unsure of their academic major should consult with a Deciding advisor in the Office of Student Success or utilize career exploration resources available through Career Services.

Stevenson is proud of its recent graduates and what they have accomplished. Their success is reflected in the places where they have progressed to study physical therapy, such as those listed below:

- Arcadia University
- Franklin Pierce University
- Howard University
- Old Dominion University
- Shenandoah University
- Thomas Jefferson University
- University of Delaware
- University of Maryland Baltimore
- University of Maryland Eastern Shore

Pre-Veterinary Medicine
The pre-veterinary medicine advising track at Stevenson provides students with a strong foundation in the sciences and opportunities to develop skills that ensure animal health and well-being. The pre-veterinary medicine track provides one-on-one advising and workshops to help students understand how to develop a competitive applicant profile to the veterinary medicine schools of their choice.

Please note: Students identifying a pre-veterinary medicine advising track will also declare an academic major. Students do not earn a “Pre-veterinary medicine” degree. Students are encouraged to investigate the many majors that Stevenson has to offer across our seven degree granting schools. Students unsure of their academic major should consult with a Deciding advisor in the Office of Student Success or utilize career exploration resources available through Career Services.

Stevenson is proud of its recent graduates and what they have accomplished. Their success is reflected in the places where they have progressed to study veterinary medicine, such as those listed below:

- Michigan State University
- University of Tennessee
- Virginia-Maryland Regional College of Veterinary Medicine
Courses

**ACC - Accounting**

**ACC 140 - Financial Accounting (3 credits)**
Introduces students to financial accounting, a system which provides information for decision makers external to the business entity, primarily by means of general-purpose financial statements. Topics include the elements of financial statements, the application of accounting theory and generally accepted accounting theory and generally accepted accounting principles to business transactions, ethics, and internal controls.
Prerequisite: A grade of C or better in ENG 150, ENG 151, or 153 and MATH 135. Offered: Fall and Spring.

**ACC 141 - Managerial Accounting (3 credits)**
Introduces students to managerial accounting. Students learn how to prepare and use financial information to make internal decisions. Topics include managerial accounting concepts, accounting for manufacturing firms, cost systems, standard costs, segment reporting, profit planning, budgeting, and performance measurement.
Prerequisite: A grade of C or better in ACC 140 Financial Accounting. SEE Certification: Quantitative Literacy. Offered: Fall and Spring.

**ACC 201 - Intermediate Accounting I (4 credits)**
Expands the fundamental accounting principles in which the emphasis on theory of accounts is maintained throughout the course. Concentration is on the analysis of financial statements, present value analysis, cash and cash flows, receivables, and inventory. Pronouncements of Financial Accounting Standards Board (generally accepted accounting principles) are an integral part of the course. This course meets 5 hours per week.
Prerequisite: A grade of C or better in ACC 140, ACC 141, and IS 135. Offered: Fall and Spring.

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

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

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

**ACC 302 - Advanced Accounting (3 credits)**
Studies advanced financial accounting issues including business combinations and consolidations with preparation of consolidated financial statements. Other topics included in the course are accounting for partnerships, segment disclosures, and debt restructuring.
Prerequisite: A grade of C or better in ACC 301 (may be taken concurrently). Offered: Spring.

**ACC 303 - Cost and Managerial Accounting (3 credits)**
Studies cost flows and concepts using a strategic emphasis. Included in this course are cost behaviors, cost-volume-profit relationships, and job costing. Also included in this course are fundamental budgeting concepts applied for planning and control and cost information for decision and control purposes: product profitability decisions, management and control systems, and capital budgeting.
Prerequisite: A grade of C or better in IS 135 and ACC 141. Offered: Spring.

**ACC 304 - Governmental and Not-for-Profit Accounting (3 credits)**
Studies fund accounting for governments and not-for-profit organizations and compliance auditing applicable to governmental entities.
Prerequisite: A grade of C or better in ACC 201. Offered: Spring.

**ACC 311 - Computer Applications in Accounting (3 credits)**
Examines the use of accounting systems. This course provides information and experience in the use of computers in accounting and includes work with integrated accounting software.

Prerequisite: A grade of C or better in IS 135 and ACC 201. Offered: Fall.

**ACC 400 - Auditing and Attestation (4 credits)**
Studies the concepts and theory of generally accepted auditing standards, standards for accounting and review services, and standards for attestation engagements. Emphasis is placed on developing the required skills to audit and issue a professional opinion on the financial statements issued by management of a public or private enterprise. This course is not open to students who have completed ACC 401.

Prerequisite: A grade of C or better in ACC 202 and MGT 210. Offered: Fall and Spring.

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

Prerequisite: A grade of C or better in ACC 202 and MGT 210. See Certification: Writing Intensive. Offered: Fall and Spring.

**ACC 407 - Advanced Auditing (3 credits)**
Continues and expands the concepts and theories of generally accepted auditing standards. Continued emphasis is placed on developing the skills needed to audit and issue a professional opinion on the financial statements issued by public and private organizations. Emphasis will be placed on legal and ethical issues and applying the audit process to financial statement cycles. This is an experiential, service learning course.

Prerequisite: A grade of C or better in ACC 401(WI) or ACC 400. Offered: Spring.

**ACC 411 - Tax Accounting: Individual (3 credits)**
Examines the federal tax systems, emphasizing sources of taxable income and allowable deductions used in calculating taxable income and the mandated tax liability. Students use a variety of tax resources to prepare individual tax returns, to identify tax planning opportunities, and to research and document more complex tax issues and transactions.

Prerequisite: A grade of C or better in ACC 201. Offered: Fall.

**ACC 412 - Tax Accounting: Corporation and Partnership (3 credits)**
Examines advanced tax topics including business entities, exempt organizations, and estates and trusts. Students enhance skills in compilation, planning, and research through problems and cases which highlight business formation, operations, and earnings distribution. Discussions include strategies for minimizing the tax liability for entities as well as the business owners.

Prerequisite: A grade of C or better in ACC 201. Offered: Spring.

**ACC 417 - Accounting Internship (3 - 15 credits)**
Offers accounting majors the opportunity for extensive practical accounting experience in an accounting firm. Students will work in a firm while receiving academic credit. In addition, students will attend eight bi-weekly, three-hour classes. See an accounting advisor for specific details.

Prerequisite: A grade of C or better in ACC 202 (may be taken concurrently) and recommendation from accounting faculty member. Offered: Fall and Spring.

**ACC 430 - Financial Modeling and Analysis (3 credits)**
Studies modeling and forecasting techniques utilized by accountants in the financial operations of a business. Topics include the relationship between financial statement analysis and the accountants’ role in the framework for operating budgets, strategic plans, capital investments, debt and equity financing opportunities, and cash flow forecasts.

Prerequisite: A grade of C or better in ACC 202 and FIN 303. Offered: Spring.

**ART - Art**

**ART 106 - Introduction to Art History (3 credits)**
Provides a foundation in art history, introducing issues central to the study and interpretation of visual culture. Through class discussions and assignments emphasizing comparative analysis and writing skills, students will be challenged to think critically about the nature of art and the discipline of art history. This course focuses on visual literacy - on building and employing the vocabulary needed to discuss and interpret works of art and architecture.

Prerequisite: A grade of C or better in ENG 150, ENG 151 or ENG 153 (may be taken concurrently). See Certification: Fine Arts. Offered: Fall and Spring.

**ART 106H - Honors - Introduction to Art History (3 credits)**
Provides a foundation in Art History, introducing issues central to the study and interpretation of visual culture. Through class discussions and assignments emphasizing comparative analysis and writing skills, students will be challenged to think critically about the nature of art and the discipline of Art History. This course focuses on "visual literacy" - on building and employing the vocabulary needed to discuss and interpret works of art and architecture. This course is a more demanding section of ART 106 incorporating students-led inquiry into the
intersection of visual art and its practice within historical and contemporary cultural contexts. Prerequisite: A grade of C or better in ENG 151 or ENG 153 (may be taken concurrently). Only open to students in Freshman Honors. SEE Certification: Fine Arts. Offered: Spring.

**ART 110 - Fundamentals of Design I (3 credits)**
Introduces the elements and principles of two-dimensional design, providing an essential foundation for anyone working in visual media. This course familiarizes students with the theory and process of solving visual problems. Basic material, technical, and presentation skills are developed using traditional and digital tools. Art history and visual culture references are incorporated into lectures and projects. Students will practice using design research and creative thinking to generate ideas. Emphasis is placed on planning, executing, and presenting individual solutions. Students will discuss their work and the work of their classmates during faculty-led critiques. This course includes studio and lecture. Students will need to purchase supplies/materials for this course. Prerequisite: None. SEE Certification: Fine Arts. Offered: Fall and Spring.

**ART 113 - Fundamentals of Design II (3 credits)**
Expands upon skills using elements and principles of two-dimensional design while introducing three-dimensional design and color theory. This course stresses the theory and process of solving design problems using color and form, essential tools for all designers. This course also builds on material, technical, and presentation skills working with traditional and digital media. Art history and visual culture references are incorporated into lectures and projects. Students practice using design research and creative thinking working independently and in groups to ideate, plan, execute, and present solutions. Students discuss their work and the work of their classmates during small-group and faculty-led critiques. This course includes studio and lecture. Students will need to purchase supplies/materials for this course. Prerequisite: A grade of C or better in ART 116. Offered: Spring.

**ART 116 - Drawing I (3 credits)**
Explores drawing as a method of representation as well as a means of organizing and expressing ideas. Introduces basic skills and techniques of drawing from direct observation using subjects such as still life, landscape, and architecture. Students use the tools of organization, composition, representation, abstraction, value, perspective, rapid visualization, and the focused practice of maintaining a sketchbook. Students work with various traditional and digital media. Students will present and discuss their work and the work of their classmates during faculty-led critiques. Art history and visual culture references are incorporated into lectures and projects. Prerequisite: None. SEE Certification: Fine Arts. Offered: Fall and Spring.

**ART 117 - Drawing II (3 credits)**
Focuses on drawing as a means of organizing and expressing ideas. This course expands upon basic skills and techniques taught in Drawing I, emphasizing communication and personal expression through use of composition, color theory, and abstraction. Students draw still life, interior, landscape, portrait, and the live model subjects to improve and expand their practice. Emphasis is placed on expressing ideas using a variety of materials and approaches in traditional, digital, and experimental media. Students will present and discuss their work and the work of their classmates during faculty-led critiques. Art history and visual culture references are incorporated into lectures and projects. This course includes studio and lecture. Students will need to purchase supplies/materials for this course. Prerequisite: A grade of C or better in ART 116. Offered: Spring.

**ART 205 - Art History Survey Topics (3 credits)**
Explores artists, objects, and institutions that shape historical eras of art. Students will classify, organize, and interpret visual and material artifacts in the specified era of study. Students will also examine culturally-determined meanings embedded in art and design production. Emphasis is placed on acquiring research habits and developing verbal, written, and presentation communication skills. Topics include: Ancient to Gothic, Renaissance to Modern, and Postmodern/Contemporary. Prerequisite: A grade of C or better in ART 106. SEE Certification: Humanities. Offered: Spring.

**ART 215 - Painting I (3 credits)**
Develops techniques and approaches to painting. Emphasis is placed on developing an awareness and control of the media as well as an understanding of the freedom and motion that are present in art. Students work from a variety of subject matters in a creative way with stress on sound design principles. This course includes studio and lecture. Students will need to purchase supplies/materials for this course. Prerequisite: A grade of C or better in ART 113 and ART 116. Offered: Fall (as needed).

**ART 217 - Figure Drawing (3 credits)**
Continues to provide college-level drawing experience to students who are interested in a focused study of the human form through observational drawing from live models. This course satisfies either the second drawing course or a focused elective requirement for GDES majors. This course includes studio and lecture. Students will need to purchase supplies/materials for this course. Prerequisite: A grade of C or better in ART 117. Offered: Fall or Spring.
ART 219 - Printmaking (3 credits)
Introduces basic printmaking techniques. Relief, intaglio, and planographic processes are introduced. Students are encouraged to combine techniques to create more complex images. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.
Prerequisite: A grade of C or better in ART 113 and ART 117. Offered: Fall and Spring.

ART 240 - Alternative Fine Art Processes (3 credits)
This course includes the study of media innovations and digital imaging techniques. Planographic processes are introduced. Techniques include relief, intaglio, and planographic processes. Students will need to purchase supplies/materials for this course.
Prerequisite: A grade of C or better in ART 113 and ART 117. Offered: Fall and Spring (as needed).

ART 280 - Study Away: Art and Design in Context (3 credits)
Engages students in critical discussions; unique experiential learning; cultural and historical location-based research; and production of original works of art/design. In preparation for the trip, students research their destination and discuss the ideas of space and place as they pertain to the location’s history, culture, and identity. While away, students experience the challenges and opportunities inherent in navigating an unfamiliar place and synthesizing their observations into a creative form. Upon return, students compose a body of creative work ranging from art, writing, research, photography, or other media and curate a group exhibition.
Prerequisite: GDES-210 or PHOTO-141. Offered: Fall, January and Spring.

ART 305 - Topics in Art History (3 credits)
Builds on knowledge acquired in art history survey classes. This course guides students to engage in self-directed in-depth research and investigations of visual and material culture within a specific art or design discipline. Students will interpret visual and material traditions in project-based activities. Students will also consider and forecast subject production and cultural significance. Topics may be Design, Graphic Design, Moving Images & Art, or Photography. This course may be repeated for credit if topics are different.
Prerequisite: A grade of “C” or better in ART-106 and a 200-level Writing Intensive (WI) course. SEE Certification: Writing Intensive and Humanities. Offered: Spring.

ART 351 - Special Topics (3 credits)
Builds on concepts and skills covered in foundational and 200-level Materials and Methods courses. The course provides students studio art experience in hands-on production topics related to art and design practice, process, and culture. The course focuses on a specific area of creative production looking at both historical and contemporary approaches. Topics vary semester to semester and may include Two-Dimensional Abstraction, Book Arts, Digital Illustration, 3D Fabrication, and Advanced Screen Printing. Projects encourage experimentation and risk-taking. The course requires students to explore the full expressive range of traditional and/or digital media approaches. Class time will be primarily spent on studio work, but will also include faculty-led presentations, regular group critiques, and experiential learning.
Prerequisite: A grade of C or better in a 200-level Materials and Methods elective. Offered: Fall, Winterim, and Spring, (as needed).

ART 365 - Art Studio: Independent Study (3 credits)
Provides an opportunity for motivated students to explore a self-initiated fine art or GDES
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 GDES or a combination of the two; it is also possible that a group project may be the focus of the students’ course work (i.e. a mural or exhibition). This course includes lecture and studio. Students will need to purchase supplies/materials for this course. Repeatable for credit. Prerequisite: Permission of the department chair. Offered: Fall or Spring (as needed).

**ART 540 - Crime Scene Photography (3 credits)**

Explores the basic concepts and skills of photography including the use and operation of SLR and Digital cameras, the fundamentals of proper lighting, film selection, picture composition, film processing and printing. These skills will be developed as they pertain to photographing a crime scene and specific areas of a crime scene, such as fingerprints, blood splatters, firearms, burn marks, victims, and tire tracks. This course must be completed prior to taking Mock Trial. Prerequisite: None.

**BIO - Biology**

**BIO 104 - The Human Body and Contemporary Health Issues (4 credits)**

Illustrates some major principles of biology by studying the human as an organism and as part of the biosphere. Topics include the systems of the body and processes which produce, maintain and coordinate the person. These are studied in relation to disease, the external environment and technology. Laboratory included. Restricted to non-science majors. This course does not satisfy a minor requirement in biology. Prerequisite: Eligibility for MATH 135 or higher. SEE Certification:

**BIO 113 - General Biology I: Cell Biology and Genetics (3 credits)**

Emphasizes the molecular nature of biology and biological principles that are common to all life. Topics covered relate to the physical and biochemical structure and function of cells and cell processes and genetics. Prerequisite: Eligibility for MATH 135 or higher. Corequisite: Co-requisite BIO 113L or BIO 113HL. SEE Certification: Scientific Reasoning-Laboratory. Offered: Fall and Spring.

**BIO 113L - Honors - General Biology I Laboratory: Cell Biology and Genetics (1 credit)**

Introduces experimental methods and techniques used in the biology laboratory. Topics relate to cell structure and function, and skills covered include the scientific method and experimental design, microscope and micropipette use, and aseptic technique. Prerequisite: Eligibility for MATH 135 or higher. Corequisite: Co-requisite BIO 113. SEE Certification: Scientific Reasoning-Laboratory. Offered: Fall and Spring.

**BIO 114 - General Biology II: Structure and Function of Organisms (3 credits)**

Introduces the methodology, techniques, and equipment used to collect environmental samples and data. This course demonstrates the foundational principles of evolution
through hypothesis testing. An emphasis is placed on conducting experiments using scientific method, analyzing data, and presenting results in a format appropriate to a scientific journal. Prerequisite: A grade of C or better in BIO 113, BIO 113L or BIO 113HL, BIO 114, and BIO 114L. Corequisite: Co-requisite BIO 115. Offered: Fall and Spring.

BIO 203 - Microbiology (4 credits)
Introduces bacterial, viral and eukaryotic microbes. Topics include microbial structure, classification, metabolism, growth, diseases and general microbial laboratory techniques. Laboratory included. Prerequisite: A grade of C or better in BIO 113 and BIO 113L or BIO 113HL. Corequisite: CHEM 110 and CHEM 110L or CHEM 116 and CHEM 116L. Offered: Fall and Spring.

BIO 210 - Botany (4 credits)
Introduces plant structures and functions, including growth, physiological processes, classification and an evolutionary survey of algae, liverworts, mosses, ferns, gymnosperms and flowering plants. Laboratory included. Prerequisite: A grade of C or better in BIO 114 and BIO 114L. Offered: Fall, even years.

BIO 217 - Principles of Biochemistry (3 credits)
Emphasizes the structure and function of carbohydrates, lipids, nucleic acids, amino acids and proteins in living systems. The properties of these biological molecules are related to their chemical structure and specific roles within the cell. Topics include membrane structure and function, enzyme mechanisms and kinetics, and the energetics of metabolic reactions and pathways. The theory of analytical methods used to study biological molecules is also covered. Prerequisite: A grade of C or better in BIO 113, BIO 113L or BIO 113HL, CHEM 116 and CHEM 116L. Offered: Fall and Spring.

BIO 218 - Career Connections in the Life Sciences (1 credit)
Focuses on career planning in the life sciences. This course introduces students to the variety of career pathways available within the life sciences as well as the preparation that is required to pursue these careers. Students will identify career pathways that are of interest and construct a plan to acquire both the curricular and professional experiences which will make them competitive in their chosen career. They will also learn the importance of building and utilizing a professional network and will begin laying the foundations of this network. Restricted to biology and environmental science majors. Prerequisite: FYS 100 - First Year Seminar. Offered: Spring.

BIO 222 - Human Anatomy (4 credits)
Introduces the gross and microscopic structure of the human body. Topics include histology (cells and tissues) and the eleven systems of the body. Laboratories include microscopic examination of cells and tissues, as well as dissection and study and identification of gross anatomical features. Laboratory included. Prerequisite: A grade of C or better in BIO 113 and BIO 113L or BIO 113HL and a grade of C or better in CHEM 110 and CHEM 110L or CHEM 116 and CHEM 116L. Offered: Fall and Spring.

BIO 230 - Genetics (4 credits)
Examines the processes by which viruses, prokaryotes and eukaryotes transmit hereditary information. Topics include patterns of inheritance, probability, structure and replication of hereditary material, gametogenesis, gene expression and regulation, and mutation. Basic recombinant DNA technologies and their applications will also be discussed. Laboratory included. Prerequisite: A grade of C or better in BIO 113, BIO 113L or BIO 113HL. Corequisite: Co-requisites of CHEM 116 and CHEM 116L. Offered: Fall and Spring.

BIO 235L - Diversity of Life (2 credits)
Studies the diversity of life on earth through evolutionary principles. Principles of natural selection and population genetics will be applied to the study of the adaptive radiation of biodiversity. Students will learn the essential taxonomic classifications of biodiversity, spanning from microbes to megafauna with an emphasis on eukaryotic diversity. Prerequisite: BIO 115. Offered: Fall and Spring.

BIO 310 - Cell Biology (3 credits)
Describes the structure and function of prokaryotic and eukaryotic cells at the cellular and molecular levels, together with the methodology for their study. Emphasis is placed on organelles participating in cellular metabolism and energy transformations, communication, transport, movement, reproduction and inheritance. Prerequisite: A grade of C or better in BIO 217 or BIOCH 327, and BIO 230. Offered: Fall.

BIO 312 - Developmental Biology (4 credits)
Describes and analyzes developmental processes and their spatial and temporal regulation in plants and animals. Emphasis is on experimental, molecular genetic, cellular, evolutionary, and ecological aspects as they pertain to differentiation and morphogenesis of the organism. Laboratory included. Prerequisite: A grade of C or better in BIO 114, BIO 114L, BIO 230 and BIO 235L. Offered: Fall.

BIO 313 - Virology (3 credits)
Explores the fundamental properties of viruses, with an emphasis on classification, structure, replication, mechanisms of viral pathogenesis and the immune response to viral infections. Prerequisite: A grade of C or better in BIO 113, BIO 113L or BIO 113HL, BIO 203, BIO 230, CHEM 116, and CHEM 116L. Offered: Fall.
BIO 314 - Parasitology (4 credits)
Explores the parasites known to produce disease in man and other mammals. This course includes the morphology, life cycles, metabolism, clinical symptoms and diseases, epidemiology and control and diagnosis of major pathogens. Laboratory includes the proper manipulation, identification, preparation and biochemical testing of parasitic cultures. Laboratory included.
Prerequisite: A grade of C or better in BIO 203 and BIO 235L. Offered: Fall.

BIO 315 - Evolution (3 credits)
Studies biological evolution, including concepts from the fields of behavioral ecology, population genetics, developmental biology, anthropology, phylogenetics and systematics. Students will use knowledge of evolutionary processes in the examination and evaluation of biological systems.
Prerequisite: A grade of C or better in BIO 115, BIO 230 and BIO 235L. Offered: Spring, even years.

BIO 322 - Human Physiology (4 credits)
Explores the principles of human body function. Emphasis is on the mechanisms by which cells and organs perform their functions and the interactions of the various organs in maintaining homeostasis. Laboratory includes wet labs, computer simulations, interactive physiology modules and an in-depth report and presentation by each student on a current topic in physiology or biomedical research. Laboratory included.
Prerequisite: A grade of C or better in BIO 222, CHEM 110 and CHEM 110L or in CHEM 116 and CHEM 116L. Offered: Fall and Spring.

BIO 326 - Animal Physiology (4 credits)
Examines the diverse mechanisms fundamental to animal physiology. The functional interactions important in vertebrate and invertebrate homeostasis at the molecular, cellular, organ and systems levels are explored. Laboratory sessions will provide illustrations and exercises that support lecture material. Laboratory included.
Prerequisite: A grade of C or better in BIO 235L. Offered: Fall, odd years.

BIO 330 - Molecular Genetics (4 credits)
Examines the processes by which viruses, prokaryotes and eukaryotes transmit hereditary information and regulate its expression. Topics include patterns of inheritance, structure and replication of hereditary material, transcription and its regulation, translation, mutation, recombinant DNA and oncogenes. Technology elucidating gene structure and function and the application of DNA technology to other areas are discussed. Laboratory included.
Prerequisite: A grade of C or better in BIO 230 and BIO 217 or BIOCH 327. Offered: Spring.

BIO 335 - Immunology (4 credits)
Explores the principles of basic immunology with an emphasis on the host response at the molecular level. Topics include innate and specific acquired immunity, antigens and antibodies, organs and cells of the immune system, immune dysfunction and prophylaxis. Laboratory sessions include the purification and detection methods of antibody and antigen, isolation of immune cell subpopulations and enzyme immunoassays. Laboratory included.
Prerequisite: A grade of C or better in BIO 203, BIO 230, and CHEM 116, and CHEM 116L. Offered: Spring, odd years.

BIO 362 - Independent Research Experience in Biology (2 credits)
Provides an opportunity to conduct independent research under the supervision of a faculty member. This course may be repeated for credit. This course cannot be used as a substitute for the senior capstone requirement.
Prerequisite: A grade of C or better in BIO 113 and BIO 113L or BIO 113HL and permission of the faculty member who will be supervising the research. Offered: Winterim, (as needed).

BIO 365 - Independent Laboratory Research in Biology (3 credits)
Provides an opportunity to conduct independent research in an on-campus laboratory under the supervision of a Biology faculty member. This course may be repeated for credit. This course cannot be used as a substitute for the senior capstone requirement. Fees: Printing fees may be required.
Prerequisite: A grade of C or better in BIO 113 and BIO 113L or BIO 113HL and permission of the faculty member who will be supervising the research. Offered: Fall and Spring.

BIO 425 - Mammalian Nutrition (3 credits)
Explores the chemical properties, metabolism and function of macronutrients, micronutrients, and phytonutrients, and their roles in development and disease in mammals (including humans, farm animals, and model organisms). This course includes analysis of energy balance, food choice, food security, and food technology. Students will use evidence from primary literature to discuss ethical issues related to nutrition, including impacts on food production, healthcare, and the environment.
Prerequisite: Chem 211, Chem 211L, and completion of a minimum of one upper level Biology or Biochemistry course. Offered: Spring, odd years.

BIO 440 - Seminar Topics in Biology (1 credit)
Explores current topics in biology through reading and discussion of the primary literature. Students give seminar-style presentations on current scientific studies and critically evaluate original scientific work in the chosen field. Related ethical issues are also discussed. This course is required for students
pursuing honors in the biology program. This course may be repeated for credit if topics are different.

Prerequisite: A grade of C or better in two upper-level biology courses. Offered: Spring, (as needed).

BIO 450 - Senior Research Capstone (5 credits)
Provides an opportunity for the student to develop and conduct a scientific research project on campus. A minimum of 180 hours of laboratory work is required. Under the direction of a faculty mentor, each student performs independent and original research that is part of the faculty member's ongoing research program. Emphasis is on honing oral and written skills in the context of scientific inquiry. Restricted to biology majors. Fees: Printing fees may be required.

Prerequisite: A grade of C or better in a minimum of two upper-level biology courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty. SEE Certification: Writing Intensive. Offered: Fall and Spring.

BIO 455 - Senior Internship Capstone (5 credits)
Provides an opportunity to gain professional workforce experience. A minimum of 180 hours of on-site work is required. The work must integrate and apply academic content appropriate to the workforce placement. Emphasis is on honing oral and written skills in the context of the internship experience. Restricted to biology majors. Fees: Parking and printing fees may be required.

Prerequisite: A grade of C or better in a minimum of two upper-level biology courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty. SEE Certification: Writing Intensive. Offered: Fall and Spring.

BIO 460H - Honors - Senior Research Capstone (9 credits)
Provides an opportunity for the student to develop and conduct a scientific research project on or off campus. A minimum of 324 hours of laboratory work is required. Under the direction of a Stevenson or host mentor, each student performs independent and original research that is part of the mentor's ongoing research program. Emphasis is on honing oral and written skills in the context of scientific inquiry. Restricted to biology majors. Fees: Parking and printing fees may be required.

Prerequisite: A grade of C or better in a minimum of two upper-level biology courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty. SEE Certification: Writing Intensive. Offered: Fall and Spring.

BIO 465 - Senior Internship Capstone (9 credits)
Provides an opportunity to gain professional workforce experience. A minimum of 324 hours of on-site work is required. The work must integrate and apply academic content appropriate to the workforce placement. Emphasis is on honing oral and written skills in the context of the internship experience. Restricted to biology majors. Fees: Parking and printing fees may be required.

Prerequisite: A grade of C or better in a minimum of two upper-level biology courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty. SEE Certification: Writing Intensive. Offered: Fall and Spring.

BIOCH - Biochemistry

For biology course descriptions, please see the biology section (p. 128) of the catalog, and for chemistry course descriptions please see the chemistry section (p. 133) of the catalog.

BIOCH 327 - Biochemistry (3 credits)
Focuses in depth on the structure, function, and properties of carbohydrates, lipids, amino acids, proteins and nucleic acids in biological systems. Topics include protein structure and folding, control and energetics of metabolic pathways, the structure, function and mechanisms of enzymes reactions and a molecular level look at the central dogma of DNA
to RNA to protein and DNA-based information technology.
Prerequisite: A grade of C or better in CHEM 211, CHEM 211L, BIO 113, and BIO 113L or BIO 113HL. Offered: Fall and Spring.

BIOCH 345L - Integrative Laboratory I (2 credits)
Continues education in the safe chemistry laboratory practices and proper and ethical laboratory record keeping. Focuses on using advanced techniques in the laboratory to solve interdisciplinary problems. Laboratory emphasizes biomolecular and bioinorganic experimentation, characterization and manipulation techniques. Prerequisite: BIOCH 327 is a prerequisite or co-requisite. Offered: Fall and Spring.

BIOCH 362 - Independent Research Experience in Biochemistry (2 credits)
Provides an opportunity to conduct independent research under the supervision of a faculty member. This course may be repeated for credit. This course cannot be used as a substitute for the senior capstone requirement.
Prerequisite: A grade of C or better in CHEM 211 and CHEM 211L, junior standing, permission of the faculty member who will be supervising the research, and permission of the department chair. Offered: Winterim.

BIOCH 365 - Independent Laboratory Research in Biochemistry (3 credits)
Provides an opportunity to conduct independent research in an on-campus laboratory under the supervision of a faculty member. This course may be repeated for credit. This course cannot be used as a substitute for the senior capstone requirement.
Prerequisite: A grade of C or better in CHEM 211 and CHEM 211L, junior standing, permission of the faculty member who will be supervising the research, and permission of the department chair. Offered: Fall and Spring.

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

BIOCH 450 - Senior Research Capstone (5 credits)
Provides an opportunity for the student to develop and conduct a scientific research project on campus. A minimum of 180 hours of laboratory work is required. Under the direction of a faculty mentor, each student performs independent and original research that is part of the faculty member's ongoing research program. This course emphasizes the honing of speaking and writing skills in the context of scientific inquiry. Restricted to biochemistry majors. Fees: Parking and printing fees may be required.
Prerequisite: A grade of C or better in BIOCH 327, BIOCH 345L, and in a minimum of one upper-level biochemistry, biology or chemistry course; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio. SEE Certification: Writing Intensive. Offered: Fall and Spring.

BIOCH 460 - Senior Research Capstone (9 credits)
Provides an opportunity for the student to develop and conduct a scientific research project on campus. A minimum of 327 hours of laboratory work is required. Under the direction of a Stevenson or host mentor, each student performs independent and original research that is part of the mentor's ongoing research program. This course emphasizes the honing of speaking and writing skills in the context of scientific inquiry. Restricted to biochemistry majors. Fees: Parking and printing fees may be required.
Prerequisite: A grade of C or better in BIOCH 327, BIOCH 345L, and in a minimum of one upper-level biochemistry, biology or chemistry course; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio. SEE Certification: Writing Intensive. Offered: Fall and Spring.

BIOCH 460H - Honors - Senior Research Capstone (9 credits)
Provides an opportunity for the student to develop and conduct a scientific research project on or off campus. A minimum of 327 hours of laboratory work is required. Under the direction of a Stevenson or host mentor, each student performs independent and original research that is part of the mentor's ongoing research program. This course emphasizes the honing of speaking and writing skills in the context of scientific inquiry. Restricted to biochemistry majors. Fees: Parking and printing fees may be required.
Prerequisite: A grade of C or better in BIOCH 327, BIOCH 345L, and in a minimum of one upper-level biochemistry, biology or chemistry course;
course; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio. SEE Certification: Writing Intensive. Offered: Fall and Spring.

**BIOCH 465 - Senior Internship Capstone (9 credits)**

Provides an opportunity to gain professional workforce experience. A minimum of 327 hours of on-site work is required. The work must integrate and apply academic content appropriate to the workforce placement. This course emphasizes the honing of speaking and writing skills in the context of the internship experience. Restricted to biochemistry majors. Fees: Parking and printing fees may be required.

Prerequisite: A grade of C or better in BIOCH 327, BIOCH 345L, and in a minimum of one upper-level biochemistry, biology or chemistry course; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio. SEE Certification: Writing Intensive. Offered: Fall and Spring.

**BIOCH 465H - Honors - Senior Internship Capstone (9 credits)**

Provides an opportunity to gain professional workforce experience. A minimum of 327 hours of on-site work is required. The work must integrate and apply academic content appropriate to the workforce placement. This course emphasizes the honing of speaking and writing skills in the context of the internship experience. Restricted to biochemistry majors. Fees: Parking and printing fees may be required.

Prerequisite: A grade of C or better in BIOCH 327, BIOCH 345L, and in a minimum of one upper-level biochemistry, biology or chemistry course; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio. SEE Certification: Writing Intensive. Offered: Fall and Spring.

**CHEM - Chemistry**

**CHEM 110 - Foundations of General, Organic and Biochemistry (3 credits)**

Introduces the basic concepts of general chemistry, including atomic structure, chemical reactions, solutions, acid base chemistry and nuclear chemistry; organic chemistry, including functional groups and reactions; and biochemistry, including the composition and properties of carbohydrates, lipids, proteins and nucleic acids.

Prerequisite: Eligible for MATH 147 or higher. Corequisite: CHEM 110L.

Offered: Fall and Spring.

**CHEM 110L - Foundations of General, Organic and Biochemistry Laboratory (1 credit)**

Introduces the concept of the scientific method to laboratory work, including the purpose of the experiment and analysis of data collected on topics related to course lecture material. Students will also participate in online discussions related to case studies from the medical world.

Prerequisite: Eligible for MATH 135 or higher. Corequisite: CHEM 110.

Offered: Fall and Spring.

**CHEM 111 - Introduction to Chemistry (3 credits)**

Surveys the concepts covered in General Chemistry with an emphasis on mathematical relationships. Topics include classification of matter, atomic structure, nomenclature of inorganic ions and compounds, chemical equations, and the concept of the mole, stoichiometry and gas laws. Note: Students are placed into this course on the basis of math placement test results. Students must receive a C or better in CHEM 111 before continuing to CHEM 115.

Corequisite: MATH 137. Offered: Fall and Spring.

**CHEM 115 - General Chemistry I (3 credits)**

Introduces the structure of matter and its behavior from a chemical perspective. Topics discussed include nomenclature, stoichiometry, chemical reactions, quantum theory, chemical bonding, periodicity, gases, and atomic and molecular structure.

Prerequisite: Eligibility for MATH 147 or higher. Corequisite: CHEM 115L and CHEM 115S. SEE Certification: Scientific Reasoning-Laboratory. Offered: Fall and Spring.

**CHEM 115H - Honors - General Chemistry I (3 credits)**

Introduces the structure of matter and its behavior from a chemical perspective. Topics discussed include nomenclature, stoichiometry, chemical reactions, quantum theory, chemical bonding, periodicity, gases and atomic and molecular structure. This course is a more demanding section of CHEM 115 designed for students with a strong math background who wish to explore in greater depth selected aspects of general chemistry.

Prerequisite: Eligible for MATH 147 or higher and eligibility. Only open to students in Freshman Honors. Corequisite: CHEM 115HL and CHEM 115S. SEE Certification: Scientific Reasoning-Laboratory. Offered: Fall.

**CHEM 115L - General Chemistry I Laboratory (1 credit)**

Introduces students to working safely in a chemistry laboratory and keeping a laboratory notebook. Experiments performed include the physical properties of matter, chromatography, analysis of hydrates, solubility of inorganic salts, acids and bases, calorimetry, color and absorption of light, gravimetric analysis, gas laws, chemical bonding and molecular modeling. Students will learn laboratory techniques, instrumentation and molecular modeling.

Prerequisite: Eligibility for MATH 147 or higher. Corequisite: CHEM 115 and CHEM 115S. SEE Certification: Scientific Reasoning-Laboratory. Offered: Fall and Spring.
CHEM 115HL - Honors - General Chemistry I Laboratory (1 credit)
Introduces students to working safely in a chemistry laboratory and keeping a laboratory notebook. Experiments performed include the physical properties of matter, chromatography, analysis of hydrates, solubility of inorganic salts, acids and bases, calorimetry, color and absorption of light, gravimetric analysis, gas laws, chemical bonding and molecular modeling. Students will learn laboratory techniques, instrumentation and molecular modeling. More in depth analysis of laboratory experiments than in the CHEM115L course is required.
Prerequisite: Eligible for MATH 147 or higher. Only open to students in Freshman Honors. Corequisite: CHEM 115H and CHEM 115S. SEE Certification: Scientific Reasoning-Laboratory. Offered: Fall.

CHEM 115S - General Chemistry I SoLVE (0 credits)
Engages students in small group problem solving on topics related to material covered in CHEM 115. Active learning, inquiry, team building and the integration of STEM disciplines are emphasized throughout the sessions.
Corequisite: CHEM 115 or CHEM 115L or CHEM 115HL. Offered: Fall and Spring.

CHEM 116 - General Chemistry II (3 credits)
Introduces the states of matter including liquids, solids and solutions, followed by discussion of chemical principles including kinetics, equilibrium, acids and bases, thermodynamics, electrochemistry, and nuclear chemistry. This is a more demanding section of CHEM 116 designed for students with a high aptitude for math who wish to explore aspects of general chemistry in more depth.
Prerequisite: A grade of B or better in CHEM 115H. Only open to students in Freshman Honors. Corequisite: CHEM 116HL and CHEM 116S. Offered: Spring.

CHEM 116L - General Chemistry II Laboratory (1 credit)
Focuses on the performance of a selection of basic laboratory procedures including molecular modeling, colligative properties, kinetics, equilibrium, titration, pH of acids and bases, buffer systems, LeChatelier's principle, solubility product constants, qualitative analysis and electrochemistry. Emphasis is placed on instrumentation, maintaining a laboratory notebook, using correct techniques and utilizing chemical software programs.
Prerequisite: A grade of C or better in CHEM 115 and CHEM 115L. Corequisite: CHEM 116 and CHEM 116S. Offered: Fall and Spring.

CHEM 116HL - Honors - General Chemistry II Laboratory (1 credit)
Focuses on the performance of a selection of basic laboratory procedures including molecular modeling, colligative properties, kinetics, equilibrium, titration, pH of acids and bases, buffer systems, LeChatelier's principle, solubility product constants, qualitative analysis and electrochemistry. Emphasis will be placed on instrumentation, maintaining a laboratory notebook, using correct techniques and utilizing chemical software programs. More in depth analysis of laboratory experiments than in the CHEM 116L course is required.
Prerequisite: A grade of B or better in CHEM 115H and CHEM 115HL. Only open to students in Freshman Honors. Corequisite: CHEM 116H and CHEM 116S. Offered: Spring.

CHEM 116S - General Chemistry II SoLVE (0 credits)
Engages students in small group problem solving on topics related to material covered in CHEM 116. Active learning, inquiry, team building and the integration of STEM disciplines are emphasized throughout the sessions.
Corequisite: CHEM 116 or CHEM 116H and CHEM 116L or CHEM 116HL. Offered: Fall and Spring.

CHEM 203 - Environmental Chemistry (3 credits)
Explores topics of inorganic and organic chemistry in order to understand the source, fate, transport, and effect of compounds on the environment. Students will learn about the chemistry that underlies natural processes in the atmosphere, hydrosphere, and lithosphere. The chemical aspects of anthropogenic changes to the environment will also be studied, including energy utilization, acid deposition, air and water pollution, use of herbicides and pesticides, ozone depletion, and waste disposal.
Prerequisite: A grade of C or better in CHEM 116 and CHEM 116L. Offered: Fall, (as needed).

CHEM 203L - Environmental Chemistry Laboratory (1 credit)
Introduces the techniques and instruments used to study chemical compounds in the environment. An emphasis will be on methodologies relevant to today's environmental scientist. Topics include methods for determining oxygen demand in natural and wastewaters, inorganic and organic profiles of soil and sediments, trace metals in water and soil, levels of environmental hydrocarbons, and sampling for air particulates.
Prerequisite: A grade of C or better in CHEM 116 and CHEM 116L. Corequisite: CHEM 203. Offered: Fall, (as needed).

CHEM 206 - Herbal Medicines and Remedies (3 credits)
Focuses on the science of herbal medications, which have been used for centuries in many societies.
Students in this course will travel to one or more destinations where they will explore the cultural and medical aspects of local folk remedies, learning about the culture they visit and conducting experiments on the herbal remedies used there. They will develop research questions, collect data and analyze compounds to understand their structure and their pharmacology. Finally, students will visit the iconic sites of historical and natural importance.

Prerequisite: ENG 150, ENG 151, or ENG 153 and placement into MATH 135 or above. SEE Certification: Scientific Reasoning-Laboratory. Offered: Winterim.

**CHEM 210 - Organic Chemistry I (3 credits)**

Introduces the physical and chemical properties of alkanes, alkenes, alkynes, and alcohols. This course emphasizes organic nomenclature, syntheses, stereochemistry, and reaction mechanisms.

Prerequisite: A grade of C or better in CHEM 116 and CHEM 116L.

Corequisite: CHEM 210L. Offered: Fall and Spring.

**CHEM 210L - Organic Chemistry I Laboratory (1 credit)**

Continues education in safely working in a chemistry laboratory and keeping laboratory records. Students are introduced to common techniques associated with the preparation, purification, and chemical characterization of organic compounds.

Prerequisite: A grade of C or better in CHEM 116 and CHEM 116L.

Corequisite: CHEM 210. Offered: Fall and Spring.

**CHEM 211 - Organic Chemistry II (3 credits)**

Studies the physical and chemical properties of aromatic compounds, aldehydes, ketones, carboxylic acids and their derivatives, enolates, amines, and selected special topics. Syntheses and reaction mechanisms are stressed throughout the course.

Prerequisite: A grade of C or better in CHEM 210 and CHEM 210L.

Corequisite: CHEM 211L. Offered: Fall and Spring.

**CHEM 211L - Organic Chemistry II Laboratory (1 credit)**

Continues education in safely working in a chemistry laboratory and keeping a laboratory records. This course involves the synthesis and characterization of compounds by physical means and spectroscopy and unknown identification. Spectroscopies covered in depth include IR, NMR, and MS.

Prerequisite: A grade of C or better in CHEM 210 and CHEM 210L.

Corequisite: CHEM 211. Offered: Fall and Spring.

**CHEM 213 - Digital Information Literacy for Chemistry (1 credit)**

Introduces students to current methods for searching the scientific literature. Areas of study include the various search engines and online tools used in scientific research, application of search skills to researching specific topic areas in both research and career development, developing skills in various citation formats and using reference manager software. This course familiarizes students with the American Chemical Society's format of journal articles, including critical review of published articles.

Corequisite: A grade if C or better in CHEM 210. Offered: Fall and Spring.

**CHEM 221 - Inorganic Chemistry (3 credits)**

Introduces the chemistry of inorganic compounds and materials. The course provides the descriptive chemistry of the elements with a focus on crystals, reaction types, thermodynamics, and donor-acceptor chemistry. A review of basic structure and bonding is also provided.

Prerequisite: A grade of C or better in CHEM 116 and CHEM 116L.

Offered: Fall.

**CHEM 310 - Analytical Chemistry (3 credits)**

Provides a rigorous study of those chemical principles pertinent to the understanding of quantitative analysis. These concepts include statistics, measurements, calibration and error, and are applied to the performance of sampling, titrations, activity, and different types of equilibria. Determination of the accuracy and precision of experimental data by application of statistical analysis to accrued data is emphasized.

Prerequisite: A grade of C or better in CHEM 211 and CHEM 211L.

Offered: Fall.

**CHEM 311 - Career Connections in Chemistry (1 credit)**

Prepares students for the next step in planning their career. Content areas include an overview of professional goals and career opportunities; in-depth training in the preparation of a directed resume, cover letter, and personal statement; reviewing the steps involved in a job search or pursuing graduate school; discussing the mechanics of building and utilizing a professional network; and building competency in professional and ethical standards to use throughout their careers.

Prerequisite: A grade of C or better in CHEM 211 and 211L.

Offered: Spring.

**CHEM 330 - Advanced Organic Chemistry (4 credits)**

Explores advanced topics in organic chemistry, including complex synthetic reactions and applications in natural product synthesis, reaction mechanisms, stereochemistry of functional groups, and advanced spectroscopy. Literature-based student presentations are required. Laboratory focuses on using organic chemistry techniques for the synthesis and characterization of organic compounds.

Prerequisite: A grade of C or better in CHEM 211 and CHEM 211L.

Offered: Fall or Spring, (as needed).
CHEM 340 - Medicinal and Drug Chemistry (3 credits)
Studies drugs used in therapeutics and presents medicinal chemistry from the chemical point of view. The topics include the classification of drugs, the pharmacology and mechanism of drug action, drug delivery, drug metabolism, structure activity relationship (SAR) and quantitative structure (QSAR) studies, potency, toxicity, and target selectivity.
Prerequisite: A grade of C or better in CHEM 211 and 211L. Offered: Fall.

CHEM 346L - Integrative Laboratory II (2 credits)
Continues education in the safe chemistry laboratory practices and proper and ethical laboratory record keeping. Focuses on using advanced techniques in the laboratory to solve interdisciplinary problems. Laboratory emphasizes error analysis and analytical and physical experimentation and characterization techniques.
Corequisite: A grade of C or better in CHEM 310. Offered: Fall.

CHEM 362 - Independent Laboratory Research in Chemistry (2 credits)
Provides an opportunity to conduct independent research under the supervision of a faculty member. This course may be repeated for credit. This course cannot be used as a substitute for the senior capstone requirement.
Prerequisite: A grade of C or better in CHEM 211 and CHEM 211L, junior standing, permission of the faculty member who will be supervising the research, and permission of the department chair. Offered: Fall and Spring.

CHEM 410 - Instrumental Analysis (4 credits)
Explores the theory underlying instrumental methods of analysis with focus on spectroscopic and chromatographic instrumentation. Instrument components and routine instrument operation are covered.
Prerequisite: A grade of C or better in CHEM 346L or BIOCH 345L. Offered: Spring.

CHEM 430 - Physical Chemistry (3 credits)
Focuses on the study of quantum mechanics, thermodynamics and chemical kinetics with an emphasis on application to biochemical systems. A conceptual and mathematical understanding of these concepts is developed throughout the course.
Prerequisite: A grade of C or better in CHEM 211 and CHEM 211L, PHYS 211 or PHYS 216, and MATH 220 or MATH 220H. Offered: Spring.

CHEM 431 - Physical Chemistry: Quantum Mechanics (3 credits)
Focuses on quantum mechanics, the failures of classical mechanics, the classical wave equation, the particle in the box, harmonic oscillators, the hydrogen atom, approximate methods, and spectroscopy. A conceptual and mathematical understanding of these concepts is developed throughout the course.
Prerequisite: A grade of C or better in CHEM 211 and CHEM 211L, PHYS 211 or PHYS 216, and MATH 220 or MATH 220H. Offered: Spring.

CHEM 432 - Physical Chemistry: Thermodynamics (3 credits)
Focuses on states of matter, the laws of thermodynamics, thermodynamic energies, phase changes, chemical equilibrium, the kinetic theory of gases, and chemical kinetics. A conceptual and mathematical understanding of these concepts is developed throughout the course.
Prerequisite: A grade of C or better in CHEM 431 or permission of department chair. Offered: As needed.

CHEM 450 - Senior Research Capstone (5 credits)
Provides an opportunity for the student to develop and conduct a scientific research project on campus. A minimum of 180 hours of laboratory work is required. Under the direction of a faculty mentor, each student performs independent and original research that is part of the faculty member's ongoing research program.
Emphasis is on honing oral and written skills in the context of scientific inquiry. In February, invitations to apply are extended to all students who meet the prerequisites. Restricted to chemistry majors. Fees: Parking and printing fees may be required.
Prerequisite: A grade of C or better in a minimum of two upper-level chemistry courses; and in MATH 221; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio. SEE Certification: Writing Intensive. Offered: Fall and Spring.

CHEM 455 - Senior Internship Capstone (5 credits)
Provides an opportunity to gain professional workforce experience. A minimum of 180 hours of on-site work is required. The work must integrate and apply academic content appropriate to the workforce placement. Emphasis is on honing oral and written skills in the context of the internship experience. In February, invitations to apply are extended to all students who meet the prerequisites. Restricted to chemistry majors. Fees: Parking and printing fees may be required.
Prerequisite: A grade of C or better in a minimum of two upper-level chemistry courses; and in MATH 221; two evaluations by science
CJUS - Criminal Justice

CJUS 101 - Introduction to Criminal Justice (3 credits)
Provides students with an overview of the criminal justice system, including historical development, present status, and suggested reforms. Topics covered include the duties and functions of actors in the criminal justice system, such as victim, offender, police, prosecuting and defense attorneys, and courts and corrections. Also covered is the criminal justice process from the formation of laws to the final stages of the treatment of criminals.
Prerequisite: None. SEE Certification: Social Sciences.
Offered: Fall and Spring.

CJUS 205 - Ethics Principles in Criminal Justice (3 credits)
Examines the field of criminal justice ethics, which broadly encompasses the history of justice and theories of morality and ethics. It includes the study of ethics from both the individual perspective and the organizational standpoint. Concrete ethical issues and dilemmas that are encountered regularly by participants in the major components of the criminal justice system are covered. Ethical decision making opportunities within the three major branches of criminal justice are analyzed. This includes law enforcement ethics, correctional ethics, and legal profession ethics.
Prerequisite: A grade of C or better in CJUS 101. Offered: Fall and Spring.

CJUS 210 - Writing for Criminal Justice (3 credits)
Emphasizes the development of reading, writing, and critical thinking skills in criminal justice. This course provides students with the skills necessary to interpret literature in the field of criminal justice and to write and speak about criminal justice topics in an accurate, clear and concise manner. In addition to being introduced to the basics of criminal justice research and APA style, students will be taught to take notes effectively and to write reports,
social histories, and scholarly essays, as well as agency and court narratives.
Prerequisite: A grade of C or better in ENG 152. See Certification: Writing Intensive. Offered: Fall and Spring.

CJUS 220 - Criminal Law and Procedure (3 credits)
Provides an overview of criminal law and the fundamental elements of criminal procedures including methods and rules of police investigation and arrest, adjudication, sentencing, and appellate review by higher courts.
Prerequisite: A grade of C or better in CJUS 101. Offered: Fall and Spring.

CJUS 265 - The Juvenile Justice System (3 credits)
Examines the juvenile justice system including its history, structure, and interrelationships among law enforcement, the courts, and corrections. This course also explores federal, state, and local laws and programs with an emphasis upon case law and statutory law, both historical and current. Issues in terms of the philosophy of parens patriae doctrine and constitutional procedures are also explored.
Prerequisite: A grade of C or better in CJUS 101. Offered: Fall and Spring.

CJUS 275 - Corrections (3 credits)
Examines the history, structure, and functions of corrections, and the legal and philosophical basis for the punishment of criminal offenders including the role of corrections as one of the three major components of the criminal justice system.
Prerequisite: A grade of C or better in CJUS 101. Offered: Fall and Spring.

CJUS 280 - Law Enforcement (3 credits)
Provides students with an understanding of the fundamental principles of law enforcement. This course presents a substantial chronology of policing in the United States, beginning with the pre-American experience and ending with recent events. A wide spectrum of law enforcement agencies, identifying the most important characteristics of city, state, and federal police work are examined. The services and importance of different police activities (patrol, traffic, and criminal investigation) are explained and particular attention is given to current issues and trends in law enforcement.
Prerequisite: A grade of C or better in CJUS 101. Offered: Fall and Spring.

CJUS 285 - Criminology (3 credits)
Examines the nature and extent of criminology. This course places emphasis on past and current theories of crime, typologies of crime; and programs for the prevention, control, and treatment of crime. Students will explore criminal behavior from a variety of theoretical and historical perspectives. In addition, students will develop a better understanding of how crime, criminal behavior, and the criminal justice system are related.
Prerequisite: A grade of C or better in CJUS 101. Offered: Fall and Spring.

CJUS 290 - Human Trafficking (3 credits)
Explores the fundamental concepts related to the nature, concerns, and complexities of trafficking human beings, both in the United States and globally. The course examines human trafficking as a process of supply and demand, and the many factors that contribute to this crime. The multiple methods utilized to sell humans for labor, sex, and profit are presented. Human trafficking is discussed as a violation of human rights. The differences between human trafficking and smuggling, the typical victims and the beneficiaries of human trafficking, and laws enacted to reduce the growing incidence of this crime are examined.
Prerequisite: A grade of C or better in CJUS 101. Offered: Fall or Spring.

CJUS 310 - Comparative Criminal Justice Systems (3 credits)
Examines the criminal justice systems of selected countries with comparisons, where applicable, with that of the United States. Emphasis will be on crime rates, forms of criminality, police courts, and corrections. Descriptive material on selected countries will be analyzed and compared. This course will also focus on the thematic issues common among nations worldwide and provide insight into the various methods employed by those nations in administering criminal justice.
Prerequisite: A grade of C or better in any 200-level CJUS course. Offered: Fall and Spring.

CJUS 325 - Civil Liability in Criminal Justice (3 credits)
Examines civil liability issues at the local, state, and federal law levels. Students develop better awareness of the liability risks relative to criminal justice service by learning proactive protocols that may minimize personal and organizational liability risks related to 1983 actions, wrongful death actions, and various personnel laws including ADA, EEOC, age and sex discrimination and sexual harassment.
Prerequisite: A grade of C or better in CJUS 220, CJUS 275, and CJUS 280. Offered: Fall and Spring.

CJUS 335 - White Collar Crime (3 credits)
Examines the various forms of white-collar crime as illustrated through case studies. Students will estimate the extent and costs of these crimes which will be analyzed along with victim and offender profiles. Legal issues, including questions of corporate liability, will be reviewed as well as examination of the theoretical explanations for white-collar crimes committed by individual offenders and corporations. The problems associated with the enforcement of laws related to white-collar criminality, the investigation and prosecution of such offenses, and the sentencing of white-collar offenders will be examined.
CJUS 345 - Victimology (3 credits)
Examines the crime victim as a larger part of our society and as a participant in the criminal justice system. Students will study criminal victimization in the United States, the role the victims play in the criminal justice process, their personal victimization, and victim-targeted service programs.
Prerequisite: A grade of C or better in any 200-level CJUS course.
Offered: Fall and Spring.

CJUS 350 - Special Topics (3 credits)
Examines areas of criminal justice of current interest that are not covered in other CJUS courses. Emphasis will be placed on developing critical thinking and analytical skills through the study of special criminal justice topics. The course topic will differ with each offering of the course and will be specified in the class schedule for the session offered. This course may be repeated for credit if the topics are different.
Prerequisite: A grade of C or better in CJUS 101 and CJUS 285.
Offered: Fall and Spring.

CJUS 355 - Race and Crime (3 credits)
Examines how the issues of race, crime, and justice are played out in the context of a diverse society. The course considers three major issues: 1) how the law affects and has affected different racial groups in American society; 2) how different groups vary in their involvement in crime and the criminal justice system; and 3) how different racial groups respond differently to the justice systems.
Prerequisite: A grade of C or better in any 200-level CJUS course.
Offered: Fall or Spring, (as needed).

CJUS 375 - Probation and Parole (3 credits)
Examines the organization and operation of probation and parole agencies as particular segments of the criminal justice system. The historical and philosophical foundations, theoretical concerns that the options present, as well as the practical aspects of the services rendered are analyzed. Other topics critically reviewed are community-based corrections, options for treatment and intermediate sanctions, issues surrounding court orders and presentence reports, the correctional and probation and parole officer's professional and ethical roles, and the legal decisions affecting practice in this field.
Prerequisite: A grade of C or better in any 200-level CJUS course.
Offered: Fall or Spring, as needed.

CJUS 380 - American Courts and the Criminal Justice System (3 credits)
Examines the criminal court and its dual-court structure by focusing on the organization of criminal courts at both the federal and state levels. The roles and responsibilities in the adversarial system of justice such as prosecutors, judges, and defense attorneys will be examined.
Prerequisite: A grade of C or better in any 200-level CJUS course.
Offered: Fall or Spring, as needed.

CJUS 381 - Justice, Media, and Crime (3 credits)
Examines the relationship among the media, crime, and criminal justice in the United States. This course explores how the criminal justice system, criminals, and crime are portrayed in the entertainment and news media and the effects that these portrayals have on society and our criminal justice system.
Prerequisite: A grade of C or better in any 200-level CJUS course.
Offered: Spring, as needed.

CJUS 382 - Crime Mapping and Crime Analysis (4 credits)
Examines the types of techniques used to study crime and disorder patterns and problems in law enforcement today. The course covers theory, data collection methods, and statistics used as well as the history of crime analysis, crime mapping, and career opportunities. This course will require students to learn mapping software. Computer lab required.
Prerequisite: A grade of C or better in any 200-level CJUS course.
Offered: Fall or Spring (offered as needed).

CJUS 383 - Law Enforcement and the Community (3 credits)
Examines the philosophy, tactics, problems, and solutions encountered when the community and police engage in the teamwork of community policing. Students will analyze the evolution of community policing; the community and law enforcement's relationship within this philosophy; community policing implementation; and, various community policing programs.
Prerequisite: A grade of C or better in any 200-level CJUS course.
Offered: Fall or Spring (offered as needed).

CJUS 385 - Research Methods in Criminal Justice (3 credits)
Examines research methods and techniques used within the field of criminal justice. Topics discussed include research design, measurements, sampling, data collection, data analysis, quantitative vs. qualitative methods, research ethics, and application. The course will provide students with the ability to conduct research and the insight to become intelligent consumers of research. Achieving these goals will ensure the ability in both the students' occupational and personal decision making skills in making informed and reasoned choices on the validity and potential utility of research findings.
Prerequisite: A grade of C or better in any 200-level CJUS course and PSY 136.
Offered: Fall and Spring.

CJUS 389 - Domestic Security (3 credits)
Introduces the causes, dynamics, and history of terrorism, extremist groups and cults, and their impact on the law enforcement profession. Emphasis is placed on issues associated with the causes and goals of terrorism, the cultural phenomenon of extremist groups and cults, and the challenges
presented by these to future law enforcement professionals. Discussion topics will include a historical perspective of terrorism, international and domestic terrorism, political, cultural, and religious responses to terrorism, future predictions and role of law enforcement, the militarization of a civilian law enforcement, the birth, rise and dynamics of extremist religious and political groups, and the dynamics and impacts of cults and inter- and intra-national considerations.

Prerequisite: A grade of C or better in any 200-level CJUS course. Offered: Fall and Spring, (as needed).

CJUS 417 - Internship (3 credits)
Provides a structured, off-campus learning experience that requires 150 hours of service in a supervised setting and the creation of an academic portfolio based on the professional experience. In addition, all students registered for an internship must meet collectively in a class on campus at least four times during the semester with the internship coordinator.

Prerequisite: A grade of C or better in any 300-level CJUS course, junior or senior status, and permission of the instructor. SEE Certification: Writing Intensive. Offered: Fall and Spring.

CJUS 420 - Study Abroad Internship (6 credits)
Offers an international experience in a supervised setting combined with significant scholarly research on a topic related to the student’s internship experience in a foreign country.

Prerequisite: A grade of C or better in any 300-level CJUS course and by permission of the criminal justice department chair. SEE Certification: Writing Intensive. Offered: Summer, (as needed).

CJUS 430 - Law Enforcement Administration and Management (3 credits)
Provides in-depth analysis and synthesis of the various components and approaches to management and management styles within a police agency. The course emphasizes operational considerations, patrol operations, and auxiliary functions of managers within a policing agency.

Prerequisite: A grade of C or better in CJUS 383. Offered: Fall or Spring, (as needed).

CJUS 495 - Criminal Justice Capstone (3)
Evaluates the competence of criminal justice majors in the discipline. Students will complete an applied research project or a research paper and will deliver a professional presentation about the experience. In addition, students will write about how the curriculum prepared them for the capstone course, how they have developed as writers, and how they view their future direction as criminal justice professionals.

Prerequisite: MATH 136, CJUS 210, CJUS 385, senior classification. SEE Certification: WI.

CM - Communication

CM 101 - Public Speaking (3 credits)
Focuses on the development of skills in the writing and presenting of various types of speeches. Students will practice and deliver several speeches with the goals to inform, persuade, and entertain audiences.

Prerequisite: None. SEE Certification: Communication Intensive. Offered: Fall and Spring.

CM 101H - Honor - Introduction to Public Speaking (3 credits)
Focuses on the development of skills in the writing and presenting of various types of speeches. Students will practice and deliver several speeches with the goals to inform, persuade, and entertain audiences. This course is a more demanding section of CM 101 in that its design assists students in expanding the parameters of their coursework to include public discourses and media analyses.

Prerequisite: None - Only open to students in Freshman Honors. SEE Certification: Communication Intensive and Humanities. Offered: Fall and Spring.
CM 211 - Intercultural Communication (3 credits)
Emphasizes a connection between communication theory and practice in multicultural contexts. Students learn to identify barriers that exist in communicating across cultures and to weigh strategies that help manage or overcome such obstacles in an effort at promoting effective intercultural communication.
Prerequisite: Sophomore status. SEE Certification: Humanities. Offered: Fall and Spring.

CM 253 - Journalism I (3 credits)
Introduces students to the fundamentals of journalism: research; interview techniques; writing and editing news, sports, and features; basic layout design; and computer compositing. The course also covers journalistic ethics and legal issues connected with newspaper publishing. Students learn to write news stories and features, using the Associated Press style and standards. Students perform a variety of tasks associated with publishing The Villager, the university newspaper, and they prepare a writing portfolio used for professional advancement and assessment. Restricted to business communication and English language and literature majors.
Prerequisite: A grade of C or better in ENG 152 or its equivalent. Cross-Listed as: ENG 253. Offered: Fall.

CM 254 - Journalism II (3 credits)
Continues the theory and practice of journalism compositing and layout begun in CM253/ENG253. Students learn interview and reporting strategies that produce in-depth reporting and feature writing. Students begin editorial, review, and commentary writing, and they continue to work on portfolios and on the production of the university news site.
Prerequisite: A grade of C or better in CM 253/ENG 253. Cross-Listed as: ENG 254. SEE Certification: Writing Intensive. Offered: Spring.

CM 255 - Small Group Communication (3 credits)
Examines theories, research, and case studies of small group and team communication. Students engage in exercises that help them to move from theoretical discussions into application and experience of the concepts presented.
Prerequisite: A grade of C or better in CM 101 and prior CM courses. Offered: as needed.

CM 260 - Business and Professional Communication (3 credits)
Focuses on practice in effective speaking and writing within the contexts of business and related professions.
Prerequisite: A grade of C or better in CM 101 and prior CM courses. Offered: Fall and Spring.

CM 265 - Event Planning and Publicity (3 credits)
Examines the many facets of creating, planning and executing an event, including managing the budgeting, marketing, site selection and affiliated costs. Students in this course devise and analyze specific communication strategies connected to event planning, such as targeting media and audiences.
Prerequisite: A grade of C or better in a 100-level CM course. Offered: Fall and Spring.

CM 270 - New Media Communication (3 credits)
Examines the paths through which new technologies are integrated into society. This course analyzes what new media are, how they originate, and ways in which communication through them presents challenges. It also distinguishes, explores and assesses new media, the ways in which they impact communication, and the skills necessary to understand and consume new media.
Prerequisite: A grade of C or better in a 100-level CM course. Offered: Spring.

CM 275 - Principles and Practices of Public Relations (3 credits)
Examines the historical roots of public relations combined with the legal, ethical, and professional responsibilities of public relations practitioners. This course explores the process of public relations, including the research, planning, action and communication, and evaluation of public relations initiatives. Through critical analysis of contemporary public relations case studies, students will assess and interpret both the successes and failures of for-profit and nonprofit public relations organizations.
Prerequisite: A grade of C or better in a 100-level CM course. Offered: Fall.

CM 290 - Internship Preparation (1 credit)
Prepares students to seek and obtain internships and future employment opportunities. Students research internship opportunities, organize and write résumés, outline internship goals and objectives, and practice interviewing skills. Students will analyze their personal abilities, skills, experiences, and communication strategies in terms of professional standards and market needs.
Prerequisite: A grade of “C” or better in ENG 152. Offered: Fall and Spring.

CM 300 - Advanced Public Speaking (3 credits)
Provides an in-depth approach to planning, developing and delivering professional presentations. Students will also study rhetorical principles and models of speech composition.
Prerequisite: A grade of C or better in CM 101 and a 200-level CM course. Offered: Fall.

CM 303 - Feature Writing (3 credits)
Expands basic journalism skills, applying professional standards to student writing. Students will learn to write critical reviews; profile, travel and service articles; and a
personal experience article. Students will read and comment on current noteworthy and award-winning feature writing, both from magazines and newspapers. Additionally, students will write a final paper and query letter intended for publication.

Prerequisite: A grade of C or better in CM 253/ENG 253 or permission of the instructor. Cross-Listed as: ENG 303. SEE Certification: Writing Intensive. Offered: Fall.

CM 304 - Magazine Writing and Publishing (3 credits)
Allows students to further develop both their journalistic writing skills and their creative skills by creating and writing for a class magazine. Through analysis of the history of magazines and the study of current noteworthy magazine articles and trends, students will become acquainted with magazine article writing and analysis. Students will explore all aspects of magazine production.

Prerequisite: A grade "C" or better in CM 253/ENG 253 or CM 303/ENG 303 or permission of the instructor. SEE Certification: Writing Intensive. Offered: Spring.

CM 305 - Journalism Practicum (3)
Engages student editors or senior staff writers of The Villager. Students write news, commentary, editorials, features, and sports stories. They also design, edit, proofread, and copyedit each section of the paper. As needed, they take photographs, design and sell advertising, and create databases for billing. This course may be repeated for credit.

Prerequisite: A grade of C or better in CM 254/ENG 254 or permission of instructor. Cross-Listed as: ENG 305. Offered: Fall and Spring.

CM 310 - Conflict Resolution and Negotiation (3 credits)
Focuses on conflict as inevitable and mainly productive. Students will examine definitions of conflict and develop knowledge and skills to recognize and manage conflict. Through theory, case studies, and practice, students will be given the opportunity to understand conflict in various contexts, for example, within themselves, in relationships, and in organizations.

Prerequisite: A grade of C or better in CM 101 and prior CM courses. Offered: Fall.

CM 314 - Public Relations Writing (3 credits)
Examines the fundamentals and practices of public relations in addition to composing specific public relations written works. Students will read, analyze, and discuss current public relations and media case studies. Additionally, students will create and write a press kit for a company, which will include writing a press release, background, newsletter, brochure, fact sheet, and radio spots for their intended media.

Prerequisite: A grade of "C" or better in at least one CI course, CM 253/ENG 253, and CM 275. SEE Certification: Writing Intensive. Offered: Fall and Spring.

CM 323 - Writing for the Web (3 credits)
Develops skills in writing for online media, with a focus on the Internet's non-linear, visual, and collaborative possibilities. Students analyze a variety of web texts, learn the basic steps of developing a target audience, and produce personal, expository, and collaborative texts tailored to specific areas of interest through the development of a consistent voice and style.

Prerequisite: A 200-level WI course. SEE Certification: Writing Intensive. Offered: Spring.

CM 380 - The Advertising Campaign (3 credits)
Covers advertising campaigns and their many forms including print, radio, television, billboards, and websites. Students will learn the principles of advertising, positioning in the marketplace, creation of an identity for a company, branding, and creative techniques. Students will read contemporary case studies and complete a semester-long project in which they investigate a company's successful and unsuccessful advertising campaigns. Through analysis and critical review of this company, students will then pitch a new advertising campaign that they have specifically created for the company.

Prerequisite: A grade of C or better in a 100- or 200-level CM course and MKT 206 or permission of department chair. Offered: Fall and Spring.

CM 390 - Organizational Communication (3 credits)
Explores the connections between organizations and communication. Organizational communication will be introduced to students at philosophical, theoretical, and practical levels through discussions, papers, oral presentations, and group projects. Topics to be covered include, but are not limited to, supervisor-employee communication, networks, leadership, power, organizational cultures, and diversity in organizational processes.

Prerequisite: A grade of "P" or better in CM 290 and permission of the instructor. Offered: Spring.

CM 401 - Internship (Variable credits)
Provides the opportunity for students to gain career-related experience in a professional environment outside of the classroom. Students identify opportunities and apply for internships independently. Student placements must be approved before the start of the internship. The internship coordinator offers faculty oversight of the academic component and guidance of the on-site internship. Students demonstrate achievement of goals with a daily journal, a self-evaluation, a site evaluation, and an on-site visit from the internship coordinator. Students must complete 120-hours in their internship.

Prerequisite: A grade of "P" in CM 290 or permission of the instructor. Offered: Fall, Spring and Summer.

CM 402 - Special Topics in Communication (3 credits)
Rotates concepts covering various aspects of communication that
build upon and extend ideas addressed in the existing communication courses. Topics will vary but may include communication in the media, gender differences in communication, and the politics of communication. This course may be repeated for credit if topics are different.

Prerequisite: A grade of C or better in CM 101. Offered: Fall or Spring, (as needed).

EC - Economics

EC 110 - Economics of Public Issues (3 credits)
Provides students the opportunity to better understand the fundamentals of economic literacy through the examination of current social topics and controversies. This course will provide basic tools to analyze current public and social issues. These topics include poverty, discrimination, big business, education, and the environment. This course examines the role of government with regards to taxes, national debt, free trade, and entitlement programs.

Prerequisite: None. SEE Certification: Social Science. Offered: Fall or Spring, (as needed).

EC 201 - Principles of Macroeconomics (3 credits)
Examines the basic economic principles of the aggregate economy. Subjects covered include the essentials of aggregate demand and supply, government spending and taxation, national income accounting, analysis of unemployment and inflation, money and banking, fiscal and monetary policy, analysis of economic growth, and an overview of the international economy.

Prerequisite: ENG 150/151 or ENG 153 and placement in MATH 135 or higher. SEE Certification: Social Sciences. Offered: Fall or Spring.

EC 202 - Principles of Microeconomics (3 credits)
This course examines the basic economic principles governing the decisions of the economic agent. Topics include product and factor markets, as well as pricing decisions. In addition, government policies and the trade-off between efficiency and equity are examined.

Prerequisite: ENG 151 and placement in MATH 135 or higher. SEE Certification: Social Science. Offered: Fall and Spring.

EC 321 - Money and Banking (3 credits)
Examines the role and functions of a central bank in achieving the macroeconomic goals of price stability, full employment, financial market stability, and exchange rate stability. Topics include the role of money in the economy, the role of financial intermediaries and markets in the economy, general history of depository regulation, background on the causes and effects of a financial crisis on the economy, and the effect of the global financial markets on a domestic economy.

Prerequisite: A grade of C or better in EC 201 and EC 202. Cross-Listed as: FIN 321. Offered: Fall.

EC 335 - Health Economics (3 credits)
Examines how economists explain the health care industry. Topics include the effects of market forces on health care, resource markets, and government health care policy. Supply and demand, market structure, and regulatory concepts will be applied to examine these issues.

Prerequisite: A grade of C or better in EC 202. Offered: Fall or Spring, as needed.

EC 340 - Economics of Sports (3 credits)
Examines the sports industry using economic theory. Using economic reasoning, the following questions will be addressed: Are sports leagues a monopoly? Is the NCAA a monopoly? What determines a franchisee’s profitability? What is the value of a new stadium to a community? How do labor relations affect a franchise or league?

Prerequisite: A grade of C or better in EC 201 and EC 202. Offered: Spring.

EC 345 - Economics of Gender (3 credits)
Examines the differences in education, family, and career choices between men and women and their effects on economic outcomes, both nationally and internationally. Includes topics such as income and advancement, as well as family outcomes. The differences and their implications will be analyzed using an array of economic models.

Prerequisite: A grade of C or better in EC 201 and EC 202. Offered: Fall or Spring, (as needed).

EC 430 - International Economics (3 credits)
Examines the major issues in the area of international trade and their implications regarding global welfare. The major topics discussed include sources of comparative advantage, gains and losses from trade, globalization, and trade policy. The effects of exchange rate and domestic macro policies on global economies are also discussed.

Prerequisite: A grade of C or better in EC 201 and EC 202. Cross-Listed as: INBUS 430. Offered: Fall or Spring, (as needed).

EC 440 - Environmental Economics (3 credits)
Examines the state of our environmental resources (domestic and global), the reasons and the implications for the degradation of these resources, and the ways in which human behavior affects the quality of the environment. An emphasis is placed on measuring, valuing, and designing public policies aimed at improving environmental quality via cost-benefit analysis. The economic and social consequences of these policies are also discussed.

Prerequisite: A grade of C or better in EC 201 and EC 202. Offered: Fall, (as needed).

EC 450 - Urban Economics (3 credits)
Examines the economic bases for the existence of metropolitan areas. This course will study the economy of the metropolitan area
including its growth, income distribution, economic stability, and prospects for renewal. Also covered in this course is an economic analysis of urban problems, with attention given to local, state, and federal policies, including a discussion of New Town planning.

Prerequisite: A grade of C or better in EC 201 and EC 202. Offered: Fall or Spring, (as needed).

**ED - Education**

**ED 108 - Learning Experiences for Young Children (3 credits)**

Focuses on curriculum development and the design of activities for young children. This course includes activities that foster physical well-being, emotional health, social development, creativity, and language and cognitive skills.

Teacher candidates observe, participate, and teach in preschool classrooms one morning per week (ED 108F). Restricted Year 1 Early Childhood Education majors

Prerequisite: None. Corequisite: ED 108F. Offered: Spring.

**ED 108F - Year 1 Field Placement (0 credits)**

Includes responsibility for developing and teaching lessons to meet the needs of individual students.

Field placement includes one morning a week in a partnership school classroom. Restricted: Year 1 Early Childhood Education majors.

Corequisite: ED 108. Offered: Spring.

**ED 202F - Year 2 Field Placement (0 credits)**

Includes responsibility for implementing lessons and an integrated curriculum to meet the needs of individual students.

Field placement includes one morning a week in a partnership school classroom. Restricted: Year 2 Education majors.

Corequisite: ED 230. Offered: Fall.

**ED 203F - Year 2 Field Placement (0 credits)**

Includes responsibility for implementing lessons and an integrated curriculum to meet the needs of individual students.

Placement includes one morning a week in a partnership school classroom. Restricted: Year 2 Education majors.

Prerequisite: None. Corequisite: ED 202F. Offered: Fall.

**ED 205 - Year 2 Seminar (1 credit)**

Explores how knowledge of children is critical to being informed and responsive teachers. Students investigate how children's culture and experiences bring unique strengths and needs to the classroom. Students investigate how to use knowledge of children to facilitate safe and inclusive learning environments for all children.

Prerequisite: ED 270. Offered: Spring.

**ED 230 - Processes and Acquisition of Reading (3 credits)**

Provides teacher candidates with an understanding of the reading acquisition process through observation and analysis of reading and written language development and the study of current issues in reading research. The course is organized around current, accepted, research-based theoretical models that account for individual differences in reading.

Introduction to language structures, including spoken syllables, phonemes, graphemes, and morphemes is included in this course. Candidates apply knowledge of the core areas of language to reading acquisition in terms of first and second language learners, typical development and exceptionalities. Candidates are introduced to current scientific research. Candidates observe, participate, and teach in school classrooms one half day per week (ED 203F). Restricted: Year 2 Education majors

Prerequisite: None. Corequisite: ED 202F. Offered: Fall.

**ED 266 - Reading in the Content Areas I: Middle School (3 credits)**

Focuses on the reading process, including comprehending, analyzing and extending meaning from 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). Restricted: Year 2 Education majors

Prerequisite: None. Corequisite: ED 203F. Offered: Fall.

**ED 270 - Curriculum Principles and Practices (3 credits)**

Provides theoretical and practical introduction to an understanding of the teaching-learning process. The topics discussed in this course include the role of teacher, planning, and classroom management. Teacher candidates observe, participate, and teach in school classrooms one morning per week (ED 202F). Restricted: Year 2 Education majors

Prerequisite: None. Offered: Fall.

**ED 271 - Principles of Assessment (3 credits)**

Introduces principles and practices of educational assessment. Teacher candidates examine a variety of assessments, with an emphasis on performance-based assessment. Candidates observe, participate, and teach in school classrooms one morning per week (ED 203F). Restricted: Year 2 Education majors

Prerequisite: None. Offered: Spring.

**ED 272 - Principles of Special Education (3 credits)**

Provides background in special education principles for the classroom teacher. This course includes information on the requirements of specific disabilities, and how to adapt the curriculum
and environment to meet the needs of children with special needs. Teacher candidates examine state and federal legislation and survey-related services and resources. Candidates observe, participate, and teach in school classrooms one morning per week (ED 203F). Restricted: Year 2 Education majors

Prerequisite: None. Offered: Spring.

ED 302 - Year Three Seminar I (0 credits)
Assists candidates in developing a portfolio to highlight candidates' knowledge, skills and dispositions related to the InTASC Standards and the Charlotte Danielson Framework. Includes practice sessions on interview techniques. Restricted: Year 3 Education majors Concurrent course(s): ED 305F (fall) Prerequisite: None. Corequisite: ED 305F. Offered: Fall.

ED 303 - Year Three Seminar II (1 credit)
Assists candidates in developing a portfolio to highlight candidates' knowledge, skills and dispositions related to the InTASC Standards and the Charlotte Danielson Framework. Includes practice sessions on interview techniques. Restricted: Year 3 Education majors Concurrent course(s): ED 306F (spring) Prerequisite: None. Corequisite: ED 306F. Offered: Spring.

ED 305F - Year 3 Field Placement (0 credits)
Includes responsibility for implementing lessons and an integrated curriculum, assessing learning, and adapting the curriculum to meet the needs of individual students. Placement includes one day a week in a partnership school classroom. Restricted: Year 3 Education majors.
Corequisite: ED 302. Offered: Fall.

ED 306F - Year 3 Field Placement (0 credits)
Includes responsibility for implementing lessons and an integrated curriculum, assessing learning, and adapting the

ED 310 - Year Three Transfer Seminar (0 credits)
Introduces year three transfer students to Stevenson University's Education Program. Topics include the teaching-learning process, the role of the teacher candidate, lesson planning, lesson delivery strategies, classroom management and teaching in a field experience classroom. Students observe, participate and teach in elementary or middle school classrooms one day per week. One hours lecture. Zero credits. Restricted to AAT students Prerequisite: None. Offered: Fall as needed.

ED 318 - Methods of Teaching Mathematics: Early Childhood Education (4 credits)
Focuses on methods, materials, and activities for teaching mathematical concepts in early childhood. This course emphasizes developing concrete experiences to introduce and reinforce concepts and developing activities to enhance higher order thinking. Teacher candidates observe, participate, and teach in school classrooms one day per week (ED 305F). Restricted: Year 3 Early Childhood Education majors Prerequisite: None. Corequisite: ED 305F. Offered: Fall.

ED 319 - Methods of Teaching Science: Early Childhood (3 credits)
Focuses on methods, materials, and activities for teaching science in early childhood. This course emphasizes developing sensory experiences to introduce and reinforce concepts and developing activities to enhance higher order thinking. Teacher candidates observe, participate, and teach in school classrooms one day per week (ED 306F). Restricted: Year 3 Early Childhood Education majors

Prerequisite: None. Corequisite: ED 306F. Offered: Spring.

ED 321 - Methods of Teaching Mathematics: Elementary Education (4 credits)
Focuses on methods, materials, and procedures to help children learn arithmetic meanings and relationships. This course examines organization of subject matter, lesson preparation, and the use of instructional materials that help children understand the number system and mathematical concepts. Candidates observe, participate, and teach in school classrooms one day per week (ED 306F). Restricted: Year 3 Elementary Education majors

Prerequisite: None. Corequisite: ED 306F. Offered: Spring.

ED 331 - Instruction of Reading (3 credits)
Focuses on the fundamentals of research-based best practices and provides familiarity with a representative array of instructional techniques and strategies in the area of reading. Teacher candidates learn instructional routines and techniques to address the five major components of reading instruction (phonological and phonemic awareness; phonics, spelling and word study; fluency development; vocabulary; and comprehension) suitable for various age and ability groups. Attention is given to differentiated instruction to meet the needs of diverse learners. Restricted: Year 3 Early Childhood and Education majors

Prerequisite: A grade of C or better ED 365. Offered: Spring.

ED 341 - Methods for Teaching English Language Arts and Social Studies: Elementary (5 credits)
Examines elementary level curriculum and instruction in the areas of English Language Arts and Social Studies. Teacher candidates design and implement instruction and assessment that reflect state and national standards and Universal Design for Learning (UDL) principles to address the individual learning needs and cultural
diversity of all learners. Teacher candidates concurrently observe and implement instruction in field placement classrooms one day per week (ED 306F). Restricted: Year 3 Elementary Education majors
Prerequisite: None. Corequisite: ED 306F. Offered: Spring.

ED 342 - Methods of Teaching STEM: Elementary (3 credits)
Explores the political, economic, social, and pedagogical issues shaping science, technology, engineering, and mathematics (STEM) education. Students apply the content of STEM education as described in the Maryland State STEM Standards of Practice, Maryland College and Career-Ready Standards, Maryland Teacher Technology Standards, and Next Generation Science Standards. Restricted: Year 3 Elementary Education majors
Prerequisite: None. Offered: Fall.

ED 343 - Integrated Methods of Teaching: Early Childhood (4 credits)
Course under development.
Prerequisite: None. Offered: Spring.

ED 350 - Topics in Education (3 credits)
Examines issues related to the education profession that are not covered in depth in Education courses. Emphasis is on developing critical thinking and analytic skills through the study of current education topics. This course may be repeated for credit if topics are different.
Offered: As needed.

ED 360 - Methods of Teaching Science: Middle School (3 credits)
Includes an in-depth study of the philosophy, resources, curriculum, instructional strategies and assessment practices necessary to design a learning environment focused on the developmental characteristics of young adolescents. The course emphasizes state and national science standards, science process skills and the major concepts of life, earth, physical and environmental sciences. Candidates engage in constructivist teaching methods including: collaboration, 5 E cycle, investigation, inquiry, discovery and project-based learning. The importance of creating and maintaining a safe and supportive science classroom is addressed. Appropriate use of technology and instrumentation to enhance learning is identified. Strategies to make reading in the science classroom purposeful are investigated. Assessment of science processes and content lead candidates to explore a variety of assessment strategies appropriate to the diverse needs of young adolescent learners. Candidates observe, participate and teach in school classrooms one day per week (ED 305F). Restricted: Year 3 Middle School Education majors
Prerequisite: None. Corequisite: ED 305F. Offered: Fall.

ED 361 - Methods of Teaching Mathematics: Middle School (4 credits)
Includes an in-depth study of the philosophy, resources, curriculum, instructional strategies and assessment practices necessary to design a learning environment focused on the developmental characteristics of young adolescents. This course emphasizes the National Council of Teachers of Mathematics standards and state standards. Candidates engage in constructivist teaching methods including problem solving, collaboration, investigation, inquiry, discovery and project-based learning. This course includes investigation and application of number sense, ratio, proportion, percent, number theory, data analysis, patterns, and connections to algebra and geometry topics in the context of the middle school mathematics curriculum. Appropriate use of technology, including graphing calculators and software, is identified and explored. Restricted: Year 3 Middle School Education majors
Prerequisite: None. Offered: Spring.

ED 362 - Methods of Teaching English Language Arts: Middle School (3 credits)
Examines middle level curriculum and instruction in the areas of English Language Arts. Teacher candidates design and implement instruction and assessment that reflects state and national standards and Universal Design for Learning (UDL) principles, to meet the needs of young adolescents. Teacher candidates concurrently observe and implement instruction in field placement classrooms one day per week (ED 305F). Restricted: Year 3 Middle School Education majors
Prerequisite: None. Corequisite: ED 305F. Offered: Fall.

ED 363 - Methods of Teaching Social Studies: Middle School (3 credits)
Examines middle level curriculum and instruction in the area of Social Studies. Teacher candidates design and implement instruction and assessment that reflect state and national standards, and Universal Design for Learning (UDL) principles, to meet the needs of young adolescents. Prepares teacher candidates to become effective social studies educators capable of teaching middle school students the content knowledge, intellectual skills, and civic values necessary for fulfilling the responsibilities of citizenship in a participatory democracy. Special attention is given to effective teaching strategies to address the individual and cultural diversity of all learners. Teacher candidates concurrently observe and implement instruction in field placement classrooms one day per week (ED 306F). Restricted: Year 3 Middle School Education majors
Prerequisite: None. Corequisite: ED 306F. Offered: Spring.

ED 365 - Materials for Teaching Reading (3 credits)
Assists teacher candidates in the selection and evaluation of materials for teaching reading and related skills that are consistent with the findings of scientifically based reading research. Candidates
demonstrate an understanding of research-supported programs, approaches and methods, and address different levels of reading proficiency within a classroom to enable students to become strategic, fluent, and independent readers. Candidates are prepared to involve parents and members of the school and surrounding community to promote daily reading inside and outside of school. Candidates observe, participate, and teach in classrooms one day per week (ED 302F). Restricted: Year 3 Early Childhood and Elementary Education majors
Prerequisite: None. Offered: Fall.

ED 367 - Reading in the Content Areas II: Middle School (3 credits)
Focuses on the implementation of a coherent literacy program for young adolescents that supports content area learning. Teacher candidates use a variety of strategies to promote student independence in content area reading. Candidates incorporate methods in the content areas to address the diverse backgrounds of their students, including culture, language (dialect and ESOL), disabilities, and giftedness. Candidates teach lessons in the content areas focused on text-based concept development. Candidates observe, participate, and teach in school classrooms one day per week (ED 305F). Restricted: Year 3 Middle School Education majors
Prerequisite: A grade of C or better ED 266. Corequisite: ED 305F. Offered: Fall.

ED 410 - Assessment for Reading Instruction (3 credits)
Assists teacher candidates in becoming proficient consumers and users of classroom-based assessments and assessment data. In this course, instruction focuses on building a knowledge of how to administer and use several valid, reliable, research-based formal and informal assessments of reading and related skills. Teacher candidates also learn how to effectively interpret the results of assessments, and how to communicate assessment results in a variety of contexts. Candidates demonstrate that they can use assessment data to guide instructional decisions. Restricted: Year 4 Early Childhood and Elementary Education majors
Prerequisite: A grade of C or better ED 331. Offered: Fall.

ED 435 - Internship Seminar I (1 credit)
Synthesizes contemporary issues in education and the theory and practice of teaching, with emphasis on classroom management, communication, curriculum planning, assessment, and special education. Restricted: Year 4 Education majors
Prerequisite: None. Offered: Fall and Spring.

ED 436 - Internship Seminar II (3 credits)
Synthesizes contemporary issues in education and the theory and practice of teaching, with emphasis on classroom management, communication, curriculum planning, assessment, and special education. Restricted: Year 4 Education majors
Prerequisite: A grade of C or better ED 435. Offered: Fall and Spring.

ED 440 - Internship I: Early Childhood (4 credits)
Includes responsibility for implementing an integrated curriculum, assessing learning, and adapting the curriculum to meet the needs of individual students. Internship I includes two days in a Professional Development School. Restricted: Year 4 Early Childhood Education majors
Prerequisite: Permission of the Dean. Offered: Fall.

ED 441 - Internship II: Early Childhood (12 credits)
Continues and builds upon Internship I. This course includes responsibility for implementing an integrated curriculum, assessing learning, and adapting the curriculum to meet the needs of young adolescent students. Internship I includes two days in a Professional Development School. Restricted: Year 4 Elementary Education majors
Prerequisite: ED 440. Offered: Spring.

ED 442 - Internship I: Elementary (4 credits)
Includes responsibility for implementing an integrated curriculum, assessing learning, and adapting the curriculum to meet the needs of individual students. Internship I includes two days in a Professional Development School. Restricted: Year 4 Elementary Education majors
Prerequisite: Permission of the Dean. Offered: Fall.

ED 443 - Internship II: Elementary (12 credits)
Continues and builds upon Internship I. This course includes responsibility for all aspects of teaching, including planning and implementing the curriculum on both a long-term and daily basis. Internship II includes full-time classroom experience in an elementary classroom in a Professional Development School. Restricted: Year 4 Elementary Education majors
Prerequisite: ED 442. Offered: Spring.

ED 444 - Internship I: Middle School (4 credits)
Provides opportunities for teacher candidates to integrate theory and practice. Candidates demonstrate their ability to effectively implement an integrated curriculum, assess student learning, and adapt the curriculum to meet the needs of young adolescent students. Internship I includes two days in a Professional Development School. Restricted: Year 4 Middle School Education majors
Prerequisite: Permission of the Dean. Offered: Fall.

ED 445 - Internship II: Middle School (12 credits)
Continues and builds upon Internship I. This course includes responsibility for all aspects of teaching, including planning and
implementing the curriculum on both a long-term and daily basis. Internship II includes full-time classroom experience in a middle school classroom in a Professional Development School. Restricted: Year 4 Middle School Education majors. Prerequisite: ED 444. Offered: Spring.

**ENG - English**

Note: SAT verbal scores, college placement tests, and high school transcripts determine a student’s first semester English requirements. Advanced placement credit may be given based on the Advanced Placement tests given by the College Entrance Examination Board. (See “Placement” in the Admissions (p. 31) section of this catalog.) All students must establish evidence of writing competence by achieving a minimum grade of “C” in ENG 150, ENG 151, or ENG 153 or by presenting AP credit before proceeding to other English courses or graduating from the University. Except in the case of students who enter as transfers with writing and literature course credits from previous semesters, all writing courses must be taken at Stevenson University.

**ENG 006# - College Reading Lab (0 credits)**

Emphasizes college-level reading, effective study skills, and methods of developing a college-level vocabulary. This course is designed to help students be more efficient in heavy reading courses. Three hours lecture required each week.

Note: Students are placed into this course on the basis of standardized test scores and/or placement test results. Students must receive a “C” or better in ENG 006#. Offered: Fall, Spring, and Summer.

**ENG 150 - Introduction to Composition and Writing from Sources (3 credits)**

Focuses on sentence and paragraph construction in order to help students write clear, coherent, and well-developed expository prose. Students will review grammar and effective writing practices as they construct essays that respond to one or more sources of information. This course requires analytical reading and critical thinking and includes instruction and practice in research methods and writing from sources. Note: Students are placed into this course on the basis of college entrance exams and placement test results.

Prerequisite: Placement. Offered: Fall, Spring, and Summer.

**ENG 151 - Composition & Writing from Sources (3 credits)**

Develops the ability to write clear, coherent, and well-developed expository prose. This course requires analytical reading and critical thinking and includes instruction and practice in research methods and writing from sources. Note: Students must receive a “C” or better in ENG 150 or ENG 151 before continuing to ENG 152 (if only ENG 151 was required). Students must receive a grade of “C” or better in both ENG 150 or ENG 151 and ENG 006 if both courses were required.

Prerequisite: By placement only. Offered: Fall only.

**ENG 152 - Writing About Literature (3 credits)**

Develops the ability to write clear, coherent, and well-developed arguments. This course requires close reading of poetry, drama, and fiction and includes instruction in argumentation.

Prerequisite: A grade of C or better in ENG 150 or 151. Offered: Fall, Spring, and Summer.

**ENG 153 - Honors Writing Seminar (4 credits)**

Strengthens the ability to write clear, coherent, and well-developed expository arguments in response to literary texts. This course requires close reading of poetry, drama, and fiction, and includes instruction and practice in research methods. Writing assignments emphasize critical thinking and analysis, asking students to read and respond to literary texts in various contexts including historical events, ethical issues, and social movements. Note: Restricted to students in Freshman Honors.

Prerequisite: Placement. Offered: Fall and Spring.

**ENG 224 - Introduction to Creative Writing (3 credits)**

Introduces students to basic literary techniques in poetry, fiction, and non-fiction and to their use. Students will compose brief original texts in each genre and critique them in group workshops.

Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: Writing Intensive. Offered: Fall.

**ENG 225 - Topics in Creative Writing (3 credits)**

Introduces students to basic literary techniques while focusing on a particular subgenre within creative writing. (Ex: ekphrastic writing; writing for videogames; writing young adult literature.) Students will compose brief original texts in the subgenre and critique them in group workshops.

Prerequisite: A “C” or better in ENG 152. SEE Certification: Writing Intensive and Fine Arts. Offered: Fall, January and Spring.

**ENG 230 - Critical Approaches to Literature I (3 credits)**

Introduces critical methodologies that focus on text, reader, or
context. Students develop interpretive skills through application of approaches such as Formalist, Rhetorical, Reader-Response, and Historical/Cultural. Restricted to English language and literature majors and minors and interdisciplinary studies majors with English as one of their disciplines. Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: Writing Intensive. Offered: Spring.

**ENG 231 - English: Forms and Functions (3 credits)**

Examines the English language as a medium of communication dependent upon linguistic structures that can produce a wide range of verbal expression. Students will acquire a working knowledge of the linguistic structures of the English language. They will also examine the relation between linguistic choices and academic, creative, and journalistic styles. Restricted to English language and literature majors and minors and interdisciplinary studies majors with English as one of their disciplines.

Prerequisite: A grade of C or better in ENG 152 or equivalent. Offered: Fall.

**ENG 240 - Historical Perspectives (3 credits)**

Studies selected works of British, American, or World literature that illustrate an aesthetic and/or cultural change from one literary period to another. Students read texts closely and analyze them as representative samples of the aesthetic and/or cultural values across literary periods. This course may be repeated for credit if the topics are different.

Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: Humanities. Offered: Fall and Spring.

**ENG 253 - Journalism I (3 credits)**

Introduces students to the fundamentals of journalism: research; interview techniques; writing and editing news, sports, and features; basic layout design; and computer compositing. The course also covers journalist ethics and legal issues connected with newspaper publishing. Students learn to write news stories and features, using the Associated Press style and standards. Students perform a variety of tasks associated with publishing The Villager, the university newspaper, and they prepare a writing portfolio used for professional advancement and assessment. Restricted to business communication and English language and literature majors.

Prerequisite: A grade of C or better in ENG 152 or equivalent. Cross-Listed as: CM 253. Offered: Fall.

**ENG 254 - Journalism II (3 credits)**

Continues the theory and practice of journalism compositing and layout begun in CM253/ENG253. Students learn interview and reporting strategies that produce in-depth reporting and feature writing. Students begin editorial, review, and commentary writing, and they continue to work on portfolios and on the production of the university news site.

Prerequisite: A grade of C or better in CM 253/ENG 253. Cross-Listed as: CM 254. SEE Certification: Writing Intensive. Offered: Spring.

**ENG 256 - Introduction to Digital Publishing (3 credits)**

Introduces students to the principles of editing, content creation, and design of online publications. Students assess their current use of digital materials and build upon this practical knowledge base by developing an introductory knowledge of media theory. Students acquire the fundamental skills needed to produce web-based publications and the course culminates in the collaborative production of a digital text.

Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: WI and HUM. Offered: Fall and Spring.

**ENG 281 - Topics in Literature (3 credits)**

Studies selected topics that recur in literature across time and/or across cultures. Students read texts closely and analyze them as representative samples of the literary treatment of the topic. This course may be repeated for credit if topics are different.

Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: Humanities. Offered: Fall, January and Spring.

**ENG 282 - Literary Genres: Youth Literature (3 credits)**

Introduces students to a range of literature written for children or for young adolescents and to the critical approaches appropriate to interpreting these works. Students examine the contributions this literature can make to the development of young readers through its ability to dramatize the essential conflicts of childhood and adolescence, to build a knowledge base of historical and cultural information, and to introduce and describe the values and customs of other cultures. Restricted to education majors or by permission of the English department chair.

Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: HUM. Offered: Fall and Spring.

**ENG 286 - Literary Genres: The Short Story (3 credits)**

Studies the development and/or the form of the short story. Students read texts closely and analyze them according to the conventions and definitions of the genre.

Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: Humanities. Offered: Fall and Spring.

**ENG 287 - Literary Genres: Poetry (3 credits)**

Studies the development and/or form of poetry. Students read texts closely and analyze them according to the conventions and definitions of the genre.

Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: Humanities. Offered: Fall and Spring.
ENG 288 - Literary Genres: Drama (3 credits)
Explores the elements of drama (plot, character, dialog, theme, and staging) using examples from world literature. Students study plays from different periods of theatre history representing the basic types of drama. Students examine various approaches to the analysis and interpretation of plays and develop skill in writing responses to scripts and live productions. Fee: Theatre tickets
Prerequisite: A grade of C or better in ENG 152 or equivalent. Cross-Listed as: THEA 288. SEE Certification: Humanities. Offered: Fall.

ENG 289 - Literary Genres: The Novel (3 credits)
Studies the development and/or form of the novel. Students read texts closely and analyze them according to the conventions and definitions of the genre.
Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: Humanities. Offered: Fall and Spring.

ENG 303 - Feature Writing (3 credits)
Expands basic journalism skills, applying professional standards to student writing. Students will learn to write critical reviews; profile, travel and service articles; and a personal experience article. Students will read and comment on current noteworthy and award-winning feature writing, both from magazines and newspapers. Additionally, students will write a final paper and query letter intended for publication.
Prerequisite: A grade of C or better in ENG 253/CM 253 or permission of the instructor. Cross-Listed as: CM 303. SEE Certification: Writing Intensive. Offered: Fall.

ENG 304 - Magazine Writing and Publishing (3 credits)
Allows students to further develop both their journalistic writing skills and their creative skills by creating and writing for a class magazine. Through analysis of the history of magazines and the study of current noteworthy magazine articles and trends, students will become acquainted with magazine article writing and analysis. Students will explore all aspects of magazine production.
Prerequisite: A grade of C or better in ENG 253/CM 253 or ENG 303/CM 303 or permission of the instructor. Cross-Listed as: CM 304. SEE Certification: Writing Intensive. Offered: Spring.

ENG 305 - Journalism Practicum (3 credits)
Engages student editors or senior-staff writers of The Villager. Students write news, commentary, editorials, features, and sports stories. They also design, edit, proofread, and copyedit each page of the paper. As needed, they take photographs, design and sell advertising, and create databases for billing. This course may be repeated for credit.
Prerequisite: A grade of C or better in CM 254/ENG 254 or permission of instructor. Cross-Listed as: CM 305. Offered: Fall and Spring.

ENG 314 - Public Relations Writing (3 credits)
Examines the fundamentals and practices of public relations in addition to composing specific public relations written works. Students will read, analyze, and discuss current public relations and media case studies. Additionally, students will create and write a press kit for a company, which will include writing a press release, background, newsletter, brochure, fact sheet, and radio spots for their intended media.
Prerequisite: A grade of C or better in at least one CI course, CM 254/ENG 254, and CM 275. Cross-Listed as: CM 314. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ENG 324 - Creative Writing: Non-Fiction (3 credits)
Examines a range of forms and strategies in non-fiction writing, drawing upon the work of historical and contemporary authors. Students compose original non-fiction texts, shared in group workshop critiques that emphasize processes of close reading and revision.
Prerequisite: A grade of C or better in ENG 224, ENG 286, or ENG 289. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ENG 325 - Creative Writing: Fiction (3 credits)
Examines a range of forms and strategies in fiction writing, drawing upon the work of historical and contemporary authors. Students compose original short stories, shared in group workshop critiques that emphasize processes of close reading and revision.
Prerequisite: A grade of C or better in ENG 224, ENG 286, or ENG 289. SEE Certification: Writing Intensive. Offered: Fall.

ENG 326 - Creative Writing: Poetry (3 credits)
Examines a range of poetic forms and strategies, drawing upon the work of historical and contemporary authors. Students compose original poems, shared in group workshop critiques that emphasize processes of close reading and revision.
Prerequisite: A grade of C or better in ENG 224, ENG 286, or ENG 289. SEE Certification: Writing Intensive. Offered: Spring.

ENG 331 - Design Your Career (3 credits)
Guides students in designing their careers. Students will explore a variety of career options, assess their current skills, and identify skills they need to acquire to be successful applicants for internships, jobs, or graduate school. Students will also prepare a plan for attaining the skills they lack, focusing on future coursework and internship opportunities; they will additionally consider volunteer work, club activities, publishing, and other professional experiences. Restricted to English language and literature majors.
Prerequisite: A grade of C or better in ENG 231. Offered: Spring.
ENG 332 - Critical Approaches to Literature II (3 credits)
Builds on the methodological skills of ENG 230: Critical Approaches to Literature I. Students focus on application of broader ideological approaches, such as New Historicism, Structuralist, Poststructuralist, Marxist, Psychoanalytic, Feminist, Postcolonial, Queer, Gender, and Race. Restricted to English language and literature majors and minors and interdisciplinary studies majors with English as one of their disciplines.
Prerequisite: A grade of C or better in ENG 230 and two 200-level literature courses. Offered: Fall.

ENG 334 - Advanced Non-Fiction Workshop (3 credits)
Acts as an advanced workshop in non-fiction writing. Students learn to use and evaluate a range of nonfiction prose forms, genres, and strategies, drawing upon the work of historical and contemporary authors. They compose original essays and other creative nonfiction texts, shared in workshop critiques that emphasize processes of close reading and revision.
Prerequisite: A grade of C or better in ENG 324. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ENG 335 - Advanced Fiction Workshop (3 credits)
Acts as an advanced workshop in fiction writing. Students produce original fiction and self-assess goals for further creative writing projects, researching literary markets for publication opportunities, formulating publication strategies, extending revision techniques, and appraising issues of literary voice, thematic articulation, reflexivity, and narrative design. By practicing collaborative critique, students revise work to a professional standard and develop poems or poem sequences, submitted in course portfolios.
Prerequisite: A grade of C or better in ENG 325. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ENG 336 - Advanced Poetry Workshop (3 credits)
Acts as an advanced workshop in poetry writing. Students produce original poetry and self-assess goals for further creative writing projects, researching literary markets for publication opportunities, formulating publication strategies, extending revision techniques, and appraising issues of literary voice, thematic articulation, and formal design. By practicing collaborative critique, students revise work to a professional standard and develop poems or poem sequences, submitted in course portfolios.
Prerequisite: A grade of C or better in ENG 326. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ENG 340 - Period Studies (3 credits)
Examines a select group of texts representative of the discourse of a particular place at a particular time. Students will analyze texts as responses and contributions to the historical context of the period and the culture. This course may be repeated for credit if the topics are different.
Prerequisite: A grade of C or better in one 200-level literature course. SEE Certification: Humanities. Offered: Fall and Spring.

ENG 341 - Major Author (3 credits)
Explores the aesthetic, cultural, and/or historical contexts relevant to a specific author. Students select their own critical framework for studying the author’s work, integrating evaluation, critical theory and secondary sources into their final analysis.
Prerequisite: A grade of C or better in two 300-level literature courses and ENG 332. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ENG 342 - Major Work (3 credits)
Explores the aesthetic, cultural, and/or historical contexts relevant to a specific literary work. Students select their own critical framework for studying the work, integrating evaluation, critical theory, and secondary sources into their final analysis.
Prerequisite: A grade of C or better in two 300-level literature courses and ENG 332. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ENG 385 - Literary Genres: Special Topics (3 credits)
Examines a select group of texts that represent a type of literature that may exist within a formal genre or across several genres. Students will analyze these texts as examples of the conventions of form and/or content that define the type. This course may be repeated for credit if the topics are different.
Prerequisite: A grade of C or better in one 200-level literature course. SEE Certification: Humanities. Offered: Fall and Spring.

ENG 401 - Major Work (3 credits)
Explores the aesthetic, cultural, and/or historical contexts relevant to a specific literary work. Students select their own critical framework for studying the work, integrating evaluation, critical theory, and secondary sources into their final analysis.
Prerequisite: A grade of C or better in two 300-level literature courses and ENG 332. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ENG 402 - Major Work (3 credits)
Explores the aesthetic, cultural, and/or historical contexts relevant to a specific literary work. Students select their own critical framework for studying the work, integrating evaluation, critical theory, and secondary sources into their final analysis.
Prerequisite: A grade of C or better in two 300-level literature courses and ENG 332. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ENG 403 - Creative Writing Capstone (3 credits)
Acts as the culminating course for students pursuing academic and professional interests in creative writing. Students synthesize their knowledge and practice of literary techniques, genres, and forms, in preparation for success in the next stage of their academic and professional careers.
Prerequisite: A grade of C or better in any two 300-level writing courses. SEE Certification: Writing Intensive. Offered: Spring.

**ENG 404 - Professional Writing Capstone (3 credits)**
Acts as the culminating course for students pursuing academic and professional interests in journalism. By producing and submitting articles for publication, students synthesize their knowledge of journalistic writing, practice, and publication strategies in preparation for success in the next stage of their academic and professional careers.
Prerequisite: A grade of C or better in ENG 303 and in either ENG 304 or ENG 314. Offered: Spring.

**ENG 420 - English Capstone: Internship (3 credits)**
Acts as the capstone course for the major. Students demonstrate their status as self-improving and self-assessing learners by defining, acquiring, completing, and evaluating an internship experience and by integrating this experience into an evaluation of their preparedness for graduation, for the beginning of their careers, and for an active life of learning beyond the classroom.
Prerequisite: A grade of C or better in ENG 331 and senior status. Offered: Fall and Spring.

**ENV - Environmental Science**

**ENV 150 - Society and the Environment (3 credits)**
Examines several important environmental issues, exploring scientific, social, ethical, political, and economic forces that underlie environmental conflicts. The role of scientific information in policy making will be emphasized. Topics such as biodiversity, population growth, agriculture, energy, and pollution will be explored. Case studies will focus on how to move toward sustainability.
Prerequisite: Eligibility for MATH 135. SEE Certification: Scientific Reasoning. Offered: Fall and Spring.

**ENV 165 - Science of the Chesapeake Bay (4 credits)**
Focuses on the ecosystems and ecological processes that are important to the Chesapeake Bay. Topics covered include the geological formation of the Bay, basic nutrient and chemical cycles, identifying major ecosystems (wetlands, salt marshes, and deep water). Students will learn how all the ecosystems function and interact, the interface between terrestrial and aquatic ecosystems, the importance of watersheds, and priorities for future policy and planning initiatives. Laboratory introduces or reinforces topics that are covered in class. Laboratory included. Restricted to non-science majors. Fees: Fees may be required for field trips.
Prerequisite: Eligibility for MATH 135 or higher. SEE Certification: Scientific Reasoning-Laboratory. Offered: Fall and Spring.

**ENV 213 - Ecology (4 credits)**
Focuses on the relationship between organisms and their environment, including plant and animal structures and how humans affect ecological succession. Field studies of forest, grassland, wetlands, and other local ecosystems are fully integrated with the lecture. Laboratory included. Fees: Fees may be required for field trips.
Prerequisite: A grade of C or better in BIO 115 or ENV 150 or ENV 165 or PHYS 115. Offered: As needed.

**ENV 255 - Techniques in Environmental Science (3 credits)**
Introduces the theory and practical application of techniques and equipment used to study natural systems, including terrestrial and aquatic habitats. Focuses on the collection and analysis of data relevant to today’s environmental scientist by collaborating with local and regional partners engaged in studying the environment. The presentation of the results of scientific studies in both written and oral formats is emphasized. Students are expected to work outdoors in a variety of conditions and may be asked to travel to off-campus sites. Fees: Fees may be required for field trips.
Prerequisite: A grade of C or better in ENV 150 or ENV 165 or PHYS 115 or BIO 115, which may be taken concurrently. Offered: As needed.

**ENV 260 - Forest Ecology and Management (4 credits)**
Emphasizes the ecology and management of forest ecosystems. Students will study the forest environment, structure, function, and dynamics with an emphasis on anthropogenic influences and management. This course introduces silvicultural systems and practices and their underlying ecological basis while providing fundamentals for forest management decision making in the context of sustainability and conflicting demands. Included laboratory will practice and apply concepts discussed in lecture. Fees: Fees may be required for field trips.
Prerequisite: A grade of C or better in BIO 115 or ENV 150 or ENV 165 or PHYS 115. Offered: As needed.

**ENV 270 - Animal Behavior (3 credits)**
Explores the mechanisms and evolution of animal behavior, including neural, hormonal, and genetic processes that control behavior. Topics include methods for observation and quantifications of behavior and the natural selection and evolution of behavior, such as foraging, anti-predator defenses, mating systems and sexual selection, social behavior, communication, parental care, kin selection and recognition, aggression and territoriality. Fees: Fees may be required for field trips.
Prerequisite: A grade of C or better in BIO 114 and BIO 114L or BIO 130. Offered: As needed.

**ENV 275 - Environmental Science (3 credits)**
Examines the interaction of humans with their environment. Basic ecological concepts underlying environmental science are integrated with historical, economic, ethical, and sociological
concepts and applied to current and future environmental challenges. A case-study approach is emphasized. Topics covered include biodiversity, global climate change, population growth, energy use, pollution, environmental policy, resource management, and sustainable development.

Prerequisite: A grade of C or better in BIO 115 or ENV 150 or ENV 165 or PHYS 115. Offered: As needed.

**ENV 280 - Environmental Soil Science (4 credits)**
Examines the physical, chemical, and biological properties of soils and how they relate to plant growth, land use, and environmental quality. Field and laboratory activities include observational and quantitative determination of soil properties. Laboratory included. Fees: Fees may be required for field trips.
Prerequisite: A grade of C or better in BIO 115 or ENV 150 or ENV 165 or PHYS 115. Offered: As needed.

**ENV 285 - Geographic Information Systems (3 credits)**
Introduces the concepts and theories behind Geographic Information Systems (GIS) with emphasis on the nature of spatial data and geographic information, geographic data input, manipulation, and storage, simple spatial analysis and modeling techniques, and cartographic layout. Utilizes GIS to visualize, analyze, and interpret spatial data to solve problems.
Prerequisite: A grade of C or better in BIO 115 or ENV 150 or ENV 165 or PHYS 115. Offered: As needed.

**ENV 307 - Marine Biology (4 credits)**
Examines the marine environment and its organisms and communities, with an emphasis on an ecological approach. Topics covered include the habitats, ecology, interrelationships and special adaptations of marine organisms and communities. Laboratory included. Fees: Fees may be required for field trips.
Prerequisite: A grade of C or better in BIO 115 or a 200-level ENV course. Offered: As needed.

**ENV 310 - Freshwater Ecosystems (4 credits)**
Focuses on the physical, chemical and biological processes that create and shape freshwater habitats (lakes, streams, and rivers). Students will learn about the interaction of freshwater organisms with their biotic and abiotic environment and how morphological, physiological and behavioral adaptations allow for their survival in these systems. The interaction between aquatic and surrounding terrestrial systems will be studied. Students will use techniques, equipment and methodology of field biology to test hypotheses regarding freshwater systems and the major groups of aquatic plants, invertebrates, and vertebrates within local freshwater habitats.
Prerequisite: A grade of “C” or better in BIO 115 or a 200-level ENV course. Offered: As needed.

**ENV 320 - Environmental Science Field Studies (3 credits)**
Provides students an opportunity to observe and analyze unique ecosystems firsthand. Students will travel to one or more destinations where the functions and interactions of various ecosystems can be studied. Students will develop pertinent research questions, collect data from the field, and interpret and present their findings. The dynamic interaction between humans and the environment will be analyzed, including how humans influence the environment and how ecosystems shape the development of resident cultures.
Minimum sophomore standing Fees: Expenses, including travel and lodging, passport and vaccination fees may be required.
Prerequisite: Minimum sophomore standing. SEE Certification: Scientific Reasoning-Laboratory. Offered: As needed.

**ENV 330 - Conservation Biology (3 credits)**
Focuses on the conservation of species, habitats, and ecosystems. Topics covered include wildlife population biology, conservation genetics, invasive species, wildlife refuges and protected areas, economic valuation of ecosystems, and conservation policy.
Prerequisite: A grade of C or better in BIO 115 or a 200-level ENV course. Offered: As needed.

**ENV 340 - Landscape Ecology**
This course is under development.

**ENV 360 - Wildlife Ecology and Management (4 credits)**
Examines the theories and practices of wildlife management. Focus is on the application of these practices as part of a broader approach to wildlife conservation, including urban wildlife management. Laboratory included. Fees: Fees may be required for field trips
Prerequisite: A grade of C or better in BIO 115 or a 200-level ENV course. Offered: Fall or Spring.

**ENV 362 - Independent Research Experience in Environmental Science (2 credits)**
Provides an opportunity to conduct independent research under the supervision of a faculty member. This course may be repeated for credit. This course cannot be used as a substitute for the senior capstone requirement.
Prerequisite: A grade of C or better in BIO 113 and BIO 113L or BIO 113HL and permission of the faculty member who will be supervising the research. Offered: Winterim, (as needed).

**ENV 365 - Independent Research in Environmental Science (3 credits)**
Provides an opportunity to conduct independent research in environmental science under the supervision of an environmental science faculty member. This course may be repeated for credit. This course cannot be used as a substitute for the senior capstone.

Prerequisite: A grade of C or better in BIO 115 or a 200-level ENV course. Offered: As needed.
requirement. Fees: Printing fees may be required.
Prerequisite: A grade of C or better in BIO 113 and BIO 113L and permission of the faculty member who will be supervising the research. Offered: Fall and Spring.

**ENV 375 - Environmental Ethics (3 credits)**

Examines the development and application of ethical theories that explain the moral relationship between humans and the environment. Deontology, utilitarianism, teleology, virtue ethics, and other theories are discussed. A case study-based approach is used to evaluate the role of ethics in how humans approach the environment at all levels of organization from individuals to nations. Topics may include anthropocentrism, biocentrism, environmental pragmatism, deep ecology, new animism, cultural relativism, and environmental justice.

Prerequisite: A grade of C or better in BIO 115 or a 200-level ENV course. SEE Certification: Humanities. Offered: Fall or Spring, (as needed).

**ENV 410 - The Chesapeake Bay Ecosystem (3 credits)**

Integrates a comprehensive detailed understanding of the physical, chemical, and biological characteristics of the Chesapeake bay ecosystem to address issues of current concern. A case study approach will be used to examine the cultural and scientific aspects of environmental challenges facing natural resource managers.

Prerequisite: A grade of C or better in at least one 300-level ENV course and junior standing.
Offered: Fall or Spring, (as needed).

**ENV 420 - Restoration Ecology**

This course is under development.

**ENV 430 - Ecosystem Delineation and Mitigation**

This course is under development.

**ENV 450 - Senior Research Capstone (5 credits)**

Provides an opportunity for the student to develop and conduct a scientific research project on campus. A minimum of 180 hours of laboratory work is required.

Prerequisite: A grade of C or better in a minimum of two upper-level environmental science courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty. SEE Certification: Writing Intensive. Offered: Fall and Spring.

**ENV 455 - Senior Internship Capstone (5 credits)**

Provides an opportunity to gain professional workforce experience.

A minimum of 180 hours of on-site work is required. The work must integrate and apply academic content appropriate to the workforce placement. Emphasis is on honing oral and written skills in the context of the internship experience. Restricted to environmental science majors. Fees: Parking and printing fees may be required.

Prerequisite: A grade of C or better in a minimum of two upper-level environmental science courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty. SEE Certification: Writing Intensive. Offered: Fall and Spring.

**ENV 460 - Senior Research Capstone (9 credits)**

Provides an opportunity for the student to develop and conduct a scientific research project on campus or off campus. A minimum of 324 hours of laboratory work is required.

Prerequisite: A grade of C or better in a minimum of two upper-level environmental science courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty. SEE Certification: Writing Intensive. Offered: Fall and Spring.

**ENV 460H - Honors - Senior Research Capstone (9 credits)**

Provides an opportunity for the student to develop and conduct a scientific research project on or off campus. A minimum of 324 hours of laboratory work is required.

Prerequisite: A grade of C or better in a minimum of two upper-level environmental science courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty. SEE Certification: Writing Intensive. Offered: Fall and Spring.
satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty. SEE Certification: Writing Intensive. Offered: Fall and Spring.

ENV 465H - Honors - Senior Internship Capstone (9 credits)
Provides an opportunity to gain professional workforce experience. A minimum of 324 hours of on-site work is required. The work must integrate and apply academic content appropriate to the workforce placement. Emphasis is on honing oral and written skills in the context of the internship experience. Applications are competitive. Restricted to environmental science majors. Fees: Parking and printing fees may be required.
Prerequisite: Cumulative and science GPA of 3.70 or higher; a grade of C or better in a minimum of two upper-level environmental science courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty. SEE Certification: Writing Intensive. Offered: Fall and Spring.

FDES - Fashion Design

FDES 101 - Construction Fundamentals (1 credit)
Introduces students to the proper use, care, and operation of industrial equipment through hands-on experience. Students learn beginning sewing and pressing techniques by developing a sample book of various industrial stitching methods.
Prerequisite: None. Offered: Fall and Spring.

FDES 200 - Textiles (3 credits)
Introduces students to the materials, processes, and manufacture of textiles and how they are created from fiber to the finished fabric. Students will explore the global marketplace, recent innovations, and technological advances in the field. Both fashion design and merchandising majors will acquire a broad and thorough knowledge of textiles used in the apparel industry.
Prerequisite: A grade of "C" or better in ENG 150, ENG 151, or ENG 153. Offered: Fall and Spring.

FDES 201 - Fashion Design I (3 credits)
Introduces the flat pattern design patternmaking system. Students will learn to use a master pattern or sloper and how to manipulate it to create new styles. Through classroom demonstrations, hands-on exercises, and projects, basic pattern making techniques and skills are acquired. Assignments include developing foundation apparel flat patterns for menswear, women's, and children's garments.
Prerequisite: A grade of "C" or better in ENG 150, ENG 151, or ENG 153. Offered: Fall.

FDES 202 - Fundamentals of Draping (3 credits)
Introduces the three-dimensional system of creating draped clothing patterns on a dress form. Students learn the foundation of apparel draping, presented in a step-by-step format, supported by classroom demonstrations, hands-on exercises, and projects.
Assignments include developing draped patterns for menswear, women's, and children's garments.
Prerequisite: A grade of "C" or better in ENG 150, ENG 151, or ENG 153. Offered: Spring.

FDES 203 - Garment Construction Studio (3 credits)
Introduces students to industry clothing construction methods and applications of various categories of apparel. Students reinforce competency levels by assembling garments utilizing professional cutting, sewing, pressing, and finishing techniques. Assignments include constructing menswear, women's, and children's garments.
Prerequisite: A grade of "C" or better in ENG 150, ENG 151, or ENG 153 and FDES 101 or permission of the instructor. Offered: Fall and Spring.

FDES 205 - Computer-Aided Pattern Design I (3 credits)
Focuses on developing competencies using computer-aided drafting and design (CADD) technology for producing patterns for apparel. Students learn digitizing, grading, pattern editing, pattern development, marker making, and plotting by employing pattern design software.
Assignments include developing a variety of computer-generated patterns of original design for women's wear.
Prerequisite: A grade of "C" or better in FDES 201 or permission of instructor. Offered: Spring.

FDES 210 - Fashion Illustration (3 credits)
Introduces the basics of rendering fashion illustrations for men, women, and children. Students learn fashion figure proportions, develop croquis (sketches), draw technical flats, and capture fabric qualities using various media.
Prerequisite: A grade of "C" or better in ART 113, ART 117, or permission of instructor. Offered: Spring.

FDES 274 - History of Fashion (3 credits)
Introduces fashion history research practices that will instruct students in how to identify contemporary fashion sources. The time period of this course starts with 19th century sources and the emergence of the middle class and extends to 21st century fashion culture. In the study of fashion history students will practice and develop their critical thinking processing: comparing and contrasting any given fashion object's form and use over time; identifying a fashion object's aesthetic qualities; evaluating why consumer culture has a desire for and ineffable connections to fashion icons; and exploring examples in fashion history that modified cultural values.
Prerequisite: A grade of "C" or better in ENG 150, ENG 151, or ENG 153. SEE Certification: Humanities. Offered: Fall and Spring.
FDES 280 - Fashion Design Study Abroad (3 credits)
Introduces students to the global fashion market by integrating formal classroom learning with an overview of the apparel industry and then focusing on a specific fashion capital selected for study abroad. Under faculty supervision, students will have the opportunity to travel internationally and visit textile plants, manufacturing facilities, design houses and showrooms, flagship stores, museums, and other sites of cultural and fashion interest. Prerequisite: A grade of “C” or better in FDES 201 and FDES 203. Offered: Spring.

FDES 290 - Internship Preparation (1 credit)
Prepares students to seek and obtain internships and future employment opportunities. Students research internship opportunities, organize and write résumés, outline internship goals and objectives, and practice interviewing skills. Students will analyze their personal abilities, skills, experiences, and communication strategies in terms of professional standards and market needs. Prerequisite: A grade of “C” or better in ENG 150, ENG 151, or ENG 152 or permission of the Program Coordinator. Offered: Spring.

FDES 301 - Tailoring (3 credits)
Focuses on developing flat pattern design and clothing construction techniques. Students create a variety of original styles and tailored looks by rendering working sketches, developing and grading flat patterns, constructing prototypes, selecting fabrics, and constructing garments for menswear, women’s, and children’s apparel. Prerequisite: A grade of “C” or better in FDES 201 and FDES 203 or permission of the instructor. Offered: Spring.

FDES 302 - Technical Illustration (3 credits)
Introduces the basics of rendering fashion illustrations for men, women, and children in Photoshop. Students learn to draw detailed and precise technical sketches of various garments and fabric patterns using Illustrator. Students are guided to create a digital fashion portfolio using Photoshop. Prerequisite: A grade of “C” or better in FDES 201 and GDES 125. Offered: Spring.

FDES 303 - Concept Development in Fashion Design (3 credits)
Focuses on developing draping and clothing construction techniques. Students create a variety of original soft styles, redesigned looks, and specialized designs. Course work includes rendering working sketches, developing draped patterns, constructing prototypes, selecting fabrics, and constructing couture garments for menswear, women’s, and children’s apparel. Prerequisite: A grade of “C” or better in FDES 202 and FDES 203 or permission of the instructor. Offered: Fall.

FDES 305 - Computer-Aided Pattern Design II (3 credits)
Focuses on developing competencies using advanced computer-aided drafting and design (CADD) technology for producing patterns for apparel. Students learn digitizing, grading, pattern editing, pattern development, marker making, and plotting by employing pattern design software. Assignments include developing a variety of computer-generated patterns of original design for menswear and children’s wear. Prerequisite: A grade of C or better in FDES 205 or permission of the instructor. Offered: Fall.

FDES 315 - Writing for Fashion (3 credits)
Builds on previous writing experience and introduces students to the process of professional writing for the fashion world. This course examines writing for different fashion contexts including magazines, advertising, marketing, and new media. Assignments include writing business communications, composing a fashion blog and developing an article for publication. Prerequisite: A grade of C or better in MGT 210. Cross-Listed as: FMER 315. See Certification: Writing Intensive. Offered: Fall and Spring.

FDES 390 - Internship (3 credits)
Provides the opportunity for students to gain career-related experience in a professional environment outside of the classroom. Students identify opportunities and apply for internships independently. Student placements must be approved before the start of the internship. The internship coordinator offers faculty oversight of the academic component and guidance of the on-site internship. Students demonstrate achievement of goals with a daily journal, self-evaluation, a site evaluation, and an on-site visit from the internship coordinator. Students must complete 120-hours in their internship. Repeatable for credit. Prerequisite: A grade of P in FDES 290 and permission of the instructor. Cross-Listed as: FMER 390. Offered: Fall, Winterim, Spring, and Summer.

FDES 400 - Special Topics in Fashion (3 credits)
Builds on concepts, skills, and theories taught in 200- and 300-level fashion design and fashion merchandising courses. This course provides students specialized studio experience in hands-on production topics related to fashion design and merchandising. The course focuses on a specific area of creative production - looking at both historical and contemporary approaches, the cultural and economic impact, and future influences of fashion. Topics vary semester to semester and may include trend forecasting, knitwear, active wear, and advanced concept development and distribution. Projects encourage
experimentation, risk-taking, and connecting the fashion design and merchandising disciplines.

Prerequisite: Varies depending on topic. Cross-Listed as: Cross listed as FMER 400. Offered: Fall or Spring, (as needed).

**FDES 401 - Collections I (3 credits)**
Focu[s on conceptualizing an original line of clothing by addressing design topics dealing with creativity, sustainability, socially conscious design, color, and fabric. Students identify a target market and they develop a coherent thematic strategy. The students create storyboards that include color stories and fabric swatches to express the collection, render technical flat sketches, and construct garments in fashion fabric.

Prerequisite: A grade of "C" or better in FDES 301, FDES 302, and FDES 303 or permission of the instructor. Offered: Fall.

**FDES 403 - Collections II (3 credits)**
Focuses on creating the fashion design collection developed in FDES 401 Fashion Design V: Senior Studio I. Using a combination of patternmaking techniques, the students develop patterns, construct garment prototypes, select fabrics, and execute the collection in fashion fabric. The clothing line represents the culmination of the students' design process development and technical applications.

Prerequisite: A grade of "C" or better in FDES 401 or permission of the instructor. Offered: Spring.

**FDES 404 - Product Development and Manufacturing (3 credits)**
Focuses on the basics of the product development process for a global economy, from design concept to bringing a final commercial product to market within a specific timeline. Students will learn to establish product standards for garment construction, such as sizes, costs, fabrics, materials, and trims. Students create technical specification documents (tech packs) and track reports that will enable them to be effective communicators within an organization's internal and external teams.

Prerequisite: A grade of "C" or better in FDES 205 and FDES 302. Offered: Spring.

**FDES 470 - Portfolio (1 credit)**
Prepares students for entry into the fashion design and merchandising profession and related fields. Students study the professional standards and practices shared by fashion professionals and integrate best practices relevant to their selected area of study, career interests, and goals. Students created professional identity materials including appropriate portfolios of examples that represent their abilities and experience in multiple context and formats. Evaluation culminates with a review from industry professionals. Students will need to purchase supplies/materials for this course.

Prerequisite: 4th year status and permission of the department chair. Cross-Listed as: FMER 470. Offered: Spring.

**FIN - Finance**

**FIN 300 - Principles of Finance (3 credits)**
Studies the financial tools and techniques used to manage money and investments in the modern business enterprise. Topics include financial analysis and planning, money and capital market instruments, risk analysis, and the time value of money.

Prerequisite: A grade of C or better in ACC 141, MATH 136, and EC 202. Corequisite: EC 201. Offered: Fall and Spring.

**FIN 303 - Foundations of Finance (3 credits)**
Studies the financial tools and techniques used in the modern business enterprise. Topics include financial analysis and planning, capital budgeting, cash and working capital management, profitability analysis, and long-term financing. This course is intended for accounting majors. Students who take FIN 300 are not eligible to take FIN 402.

Prerequisite: Prerequisites: A grade of C or better in ACC 201, MATH 136, and EC 202. Corequisite: ACC 202, EC 202. Offered: Fall.

**FIN 321 - Money & Banking (3 credits)**
Examines the role and functions of a central bank in achieving the macroeconomic goals of price stability, full employment, financial market stability, and exchange rate stability. Topics include the role of money in the economy, the role of financial intermediaries and markets in the economy, general history of depositary regulation, background on the causes and effects of a financial crisis on the economy, and the effect of the global financial markets on a domestic economy.

Prerequisite: A grade of C or better in EC 201 and EC 202. Cross-Listed as: EC 321. Offered: Fall.

**FIN 416 - International Finance (3 credits)**
Examines the operation and financing of businesses and other organizations in the global capital markets. This course will discuss the key differences between domestic and international finance, including exchange rate exposure and management, political risk, international taxation, and international financial instruments.

Prerequisite: A grade of C or better in FIN 300 or FIN 303. Offered: Spring, (as needed).

**FIN 417 - Finance Internship (3 credits)**
Places students in an external business, government, or not-for-profit organization that offers a well-rounded, supervised, practical career experience in the finance arena. Students will also attend bi-weekly meetings.

Prerequisite: A grade of C or better in FIN 300 or FIN 303 and permission of department chair. Offered: Fall and Spring.
FIN 420 - Investment Theory and Practice (3 credits)
Examines the links between investment theory and practice of optimal portfolio management. Promotes understanding of investment choices, financial markets and institutions, portfolio theory, risk-return tradeoff, asset pricing models, investment strategy, and portfolio performance analysis. Focuses on creating, managing and evaluating a personal investment portfolio and extends the learned principles to managing an institutional investment portfolio.
Prerequisite: A grade of C or better in FIN 300 or FIN 303. Offered: Fall or Spring, (as needed).

FIN 425 - Principles of Risk Management and Insurance (3 credits)
Examines the theory and practice of risk management from individual and business viewpoints. Topics include: risk management process and the role of insurance in dealing with risk, overview of the insurance industry, life, health, personal and business property and liability risks, and respective insurance products. Focus is on the consumer-side of insurance products.
Prerequisite: A grade of C or better in FIN 300 or FIN 303. Offered: Fall or Spring, (as needed).

FIN 435 - Applied Corporate Finance (3 credits)
Applies finance theory to a variety of real-world situations faced by firms and investors. Case studies illustrating both domestic and international financing and investing decisions will be considered.
Prerequisite: A grade of C or better in FIN 300 or FIN 303. Offered: Fall or Spring, (as needed).

FIN 450 - Business Valuation (3 credits)
Introduces students to the principles of valuation and security in both public and private firm settings. Major topics covered include the discounted cash flow, income, relative, and asset approaches used in valuations.
Prerequisite: A grade of C or better in FIN 300 or FIN 303. Offered: Fall or Spring, (as needed).

FMER - Fashion Merchandising

FMER 210 - Fashion and Culture (3 credits)
Examines the role of dress, the body, and fashion in culture, both historically and in contemporary society. This course focuses on the meanings that individuals assign to dress and the theories that relate to social and cognitive reasons for using dress as a means of communication. Specific focus will be given to gender, age, status, ethnicity, role, and influences in society today.
Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153. SEE Certification: Social Science. Offered: Fall and Spring.

FMER 223 - The Business of Fashion (3 credits)
Introduces students to the functions of and the careers within the fashion industry. The course examines the independent industry roles of the merchandiser, retailer, and marketer. Students will learn basic principles governing the fashion movement and how to use industry source information to keep current with changes that affect the trends in fashion.
Prerequisite: A grade of C or better in MKT 206. Offered: Fall or Spring.

FMER 290 - Internship Preparation (1 credit)
Prepares students to seek and obtain internships and future employment opportunities. Students research internship opportunities, organize and write résumés, outline internship goals and objectives, and practice interviewing skills. Students will analyze their personal abilities, skills, experiences, and communication strategies in terms of professional standards and market needs.
Prerequisite: A grade of “C” or better in ENG 152 or ENG 153.

Cross-Listed as: FDES 290. Offered: Fall and Spring.

FMER 315 - Writing for Fashion (3 credits)
Builds on previous writing experience and introduces students to the process of professional writing for the fashion world. This course examines writing for different fashion contexts including magazines, advertising, marketing, and new media. Assignments include business communications, composing a fashion blog, and developing an article for publication.
Prerequisite: A grade of C or better in MGT 210. Cross-Listed as: FDES 315. SEE Certification: Writing Intensive. Offered: Fall and Spring.

FMER 320 - Fashion Retailing (3 credits)
Examines concepts and practices of fashion retail business operations including classification of fashion retailers, organizational structures of fashion retailers, retailing skills, technologies used in this area of the industry, fashion retailing environment, and communication and services in fashion retailing. The course also presents students with a perspective on multi-channel retailing as a major industry approach.
Prerequisite: A grade of C or better in FMER 223. Offered: Fall.

FMER 323 - Fashion Product Merchandising (3 credits)
Examines the merchandising functions within the fashion goods supply chain. The course will focus on product line development processes and the buying and selling practices of the fashion merchandise industry. Merchandising strategies for types of apparel categories will be compared. Basic mathematical applications will be applied to develop the skills required for pricing and resource planning.
Prerequisite: A grade of C or better in FMER 223. Offered: Fall or Spring.
FMER 340 - Merchandise Sourcing and Logistics (3 credits)
Examines principles of merchandising including trend forecasting, product development sourcing, and logistics of fashion and apparel products. Students will use industry-relevant resources to develop products and merchandise plans based on research and trend forecasts. Students will also explore the role of logistics and allocation in retail and wholesale organizations to conceptualize customer conversion, selling innovations, and global partnerships.
Prerequisite: A grade of C or better in FMER 320 and FMER 323. Offered: Fall.

FMER 360 - Visual Merchandising (3 credits)
Examines the visual merchandising processes at the retailing stage of the fashion goods supplies chain. This course provides skill development in visual merchandising and a working knowledge of the importance of visual product presentation in a retail setting. Students will identify the stages in visual merchandising processes, compare various theories and approaches, and select the most efficient and effective visual merchandising strategy in a given retailing situation. The use of a particular simulated situation will provide a hands-on demonstration of the theories and processes presented in the course.
Prerequisite: A grade of C or better in FMER 223. Offered: Fall or Spring.

FMER 390 - Internship (3 credits)
Provides the opportunity for students to gain career-related experience in a professional environment outside of the classroom. Students identify opportunities and apply for internships independently. Student placements must be approved before the start of the internship. The internship coordinator offers faculty oversight of the academic component and guidance of the on-site internship. Students demonstrate achievement of goals with a daily journal, a self-evaluation, a site evaluation, and an on-site visit from the internship coordinator. Students must complete 120-hours in their internship. Repeatable for credit.
Prerequisite: A grade of "P" or better in FMER 290 and permission of the instructor. Cross-Listed as: FDES 390. Offered: Fall, Winterim, Spring, and Summer.

FMER 400 - Special Topics in Fashion (3 credits)
Builds on concepts, skills, and theories taught in 200- and 300-level fashion design and fashion merchandising courses. This course provides students specialized studio experience in hands-on production topics related to fashion design and merchandising. The course focuses on a specific area of creative production - looking at the historical and contemporary approaches, the cultural and economic impact, and future influences of fashion. Topics vary semester to semester and may include trend forecasting, knitwear, active wear, and advanced concept development and distribution. Projects encourage experimentation, risk-taking, and connecting the fashion design and merchandising disciplines.
Prerequisite: Varies depending on topic. Cross-Listed as: Cross listed as FDES 400. Offered: Fall or Spring (as needed).

FMER 430 - Current Topics in Fashion Merchandising (3 credits)
Examines current issues and themes relevant to business aspects of fashion and the international apparel industry. As a capstone experience, this course builds upon principles obtained through those prior courses. Students will consider the global nature of the fashion industry, business social responsibility, emerging technologies, existing and new merchandising career opportunities, and changes in requirements for work in fashion and retail careers. The course will include collaboration with industry professionals and the development of a professional action plan based on the application and synthesis of research conducted during the semester.
Prerequisite: A grade of C or better in FMER 340 and FMER 360. Offered: Fall or Spring.

FMER 470 - Portfolio (1 credit)
Prepares students for entry into the fashion design and merchandising profession and related fields. Students study the professional standards and practices shared by fashion professionals and integrate best practices relevant to their selected area of study, career interests, and goals. Students created professional identity materials including appropriate portfolios of examples that represent their abilities and experience in multiple contexts and formats. Evaluation culminates with a review from industry professionals. Students will need to purchase supplies/materials for this course.
Prerequisite: 4th year status and permission of the department chair. Offered: Fall and Spring.

FMI - Film and Moving Image

FMI 101 - Cinema I: Storytelling (3 credits)
Introduces knowledge of basic video production equipment, crew functions, and techniques. Students learn and practice the foundational vocabulary of digital filmmaking and direct and shoot various short films of their own, working individually and in groups. Students also learn the principles of basic digital editing. Course includes studio and lecture.
Prerequisite: None. SEE Certification: Fine Arts. Offered: Fall and Spring.

FMI 101H - Honors - Cinema I: Storytelling (3 credits)
Introduces the knowledge of basic video production equipment, crew functions, and techniques. Students learn and
practice the foundation vocabulary of digital filmmaking and direct and shoot various short films of their own, working individually and in groups. Students also learn the principles of digital editing. This course is a more demanding section of FMI 101 incorporating student-led investigations of media literacy and the power of individual shots and cuts to affect the resultant narrative. Students in the honors section also examine the historical and cultural contexts of the contemporary state of moving-image storytelling in depth. The course includes studio and lecture.

Prerequisite: None. Only open to students in Freshman Honors. See Certification: Fine Arts. Offered: Fall or Spring.

FMI 102 - Cinema II: Continuity (3 credits)
Develops skills in shooting video outside the controlled studio environment. Participants design, shoot, edit (using non-linear editing), and evaluate various productions.

Prerequisite: A grade of C or better in FMI 101. Offered: Spring.

FMI 201 - Cinematography I: Black & White (3 credits)
Analyzes the basics of black and white 16mm film and digital production. Students explore composition, contrast and lighting, and how the black and white image is unique in its aesthetic requirements, how it differs from the color image, and why it is important to understand that difference.

Prerequisite: A grade of C or better in FMI 102. Offered: Fall.

FMI 202 - Cinematography II: Color (3 credits)
Emphasizes the creative aspects of color cinematography (16mm and digital) and how it differs from black & white. Students further develop their shooting skills, learning how camera movement and lighting complement each other, and how color cinematography affects production design. Participants work individually and in teams to create multiple short dramatic pieces from screenplays or treatments selected from student submissions.

Prerequisite: A grade of C or better in FMI 201. Offered: Spring.

FMI 204 - Broadcast Production (3 credits)
Introduces the techniques and technologies of a three-camera television studio and live switching. Students explore how to work with a green screen and virtual broadcast environments, as well as how to design and record multiple group and individual broadcast projects of their own.

Prerequisite: A grade of C or better in FMI 201 and FMI 221. Offered: Spring.

FMI 211 - Basic Screenwriting (3 credits)
Develops skill writing basic narrative screenplays for film production. Students examine the process of dramatic writing, generate and select story ideas, structure action and conflict, build characters, develop themes, and create dialog. Students also learn to identify and apply official industry screenplay formats, and write a variety of short movie scripts of their own.

Prerequisite: A grade of C or better in ENG 152 or equivalent. See Certification: Writing Intensive and Fine Arts. Offered: Fall and Spring.

FMI 221 - Art and Craft of Editing I (3 credits)
Builds on skills learned in FMI 102. Students further develop their editing techniques beyond continuity. They pay special attention to the aesthetics of when and why to make a cut, as well as pacing and experimental techniques.

Prerequisite: A grade of C or better in FMI 102. Offered: Fall.

FMI 222 - Art and Craft of Editing II (3 credits)
Explores further both editing and post-production, building on skills learned in FMI 221. Students work with both student-generated and industry-standard footage, working in the Avid Media Composer digital editing system, and analyze and apply advanced editing techniques.

Prerequisite: A grade of C or better in FMI 221. Offered: Fall and Spring.

FMI 231 - Film and Moving Image History (3 credits)
Examines the artistic development of film, television, and other moving image works, from the nineteenth century to the present, by exploring genres, aesthetics, methods of analysis, and current trends. Students study the contributions of major artists and their works, both American and foreign.

Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153. See Certification: Fine Arts or Humanities. Offered: Fall and Spring.

FMI 290 - Internship Preparation (1 credit)
Prepares students to seek and obtain internships and future employment opportunities. Students research internship opportunities, organize and write résumés, outline internship goals and objectives, and practice interviewing skills. Students will analyze their personal abilities, skills, experiences, and communication strategies in terms of professional standards and market needs.

Prerequisite: A grade of C or better in ENG 152. Offered: Fall and Spring.

FMI 301 - Documentary/Promo Production (3 credits)
Builds on the principles learned in FMI 201 and FMI 204. Students produce documentary and narrative non-fiction films for themselves and for outside corporate or nonprofit clients. Students examine the aesthetics of documentary and narrative works, advancing their capabilities in both techniques. Students further develop skills in the craft of visual storytelling, working individually and as members of a film crew.

Prerequisite: A grade of “C” or better in FMI 221. Offered: Fall and Spring.
FMI 302 - Narrative Production (3 credits)
Builds on the principles learned in FMI 301. Students produce individual and group narrative (fiction) projects, with special emphasis on how fiction filmmaking differs from documentary. Students work individually and in crews and further develop the craft of visual storytelling.
Prerequisite: A grade of "C" or better in FMI 301. Offered: Spring.

FMI 303 - Lighting for the Camera (3 credits)
Develops skills in using light and lighting equipment in a variety of production situations, including on location and in a controlled studio environment. Students examine the differences in lighting between still photography and moving images, between direct and indirect lighting, and between natural and studio lighting. Students manipulate the color, temperature, and contrast of lighting to provide effective illumination and to create a desired mood.
Prerequisite: A grade of C or better in FMI 221. Offered: Fall.

FMI 304 - Directing the Actor (3 credits)
Focuses on developing the necessary skills to direct actors to achieve a desired performance. Students practice analyzing and interpreting scripts to understand the dramatic needs of the characters portrayed by the actors. Students learn how to block (plan) the physical action of a scene and establish the rhythm of a performance, as well as oversee the design elements (set, lighting, sound, costumes) of a production.
Prerequisite: A grade of C or better in FMI 301. Offered: Spring.

FMI 305 - Production Design (3 credits)
Examines how a production designer affects the viewer experience by helping determine what is in front of the camera and helping create a more precise and powerful story through visual detail. Students engage in production design planning, considering activities that occur from pre-production to editing. Working individually and in groups, using assigned scripts and scripts of their own choosing, students propose unique solutions to production design problems.
Prerequisite: A grade of "C" or better in FMI 202. Offered: Fall.

FMI 306 - Experimental Cinema (3 credits)
Provides an opportunity for students to explore avant-garde and visionary approaches to filmmaking. Building on skills learned in FMI 202 and FMI 303, students further develop their own personal aesthetic as they defy filmmaking conventions and establish innovations of their own. Experimental moving images from 1895 to the present are introduced and examined as inspiration for new creative works.
Prerequisite: A grade of "C" or better in FMI 303. Offered: Spring.

FMI 311 - Advanced Screenwriting (3 credits)
Builds upon screenwriting strategies and techniques learned in FMI 211. Students learn the requirements for creating competent, complete, and professional scripts for television, motion pictures, and other distribution channels in a variety of formats, including narrative (fiction), documentary, commercial and/or industrial. Students also practice script research techniques and treatment (script summary) writing.
Prerequisite: A grade of "C" or better in FMI 211. Offered: Spring.

FMI 313 - Script Analysis (3 credits)
Analyzes the structure and format of feature-length screenplays. Students compare and contrast scripts with the films that were produced from them. Students deconstruct scripts, write script coverage summaries, and evaluate writing strategies and aesthetic choices employed by professional scriptwriters. Students study screenplays and treatments from the earliest days of filmmaking to the present.
Prerequisite: A grade of "C" or better in FMI 211. Offered: Spring.

FMI 331 - Major Directors/Movements (3 credits)
Engages in a focused analysis of the work of one particular film director or one major film movement, or the work derived from an emerging trend in film media. Students research the topic in depth, building on knowledge from previous courses, particularly that gained in FMI 231. Students write critical analyses and apply concepts learned in the course to their own film and moving image projects. Repeatable for credit.
Prerequisite: FMI 231. Offered: Fall and Spring.

FMI 334 - Film Aesthetics (3 credits)
Evaluates the component parts of a film, including cinematography, design, writing, and directing, and how these elements combine to create an overall dramatic effect through mise-en-scène (blocking, rhythm, and camera plan). Students analyze how filmmakers emphasize and combine elements to effectively convey a desired intent. Students refine their personal cinematic aesthetic by critically analyzing the work of major directors and/or creating new work of their own.
Prerequisite: A grade of "C" or better in FMI 303 or FMI 313. Offered: Spring.

FMI 352 - Grant Writing (3 credits)
Provides students with a strong understanding of how to prepare a fundable grant proposal by focusing on established principles of grant proposal writing, with special emphasis on finding the right grant opportunity for the right project. Students work individually and in groups to learn the best strategies for both independent writing and collaboration with other filmmakers.
Prerequisite: A grade of "C" or better in FMI 355 or FMI 311. SEE Certification: Writing Intensive. Offered: Spring.

FMI 353 - Budgeting & Scheduling Films (3 credits)
Investigates the procedural aspects of filmmaking and recognizes their impact on the creative process. Students examine official industry-standard methods of producing schedules and creating budgets for both short- and feature-length film projects. Students also identify and consider the significant role of the Assistant Director.
Prerequisite: A grade of "C" or better in FMI 211. Offered: Fall.

FMI 354 - Production Management (3 credits)
Examines the role of the Producer and Production Manager on film and moving image projects and how the organizational and creative sides of the filmmaking process intersect. Students explore the intricacies of set organization and budget implementation and collaborate with other students on various projects.
Prerequisite: FMI 353. Offered: Spring.

FMI 355 - The Business of Filmmaking (3 credits)
Provides entrepreneurial, arts management strategies for a self-empowered life in film and/or television, introduces collective bargaining and contracts, and addresses the business side of production and distribution. Students consider their own core artistic values and goals and how these are impacted by industry demands. Students write mission statements as well as film and moving image proposals.
Prerequisite: FMI 211. Offered: Fall.

FMI 390 - Internship (3 credits)
Provides the opportunity for students to gain career-related experience in a professional environment outside of the classroom. Students identify opportunities and apply for internships independently. Student placements must be approved before the start of the internship.

The internship coordinator offers faculty oversight of the academic component and guidance of the on-site internship. Students demonstrate achievement of goals with a regular journal, a self-evaluation, a site evaluation, and an on-site visit from the internship coordinator. Students must complete 120-hours in their internship.
Prerequisite: A grade of "P" in FMI 290 and permission of the instructor. Offered: Fall, Winterim, Spring, and Summer.

FMI 401 - Senior Project: Pre-Production (3 credits)
Engages students in conceiving, scriptwriting, and planning their senior capstone projects. Students develop and revise narrative scripts or documentary treatments through professor and peer evaluation or work alongside writers and directors as creative advisors, based on their respective tracks within the major. Students plan and prepare all aspects of pre-production for comprehensive film projects, including preparing realistic budgets and schedules, shooting and editing test footage, casting, location scouting, and fundraising, as needed. Plans developed in FMI 401 will be realized in FMI 402, Senior Project: Production.
Prerequisite: FMI 302. Offered: Fall.

FMI 402 - Senior Project: Production (3 credits)
Engages students in shooting and editing their senior capstone projects. Building on the work completed in FMI 401, students produce the films conceived and planned in that course. Working in the format of their choice, and following their previously developed scripts, budgets, and schedules, students deliver progressive versions of their films for peer and professor feedback at intervals throughout the semester. Students who meet minimum grade requirements are invited to screen their work in a culminating senior showcase.
Prerequisite: FMI 401. Offered: Spring.

FMI 411 - Feature Film Writing (3 credits)
Advances screenwriting strategies and techniques beyond the confines of the short film, building on lessons learned in FMI 311 and FMI 313. Students analyze professional feature-length screenplays and then write a feature-length screenplay of their own, following industry-standard structures and formats.
Prerequisite: FMI 311, FMI 313. Offered: Fall.

FMI 441 - Sound Design (3 credits)
Investigates advanced sound-recording and sound-design techniques, building on production and editing skills learned in FMI 302 and MOGR 331. Students create professional-quality soundscapes for a variety of moving-image projects considering the theoretical frameworks and historical contexts of audio production.
Prerequisite: FMI 302, MOGR 331. Offered: Fall.

FMI 451 - Film Distribution and Intellectual Property (3 credits)
Immerses students in the operational aspects of contemporary film distribution across a wide variety of media and provides students with a firm grounding in the legal issues surrounding copyright, fair use, and contract law. Using crowdsourcing and social media, as well as more traditional techniques, students develop a plan to promote themselves and their work. Students study intellectual property law and how it has changed over time, and apply current legal principles and guidelines to their own work.
Prerequisite: FMI 352. Offered: Spring.

FR - French

FR 101 - Elementary French I (4 credits)
Introduces the basics of French communication skills, including speaking, listening, reading, writing, and major grammatical
constructions. The course furnishes a basis for the further development of these communications skills in FR 102. A grade of C or better is required to advance to the next level.

Prerequisite: Not open to native speakers or students with two or more years of high school French. SEE Certification: Humanities. Offered: Fall.

**FR 102 - Elementary French II (4 credits)**

Continues the basics of French communication skills covered in FR 101, especially the study of major grammatical constructions, and further develops the skills of reading and writing in preparation for study at the intermediate level.

Prerequisite: Placement, two successful years of high school French, or a grade of C or better in FR 101. SEE Certification: Humanities. Offered: Spring.

**FR 115 - French Conversation and Culture (1 credit)**

Offers French language students the opportunity to enrich their classroom experience through interpersonal communication in French and to advance in their oral fluency, listening comprehension, and understanding of the geography and cultures of the Francophone world. Students meet one hour per week to converse informally and entirely in French and to discuss independent projects and journals, current events and media, film, music, art, literature, and more, with attendees from the college community. The course involves three off-campus excursions to various venues of French and Francophone culture: regional museums, restaurants, parks, etc., and La Maison Française in Washington, DC, which features an exciting variety of events each month. Additionally, students enrolled in FR 215 may help those students enrolled in FR 115 in collaborative learning projects. This course is graded on a Pass/Fail basis. Repeatable for credit.

Prerequisite: Current or previous enrollment in FR 101 or FR 102 or permission of the instructor. Corequisite: Current or previous enrollment in FR 101 or FR 102 or permission of the instructor. Offered: Fall and Spring.

**FR 201 - Intermediate French I (3 credits)**

Continues development of the basic communication skills of speaking, listening, reading, and writing, as well as the study of vocabulary and grammar. Students learn to communicate in correct, simple French. This course introduces students to selected works of literature and various aspects of French culture. Class is conducted in French.

Prerequisite: A grade of "C" or better in FR 102, placement (three or more successful years of high school French), or a score of 500+ on the SAT II test. SEE Certification: Humanities. Offered: Fall.

**FR 202 - Intermediate French II (3 credits)**

Continues development of communication skills, including speaking, listening, reading, and writing. This course also includes an introduction to translation of works of literature and topics of French culture. Students gain further practice in spoken and written language. Students continue the study of French literature and culture. Class is conducted in French.

Prerequisite: A grade of C or better in FR 201. SEE Certification: Humanities. Offered: Fall.

**FR 215 - French Conversation and Culture (1 credit)**

Offers French language students the opportunity to enrich their classroom experience through interpersonal communication in French and to advance in their oral fluency, listening comprehension, and understanding of the geography and cultures of the Francophone World. Students meet one hour per week to converse informally and entirely in French and to discuss independent projects and journals, current events and media, film, music, art, literature, and more, with attendees from the college community. The course involves three off-campus excursions to various venues of French and Francophone culture: regional museums, restaurants, parks, etc., and La Maison Française in Washington, DC, which features an exciting variety of events each month. Additionally, students enrolled in FR 215 may help those students enrolled in FR 115 in collaborative learning projects. This course is graded on a Pass/Fail basis. Repeatable for credit.

Prerequisite: Current or previous enrollment in FR 101 or FR 102 or permission of the instructor. Corequisite: Current or previous enrollment in FR 101 or FR 102 or permission of the instructor. Offered: Fall and Spring.

**FSCI - Forensic Sciences**

**FSCI 100 - Introduction to Forensic Sciences (3 credits)**

Introduces the various aspects of forensic investigations in solving crimes. Topics include drugs and toxicology, explosives, forensic biology (DNA), forensic chemistry (trace evidence analysis), firearms and toolmark identification, and questioned document examination. Evidence collection and processing in a manner that allows its use in court proceedings will be covered. Restricted to non-science majors.

Prerequisite: Placement into MATH 135 or higher. SEE Certification: Scientific Reasoning. Offered: Fall and Spring.

**FSCI 101 - Survey of Forensic Sciences (3 credits)**

Introduces the student interested in a career in forensic sciences to the various scientific disciplines involved in collecting and analyzing evidence. Topics include crime scene investigation, trace evidence analysis, fingerprints, forensic chemistry (drugs and toxicology) and biology (serology and DNA), bloodstain pattern analysis and arson and explosives. This course is designed for science majors who intend to pursue further study in forensic sciences. Restricted to science majors.

Prerequisite: None. Offered: Spring.

**FSCI 400 - Senior Forensic Sciences Seminar (3 credits)**

Provides an interdisciplinary, comprehensive, and in-depth exploration of the nature and
practice of forensic sciences. This course emphasizes the honing of speaking and writing skills in the context of the internship experience. Skill in reading, analyzing, and interpreting scientific journal articles is refined. Requirements include writing a comprehensive scientific paper, delivering oral presentations and creating and presenting a formal poster. In addition, each student is required to prepare a cumulative and comprehensive academic portfolio. Restricted to biochemistry, biology and chemistry majors. Fees: Printing fees may be required.
Prerequisite: Must be a senior in the BS (biochemistry, biology or chemistry)/MFS (forensic sciences) program. FSCI 655 must be taken as a pre- or co-requisite. SEE Certification: Writing Intensive. Offered: Fall and Spring.

FSCI 655 - Practicum Rotations (3 credits)
Involves rotation through forensic science disciplines at a local crime laboratory facility or law enforcement agency. The practicum rotation will provide students with first-hand experience in observing the activities of a working forensic laboratory. When possible, the student will be assigned a project in a forensic area. Background check required. Laboratory course.
Prerequisite: None.

FYS - First Year Seminar

FYS 100 - First Year Seminar (1 credit)
Assists first-year students to identify and use specific strategies for academic, personal, and social success in college. The First-Year Seminar also serves as a tool to introduce students to the career and professional development model that will guide them through their time at Stevenson University. Additional topics discussed in first-year seminar include, but are not limited to, University regulations and procedures, clarifying values and decision-making processes, and exploring the principles of career development.

FYS 102 - First Year Seminar (1 credit)
Assists first-year students to identify and use specific strategies for academic, personal, and social success in college. The First-Year Seminar also serves as a tool to introduce students to the career and professional development model that will guide them through their time at Stevenson University. Additional topics discussed in first-year seminar include, but are not limited to, University regulations and procedures, clarifying values and decision-making processes, and exploring the principles of career development.

GDES - Graphic Design

GDES 125 - Fundamentals of Digital Media (3 credits)
Introduces basic skills and key concepts in computer graphics using industry-standard software. Students develop the ability to create, control, and manipulate digital images for print, interactive, and motion media using a Macintosh platform in a studio environment. In-class demonstrations and exercises are supplemented by research-based projects incorporating historic and contemporary visual culture and digital design references. Students are required to apply the appropriate newly learned tools in the creation of original imagery. Emphasis is placed on selecting and utilizing software and hardware in accordance with professional standards and practices. Course includes studio and lecture. Students will need to purchase supplies/materials for this course.
Prerequisite: None. Offered: Spring.

GDES 208 - Web Design I (3 credits)
Introduces the basic concepts integral to designing websites for interactive media. Students learn interactive design principles and standards-based design practices that underlie digital design production. Using front-end development techniques, students will design wire frames and then implement these creative designs as websites. Emphasis will be on the website development process and workflow including how to create and manipulate both hypertext markup language (HTML) and cascading style sheet (CSS) web pages; designing images and typography for the Web; planning information architecture; and increasing usability, accessibility, and functionality for an enhanced user experience online. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.
Prerequisite: A grade of C or better in ART 110 and GDES 125. Offered: Spring.

GDES 210 - Communication Design I (3 credits)
Emphasizes research, idea generation, and creating solutions to a range of open-ended problems using the process of design thinking. Through broad topics and group projects, students will become familiar with design thinking practices and design terminology. Students will apply creative and critical thinking to develop solutions for communication design problems. Consideration of audience and related design factors will be examined along with historical and contemporary examples of applied design thinking. Computer production techniques, presentation, and critiquing skills will be further developed through practice. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.
Prerequisite: A grade of C or better in both ART 113 and GDES 125. Offered: Fall.

GDES 211 - Communication Design II (3 credits)
Builds on knowledge and skills introduced in GDES 210. Through well-defined problems and with an emphasis on developing independent working methods, students use critical and creative thinking to formulate effective
design solutions. With guidance, students will determine their preferred process for conducting research and working through idea development and implementation phases of the design process. Design thinking strategies are applied to produce audience-focused design solutions. Students will determine how design solutions will translate onto multimedia platforms based on research of the end-user. Presentation and critiquing skills will be further developed as students learn to interpret, discuss, and compare visual forms and messages. This course includes studio and lecture. Students will need to purchase supplies/materials for this course. 

Prerequisite: A grade of C or better in GDES 210. Offered: Spring.

**GDES 230 - Typography I (3 credits)**

Provides students with a strong foundation in typography, a fundamental element in communication design. Students acquire an appreciation of type as form and as a communication element, learn to recognize typographic terminology, standards, and historical contexts, while explaining production and layout approaches. Students utilize both hand-skills and industry-standard software techniques to learn and practice the professional standards of typography. These skills will be demonstrated in single and multi-page assignments. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite: A grade of C or better in GDES 125 and ART 113 OR a grade of C or better in GDES 125 and FMI 102. Offered: Fall.

**GDES 270 - Introduction to Corporate Communication Design (3 credits)**

Builds on technology skills introduced in GDES 125. This course gives non-designers the skills they need to produce professional publications, including writing, editing, designing, and printing. Emphasis is placed on communicating ideas effectively in a variety of media, understanding basic design and typographic principles, and using publishing software to create print-ready documents. This course includes studio and lecture. Students will need to purchase supplies/materials for this course. Restricted to non-graphic design majors

Prerequisite: A grade of C or better in GDES 125. Offered: Spring.

**GDES 290 - Internship Preparation (1 credit)**

Prepares students to seek and obtain internships and future employment opportunities. Students research internship opportunities, organize and write résumés, outline internship goals and objectives, and practice interviewing skills. Students will analyze their personal abilities, skills, experiences, and communication strategies in terms of professional standards and market needs.

Prerequisite: A grade of C or better in ENG 152. Offered: Fall and Spring.

**GDES 308 - Web Design II (3 credits)**

Builds on web design concepts, skills, and strategies developed in Web Design I, advancing further the development and implementation of interactive design projects. This course focuses on synthesizing more complex elements of hypertext markup language (HTML) and cascading style sheet (CSS), and introduces students to basic Flash animation and scripting techniques to realize creative design solutions. Intermediate level websites are created for various platforms. Design aesthetics and typography principles are emphasized as applicable to interactive media. Design for mobile devices and small screens, content management systems (CMS), and Search Engine Optimization (SEO) are also addressed. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite: A grade of C or better in GDES 208. Offered: Fall.

**GDES 310 - Communication Design III (3 credits)**

Builds on problem-solving and creative processes developed in Communication Design II with continued development in the implementation of design strategies. Students solve more complex human-centered design problems using design thinking and professional production techniques to create multiple prototypes that function across various media platforms. Students conduct design research, integrate visual culture, demonstrate intermediate level design software knowledge, and practice production techniques. Through research, collaboration, critiques and presentations students solve design problems, formulate solutions, document their findings, and compose visual forms. This course includes studio, lecture, and field trips. Students will need to purchase supplies/materials for this course.

Prerequisite: A grade of C or better in GDES 211. Offered: Fall.

**GDES 330 - Typography II (3 credits)**

Applies conceptual and practical aspects of typography and publication design while developing an appreciation of the limitations of print and digital environments and discovering the possibilities within these limitations. Students will recognize typography as an art form as well as a crucial element in communication design and study individual characteristics of type, recognizing the effect typography has on the reader. Emphasis will be placed on taking typography to a professional level through practical assignments with the ultimate goal of constructing portfolio-ready projects. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite: A grade of C or better in GDES 230. Offered: Spring.
GDES 370 - The Relationship of Design and Business (3 credits)
Analyses the client/designer relationship from both design and business perspectives while seeking to develop a mutual appreciation. Emphasis will be placed on analyzing case studies, writing a design brief, understanding and communicating responsibilities, and addressing ethical and legal questions. Students will need to purchase supplies/materials for this course.
Prerequisite: A grade of C or better in GDES 211 or GDES 270. Offered: Fall.

GDES 380 - Professional Design Studio (3 credits)
Simulates a professional design studio environment. Students work independently and collaboratively to solve design problems presented by invited guest faculty. With the guidance and mentoring of the guest faculty, students employ professional design standards and practices while building prototypes, implementing production techniques, and evaluating designs in critiques and presentations. Students gain access to a professional network of practicing designers. Through this exposure, students synthesize established and emerging design practices and technologies into coursework. This course includes lecture, studio, and demonstrations. Students will need to purchase supplies/materials for this course.
Prerequisite: A grade of C or better in GDES 310. Offered: Spring.

GDES 390 - Internship (3 credits)
Provides the opportunity for students to gain career-related experience in a professional environment outside of the classroom. Students identify opportunities and apply for internships independently. Student placements must be approved before the start of the internship. The internship coordinator offers faculty oversight of the academic component and guidance of the on-site internship. Students demonstrate achievement of goals with a daily journal, a self-evaluation, a site evaluation, and an on-site visit from the internship coordinator. Students must complete 120-hours in their internship. Repeatable for credit.
Prerequisite: A grade of "P" in GDES 290 and permission of the instructor. Offered: Fall, Winterim, Spring, and Summer.

GDES 410 - Portfolio & Professional Development (3 credits)
Prepares students for entry into the graphic design profession or related field. Students study the professional standards and practices shared by all graphic design track areas and integrate best practices relevant to their selected track, motivated strengths, career interests, life values, and stated short- and long-term goals. Students create meaningful and engaging professional identity materials including appropriate portfolios of examples that represent their abilities and experience in multiple contexts and formats. A series of workshops are included to help students navigate the first 3-5 years of professional work life. Evaluation culminates with a review from a professional round table. Students will need to purchase supplies/materials for this course.
Prerequisite: A grade of C or better in GDES 308 and GDES 330; or a grade of C or better in GDES 308 and PHOTO 341. Offered: Fall.

GDES 450 - Senior Capstone (3 credits)
Provides an opportunity for students to prepare a collaborative Design Showcase presenting individual work from senior-level design students in a physical and online presentation. Work can include, but is not limited to, products, objects, designs, interactive experiences, and unique processes. Students work collaboratively to research possible topics and choose a theme. Large-scale ideas tackling cultural, political, social, or economic issues are encouraged. From detailed individual proposals, students spend the spring semester realizing their project. Modeling a professional design student setting, students navigate through the design process technically, conceptually, and socially. Students will need to purchase supplies/materials for this course.
Prerequisite: Senior status, and a grade of C or better in GDES 310. Offered: Spring.

GDES 480 - Design Studio Special Topics (3 credits)
Provides graphic design seniors with a variety of design studio experiences that present specific design skill sets and problem-solving methods in a design studio setting. Studios will be taught by a variety of faculty and professional designers whose experiences are relevant to the specific Design Studio topic. Students will synthesize techniques and technologies learned in the major with simultaneous exploration of career opportunities. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.
Prerequisite: A grade of C or better in GDES 310. Offered: Fall, Winterim, and Spring.
GEO - Geography

GEO 111 - World Regional Geography (3 credits)
Introduces the physical, political, economic, and cultural elements of the world regions. This course emphasizes the distinctive yet comparative nature of major regions and their impact on current events.
Prerequisite: ENG 151 or ENG 153 or equivalent (may be taken concurrently). Offered: Fall and Spring.

GEO 112 - Human Geography (3 credits)
Studies the institutions and spatial variations of human society. This course emphasizes understanding human culture in a geographic context.
Prerequisite: ENG 151, ENG 153, or equivalent (may be taken concurrently). SEE Certification: Social Science. Offered: Fall and Spring.

HIST - History

HIST 100 - History Forum (1 credit)
Provides public history majors with the opportunity to learn more about the field of public history and the requirements of their major. Organizations that sponsor public history internships frequently present to the forum. Majors also learn about Stevenson career counseling services and study abroad opportunities. Academic advising is provided as well. Restricted to public history majors. Required for public history majors every semester they are enrolled in the program.
Prerequisite: None. Offered: Fall and Spring.

HIST 105 - World History I (3 credits)
Focuses on the diverse forces that helped shape the world in which we live. This course traces the development of world civilizations from the origins of humankind to the Early Modern era, with special emphasis on Western civilization.
Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153 or equivalent (may be taken concurrently). Offered: Fall and Spring.

HIST 106 - World History II (3 credits)
Focuses on the diverse forces that helped shape the world in which we live. This course traces the development of world civilizations from the Early Modern era to the present, with special emphasis on Western civilization.
Prerequisite: A grade of C or better in ENG 150, ENG 151 or ENG 153 or equivalent (may be taken concurrently). SEE Certification: Humanities. Offered: Fall and Spring.

HIST 109 - The United States: Colonial America to 1877 (3 credits)
Surveys the major events, ideas, and personalities critical to the development of the United States up to 1877. This course will examine the settlement and development of the American colonies, the American Revolution, the Civil War and Reconstruction, and will look at the collision of cultures and ideas that led to the formation of early America.
Prerequisite: A grade of C or better in ENG 150, ENG 151 or ENG 153 or equivalent (may be taken concurrently). SEE Certification: Humanities. Offered: Fall and Spring.

HIST 109H - Honors - The United States: Colonial America to 1877 (3 credits)
Surveys the major events, ideas, and personalities critical to the development of the United States up to 1877. This course will examine the settlement and development of the American colonies, the American Revolution, the Civil War and Reconstruction, and will look at the collision of cultures and ideas that led to the formation of early America.
Prerequisite: A grade of C or better in ENG 150, ENG 151 or ENG 153 or equivalent (may be taken concurrently). Only open to students in Freshman Honors. SEE Certification: Humanities. Offered: Fall and Spring.

HIST 110 - The United States: 1877 to Present (3 credits)
Surveys the major events, ideas, and personalities critical to the development of the United States from 1877 to the present. This course will examine the consequences of the Civil War and Reconstruction, Populism, Progressivism, the two World Wars, the Great Depression, the Cold War, and the post-Cold War world.
Prerequisite: A grade of C or better in ENG 150, ENG 151 or ENG 153 or equivalent (may be taken concurrently). SEE Certification: Humanities. Offered: Fall and Spring.

HIST 208 - Introduction to Public History (3 credits)
Introduces students to the foundational concepts and methods of public history. This course surveys the basic knowledge required of individuals working in the fields of museum studies, historic preservation, cultural resources management, and related fields and emphasizes the issues related to communicating about history to the general public. This course also explores various careers open to individuals with a strong background in history.
Prerequisite: A grade of C or better in HIST 109 and ENG 152 or equivalent (HIST 109 may be taken concurrently). Offered: Fall.

HIST 209 - Research and Writing in History (3 credits)
Introduces students to the use of the tools and methods of historians used to interpret and evaluate historical sources and to construct narratives based on primary and secondary research. In addition, students will develop skills in presenting history to a variety of general public audiences.
Prerequisite: A grade of C or better in HIST 109 and ENG 152 or equivalent (HIST 109 may be taken concurrently). SEE Certification: WI. Offered: Spring.
HIST 210 - African American History (3 credits)
Traces the struggles, accomplishments, and impact of African Americans through the course of United States history. This course explores the cultural heritage of African peoples, the impact of the slave trade, slavery, and the development of racism. It also traces the struggle for freedom and justice in America from the colonial period to the present.
Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: Humanities. Offered: Fall (as needed).

HIST 211 - Topics in History (3 credits)
Examines specialized topics in History, usually centered on a particular theme, person, event, or era. The particular topic will vary with each offering and will be dependent upon faculty and student interest. This course may be repeated for credit.
Prerequisite: A grade of C or better in a 100- or 200-level history class and ENG 152 or equivalent. SEE Certification: Humanities. Offered: Spring (as needed).

HIST 220 - American History and Community Service (3 credits)
Explores the question Who are we as Americans? Through a survey of US history in conjunction with a service project in a nonprofit organization. The course topic may rotate occasionally.
Prerequisite: A grade of C or better in ENG 152 or equivalent.

HIST 221 - Topics in History (3 credits)
Explores the family as the fundamental social unit in nearly every society. This course traces the evolution of the family from the Neolithic era to the present. Students study the impact of geography, economy, religion, and political structures on the variety of family structures in the Western and non-Western worlds.
Prerequisite: ENG 152 or equivalent (may be taken concurrently) or permission of the Chair. SEE Certification: Humanities. Offered: Fall.

HIST 226 - History of the Family (3 credits)
Explores the family as the fundamental social unit in nearly every society. This course traces the evolution of the family from the Neolithic era to the present. Students study the impact of geography, economy, religion, and political structures on the variety of family structures in the Western and non-Western worlds.
Prerequisite: ENG 152 or equivalent (may be taken concurrently) or permission of the Chair. SEE Certification: Humanities. Offered: Fall.

HIST 230 - American Women's History (3 credits)
Examines the history of women in the United States from the time of the Native Americans in the pre-colonial era to the present. This course explores how women's roles, status, image, and legal rights evolved due to social and economic change and as a result of the activism of reformers and writers.
Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: Humanities. Offered: Spring (as needed).

HIST 238 - History of Baltimore (3 credits)
Introduces students to the history of Baltimore from colonial times to the present. This course examines changes in politics and the economy, in the physical environment, and in the lives of ordinary Baltimoreans. This course also explores the ways in which Baltimore's history reflects both national trends and its own particular mix of North and South, race, ethnicity, and class.
Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: Humanities. Offered: Fall.

HIST 265 - History of the Family (3 credits)
Explores the family as the fundamental social unit in nearly every society. This course traces the evolution of the family from the Neolithic era to the present. Students study the impact of geography, economy, religion, and political structures on the variety of family structures in the Western and non-Western worlds.
Prerequisite: ENG 152 or equivalent (may be taken concurrently) or permission of the Chair. SEE Certification: Humanities. Offered: Fall.

HIST 270 - Revolutionary America (3 credits)
Explores the American Revolutionary Era that transformed America and the world in the last half of the eighteenth century. Students will study such topics as the American Revolution as a military and political struggle and as a war of ideas, the writing of the U.S. Constitution, the establishment of political parties and the election to office of Thomas Jefferson. This course will also examine the history of women, Native Americans, and African Americans.
Prerequisite: A grade of C or better in a 100- or 200-level American history class and ENG 152 or equivalent. SEE Certification: Humanities. Offered: Fall or Spring.

HIST 311 - Topics in General History (3 credits)
Focuses on a particular period or on a specialized topic in general history. This course involves significant analysis of primary sources. Recent topics have been The Age of Shakespeare, Making of the US Constitution, Roaring Twenties & Great Depression, Fifties & Film, Colonial America, Expansion & Explosion, and Modern American Sports History. This course may be repeated for credit if topics are different.
Prerequisite: A grade of C or better in a 100- or 200-level history class and ENG 152 or equivalent. SEE Certification: Humanities. Offered: Fall and Spring.

HIST 312 - Topics in Public History (3 credits)
Focuses on a specialized topic/field in public history. Recent topics/fields have been: historic preservation, museum studies, historical archeology, archives, and oral history. This course may be repeated for credit if topics/fields are different.
Prerequisite: A grade of C or better in a 100- or 200-level history class and ENG 152 or equivalent. Offered: Fall and Spring.

HIST 317 - The Western Intellectual Tradition (3 credits)
Focuses on the role of ideas in the history of Western civilization and traces the Western intellectual tradition from the Classical through the Medieval to the Modern eras. This course will explore the seminal ideas of philosophical, religious, and political leaders. Students will pay particular attention to the role of ideas as both cause and effect of other social, economic, and historical forces.
Prerequisite: ENG 152 or equivalent (may be taken concurrently) or permission of the Chair. Offered: Fall (as needed).
HIST 325 - Fieldwork in Archival Operations (3 credits)
Repeatable for credit.
Prerequisite: A grade of "C" or better in a 100- or 200-level history class and ENG 152 or equivalent and permission of the instructor. Offered: Winter.

HIST 330 - Riches, Radicals, and Reformers: 1877-1920 (3 credits)
Examines political, social, economic, and cultural life in the US from 1877 to 1920, the decades in which the country grew from a mostly rural, agrarian society into an urban, industrialized world power. This course will explore themes such as big business, immigration, labor strife, segregation, progressive reform, and imperialism and their impact on the lives of ordinary Americans.
Prerequisite: A grade of C or better in a 100- or 200-level American history class and ENG 152 or equivalent. SEE Certification: Humanities. Offered: Fall and Spring.

HIST 331 - American Material Culture (3 credits)
Explores how the objects that we make and use can help us understand the American past and present. Students will study things both large and small, including patterns of land use, historic architecture, tools, furniture, plates, and silverware. This course focuses on both high-style art objects and utilitarian, vernacular objects. This class especially considers the changing roles of class, gender, and race in American material culture.
Prerequisite: A grade of C or better in a 100- or 200-level American history class and ENG 152 or equivalent. Offered: Fall and Spring.

HIST 336 - The American Civil War (3 credits)
Explores the American Civil War from its root causes to its aftermath. Course topics include the military and political leadership, new and improved technologies, the battles from Fort Sumter to Appomattox, and the impact of the war on the civilian population.
Prerequisite: A grade of C or better in a 100- or 200-level American history class and ENG 152 or equivalent. SEE Certification: Humanities. Offered: Fall (as needed).

HIST 337 - The United States: The Sixties (3 credits)
Emphasizes primary sources to explore the fast-paced social, political, and cultural changes that occurred in America from 1960 to 1974. This course explores major trends in society, the economy, and politics. Topics include the presidencies of Kennedy, Johnson, and Nixon; the civil rights and black liberation movements; the Vietnam War; the rise and fall of the New Left; and the counter-culture.
Prerequisite: A grade of C or better in a 100- or 200-level American history class and ENG 152 or equivalent. Offered: Fall or Spring.

HIST 339 - The United States Since 1970 (3 credits)
Examines life in the US from 1970 to the present. Particular emphasis is devoted to the impact of the following on society: the legacy of the 1960s, the scientific and technological revolution, the changing nature of immigration, and globalization and the role of America in the world.
Prerequisite: A grade of C or better in a 100- or 200-level American history class and ENG 152 or equivalent. Offered: Fall (as needed).

HIST 350 - Independent Study (2-3 credits)
Provides students with the opportunity to complete a rigorous approved project under close faculty supervision during the course of a semester. The topic of study may not be one covered in an existing HIST course.
Prerequisite: A grade of C or better in a 100- or 200-level American history class and ENG 152 or equivalent. Also, permission of the supervising instructor, the humanities and public history department chair, the Executive Vice President for Academic Affairs and Provost and Dean required. Offered: Fall and Spring.

HIST 410 - The Great Historians (3 credits)
Examines the nature of historical writing in the ancient world up to the present day. This course will explore the ways in which historical writing has changed over time and has been shaped by historians' preconceptions, moral judgments, political philosophies, and specific historical contexts.
Prerequisite: A grade of C or better in a 100- or 200-level history class and ENG 152 or equivalent. Offered: Fall or Spring.

HIST 411 - Senior Seminar (3 credits)
Provides an academic capstone for public history majors and generally will focus on a specific time period, theme, person, event, or idea. The subject will be investigated thoroughly from a wide variety of perspectives. Emphasis will be placed upon interpreting the subject through the primary written and material record and through contrasting interpretations that illustrate the complexity and depth of the subject and its lasting significance and influence. This course may be repeated for credit if topics are different.
Prerequisite: Senior public history major status; A grade of C or better in a 100- or 200-level history class and ENG 152 or equivalent, or permission of the instructor. SEE Certification: Writing Intensive. Offered: Fall or Spring.

HIST 450 - Public History Internship (Variable credits)
Provides an experiential capstone for public history majors. During the internship, students will perform a minimum of 120 hours of career-related work under the guidance of a history faculty mentor and an on-site supervisor from the sponsoring organization. Internships are arranged individually to match students' career goals and interests with sponsors' needs. This course may be repeated for credit under certain circumstances.
Prerequisite: Senior or second-semester junior public history major status; at least 24 credits in history, including HIST 208 and HIST 209; and a minimum cumulative 2.50 GPA for seniors and 2.75 GPA for second semester juniors. Offered: Fall and Spring.

HSR - Counseling and Human Services

HSR 101 - Family Studies (3 credits)
Explores family forms and issues across the life course in terms of current and historical trends as well as cross-cultural variations. The course addresses marriage and the family, partner selection and intimate relationships, and family crisis and social policy.
Prerequisite: A grade of C or better in ENG 150, ENG 151 or ENG 153 (may be taken concurrently). SEE Certification: Social Science. Offered: Fall and Spring.

HSR 201 - Human Services and Social Policy (3 credits)
Provides an overview of the goals, functions, and organization of human services for individuals and groups. Students also examine the major theoretical approaches for helping people in need and social policies that affect delivery of services.
Prerequisite: A grade of C or better in ENG 151 or ENG 153 (may be taken concurrently). SEE Certification: Social Science. Offered: Fall and Spring.

HSR 210 - Professional Writing in Human Services (3 credits)
Emphasizes the development of reading, writing, and critical thinking skills in human services. Students develop the skills necessary to review and interpret literature in the field of human services and write clearly, accurately, and concisely about their analyses. The course covers plagiarism, citing sources appropriately using APA style, writing case notes, and professional communication strategies.

Prerequisite: A grade of C or better in ENG 152. SEE Certification: Writing Intensive. Offered: Fall and Spring.

HSR 217 - Professional Development in Counseling & Human Services (3 credits)
Provides students with an opportunity to explore career directions within the counseling and human services field and to develop appropriate professional materials to advance their careers. Students will interview professionals in the field, research graduate programs and career tracks, reflect on their own strengths and interests, explore ethical issues in the field, and develop individualized professional development plans.
Prerequisite: A grade of C or better in HSR 201. Offered: Fall.

HSR 220 - Diversity and Cultural Competence in Human Services (3 credits)
Explores commonalities and differences in contemporary families and individuals. The course examines the culturally competent provision of human services when working with individuals of similar and different races, ethnicities, socio-economic statuses, religions, sexual orientations, and abilities.
Prerequisite: A grade of C or better in HSR 101; PSY 101 or SOC 101 (may be taken concurrently). Offered: Spring (even years).

HSR 224 - Research Methods and Writing (3 credits)
Introduces social science research methods. Emphasis is on formulating research questions, developing search and data-gathering strategies, and interpreting and writing clearly about research in the areas of human services, social work, counseling, and psychology. Students analyze current research and present their findings.
Prerequisite: Sophomore status and a grade of “C” or better in one of the following: HSR 103, PSY 101, PSY 101H, or SOC 101, SOC 101H or permission of the department chair. SEE Certification: Writing Intensive. Offered: Fall and Spring.

HSR 235 - Adult Development and Aging (3 credits)
Provides the student with an opportunity to learn the effects of a variety of physical, personal, psychological, and social issues faced by older adults and their families. Emphasis is placed on functional health status, social roles, social relationships, family issues, and the impact of these factors on specific services and the community at all levels.
Prerequisite: A grade of C or better in HSR 101; PSY 101 or SOC 101 (may be taken concurrently). Offered: Spring (even years).

HSR 250 - Topics in Counseling & Human Services (3 credits)
Examines selected issues in counseling and human services in depth, stressing relevant theories, research, and application. Rotating topics include Death and Dying, Divorce and Remarriage, and Family Violence. This course may be repeated for credit if topics are different.
Prerequisite: A grade of C or better in HSR 101 or HSR 201, depending upon the topic. Offered: Fall, January and Spring.

HSR 270 - Psychopharmacology and Addictions (3 credits)
Provides an overview of psychoactive drugs, their effects, and the knowledge and skills needed to deal with the problems of addiction. This course addresses the various models of addiction, progression, diagnosis and dual diagnosis, recovery, relapse, the intervention process, and the effects of addiction on the individual, family, and society.
Prerequisite: A grade of C or better in HSR 201, PSY 101 or NURS 337. Offered: Fall and Spring.

HSR 275 - Services for Children and Youth (3 credits)
Examines the process of child and youth welfare, focusing on history and current trends. Topics include family preservation services, child and youth protective services, foster care, and adoption.
Prerequisite: A grade of C or better in HSR 101, PSY 101 or SOC 101 (may be taken concurrently).
Offered: Fall.

HSR 315/515 - Group Counseling (3 credits)
Investigates elements of group counseling, including theories, techniques, legal and ethical issues, and stages of group formation. The application of course material to specific groups is highlighted. Students who anticipate continuing their education at the graduate level should register for the 500-level section; however, transferability of these courses to a graduate program is determined by the receiving institution.
Prerequisite: A grade of C or better in HSR 201 (may be taken concurrently). Offered: Fall.

HSR 370 - Ethics in Counseling (3 credits)
Examines ethical practice and decision-making in the counseling field. The course focuses on personal and professional awareness of values, self-disclosure, boundaries and dual relationships, confidentiality, counselor and client rights and responsibilities, professional relationships, and credentialing/regulating agencies. This course also provides a specific focus on ethical issues relevant to the addiction treatment field, including the impact of confidentiality regulations, working with mandated client populations, self-help fellowship participation, and counselors who are also in recovery.
Prerequisite: A grade of C or better in HSR 315/515, HSR 360 or PSY 230, may be taken concurrently. Offered: Spring.

HSR 371 - Assessment and Treatment of Addictions (3 credits)
Prepares students with the knowledge and skills required to effectively assess and treat persons with substance abuse problems and other addiction disorders. Topics include theory and techniques of assessment and counseling approaches for individuals with addiction disorders, working with family and significant others, dynamics of counseling special populations, and case management.
Prerequisite: A grade of C or better in HSR 270 (may be taken concurrently). Offered: Fall.

HSR 380 - Internship in Human Services (3 credits)
Provides students with a hands-on, realistic experience in a community-based agency. Concurrently, students explore professional issues in human services during guided classroom discussions.
Prerequisite: A grade of C or better in HSR 220, HSR 315/HSR 515, HSR 360, and permission of the instructor. Offered: Spring.

HSR 430 - Family Dynamics and Interventions (3 credits)
Focuses on the dynamics of family relationships. Students analyze and evaluate family counseling interventions.
Prerequisite: A grade of C or better in HSR 101 and either HSR 315/HSR 515 or HSR 360. Offered: Fall.

HSR 440 - Practicum in Human Services (9 credits)
Provides a supervised, practical experience in a community-based agency, where students function as much as possible like entry-level staff.
Prerequisite: A grade of C or better in HSR 340/HSR 540, HSR 380, HSR 430, and permission of the instructor. Corequisite: HSR 441. Offered: Fall and Spring.

HSR 441 - Seminar in Human Services (3 credits)
Provides an opportunity for students to discuss and learn more about issues related to the practicum and to the field of human services. Similar in organization to a professional development meeting, the seminar is designed to help facilitate the transition from undergraduate school to work and/or graduate school.
Prerequisite: A grade of C or better in HSR 340/HSR 540, HSR 380, HSR 430, and permission of the instructor. Corequisite: HSR 440. Offered: Fall and Spring.

IAD - Interactive Design

IAD 380 - Advanced Interactive Studio (3 credits)
Builds on web design skills developed in VCD 208 and VCD 308: Web Design I and II. This course covers the utilization of advanced elements of hypertext markup language (HTML), more complex cascading style sheets...
and hardware innovations, as well as contemporary cultural influences. Students synthesize the previous three years of interactive design techniques to research and realize design solutions that adhere to professional standards and best practices. Students produce portfolio-quality interactive work, taking into account audience, cultural, ethical, human, accessibility, and market factors. Since the interactive design field is continually evolving, students also explore specific career opportunities related to the course topic. This course may be repeated for credit if topics are different. Students will need to purchase supplies/materials for this course.

Prerequisite: A grade of C or better in IAD 380. Offered: Fall.

INT 100 - Principles of Academic Integrity

INT 100 - Principles of Academic Integrity (0 credit)

Provides incoming students with an overview of academic integrity and Stevenson’s academic misconduct process. Through a series of Blackboard modules, students will gain an understanding of what academic integrity is, why it is important, and Stevenson’s definitions of academic misconduct. Additionally, students will learn about campus resources that promote academic integrity, an important component of student success.

INBUS - International Business

INBUS 201 - Survey of International Business (3 credits)

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

Prerequisite: A grade of C or better in MGT 204. Offered: Fall and Spring.

INBUS 315 - International Business Management (3 credits)

Examines international business activities and how business and management decisions are affected by international politics, treaties, and agreements. This course also discusses differences in customs and ethics, changes in monetary exchange rates, uses of foreign labor, and effects of natural events on management decisions.

Prerequisite: A grade of C or better in MGT 204 and MKT 206. Cross-Listed as: MGT 315. Offered: Fall and Spring.

INBUS 325 - International Marketing (3 credits)

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

Prerequisite: A grade of C or better in MKT 206. Cross-Listed as: MKT 325. Offered: Fall and Spring.

INBUS 347 - International Human Resource Management (3 credits)

Examines the administrative and structural human resource challenges for organizations that have operations outside the United States. Students will differentiate international from domestic HR practices as they relate to organizational employee requirements. Emphasis will be placed on specific factors that need to be considered in making international human resource management decisions. Specifically, the course will focus on understanding and managing cultural differences in foreign countries; preparing and managing
organizational expatriates; designing and aligning organizational HR practices for global organizations; and designing formal working structures for international HR departments.
Prerequisite: A grade of C or better in MGT 320 and MGT 321. Cross-Listed as: MGT 347. Offered: Fall or Spring.

**INBUS 416 - International Finance (3 credits)**
Examines the operation and financing of businesses and other organizations in the global capital markets. This course will discuss the key differences between domestic and international finance, including exchange rate exposure and management, political risk, international taxation, and international financial instruments.
Prerequisite: A grade of C or better in FIN 300 or FIN 303. Cross-Listed as: FIN 416. Offered: Fall or Spring, (as needed).

**INBUS 420 - International Operations Management (3 credits)**
Examines the strategic and tactical aspects of international operations and global supply chain management. Topics discussed include the full supply chain management cycle beginning with global operational issues, raw material procurement, production, warehousing, and delivery of finished goods to end customers. This course will focus on key differences between domestic and international operations and contemporary supply chain challenges presented by globalization.
Prerequisite: A grade of C or better in INBUS 315/MGT 315, FIN 300 or FIN 303. Cross-Listed as: MGT 420. Offered: Fall or Spring, (as needed).

**INBUS 430 - International Economics (3 credits)**
Examines the major issues in the area of international trade and their implications regarding global welfare. The major topics discussed include sources of comparative advantage, gains and losses from trade, globalization, and trade policy. The effects of exchange rate and domestic macro policies on global economies are also discussed.
Prerequisite: A grade of C or better in EC 201 and EC 202. Cross-Listed as: EC 430. Offered: Fall or Spring, (as needed).

**INBUS 470 - International Business Law (3 credits)**
Examines various aspects of international business law, including multinational enterprises, trade in goods, services and labor, money and banking, foreign investment, sales, intellectual property, transportation, financing, taxation, environmental protection, and dispute resolution.
Prerequisite: A grade of C or better in LAW 130 and LAW 210 (for Legal Studies majors) or LAW 208 or LAW 308 (for business and accounting majors) and senior status. Cross-Listed as: LAW 470. Offered: Fall.

**INDSC - Interdisciplinary Studies**

**INDSC 260 - Introduction to Interdisciplinary Studies (3 credits)**
Introduces concepts and principles of interdisciplinary. Students develop skills in interdisciplinary research and problem solving, oral and written communication, and integrating diverse perspectives.
Prerequisite: Grade of C or better in ENG 152 and declared Interdisciplinary Studies major. SEE Certification: Writing Intensive. Offered: Fall or Spring, (as needed).

**INDSC 320 - Internship (3 credits)**
Provides opportunity for career-related work experience in a student's area of study. Under faculty supervision, internships are arranged on an individual basis to match students' career goals and interests with employers' needs. Career Services provides assistance in locating internships. Internships require a minimum of 120 hours at the employer's site plus an internship journal and reflective essay evaluating the position and experience. Students should arrange their internship prior to registering for the semester. Grading is pass/fail. Internships may or not be paid depending upon employer policy.
Prerequisite: Junior status and other prerequisites may apply. For information, students should contact their department chair or program coordinator. Offered: Fall and Spring.

**INDSC 350 - Topics in Interdisciplinary Studies (3 credits)**
Examines selected issues or themes that can be approached from at least two academic disciplines. Rotating topics may be developed within the following categories: social phenomena and events, ideas and applications, or area studies.
Prerequisite: Third-year status or permission of the program coordinator of interdisciplinary studies. Offered: Fall and Spring.

**INDSC 360 - Interdisciplinary Research and Writing (3 credits)**
Provides an opportunity for students to examine a topic of personal interest through independent interdisciplinary research. Continues practice in problem solving, oral and written communication, and integration of diverse perspectives, the skills featured in INDSC 260.
Prerequisite: Grade of C or better in INDSC 260 and declared Interdisciplinary Studies major. SEE Certification: Writing Intensive. Offered: Fall and Spring.

**INDSC 450 - Senior Project: Seminar in Interdisciplinary Studies (3 credits)**
Supports research-based projects presented by Interdisciplinary Studies majors in partial fulfillment of the requirements for the bachelor's degree. Each senior investigates a special interest or problem incorporating selected approaches and perspectives of the core disciplines of his or her unique interdisciplinary program.
Prerequisite: Senior status and permission of the Interdisciplinary
IS - Information Systems

IS 135 - MS Office Applications (3 credits)
Provides students the opportunity to design professional quality business and technical documentation using basic and advanced features of MS Excel including integration with MS Word and MS PowerPoint. Emphasis will be placed on those functions commonly used in the workplace.
Prerequisite: None. Offered: Fall and Spring.

IS 140 - Information Systems Architecture and Design (3 credits)
Examines the component technologies of information system architectures. The course will cover the design principles behind computer hardware and peripheral devices, network components, and network operating systems. Students will explore topics in computer hardware design from handheld devices to large-scale super computers.
Prerequisite: None. Offered: Fall and Spring.

IS 150 - Relational Database Design & SQL with MS Access (3 credits)
Explores relational database architecture and provides hands-on instruction in SQL using Microsoft Access. Students will evaluate the business requirement and design an effective relational database solution. Students will perform common workplace SQL tasks such as creating databases, tables and reports; inserting, updating, and selecting rows; designing queries, views, and data entry forms; and importing and exporting of data.
Prerequisite: None. Offered: Fall and Spring.

IS 170 - Systems Development with UML (3 credits)
Addresses the processes and methodologies of systems development to include project management; systems analysis; and modeling of systems, data, processes, and applications. Object Oriented Analysis and Design Methodologies using Unified Modeling Language (UML) are explored.
Prerequisite: None. Offered: Fall and Spring.

IS 201 - Management Information Systems (3 credits)
Introduces effective and efficient use of information technology (IT) to support the mission of the organization which is critical. Strategic use of IT and the ability to manage information systems enables organizations to reduce or remove distance barriers, reduce time for processing and decision making, and support effective and efficient use of scarce resources. In this course students will learn skills and techniques used to implement and operate marketplace IT tools to support organizational objectives and strategies. This course is a broad survey of IT-related topics and introduces students to business information systems, IT infrastructure and emerging technologies, security, telecommunications, the Internet and the Web, decisions making systems, and ethical and social issues in IT.
Prerequisite: None. Offered: Fall and Spring.

IS 211 - Programming Concepts (3 credits)
Introduces programming constructs common to most languages, laying a solid foundation on which more advanced topics will build. The course will introduce a modern integrated development environment. Key topics will include object oriented programming design concepts, GUI design guidelines, data structures, and database connectivity. Students will design a series of small business applications linked to a database.
Prerequisite: A grade of C or better in IS 150. Offered: Fall and Spring.

IS 221 - TCP and IP Communication Protocols for Windows and UNIX (3 credits)
Prepares the student in the planning, installation, configuration, and management of a TCP- and IP-based network. Students will learn to monitor, optimize, diagnose, and resolve problems on the network using standard tools and utilities found in the workplace. The internal process of TCP will be examined along with the classic hacking attacks and countermeasure techniques.
Prerequisite: A grade of C or better in IS 231. Offered: Fall.

IS 235 - Advanced Windows Server Architecture & Administration (3 credits)
Examines the management tools essential for creating, designing, and maintaining a Windows Server Active Directory. Students will learn planning, installation, configuration, and administration of Windows Active Directory. Students will create from the ground up a network infrastructure using Windows Advanced Server. Domain Name System (DNS), forest designs, site topology and replication, organizational unit structure, group policy and delegation of control are just a few of the essential topics covered in this course.
Prerequisite: A grade of C or better in IS 231. Offered: Fall and Spring.

IS 240 - Programming Concepts (3 credits)
Introduces programming constructs common to most languages, laying a solid foundation on which more advanced topics will build. The course will introduce a modern integrated development environment. Key topics will include object oriented programming design concepts, GUI design guidelines, data structures, and database connectivity. Students will design a series of small business applications linked to a database.
Prerequisite: A grade of C or better in IS 150 (may be taken concurrently). Offered: Fall and Spring.

IS 241 - C# Object Oriented Programming (3 credits)
Applies principles of object-oriented programming using C#. Key topics include the .NET Integrated Development
Environment, control structures, methods, properties, classes, inheritance, polymorphism, data abstraction, arrays, data structures, collections, ADO NET, GUI forms, controls, events, multimedia, graphics, and web services. Students will build a series of database connected business applications.

Prerequisite: A grade of C or better in IS 240. Offered: Spring.

IS 252 - Advanced SQLQuery Design with Oracle & SQL Server (3 credits)
Develops proficiency in effective database and query design. Students will learn the underlying concepts of complex SQL Queries, the key to writing serviceable code, the normalization of data to minimize duplication and errors, the design of stored procedures and triggers to improve system performance, optimization techniques using cursors and join statements, transaction control, techniques for securing data, and tools for testing data integrity. Students will design a multi-table, normalized, relational business database and advanced SQL queries.

Prerequisite: A grade of C or better in IS 240. Offered: Spring.

IS 260 - Presentation Theory and Application (3 credits)
Covers the design of effective and dynamic audio and visual presentations, examining both theoretical and practical aspects of audio and visual presentations. Students will focus on presentations for business and technical reports using multimedia presentation software as the primary tool. Students will have several opportunities to hone and demonstrate their presentation skills through a series of practical assignments. A capstone presentation will also be required.

Prerequisite: None. Offered: Fall and Spring.

IS 280 - Data Management (3 credits)
Explores data storage, data archiving, quality assurance, data warehousing, data mining, and data security from a technology management perspective.

Prerequisite: A grade of C or better in IS 150. Offered: Spring.

IS 301 - Principles of E-Commerce (3 credits)
Introduces students to various technologies, applications, and issues associated with electronic commerce. There is a focus on understanding how organizations can adopt and integrate e-commerce in pursuit of organizational goals and to gain competitive advantage. Students learn about the background and history of e-commerce, e-commerce business models, online security and payment systems, e-marketing, online retailing and services, and the ethical, social, and political issues in e-commerce. Students will also conceptualize and create a basic business-focused website using popular free and low-cost web design tools.

Prerequisite: A grade of C or better in IS 201. Offered: Fall and Spring.

IS 302 - Integrating Technology and Digital Learning in the Classroom (3 credits)
Explores how technology is restructuring learning in the classroom. Students evaluate and integrate current technologies into the curriculum to improve their teaching and children's learning. Current trends in integrating technology and digital media for educational purposes will be examined. Registration is limited to early childhood, elementary and middle school majors.

Prerequisite: None. Offered: Fall and Spring.

IS 320 - Human-Computer Interaction (3 credits)
Addresses the practical principles and guidelines needed to develop high quality interface designs for interactive systems, specifically ones that users can understand, predict, and control. The course covers theoretical foundations of human-computer interaction and design processes such as expert reviews and usability testing. Students will assess design considerations with respect to how humans act and react when confronted with a variety of interfaces, with balanced emphasis on mobile devices, Web, and desktop platforms.

Prerequisite: A grade of C or better in IS 201. Offered: Fall and Spring.

IS 331 - CISCO TCP and IP Routing (3 credits)
Examines techniques for deployment of quality of service features, route distribution, and route cost determination, all of which improve performance and guarantee delivery of the business' most important data. Students will gain hands-on experience in the configuration and management of CISCO routers and switches. Best practices in the design of an effective routed infrastructure will be addressed.

Prerequisite: A grade of C or better in IS 232. Offered: Fall.

IS 332 - High Speed Broadband Networks (3 credits)
Provides an in-depth examination of leading broadband network technologies including ATM, xDSL, Cable Modem, Gigabit Ethernet, T-Carrier Systems, SONET and SDH, Frame Relay, SMDS, VOIP, Internet2, and GEANT. The course will also explore topics in fiber optic systems including Wavelength Division Multiplexing (WDM) and Dense WDM (DWDM). Students will learn how to design and cost out global network connections, and compare the leading product offerings from the top tier vendors in each area of broadband network technology.

Prerequisite: A grade of C or better in IS 231. Offered: Fall.

IS 335 - Wireless LANS and Mobile Communication Systems (3 credits)
Examines the concepts and implementation of wireless technologies to include the IEEE 802.11 family of wireless local area network standards, IEEE 802.16 Wi-MAX, Local Multipoint Distribution Service (LMDS), satellite networks (GEO, MEO, LEO), microwave and laser links, and Mobile IP. Students
will explore technologies such as the cellular communications system, General Packet Radio Service (GPRS), Global System for Mobile communication (GSM), Specialized Mobile Radio (SMR), Universal Mobile Telecommunications Service (UMTS), and 4G Wireless systems.

Prerequisite: A grade of C or better in IS 231. Offered: Spring.

**IS 343 - Web Architecture & Design Technologies (3 credits)**

Explores the art and architecture of web design. Students will learn the concepts of creating dynamic and interactive web pages with graphics, video, sound and animation using advanced Dynamic HTML techniques. JavaScript and ASP.NET will be introduced. Using popular web design tools, students will create several business-focused websites.

Prerequisite: A grade of C or better in IS 240. Offered: Fall.

**IS 345 - Java Programming (3 credits)**

Creates JAVA applications and Applets using the command line and WebSphere. The course will cover the use control structures, custom classes, design methods, manipulate arrays, use OOP design principles to develop reusable components, processing, handle errors with exception code, create multithreaded applications, create networked applications, and leverage JDBC for improved database connectivity.

Prerequisite: A grade of C or better in IS 241 and IS 252. Offered: Fall.

**IS 348 - Advanced Business Applications (3 credits)**

Develop applications and components, apply inheritance and polymorphism to objects, organize code using 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: A grade of C or better in IS 241 and IS 252. Offered: Fall.

**IS 349 - Service-Oriented Architecture and Dynamic Web Development (3 credits)**

Implements a Service-Oriented Architecture, and develops Web Services and Web Services clients. Utilizes XML-based open standards-WSDL, SOAP, and UDDI-to support Web Services. Students will also build several dynamic Web sites implementing advanced features including Web forms, XML, database connectivity, client side and server side scripting, and electronic payment.

Prerequisite: A grade of C or better in IS 343 and IS 348. Offered: Spring.

**IS 350 - IS Internship (3 credits)**

Allows students to earn credit for an internship. Open to students who are currently working in an IT position during the semester enrolled or to students who have worked an internship during a preceding semester. Students will reflect on the ways in which their course work prepared them for the workplace. They will demonstrate the ability to articulate, verbally and in writing, how they applied IT skills and knowledge learned in specific courses to the tasks performed during their internship.

Prerequisite: Junior status. Offered: Fall and Spring.

**IS 361 - E-Collaboration and Social Networking (3 credits)**

Examines various technologies, applications, and issues associated with electronic collaboration and social networking. There is a focus on understanding how organizations can adopt and integrate e-collaboration and social networking in pursuit of internal and external organizational goals and to gain competitive advantage. Students learn about the background and history of e-collaboration and social networking, cloud computing, computing, social computing, electronic word-of-mouth, viral marketing, and the ethical, personal, organizational, and political issues in e-collaboration and social networking. Students will also conceptualize and create a business-focused social network using free and low-cost web-based applications.

Prerequisite: A grade of C or better in IS 301. Offered: Spring.

**IS 365 - Writing for IS Applications (3 credits)**

Focuses on effective writing of deliverables typical in the information systems profession. A major theme will be crafting messages with technical content for a non-technical audience. Students will practice developing communications products that they will encounter in their careers, such as instruction manuals, project proposals, managerial briefings, and IT policies.

Prerequisite: A grade of C or better in MGT 210. SEE Certification: Writing Intensive. Offered: Fall and Spring.

**IS 380 - Information Security for the Organization (3 credits)**

Addresses top security issues and surveys tools to detect threats and protect valuable organization resources. Key topics including threat and risk assessment, viruses, worms, Trojan horses, port scans spyware, and denial of service attacks will be covered along with discussion of free security tools available to help uncover vulnerabilities. Students will write a security policy for their organization. Checklists for protecting business resources will be covered in detail and provided.

Prerequisite: A grade of C or better in IS 231. Offered: Fall and Spring.

**IS 385 - Management of Business Networks (3 credits)**

Examines components of the business network, emphasizing the strategic selection and configuration of components to solve specific organizational problems. This course introduces students to file servers, application servers, database servers, transaction processing, and groupware. The use of wide-area network services and the Internet to interconnect global business
units is reviewed. Students learn the essential concepts of each technology and the interrelationships between the technologies to achieve an understanding of the business network environment.

Prerequisite: A grade of C or better in IS 231. Offered: Fall.

**IS 386 - E-Commerce Business Solutions (3 credits)**

Surveys the most common technologies employed to electronically link businesses with their partners, suppliers, distributors and customers. Supply Chain Management (SCM), Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), Electronic Payment Systems and other Business to Business (B2B) systems will be surveyed and compared.

Prerequisite: A grade of C or better in IS 301. Offered: Fall.

**IS 387 - Wireless Technology Solutions for the Office (3 credits)**

Examines and compares the various wireless technologies available for the office environment at home or at work. Competing wireless technologies are compared and contrasted based on function, cost, security, and performance. Products implementing technologies such as Bluetooth, 802.11a, 802.11b, 802.11g, and the cellular phone system will be examined and their niche areas of usefulness in the workplace detailed.

Prerequisite: A grade of C or better in IS 201. Offered: Spring.

**IS 391 - Incident Response and Investigation Methods (3 credits)**

Examines the role of the computer forensics investigator as a member of an Incident Response Team and explores the nature of the threat to organizations, the indicators that an incident is underway, the policies and procedures to be followed when an incident is detected, and the investigation methods used to collect evidence for prevention or prosecution. The course will explore the best practices used to create, organize and deploy an incident response team for malicious activity.

Prerequisite: A grade of C or better in IS 231. Offered: Fall.

**IS 392 - Information Systems Forensics Internals-Auditing (3 credits)**

Examines the tools and techniques used in the recovery of information-systems-generated artifacts used to aid forensic evidence collection and timeline corroboration. Students will examine system policies, auditing techniques, authentication methods, and event and system logging techniques for the family of Windows and Mac operating systems. Students will review documented prosecutions and investigations where operating system artifact recovery led to a successful resolution.

Prerequisite: A grade of C or better in IS 231. Offered: Fall.

**IS 393 - Forensic Evidence Collection Tools and Techniques (3 credits)**

Provides hands-on expertise in evidence collection and analysis with the leading forensic tools in use throughout the government, military, and law enforcement agencies. Evidence handling and timeline techniques will be covered with particular emphasis on the relationship to court testimony.

Prerequisite: A grade of C or better in IS 391 and IS 392. Offered: Spring.

**IS 431 - Exchange Server & Messaging Systems (3 credits)**

Enables students to install, configure, and manage Microsoft's Exchange Server, a leading technology solution for enterprise wide collaboration. The course will examine in detail the components of the messaging infrastructure; key support tasks in configuration, optimization, and data protection; and competing messaging solutions.

Prerequisite: A grade of C or better in IS 232 and IS 235. Offered: Fall.

**IS 432 - Network Security - Firewalls, IDS, and Counter Measures (3 credits)**

Examines the types of attacks launched by intruders and the system components that offer intrusion prevention, protection, and detection. Students will learn to configure firewalls, Intrusion Prevention, and Intrusion Detection Systems. Hacking exploits and the countermeasures to defeat them will be examined in detail.

Prerequisite: A grade of C or better in IS 232. Offered: Fall and Spring.

**IS 443 - XML E-Business Applications (3 credits)**

Develops in-depth knowledge in writing well-formed XML Syntax, creating richer documents using namespaces to distinguish XML vocabularies, leveraging DTD's and Schemas to improve compatibility with externally designed applications, designing cascading style sheets to improve the expression of XML data, using the XPath querying language and 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: A grade of C or better in IS 301. Offered: Spring.

**IS 444 - Wireless Application Development (3 credits)**

Develops hands-on experience in the design of wireless applications using Microsoft's .NET Compact Framework and the Mobile Internet Toolkit development environment for mobile applications. Students will create several applications for handhelds.

Prerequisite: A grade of C or better in IS 345. Offered: Fall.

**IS 462 - Current Topics in E-Commerce (3 credits)**

Explores current topics in electronic commerce through reading and discussion of the primary literature and examination of existing and emerging theories, tools, and applications. Related ethical, cultural, social, organizational, and political issues are also discussed.
Students will conduct research and propose extensions and improvements to existing e-commerce business models. Prerequisite: Senior status, a grade of C or better in IS 301 and IS 320. Offered: Spring.

**IS 475 - Special Topics in Information Systems (3 credits)**

Offers topics which vary each year to reflect new and emerging computer-related technologies and techniques in business and industry. Prerequisite: Fourth year status or permission of the instructor. Offered: as needed.

**IS 480 - Technology Law (3 credits)**

Outlines the legal requirements of businesses to preserve electronic data, ensure privacy, protect intellectual property, and ensure electronic information is accessible to people with disabilities. A survey of the legislation used to implement the law is covered. Pertinent sections of the federal regulations are examined to determine impact on procedures and policies. Prerequisite: Senior status. Offered: Fall and Spring.

**IS 481 - Project & Knowledge Management (3 credits)**

Enhances the knowledge, skills, and tools required to deliver projects on time and within budget. Students will explore the reasons for failed projects, the competencies of successful project managers, the functions all project managers perform, the tools project managers use to keep projects on time and within budget, and the project management life cycle. Prerequisite: Senior status, a grade of C or better in IS 140, IS 170, and at least two IS courses from the student’s selected track. Offered: Fall and Spring.

**LAW**

**LAW 102 - Introduction to Legal Studies (3 credits)**

Provides an overview of the functions of our legal system and the sources and nature of our laws. This course introduces many substantive and procedural areas of law. This course also examines the legal profession, the roles of the paralegal and attorney, and the regulation of attorney and paralegal conduct. Students will begin identifying career goals. This course provides an in-depth examination of legal ethics and introduces students to the types of ethical dilemmas they may face in the workplace and to methods for researching the answers to and resolving ethical dilemmas. Legal specialty course (LSC) Prerequisite: A grade of C or better in ENG 150, ENG 151 or ENG 153 (may be taken concurrently). Offered: Fall and Spring.

**LAW 112 - Torts (3 credits)**

Provides an introduction to the broad area of civil wrongs and their appropriate remedies. Tort law priority for personal, property, and economic harm, negligence (including professional malpractice), strict liability (including products liability), and intentional torts will be covered. Affirmative defenses and limitation of duties including assumption of the risk, contributory negligence, comparative negligence, immunity, and limited liability of property owners will also be reviewed. Legal specialty course (LSC) Prerequisite: A grade of C or better in LAW 102 and ENG 150, ENG 151, or ENG 153 (may be taken concurrently). Offered: Fall and Spring.

**LAW 114 - Estates and Trusts (3 credits)**

Introduces students to the laws governing wills and estates. Topics covered include will drafting, inheritance through testacy and intestacy, the role of personal representatives in estate administration, formal and informal probate procedures, and tax ramifications of estate planning.

The course also provides an overview of techniques for gathering facts, listing assets, and drafting probate documents and reports. Students will also gain first-hand knowledge of preparing wills and applying probate procedures in opening and closing an estate. Legal specialty course (LSC) Prerequisite: A grade of C or better in LAW 102 and ENG 150, ENG 151 or ENG 153 (may be taken concurrently). Offered: Fall.

**LAW 120 - Contract Law (3 credits)**

Provides a detailed introduction to the common law of contracts and the Uniform Commercial Code. Examines such topics as the bases for enforcing promises, the bargaining process, contract formalities, enforcement, breach, defenses, remedies, and assignment and delegation. Drafting skills are introduced and developed. Legal specialty course (LSC) Prerequisite: A grade of C or better in LAW 102 and ENG 150, ENG 151, or ENG 153 (may be taken concurrently). Offered: Fall.

**LAW 125 - Legal Research and Writing I (3 credits)**

Provides an introduction and overview to the methods of legal research and legal writing. Students will examine the various sources of law and categories of research materials. Students will be introduced to writing citations and learn how to develop a research plan, how to analyze cases and statutes, and how to use the law library. Basic legal writing skills will be covered as well as computer-assisted legal research. Legal specialty course (LSC) Prerequisite: A grade of C or better in LAW 102 and ENG 151 or 153. Offered: Spring.

**LAW 130 - Business Organizations Law (3 credits)**

Examines the nature of sole proprietorships, partnerships, limited partnerships, limited liability companies, corporations, and S corporations. Emphasis will be placed on the drafting of articles of
incorporation and articles of organization, partnership agreements, certificates of limited partnership, corporate minutes and consents, and preparation of various governmental filings that accompany corporate, LLC and partnership formation. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 150, ENG 151, or ENG 153 (may be taken concurrently). Offered: Spring.

LAW 204 - Constitutional Law (3 credits)
Introduces the U.S. Constitution with an emphasis on the Bill of Rights. Examination of criminal and civil constitutional rights, including the underlying legal principles governing searches and seizures, self-incrimination, due process, and equal protection of the law, will be included.

Prerequisite: A grade of C or better in LAW 102 and ENG 151 or ENG 152. Offered: Spring.

LAW 208 - Business Law (3 credits)
Examines the legal aspects of business relationships, contracts, sales and the Uniform Commercial Code, agency, and business organizations law. Restricted to non-legal studies majors.

Prerequisite: None. Offered: Fall and Spring.

LAW 210 - Legal Research and Writing II (3 credits)
Continues the examination of the methods of legal research and legal writing. Students will examine in depth the primary and secondary state and federal materials. Students will learn to update and validate their research. Emphasis will be placed on creating a successful research strategy. Advanced computerized legal research will be incorporated into research assignments.

Students will analyze and synthesize the results of their research and incorporate their research into forms of persuasive legal writing. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 125. SEE Certification: Writing Intensive. Offered: Fall.

LAW 215 - Criminal Law (3 credits)
Examines crimes and offenses, criminal procedures and constitutional guarantees of accused persons, jurisdiction of courts, preparation for trial, and appellate and post-conviction procedures.

Prerequisite: A grade of C or better in LAW 102 and ENG 150, ENG 151, or ENG 153. Offered: Fall or Spring (as needed).

LAW 216 - Civil Litigation and Pleading (3 credits)
Provides a basic understanding of civil litigation and the functions and operations of the state and federal court systems. Includes selection of the proper court, court jurisdiction, pleadings and other court documents, discovery, rules of evidence, trial tactics, and principles of litigation. Students will study of the rules of procedure for Maryland courts. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 112, LAW 120 and LAW 125. Offered: Spring.

LAW 217 - Rules of Evidence (3 credits)
Examines the Federal Rules of Evidence and how they are applied before and during trial. Students review the evidentiary rules of relevance; hearsay and hearsay exceptions; authentication and the introduction of writings, recordings, and photographs; competence and testimony of lay and expert witnesses; privileges; judicial notice; and presumptions. Students learn how to prepare exhibits for trial, examine witnesses, introduce documentary evidence, and use evidentiary objection. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 150, ENG 151, or ENG 153. Offered: Fall or Spring (as needed).

LAW 223 - Real Estate Transactions (3 credits)
Studies the nature and law of real property, including rights and interests, forms of ownership, transfer of title deeds, contracts of sale, leases, mortgages, deeds of trust, recording of documents, and common types of real estate transactions. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 150, ENG 151, or ENG 153. Offered: Fall or Spring, (as needed).

LAW 225A - Internship: Part I (1 credit)
Constitutes on-campus workshops and seminars in preparation for student workplace internships. Legal specialty course (LSC) Restricted to legal studies majors.

Prerequisite: A grade of C or better in ENG 150/ENG 151 and ENG 152/3 and LAW 125. Offered: Fall.

LAW 225B - Internship: Part II (2 credits)
Consists of 135 hours of supervised work in a law office or legal department as a paralegal. Legal specialty course (LSC)

Restricted to legal studies majors.

Prerequisite: A grade of C or better in LAW 225A and Law 210, and 15 additional LAW credits. Offered: Spring.

LAW 259 - Children and Family Law (3 credits)
Examines laws and regulations related to the health and welfare of children. Topics include child custody and visitation, child abuse and neglect, consent to treatment, laws related to child care settings, and special education. Restricted to non-legal studies majors.

Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153. Offered: Fall and Spring.

LAW 260 - Juvenile Justice (3 credits)
Examines the legal problems faced by children within the family, at school, and in the criminal justice system. An in-depth analysis will be made of the issue of delinquency,
including theories of delinquency, the impact of gender, family, peers, schools and drug use on delinquency, and policies and programs designed to prevent delinquency. Students will develop a working knowledge of the juvenile justice system, including police, court and corrections processes and procedures.

Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153. Offered: Fall or Spring (as needed).

**LAW 300 - Elder Law (3 credits)**
Provides a practical approach to the legal functions inherent in an elder law practice. This course includes an overview of the medical and social issues affecting seniors and their families, particularly advanced health care directives, management of assets, passing assets upon death, federal gift and estate taxes, and long-term care financing. An understanding of the legislation, regulation, and policy determinations governing elder law issues, presentation and evaluation of planning approaches and tools frequently used in elder law, instruction in the preparation and use of documents necessary to effectuate elder law plans, ethical considerations for families, and the role of other professionals in elder law planning will also be considered. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 114. Offered: Fall or Spring (as needed).

**LAW 302 - LSAT Review (3 credits)**
Provides students in all majors with the opportunity to think critically, strategically, and efficiently in order to understand the four multiple-choice type questions commonly found on the LSAT. Students will be required to take simulated LSAT exams, answer actual LSAT questions from recent examinations, and learn test-taking strategies. Students will also draft a well-written personal statement, suitable for inclusion in a law school application.

Prerequisite: A grade of C or better in LAW 210 or a 200-level writing course, and junior or senior status. Offered: Spring (as needed).

**LAW 303 - Mock Trial (1 credit)**
Engages students in a mock trial experience that includes drafting, revising, preparing, and presenting attorney and witness roles in accordance with applicable case law and rules of evidence. Students from all years and majors may try out for the university’s American Mock Trial Association (AMTA) teams. Only students selected to be on the university’s AMTA teams may enroll in this course. The teams practice and scrimmage with other universities to prepare for tournaments, then participate in AMTA invitational and regional tournaments. AMTA case materials change each year and alternate between civil and criminal cases. The course may be taken three times for credit. Legal specialty course. Offered fall and spring.

Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153. Corequisite: ENG 150, ENG 151, or ENG 153. Offered: Fall and Spring.

**LAW 305 - Special Topics in Law (3 credits)**
Examines areas of law of current interest not covered in other LAW courses. Emphasis will be placed on developing critical thinking and analytical skills through the study of special legal topics. Special topics will be selected based on current events, developments in technology, changes in the law, and employer needs. The course topic will vary, and will be specified in the class schedule for the term offered. This course may be repeated for credit if topics are different.

Prerequisite: A grade of C or better in LAW 210. Offered: Fall or Spring (as needed).

**LAW 308 - Business Law and Legal Responsibilities (3 credits)**
Covers legal aspects of business, including an overview of the legal environment of business, contracts, commercial transactions, and agency and business organizations.

This course helps prepare students for the regulation portion of the CPA exam. Restricted to accounting majors.

Prerequisite: A grade of C or better in ACC 202 (may be taken concurrently). Offered: Fall or Spring.

**LAW 312 - Advanced Business Organizations (3 credits)**
Examines the essential documentation of business entity formation and operation including organizational documents, limited partnership agreements, articles of transfer, articles of dissolution, articles of merger, various tax elections, buy-sell agreements, and various types of minutes. Further, students will examine the fiduciary relationships both within various entities and their management's relationships with and duties toward others, including investors, lenders, employees, the government, consumers and society. Practical and intellectual appreciation of business forms is gained through an approach that considers the impact of current events on public confidence in business organizations and their management. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 130. Offered: Fall or Spring (as needed).

**LAW 315 - Advanced Estate Administration (3 credits)**
Examines the administration of a complex decedent’s estate, preparation of all probate documents, including inventory and accounts, problems of valuation and appraisal of assets, preparation of federal estate tax return, and study of Maryland inheritance and estate taxation. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 114. Offered: Fall or Spring (as needed).

**LAW 320 - Bankruptcy Law (3 credits)**
Examines voluntary and involuntary proceedings, functions of the trustee, secured and unsecured debts and claims, exemptions, and discharge of debts, voidable
transactions, preparation of petitions, schedules and other documents, and comparison with insolvency proceedings and compositions of creditors. Legal specialty course (LSC)
Prerequisite: A grade of C or better in LAW 130. Offered: Fall or Spring (as needed).

LAW 322 - Criminal Investigation and Procedure (3 credits)
Examines the laws and principles governing pretrial investigation and the processing of criminal suspects. Studies the rules of criminal procedure used to conduct criminal trials in the United States.
Prerequisite: A grade of C or better in LAW 204. Offered: Fall or Spring (as needed).

LAW 325 - Employment Law (3 credits)
Provides an overview of the law of the workplace. This course examines the impact on the employer-employee relationship and provides guidance within the environment of employment law. It also examines employment law as the crossroads of several legal disciplines: contract, tort, and agency, common law, regulatory, and statutory law, as well as social, economic, and political policy.
Prerequisite: A grade of C or better in LAW 130 or MGT 204. Offered: Fall or Spring (as needed).

LAW 330 - Advanced Estate Planning (3 credits)
Examines the entire estate planning process (as opposed to estate administration) using a step-by-step approach. Various aspects of estate planning are covered including the topics of wills, will substitutes, trusts, estate and gift tax planning, business succession planning, asset protection, estate and trust administration, and death taxation. Legal specialty course (LSC)
Prerequisite: A grade of C or better in LAW 114. Offered: Fall or Spring (as needed).

LAW 335 - Intellectual Property Law (3 credits)
Covers the legal principles and rules regarding the law of patents, trademarks, copyrights, and trade secrets. Students will examine statutes and case law and apply the principles to hypothetical case scenarios. Emphasis is placed on the skills required of paralegals and attorneys who practice in this area, including preparing copyright and trademark applications as well as using computer technology in preparing applications, maintaining records, performing trademark and patent searches and protecting confidential information. Legal specialty course (LSC)
Prerequisite: A grade of C or better in LAW 130. Offered: Fall or Spring (as needed).

LAW 340 - Income Taxation (3 credits)
Examines the general principles of taxation of individuals, corporations, partnerships, and estates and trusts, with emphasis on points of tax law relating to individuals. Legal specialty course (LSC)
Prerequisite: A grade of C or better in LAW 102 and ENG 150, ENG 151, or ENG 153. Offered: Fall or Spring (as needed).

LAW 345 - Sports Law (3 credits)
Examines the legal aspects of professional and amateur sports, including topics such as sports agents, sports contracts, sports torts and crimes, women’s issues, disability issues, antitrust, intellectual property, and alternative dispute resolution in sports. Emphasis will be placed on applying students' business and legal knowledge specifically to sports law issues.
Prerequisite: A grade of C or better in LAW 216 (for legal studies majors) or LAW 208 or LAW 308 (for business or accounting majors). Offered: Fall or Spring (as needed).

LAW 351 - Litigation Practice (3 credits)
Provides litigation practice through preparation for and participation in a mock trial. Students develop effective methods for analyzing and preparing cases for presentation in trial. In particular, this course teaches students essential skills in understanding and applying the rules of evidence, preparing exhibits for trial, and giving direct and cross examinations, opening statements, and closing arguments at trial. The focus on the practice aspects of litigation develops students' oral presentation skills and professionalism, enabling them to be more prepared to enter the job market. Legal specialty course (LSC)
Prerequisite: A grade of C or better in LAW 216. Offered: Fall (as needed).

LAW 352 - Law Office Technology (3 credits)
Introduces specialty applications software for law office management and case management. Examines computer applications in the legal field by studying the fundamentals of computer technology in the practice of law and reviewing the building blocks of law-related applications software including word processing, spreadsheets, electronic databases, and other tools. Instructs students on conducting e-discovery and related computer applications for litigation, such as the electronic courtroom, presentation and trial graphics, and electronic trial preparation. Legal specialty course (LSC)
Prerequisite: A grade of C or better in LAW 216. Offered: Fall or Spring.

LAW 353 - Electronic Discovery (3 credits)
Provides a thorough examination of the process of electronic discovery, beginning with the duty to preserve electronically stored information (ESI) and continuing through the collection, search, review, and production of ESI in litigation. The procedural and practical aspects of e-discovery will be studied in the context of
current rules and case law. Students will explore e-discovery principles and apply certain technologies used in various aspects of the e-discovery process. Legal specialty course (LSC) Prerequisite: A grade of C or better in LAW 210. Offered: Fall or Spring (as needed).

**LAW 356 - Domestic Relations (3 credits)**

Studies the law regarding matters related to the family, including adoption, child support, custody, spousal support, guardianship, marital property, and the requirements for the formation and termination of a marriage. Legal specialty course (LSC) Prerequisite: A grade of C or better in LAW 102 and ENG 150, ENG 151, or ENG 153. Offered: Fall or Spring (as needed).

**LAW 361 - Immigration Law (3 credits)**

Examines the laws, policies and procedures pertaining to immigration, naturalization and citizenship. Topics include legal entry into and residence in the United States, qualifying for citizenship, Visas, amnesty, asylum and refugees, deportation, and post 9/11 issues. Course topics are designed to meet specific employer needs in the field of immigration law, both in the private and public sectors. Preparation of legal documents and immigration forms is emphasized. Legal specialty course (LSC) Prerequisite: A grade of C or better in LAW 216. Offered: Fall or Spring (as needed).

**LAW 365 - Health Care Law (3 credits)**

Studies the framework of regulation of the health care arena, including the credentialing of health care professionals and how health insurance can define access to health care. Analysis of fraud and abuse legislation and regulations, including application of the law to hypotheticals, is covered. A review of the effect of antitrust legislation on health care business transactions is also included. The laws of birth and death will be examined. Prerequisite: A grade of C or better in LAW 210. Offered: Fall or Spring (as needed).

**LAW 375 - Environmental Law (3 credits)**

Studies the major environmental statutes and regulations affecting the operations of business and industry. Topics include water pollution control, air pollution control, PCBs, asbestos, hazardous wastes, and other public health and safety regulations. Student will discuss the process developed by federal and state agencies for compliance with these regulations and the potential liabilities faced by employers and businesses. Legal specialty course (LSC) Prerequisite: A grade of C or better in LAW 210. Offered: Fall or Spring (as needed).

**LAW 380 - Mediation and Negotiation (3 credits)**

Studies the role of mediation in resolving conflicts. This course includes an introduction to the skills and procedures needed to settle disputes and an examination of the dimensions and benefits of mediation and its use within the field of alternative dispute resolution. Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153. Offered: Fall or Spring (as needed).

**LAW 390 - Law Clinic (3 credits)**

Integrates the classroom experience with practice as a paralegal. Clinic legal studies students participate in a wide range of clinical activities under the close and supportive supervision of a faculty attorney. Students learn what it means to be a paralegal by working with the economically disadvantaged and under-represented persons in the community and by analyzing this experience. While working with clients in various areas of law (such as tax law, family law, and bankruptcy law), students will explore a substantive area of law and its processes. Issues of professional responsibility are also considered. Students will meet periodically with other clinic students and the faculty attorney to discuss the area of substantive law, the paralegal skills they developed, and any ethical issues they encountered. This course may be repeated one time for credit. Prerequisite: A grade of C or better in LAW 225. Offered: Fall and Spring.

**LAW 404 - Advanced Constitutional Law (3 credits)**

Analyzes the Fourteenth Amendment rights of due process and equal protection. This course also includes examination of principles involving the Commerce Clause and Commercial Free Speech and review of recent decisions by the Supreme Court that significantly impact the major areas of criminal and civil law. Prerequisite: A grade of C or better in LAW 204. Offered: Fall or Spring (as needed).

**LAW 423 - Advanced Real Estate (3 credits)**

Expands on the principles of real property law into the more sophisticated areas of conveyancing, mortgage and equity financing, and forms of property ownership, preparing for settlements, recording of documents, and applications for title insurance. Residential and commercial transactions, including leasing, cooperatives and condominiums, timesharing, syndications, and tax implications are covered. Students focus on the distinctions among specific financial institutions, appraisers, real estate agents, and mortgage makers and their roles in the real estate market. Legal specialty course (LSC) Prerequisite: A grade of C or better in LAW 223. Offered: Fall or Spring (as needed).

**LAW 450 - Administrative and Government Law (3 credits)**

Examines administrative law and policy at the federal and state levels. This course emphasizes how the administrative process functions in theory and in practice from the perspective of the lawyer
and the paralegal. This course also includes rulemaking, both informal and formal, adjudication at the administrative level, judicial review, Freedom of Information and Public Information Act, and Federal and Maryland Administrative Procedure Acts. Legal specialty course (LSC) Prerequisite: A grade of C or better in LAW 216. Offered: Fall or Spring (as needed).

LAW 462 - Advanced Contract Drafting (3 credits)
Instructs students in the skill of contract drafting. Students will learn the different parts of a contract and how to draft each part, to write provisions that are clear and unambiguous, then to organize the parts into a cohesive contract. Reviewing and commenting on contracts drafted by others will be studied. Students will consider ethical issues in drafting contracts. Legal specialty course (LSC) Prerequisite: A grade of C or better in LAW 120 and LAW 210. Offered: Fall or Spring (as needed).

LAW 470 - International Business Law (3 credits)
Examines various aspects of international business law, including multi-national enterprises, trade in goods, services and labor, money and banking, foreign investment, sales, intellectual property, transportation, financing, taxation, environmental protection, and dispute resolution. Prerequisite: A grade of C or better in LAW 130 and LAW 210. Offered: Fall or Spring (as needed).

LAW 480 - Legal Studies Capstone (3 credits)
Serves as a capstone course employing a broad range of substantive legal skills including legal research, legal writing, analytical reasoning, oral communication, professionalism, and technology. Through student projects in transactional law and/or litigation practice, students demonstrate their mastery of the legal studies curriculum by performing legal and administrative tasks required for paralegal employment. Students' professional portfolios are completed. Legal specialty course (LSC) Prerequisite: A grade of C or better in LAW 210 and senior status. SEE Certification: Writing Intensive. Offered: Fall and Spring.

LD - Leadership

LD 101 - Foundations of Leadership (1 credits)
Introduces students to the theories and practice of leadership and provides a foundation for future study. Students will study leadership theories and apply those theories in leadership situations within and beyond the classroom. Students will explore the ways in which their values and ethics influence their individual approach to leadership and will practice team leadership through group activities. Students will also integrate their leadership skills with career preparation by analyzing personal and professional goals and exploring various career paths. Prerequisite: Enrollment as a Leadership or Service-Learning Scholar. Offered: Fall.

MATH - Mathematics

MATH 035# - Foundations of Mathematical Reasoning (0 credits)
Focuses on the foundational mathematics which students need to succeed in an introductory quantitative reasoning course. This course emphasizes practical quantitative concepts and skills which appear in the co-requisite course MATH 135, Introduction to Mathematical Reasoning. Students receive additional support and guided practice to facilitate student success in MATH 135. Prerequisite: By placement. Offered: Fall and Spring.

MATH 036# - Foundations of Statistics (0 credits)
Focuses on the foundational mathematics which students need to succeed in an introductory statistics course. This course emphasizes practical quantitative concepts and skills which appear in the co-requisite course MATH 136, Introduction to Statistics. Students receive additional support and guided practice to facilitate student success in MATH 136. Prerequisite: By placement. Corequisite: MATH 136. Offered: Fall and Spring.

MATH 037# - Foundations of College Algebra (0 credits)
Focuses on the foundational mathematics which students need to succeed in an introductory college algebra course. This course emphasizes practical quantitative concepts and skills which appear in the co-requisite course MATH 137, College Algebra. Students receive additional support and guided practice to facilitate student success in MATH 137. Prerequisite: By placement. Corequisite: MATH 137. Offered: Fall and Spring.

MATH 005# - Foundations of Quantitative Reasoning (0 credits)
Reviews the foundational mathematics which students need to succeed in the university setting. This course will emphasize practical quantitative concepts and skills which appear throughout the university curriculum. Students will also learn strategies for learning and processing quantitative information, both with and without technology. Prerequisite: By placement. Offered: Fall and Spring.
mathematics in financial decisions; elementary statistics and probability and their uses in decision-making; and other applications. Students cannot receive credit for MATH 135 if they have received credit for MATH 133 or MATH 134.

Prerequisite: A grade of C or better in MATH 005# or by placement. SEE Certification: Quantitative Literacy. Offered: Fall and Spring.

MATH 136 - Introduction to Statistics (4 credits)
Introduces the student to basic data analysis. Methods include data collection and packaging, discriminating between valid and invalid uses of statistics, and elementary methods for decision making. Topics include measures of central tendency and dispersion, elementary probability, probability distributions, interval estimates of parameters, hypotheses testing, correlation, and regression. Course activities include elementary applications of statistics to a variety of disciplines. A TI-83, TI-84 Plus, TI-84 calculator, or TI-84 Plus is required for the course. Credit will not be granted for more than one of the following statistics courses: MATH 115, MATH 136, MATH 140, MATH 210, MATH 235, and MATH 236.

Prerequisite: A grade of C or better in MATH 005# or by placement. SEE Certification: Quantitative Literacy. Offered: Fall and Spring.

MATH 137 - College Algebra (4 credits)
Introduces the student to solution techniques for equations and inequalities, general properties of functions, properties of polynomials and rational functions, and systems of equations. Course activities emphasize applying acquired algebraic problem-solving techniques and reasoning to real-world and discipline-specific problems.

Prerequisite: A grade of C or better in MATH 005# or by placement. SEE Certification: Quantitative Literacy. Offered: Fall and Spring.

MATH 147 - Precalculus (4 credits)
Presents topics of algebra and trigonometry within the framework of algebraic and graphical solutions, as a preparation for calculus. Topics covered include exponential and logarithmic functions, trigonometry, and introductory calculus.

Prerequisite: A grade of C or better in MATH 137 or by placement. Offered: Fall and Spring.

MATH 205 - Mathematics for Educators I (4 credits)
Develops mathematical content knowledge and pedagogical foundations required for pre-service teachers. The course emphasizes mathematical processes and problem solving, reasoning and proof, mathematical argumentation, and precise communication and use of vocabulary. Restricted to students in the School of Education.

Prerequisite: A grade of C or better in MATH 137. SEE Certification: Quantitative Literacy. Offered: Spring.

MATH 206 - Mathematics for Educators II (4 credits)
Serves as a continuation of Math for Educators I. This course continues the development of mathematical content knowledge and pedagogical foundations required for pre-service teachers. The course emphasizes mathematical processes and problem solving, reasoning and proof, mathematical argumentation, and precise communication and use of vocabulary. Restricted to students in the School of Education.

Prerequisite: A grade of C or better in MATH 205. SEE Certification: Quantitative Literacy. Offered: Fall.

MATH 215 - Mathematics and Art (3 credits)
Explores the rich connections between mathematics and art. Students will learn about the interplay between mathematics and aesthetics in a range of cultural contexts and will have the opportunity to explore these connections in their own artworks. Students will explore the need for aesthetic considerations in communicating mathematical data and the need for mathematical considerations in creating artwork. Students will travel to one or more destinations to see the mathematics behind art in another country. Students will need to purchase supplies/materials for this course.

Prerequisite: A grade of C or better in MATH 005# or by placement into MATH 135 or above. SEE Certification: Fine Arts or Quantitative Literacy. Offered: Spring (as needed).

MATH 218 - Geometry (3 credits)
Examines the axiomatic structures of Euclidean geometry and introduces elementary non-Euclidean geometries for purposes of comparison. Geometric vocabulary, concepts, classical theorems, and proofs are emphasized.

Prerequisite: A grade of C or better in Math 147 or placement into MATH 220 or MATH 220H. Offered: Fall, even years.

MATH 220 - Calculus I (4 credits)
Introduces the students to calculus. Topics include functions, limits, continuity, derivatives, applications of derivatives, and integrals.

Prerequisite: A grade of C or better in MATH 147 or by placement. SEE Certification: Quantitative Literacy. Offered: Fall and Spring.

MATH 220H - Honors - Calculus I (4 credits)
Introduces the students to calculus. Topics include functions, limits, continuity, derivatives, applications of derivatives, and integrals. This course is an enriched section of MATH 220 designed for students with a strong math background who wish to explore in greater depth selected aspects of calculus.

Prerequisite: Placement. Open only to students in Freshman Honors. SEE Certification: QL. Offered: Fall.
MATH 221 - Calculus II (4 credits)
Continues the study of calculus. Topics include basic differential equations, techniques of integration, improper integrals, and applications of integration, sequences and series.
Prerequisite: A grade of C or better in MATH 220 or MATH 220H. SEE Certification: Quantitative Literacy. Offered: Spring.

MATH 222 - Calculus III (4 credits)
Continues the study of calculus with analytic geometry. Topics include the conic sections, plane curves, vectors, parametric equations, and multivariable functions. The course will also cover further applications of motion, area and volume.
Prerequisite: A grade of C or better in MATH 221. Offered: Fall, odd years.

MATH 230 - Discrete Structures (3 credits)
Introduces the students to discrete mathematics. Topics include sets, functions, relations, graphs, digraphs, trees, recursion, proof techniques, and Boolean algebra. The relationship between these concepts and computers will be emphasized.
Prerequisite: A grade of C or better in MATH 147. Offered: Fall, odd years.

MATH 301 - Mathematical Structures (3 credits)
Introduces students to concepts and reasoning methods used in higher-level mathematics. This course will allow students to make the transition to abstract mathematical reasoning by exposing them to appropriate procedures for answering mathematical questions, forming conjectures, constructing proofs, and analyzing important mathematical constructs.
Prerequisite: A grade of C or better in a 200-level math course. Offered: Spring, odd years.

MATH 312 - Mathematical Statistics I (3 credits)
Introduces the foundations of statistical theory. This first course in a two-course sequence focuses on the theory and applications of probability and its fundamental role in statistical inference. Topics covered include probability axioms and rules, counting techniques, discrete and continuous univariate and multivariate probability distributions, mathematical expectation, variance, and covariance.
Prerequisite: A grade of C or better in MATH 221. Offered: Fall, even years.

MATH 313 - Mathematical Statistics II (3 credits)
Continues the study of the foundations of statistical theory. This second course in a two-course sequence focuses on the fundamental tools of statistical inference. Topics covered include basis sampling distribution theory, point estimation of parameters, interval estimation, tests of hypotheses, correlation, and regression.
Prerequisite: A grade of C or better in MATH 312. Offered: Spring, odd years.

MATH 321 - Introduction to Differential Equations (3 credits)
Introduces the student to the application of calculus, particularly in the area of mathematical modeling. Topics covered include 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: A grade of C or better in MATH 221. Offered: Fall, odd years.

MATH 326 - Linear Algebra (3 credits)
Introduces the student to linear algebra and its applications. Topics covered include systems of equations, matrix algebra, n-dimensional real vectors, abstract vector spaces, linear transformations, theoretical foundations and proofs.
Prerequisite: A grade of C or better in MATH 220 or MATH 220H. Offered: Fall, even years.

MATH 342 - Time Series Analysis (3 credits)
Focuses on the study of time series data. Topics discussed include correlation, forecasting, regression, and modeling. Students learn to use appropriate technology to analyze time series data sets and perform forecasting using that data.
Prerequisite: A grade of C or better in MATH 220. Offered: Spring.

MATH 345 - Actuarial Exam Review (0 credits)
Introduces students to the actuarial exam process and helps them review for the first of the Society of Actuaries professional examinations. Focus will be on a review of the material covered in calculus and mathematical statistics as applied to actuarial topics. Meets one hour per week.
Prerequisite: A grade of C or better in MATH 222 and MATH 312. Offered: Spring, as needed.

MATH 365 - Independent Research (3 credits)
Provides an opportunity to conduct independent research in an on-campus laboratory under the supervision of a Mathematics faculty member. This course may be repeated for credit. This course cannot be used as a substitute for the senior capstone requirement.
Prerequisite: Permission of the department chair. Offered: Fall or Spring (as needed).

MATH 418 - Mathematical Modeling (3 credits)
Engages students in creative and empirical model construction and analysis. Students analyze existing models and research models in specific disciplines to gain a deeper understanding of the behavior of that model.
Prerequisite: A grade of C or better in MATH 221. Offered: Spring, even years.

**MATH 420 - Actuarial Mathematics (3 credits)**

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

Prerequisite: A grade of C or better in MATH 221. Offered: Fall, even years.

**MATH 425 - Scientific Computer Programming (3 credits)**

Explores the field of computer programming with an emphasis on scientific and mathematical applications. Students learn a high-level language and write solutions to scientific and mathematical problems using that language. This class will provide the fundamental knowledge of computer programming required in many careers in mathematics and the sciences.

Prerequisite: A grade of C or better in MATH 221. Offered: Fall, odd years.

**MATH 442 - Numerical Analysis (3 credits)**

Introduces students to the intricacies of numerical computation. Students will explore the challenges of numerical computation and methods to successfully compute given those limitations. Numerical calculations are studied with an emphasis on accuracy, precision, and efficiency. Students learn how to use appropriate technology to carry out numerical computations.

Prerequisite: A grade of C or better in MATH 220. Offered: Spring.

**MATH 450 - Senior Research Capstone (5 credits)**

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

Prerequisite: A grade of C or better in a minimum of two upper-level mathematics courses; two evaluations by mathematics or focus area faculty and successful completion of the School of the Sciences junior portfolio. See Certification: Writing Intensive. Offered: Fall or Spring (as needed).

**MATH 455 - Senior Internship Capstone (5 credits)**

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

Prerequisite: A grade of C or better in a minimum of two upper-level mathematics courses; two evaluations by mathematics or focus area faculty and successful completion of the School of the Sciences junior portfolio. See Certification: Writing Intensive. Offered: Fall or Spring (as needed).

**MATH 460 - Senior Research Capstone (9 credits)**

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

Prerequisite: A grade of C or better in a minimum of two upper-level mathematics courses; two evaluations by mathematics or focus area faculty and successful completion of the School of the Sciences junior portfolio. See Certification: Writing Intensive. Offered: Fall or Spring (as needed).

**MATH 460H - Honors Senior Research Capstone (9 credits)**

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

Prerequisite: A grade of C or better in a minimum of two upper-level mathematics courses; two evaluations by mathematics or focus area faculty and successful completion of the School of the Sciences junior portfolio. See Certification: Writing Intensive. Offered: Fall or Spring (as needed).

**MATH 465 - Senior Internship Capstone (9 credits)**

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

Prerequisite: A grade of C or better in a minimum of two upper-level mathematics courses; two evaluations by mathematics or focus area faculty and successful completion of the School of the Sciences junior portfolio. SEE Certification: Writing Intensive. Offered: Fall or Spring (as needed).

MATH 465H - Honors Senior Internship Capstone (9 credits)
Provides an opportunity to gain professional workforce experience. A minimum of 324 hours of on-site work is required. The work must integrate and apply academic content appropriate to the workforce placement. Emphasis is on honing oral and written skills in the context of the internship experience. Applications are competitive. In February, invitations to apply are extended to all students who meet the prerequisites. Restricted to applied mathematics majors. Fees: Parking fees for off-campus placements and printing fees may be required.

Prerequisite: Cumulative and math GPA of 3.70 or higher; a grade of C or better in a minimum of two upper-level mathematics courses; two evaluations by mathematics or focus area faculty and successful completion of the School of the Sciences junior portfolio. SEE Certification: Writing Intensive. Offered: Fall or Spring (as needed).

MATH 490 - Special Topics in Applied Mathematics (3 credits)
Rotates subject matter to cover a variety of applied mathematics topics. Content is developed to expand on or complement existing mathematics courses. This course may be repeated for credit if topics are different.

Prerequisite: Permission of the instructor. Offered: Fall or Spring (as needed).

MGT - Management

MGT 204 - Principles of Management (3 credits)
Examines theories and principles underlying the management process. Students discuss fundamental management activities including planning, organizing, leading, controlling, and decision making.

Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153 (may be taken concurrently). SEE Certification: Social Science. Offered: Fall and Spring.

MGT 210 - Business Writing (3 credits)
Focuses on the purposes, principles, and techniques of business writing. The course provides students with a review of the basics in writing while using a variety of operational workplace writing exercises. Students will apply advanced critical thinking ability and analytical competencies to develop overall writing ability.

Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: Writing Intensive. Offered: Fall and Spring.

MGT 224 - Principles of Entrepreneurship (3 credits)
Examines the elements of a successful entrepreneur and the role of entrepreneurial ventures in the U.S. economy. Students will scrutinize the business skills and commitment required to successfully start and build a small business. The course is organized around three themes: 1) the personal qualities of the entrepreneur; 2) how to know and capture business opportunities; and 3) how to obtain and amass resources to start and build a small business. Through case studies and the models of entrepreneurship, students will assess their own entrepreneurial competencies.

Prerequisite: A grade of C or better in MGT 204. Offered: Fall and Spring.

MGT 235 - Introduction to Sport Management (3 credits)
Examines the similarities and differences in managing sport organizations in five different sport-related industries including professional sport teams, college and secondary athletic departments, recreational sport facilities, exercise and fitness facilities, and individually owned companies. Each type of organization is studied to determine how the industry's focused structure and mission relate to the organizational design, planning, decision-making process, budget, human resource and operational requirements, and governance.

Prerequisite: A grade of C or better in MGT 204. Offered: Fall and Spring.

MGT 308 - Business Ethics (3 credits)
Explores ethical theories, critically and historically, as they relate to contemporary business conduct and issues. Students who have taken PHIL 415 or PHIL 416 are not eligible to take MGT 308.

Prerequisite: A grade of C or better in MGT 210. SEE Certification: Writing Intensive. Offered: Fall and Spring.

MGT 323 - Social Entrepreneurship (3 credits)
Examines entrepreneurship from the perspective of solving social, environmental, or economic equality issues within a community, region, or nation. The course will focus on organizational ventures that are dedicated to responding to a particular social concern rather than measuring success only from the financial bottom line. Students will apply the most effective skills and strategies from business and nonprofit organizations to special projects and case studies to identify and resolve a particular social problem.

Prerequisite: A grade of C or better in MGT 224 or permission of the
MGT 310 - Organizational Behavior (3 credits)
Examines human resource problems and the integration of management theory and behavioral concepts as they relate to modern organizations. Topics discussed include leadership and motivation, job satisfaction, conflict resolution, power and politics, group dynamics, and managerial skills.
Prerequisite: A grade of C or better in MGT 204 or HSR 340. Offered: Fall and Spring.

MGT 312 - Analysis of the Managerial Environment (3 credits)
Analyzes both external and internal factors affecting the organization overall as well as specific business functions that sustain the strategic direction of an organization. This course builds on knowledge and skills learned in previous business, accounting, and economics courses, and focuses on strategic planning.
This course fulfills the writing intensive requirement for business majors who are on catalog years prior to 2018 - 2019. Beginning fall 2018, the writing intensive requirement is fulfilled by MGT 308.
Prerequisite: A grade of C or better in ACC 141, EC 201, EC 202, MGT 210, and MGT 310. SEE Certification: Writing Intensive. Offered: Fall and Spring.

MGT 313 - Operations Management (3 credits)
Investigates effective operating control in businesses and the interrelationship between operations and other functions of an organization. Topics include operating strategy, production planning, quality management, inventory management, project management, and technology assessment.
Prerequisite: A grade of C or better in MGT 204 and MATH 136. Corequisite: FIN 300. Offered: Fall and Spring.

MGT 315 - International Business Management (3 credits)
Examines international business activities and how business and management decisions are affected by international politics, treaties, and agreements. This course also discusses differences in customs and ethics, changes in monetary exchange rates, uses of foreign labor, and effects of natural events on management decisions.
Prerequisite: A grade of C or better in MGT 204 and MKT 206. Cross-Listed as: INBUS 315. Offered: Fall and Spring.

MGT 318 - Human Resource Management (3 credits)
Examines human resource management and the role of line managers and HR professionals in recruiting, developing, and retaining a competent work force. Discussion will also include job analysis and design, human resource planning, compensation, benefits, labor relations, equal opportunity employment laws, work force diversity, and global competitiveness. This course prepares students to sit for the Professional in Human Resources (PHR) exam.
Prerequisite: A grade of C or better in MGT 310 or HSR 340. Offered: Fall.

MGT 320 - Employee Compensation and Benefits (3 credits)
Identifies the frameworks for designing and implementing organizational compensation and benefit programs. Students will examine the context of compensation and benefit routines, the criteria and protocols used to compensate employees, compensation system designs, required employee benefits, and contemporary challenges that compensation and benefits professionals face from an organization's external and internal viewpoint.
Prerequisite: A grade of C or better in MGT 318. Offered: Fall or Spring.

MGT 321 - Employee Training and Development (3 credits)
Examines organizational approaches and strategies that facilitate employee learning, growth, and improvement. Topics included are: contributions of training and development to overall organizational goals; instructional design and implementation of recommended training programs and resources; use of technology to facilitate training; development of appropriate learning strategies and materials; program evaluation, and management of training in an organizational environment. Responsibilities and competencies of the HR training and development professional will be considered.
Prerequisite: A grade of C or better in MGT 318. Offered: Fall and Spring.

MGT 323 - Social Entrepreneurship (3 credits)
Examines entrepreneurship from the perspective of solving social, environmental, or economic equality issues within a community, region, or nation. The course will focus on organizational ventures that are dedicated to responding to a particular social concern rather than measuring success only from the financial bottom line. Students will apply the most effective skills and strategies from business and nonprofit organizations to special projects and case studies to identify and resolve a particular social problem.
Prerequisite: A grade of C or better in MGT 224 or permission of the department chair. Offered: Fall or Spring.

MGT 324 - Entrepreneurial Business Planning (3 credits)
Provides the structural and hands-on elements to develop a business plan based on market research outcomes and related strategies. Emphasis is placed on entrepreneurial finance, marketing, required business resources, leadership, legal structure, and risks assessment. Students will learn how to organize and articulate business elements necessary to
write a successful business plan. Business plans will be created by students working alone and in teams. Upon completion of the course, students will have developed a comprehensive business plan that can be used as the basis to start a new venture and to support requests for external capital funding.

Prerequisite: A grade of C or better in MKT 206 and MGT 224. Offered: Fall or Spring.

**MGT 330 - Introduction to Public Administration (3 credits)**
Examin**es the theory and practice of administration and management of governmental operations, politics, policy, and the bureaucracy. This course discusses the role and trends of administration in the American public sector, the unique circumstances involved in administering public organizations, and the different techniques of public management. Functional operations and processes as they are administered in the public sector are also analyzed.

Prerequisite: A grade of C or better in MGT 204. Offered: Fall or Spring.

**MGT 335 - Management of Sport Enterprises (3 credits)**
Examines a framework for strategic planning analysis for individuals wishing to work in a sport-related organization, with a sports team, or managing all or part of a sport facility. Students will study the unique aspects of the major types of sport enterprises and prepare a comprehensive business plan using the policies and methods for the type of enterprise assigned. Additional case studies and student assignments will offer an opportunity for comparative study of the types of organizations included within the sport enterprise archetype.

Prerequisite: A grade of C or better in MGT 235. Offered: Fall.

**MGT 340 - Organizational Leadership (3 credits)**
Examines leadership in organizations and the personal approaches necessary for effective leadership and followership under a variety of conditions. Leadership theories and research including traditional and contemporary perspectives are reviewed.

Prerequisite: A grade of C or better in MGT 204 or permission of the department chair. Offered: Spring.

**MGT 347 - International Human Resource Management (3 credits)**
Examines the administrative and structural human resource challenges for organizations that have operations outside the United States. Students will differentiate international from domestic HR practices as they relate to organizational employee requirements. Emphasis will be placed on specific factors that need to be considered in making international human resource management decisions. Specifically, the course will focus on understanding and managing cultural differences in foreign countries; preparing and managing organizational expatriates; designing and aligning organizational HR practices for global organizations; and designing formal working structures for international HR departments.

Prerequisite: A grade of C or better in MGT 320 and MGT 321. Cross-Listed as: INBUS 347. Offered: Fall or Spring.

**MGT 413 - Project Management (3 credits)**
Examines the tools and techniques necessary to manage resources to meet project objectives. Topics include project scheduling, time-cost trade-offs, budgeting, cost control, and project monitoring, as well as project organization, team development, and risk management.

Prerequisite: A grade of C or better in MGT 313 and ACC 141. Offered: Fall or Spring.

**MGT 417 - Senior Business Internship (3 credits)**
Places students in an external business, government, or not-for-profit organization that offers a well-rounded, supervised, practical career experience. A minimum 120 hour on-the-job commitment is required.

Prerequisite: A grade of C or better in MGT 204, MKT 206, junior status, minimum 2.50 cumulative GPA. Offered: Fall and Spring.

**MGT 420 - International Operations Management (3 credits)**
Examines the strategic and tactical aspects of international operations and global supply chain management. Topics discussed include the full supply chain management cycle beginning with global operational issues, raw material procurement, production, warehousing, and delivery of finished goods to end customers. This course will focus on key differences between domestic and international operations and contemporary supply chain challenges presented by globalization.

Prerequisite: A grade of C or better in INBUS 315/MGT 315, FIN 300 or FIN 303. Cross-Listed as: INBUS 420. Offered: Fall or Spring, as needed.

**MGT 422 - Strategic Management (3 credits)**
Investigates the theories, techniques, and models of organizational strategy formulation and implementation. Students will examine all facets of the strategic planning process including the impact and implications of: the current competitive position of an organization, emerging trends affecting the success of an organization, alternate strategic options, the development of a formal strategic plan, and implementation and evaluation of new strategies.

Prerequisite: A grade of C or better in ACC 141, EC 201, EC 202, MGT 210, MGT 310 and MGT 206. Offered: Fall and Spring.

**MGT 424 - Entrepreneurial Development (3 credits)**
Examines effective marketing strategies and tools that should be used by the entrepreneur. Students will learn the process of idea generation, opportunity analysis and assessment of initial feasibility.
Offered: Offered as needed.
Prerequisite: Junior or senior status.

MKT 422 - Business Organization (3 credits)
Develops the ability to recognize, analyze, and define problems within and outside the organization, to identify management choices, and to implement appropriate strategic action. This course stresses the assessment of the short- and long-term implications of taking certain actions. This course uses a broad range of research methodologies, traditional and electronic data sources, and primary research in investigating and solving business problems.
Prerequisite: A grade of C or better in FIN 300 or FIN 303, MGT 313, MGT 422, and MKT 206. Offered: Fall and Spring.

MGT 430 - Business Capstone Seminar (3 credits)
Develops the ability to recognize, analyze, and define problems within and outside the organization, to identify management choices, and to implement appropriate strategic action. This course stresses the assessment of the short- and long-term implications of taking certain actions. This course uses a broad range of research methodologies, traditional and electronic data sources, and primary research in investigating and solving business problems.
Prerequisite: A grade of C or better in FIN 300 or FIN 303, MGT 313, MGT 422, and MKT 206. Offered: Fall and Spring.

MKT 440 - Leadership and Service Learning (3 credits)
Develops leadership, business, and change management skills to help students identify, analyze, and solve problems relating to social responsibility within an actual business organization. Students spend class time discussing leadership theory, learning leadership skills and practices, and engaging in self-discovery. Working in teams, students also apply that knowledge and skill in working with an external organization to identify and resolve issues and problems relating to community service and social responsibility. This course is open to students from all academic disciplines by application. Please see an academic advisor for more information.
Prerequisite: Junior or senior status. Offered: Offered as needed.

MKT - Marketing

MKT 206 - Principles of Marketing (3 credits)
Examines the relationship between an organization and the market for its goods and services. Topics covered include the marketing concept, marketing planning, consumer behavior, research, product development, and the marketing mix. Social, ethical, and international aspects of marketing are emphasized.
Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153 or equivalent (may be taken concurrently). Offered: Fall and Spring.

MKT 210 - Strategic Marketing Communication (3 credits)
Prepares students to be effective marketing communicators in the increasingly digital environment. The course provides a review of the fundamental skills that constitute the basis for proficient writing in the professional marketing communication environment. Students will develop a framework for the creation of professional written pieces through lectures about the craft of writing for a targeted marketing audience, practice in the writing and revision of specific marketing assignments, and continuous peer and faculty feedback.
Prerequisite: A grade of C or better in ENG 150/ENG 151 and ENG 152 or in ENG 153. SEE Certification: WI. Offered: Spring.

MKT 300 - Marketing Management (3 credits)
Examines a quantitative approach for effective marketing decision making. Students will analyze product (goods and services), distribution, price and promotion decisions from a strategic marketing management perspective. Students will use case-oriented techniques to incorporate theories and concepts in the areas of marketing, management, and economics as they relate to the marketing strategy process.
Prerequisite: A “C” or better in MKT 206, MATH 136. Corequisite: EC 202. Offered: Fall and Spring.

MKT 307 - Market Research (3 credits)
Identifies and applies market research concepts, principles, and practices for use in managerial decision making. Students will develop skills in problem identification and learn to utilize research in problem solving. Content will make use of qualitative and quantitative methods for research design, field work, analysis, and report presentation. Successful completion of this course will prepare students for careers directly related to applied marketing research.
Prerequisite: A grade of C or better in MKT 206, MKT 311, and MATH 136. SEE Certification: Writing Intensive. Offered: Fall or Spring.

MKT 311 - Consumer Behavior (3 credits)
Examines consumer behavior as a fundamental component of the marketing process of identifying and satisfying target customers’ wants and needs. The course will focus on how and why individuals make decisions to spend their available resources on consumption-related items. It will integrate consumer behavior with marketing strategy by examining the marketing influences of and responses to consumer behavior. Topics include the consumer as an individual and the internal influences of consumer behavior, consumers in their social and cultural settings and the external influences on consumer behavior, the consumer’s decision-making process, and the impact on marketing strategy.
Prerequisite: A grade of C or better in MKT 206. Offered: Fall and Spring.

MKT 315 - Sports Marketing (3 credits)
Examines the application of marketing strategy and activity to a sports enterprise setting, including leagues, teams, events, and individuals. Topics include the impact of external, uncontrollable
environments; the application of targeting and positioning strategies; the sport product and branding; event pricing and distribution strategies; and the use of appropriate, effective promotion tools.

Prerequisite: A grade of C or better in MKT 206. Offered: Fall and Spring.

**MKT 316 - Principles of Negotiation and Sales (3 credits)**

Examines the concepts, applications, and interrelationships involved in the process of negotiation. The course will also examine the wide range of negotiations in contemporary life and the evolution of the role of sales to that of technical problem-solving and advising. The issue of ethics and ethical behavior in negotiation and sales will be a perspective in all discussions.

Prerequisite: A grade of C or better in MGT 204 and MKT 206. Offered: Fall and Spring.

**MKT 320 - Social Media Marketing (3 credits)**

Examines social media marketing applications and their ability to drive awareness, retention, and brand loyalty for business. Students will focus on social media marketing as it relates to other marketing strategies to assess social media metrics, gain consumer insights, and support specific business/marketing goals. Topic covered include the rules of engagement for social media, zones of social media, online advertising, and reputation management.

Prerequisite: MKT 206 and MKT 208. Offered: Fall and Spring.

**MKT 325 - International Marketing (3 credits)**

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

Prerequisite: A grade of C or better in MKT 206. Offered: Fall and Spring.

**MKT 330 - Strategic Marketing for Entrepreneurs (3 credits)**

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

Prerequisite: A grade of C or better in MKT 206 and MGT 224. Offered: Fall or Spring.

**MKT 336 - Integrated Marketing Communication (3 credits)**

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

Prerequisite: A grade of C or better in MKT 206 and MKT 311. Offered: Fall and Spring.

**MKT 410 - Strategic Marketing Cases (3 credits)**

Develops the student's ability to identify, analyze, and resolve marketing problems using the case analysis method. Topics include target market selection, new product introduction, use of research, branding and promotion activity, and financial implications of alternatives under consideration.

Prerequisite: A grade of C or better in MKT 206 plus one additional MKT course. Offered: Fall or Spring.

**MKT 417 - Senior Business Internship (3 credits)**

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

Prerequisite: A grade of C or better in MGT 204, MKG 206, junior status, and a minimum 2.50 cumulative GPA. Offered: Fall and Spring.

**MKT 430 - Marketing Capstone Seminar (3 credits)**

Provides the platform to develop, implement, and evaluate digital marketing strategy based on client goals. Students will conduct research, strategic analysis, and assessment of client constraints. Students will gather real-time understanding about customers as they interact with a brand through social media content, digital advertising, and the organization's website. This course will challenge students to apply their knowledge, skills, and abilities from previous courses in the major to develop a comprehensive digital marketing project for a real business. Students will also develop a hands-on understanding of many common social and digital media tools.

Prerequisite: A grade of "C" or better in MATH 136, MKT 206, MKT 300, MKT 307, MKT 311, and MKT 320 - Restricted to Marketing Majors. Offered: Fall and Spring.

**MLS - Medical Laboratory Science**

**MLS 210 - Principles of Laboratory Science (3 credits)**

Introduces the student to the medical laboratory profession by providing a discussion of the organization of an accredited clinical laboratory and regulatory agencies, principles of laboratory and patient safety, instruction in medical terminology, principles of quality control and quality assurance, professional conduct and ethical considerations relevant to the clinical laboratory, including HIPAA regulations, and instruction in phlebotomy. The student will perform calculations required to prepare laboratory solutions and dilutions.
MLS 310 - Hematology I (3 credits)
Introduces the fundamental concepts in hematology with in-depth study of hematopoiesis, erythropoiesis, anemias, and hemoglobinopathies. Granulopoiesis and qualitative white blood cell abnormalities are introduced. Topics include normal and abnormal hematology, normal physiology and pathophysiology, and the correlation of laboratory data to diagnosis.
Prerequisite: A grade of C or better in BIO 322 and MLS 210 or permission of the program coordinator for medical laboratory science. Corequisite: MLS 310L. Offered: Spring.

MLS 310L - Hematology I Laboratory (1 credit)
Emphasizes laboratory procedures in routine hematology and morphologic skills. Students learn to proficiently identify normal and abnormal cellular morphology and inclusions in peripheral blood smears, and correlate abnormal morphology to disease states.
Prerequisite: A grade of C or better in BIO 322 and MLS 210 or permission of the program coordinator for medical laboratory science. Corequisite: MLS 310. Offered: Spring.

MLS 315 - Clinical Mycology, Parasitology and Virology (2 credits)
Emphasizes the correlation of in vitro and in vivo findings in the diagnosis and treatment of commonly isolated pathogenic fungi, parasites and viruses. The systems of the body will be discussed in terms of modes of transmission, mechanisms of pathogenicity, symptomatology and reproduction and dispersal. Proper specimen collection and processing, laboratory identification methods and treatment options are highlighted.
Prerequisite: A grade of C or better in BIO 203. Offered: Fall.

MLS 320 - Urinalysis and Body Fluids (2 credits)
Applies an in-depth study of the anatomy and physiology of the genitourinary system and the principles and procedures of the complete urinalysis, including physical, chemical, and microscopic examinations. This course also covers other body fluids, including cerebrospinal, synovial, serous, seminal, amniotic, gastric, and fecal analysis. Topics include specimen collection and handling, analyses, and correlation with disease states.
Prerequisite: A grade of C or better in BIO 322 and MLS 210 or permission of the program coordinator for medical laboratory science. Corequisite: MLS 320L. Offered: Fall.

MLS 320L - Urinalysis and Body Fluids Laboratory (1 credit)
Emphasizes the physical, chemical, and microscopic examination of urine, and manual and automated chemical dipstick urinalysis. Students also perform analyses of other body fluids, including manual cell counts and cell identification.
Prerequisite: A grade of C or better in BIO 322 and MLS 210 or permission of the program coordinator for medical laboratory science. Corequisite: MLS 320. Offered: Fall.

MLS 325 - Clinical Chemistry I (4 credits)
Provides a study of the analyses of the chemical constituents of the blood and other body fluids, emphasizing appropriate anatomy and physiology, specimen processing, correlation of normal and pathologic physiology, and diagnostic implications in health and disease. Students learn the applications of UV-visible spectrophotometry, atomic absorption spectrophotometry, potentiometry as applied to ion specific electrodes, and electrophoresis in the clinical chemistry laboratory. Laboratory exercises emphasize analytical accuracy and precision, using both manual techniques and automated laboratory instruments.
Prerequisite: A grade of C or better in BIO 217 or CHEM 211; BIO 322; and MLS 210, or permission of the program coordinator for medical laboratory science. Offered: Spring.

MLS 330 - Clinical Microbiology I (4 credits)
Discusses infectious bacterial diseases of humans. This course uses a taxonomic approach to the study of the pathogenesis, clinical syndromes, epidemiology, treatment and laboratory identification of human bacterial pathogens. Laboratory includes the performance and interpretation of tests used to identify commonly isolated pathogens. Laboratory included.
Prerequisite: A grade of C or better in BIO 203 and MLS 338 or permission of the program coordinator for medical laboratory science. Offered: Spring.

MLS 335 - Clinical Laboratory Management (3 credits)
Provides an introduction and overview of management concepts strategic to the successful operation of a clinical laboratory. Students are introduced to management theory and practice, organizational structures, supervisory and leadership functions, job descriptions, personnel performance management and appraisal, budgeting and financial management, laboratory operations, and computer applications, with additional discussions of current trends in laboratory services. Using a problem-based learning approach, professional responsibility, ethics, problem-solving, team-building, and interpersonal skills are integrated throughout the course content.
Prerequisite: Senior year status in the Medical Laboratory Science program. Offered: Fall.

MLS 338 - Molecular and Immunologic Diagnostics (4 credits)
Provides the basic skills, concepts and theoretical background needed to work in a clinical immunology and molecular
laboratory. Immunology topics include antigens, antibody structure and function, humoral and cellular immune responses, immunodeficiency, autoimmunity, hypersensitivity, and transplantation. Molecular biology topics include analysis of nucleic acids for normal variations, inherited disorders, cancer detection, and infectious diseases. Students gain laboratory experience in molecular, immunological and serological techniques including nucleic acid amplification and electrophoresis, antibody screening, ELISA, and precipitation and agglutination reactions.

Prerequisite: A grade of C or better in MLS 210, BIO 230 and BIO 203, or permission of the program coordinator for medical laboratory science. Offered: Fall.

**MLS 405 - Transfusion Medicine (4 credits)**

Discusses the theoretical and practical concepts of blood banking and transfusion medicine. Introductory topics include donor screening and selection, basic blood group serology, component processing and therapeutic use, hemolytic disease of the fetus and newborn, adverse reactions to transfusion, and quality assurance in the blood bank. Advanced topics include transfusion therapy, adverse complications of transfusion, blood inventory management, autoimmune hemolytic anemia and regulatory issues in the blood industry. In the laboratory, students perform ABO/Rh grouping, antibody screening, compatibility testing, antibody identification, and component modification.

Prerequisite: A grade of C or better in MLS 310 and MLS 338. Offered: Fall.

**MLS 410 - Hematology II (3 credits)**

Continues the concepts in MLS 310, this course is an advanced study of the pathophysiology, laboratory diagnosis, clinical correlation and peripheral blood identification of quantitative and qualitative white cell disorders, acute and chronic leukemias, and myeloproliferative, myelodysplastic, lymphoproliferative and plasma cell disorders. Topics in coagulation cover normal hemostasis and disorders in the clotting mechanism, therapeutic anticoagulants, pathologic inhibitors, and thrombotic disorders. Laboratory exercises concentrate on identification of precursor white cells and white cell disorders in peripheral smears. Students are introduced to bone marrow evaluation, coagulation testing procedures, automated instrumentation, and flow cytometry.

Prerequisite: A grade of C or better in MLS 310, MLS 310L and MLS 338. Offered: Fall.

**MLS 420 - Clinical Microbiology II (4 credits)**

Emphasizes the correlation of in vitro and in vivo findings in the diagnosis and treatment of infectious diseases using a specimen approach to the study of diagnostic microbiology. The systems of the body will be discussed in terms of normal flora, proper specimen collection and processing, the isolation, identification, and treatment of pathogens from various body sites, and correlation with infectious diseases. Laboratories are designed to simulate a clinical microbiology laboratory experience by having students work with simulated patient cultures.

Prerequisite: A grade of C or better in MLS 330 and MLS 338. Offered: Fall.

**MLS 425 - Clinical Chemistry II (3 credits)**

Continues the curriculum introduced in MLS 325, expanding into more complex analytes including hormones, enzymes, tumor markers, cardiac markers, and electrolyte disorders. This course also includes the clinical areas of toxicology, therapeutic drug monitoring, endocrinology, and immunochemistry. It emphasizes the analytes, testing methods, and disease processes using a body systems approach, with additional training in laboratory data analysis, quality control, and Six Sigma quality assessment. Through the use of simulation exercises and team projects, students gain experience in the development of SOPs, reference interval studies, and new method or instrument validation studies.

Prerequisite: A grade of C or better in MLS 325 and MLS 338. Offered: Fall.

**MLS 430 - Professional Research and Writing (4 credits)**

Uses the principles and practices of research design and evidence-based guidelines to evaluate published studies in the field of medical laboratory science and apply the results of a clinical research study to practice. Working collaboratively with a team leader or manager within the clinical laboratory, students research an institutional study or project, and present their findings in a professional poster and oral presentation. Additional writing projects allow students to demonstrate understanding of laboratory regulatory compliance, clinical decision-making and educational methodologies to provide patient and provider education.

Prerequisite: Senior year status in the Medical Laboratory Science program. SEE Certification: WI. Offered: Spring.

**MLS 431 - Clinical Chemistry Practicum (3 credits)**

Applies laboratory theory and techniques in the major disciplines of clinical chemistry and immunochemistry through a supervised rotation at an affiliated hospital laboratory. Fee(s): Parking fees may be required for rotations at affiliate hospitals.

Prerequisite: A grade of C or better in MLS 425. Offered: Spring.

**MLS 432 - Clinical Hematology Practicum (3 credits)**

Applies laboratory theory and techniques in the major disciplines of hematology and urinalysis through a supervised rotation at an
affiliated hospital laboratory. Fee(s): Parking fees may be required for rotations at affiliate hospitals. Prerequisite: A grade of C or better in MLS 410. Offered: Spring.

**MLS 433 - Clinical Microbiology Practicum (3 credits)**
Applies laboratory theory and techniques in the major discipline of microbiology through a supervised rotation at an affiliated hospital laboratory. Fee(s): Parking fees may be required for rotations at affiliate hospitals. Prerequisite: A grade of C or better in MLS 420. Offered: Spring.

**MLS 434 - Clinical Immunohematology Practicum (3 credits)**
Applies laboratory theory and techniques in the major discipline of transfusion medicine through a supervised rotation at an affiliated hospital laboratory. Fee(s): Parking fees may be required for rotations at affiliate hospitals. Prerequisite: A grade of C or better in MLS 405. Offered: Spring.

**Military Science**

**ARSC - Military Science**

**Air Force ROTC**

**ARSC 059 - Air Force Officer Lab (1 credit)**
This course does not carry credit towards any degree at the University and is open only to AFROTC cadets. Repeatable to 10 credits if content differs. Offers Air Force ROTC cadet officer's practical experience in military leadership, management, organization, and customs. May include visits to military installations, weekend laboratories, and flight orientation. Offered: University of Maryland.

**ARSC 100 - The USAF Today I (1 credit)**
Designed to introduce students to the United States Air Force and encourage participation in Air Force Reserve Officer Training Corps. Featured topics include: overview of ROTC, special programs offered through ROTC, mission and organization of the Air Force, brief history of the Air Force, introduction to leadership and leadership related issues, Air Force Core Values, Air Force officer opportunities, and an introduction to communication studies. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. AFROTC cadets must also register for ARSC 059. Corequisite: ARSC 059. Offered: University of Maryland.

**ARSC 101 - The USAF Today II (1 credit)**
Continues ARSC 100 for freshmen AFROTC cadets. Topics relate to the Air Force and defense. Focuses on organizational structure and missions of the Air Force, officership and an introduction to both written and oral communication skills are included. AFROTC cadets must also register for ARSC 059. Freshman course for AFROTC. Corequisite: ARSC 059. Offered: University of Maryland.

**ARSC 200 - The Development of Air Power (1 credit)**
Studies factors contributing to the development of air power from its earliest beginnings through two world wars; the evolution of air power concepts and doctrine; introductory leadership; and assessment of communicative skills. AFROTC cadets must also register for ARSC 059. Sophomore course for AFROTC cadets. Corequisite: ARSC 059. Offered: University of Maryland.

**ARSC 201 - The Development of Air Power II (1 credit)**
Continues ARSC 200 for sophomore AFROTC cadets. This course explores the study of historical events, leaders, and technical developments which surrounded the growth of air power; the basics of leadership; environment of an Air Force officer; and concepts of ethical behavior. AFROTC cadets must also register for ARSC 059. Offered: University of Maryland.

**ARSC 210 - Field Training (2 credits)**
Designed to train Air Force officer candidates in the skills of leadership, teamwork, officership, and the profession of arms. Successful completion is mandatory for all candidates in order to complete the AFROTC program and attain an Air Force commission. AFROTC cadets must also register for ARSC 059. Corequisite: ARSC 059. Offered: University of Maryland.

**ARSC 300 - Management and Leadership I (3 credits)**
Studies leadership and management fundamentals, professional knowledge, Air Force doctrine, and written and oral communication skills. Case studies are used to examine leadership and management situations. This course will satisfy credit towards a minor in military studies. Prerequisite: Junior standing or higher. Corequisite: ARSC 059 or permission of department. Junior standing. Offered: University of Maryland.

**ARSC 301 - Management and Leadership II (3 credits)**
Continuation of ARSC 300. Cadets study leadership and management skills and leadership ethics as well as written and oral communication skills required of Air Force officers. Corequisite: ARSC 059 or permission of department. Junior standing. Offered: University of Maryland.

**ARSC 400 - National Security Forces in Contemporary American Society I (3 credits)**
Studies American national security policy and processes to include information and implementation, impact of major national and international actors, and development of major policy issues. This course will satisfy credit towards a minor in military studies. Prerequisite: ARSC 300 or ARSC 301; or permission of department. Corequisite: ARSC 059 or permission of department. Senior standing. Offered: University of Maryland.
ARSC 401 - National Security Forces in Contemporary American Society (3 credits)
Examines various subjects including: military law/justice, preparation for active duty, and current issues affecting military professionalism. This course will satisfy credit towards a minor in military studies.
Prerequisite: ARSC 300 or ARSC 301; or permission of department. Corequisite: ARSC 059 or permission of department. Senior standing. Offered: University of Maryland.

ROTC - Military Science Army

ROTC 374.001 - Leadership Laboratory (1 credit)
This course is required each semester for enrolled ROTC participants who desire to be considered for a commission in the Army. As a leadership practicum, students have the opportunity to serve in leadership positions and receive tactical and technical training. Subjects include leading groups of five to 100 people, first aid, operating Army equipment, and drill and ceremony.
Corequisite: An ROTC lecture course. Offered: At JHU.

ROTC 374.101 - Introduction to the Army (2 credits)
Introduces Cadets to the Army and the Profession of Arms. Cadets will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a big picture understanding of the Reserve Officers’ Training Corps (ROTC) program, its purpose in the Army, and its advantages for the Cadet.
Corequisite: Must be taken concurrently with 374.120. Offered: At JHU.

ROTC 374.102 - Foundations of Agile and Adaptive Leadership (2 credits)
Produces a Cadet who accepts the Army as a values-based organization and embraces the scholar-athlete-warrior ethos; who is familiar with individual roles and responsibilities in support of team efforts and problem-solving processes in military and non-military situations; who demonstrates oral and written communication skills, understands resilience, and demonstrates a commitment to learning. MSL102 introduces Cadets to the Army and the Profession of Arms. Cadets will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a big picture understanding of the Reserve Officers’ Training Corps (ROTC) program, its purpose in the Army, and its advantages for the Cadet.
Corequisite: Must be taken concurrently with 374.101-102. Offered: At JHU.

ROTC 374.201 - Leadership and Decision Making (2 credits)
Produces a Cadet grounded in foundational leadership doctrine and skills by following and leading small units to achieve assigned missions; who applies critical thinking and problem-solving using Troop Leading Procedures (TLP); who comprehends the value of diversity and understands the officer’s role in leading change; understands the fundamentals of the Army as a profession. The outcomes are demonstrated through Critical and Creative Thinking and the ability to apply Troop Leading Procedures (TLP) to apply Innovative Solutions to Problems. The Army Profession is also stressed through leadership forums and a leadership self-assessment. Cadets are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during Leadership LABs team building exercises, and Field Training Exercises.
Offered: At JHU.

ROTC 374.401 - Foundations of Agile and Adaptive Leadership (2 credits)
Introduces Cadets to the Army and the Profession of Arms. Cadets will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a big picture understanding of the Reserve Officers’ Training Corps (ROTC) program, its purpose in the Army, and its advantages for the Cadet.
Corequisite: Must be taken concurrently with 374.101-102. Offered: At JHU.
1-Hour lab per week taught by MS III Cadets
Corequisite: Must be taken concurrently with 374.220. Offered: At JHU.

**ROTC 374.210 - Basic Team Leadership Laboratory (1 credit)**
Provides training in leading and assisting 4-5 person teams through a variety of training opportunities. Cadets learn the troop-leading procedures, basic problem solving, and tactical skills aimed at military leadership and will mentor and assist members of their team with improving their own skills and leadership as well
Offered: At JHU.

**ROTC 374.220 - Intermediate Team Leadership Laboratory (1 credit)**
Develops Cadet leadership, as team leaders of 4-5 other Cadets, 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. Cadets lead physical fitness training and mentor subordinates in military, academic and extracurricular activities. Successful completion of this course allows Cadets to progress into ROTC Advanced Courses.
Corequisite: Must take 374.202 concurrently. Offered: At JHU.

**ROTC 374.301 - Training Management and the Warfighting Functions (2 credits)**
Focused on the training and resource management skills necessary for success by a company-grade officer. Cadets explore the various warfighting functions in the US Army, understand how to integrate them into tactical planning, and learn the basics of unit training management. At the conclusion of this course, Cadets are capable of planning training, coordinating for Army resources, and leading a squad in the execution of a mission during a classroom practical exercise, a Leadership Lab, or during a Field Training Exercise (FTX). Cadets will write peer evaluations, receive feedback on their abilities as a leader, and mentorship to improve those leader skills. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, and practical exercises, a mid-term exam, and a final exam. Ultimately, prepares Cadets to excel at the four-week Advanced Camp at Fort Knox, KY.
Prerequisite: Basic Course Completion. Corequisite: Must take 374.310 concurrently. Offered: At JHU.

**ROTC 374.302 - Applied Leadership in Small Unit Operations (2 credits)**
Offers Cadets with an opportunity to study, practice, and apply the fundamentals of Army Leadership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. At the conclusion of this course, Cadets will be capable of planning, coordinating, navigating, motivating and leading a platoon in the execution of a mission during a classroom practical exercise, a Leadership Lab, or during a Field Training Exercise (FTX). Cadets will write peer evaluations, receive feedback on their abilities as a leader, and mentorship to improve those leader skills. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, and practical exercises, a mid-term exam, and a final exam. Ultimately, prepares Cadets to excel at the four-week Advanced Camp at Fort Knox, KY.
Prerequisite: Basic Course and 374.301. Corequisite: Must take 374.320 concurrently. Offered: At JHU.

**ROTC 374.307 - Leadership in Military History (2 credits)**
Provides Cadets with a historical perspective to decisions made by American military leaders: battlefield complexity, resource limitations, and teamwork deficiencies. Cadets cover major military engagements from the colonial period through the current operating environment. Cadets examine how leaders motivated their men, devised battle strategies, implemented rules of engagement, and managed supplies, transportation, and logistics for their troops.
Prerequisite: Permission of the Director of Military Science. Offered: At JHU.

**ROTC 374.310 - Basic Tactical Leadership Laboratory (1 credit)**
Applies what Cadets have learned in the classroom, in a tactical or field environment. Cadets learn and demonstrate the fundamentals of leadership by planning, coordinating, navigating, motivating, and leading squads in the execution of both garrison and tactical missions. Cadets are evaluated as part of the Leadership Development Program and Field Manual 6-22, Army Leadership. Ultimately, prepares Cadets to excel at the four-week Advanced Camp at Fort Knox, KY.
Offered: At JHU.

**ROTC 374.320 - Intermediate Tactical Leadership Laboratory (1 credit)**
Builds on the first semester’s achievements as Cadets further develop their leadership skills by planning, coordinating, navigating, motivating, and leading squads in the execution of both garrison and tactical missions. Cadets are evaluated as part of the Leadership Development Program and Field Manual 6-22, Army Leadership. Ultimately, prepares Cadets to excel at the four-week Advanced Camp at Fort Knox, KY.
Corequisite: Must be taken concurrently with 374.302. Offered: At JHU.

**ROTC 374.401 - The Army Officer (2 credits)**
Focuses on development of the Army Officer. It is an academically challenging course where Cadets will develop knowledge, skills, and
abilities to plan, resource, and assess training at the small unit level. Cadets will also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course, Cadets will be familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company or field grade officer level. Includes a lab per week overseeing MSL III lesson facilitation and supervised by ROTC Cadre.

Prerequisite: 374.301-302, 310-320 and the Basic Course. Corequisite: Must be taken concurrently with 374.410. Offered: At JHU.

**ROTC 374.402 - Company Grade Leadership (2 credits)**

Prepares Cadets for the rigors of company grade leadership. This is an academically challenging course were Cadets will study, practice, develop, and apply critical thinking skills pertaining to Army leadership, officer skills, Army Values and ethics, personal development, and small unit tactics at platoon level. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, mid-term exam, and a Capstone Exercise in place of the final exam. At the conclusion of this course, Cadets will be able to plan, coordinate, navigate, motivate and lead a platoon in future operational environments. Successful completion of this course will assist in preparing cadets for the Basic Officer Leadership Course and is a mandatory requirement for commissioning.

Prerequisite: 374.301-302, 310-320, 374.401 and Basic Course. Corequisite: Must be taken concurrently with 374.420. Offered: At JHU.

**ROTC 374.407 - Being a Platoon Leader (1 credit)**

Prepares Cadets for actual challenges not necessarily described in text books that junior officers may face in today’s Army. Topics include: serving during war, conflict management, ethical dilemmas, time-constrained planning, and change management. This course also serves as pre-requisite for the Basic Officer Leadership Course “B” phase by providing Cadets with reinforced development on: deployment preparation, the military style of writing, supply management, human resources management, family support and operations management. Cadets will also learn how the Army’s organizational structure and administration affects soldiers across ranks and over time. Finally, Cadets will learn ways to leverage automation to improve their efficiency and effectiveness of records management and developing presentations for superiors.

Offered: At JHU.

**ROTC 374.410-420 - Advanced Planning and Decision Making Laboratory I,II (1 credit)**

Develops a semester-long progression of programmed training activates that support completion of the unit’s Mission Essential Task List. The laboratory builds from fall to spring semester as Cadets master advanced problem solving, resource synchronization and executive decision making. Cadets evaluate, mentor and develop subordinate leaders as part of the Leadership Development Program and Field Manual 6-22, Army Leadership. The course serves as the final evaluation and determination on a Cadet’s ability to lead Soldier’s as a Second Lieutenant in the US Army.

Prerequisite: 374.301-302, 310-320 and Basic Course . Corequisite: Must be taken concurrently with 374.401-402. Offered: At JHU.

**ROTC 374.501-502 - Independent Study (1-2 credits)**

Prerequisite: Permission of the Director of Military Science. Offered: At JHU.

**ROTC 374.505-506 - Leadership Internship (1-2 credits)**

Prerequisite: Permission of the Director of Military Science. Offered: At JHU.

**MOGR - Motion Graphics**

**MOGR 330 - Typography in Motion (3 credits)**

Investigates principles of animation, motion typography, and sequential visual forms in 2-D time-based media. This course focuses on comprehensive project workflow, incorporating research, writing, storyboarding, designing, animation production, and audio/video compression. Students develop skills in animation practice and production utilizing industry-standard software. Projects highlight typographic and simple graphical elements, encouraging students to create sophisticated solutions using simplified methods. This introduction to the practice of animating graphics is supplemented by screenings of exemplary work in the fields of film title design, experimental animation, and broadcast graphics. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite: A grade of "C" or better in GDES 230 and FMI 102 OR, A grade of "C" or better in FMI 222 and GDES 230. Offered: Fall.

**MOGR 331 - Intermediate Motion Graphics (3 credits)**

Presents students with motion design problems to solve in a selection of real-world broadcast forms: PSAs, show openings, network IDs. 2-D motion graphics will be supplemented with live-action video and 3-D animation. Assignments focus on complex project workflow, production technique, variation, thematic concepts, and communication design theory. Students will need to purchase supplies/materials for this course.

Prerequisite: A grade of C or better in MOGR 330. Offered: Spring.
MOGR 431 - Advanced Motion Graphics and Effects (3 credits)
Offers experienced Motion Graphics students a challenging forum to explore sophisticated motion design issues. Focus is placed on 2-D motion graphics for broadcast, understanding the details of the medium and delivery methods. Students will be encouraged to integrate skills from fine art, print design, web design, and video. Students create highly polished, real-world projects based on film titles, television commercials, PSAs, animated logos, etc. This course covers detailed utilization of expressions and effects in After Effects in addition to techniques for compositing motion graphics with video in After Effects and Final Cut Pro. Students will need to purchase supplies/materials for this course.
Prerequisite: A grade of C or better in MOGR 331. Offered: Fall.

MUS - Music

MUS 102 - University Singers (2 credits)
Surveys a variety of choral music from Renaissance madrigals to pop with emphasis on vocal technique and musicianship within a performance ensemble setting. Emphasis is placed on achieving correct style and ability to project each song's meaning to a listener. Various public performances will be presented during the semester. Students may repeat this course up to 3 times for a total of 6 credits.
Prerequisite: Previous choral music experience recommended. SEE Certification: Fine Arts. Offered: Fall and Spring.

MUS 105 - Orchestra (1 credits)
Surveys a variety of orchestral music in different styles with emphasis on instrumental technique and musicianship within a performance ensemble setting. Students may repeat this course up to 3 times for a total of 6 credits.
Prerequisite: Own or have access to an instrument and previous orchestra experience or permission of the instructor. SEE Certification: Fine Arts. Offered: Fall and Spring.

MUS 106 - Orchestra - Not for Credit (0 credit)
Surveys a variety of orchestral music in different styles with emphasis on instrumental technique and musicianship within a performance ensemble setting. Emphasis is placed on achieving correct style and ability to project each song's meaning to a listener. An end of semester concert will be presented.
Offered: Fall and Spring (as needed).

MUS 107 - University Singers - Not for Credit (0 credit)
Surveys a variety of choral music from Renaissance madrigals to pop with emphasis on vocal technique and musicianship within a performance ensemble setting. Emphasis is placed on achieving correct style and ability to project each song's meaning to a listener. Various public performances will be presented during the semester.
Offered: Fall and Spring (as needed).

MUS 170 - Exploring Elements of Music/Hawaiian Ukulele (3 credits)
Introduces students to the fundamental elements of music theory, literacy, and ensemble performance through the medium of the Hawaiian ukulele.
Prerequisite: None. SEE Certification: Fine Arts. Offered: Fall and Spring.

MUS 201 - Introduction to Music in History (3 credits)
Surveys music literature from the late Renaissance to the present day. This course examines how music has evolved through the centuries by studying works by the most influential composers while relating the music to the corresponding historical eras. Students will be introduced to the most representative musical examples in live and video performance.
Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153.

MUS 260 - Music Technology I (3 credits)
Focuses on many aspects of music technology. This course investigates rudimentary principles of sound, acoustics, midi, sequencing, notation, digital audio, the history of electronic music, important composers, and the importance of their composition to the field. This course introduces and explores current software and hardware to compose electronic music.
Prerequisite: None. SEE Certification: Fine Arts. Offered: Fall and Spring.

MUS 275 - American Music: Hopi to Hip-Hop (3 credits)
Traces the development of American musical styles as they evolved from music brought over by the early colonists through the gradual incorporation of Native-American music, African-American music, and the music of other ethnic groups up to contemporary popular music.
Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153. SEE Certification: Fine Arts. Offered: Fall or Spring.

MUS 290 - Band--Concert/Marching/Pep Band (Variable credits: 1-2 (Fall: 2 credits; Spring: 1 credit))
Provides students with the opportunity to rehearse and perform for the University concert, marching, or pep bands. Students continue to develop both their own instrumental skill and that of an ensemble member. Students are required to attend all classes, performances, and rehearsals. For fall marching band students, a required on-site camp will be held during August recruitment. Students earn two credits in Fall Marching Band and one credit during Spring Concert/Pep Band. Students may repeat this course and earn a combined total of up to 6 credits.
Prerequisite: None. SEE Certification: Fine Arts. Offered: Fall and Spring.
MUS 291 - Band-Not for Credit (0 credits)
Provides students with a non-credit option to continue participating in the University concert, marching, or pep bands. Students continue to develop both their own instrumental skill and that of an ensemble member. Students are required to attend all performances, and the required class rehearsals. For marching band students, a required on-site camp will be held during August recruitment.
Prerequisite: None. Offered: Fall and Spring.

NURS - Nursing

NURS 110 - Computer Technology in Nursing (3 credits)
Provides an introduction to basic computer concepts and applications in Microsoft Windows and Microsoft Office. This course presents nursing informatics as a combination of computer science, information science, and nursing science and relates nursing informatics to the management and processing of nursing data, information, and knowledge to support the practice of nursing and the delivery of health care in the nursing roles of provider, designer, and manager of care. This course introduces exploration of the influence of health care technologies and how technology reshapes nursing practice and health care information access.
Prerequisite: Must meet all progression criteria for second-year status in the nursing major as outlined in the University catalog; A grade of C or better in ENG 152. Offered: Fall.

NURS 240 - Nutrition (3 credits)
Examines the effect of nutritional status, food habits and food consumption on human health. Nutritional requirements at different stages of human development and various nutrients contained in representative food categories are covered. Techniques and procedures for the application of nutrition knowledge in the context of socioeconomic factors and consumer concerns are discussed. Specific application to nursing care is described.
Restricted to nursing majors. This course does not satisfy a minor requirement in biology.
Prerequisite: Successful completion of the following required science courses: BIO 113, BIO 113L or BIO 113HL, BIO 203, BIO 222, and CHEM 110, CHEM 110L. Offered: Spring.

NURS 310 - Introduction to Clinical Nursing (6 credits)
Develops and builds technical and interpersonal expertise as the student begins to apply the nursing process with individual clients. The nursing process guides the student in providing client-centered care. Based on newly learned foundational and nursing principles, the student learns to synthesize the mastery of psychomotor skills with their ability to care for clients with a focus on wellness, health maintenance, and health promotion. Inpatient settings will be utilized for student clinical experiences as well as simulated clinical situations in the nursing skills lab. Clinical included (90 hours) Fee: $35
Prerequisite: Must meet all progression criteria for third-year status in the nursing major as outlined in the University catalog including a grade of C or better in NURS 110 and NURS 240. Offered: Fall.

NURS 310SE - Nursing Simulation Experience (0 credits)
Provides the opportunity to apply nursing concepts and newly learned skills in a simulation lab. Hi-fidelity manikins are programmed to simulate real and evolving scenarios that may occur in a clinical setting. Students will apply the necessary nursing knowledge and skills in conjunction with each scenario to demonstrate safe and effective nursing care. Simulation experience will be offered along with each clinical course to supplant or enhance clinical experience traditionally held in an acute care or community-based setting.
Corequisite: NURS 310. Offered: Fall.

NURS 311 - Communication and Cultural Competence in Professional Nursing (3 credits)
Explores the intersection of communication and culture in the context of health and healthcare. Theoretical models and assessment tools are utilized to examine the diversity of cultural beliefs, values, practices, legal-ethical concerns, and communication that impact the health of individuals, families and groups. These theories and skills will help students to perform competently within a diverse healthcare context. Fee: $35
Prerequisite: Must meet all progression criteria for third-year status in the nursing major as outlined in the University catalog including a grade of C or better in NURS 110 and NURS 240. Offered: Fall.

NURS 317 - Pathophysiology and Pharmacology I (3 credits)
Explores the mechanisms, manifestations, and processes of disease. Common cellular and biochemical abnormalities and disease states in major body systems are reviewed. Emphasis is placed on the gastro-intestinal, respiratory, and endocrine body systems along with fluid and electrolyte balance and psychiatric disorders. Principles of disease transmission and immunological responses are integrated, as well pharmacokinetics, pharmacodynamics, and pharmacotherapeutics for treatment of respective disease processes across the lifespan in diverse populations. Knowledge gained in this course prepares students to administer pharmacological agents in the provision of nursing care, to monitor their effects in the individual, and to teach clients and families about disease processes and medication regimens. This is the first in a series of two courses.
Prerequisite: Must meet all progression criteria for third-year status in the nursing major as outlined in the University catalog including a grade of C or better in NURS 110 and NURS 240. Offered: Fall.

NURS 318 - Pathophysiology and Pharmacology II (3 credits)
Explores the mechanisms, manifestations and processes of disease. Common cellular and biochemical abnormalities and disease states in major body systems are reviewed. Emphasis is placed on cancers, immune disorders, cardio-vascular disorders, hematological disorders, renal, and neurologic disorders. Principals of disease transmission and immunological responses are integrated, as well as pharmacokinetics, pharmacodynamics, and pharmacotherapeutics for treatment of respective disease processes across the lifespan in diverse populations. Knowledge gained in this course prepares students to administer pharmacological agents in the provision of nursing care, to monitor their effects in the individual, and to teach clients and families about disease processes and medication regimens. This is the second in a series of two courses.

Prerequisite: Must meet all progression criteria for third-year status in the nursing major as outlined in the University catalog including a grade of C or better in NURS 310, NURS 311, NURS 317, and NURS 330. Offered: Spring.

NURS 330 - Health Assessment (3 credits)
Develops data collection and physical assessment skills across the life span. Clinical application in the clinical lab setting will be emphasized. Fee: $35

Prerequisite: Must meet all progression criteria for third-year status in the nursing major as outlined in the University catalog including a grade of C or better in NURS 110 and NURS 240. Offered: Fall.

NURS 337 - Psychiatric and Mental Health Nursing (4 credits)
Explores psychiatric and mental health nursing from the perspectives of provider and client. Students engage in self-analysis prior to the study of psychiatric disorders and how these disorders are biologic and/or psychodynamic in nature. The application of neurobiological, psychological, sociological and spiritual theories to the delivery of optimal care is emphasized. Current evidenced-based psychiatric nursing practices, the role of the advanced practice psychiatric nurse and ethical/legal implications will be explored. Clinical included (45 hours). Fee: $35

Prerequisite: Must meet all progression criteria for third-year status in the nursing major as outlined in the University catalog including a grade of C or better in NURS 310, NURS 311, NURS 317, and NURS 330. Offered: Spring.

NURS 337SE - Nursing Simulation Experience (0 credits)
Provides the opportunity to apply nursing concepts and newly learned skills in a simulation lab. Hi-fidelity manikins are programmed to simulate real and evolving scenarios that may occur in a clinical setting. Students will apply the necessary nursing knowledge and skills in conjunction with each scenario to demonstrate safe and effective nursing care. Simulation experience will be offered along with each clinical course to supplant or enhance clinical experience traditionally held in an acute care or community-based setting.

Corequisite: NURS 338. Offered: Fall.

NURS 360 - Medical/Surgical Nursing I (4 credits)
Explores nursing care as it is provided to adults in both inpatient and outpatient environments; the focus of care is on the individual with medical and surgical problems. Knowledge of pathophysiology, pharmacology, and the application of evidenced-based nursing research are incorporated into the planning and implementation of nursing care. Written assignments, classroom interactions, and clinical experiences allow the student to develop meaningful ways to provide care using in-depth critical thinking and planning skills. Clinical included (90 hours). Fee: $35

Prerequisite: Must meet all progression criteria for third-year status in the nursing major as outlined in the University catalog including a grade of C or better in
NURS 310, NURS 311, NURS 317, and NURS 330. Offered: Spring.

**NURS 360SE - Nursing Simulation Experience (0 credits)**

Provides the opportunity to apply nursing concepts and newly learned skills in a simulation lab. Hi-fidelity manikins are programmed to simulate real and evolving scenarios that may occur in a clinical setting. Students will apply the necessary nursing knowledge and skills in conjunction with each scenario to demonstrate safe and effective nursing care. Simulation experience will be offered along with each clinical course to supplant or enhance clinical experience traditionally held in an acute care or community-based setting.

Corequisite: NURS 360. Offered: Fall.

**NURS 365 - Independent Research in Nursing (3 credits)**

Provides an opportunity for nursing majors to conduct independent research in nursing on-campus under the supervision of a nursing faculty member. This course may be repeated for credit. This course cannot be used as a substitute for any required course(s) in the nursing program.

Prerequisite: Must meet all progression criteria for fourth-year status in the nursing major as outlined in the University catalog, including a grade of B+ or better in NURS 360, and a grade of C or better in all other required 300-level courses; permission of the faculty member who will be supervising the research; permission from the department chair. Offered: Fall or Spring (offered as needed).

**NURS 405SE - Nursing Simulation Experience (0 credits)**

Provides the opportunity to apply nursing concepts and newly learned skills in a simulation lab. Hi-fidelity manikins are programmed to simulate real and evolving scenarios that may occur in a clinical setting. Students will apply the necessary nursing knowledge and skills in conjunction with each scenario to demonstrate safe and effective nursing care. Simulation experience will be offered along with each clinical course to supplant or enhance clinical experience traditionally held in an acute care or community-based setting.

Corequisite: NURS 405. Offered: Fall.

**NURS 409SE - Nursing Simulation Experience (0 credits)**

Provides the opportunity to apply nursing concepts and newly learned skills in a simulation lab. Hi-fidelity manikins are programmed to simulate real and evolving scenarios that may occur in a clinical setting. Students will apply the necessary nursing knowledge and skills in conjunction with each scenario to demonstrate safe and effective nursing care. Simulation experience will be offered along with each clinical course to supplant or enhance clinical experience traditionally held in an acute care or community-based setting.

Corequisite: NURS 409. Offered: Fall.

**NURS 435 - Professionalism in Nursing (2 credits)**

Examines nursing leadership and management within the United States health care system, including evolving changes in a broad socioeconomic and cultural context. Students will analyze the role of the professional nurse as it relates to that system and its current issues and trends. Application of the nursing process utilized in leadership roles will be explored and impact of professional nursing upon society as a whole will be examined.

Prerequisite: Must meet all progression criteria for fourth-year status in the nursing major as outlined in the University catalog, including a grade of C or better in all required 300-level nursing courses. Offered: Fall.
NURS 437 - Introduction to Nursing Research (3 credits)
Introduces students to the research process in nursing. Methods of gathering, analyzing and interpreting data commonly used in nursing research are discussed. Prerequisite: Must meet all progression criteria for fourth-year status in the nursing major as outlined in the University catalog including a grade of C or better in MATH 135, NURS 405, NURS 409, NURS 435, and NURS 460. SEE Certification: Scientific Reasoning. Offered: Spring.

NURS 440 - Leadership Practicum in Contemporary Nursing Practice (4 credits)
Provides students with the opportunity to explore a variety of experiences essential to the transition from nursing student to nursing professional: leadership behaviors, independent clinical practice, and nursing research. Mentored clinical practicum facilitates the application of the leadership theory base to skilled clinical practice. Clinical seminars provide a forum for dialogue, reflection on clinical care, and analysis of experiential learning. Clinical included (135 hours). Fee: $35
Prerequisite: Must meet all progression criteria for fourth-year status in the nursing major as outlined in the University catalog including a grade of "C" or better in NURS 405, NURS 409, NURS 435, and NURS 460. Offered: Spring.

NURS 455 - Case Studies and Problem Oriented Learning (2 credits)
Combines self-directed learning techniques, problem oriented learning, and faculty-guided instruction to aid senior nursing students in achieving success when taking the NCLEX (RN licensing exam). As active participants in learning, students follow a planned, organized, and step-wise course of study which includes, diagnostic testing in an automated format, focused content review and case studies, test-taking strategies, and simulated NCLEX exams. The course is designed to assist students with synthesizing nursing knowledge and to prepare students for the rigorous testing and requirements for obtaining licensure. There is also a particular emphasis on test-taking strategies. Prerequisite: Must meet all progression criteria for fourth-year status in the nursing major as outlined in the University catalog including a grade of C or better in NURS 405, NURS 409, NURS 435, and NURS 460. Offered: Spring.

NURS 460 - Medical/Surgical Nursing II (4 credits)
Explores nursing care as it is provided to adults in inpatient environments; the focus of care is on the individual with acute and emergent medical-surgical problems. Knowledge of pathophysiology, pharmacology and the application of evidence-based nursing research are incorporated in the planning and implementation of nursing care. In-depth critical thinking and judgment skills are demonstrated. Clinical included (90 hours). Fee: $35
Prerequisite: Must meet all progression criteria for fourth-year status in the nursing major as outlined in the University catalog including a grade of C or better in NURS 405, NURS 409, NURS 435, and NURS 460. Offered: Spring.

NURS 460SE - Nursing Simulation Experience (0 credits)
Provides the opportunity to apply nursing concepts and newly learned skills in a simulation lab. Hi-fidelity manikins are programmed to simulate real and evolving scenarios that may occur in a clinical setting. Students will apply the necessary nursing knowledge and skills in conjunction with each scenario to demonstrate safe and effective nursing care. Simulation experience will be offered along with each clinical course to supplant or enhance clinical experience traditionally held in an acute care or community-based setting.
Corequisite: NURS 460. Offered: Fall.

NURS 470 - Medical/Surgical Nursing III (6 credits)
Focuses upon individuals and groups of clients experiencing complex medical surgical problems which require skilled and sophisticated nursing care. Student learning opportunities will occur in the classroom and in selected complex care clinical environments. Student learning experiences include guided and independent application of the nursing process as applied to adults with diverse belief systems and cultural backgrounds. Faculty-directed clinical practices focus upon the integration of nursing knowledge and refinement of medical surgical nursing skills, with incorporation of research activities. Clinical included (90 hours). Fee: $35
Prerequisite: Must meet all progression criteria for fourth-year status in the nursing major as outlined in the University catalog including a grade of C or better in NURS 405, NURS 409, NURS 435, and NURS 460. Offered: Spring.
PHIL 265 - Philosophical Topics (3 credits)
Studies specific themes, schools, or problems of philosophical interest. Attention is given to different interpretations and arguments based on major philosophers or contemporary philosophical approaches and different influences of a philosophical school or contrasting solutions to a problem. This course considers the effect of the topics on contemporary thinking. This course may be repeated for credit if topics are different.
Prerequisite: A grade of C or better in ENG 152 or equivalent, second-year status, or permission of the instructor. SEE Certification: Humanities. Offered: Fall or Spring.

PHIL 370 - Philosophical Figures (3 credits)
Studies one or two major figures in the history of philosophy and their primary works. The course discusses the relation of the philosopher(s) to other philosophers, their attempts at explaining or understanding perennial ideas, and their importance and influence on other thinkers. This course may be repeated for credit if figures are different.
Prerequisite: A grade of C or better in ENG 152 or equivalent, third-year or fourth-year status, or permission of the instructor. Offered: Fall or Spring.

PHIL 415 - Professional Ethics (3 credits)
Reviews traditional ethical theories, which are then applied to more specialized topics in professional ethics. Readings consist of case studies together with articles on ethical theory. Students who have taken PHIL 416 are not eligible to take PHIL 415.
Prerequisite: A grade of C or better in ENG 152 or equivalent, third-year or fourth-year status, or permission of the instructor. Offered: Fall and Spring.
PHIL 416 - Business Ethics (3 credits)
Explores ethical theories, critically and historically, as they relate to contemporary business conduct and issues. Students who have taken PHIL 415 are not eligible to take PHIL 416.
Prerequisite: A grade of C or better in ENG 152 or equivalent, third-year or fourth-year status, or permission of the instructor. Offered: Fall.

PHIL 420 - Philosophy of Education (3 credits)
Engages students in active inquiry into philosophical perspectives on the purpose of education, curriculum and pedagogy, the role of the teacher and the student, and the organization and design of schools. Students investigate questions about educational practices observable in authentic classroom settings. Restricted to education majors.
Prerequisite: Restricted to education majors. Fourth-year status or permission of the instructor. Corequisite: ED 435, ED 440, ED 442, ED 444. SEE Certification: Writing Intensive and Humanities. Offered: Fall.

PHOTO - Photography

PHOTO 140 - Black and White Film Photography (3 credits)
Introduces students to black and white film-based photographic processes with an emphasis on camera controls, film processing, and darkroom printing. Considers photography from multiple fine art perspectives such as a process, form, and artists' works from historical and contemporary examples. Time is devoted to hands-on darkroom skills and criticism of the students' work both technically and aesthetically. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.
Prerequisite: None. SEE Certification: Fine Arts. Offered: Fall, Spring, and Summer.

PHOTO 141 - Basic Digital Photography (3 credits)
Introduces digital photography including the operation of a DSLR camera and introductory level digital photography techniques. Attention will be given to the technical aspects of manual camera control, editing, digital image processing, inkjet printing, and image presentation. Students will learn exposure, digital image enhancement, and preparation of images for print and online viewing. Aesthetic and creative concerns will be emphasized, using photography as a tool for documentation, communication, expression, and emotional appeal. This course also explores making informed choices in composition, subject matter, and framing. Students will need to purchase supplies/materials for this course.
Prerequisite: None. SEE Certification: Fine Arts. Offered: Fall, Spring, and Summer.

PHOTO 241 - Intermediate Digital Photography (3 credits)
Builds upon concepts taught in PHOTO 141 Basic Digital Photography, while focusing on Digital post-production techniques, digital manipulation, and advanced digital editing using Adobe Photoshop and Lightroom. Students practice the use of electronic flash and learn to photograph in a studio and on location. Students apply professional standards and practices including copyright, appropriation, and fair use guidelines. Students will produce a body of work consisting of thematically related series of images, while placing emphasis on digital enhancement and manipulation. Students will need to purchase supplies/materials for this course.
Prerequisite: A grade of C or better in PHOTO 141. Offered: Spring.

PHOTO 242 - Fashion and Portrait Photography (3 credits)
Investigates the photographic medium as it relates to the fashion industry. Students use industry-standard techniques when photographing the human form, clothing, and accessories for publishing in advertising, editorial, and catalog formats. Intermediate digital camera, workflow and post-production imaging methods are presented. Emphasis is placed on the application of artificial lighting both in studio and on location. An understanding of the role of an image stylist, the importance of creative direction, brand image, and the function of a creative team are studied. Students are given the opportunity to work with industry professionals. Students apply aesthetic and creative principles while also adhering to copyright and fair use guidelines. Students generate a portfolio of fashion photographs and participate in group critiques and peer evaluations. Students will need to purchase supplies/materials for this course.
Prerequisite: A grade of C or better in PHOTO 141. Offered: Spring.

PHOTO 250 - Alternative Photographic Processes (3 credits)
Explores and practices visual languages that are highly connected to the worlds of fine art alternative process technologies in photography, printmaking and painting. This course includes the study of media innovations and digital imaging applications. Topics may vary each semester. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.
Prerequisite: A grade of C or better in PHOTO 141. Offered: Spring.

PHOTO 341 - Advanced Studio Photography (3 credits)
Emphasizes professional studio photography techniques. This course focuses on individual photographic work while further developing students' technical mastery and aesthetic quality. Students pursue various methods of image making that include editorial, commercial and advertising, and fine art with an emphasis on studio and location lighting techniques and imaging methods. This course further develops students' skills in camera
operation, post-production image manipulation, digital and analog printing processes, and professional practices. Medium- and large-format analog film cameras and darkroom techniques are introduced. Students develop a professional quality portfolio for presentation in print and online. Students will need to purchase supplies/materi-als for this course. Prerequisite: A grade of C or better in PHOTO 241 or PHOTO 242. Offered: Fall, Winterim, or Spring.

PHOTO 342 - Documentary and Photojournalism (3 credits)
Investigates documentary and photojournalism genres of photography. This course presents an in-depth study of photography as a method of non-fiction storytelling and objective account. Students investigate various methods of impartial short and long form image making with attention given to understanding how the creation of truthful and candid images can inform the viewer, establish a connection to the community and prompt social change. Presents concepts for discussion including methodology, ethics, social, and political significance. Timeliness, objectivity, and the importance of narrative are emphasized. Historically and socially relevant photographers and photographs are analyzed. Students execute an extended series photographic essay in a style of their choosing for presentation in print and electronic formats. Students will need to purchase supplies/materials for this course. Prerequisite: A grade of C or better in PHOTO 241 or PHOTO 242. Offered: Fall, Winterim, or Spring.

PHOTO 480 - Photography Special Topics (3 credits)
Provides photography seniors with a variety of design studio experiences that present specific design skill sets and problem-solving methods in a design studio setting. Studios will be taught by a variety of faculty and professional photographers whose experiences are relevant to the specific Studio topic. Students will synthesize techniques and technologies learned in the major with simultaneous exploration of career opportunities. This course includes studio and lecture. Students will need to purchase supplies/materials for this course. Prerequisite: A grade of C or better in PHOTO 341 or PHOTO 342. Offered: Fall, Winterim, or Spring.

PE - Physical Education
Physical education courses are not required for a student to fulfill the Stevenson Educational Experience curriculum; however, we believe that these courses are invaluable in assisting students to create lifetime habits of physical fitness. Although students may participate in more than one physical education course, only one credit from PE may be counted in a student’s total credit count. PE courses are pass/fail. There is no major in physical education. All physical education course offerings are listed below.

PHYS - Physics
PHYS 115 - You Are Here: Earth and Space Sciences (4 credits)
Starts with Earth and its position in the universe and then turns to features closer to home: the ground we stand on, the water we drink, and the air we breathe. Students will study astronomical, geological, hydrological, and meteorological systems, cycles within those systems, interactions of those systems, their effect on our lives, and our effect on those systems. Course includes weekly lab exercises to explore the
development, understanding and enrichment of those concepts. 
Prerequisite: Eligible for MATH 135 or higher. SEE Certification: 
Scientific Reasoning-Laboratory. Offered: Fall and Spring.

PHYS 125 - Astronomy (4 credits)
Provides students with an overview of astronomy, including its history as a science and how its advances reflect the scientific method. Students will explore vast chronological and physical scales, ranging from the size scale and age of intelligent life on Earth to the immense distances between galaxies and age of the Universe since the Big Bang. The basic principles of electromagnetic radiation will be addressed to demonstrate how they relate to astronomical observation and how instruments are used to detect and analyze such radiation. A laboratory with exercises in observational astronomy and its techniques is included. 
Prerequisite: Eligible for MATH 135 or higher. SEE Certification: 
Scientific Reasoning-Laboratory. Offered: Spring.

PHYS 210 - General Physics I (4 credits)
Introduces the fundamentals of mechanics and particle dynamics. Topics include the laws of motion, force, energy, principles of mechanics, collisions, and gravitation. Algebra provides the mathematical basis for problem-solving. Laboratory included. 
Prerequisite: A grade of C or better in MATH 137, or placement into MATH 147 or higher. Offered: Fall and Spring.

PHYS 211 - General Physics II (4 credits)
Introduces the fundamentals of electricity, magnetism, and optics. Topics include electrostatics, Ohm's Law, magnetic fields, Faraday's Law, AC circuits, Maxwell's equations, wave motion, geometrical optics, diffraction, and interference. Algebra provides the mathematical basis for problem-solving. Laboratory included.

Prerequisite: A grade of C or better in PHYS 210. Offered: Fall and Spring.

PHYS 215 - General Physics I with Calculus (4 credits)
Introduces the fundamentals of Newtonian mechanics. Topics include kinematics, gravity, energy, collisions, fluids, and waves. Experimental techniques, including the analysis of data and the identification of errors, are addressed in the accompanying laboratory. 
Prerequisite: A grade of C or better in MATH 220 or MATH 220H. SEE Certification: Scientific Reasoning-Laboratory. Offered: Spring.

PHYS 216 - General Physics II with Calculus (4 credits)
Introduces the fundamentals of electricity, magnetism, and optics. Topics include electrostatics, Ohm's Law, magnetic fields, Faraday's Law, AC circuits, Maxwell's equations, wave motion, geometrical optics, diffraction, and interference. Laboratory experiments are related to the lecture series. Laboratory included. 
Prerequisite: A grade of C or better in PHYS 215. Offered: Fall.

PSY - Psychology

PSY 101 - Introduction to Psychology (3 credits)
Introduces students to the main theories, methods, and major findings that characterize psychology as a science. The course presents the scientific basis of psychology and asks students to think critically about the various topics presented. The course addresses psychology's application to issues of everyday life. 
Prerequisite: A grade of C or better in ENG 150, ENG 151 or ENG 153 (may be taken concurrently). SEE Certification: Social Science. Offered: Fall and Spring.

PSY 101H - Honors - Introduction to Psychology (3 credits)
Introduces students to the main theories, methods, and major findings that characterize psychology as a science. The course presents the scientific basis of psychology and asks students to think critically about the various topics presented. The course addresses psychology's application to issues of everyday life. This course is a more demanding section of PSY 101 designed for students with a strong math and science background. 
Corequisite: ENG 151 or ENG 153. Only open to students in Freshmen Honors. SEE Certification: Social Science. Offered: Fall.

PSY 108 - Human Growth and Development (3 credits)
Provides a lifespan perspective on the growth and development of humans from pre-conception until death. This course focuses on stability and change in the whole person, including the biological, cognitive, and socioemotional
domains. This course presents major theoretical approaches to development that address innate factors, environmental influences, and their interactions.

Prerequisite: A grade of C or better in PSY 101 or PSY 101H. Offered: Fall and Spring.

**PSY 136 - Statistics for the Behavioral and Social Sciences (4 credits)**

Introduces students to data analysis in the behavioral and social sciences. Students will study the nature of research in the behavioral and social sciences, the basic concepts of descriptive and inferential statistics, and the use of basic statistical methods. Students will use SPSS to analyze data and to report and interpret statistical results. Credit will not be granted for more than one of the following statistics courses: MATH 115, MATH 136, MATH 140, MATH 210, and MATH 235 and PSY 136.

Prerequisite: A grade of C or better in MATH 005# or by placement. See Certification: Quantitative Literacy. Offered: Fall and Spring.

**PSY 201 - Writing for Psychology (3 credits)**

Emphasizes the development of reading, writing, and critical thinking skills in psychology. This course provides students with the skills necessary to interpret popular literature in the field of psychology and to write and speak about psychological topics in an accurate, clear and concise manner. Students will also be introduced to the basics of APA style and the parts of an APA research article and taught to effectively search for psychological literature. Restricted to psychology majors and minors.

Prerequisite: A grade of C or better in ENG 152. See Certification: Writing Intensive. Offered: Fall and Spring.

**PSY 205 - Career Development I (1 credit)**

Focuses on early planning for a career in psychology. This course introduces students to the education and training required for careers in psychology, employer and graduate school expectations, and extra-curricular experiences fostering career preparation and competitiveness. Students will develop a resume and CV and a professional development plan based on their personal interests, values, and abilities on the academic skills required in upper-division psychology courses and for career development. Restricted to psychology majors.

Prerequisite: A grade of C or better in PSY 101 or PSY 101H and second-year status or permission of the instructor. Offered: Fall and Spring.

**PSY 206 - Child Development (3 credits)**

Focuses on theories and research, as well as their application to child and young adolescent development from conception to age twelve. Concentrated attention is given to the physical, cognitive, and social/personality areas of growth. This course does not satisfy major or minor requirements in psychology.

Prerequisite: None. Offered: Fall and Spring.

**PSY 208 - Human Sexuality (3 credits)**

Focuses on the psychological, biological, social, cultural, and ethical forces that impact one’s sexuality. Emphasis is placed on research methodologies. Topics, such as the status of sex research, love, attraction and intimacy, variations in sexual practice and gender expressions, and legal implications, as well as the range of psychological factors that affect one’s sexuality, will be introduced. Students should have a grasp on many topics related to human sexual functioning and be able to discuss sexual issues in a more open and knowledgeable manner by the end of the course.

Prerequisite: A grade of C or better in PSY 101 or PSY 101H. Offered: Fall and Spring.

**PSY 215 - Psychopathology in Children and Adolescents (3 credits)**

Examines the major mental disorders found in children and adolescents. This course examines the symptoms, demographics, causes, developmental trajectories, and treatment of these disorders. To this examination, the course applies an integrated bio-psycho-social framework.

Prerequisite: A grade of C or better in PSY 101 or PSY 101H. Offered: Fall and Spring.

**PSY 216 - Psychopathology in Children and Adolescents (3 credits)**

Examines the major mental disorders found in children and adolescents. This course examines the symptoms, demographics, causes, developmental trajectories, and treatment of these disorders. To this examination, the course applies an integrated bio-psycho-social and developmental framework.

Prerequisite: A grade of C or better in PSY 215. Offered: Fall and Spring.

**PSY 221 - Infant and Child Socioemotional Development (3 credits)**

Focuses on infant and child socioemotional development. Development from theoretical, scientific, and topical perspectives, beginning with conception and progressing through late childhood are explored. Topics include attachment, child maltreatment, friendship, and self-esteem.

Prerequisite: A grade of C or better in PSY 108. Offered: Fall or Spring, (as needed).

**PSY 230 - Basic Counseling Skills (4 credits)**

Presents basic counseling skills and serves as the first course in a two-course sequence. This course contextualizes these basic skills within an empirically supported, three-stage model of helping. This course addresses the theory and research that supports the use of these skills, discusses the ethical and multicultural issues associated with these skills, and presents the career paths associated with these skills and the field of counseling.

Prerequisite: A grade of C or better in PSY 101 or PSY 101H. Offered: Fall and Spring.
PSY 250-254 - Topics in Psychology (3 credits)
Studies selected issues in psychology, stressing relevant methodologies and theories. Topics such as forensic psychology, psychology of women, cognitive psychology, and health psychology are rotated. This course may be repeated for credit if the topics are different.
Prerequisite: Prerequisites vary based on topic. Offered: Fall or Spring, (as needed).

PSY 260 - Behavioral Approaches to Change (3 credits)
Examines behavioral approaches to how people change due to their experiences. This course focuses on the fundamentals of the classical and operant conditioning models of learning. It also examines applications of these models to humans and animals.
Prerequisite: A grade of C or better in PSY 101 or PSY 101H. Offered: Fall and Spring.

PSY 261 - Biological Psychology (3 credits)
Examines the biological bases of behavior with an emphasis on how the brain creates the mind and consciousness. This course includes a study of brain development, vision, sleep and dreaming, emotions, motivation, the biological basis of learning and memory, and coverage of debates about animal research and other ethical concerns.
Prerequisite: A grade of C or better in PSY 101 or PSY 101H. Offered: Fall and Spring.

PSY 262 - Social Psychology (3 credits)
Investigates how people's thoughts, feelings, and actions are affected by the real or imagined presence of others. Major theoretical viewpoints, the importance of scientific methodology, and the influence of culture are stressed.
Prerequisite: A grade of C or better in PSY 101 or PSY 101H. Offered: Fall and Spring.

PSY 263 - Cognitive Psychology (3 credits)
Introduces students to the field of cognitive psychology. The course will focus on the mechanisms of human thinking, including the roots of perception, the structure of memory, the acquisition and use of language, how we make judgments and decision, and how this knowledge informs all areas of psychology.
Prerequisite: A grade of C or better in PSY 101 or PSY 101H. Offered: Fall and Spring.

PSY 270 - Research Methods and Data Analysis I (4 credits)
Introduces the basic principles and methods of research. Students will conduct a basic research study and analyze the data using descriptive and inferential statistics. This course also focuses on ethical considerations in research and writing an APA-style research report.
Prerequisite: PSY 201 (may be taken concurrently with permission of the department chair) and a C or better in MATH 136. Corequisite: PSY 201 may be taken concurrently with PSY 270, but it is highly recommended to take it prior to PSY 270. Offered: Fall and Spring.

PSY 305 - Career Development II (1 credit)
Focuses on evaluating, revising, and implementing professional development plans. Students will evaluate their professional development plans developed in PSY 205; refine them; identify academic and non-academic experiences consistent with their plans; and engage in job-seeking, graduate program searches, or both, consistent with their career interests. Restricted to psychology majors.
Prerequisite: A grade of C or better in PSY 205; junior status. Offered: Fall and Spring.

PSY 306 - Counseling Lab (1 credit)
Facilitates students' mastery of counseling skills. Students view videotapes both of leading counselors and of themselves. In their viewing, students identify the specific skills used, and they analyze how the skills are being used and their effectiveness. Through this work, students become more skilled helpers.
Prerequisite: PSY 230: Basic Counseling Skills. Offered: Fall and Spring.

PSY 309 - Field Placement (1 - 3 credits)
Provides a field experience designed to meet specific academic and professional objectives. This course affords students the opportunity to develop professional experience and to apply the knowledge, theories, and concepts learned in academic classes to student performance in a professional work setting, with significant supervision. This course is not required, but highly recommended. Forty hours required per credit.
Prerequisite: A grade of C or better in PSY 205, PSY 215, PSY 230, and PSY 260, or permission of field placement coordinator. Offered: Fall, Spring, and Summer.

PSY 325 - Personality Psychology (3 credits)
Examines the major personality theories and the research associated with them. This course focuses on factors that distinguish individuals from one another and on conditions that contribute to these distinctions. It also emphasizes research and theory and addresses practical implications.
Prerequisite: A grade of C or better in PSY 108 or PSY 215 and PSY 343 or permission of the instructor. Offered: Fall or Spring, (as needed).

PSY 326 - Special Topics in Cognitive Psychology (3 credits)
Examines a specific topic in cognitive psychology in-depth. Students will read, evaluate, and discuss primary sources related to the special topic. In a culminating project, students will investigate a sub-topic, and report in written and oral form on that topic. This course may be repeated for credit if topics are different.
This course examines young adolescent development from the perspective of child and adolescent psychology in the teaching/learning process. Studies current theory and practice in the field of social psychology and examines a specific topic in social psychology. In a culminating project, students will investigate a sub-topic, and report in written and oral form on that topic. This course may be repeated for credit if topics are different.

PSY 327 - Special Topics in Developmental Psychology (3 credits)
Examines a specific topic in developmental psychology in-depth. Students will read, evaluate, and discuss primary sources related to the special topic. In a culminating project, students will investigate a sub-topic, and report in written and oral form on that topic. This course may be repeated for credit if topics are different.
Prerequisite: A grade of C or better in PSY 108 and PSY 270. Offered: Fall or Spring, (as needed).

PSY 328 - Special Topics in Personality Psychology (3 credits)
Examines a specific topic in personality psychology in-depth. Students will read, evaluate, and discuss primary sources related to the special topic. In a culminating project, students will investigate a sub-topic, and report in written and oral form on that topic. This course may be repeated for credit if topics are different.
Prerequisite: A grade of C or better in PSY 270. Offered: Fall or Spring, (as needed).

PSY 329 - Special Topics in Social Psychology (3 credits)
Examines a specific topic in social psychology in-depth. Students will find, analyze, and evaluate, primary sources related to the special topic. In a culminating project, students will investigate a sub-topic, and report in written and oral form on that topic. This course may be repeated for credit if topics are different.
Prerequisite: A grade of C or better in PSY 262 and PSY 270. Offered: Fall or Spring, (as needed).

PSY 330 - Educational Psychology (3 credits)
Studies current theory and practice in the teaching/learning process from the perspective of child and young adolescent development. This course includes the dynamics of learning, environmental and cultural influences in the classroom, learning theory, cognitive mechanisms, classroom dynamics, measurement, and evaluation. This course does not satisfy major or minor requirements in psychology. Restricted to education majors.
Prerequisite: Third-year education major or permission of instructor. Offered: Fall.

PSY 333 - Tests and Measurement (4 credits)
Examines psychological testing and assessment. This course focuses on major types of psychological tests; the psychometric principles underlying testing; the ethical use of tests in educational, clinical, and occupational settings; and the construction of a psychological measure.
Prerequisite: A grade of C or better in PSY 270. Offered: Fall and Spring.

PSY 340 - Advanced Counseling Skills (4 credits)
Presents advanced counseling skills and serves as the second course in a two-course sequence. This course contextualizes these advanced skills within an empirically supported, three-stage model of helping. The course also addresses the theory and research that supports the use of these skills and examines the ethical and multicultural issues associated with these skills and the field of counseling.
Prerequisite: A grade of C or better in PSY 230 and junior status. Offered: Fall and Spring.

PSY 341 - Counseling Theories (3 credits)
Examines the major counseling theories. This course presents each theory’s history, key assumptions, core concepts, goals, procedures and techniques, and empirical status. The course also examines multicultural issues associated with these counseling theories. Finally, the course asks students to compare and contrast these theories and to analyze which counseling theory best provides them with a home orientation. Restricted to psychology majors.
Prerequisite: A grade of C or better in PSY 230, PSY 260, and PSY 340. Offered: Fall and Spring.

PSY 343 - Research Methods and Data Analysis II (4 credits)
Introduces students to intermediate and complex experimental designs. In small groups, students will conduct a literature review and design an experiment to investigate a research question of their own choosing. Students will prepare the appropriate documents for IRB approval, choose or design their own materials and methods with guidance from the instructor, and execute the study. Students will analyze the data they collect using descriptive and inferential statistics and prepare an APA-style research report and APA-style research poster.
Prerequisite: A grade of C or better in PSY 211 and PSY 333. See Certification: Writing Intensive. Offered: Fall and Spring.

PSY 350 - 354 - Advanced Topics in Applied Psychology (3 credits)
Addresses a specific topic in applied psychology in depth. Students will read, evaluate, and discuss primary source materials related to the topic. In a culminating project, each student will develop and answer a question related to the topic and present his or her work in both written and oral form. This course may be repeated for credit if topics are different.
Prerequisite: A grade of C or better in PSY 201 or another SEE-certified 200-level WI course, or permission of department chair. Offered: Fall and Spring.

PSY 405 - Career Development III (1 credit)
Focuses on activities to secure employment or admission to graduate school (or both) after graduation. Students will continue to evaluate and implement their professional development plans from PSY 305; refine their resumes/CVs; and complete other professional documents, such as job or graduate school applications.
applications, and personal statements, consistent with their career interests. Pass/Fail Grading. Prerequisite: PSY 305, senior status. Offered: Fall and Spring.

**PSY 420 - History and Systems of Psychology (3 credits)**

Examines the philosophical and scientific foundations of psychology as it has emerged as a field of inquiry, an academic discipline, and a profession. The course provides an overview of the concept of globalization and its impact on postmodern psychology. Restricted to psychology majors in their senior year.

Prerequisite: A grade of C or better in PSY 341, senior status. Offered: Fall or Spring, (as needed).

**PSY 450 - Internship (3 credits)**

Provides a field experience designed to meet specific academic and professional objectives. This course affords students the opportunity to develop further professional experience and to apply the knowledge, theories, and concepts learned in academic classes to their performance in a professional work setting.

Prerequisite: A grade of C or better in PSY 343 or PSY 340, senior status, and permission of field placement coordinator. Offered: Fall and Spring.

**PSY 470 - Senior Research Thesis (4 credits)**

Challenges students to complete an individual research project in psychology. Individually, students will design and conduct an experiment to investigate a research question of their own choosing. Students will prepare the appropriate documents for IRB approval, choose or design their own materials and methods with minimal guidance from the instructor, and execute the study. Students will analyze the data they collect using descriptive and inferential statistics, prepare an APA-style research report and APA-style research poster to submit and present to a national, regional or university wide conference.

Prerequisite: A grade of C or better in PSY 343. Permission of research supervisor and department chair. Offered: Fall and Spring.

**REA - Real Estate**

**REA 300 - Principles of Real Estate (3 credits)**

Introduces the modern real estate industry with a focus on the commercial sector. Topics include analysis of real estate through evaluation of raw land and developed property values; its place in and impact on the US economy; the organization of the industry by its participants; basic forms of ownership and rental; and recording and transfer of real estate interests.

Offered: Fall or Spring.

**REA 310 - Property and Asset Management (3 credits)**

Examines how commercial real estate is managed to maximize the investment returns and property value for the investor. Topics include: leases for commercial property; rental revenue generation from leasing; and the expenses of operating rental real estate. Student will also analyze a portfolio of several properties to assess the effectiveness of operations with respect to both tenants and owners.

Prerequisite: A grade of C or better in REA 300. Offered: Fall or Spring.

**REA 320 - Commercial Real Estate Transactions (3 credits)**

Examines the range of common commercial real estate legal applications and transactions most commonly used to effect owner interests and insure the legality of transfer and operation. Students will study the extensive range of legal, tax, and financial issues that affect ownership interests and insure legality of transfer and operation. Topics covered will be property acquisition and closing; appraisals; location description; tax considerations; construction and permanent financing; titling; leasing; and exit strategies.

Prerequisite: A grade of C or better in REA 300. Offered: Fall or Spring.

**REA 400 - Real Estate Market Analysis, Valuation and Finance (3 credits)**

Examines the demographic and economic drivers of real estate supply and demand and the sources of information on these drivers. Presents the topics of calculation of value of the real estate investment by forecasting rental revenues and expenses for net operating income, capitalization of income, the use of mortgage financing for financial leverage, and returns to the mortgage lender and equity investor.

Prerequisite: A grade of C or better in REA 310 and REA 320. Offered: Fall or Spring.

**REL - Religion**

**REL 116 - Survey of the New Testament (3 credits)**

Introduces the literature of the New Testament, with appropriate emphasis given to the background, growth, and thematic content of the Biblical materials.

Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153 (may be taken concurrently). SEE Certification: Humanities. Offered: Fall or Spring.

**REL 202 - World Religions (3 credits)**

Surveys the beliefs and practices of selected world religions. This course examines the impact religion has on certain aspects of our lives, such as politics, history, literature, and the arts. This course also seeks to provide the critical tools needed to determine and to evaluate religious influences.

Prerequisite: A grade of C or higher in ENG 150, ENG 151, or ENG 153 (may be taken concurrently). SEE Certification: Humanities. Offered: Fall and Spring.
REL 225 - The Religious Experience of Indigenous People (3 credits)
Explores various issues in selected indigenous religions. This course places special emphasis on the basic worldviews of a specific culture, such as African or Native American. The topics may include religion and morality, rites of passage, the family, religious symbols and art, sacrifice, religion and medicine, and encounters with foreign religions and cultures.
Prerequisite: A grade of C or better in ENG 152 or equivalent (may be taken concurrently), or permission of the department chair. SEE Certification: Humanities. Offered: Fall, Spring, or Summer.

REL 265 - Comparative Thought in Religion (3 credits)
Explores, examines, and compares a targeted religious issue, such as transcendence, mortality, sexuality, humanity, transitions, justice, and evil in selected world religions.
Prerequisite: A grade of C or better in ENG 152 or be equivalent (may be taken concurrently), or permission of the department chair. SEE Certification: Humanities. Offered: Fall and Spring.

REL 270 - Contemporary Religion in the U.S. (3 credits)
Studies contemporary religious expressions in America. This course examines the origins, development, and current status of both mainline and peripheral movements, with discussions on attendant problems of national interest and addresses issues in which religion, politics, and community values influence each other across the contemporary landscape.
Prerequisite: A grade of C or better in ENG 152 or equivalent (may be taken concurrently), or permission of the department chair. SEE Certification: Humanities. Offered: Fall or Spring.

REL 275 - Topics in Religion (3 credits)
Examines specialized topics in religion, usually centered on a particular religious theme, practice, place, person, event, or era. This course will allow students the opportunity to look at contemporary as well as past events that shape world religions and influence society. The particular topic will vary with each offering and will be dependent upon faculty and student interest. This course may be repeated for credit.
Prerequisite: A grade of C or better in ENG 152 or equivalent (may be taken concurrently). SEE Certification: Humanities. Offered: Fall or Spring.

REL 280 - Jesus of Nazareth (3 credits)
Examines the teachings of Jesus as they are reported in the New Testament books of Matthew, Mark, Luke, and John. Students will be challenged to trace the effects of what Jesus said-and did not say-on selected contemporary ethical issues, such as marriage, sex, wealth, poverty, abortion, homosexuality, and the death penalty.
Prerequisite: A grade of C or better in ENG 152 or equivalent, or permission of the department chair. SEE Certification: Humanities. Offered: Fall or Spring.

REL 285 - Exploring Western Religions (3 credits)
Provides a comparative study of the major Western religions as well as an examination of their historical development and resulting implications for contemporary issues.
Prerequisite: A grade of C or better in ENG 152 or equivalent (may be taken concurrently), or permission of the department chair. SEE Certification: Humanities. Offered: Fall or Spring.

REL 290 - Exploring Eastern Religions (3 credits)
Explores Eastern religions from South and East Asia, combining a reading of selected canonical texts, a study of major thinkers, and a discussion of problems, such as the relationship between the religion and society.
Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153 (may be taken concurrently). SEE Certification: Humanities. Offered: Fall or Spring.

SCI 215 - Writing in the Sciences (3 credits)
Develops information literacy and scientific writing skills. Emphasis is on finding and evaluating primary research literature, scientific writing for both lay and professional audiences, and communicating scientific findings in multiple written formats appropriate to the discipline.
Prerequisite: A grade of C or better in ENG 152 and a minimum of two science courses. SEE Certification: Writing Intensive. Offered: Fall and Spring.

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

SL 101 - Community as Your Classroom Seminar (3 credits)
Introduces students to service-learning through active engagement in planning, implementing, and evaluating their service experiences. Students will learn research-based approaches to service-learning while making connections between and across the curriculum, analyzing personal and professional goals, and exploring individual career paths. Students will apply their learning beyond the classroom and creatively address problems facing
their communities, the nation, and the world. This course will provide students with the theoretical underpinnings of service-learning and help prepare them for the subsequent discipline-specific service-learning classes.

Offered: Fall, Spring, and Winterim.

**SOC - Sociology**

**SOC 101 - Introduction to Sociology (3 credits)**
Introduces building blocks of knowledge in the discipline of sociology, a discipline that examines how humans interact and how their interactions are influenced by social forces.
Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153 (may be taken concurrently). SEE Certification: Social Science.
Offered: Fall and Spring.

**SOC 101H - Honors - Introduction to Sociology (3 credits)**
Introduces building blocks of knowledge in the discipline of sociology, a discipline that examines how humans interact and how their interactions are influenced by social forces. This course emphasizes a theme-based approach to introductory sociology and guided independent learning resulting in a research project.
Prerequisite: A grade of C or better in ENG 151 or ENG 153 (may be taken concurrently). Only open to students in Freshmen Honors. SEE Certification: Social Science.
Offered: Spring.

**SOC 102 - Contemporary Social Problems (3 credits)**
Examines pressing social problems by focusing on the way society is organized and how it functions through its institutions. Emphasizing the sociological perspective, students explore definitions, origins, interpretations, and consequences of social problems and solutions to such public concerns as economic inequality, gender inequality, racism, and crime.
Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153 (may be taken concurrently). SEE Certification: Social Science.
Offered: Fall and Spring.

**SOC 203 - Sociology of Minority Groups (3 credits)**
Explores the consequences of power differentials between special categories of peoples, such as those based on race, ethnicity, religion, sex, gender, and sexual preference. Emphasis is placed on sociological definitions and theories.
Prerequisite: A grade of C or better in ENG 152 and sophomore status.
Offered: Fall or Spring (offered as needed).

**SOC 206 - Sociology of Women (3 credits)**
Studies women in society. This course explores women’s roles in the past and present and considers their possibilities in the future. Applies theory and research findings in examination of gender-role socialization, life cycle roles and changes, feminism, and selected topics.
Prerequisite: A grade of C or better in ENG 152 and sophomore status.
Offered: Fall (offered as needed).

**SOC 207 - Organizations, Work, and Society (3 credits)**
Examines functions, structures, and dynamics of organizations. Major theoretical perspectives and research findings provide the foundation for investigating a variety of topics related to human behavior and social roles in organizations, change processes, and integration of organizations into institutional spheres of society. Emphasis is placed on understanding work and the workplace.
Prerequisite: A grade of C or better in ENG 152 and sophomore status.
Offered: Fall or Spring (offered as needed).

**SOC 260 - American Popular Culture (3 credits)**
Examines the interplay of popular arts, mass culture, and American society from the 1890s to the present, with emphasis on the period since World War II. This course draws on approaches of the social sciences and the humanities to gain insight into changing attitudes, values, and beliefs. Students investigate topics of special interest through field and or library research.
Prerequisite: A grade of C or better in ENG 152 and sophomore status.
Offered: Fall or Spring (offered as needed).

**SOC 304 - Topics in Sociology (3 credits)**
Provides opportunities for advanced students to examine topics of interest through supervised reading, research, and discussion. Themes include communities, sociology of sports, urban problems, and violence and peace. Topics announced each semester. This course may be repeated for credit if topics are different.
Prerequisite: A grade of C or better in ENG 152 and junior status.
Offered: Fall and Spring.

**SOD - School of Design**

**SOD 390 - Internship (3 credits)**
Provides the opportunity for students to gain career-related experience in a professional environment outside of the classroom. Students identify opportunities and apply for internships independently. Student placements must be approved before the start of the internship. The internship director offers faculty oversight of the academic component and guidance of the on-site internship. Students demonstrate achievement of goals with a daily journal, a self-evaluation, a site evaluation, and an on-site visit from the internship director. Students must complete 120 hours in their internship.
Prerequisite: A grade of "P" or better in CM, FDES, FMER, FMI, or GDES 290 and permission of the instructor. Offered: Summer, (as needed).

**SOD 395 - The Mill - Design Center (3 credits)**
Applies communication and design theory and practice to professional
client—based work in a dynamic interdisciplinary classroom setting. Students work together as a creative agency (called The Mill at Stevenson University) on varied projects for clients, meeting the client's needs through competent research, innovative strategy, thoughtful design, and the practical application of integrated marketing communication. Using skills learned in previous courses, students in The Mill course offer a range of creative services which may include advertising, branding, graphic design, media production, design strategy, research, social media marketing, event planning, writing, and public relations. Course includes studio and lecture. Prerequisite: A grade of C or better in CM 205; FDES 302; FMER 210 and FMER 223; FMI 221; GDES 211. Offered: Fall and Spring.

### SPN - Spanish Courses

**SPN 101 - Elementary Spanish I (4 credits)**

Introduces the basics of Spanish communication skills, including speaking, listening, reading, writing, and major grammatical constructions. The course furnishes a basis for the further development of these communications skills in SPN 102. A grade of at least C or better is required to advance to the next level.

Prerequisite: Not open to native speakers or students with two or more years of high school Spanish. SEE Certification: Humanities. Offered: Fall.

**SPN 102 - Elementary Spanish II (4 credits)**

Continues the study of the basics of the Spanish communication skills covered in SPN 101, especially the study of major grammatical constructions, and further develops the skills of reading and writing in preparation for study at the intermediate level.

Prerequisite: Placement, two successful years of high school Spanish, or a grade of C or better in SPN 101. SEE Certification: Humanities. Offered: Spring.

**SPN 115 - Café de Tapas - Spanish Conversation and Culture (1 credit)**

Offers Spanish language students the opportunity to enrich their classroom experience through interpersonal communication in Spanish and to advance in their oral fluency, listening comprehension, and understanding of Hispanic cultures. Students meet one hour per week to converse informally and entirely in Spanish and to discuss independent projects and journals, current events and media, film, music, art, literature, and more, with attendees from the college community. The course involves three off-campus excursions to various venues of Hispanic cultures, such as local Hispanic fairs/celebrations, museums, and restaurants. This course is graded on a Pass/Fail basis. Repeatable for credit.

Prerequisite: Current or previous enrollment in SPN 101 or SPN 102 or permission of the instructor.

Corequisite: Current or previous enrollment in SPN 101 or SPN 102 or permission of the instructor.

Offered: Fall and Spring.

**SPN 201 - Intermediate Spanish I (3 credits)**

Continues development of the basic communication skills of speaking, listening, reading, and writing, as well as the study of vocabulary and grammar. This course includes an intensive grammar review with special attention given to conversational and writing skills. This course introduces students to selected works of literature, selected topics of Hispanic culture, and the relations of culture to language development. Class is conducted in Spanish.

Prerequisite: A grade of "C" or better in SPN 102, placement (three or more years of high school Spanish), or a score of 500+ on the SAT II test. SEE Certification: Humanities. Offered: Fall.

**SPN 202 - Intermediate Spanish II (3 credits)**

Continues grammar review, with an emphasis on translation and reading works of literature in original text. Students gain further practice in spoken and written language and continue the study of Hispanic literature and cultures. Class is conducted in Spanish.

Prerequisite: A grade of C or better in SPN 201. SEE Certification: Humanities. Offered: Spring.

**SPN 215 - Café de Tapas—Spanish Conversation and Culture (1 credit)**

Offers Spanish language students the opportunity to enrich their classroom experience through interpersonal communication in Spanish and to advance in their oral fluency, listening comprehension, and understanding of Hispanic cultures. Students meet one hour per week to converse informally and entirely in Spanish and to discuss independent projects and journals, current events and media, film, music, art, literature, and more, with attendees from the college community. The course involves three off-campus excursions to various venues of Hispanic cultures, such as local Hispanic fairs/celebrations, museums, and restaurants. Additionally, students enrolled in the 200-level course may help those students enrolled in the 100-level course in collaborative learning projects. This course is graded on a Pass/Fail basis. Repeatable for credit.

Prerequisite: Current or previous enrollment in SPN 201 or SPN 202 or permission of the instructor.

Corequisite: Current or previous enrollment in SPAN 201 or 202 or permission of the instructor.

Offered: Fall and Spring.

### THEA - Theatre and Media Performance

**THEA 103 - Foundations of Performance (3 credits)**

Develops important performance and communication skills through exercises, improvisations, and scene work. Students will practice exercises in imagination, active listening, and 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 within an ensemble and develop self-confidence in a performance. 
Prerequisite: None. SEE Certification: Fine Arts and Communication Intensive. Offered: Fall and Spring.

THEA 115 - Stagecraft (3 credits)
Introduces students to the technical elements of modern scenery and lighting practices required to produce a theatrical production. Through a mix of lecture and lab, students develop verbal and visual communication techniques, common construction practices, rigging procedures, material selection and equipment usage along with the rationale of their applications.
Prerequisite: None. Offered: Fall.

THEA 116 - Script Analysis (3 credits)
Focuses on the analysis of theatrical scripts in preparation for public performance. Analysis will include a thorough understanding of a play's given circumstances, units of action, social-political environment, and use of language, tempos and themes. Students practice reading, then researching production styles, and planning their own interpretation of productions based on a variety of important American and international plays.
Prerequisite: A grade of C or better in THEA 121. Offered: Spring.

THEA 121 - Introduction to Theatre (3 credits)
Examines, through readings, lecture and discussion, the responsibilities and techniques of theatre artists (playwrights, actors, directors, designers) who collaborate to create the dramatic experience. Students further investigate the nature of this experience by critiquing Stevenson University productions.
Prerequisite: None. SEE Certification: Fine Arts. Offered: Fall and Spring.

THEA 203 - Intermediate Performance (3 credits)
Expands on the skills learned in Foundations of Performance by digging deeper into Konstantin Stanislavski's system of acting. The course tackles realistic plays by focusing on character analysis as a method of actor training for stage and screen.
Prerequisite: A grade of C or better in THEA 103. Offered: Fall.

THEA 210 - Acting for the Camera I (3 credits)
Develop skills for on-camera performance through an introduction to camera technology, analysis of film and multi-media scripts, and on-camera acting exercises. Students will gain an understanding of how they are perceived on camera and how best to communicate and collaborate with a film or multi-media director and crew.
Prerequisite: A grade of C or better in THEA 203. Offered: Spring.

THEA 215 - Theatre Practicum: Set Design and Construction (1 credit)
Introduces the functions of scenery, the elements, principles, and aesthetics of set design, and the working process of the set designer and his or her role in the collaborative dramatic experience. Under faculty supervision, students also learn how to use the tools and equipment in the set shop and construct sets for Stevenson University productions. (45 crew hours)
Prerequisite: None. Offered: Fall and Spring.

THEA 217 - Theatre Practicum: Stage Lighting and Sound (1 credit)
Develops an appreciation for the working process of the lighting designer and his or her role in the collaborative dramatic experience. Students learn, through hands-on experience, the functions and objectives and qualities of stage lighting and the types and uses of lighting instruments. Under faculty supervision, students learn how to hang, circuit, gel, and focus lights and how to operate a computerized light board. Students learn the importance of sound in a production and as needed for Stevenson University productions-develop the ability to reproduce, reinforce, or mix sound, create specific sound effects, and produce audio for the productions. (45 crew hours)
Prerequisite: None. Offered: Fall and Spring.

THEA 218 - Theatre Practicum: Costuming (1 credit)
Introduces the functions of costumes, the elements, principles, and aesthetics of theatrical costume design, and the working process of the costume designer (including script analysis, research, sketching, and building) and his or her role in the collaborative dramatic experience. Under faculty supervision, students pull from stock and construct and maintain costumes for Stevenson University productions. (45 crew hours)
Prerequisite: None. Offered: Fall and Spring.

THEA 224 - Play Performance (3 credits)
Involves participation in department theatre productions after auditioning and being cast. Students develop roles and explore the script in a production by exploring genre, author, social context, interpretation, and production style. They may also participate in training related to the specific needs of the production, e.g., use of dialect, period movement, dance, choral speaking, or specific acting styles. This course may be repeated for credit.
THEA 240 - Theatre History I (3 credits)
Studies masterpieces of Eastern and Western theatre from antiquity to the 16th century and explores their structure and themes, as well as the historical contexts, performance arenas, acting styles, and staging methods that have given these scripts life. Students examine key figures and trends and discover the ways in which theatre both reflects and affects the society that creates it.
Prerequisite: A grade of C or better in THEA 121. SEE Certification: Humanities. Offered: Fall and Spring.

THEA 270 - Voice for the Actor (3 credits)
Develops the voice for performance. Students will study alignment, diaphragmatic breathing, relaxation, phonation, articulation, resonance, projection, Standard American Speech, and the International Phonetic Alphabet. Students will also learn how to apply their vocal technique to create and perform characters.
Prerequisite: A grade of C or better in THEA 103. Offered: Spring.

THEA 275 - Theatre Movement (3 credits)
Develops the physical awareness of students as it relates to the individual actor and the ensemble. Students develop strength, flexibility, presence, and coordination through improvisations, presentations, and the creation of original theatre compositions.
Prerequisite: A grade of C or better in THEA 103. Offered: Spring.

THEA 301 - Performances Styles (3 credits)
Offers students an opportunity to work on a performance style that is not 20th or 21st century realism. The performance work in this class is highly physical and vocal exploring the visceral roots of performance that go beyond the intellectual.
Prerequisite: A grade of C or better in THEA 203. Offered: Fall.

THEA 310 - Acting for the Camera II (3 credits)
Expands skills learned in Acting for the Camera I. Students will analyze and evaluate characters for on-camera performance. Additionally, students will create an original on-camera project such as a web series or short film.
Prerequisite: A grade of C or better in THEA 210. Offered: Spring.

THEA 318 - Internship (3 credits)
Includes planning and participation in an internship coordinated by a faculty director. The internship consists of 120 hours in an off-campus professional environment (business, government agency, non-profit organization, etc.) where the student receives practical, career-oriented experience under an on-site supervisor. Placement of the student is arranged by the University. The student may begin the internship before the end of the semester in which THEA 318 is taken, which meets weekly for one hour; however, the internship must be completed before the end of the spring semester when THEA 318 is taken in the fall or by the end of the summer and the start of the next academic year when THEA 318 is taken in the spring. At the conclusion of the experience, the student and the on-site supervisor evaluate the experience.
Prerequisite: A grade of C or better in THEA 121, THEA 202, THEA 204, and THEA 310. Offered: Fall and Spring.

THEA 335 - Directing (3 credits)
Analyzes the role of the theatrical director. Students develop skills in dramaturgical and script analysis, learn key elements of stage composition, explore the uses of movement and rhythm, and study directorial functions within both theatrical events and creative collaborations.
Prerequisite: A grade of C or better in THEA 301. Offered: Spring.

THEA 370 - Advanced Voice for the Actor (3 credits)
Further develops the voice for performance through exercises in articulation, phonation, alignment, diaphragmatic breathing, relaxation, and projection introduced in Voice for the Actor I. Students learn how to apply these skills to warm up the voice and to perform and create their characters. They will also learn how to apply their vocal technique to create and perform characters. The course also stresses skills needed to work with all types of microphones used in the media.
Prerequisite: A grade of C or better in THEA 270. Offered: Fall.

THEA 375 - Advanced Movement (3 credits)
Develops techniques introduced in Movement I with further concentration of Anne Bogart’s Viewpoints and Rudolf Laban’s efforts, and addresses the differences between the movement for film style shooting and video style shooting. Students explore the differences needed to perform on the stage and the adjustments made for the limitations of the camera’s vista.
Prerequisite: A grade of C or better in THEA 275 and THEA 301. Offered: Fall.

THEA 380 - Audition Techniques (3 credits)
Prepares students for professional auditions through the analysis, evaluation and performance of monologues and scenes. Students will practice a wide range of audition scenarios, including an open-call, sides, improvisational, dance, voice, and callback. Additionally, students will work on interviewing skills. The course will culminate in an equity-style showcase which is the standard for the profession.
Prerequisite: A grade of C or better in THEA 301. Offered: Fall.
THEA 410 - Design and Collaboration (3 credits)
Provides Theatre and Media Performance majors with a pre-production theatre experience that explores the collaborative relationship among theatre practitioners—directors, scenic designer, lighting designer, costume designers, and sound designers. The course emphasizes theatrical design as a creative process that begins with the initial visualization of design concepts, which are then researched by a director and collaboratively developed by a design team.
Prerequisite: A grade of C or better in THEA 335. Offered: Fall.

THEA 430 - Business of Acting (3 credits)
Instructs student actors in developing strategic and intelligent career choices. This course emphasizes vital non-performance skills such as calibrating expectations, maintaining financial responsibility, developing professional documents (headshots and resumes) in a digital age, and understanding the roles of agents, managers, and casting directors. Students learn how to apply these skills to obtain employment.
Prerequisite: A grade of C or better in THEA 410. Offered: Spring.

THEA 452 - Senior Project: Theatre (3 credits)
Focuses on developing a recital piece for public performance. Each year students choose, depending on their interest, if they want to perform scenes, monologs, or a play. This is the capstone that highlights each student's work and what they learned during their four years of study.
Prerequisite: A grade of C or better in THEA 301. Offered: Spring.
Directory

Board of Trustees of Stevenson University

James B. Stradtner, CFA
Chair of the Board
Century Private Investments

T. Scott Pugatch
Vice Chair of the Board
Greenhill Properties, Inc.

Anna L. Smith
Secretary of the Board
Wilmington Trust

Robert C. Brennan
Treasurer of the Board
Maryland Economic Development Corporation

Arthur F. Bell, Jr., CPA
Arthur Bell CPAs

Sandra R. Berman
Sandra & Malcolm Berman Charitable Foundation

Robert D. Biagiotti, P.E.
Baltimore Gas and Electric Company

James T. Brady

Eric D. Brotman, CFP®, AEP®, CPWA®
Brotman Financial Group

David A. Burrows, Jr. ’92 ’94 ’94 ’95 ’99M
Visual Integrators

Ronald M. Causey, CPA
SC&H Group

Suzanne R. Cherry ’05
ex officio, Past President, Alumni Association Board
Spark Baltimore

Samuel M. Dell III
ExxonMobil, Retired

Karen P. Gibbs
The Gibbs Perspective

Herbert J. Hoelter
National Center on Institutions and Alternatives

Nancy C. Hubble, GRI, CRS, ABR
Long & Foster Real Estate, Christie’s International, The Hubble Bisbee Group

Brenda Bowe Johnson, Ph.D.
The Language House, Inc.

Donna L. Kahoe ’99
T. Rowe Price Associates, Inc.

Sheela Murthy, Esq.
Murthy Law Firm

Peter B. Orthwein, Jr.
Spring Capital Partners LP

Gary A. Pyne
HMS Insurance Associates, Inc., Retired

Jennifer Ward Reynolds, CFA
Ward Properties

Paul Mark Sandler, Esq.
Shapiro Sher Guinot & Sandler

Margaret "Meg" Sheetz

Jane Frankel Sims, Esq.
The Law Office of Jane Frankel Sims

Judith S. Waranch, Esq.
The Waranch Group LLC

Office of the President

Elliot Hirshman (2017)
President and Professor, Psychology
B.A., Yale University; M.A., Ph.D., University of California, Los Angeles

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

Academic Affairs

Susan T. Gorman (1991)
Executive Vice President, Academic Affairs and Provost
B.A., Kenyon College; Ph.D., The Johns Hopkins University

Bridget H. Brennan (2015)
Assistant Vice President, Academic Affairs
B.A., University of Maryland; M.A., Ph.D., Catholic University

Career Services

Susan Gordon (2018)
Vice President, Career Services
B.S., Wake Forest University; M.S., Johns Hopkins University; M.S., American University

Information Technology

Raymond A. Cardillo (2007)
Interim CIO
B.A., LaSalle University

Institutional Research and Assessment

Natasha A. Miller (2014)
Director, Assessment
B.S., Brooklyn College; M.S., Ph.D., Pennsylvania State University

May P. Hser (2018)
Director, Institutional Research and Effectiveness
B.A., Rangoon University; M.E., The State University of New York, Buffalo; Ph.D., The State University of New York, Buffalo

Library

Susan H. Bonsteel (1998)
Director, Library Services
B.A., M.L.S., University of Maryland, College Park

International and Off-Campus Study

Rebecca H. Pisano (2015)
Associate Dean, Global and Experiential Learning
B.A., Miami University; M.A., George Washington University; Ph.D., University of California - Los Angeles

Service-Learning

Rebecca H. Pisano (2015)
Associate Dean, Global and Experiential Learning
B.A., Miami University; M.A., George Washington University; Ph.D., University of California - Los Angeles

Sponsored Programs and Research

Mary "Diane" Payne (1998)
Assistant Vice President, Research and Resource Management
B.S., Brescia College; M.S., University of Cincinnati
Student Success
Christine E. Moran (2014)
Assistant Vice President, Student Success and Professor, Education
B.A., M.A., LaSalle University
Ph.D., Temple University

Registrar
Susan “Tracy” Bolt (1996)
Registrar
B.A., Clemson University

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

Student Financial Services
Liesl Flanagan (20)
Assistant Vice President, Student Financial Services
B.A., M.B.A., Indiana Wesleyan University

Admissions
Kelly M. Farmer (2002)
Assistant Vice President, Undergraduate Admissions
B.A., M.A., University of Maryland, College Park

Financial Aid
Melanie Mason (2017)
Director, Financial Aid
B.S., University of North Carolina; M.S., M.B.A., University of Maryland

Student Accounts
Christina Dutcher (2011)
Director, Student Accounts
B.S., Towson University

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

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

Auxiliary Services
Leland Beitel (2009)
Assistant Vice President, Facilities and Campus Services

B.S., B.S., University of Maryland, College Park

Marketing and Digital Communications
John Buettner (2009)
Vice President, Marketing and Digital Communications
B.A., Washington College; M.A., Villanova University

Student Affairs
Tiffany Sanchez (1982)
Vice President, Student Affairs
B.A., University of New Mexico
M.B.A., Bowling Green State University

Residence Life
Sarah Mansfield (2011)
Assistant Vice President, Residence Life
B.A., Niagara University; M.Ed., State University of New York, Oneonta

Student Activities
Daniel W. Schwartz (2015)
Director, Student Activities
B.A., Quinnipiac University; M.A., Stony Brook University

Wellness Center
Linda S. Reymann, RN (1992)
Assistant Vice President, Wellness Center
BSN, M.S., University of Maryland, Baltimore; M.S., Ph.D., Loyola University Maryland

Marketing and Digital Communications
John Buettner (2009)
Vice President, Marketing and Digital Communications
B.A., Washington College; M.A., Villanova University

Student Affairs
Tiffany Sanchez (1982)
Vice President, Student Affairs
B.A., University of New Mexico
M.B.A., Bowling Green State University

Residence Life
Sarah Mansfield (2011)
Assistant Vice President, Residence Life
B.A., Niagara University; M.Ed., State University of New York, Oneonta

Student Activities
Daniel W. Schwartz (2015)
Director, Student Activities
B.A., Quinnipiac University; M.A., Stony Brook University

Wellness Center
Linda S. Reymann, RN (1992)
Assistant Vice President, Wellness Center
BSN, M.S., University of Maryland, Baltimore; M.S., Ph.D., Loyola University Maryland
Emeriti

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

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

Robert J. Suggs
Professor Emeritus
B.M.E. Wichita State University
M.M., The Catholic University of Maryland
D.M.A., The University of Maryland, College Park

Schools of the University

Beverly K. Fine School of the Sciences

Meredith C. Durmowicz (2002)
Dean, Beverly K. Fine School of the Sciences and Interim Dean, Sandra R. Berman School of Nursing and Health Professions and Professor, Biology
B.S., Marquette University;
Ph.D., Johns Hopkins University

Sandra R. Berman School of Nursing and Health Professions

Meredith C. Durmowicz (2002)
Dean, Beverly K. Fine School of the Sciences and Interim Dean, Sandra R. Berman School of Nursing and Health Professions and Professor, Biology
B.S., Marquette University;
Ph.D., Johns Hopkins University

Department of Accounting

Barbara S. Rowell (2015)
Chair and Associate Professor, Accounting
B.A., M.B.A., Lehigh University;
J.D., Widener University

Department of Business Administration

Zamira Simkins, Ph.D. (2009)
Chair and Associate Professor, Finance
B.S., Kyrgyz-Russian Slavic University;
M.A., Missouri State University;
Ph.D., American University

Department of Information Systems

Alan D. Carswell (2015)
Chair and Professor, Information Systems
B.S., Northwestern University;
M.B.A., Harvard Business School;
Ph.D., University of Maryland, College Park

School of Design

Amanda Gingery Hostalka (1998)
Dean, School of Design and Professor, Design
B.F.A., Maryland Institute College of Art;
M.A., M.F.A., University of Baltimore

Music

Mark Lortz (2011)
Director
Bands & Assistant Professor
Marching Band

Department of Art and Graphic Design

George M. Moore (2006)
Chair and Professor, Art and Graphic Design
B.A., Hampshire College;
M.F.A., Maryland Institute College of Art

Department of Business Communication

Nadene N. Vevea (2016)
Chair and Associate Professor, Business Communication
B.A., M.A., Minnesota State University;
Ph.D., North Dakota State University

Department of Fashion Design and Merchandising

Forest Bell (2017)
Program Coordinator and Assistant Professor, Fashion Design & Merchandising
B.F.A., Corcoran School of Art and Design;
M.S., Drexel University

Department of Film and Moving Image

Christopher Llewellyn Reed (2006)
Chair and Professor, Film and Moving Image
B.A., Harvard University;
M.A., Yale University;
M.F.A., School of the Arts, New York University

School of Education

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

Department of Biological Sciences

Wendy L. Kimber-Louis (2005)
Chair, Biological Studies, and Professor of Biology
B.S., Wolverhampton Polytechnic
Ph.D., Edinburgh University

Department of Chemistry

Ellen M. Roskes (1996)
Associate Dean and Chair, Chemistry and Mathematics and Physics and Professor, Chemistry
B.A., M.A., Ph.D., The Johns Hopkins University

Department of Mathematics and Physics

Ellen M. Roskes (1996)
Associate Dean and Chair, Chemistry and Mathematics and Physics and Professor, Chemistry
B.A., M.A., Ph.D., The Johns Hopkins University

Brown School of Business and Leadership

Aristides Melissaratos (2014)
Interim Dean, Brown School of Business and Leadership

B.S., The Johns Hopkins University;
M.S., George Washington University

Department of Accounting

Barbara S. Rowell (2015)
Chair and Professor, Accounting
B.A., M.B.A., Lehigh University;
J.D., Widener University

Department of Business Administration

Zamira Simkins, Ph.D. (2009)
Chair and Associate Professor, Finance
B.S., Kyrgyz-Russian Slavic University;
M.A., Missouri State University;
Ph.D., American University

Department of Information Systems

Alan D. Carswell (2015)
Chair and Professor, Information Systems
B.S., Northwestern University;
M.B.A., Harvard Business School;
Ph.D., University of Maryland, College Park

School of Design

Amanda Gingery Hostalka (1998)
Dean, School of Design and Professor, Design
B.F.A., Maryland Institute College of Art;
M.A., M.F.A., University of Baltimore

Music

Mark Lortz (2011)
Director
Bands & Assistant Professor
Marching Band

Department of Art and Graphic Design

George M. Moore (2006)
Chair and Professor, Art and Graphic Design
B.A., Hampshire College;
M.F.A., Maryland Institute College of Art

Department of Business Communication

Nadene N. Vevea (2016)
Chair and Associate Professor, Business Communication
B.A., M.A., Minnesota State University;
Ph.D., North Dakota State University

Department of Fashion Design and Merchandising

Forest Bell (2017)
Program Coordinator and Assistant Professor, Fashion Design & Merchandising
B.F.A., Corcoran School of Art and Design;
M.S., Drexel University

Department of Film and Moving Image

Christopher Llewellyn Reed (2006)
Chair and Professor, Film and Moving Image
B.A., Harvard University;
M.A., Yale University;
M.F.A., School of the Arts, New York University

School of Education

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

Department of Biological Sciences

Wendy L. Kimber-Louis (2005)
Chair, Biological Studies, and Professor of Biology
B.S., Wolverhampton Polytechnic
Ph.D., Edinburgh University

Department of Chemistry

Ellen M. Roskes (1996)
Associate Dean and Chair, Chemistry and Mathematics and Physics and Professor, Chemistry
B.A., M.A., Ph.D., The Johns Hopkins University

Department of Mathematics and Physics

Ellen M. Roskes (1996)
Associate Dean and Chair, Chemistry and Mathematics and Physics and Professor, Chemistry
B.A., M.A., Ph.D., The Johns Hopkins University

Brown School of Business and Leadership

Aristides Melissaratos (2014)
Interim Dean, Brown School of Business and Leadership

B.S., The Johns Hopkins University;
M.S., George Washington University

Department of Accounting

Barbara S. Rowell (2015)
Chair and Professor, Accounting
B.A., M.B.A., Lehigh University;
J.D., Widener University

Department of Business Administration

Zamira Simkins, Ph.D. (2009)
Chair and Associate Professor, Finance
B.S., Kyrgyz-Russian Slavic University;
M.A., Missouri State University;
Ph.D., American University

Department of Information Systems

Alan D. Carswell (2015)
Chair and Professor, Information Systems
B.S., Northwestern University;
M.B.A., Harvard Business School;
Ph.D., University of Maryland, College Park

School of Design

Amanda Gingery Hostalka (1998)
Dean, School of Design and Professor, Design
B.F.A., Maryland Institute College of Art;
M.A., M.F.A., University of Baltimore

Music

Mark Lortz (2011)
Director
Bands & Assistant Professor
Marching Band

Department of Art and Graphic Design

George M. Moore (2006)
Chair and Professor, Art and Graphic Design
B.A., Hampshire College;
M.F.A., Maryland Institute College of Art

Department of Business Communication

Nadene N. Vevea (2016)
Chair and Associate Professor, Business Communication
B.A., M.A., Minnesota State University;
Ph.D., North Dakota State University

Department of Fashion Design and Merchandising

Forest Bell (2017)
Program Coordinator and Assistant Professor, Fashion Design & Merchandising
B.F.A., Corcoran School of Art and Design;
M.S., Drexel University

Department of Film and Moving Image

Christopher Llewellyn Reed (2006)
Chair and Professor, Film and Moving Image
B.A., Harvard University;
M.A., Yale University;
M.F.A., School of the Arts, New York University

School of Education

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

Department of Biological Sciences

Wendy L. Kimber-Louis (2005)
Chair, Biological Studies, and Professor of Biology
B.S., Wolverhampton Polytechnic
Ph.D., Edinburgh University

Department of Chemistry

Ellen M. Roskes (1996)
Associate Dean and Chair, Chemistry and Mathematics and Physics and Professor, Chemistry
B.A., M.A., Ph.D., The Johns Hopkins University

Department of Mathematics and Physics

Ellen M. Roskes (1996)
Associate Dean and Chair, Chemistry and Mathematics and Physics and Professor, Chemistry
B.A., M.A., Ph.D., The Johns Hopkins University

Brown School of Business and Leadership

Aristides Melissaratos (2014)
Interim Dean, Brown School of Business and Leadership

B.S., The Johns Hopkins University;
M.S., George Washington University

Department of Accounting

Barbara S. Rowell (2015)
Chair and Professor, Accounting
B.A., M.B.A., Lehigh University;
J.D., Widener University

Department of Business Administration

Zamira Simkins, Ph.D. (2009)
Chair and Associate Professor, Finance
B.S., Kyrgyz-Russian Slavic University;
M.A., Missouri State University;
Ph.D., American University

Department of Information Systems

Alan D. Carswell (2015)
Chair and Professor, Information Systems
B.S., Northwestern University;
M.B.A., Harvard Business School;
Ph.D., University of Maryland, College Park

School of Design

Amanda Gingery Hostalka (1998)
Dean, School of Design and Professor, Design
B.F.A., Maryland Institute College of Art;
M.A., M.F.A., University of Baltimore

Music

Mark Lortz (2011)
Director
Bands & Assistant Professor
Marching Band

Department of Art and Graphic Design

George M. Moore (2006)
Chair and Professor, Art and Graphic Design
B.A., Hampshire College;
M.F.A., Maryland Institute College of Art

Department of Business Communication

Nadene N. Vevea (2016)
Chair and Associate Professor, Business Communication
B.A., M.A., Minnesota State University;
Ph.D., North Dakota State University

Department of Fashion Design and Merchandising

Forest Bell (2017)
Program Coordinator and Assistant Professor, Fashion Design & Merchandising
B.F.A., Corcoran School of Art and Design;
M.S., Drexel University

Department of Film and Moving Image

Christopher Llewellyn Reed (2006)
Chair and Professor, Film and Moving Image
B.A., Harvard University;
M.A., Yale University;
M.F.A., School of the Arts, New York University

School of Education

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

Cheryl A. Wilson (2016)
Dean, School of Humanities and Social Sciences and Professor, English
B.A., SUNY Geneseo;
M.A., University of Delaware;
Ph.D., University of North Texas

Department of English

Laura T. Smith (2010)
Chair and Associate Professor, English Language and Literature
B.A., The College of William and Mary;
M.A., Ph.D., University of Texas at Austin

Department of Humanities and Public History

Glenn Johnston (2007)
Chair, Humanities and Public History, Assistant Professor, History and Archivist
B.A., St. Lawrence University;
M.A., State University of New York, Buffalo;
M.Ed., Niagara University;
Ph.D., University of North Texas

Department of Counseling and Human Services

John Rosicky (2012)
Chair and Professor, Counseling and Human Services
B.S., Brown University;
Ph.D., University of Oregon

Department of Law and Justice Studies

Chair and Professor, Legal Studies
B.S., Miami University of Ohio;
J.D., University of North Carolina, Charlotte

Department of Psychology

Jeffrey Elliott (2001)
Chair and Professor, Psychology
B.A., M.A., Salisbury University;
Ph.D., University of Maryland

Program in Interdisciplinary Studies

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

Program in Theatre

Ryan Clark (2015)
Program Coordinator and Assistant Professor, Theatre
B.S., Towson University;
M.F.A., Florida State University

Stevenson University Online

Anne Davis (1995)
Dean, Stevenson University Online and Professor, Teaching Education
B.S., Virginia Polytechnic Institute and State University;
M.S., Cornell University;
D.M., University of Maryland

Sharon Buchbinder (2011)
Program Coordinator and Professor, Healthcare Management
A.A.S., Maria College;
B.A., University of Connecticut;
M.A., University of Hartford;
Ph.D., University of Illinois

Thomas N. Byrd (2017)
Program Coordinator, Cyber Forensics
B.S., University of Nebraska, Lincoln;
M.S., Illinois Institute of Technology;
J.D., Loyola University, Chicago

Tonia M. Cristino (2010)
Director, Admissions and Adjunct Instructor, Information Systems
B.S., M.S., Stevenson University

Steven R. Engorn (1989)
Program Coordinator and Assistant Professor, Business and Technology Management
A.A., Catonsville Community College;
B.S., American University;
M.B.A., Loyola University Maryland

Judith A. Feustle, RN (1991)
Associate Dean, Nursing
BSN, M.S., University of Maryland;

Department Chair, Forensics and Professor, Forensic Studies
B.A., Dickinson College;
J.D., University of Maryland, Baltimore

Ann Solan (2013)
Program Coordinator and Assistant Professor, Business Programs
B.S., Nyack College;
M.B.A., Dowling College;
Ph.D., Regent University

Program Coordinator and Associate Professor, Forensic Sciences
A.A., Harford Community College;
B.S., University of Maryland, College Park;
M.S.F.S., The George Washington University;
Ph.D., University of Maryland, Baltimore

Nadene N. Vevea (2016)
Chair and Associate Professor, Business Communication
B.A., M.A., Minnesota State University;
Ph.D., North Dakota State University

Faculty

Sara E. Abbott (2017)
Adjunct Professor, English
B.A., Towson University;
M.F.A., University of Baltimore

Moronke “Nikki” Adepoju (2012)
Assistant Professor, Nursing
A.A., B.S.N., Marymount University;
M.S., The Johns Hopkins University

Ebenezer Afful (1985)
Associate Professor, Religion
Dip., University of Ghana;
M.Div., Reformed Theological Seminary

Inna S. Alesina (2014)
Assistant Professor, Art
B.F.A., Parsons New School for Design;
M.F.A., Maryland Institute College of Art

Reginald Alignay (2012)
Adjunct Instructor, Marching Band

Kristine Altizer (2009)
Adjunct Instructor, Medical Laboratory Science
B.S., University of Maryland, Baltimore

Akua Anansesemfo (2016)
Adjunct Instructor, History
B.A., Coppin State University;
M.A., Howard University

Chanel M. Anderson (2014)
Adjunct Instructor, Medical Laboratory Science
A.A.S., B.S., Stevenson University;
M.S., University of Maryland, Baltimore
Kwame Andoh-Kumi (2017)  
Adjunct Professor, Biological Sciences  
B.S., M.S., University of Ghana;  
Ph.D., University of Nebraska, Lincoln

Adjunct Instructor, Political Science  
B.A., Eastern Nazarene College;  
M.A., American University

Lea Alexa Andrus (2010)  
Adjunct Instructor, Management  
B.A., Hollins University;  
M.A., Washington College

Cynthia Appleby (2014)  
Adjunct Instructor, Education  
B.A., University of North Carolina - Asheville;  
M.Ed., University of North Carolina - Chapel Hill

Sowbhagyalakshmi Areke (2017)  
Adjunct professor, Film and Moving Image  
B.Ed., Annamalai University;  
B.A. and M.A., Madurai Kamaaraj University;  
M.F.A., Howard University

Trina G. Armstrong (2012)  
Adjunct Professor, Healthcare Management  
B.B.A., M.B.A., Loyola University, New Orleans

Wynne Aroom, RN (2010)  
Adjunct Instructor, Nursing  
B.S.N., Northeastern University;  
M.S., University of Maryland

Mark Arvisais (2011)  
Assistant Professor, Management  
B.S., Ithaca College;  
M.B.A., Rochester Institute of Technology;  
Ph.D., The George Washington University

Carolyn Anita Atkins (2015)  
Adjunct Instructor, Criminal Justice  
B.S., M.S., The Johns Hopkins University

Steven K. Badorf (2004)  
Adjunct Instructor, Religion  
B.F.A., Kutztown University;  
M.Div., Westminster Theological Seminary

Lecturer, Chemistry  
B.S., Wolford College;  
M.A., University of Virginia

Lawrence Baird (2008)  
Adjunct Professor, Business Administration  
B.A., Loyola University Maryland;  
M.B.A., Walden University

Mary Bargteil (2010)  
Adjunct Professor, English  
B.A., M.F.A., University of Baltimore

Cary B. Barker (2006)  
Adjunct Instructor, Business and Technology Management  
B.A., Shippensburg University;  
M.S., Capitol College

Daniel Barnhart (2011)  
Adjunct Professor, Psychology  
A.A., Saint Leo University;  
B.S., James Madison University;  
M.A., Wake Forest University;  
Ed.D., The George Washington University

Katherine Barrett (2011)  
Adjunct Professor, Sociology  
B.A., Notre Dame of Maryland University;  
M.S.W., University of Maryland, Baltimore

Lauren Bathgate (2016)  
Human Services Supervisor I  
B.S., Stevenson University;  
M.S.W., University of Maryland, Baltimore

Robert Bauserman (2011)  
Adjunct Professor, Psychology  
B.A., University of Pennsylvania;  
M.A., Ph.D., Syracuse University

Jennifer Baxter-Roshek (2011)  
Adjunct Professor, Biological Sciences  
B.S., University of Pittsburgh at Johnstown;  
Ph.D., University of Maryland, College Park

Patrick L. Beben (2017)  
Adjunct Instructor, Mathematics  
B.S., Southeastern Louisiana University;  
M.S., Texas A & M University

Adjunct Professor, Forensics  
B.A., Notre Dame of Maryland University;  
J.D., University of Maryland, Baltimore

Joan P. Beemer (1983)  
Assistant Professor, Mathematics  
B.S., Towson University;  
M.S., The Johns Hopkins University

Carmela Bell (2006)  
Adjunct Professor, Law  
B.A., Stevenson University;  
B.A., J.D., University of Baltimore

Forest E. Bell (2017)  
Program Coordinator and Assistant Professor, Fashion Design & Merchandising  
B.F.A., Corcoran School of Art and Design;  
M.S., Drexel University

Leeanne M. Bell McManus (2007)  
Professor, Business Communication  
B.A., University of Pittsburgh;  
M.A., West Virginia University;  
Ph.D., Duquesne University

David Beiz (2011)  
Adjunct Instructor, Management  
B.A., Loyola University Maryland;  
M.L.A., St. John's College of Maryland

Donna Benford, RN (2008)  
Adjunct Instructor, Nursing  
B.S., University of Maryland, Baltimore County;  
M.A., University of Maryland, Baltimore

Lara Biagiotti (2011)  
Adjunct Instructor, Biological Studies  
B.S., University of Maryland, Baltimore;  
M.S., The Johns Hopkins University

Christopher Biddle (2014)  
Adjunct Professor, Criminal Justice  
B.A., Western Connecticut State University;  
M.A., John Jay College of Criminal Justice;  
Ph.D., Northcentral University

Dyer P. Bilgrave (1987)  
Professor, Psychology  
B.A., Towson University;  
M.P.S., New York Theological Seminary;  
M.A., American International College;  
M.F.A., Brandeis University;  
M.A., Ph.D., University of Maryland, Baltimore County

Dennis Bilter (2009)  
Adjunct Instructor, Business Communication  
B.S., United States Military Academy;  
M.S., Hofstra University

Emily E. Bix (2017)  
Adjunct Professor, English  
B.A., Gettysburg College;  
M.F.A., Queens University of Charlotte
Sarah Grace Cotter Blanset (2015)
Associate Professor, Mathematics
B.A., Amherst College; M.S., Ph.D., University of Notre Dame
Richard E. Boardman (2013)
Adjunct Instructor, Film and Moving Image
B.A., University of South Carolina; M.A., University of Kansas
Noni L. Bodkin, RN (2005)
Adjunct Professor, Nursing
B.S., Indiana University; M.S., University of Illinois, Chicago; Ph.D., University of Michigan, Ann Arbor
Alicia Bolden (2017)
Adjunct Professor, Biological Sciences
B.S., Stevenson University; Ph.D., Howard University
Fred Bolt (2007)
Adjunct Instructor, Religion
A.A., Anderson College; B.A., Southern Wesleyan University; M.A., The Southern Baptist Theological Seminary
Cynthia Diane Bothwell (2015)
Adjunct Instructor, Mathematics
B.S., University of Illinois; M.S., University of New Mexico; M.S., New Mexico State University
Alexander O. Boulton (1994)
Professor, History
B.F.A., Maryland Institute College of Art; M.A., Ph.D., The College of William & Mary
Michelle Reina Boyer (2017)
Adjunct Instructor, Education
B.A., Towson University; M.Ed., Langston University
David Bradnick (2009)
Adjunct Professor, Philosophy
B.S., Lee University; M.A., Lancaster Seminary
Mark A. Branson (2013)
Assistant Professor, Mathematics
B.A., B.S., University of Oklahoma; M.Phil., Ph.D., Columbia University
Bridget H. Brennan (2015)
Assistant Vice President, Academic Affairs and Professor, English
B.A., University of Maryland, College Park; M.A., Ph.D., Catholic University of America
Jakie Brown, Jr. (1997)
Assistant Professor, Information Systems
A.A., Community College of Baltimore County; B.A., Arlington Bible College
Monica J. Brown (2017)
Adjunct Instructor, Medical Laboratory Science
B.S., Stevenson University
Nathanael Adam Brown (2016)
Adjunct Professor, English
B.A., Cornell University; M.F.A., University of Wisconsin-Madison
Alexandria Browne (2016)
Adjunct Instructor, Forensic Studies
B.S., Bowie State University; M.S., Stevenson University
Sarah E. Brush (2012)
Laboratory Specialist and Adjunct Instructor, Chemistry
B.S., M.S., Stevenson University
Sharon Buchbinder (2011)
Program Coordinator and Adjunct Professor, Healthcare Management
A.A.S., Maria College; B.A., University of Connecticut; M.A., University of Hartford; Ph.D., University of Illinois
Lisa Michele Buckner (2016)
Adjunct Professor, Criminal Justice
B.A., University of Maryland; J.D., District of Columbia School of Law
Charles E. Buehrle (2017)
Adjunct Professor, Mathematics
B.S., LaSalle University; M.S., Ph.D., Lehigh University
Jessica Bullock (2014)
Adjunct Instructor, Forensic Studies
B.S., University of Baltimore; M.S., University of Cincinnati
Lynn Marie E. Bullock (2013)
Adjunct Professor, Nursing
B.S., Syracuse University; M.S., Towson University; D.N.P., Johns Hopkins University
Rebecca Burgess (2015)
Assistant Professor, Biological Studies
B.S., Cornell University; M.A., M.Phil., Ph.D., Columbia University
Associate Professor, Chemistry
B.S., Huntington University; Ph.D., Purdue University
Thomas Christopher Burkhart (2015)
Adjunct Instructor, Business Communication
B.A., University of California, Irvine; M.A., California State University, Los Angeles; J.D., University of Iowa
Damon L. Burman (2007)
Adjunct Professor, Forensic Sciences
B.S., West Virginia Wesleyan College; M.F.S., The George Washington University
Katherine A. Buvoltz (2017)
Adjunct Professor, General Instruction
B.S., Houghton College; M.B.A., Regis University; Ph.D., Regent University
Beverly Bye, RN (2011)
Associate Professor, Nursing
B.S., Ed.D., Towson University; M.Ed., Loyola University Maryland; M.S., University of Maryland, Baltimore
Thomas N. Byrd (2017)
Program Coordinator, Cyber Forensics
B.S., University of Nebraska - Lincoln; M.S., Illinois Institute of Technology; J.D., Loyola University - Chicago
Walter Calahan (2010)
Adjunct Instructor, Art
B.S., Syracuse University; M.A., McDaniel College
Robert F. Care (2010)
Adjunct Instructor, English
A.A., Allegany College; B.S., Frostburg State University; M.A., Towson University
Joseph Carr (2015)
Adjunct Instructor, Education
B.A., University of Maryland, Baltimore County; M.A., McDaniel College
Patrick M. Carroll, Jr. (2005)
Adjunct Instructor, Information Systems
B.S., University of Maryland University College; M.S., The George Washington University
Alan D. Carswell (2015)
Chair and Professor, Information Systems
B.S., Northwestern University; M.B.A., Harvard Business School; Ph.D., University of Maryland, College Park

Adjunct Instructor, Forensic Studies
B.S., Stevenson University; M.S., University of Baltimore

Louise M. Carwell (2009)
Adjunct Professor, Law
B.A., University of Rochester; J.D., Case Western Reserve University

Adrienne Casalena (2008)
Adjunct Professor, English
B.A., Goucher College; M.F.A., University of Maryland, College Park

Susan Casciani (2012)
Adjunct Professor, Healthcare Management
B.S., State University of New York, Fredonia; M.S., D’Youville College, Buffalo; M.B.A., State University of New York, Buffalo

Adjunct Instructor, Theatre

Aaron D. Chandler (2010)
Assistant Professor, English
B.A., Roanoke College; M.A., Hollins University; Ph.D., University of North Carolina, Greensboro

Pamela R. Chaney (2006)
Adjunct Professor, Law
B.S., Virginia Commonwealth University; J.D., University of Maryland, Baltimore

Min Cheung (2015)
Adjunct Instructor, Fashion Design
B.S., Philadelphia University

Jason Stelios Chimonides (2015)
Adjunct Professor, Theatre
B.A., M.F.A., Florida State University

Thomas L. Christianson (2012)
Adjunct Instructor, Philosophy and Religion
M.A., Regent University

Melissa Clark (2009)
Adjunct Professor, Forensic Sciences
B.S., M.S., Stevenson University

Ryan Clark (2015)
Program Coordinator and Assistant Professor, Theatre
B.S., Towson University; M.F.A., Florida State University

Douglas Coats (2014)
Adjunct Professor, Accounting
B.A., Loyola University Maryland; J.D., University of Baltimore

Adjunct Professor, Information Systems
A.B., University of Chicago; M.S., Villa Julie College; J.D., University of Maryland School of Law; LL.M., S.J.D., National Law Center, The George Washington University

Jason Cohen (2015)
Adjunct Instructor, Business Communication
B.S., Towson University; M.S., University of Baltimore

Dina Cole (2014)
Adjunct Professor, Legal Studies
B.A., J.D., Capital University

Joanne Cole (2007)
Adjunct Instructor, Mathematics
B.S., Towson University

Nathan Cole (2008)
Adjunct Instructor, Information Systems
B.S., M.S., Stevenson University

Linda Coleman (2014)
Adjunct Professor, Business Communication
B.S., M.A., Ph.D., Duquesne University

Jeffrey Comen (2001)
Adjunct Professor, Law
B.A., The Johns Hopkins University; J.D., University of Baltimore

James L. Condron (2008)
Adjunct Professor, Art
B.A., Colby College; M.F.A., Maryland Institute College of Art

Dean E. Cook (1984)
Professor, Information Systems
B.A., Loch Haven State College; M.A., Indiana State University; M.A.S., The Johns Hopkins University; Ph.D., University of Missouri

Linda Cook (2008)
Adjunct Professor, Nursing
A.S., Monroe Community College; B.S.N., Alfred University; M.S., Ph.D., University of Maryland, Baltimore

Rodney C. Cook (1999)
Adjunct Professor, Art
B.A., Trinity College; M.F.A., Maryland Institute College of Art

Michael B. Cooney (2015)
Adjunct Instructor, Education
B.S., Stevenson University; M.S., The Johns Hopkins University

Stuart Coonin (2010)
Adjunct Professor, English
B.A., University of Maryland; M.A., Ph.D., Michigan State University

Jeanne Corbley (2007)
Adjunct Instructor, Forensic Studies
A.A.S., B.S., Stevenson University

Russell S. Cory (2010)
Adjunct Instructor, Art
Digital Media Degree Program, Full Sail University

Katherine Cottle (2014)
Adjunct Professor, English
B.A., Goucher College; M.F.A., University of Maryland, College Park

Ian Coyle (2014)
Adjunct Instructor, Political Science
B.A., Saint Bonaventure University; M.P.A., State University of New York, Albany

Tonia M. Cristino (2010)
Director, SUO Admissions and Adjunct Instructor, Information Systems
B.S., M.S., Stevenson University

Christopher T. Crostic (2009)
Technical Director and Assistant Professor, Theatre
B.S., Frostburg State University; M.F.A., Indiana University

Alexander Crowley (2012)
Adjunct Instructor, Marching Band

William E. Crowther (1990)
Adjunct Professor, Theatre
B.S., M.F.A., Towson University

Douglas Crumb (2015)
Adjunct Instructor, Accounting
B.B.A., Niagara University; M.B.A., Loyola University Maryland; M.S.F.S., Pennsylvania State University

Laura Culbertson, RN (2010)
Adjunct Instructor, Nursing
B.S.N., M.S., University of Maryland, Baltimore
Andrea Cumbo (2009)  
Adjunct Professor, English  
B.A., Messiah College;  
M.A., Case Western Reserve University;  
M.F.A., Antioch University

Michelle A. D’Alessandro, RN  (2013)  
Adjunct Professor, Nursing  
B.S.N., Villanova University;  
M.S.N., The Johns Hopkins University;  
D.N.P., University of Maryland, Baltimore

Pamela Deem  (2016)  
Adjunct Instructor, Business Administration  
B.A., St. Mary’s College of Maryland;  
M.B.A., University of Baltimore

David Deluliis (2016)  
Adjunct Instructor, Communication Studies  
B.A., M.A., Pennsylvania State University;  
Ph.D., Duquesne University

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

Heather Dexter (2015)  
Education Supervisor I  
B.S., Salisbury University;  
M.S., McDaniel College

Rebecca A. Diaz, RN (2002)  
Department Chair and Assistant Professor, Nursing  
B.S., Villa Julie College;  
M.S.N., Drexel University

Rachel Celia Didovich (2015)  
Adjunct Professor, English  
B.A., M.A., Case Western Reserve University;  
M.F.A., University of Baltimore

Carol A. Dietrich (2001)  
Adjunct Professor, Counseling and Human Services  
B.A., McDaniel College;  
M.S.W., The Catholic University of America

Robert Diotalevi (2014)  
Adjunct Professor, Legal Studies  
A.S., McIntosh College;  
B.A., Curry College;  
J.D., New England School of Law

Adjunct Professor, Nursing  
A.A.S., B.S., M.S., Pace University

Victoria J. Doby, CPA (1995)  
Professor, Accounting  
B.A., M.B.A., Loyola College in Maryland;  

Patrick Donohue (2016)  
Adjunct Instructor, Religion  
B.S., Lancaster Bible College;  
M.A., Reformed Theological Seminary

LaTonya Dyett (2003)  
Adjunct Professor, Forensic Studies  
B.A., University of Virginia;  
J.D., University of Maryland, College Park

Patricia Dearing (2011)  
Adjunct Instructor, Philosophy  
B.F.A., Maryland Institute College of Art;  
M.A., Temple University

Bernette Downs (2014)  
Adjunct Instructor, Business Communication  
B.S., Howard University;  
M.S., University of the District of Columbia

Ryan Drazenovic (2016)  
Adjunct Instructor Chemistry  
B.S., Stevenson University

Daniel Dregier, Jr. (2010)  
Adjunct Professor, Business Administration and Law  
B.A., Loyola University Maryland;  
J.D., University of Baltimore, School of Law

David C. Drewer (1996)  
Adjunct Professor, Physics  
B.A., M.A., Ph.D., The Johns Hopkins University

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

Hilda Dunkwu (2014)  
Adjunct Professor, Legal Studies  
L.L.B., University of Benin, Nigeria;  
L.L.M., University of San Diego;  
Ph.D., Nova Southeastern University

Meredith C. Durmowicz (2002)  
Dean, Beverly K. Fine School of the Sciences;  
Interim Dean, Sandra R. Berman School of Health Professions; Professor, Biological Sciences  
B.S., Marquette University;  
Ph.D., The Johns Hopkins University

Timothy M. Dwyer (2006)  
Professor, Chemistry  
B.S., Regis College;  
Ph.D., Dartmouth College

LaTonya Dyett (2013)  
Adjunct Professor, Developmental Studies  
B.S., Morgan State University;  
M.Ed., American Inter-Continental University;  
Ph.D., Capella University

Shannon Dyson (2014)  
Adjunct Instructor, Art  
B.S., Stevenson University;  
Cara Ebling (2016)  
Counseling and Human Services Supervisor I  
B.S., James Madison University;  
M.S.W., University of Maryland, Baltimore
Helaina Ebling (2011)  
Adjunct Professor, Counseling and Human Services  
A.A., Villa Julie College;  
B.A., Towson University;  
M.S., University of Maryland  
Baltimore County

Candice Edwards (2015)  
Adjunct Instructor, Counseling & Human Services and Supervisor I  
B.S., Stevenson University;  
M.P.A., University of Baltimore

Coordinator, Distance Learning and Adjunct Professor, Information Systems  
B.S. University of Maryland;  
M.Ed., Salisbury University

James Egenrieder (2015)  
Adjunct Professor, Education  
B.S., Pennsylvania State University;  
M.A., Ed.D., Virginia Polytechnic Institute & State University

Todd Ehrlich (2016)  
Adjunct Instructor, Mathematics  
B.S., University of Maryland  
Baltimore County;  
M.S., Ohio State University

Jeffrey D. Elliott (2001)  
Chair and Professor, Psychology  
B.A., M.A., Salisbury State University;  
Ph.D., University of Maryland, Baltimore County

Robert A. Ellis (2006)  
Adjunct Professor, Business Communication  
B.A., Towson University;  
M.A., University of Baltimore

Omowale Elson (2016)  
Adjunct Professor, Business Communication  
B.A., Howard University;  
M.A., Howard University;  
Ph.D., Howard University

Steven R. Engorn (1989)  
Program Coordinator and Assistant Professor, Business and Technology Management  
A.A., Catonsville Community College;  
B.S., The American University;  
M.B.A., Loyola College in Maryland

Roxanne Epps (2011)  
Adjunct Professor, Counseling & Human Services  
B.A., Morgan State University;  
M.S.W., Howard University

Christopher William Ernst (2015)  
Assistant Professor, Film and Moving Image  
B.A., Hampshire College;  
M.F.A., University at Buffalo

Alicia C. Eubanks (2017)  
Adjunct Professor, Psychology  
B.S., Frostburg State University;  
M.A., Ph.D., Southern Illinois University

Kathryn Falcone (2014)  
Adjunct Professor, Theatre  
B.A., University of Maryland, Baltimore County;  
M.F.A., California Institute of the Arts

Shannon Familetti (2014)  
Adjunct Instructor, Chemistry  
B.A., College of the Holy Cross;  
M.A., University of Virginia

Mohammad "Bagher" Fardanesh (2012)  
Adjunct Professor, Business Administration  
B.S., M.A., Ph.D., University of Colorado

Mark Farinha (2015)  
Adjunct Professor, Biological Sciences  
B.S., Ph.D., Queen's University

Sandra Feldstein (2005)  
Adjunct Professor, English  
A.B., Hunter College, The City University of New York;  
M.A., University of Connecticut;  
Ed.D., University of Massachusetts

Shannon Fello (2009)  
Adjunct Instructor, Education  
B.S., Indiana University;  
M.S., Loyola University Maryland

Judith A. Feustle, RN (1991)  
Associate Dean, Nursing  
B.S.N., M.S., University of Maryland, Baltimore;  

Dina Fiasconaro (2010)  
Associate Professor, Film and Moving Image  
B.S., Syracuse University;  
M.F.A., Columbia University

Arthur H. Fifer (2005)  
Assistant Professor, Information Systems  
B.S., Towson University;  
M.B.A., Loyola College in Maryland

Mayaugust P. Finkenberg (2005)  
Assistant Professor, Education and Counseling & Human Services  
B.A., Syracuse University;  
M.S.W., University of Maryland, Baltimore;  
Ed.D., Nova Southeastern University

Assistant Professor, Education  
B.S., Towson University;  
M.Ed., Loyola University Maryland

Elizabeth Fitzgerald (2003)  
Adjunct Professor, Education and Education Supervisor II  
B.S., M.S., Towson University

Arlene K. Fleischmann (2010)  
Adjunct Professor, Developmental Studies  
B.A., University of Maryland, College Park;  
M.Ed., McDaniel College

Mark Flores (2016)  
Adjunct Instructor, Business Administration  
B.S., Towson University;  
M.B.A., University of Baltimore

Douglas Folsom (2014)  
Adjunct Instructor, Film and Moving Image  
B.A., New York University;  
M.D.I., Trinity Episcopal School For Ministry

William E. Folson (2006)  
Adjunct Instructor, Forensic Studies  
A.A.S., Community College of the Air Force;  
B.S., M.S., University of Maryland University College

Michele G. Foss (2015)  
Adjunct Instructor, Chemistry  
B.A., St. Olaf College;  
M.B.A., Loyola University Maryland

Ora Freedman (2001)  
Professor, Economics  
B.A., M.A., Ph.D., State University of New York, Binghamton

Michael Gaffney (2007)  
Adjunct Professor, Music  
B.A., Loyola University Maryland;  
J.D., University of Maryland

Clotile S. Galbraith (2002)  
Professor, Education  
B.S., Pennsylvania State University, University Park;  
Ed.M., Ed.D., Temple University
Philip J.B. Gallagher (2007)
Adjunct Professor, Business Administration and
Mathematics B.A., M.A.,
Christ’s College, University of Cambridge

Beverly J. Gandolfo (2017)
Choral Director and Adjunct Instructor, Music
B.A., McDaniel College

Glenn Georgieff (2010)
Adjunct Instructor, Mathematics
A.A., Essex Community College;
B.S., M.S., Towson University

Sheri F. German (2016)
Adjunct Instructor, Art
B.A., M.A., American University

James H. Gibson (2006)
Adjunct Professor, Information Systems
B.S., Valley Forge Christian College;
M.S., Towson University

Assistant Professor, Biological Sciences and Faculty Director, Honors Program
B.A., Goucher College;
Ph.D., The Johns Hopkins University

Sara Godbee (2011)
Librarian, Brown School of Business and Leadership and Adjunct Instructor, Business Administration
B.S., University of South Carolina;
B.A., College of Charleston;
M.L.S., University of Maryland, College Park

Guillermo Gonzalez (2010)
Adjunct Instructor, Spanish
B.A., Clarion University of Pennsylvania;
M.A., West Virginia University

Jamie Leanne Hager Goodall (2015)
Assistant Professor, History
B.A., M.A., Appalachian State University;
Ph.D., The Ohio State University

Michael Gordon (2011)
Adjunct Professor, Criminal Justice
B.S., Northeastern University;
M.S., Shippensburg University;
D.P.A., University of Baltimore

Raymond Gordon (2002)
Adjunct Instructor, Physical Education

Jacquelin A. Gorman (2017)
Adjunct Professor, English
B.A., Bowdoin College;
M.F.A., Spalding University;
J.D., University of California, Los Angeles

Susan T. Gorman (1991)
Executive Vice President Academic Affairs, Provost and Professor, Biological Sciences
B.A., Kenyon College;
Ph.D., The Johns Hopkins University

Lisa Gotschall, RN (2011)
Professor, Nursing
B.S.N., Russell Sage College;
M.S., Columbia University;
Ph.D., Capella University

Alicia M. Graham (2002)
Adjunct Instructor, English
B.A., Stockton State College;
M.Ed., Boston University

Katherine Greco (2011)
Adjunct Instructor, Marching Band

Morris Greenberg (2010)
Adjunct Instructor, Criminal Justice
B.S., M.S., The Johns Hopkins University

Patricia Greenberg (2011)
Adjunct Instructor, Sociology
B.A., Goucher College;
M.A., University of Maryland, Baltimore County

Deric M. Greene (2004)
Associate Professor, Business Communication
B.S., James Madison University;
M.A., Norfolk State University;
Ph.D., Howard University

Jonathan S. Greene (2008)
Adjunct Professor, Law
B.A., J.D., University of Maryland, Baltimore

Mary Greenwald (2015)
Education Supervisor I
B.A., University of Maryland, Baltimore County

Paul A. Griffey, MT(ASCP) (2001)
Adjunct Professor, Medical Laboratory Science
B.S., University of Maryland, Baltimore;
M.B.A., Loyola College in Maryland

Vivi-Anne W. Griffey, MLS(ASCP) (1981)
Program Coordinator and Adjunct Professor, Medical Laboratory Science
B.S., University of Maryland, Baltimore;
M.S., Thomas Jefferson University

John Grimes (2013)
Adjunct Instructor, Forensic Studies
A.A., Essex Community College;
B.A., Notre Dame of Maryland University;
M.S., Stevenson University

Paul Grimm (2012)
Adjunct Professor, Biological Sciences
B.S., Ph.D., University of Nebraska Medical Center

Linda Gronberg-Quinn (2014)
Adjunct Instructor, Human Services
B.S., M.A., Towson University

Esther Gunter (2009)
Adjunct Instructor, Information Systems
B.S., Towson University;
M.A., University of Maryland, Baltimore County

Barbara E. Guthrie (2004)
Adjunct Professor, Human Services
B.A., M.Ed., McDaniel College

Kathryn E. Hall (2008)
Adjunct Instructor, History
B.S., Frostburg State University;
M.A., James Madison University

William Hall, Jr. (2009)
Adjunct Professor, Philosophy
B.A., J.D., Howard University

Judith M. Hamilton (2007)
Adjunct Professor, Law
B.A., M.A., West Virginia University;
J.D., University of Baltimore

Nora Hamilton, RN (2011)
Adjunct Instructor, Nursing
A.A.S., Illinois Valley Community College;
B.S.N., Olivet Nazarene University;
M.S.N., University of Phoenix

Sean Hannigan (2011)
Adjunct Professor, English
B.S., Southern Illinois;
M.F.A., University of Alaska, Anchorage

Terence Hannum (2011)
Assistant Professor, Art
B.A., Florida Southern College;
M.F.A., School of the Art Institute of Chicago Illinois

Ian "Blake" Hardcastle (2008)
Adjunct Professor, Religion
B.S., University of Wisconsin;
M.D.I, Ph.D., The Southern Baptist Theological Seminary
Brian M. Hare (1997)  
*Assistant Professor, Information Systems*  
B.A., The George Washington University;  
M.A., Bowie State University;  
M. Div., Trinity Seminary

William Harrell (2015)  
*Assistant Professor, Chemistry*  
B.S., Virginia Tech Center for Teacher Education;  
M.S., Ph.D., University of Maryland, College Park

Benjamin Harris (2009)  
*Adjunct Professor, Criminal Justice and Legal Studies*  
B.A., The Johns Hopkins University;  
J.D., Yeshiva University

Heather E. Harris (2003)  
*Professor, Business Communication*  
B.A., Concordia University;  
M.A., Ph.D., Howard University

Starr I. Harris (2017)  
*Adjunct Professor, Film & Moving Image*  
B.A., St. Augustine’s College;  
M.F.A., Howard University

Kolaleh Hassan (2017)  
*Adjunct Professor, Biological Science*  
B.A., Notre Dame of Maryland University;  
M.S., The Johns Hopkins University;  
PharmD., Touro College

Morgan Hassler (2012)  
*Adjunct Instructor, Criminal Justice*  
A.A., Catonsville Community College;  
B.S., University of Phoenix;  
M.S., The Johns Hopkins University

Kelly Heil (2015)  
*Education Supervisor I*  
B.S., Towson University;  
M.A., University of Maryland, Baltimore County

Dearanda T. Hendricks (2016)  
*Counseling & Human Services Supervisor I*  
B.A., M.S., University of Baltimore

*Adjunct Professor, English*  
B.A., St. John’s College;  
M.A., The Johns Hopkins University;  
Ph.D., The Catholic University of America

George Hermina (2015)  
*Adjunct Professor, Law*  
A.A., Hudson Valley Community College;  
B.S., M.B.A., Russell Sage College;  
J.D., University of Baltimore

Anne Heusler (2011)  
*Adjunct Instructor, English*  
B.A., Hood College;  
M.L.A., The Johns Hopkins University

Dabney M. Hilibish (2017)  
*Adjunct Professor, History*  
B.A., Stephens College;  
M.A. and Ph.D., University of Maryland

Gary N. Hicks, RN (2005)  
*Adjunct Professor, Nursing*  
RN, Harford Community College;  
B.S., Villa Julie College;  
M.S., Towson University

Rodney E. Hill (2007)  
*Adjunct Professor, Law*  
B.S., University of Maryland, College Park;  
J.D., University of Baltimore

Elliot Hirshman (2017)  
*President and Professor, Psychology*  
B.A., Yale University;  
M.A., Ph.D., University of California, Los Angeles

Stacey Hittle (2016)  
*Lecturer, Nursing*  
B.S., M.S., Stevenson University

Ann Horn (2015)  
*Education Supervisor II*  
B.A., McDaniel College;  
M.Ed., American College of Education

William Hodge (2013)  
*Associate Professor, Physics*  
B.S., University of North Carolina at Wilmington;  
Ph.D., Wake Forest University

Nancy Hoffman (2009)  
*Adjunct Professor, Counseling & Human Services*  
B.A., Ph.D., University of Maryland, College Park;  
M.A., Loyola University Maryland

Timothy Charles Holgate (2016)  
*Adjunct Professor, Physics*  
B.S., North Georgia College State University;  
M.S., Ph.D., Clemson University

Timothy R. Holland (2002)  
*Adjunct Professor, Business Administration*  
B.A., Wake Forest University;  
M.S., Stevenson University;  
M.B.A., Washington University in St. Louis

Alexander E. Hooke (1978)  
*Professor, Philosophy*  
B.S., Towson University;  
M.A., West Chester State College;  
Ph.D., University of Missouri

Benjamin "Tom" Hopkins (1978)  
*Adjunct Instructor, Geography*  
B.A., Washington College;  
M.A., Towson University

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

Dean Horvath (2009)  
*Adjunct Professor, Management and English*  
B.S., State University of New York;  
M.S., University of Maryland;  
M.S., Towson University

Amanda Gingery Hostalka (1998)  
*Dean, School of Design and Professor, Design*  
B.F.A., Maryland Institute College of Art;  
M.A., M.F.A., University of Baltimore

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

Richard Huberfeld (2011)  
*Lecturer, Criminal Justice*  
B.A., M.A., Brooklyn College

Virginia N. Iannone (2002)  
*Professor, Psychology*  
B.S., University of Scranton;  
M.A., Ph.D., The Catholic University of America

Paul Insley (2010)  
*Adjunct Instructor, Information Systems*  
B.S., M.S., Stevenson University

Michelle Ivey (2013)  
*Professor, Chemistry*  
B.S., Harvey Mudd College;  
M.S., Ph.D., University of California, Irvine
Robert A. Jackson (2017)
Adjunct Instructor
B.S. and M.S., Stevenson University

D’Andrea Jacobs (2014)
Adjunct Professor, Graduate Education
B.A., University of California, Los Angeles;
M.A., Ph.D., Michigan State University

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

Josephine Johnson (2016)
Adjunct Professor, Chemistry
B.A., Dickinson College;
M.S., University of Maryland;
Ph.D., University of Maryland, Baltimore

Keith Johnson (2012)
Associate Professor, Biological Sciences
B.S., Central College;
Ph.D., Texas A & M University

Glenn Johnston (2007)
Chair, Humanities and Public History and Assistant Professor, History and Archivist
B.A., St. Lawrence University;
M.A., State University of New York, Buffalo;
M.Ed., Niagara University;
Ph.D., University of North Texas

Lindsey Jones (2014)
Adjunct Instructor, Physics
B.S., Juniata College;
M.Ed., University of Maryland
University College

Neil Jones (2014)
Adjunct Professor, Art
B.A., University of Delaware;
M.A., Savannah College of Art and Design;
M.F.A., Maryland Institute College of Art

Éric Jorgensen (2010)
Adjunct Professor, Philosophy
B.S., University of Idaho;
M.D.I., Nazarene Theological Seminary

Barbara Jung (2015)
Adjunct Professor, Forensic Studies
B.S., Towson University;
J.D., University of Baltimore

Geetha Kada (2013)
Adjunct Professor, Nursing
B.S., M.S.N., Omayal Achi College of Nursing;
M.A., University of Chennai, India;
Ph.D., Capella University

Deborah Kai Kai (2011)
Adjunct Instructor, Psychology
B.A., University of Virginia;
M.S., Florida State University

Laura Kaiser (2014)
Adjunct Professor, Psychology
B.S., M.A., Ph.D., University of Maryland, College Park

Alexandra Katzoff (2013)
Adjunct Instructor, Marching Band
B.A., University of Maryland, College Park

Anna B. Kayes (2006)
Professor, Management
B.A., Catawba College;

Algis Kemezys (2008)
Adjunct Instructor, Information Systems
B.S., M.B.A., University of Baltimore

Ernest C. Kiehne (2017)
Adjunct Instructor, English
B.A., Vassar College;
M.A., City College of New York

Gregory T. Keplinger (2006)
Associate Professor, Film and Moving Image
A.A., Montgomery College;
B.S., Towson University;
M.F.A., American University

Anne M. Kerns (2003)
Adjunct Professor, French
B.A., Albright College;
M.A., University of Colorado;
Ph.D., University of California

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

Wendy L. Kimber-Louis (2005)
Chair and Professor, Biological Studies
B.S., Wolverhampton Polytechnic;
Ph.D., Edinburgh University

Deborah E. King, RN (2009)
Adjunct Professor, Nursing
B.S.N., The City University of New York;
M.S., M.A., Ph.D., University of Maryland

Mary Kinnecome (2008)
Adjunct Professor, Art; Film and Moving Image
B.A., University of Mary Washington;
M.A., University of Massachusetts;
Ph.D., University of Wisconsin-Madison

Emmanuelle Klossou (2011)
Associate Professor, Criminal Justice
B.A., Hartwick College;
M.S., Ph.D., Northeastern University

Ashley Anne Kniss (2015)
Senior Lecturer, English
B.A., Eastern Mennonite University;
M.A., Catholic University of America;
Ph.D., Catholic University of American

Marybeth M. Kobett (1998)
Associate Professor, Education and Faculty Director, First Year Seminar
B.S., University of Missouri;
M.S., The Johns Hopkins University

Jason Kolowski (2012)
Adjunct Professor, Forensic Sciences
B.A., Cornell College;
M.S., John Jay College of Criminal Justice;
M.P.H., Ph.D., The City University of New York

Don Kooence, Sr. (2012)
Adjunct Instructor, Information Systems
B.F.A., Temple University;
M.B.A., Strayer University, Washington

Caleb Kortokrax (2014)
Adjunct Professor, Art
B.F.A., Valparaiso University;
M.F.A., Maryland Institute College of Art

Caitlin E. Kowalewski (2017)
Adjunct Instructor, Biological Sciences
B.S., M.S., University of Maryland, Baltimore County

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

James Kranz (2011)
Adjunct Instructor, Marching Band
B.M., Peabody Conservatory of Music, The Johns Hopkins University
Stephanie Kratzen (2015)
Adjunct Professor, Nursing
B.S.N., Towson University; M.S., D.N.P., University of Maryland, Baltimore
James Kucher (2014)
Assistant Professor, Marketing
B.A., Kean University; M.B.A., D.P.A., University of Baltimore
Lorie E. Lana (1996)
Professor, Biological Sciences
B.S., M.S. Ph.D., University of Maryland, College Park
Jennifer S. Landon (2006)
Adjunct Instructor, English
B.A., Coppin State University; M.A., University of Maryland, College Park
Romas Laskauskas (2005)
Assistant Professor, Management
B.S., Mount St. Mary's College; M.B.A., Virginia Commonwealth University
Lisa L. Lauer (2017)
Adjunct Instructor, Education
B.S., Stevenson University; M.S., McDaniel College
Mary Laurents (2014)
Adjunct Instructor, History
B.S., M.A., University of Maryland, Baltimore County
George E. Lauterbach (2003)
Adjunct Professor, Chemistry
B.S., University of Maryland, College Park; M.A., The Johns Hopkins University; D.D.S., University of Maryland, Baltimore
Nikita Laws (2014)
Adjunct Professor, Psychology
B.A., Howard University; M.A., Bowie State University; Ed.D., Argosy University
George Leary (2014)
Adjunct Professor, Psychology
A.A., Community College of Baltimore County; B.S., The George Washington University; M.S., Pennsylvania State University; Ph.D., University of Maryland, Baltimore County
Deborah J. Leather (2009)
Adjunct Professor, Management
A.B., College of St. Elizabeth; M.A., University of Hawaii; M.B.A., Marymount College of Virginia; D.B.A., The George Washington University
Anne Lefter (2016)
Adjunct Professor, Theatre
B.A., University of Minnesota; M.A., Ph.D., Cornell University
Thomas Lentz, Jr. (2008)
Adjunct Professor, Information Systems
B.S., M.S., Stevenson University; M.B.A., University of Baltimore
Holly Lentz-Schiller (2012)
Assistant Professor, Fashion Merchandising
B.A., M.A., University of North Carolina at Wilmington; Ph.D., University of North Carolina at Greensboro
Loryn S. Lesser (2004)
Adjunct Professor, Sociology and Psychology
B.A., College of Staten Island, The City University of New York; M.A., Montclair State University; M.S., Towson University; Ph.D., Walden University
Barry Levine (2012)
Adjunct Professor, Forensic Sciences
B.S., Loyola University Maryland; Ph.D., Virginia Commonwealth University
Kenneth Levine (2011)
Adjunct Instructor, Education Supervisor I
B.A., University of Maryland, Baltimore County; M.Ed., The Johns Hopkins University
Michael Levine (2015)
Adjunct Professor, Law
B.A., University of Maryland, College Park; M.A., J.D., University of Baltimore
Mara Levine (2012)
Adjunct Instructor, Chemistry
B.S., Hood College; M.S., University of South Carolina
Jane Lewty (2017)
Adjunct Professor, English
B.A., Ph.D., University of Glasgow; M.F.A., University of Iowa
Amanda Marie Licastro (2015)
Assistant Professor, English
B.A., Loyola University; M.A., DePaul University; Ph.D., Graduate Center, CUNY
Jerome D. Lindauer (2005)
Adjunct Instructor, Management
B.S., Virginia Polytechnic Institute and State University; M.B.A., Loyola College in Maryland
Irvin B. Litofsky (2005)
Adjunct Professor, Forensic Sciences
B.A. The Johns Hopkins University; M.S.F.S., The George Washington University
Lisa Lorden, RN (2010)
Assistant Professor, Nursing
B.S., Stevenson University; M.S., ACNP, University of Maryland, Baltimore
Mark Lortz (2011)
Interim Director, Music and Assistant Professor, Music
Sandra Lucci, RN (2008)
Adjunct Instructor, Nursing
B.S., Rutgers-Newark The State University; M.S., University of Maryland, Baltimore
Robyn Lyles (2011)
Adjunct Instructor, Criminal Justice
B.S., University of Missouri, St. Louis; M.S., University of Baltimore
Deborah A. Lyons, RN (2003)
Assistant Professor, Nursing
B.S., Villa Julie College; M.S.N., M.S., Towson University
Michael A. MacFee (2017)
Adjunct Instructor, Business Communications
B.S., M.S., Stevenson University
Sandra L. Macon, MT(ASCP) (1999)
Adjunct Instructor, Medical Laboratory Science
B.S., Towson University
John Maddrey (2016)
Adjunct Instructor, Mathematics
B.A., McDaniel College; M.A., Bowling Green State University
Argiro Magers (2012)  
Adjunct Instructor, Forensic Sciences  
B.A., McDaniel College;  
M.S., Towson University

Shradha Maheshwari (2013)  
Adjunct Instructor, Mathematics  
B.Com., Shri Shikshayatan College;  
B.S., M.B.A., Wilmington College

Jihan Mahmoud (2018)  
Assistant Professor, Graduate Nursing  
B.S., Jordan University of Science and Technology;  
M.S., University of Jordan;  
Ph.D., University of Kentucky

Gerald S. Majer (1985)  
Professor, English  
B.A., Northeastern Illinois University;  
M.A., The Johns Hopkins University;  
Ph.D., Northwestern University

Barry Malin, CPA (1983)  
Adjunct Professor, Accounting  
B.A., Ner Israel Rabbinical College;  
B.A., Loyola College in Maryland

Nicholas Marrocco (2004)  
Adjunct Instructor, Forensic Studies  
B.A., M.S., Loyola University Maryland

Meggen Marx (2009)  
Assistant Professor, Art  
B.F.A., University of Wisconsin, Eau Claire;  
M.F.A., University of Maryland, Baltimore County

Ariana Mashilker (2014)  
Adjunct Professor, English  
B.A., Tufts University;  
M.A., Ph.D., University College of Dublin

Tracey M. Mason (2008)  
Professor, Chemistry  
B.S., Longwood College;  
Ph.D., Virginia Commonwealth University

Professor, Biological Sciences  
B.S., University of Maryland, Baltimore County;  
Ph.D., University of Maryland, College Park

Holly Matla (2014)  
Adjunct Instructor, Graduate Education  
B.S., University of Toledo;  
M.Ed., Bowling Green State University

Jennifer T. Matthews (2016)  
Adjunct Instructor, Business Administration  
B.S., Morgan State University;  
M.A., Notre Dame of Maryland University

Leah Matthews (2014)  
Adjunct Professor, Art  
B.A., Elon University;  
M.F.A., University of Baltimore

Colin May (2010)  
Adjunct Professor, Criminal Justice, Forensic Science, and Forensic Studies  
B.S., Siena College;  
M.S., Stevenson University

Deirdre C. McAllister (2017)  
Adjunct Instructor, Theatre  
B.A., Suffolk University;  
M.F.A, Towson University

Michael McConnell, Jr. (2009)  
Adjunct Instructor, Law  
B.S., St. John Fisher College;  
M.S., Syracuse University

Hunter McCord (2012)  
Adjunct Instructor, Sociology  
B.A., M.S., Hunter College

Katherine McCord (2009)  
Adjunct Professor, English  
B.S., Middle Tennessee State University;  
M.A., New Mexico State University;  
M.F.A., Warren Wilson College

Barry McCravy (2014)  
Adjunct Professor, Criminal Justice  
B.S., Geneva College;  
M.S., Shippensburg University;  
Ed.D., Duquesne University

Patrick McDowell (2011)  
Adjunct Instructor, Criminal Justice  
B.S., M.S., The Johns Hopkins University

Melanie McEntee (2012)  
Adjunct Professor, Psychology  
B.A., M.A., Ph.D., Loyola University Maryland

John McFadden (2009)  
Adjunct Professor, Mathematics  
B.S., M.S., Villanova University;  
M.S., The George Washington University;  
Ph.D., Pennsylvania State University

Associate Professor, Mathematics  
B.S., The College of William & Mary;  
M.A., University of Michigan

Assistant Professor, History  
B.A., M.A., University of Virginia;  
J.D., University of Baltimore

Ronald McGuire (2013)  
Adjunct Instructor, Cyber Forensics  
B.S., Western Carolina University

Cornelia H. McKenna (2015)  
Adjunct Instructor, Mathematics and Physics  
B.A., Bryn Mawr College;  
M.B.A., University of Baltimore

Erika McMillion (2017)  
Adjunct Professor, Chemistry  
B.S., Georgia Institute of Technology;  
B.S., Spelman College;  
Ph.D., University of California, San Francisco

Associate Professor, Education  
B.S., M.Ed., Towson University

John McQuitty (2016)  
Adjunct Professor, Religion  
B.A., Oklahoma Baptist University;  
M.Div., Southwestern Baptist Theological Seminary;  
M.A., Southwestern Baptist Theological Seminary;  
M.A., Syracuse University;  
Ph.D., Golden Gate Baptist Theological Seminary

Renee McSwain (2013)  
Adjunct Instructor, Film and Moving Image  
B.S., University of South Carolina;  
M.A., American University

Susan Medghalchi (2011)  
Adjunct Professor, Biological Sciences  
B.S., State University of New York, Buffalo;  
Ph.D., The Johns Hopkins University

Jason Medinger (2011)  
Adjunct Professor, Forensic Studies and Legal Studies  
B.A., University of Notre Dame;  
J.D., Emory University

Christopher James Metzger (2015)  
Assistant Professor, Art and Graphic Design  
B.A., Lafayette College;  
M.F.A., M.A., Maryland Institute College of Art

Richard Metzger (2013)  
Senior Lecturer, Psychology  
B.S., Muskingum University;  
M.S., Ph.D., University of North Dakota
Department Chair and Professor, Law and Justice Studies  
B.S., Miami University of Ohio; J.D., University of North Carolina at Chapel Hill

Reed Milland (2015)  
Adjunct Instructor, Criminal Justice  
B.S., University of Maryland; University College; M.S., The Johns Hopkins University

Neal Miller (2013)  
Assistant Professor, Physics  
A.B., Princeton University; M.S., University of Pennsylvania; M.S., Ph.D., New Mexico State University

Rose Miller, RN (2007)  
Adjunct Professor, Nursing  
A.A., George C. Wallace State Community College; B.S., Troy State University; M.P.A., Auburn University; MSN, University of Alabama

Phyllis Evelyn Mills-Greene (2015)  
Adjunct Instructor, Criminal Justice  
James Von Minor (2000)  
Adjunct Professor, Art  
B.F.A., Colorado State University; M.F.A., Pennsylvania State University, University Park

Ursula Minervini (2017)  
Adjunct Professor, Art  
B.F.A., Maryland Institute College of Art; M.F.A., Towson University

Christine A. Mister-Ward (2017)  
Adjunct Instructor, Nursing  
B.S., Coppin State University; M.S., Morgan State University

Stephanie Miszczuk (2016)  
Adjunct Instructor, Education  
B.S., Stevenson University; M.E., Towson University

Meghan E. Mitchell (2017)  
Adjunct Instructor, Biological Sciences  
B.S., Cornell University; M.P.H., Columbia University in the City

Sacheen Mobley (2017)  
Adjunct Professor, Communication  
B.A., Park University; M.A., University of Missouri; Ph.D., University of Missouri, Columbia

Diana Molavi (2014)  
Adjunct Professor, Medical Laboratory Science  
B.S., Pennsylvania State University; M.D., Washington University; Ph.D., The Johns Hopkins University

Anthony Montcalmo (2010)  
Adjunct Instructor, Business Administration  
B.A., University of Delaware; M.B.A., University of Maryland, College Park

Laurel Moody RN (2012)  
Assistant Professor, Nursing  
BSN, University of Maryland; M.S., Stevenson University; M.S., University of Maryland University College

George M. Moore (2006)  
Chair and Professor, Art and Graphic Design  
B.A., Hampshire College; M.F.A., Maryland Institute College of Art

Christine Moran (2014)  
Dean, Student Success; Associate Dean, Service-Learning; Professor, Education  
B.A., M.A., LaSalle University; Ph.D., Temple University

Danielle Morgan-Smith (2017)  
Adjunct Faculty, Biological Sciences  
B.S., College of William & Mary; M.S., Ph.D., Old Dominion University

Alhakam“Hakim” Mourad (2010)  
Adjunct Instructor, Business and Technology Management  
B.S., Nova Southeastern University; M.S., University of Maryland University College

Lisa A. Moyer (2017)  
Adjunct Professor, Education  
A.A., Germanna Community College; B.A. and M.Ed., University of Mary Washington; Ph.D., Virginia Polytechnic Institute

Steven Mrozinski (2009)  
Instructor, Biological Sciences  
B.S., M.S., Stevenson University

Ann Murk (2014)  
Adjunct Instructor, Education  
B.A., Bowling Green State University; M.S., The Johns Hopkins University

Nancy J. Murray (2017)  
Adjunct Professor, English Language & Literature  
B.A., University of Maryland University; M.F.A., University of Baltimore

Kathryn Mychailyszyn (2014)  
Adjunct Professor, Art  
B.A., Loyola University Maryland; M.F.A., University of Baltimore

Jared Myers (2016)  
Adjunct Instructor, Cyber Forensics  
B.A., Arkansas State University; M.S., Stevenson University

Sara Narayan (1992)  
Professor, Chemistry  
B.S., M.S., Ph.D., Indian Institute of Science, Bangalore

Bruce Nelson (2007)  
Adjunct Instructor, Theatre  
B.A., Towson University

Danielle Newill (2012)  
Adjunct Professor, Education and Education Supervisor I  
M.S., McDaniel College

Professor, Education  
B.A., James Madison University; M.A., M.Ed., Ohio University; Ph.D., University of Virginia

Kari Nickles (2014)  
Adjunct Instructor, Medical Laboratory Science  
B.S., Stevenson University

Ilisa Nigrin (2015)  
Education Supervisor I  
B.S., University of Maryland, College Park

Lea Nolan (2012)  
Adjunct Instructor, Healthcare Management  
A.B., Georgetown University; M.A., The George Washington University

Leann Norman (2010)  
Adjunct Professor, Biological Sciences  
B.S., Wagner College; Ph.D., University of Maryland, College Park

Mark Norris (2013)  
Professor, Biological Sciences  
B.S., Allegheny College; M.S., Kansas State University; Ph.D., University of Minnesota - Twin Cities
Meagan Nyland (2010)
Senior Lecturer, English
B.S., B.A., Southern Illinois University;
M.F.A., University of Baltimore

Sandra A. O’Connor (1986)
Adjunct Professor, Law
B.S., J.D., Indiana State University

Steven O’Dell (2014)
Adjunct Professor, Forensic Sciences
B.S., M.B.A., Loyola College in Maryland;
M.S., Villa Julie College

Elizabeth H. Oakes (2006)
Adjunct Professor, Business Communication
B.A., University of Vermont; M.A., University of California, Los Angeles;
Ph.D., University of Massachusetts, Amherst

Samuel Obae (2013)
Assistant Professor, Biological Sciences
B.S., University of Nairobi, Kenya; M.S., Frostburg State University;
Ph.D., West Virginia University

Emma Oberlehner (2014)
Adjunct Instructor, Education
B.S., Stevenson University

Adjunct Instructor, Forensic Studies
B.S., University of Maryland, College Park

Steven Paul Olson (2016)
Adjunct Instructor, Criminal Justice
B.A., University of Maryland, Baltimore County;
B.S., M.S., The Johns Hopkins University

Patricia O’Malley (2015)
Adjunct Professor, Psychology
B.A., Rowan University;
M.A., Ph.D., University of Maryland, Baltimore County

Jerome T. Palmerino (2008)
Adjunct Instructor, Information Systems
B.S., Villa Julie College;
M.S., University of Maryland, Baltimore County

Lisa Paris, RN (2013)
Adjunct Professor, Nursing
B.S.N., University of Maryland, Baltimore County;
M.A., Hood College;
D.N.P., The Johns Hopkins University

Tamara Paris (2014)
Adjunct Instructor, Medical Laboratory Science
B.S., Salisbury University

Harlan Parker (2017)
Adjunct Professor, Music
B.A., Emporia State University;
M.A., Ph.D., University of Kansas

Amy Parlette (2017)
Adjunct Professor, Master’s in Teaching
B.S., University of Maryland;
M.S., The Johns Hopkins University;
Ph.D., Capella University

Bernadette Parrish (2015)
Senior Student Records Specialist and Assistant Professor, English
B.A., Dickinson College;
M.F.A., The Johns Hopkins University

Marc Partee (2011)
Adjunct Instructor, Criminal Justice
B.A., Morgan State University;
M.S., University of Baltimore

Adjunct Instructor, Information Systems
B.S.E., Loyola College in Maryland;
M.S., Towson University

Rima Pavalko (2016)
Adjunct Professor, Interdisciplinary Studies
B.A., Hiram College;
M.A., University of Maryland;
Ph.D., University of Maryland

Mary “Diane” Payne (1998)
Assistant Vice President, Research and Academic Operations
B.S., Brescia College;
M.S., University of Cincinnati

Sheila S. Pearlman (2010)
Adjunct Professor, Mathematics
B.S., Temple University;
M.A., CAGS, University of Pennsylvania;
Ph.D., University of Rochester

Robert P. Pelton (2000)
Professor, Education
B.S., M.S., State University of New York, Cortland;
Ed.D., Nova Southeastern University

Bernard Penner (2009)
Adjunct Professor, Law B.A., University of Maryland, Baltimore County;
M.A., Towson University;
J.D., University of Maryland School of Law

Meghan Pennini (2011)
Adjunct Professor, Biological Sciences
B.S., University of Maryland, College Park;
Ph.D., Case Western Reserve University

Andrew R. Peters (2017)
Adjunct Professor, Theatre
B.S., Towson University;
M.F.A., DePaul University

David Pietropaoli (2007)
Adjunct Professor, Philosophy and History
B.A., University of Maryland, Baltimore County
STL, STD, Gregorian University, Rome;

Rebecca Pisano (2015)
Associate Dean, International & Off-Campus Study and Assistant Professor, Education
B.A., Miami University, Oxford;
M.A., The George Washington University;
Ph.D., University of California, Los Angeles

Dixie Poe, RN (2008)
Adjunct Professor, Nursing
B.S.N., Medical College of Georgia;
M.S.N., Bowie State University;
M.G.A., University of Maryland University College

Morris A. Pondfield (2001)
Adjunct Professor, Information Systems
B.A., University of Maryland, College Park;
M.I.M., American Graduate School of International Management;
M.S., University of Maryland University College

Laura M. Pope (2008)
Adjunct Professor, English
B.A., Goucher College;
M.A., St. Mary’s University
Gary Popoli (2010)
Adjunct Professor, Psychology
B.A., M.A., Loyola University Maryland;
Ph.D., University of Maryland, College Park

Barry W. Powell (2010)
Adjunct Professor, Criminal Justice
B.A., Community College of Baltimore;
B.S., M.P.A., J.D., University of Baltimore

Veronica Powell (2011)
Adjunct Professor, Psychology and Sociology
B.S., University of Central Texas;
M.A., University of Maryland, College Park;
Ph.D., Capella University

David Preston (2014)
Adjunct Professor, Mathematics
B.S., Clarion State College;
M.S., Ohio University;
M.S., Ph.D., University of Maryland, College Park

Timothy S. Pruett (2017)
Adjunct Professor, Physics
B.A., University of North Alabama;
M.S., Western Kentucky University;
Ph.D., West Virginia University

Colleen A. Pullis (2007)
Adjunct Professor, English
B.A., Colgate University;
M.A., Binghamton University;
Ph.D., The University of Georgia

George "Tim" Puls (2010)
Assistant Coach, Men's Lacrosse and Adjunct Instructor, Physical Education
B.A., University of Maryland, Baltimore County

Shelley Pumphrey (2012)
Senior Lecturer, Business Administration
B.A., University of Maryland;
M.A.S., The Johns Hopkins University
Ph.D., North Central University

Joseph V. Rampolla (2005)
Adjunct Instructor, Information Systems
B.S., Loyola College in Maryland

Lynnett Redhead (2011)
Adjunct Instructor, Forensic Sciences
B.S., University of the West Indies;
M.S., Towson University

Christopher Llewellyn Reed (2006)
Chair and Professor, Film and Moving Image
B.A., Harvard University;
M.A., Yale University;
M.F.A., Tisch School of the Arts, New York University

Milland Reed (2015)
Adjunct Instructor, Criminal Justice
B.S., University of Maryland, University College - Asia;
M.S., The Johns Hopkins University

Timothy Reed (2016)
Adjunct Professor, English
B.A., College of Charleston;
M.F.A., University of Baltimore

Richard Reilly (2014)
Adjunct Professor, Biological Sciences
B.S., University of Virginia;
Ph.D., University of South Carolina

Jacob Rhoads (2014)
Adjunct Professor, Art
B.A., Grinnell College;
M.T.S., Harvard Divinity School;
M.F.A., Maryland Institute College of Art

Kevin Rivera (2009)
Adjunct Professor, Forensic Studies
B.S., Park University;
M.S., Norwich University

Marsha Roach (2006)
Education Supervisor II and Adjunct Professor, Education
B.S., M.S., Towson University;
Ed.D., Nova University

Robert Robinson (2011)
Adjunct Instructor, English
B.S., M.S., Towson University

Christina Rockey (2016)
Adjunct Professor, English
B.A., West Chester University of Pennsylvania;
M.F.A., University of Baltimore

Donna C. Rockey (2016)
Adjunct Instructor, English
B.S., Towson University;
M.A., Lancaster Theological Seminary;
M.A., Pennsylvania State University

Maureen Roeger (2015)
Adjunct Instructor, Nursing
B.A., B.S.N., Notre Dame of Maryland University;
M.S., Stevenson University

Joseph Rosalski (2011)
Adjunct Instructor, History
B.A., University of Baltimore;
M.A., University of Maryland, Baltimore County

Cynthia Rosenberg (2015)
Adjunct Professor, Legal Studies
B.A., M.A., J.D., University of Baltimore;
A.A., Community College of Baltimore

John Rosicky (2012)
Chair and Professor, Counseling & Human Services
B.S., Brown University;
Ph.D., University of Oregon

Ellen M. Roskes (1996)
Associate Dean and Chair, Chemistry and Mathematics and Physics and Professor, Chemistry
B.A., M.A., Ph.D., The Johns Hopkins University

Mindy Rosen (2015)
Education Supervisor I
B.S., University of Maryland, College Park;
M.S., The Johns Hopkins University

Melissa Ross (2014)
Adjunct Instructor, Education
B.S., Stevenson University;
M.Ed., Towson University

Mary Elizabeth "Chip" Rouse (1984)
Associate Professor, Business Communication
B.A., Western Maryland College;
M.Ed., Loyola College in Maryland;
M.A., University of Maryland, College Park

Barbara S. Rowell (2015)
Chair and Professor, Accounting
B.A., MBA, Lehigh University;
J.D., Widener University

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

Laurie Rubin (2013)
Adjunct Professor, Forensic Studies
B.S., Towson University;
M.S., Stevenson University

Adjunct Professor, Nursing
B.S., M.S., University of Maryland, Baltimore

Keith S. Safford (2007)
Adjunct Instructor, Information Systems
B.S., University of Kansas, Lawrence;
M.E.S., Loyola College in Maryland
Monibo Sam (2010)  
Assistant Professor, Sociology  
B.Sc., M.Sc., University of Port Harcourt;  
Ph.D., University of Connecticut

James Sanford (2011)  
Adjunct Instructor, Business and Technology Management  
A.A.S., York College;  
B.S., Albright College;  
M.S., Stevenson University

Elizabeth A. Schulman (1994)  
Assistant Professor, Information Systems  
B.A., Dickinson College;  
B.S., Stevenson University;  
M.S., University of Baltimore

Lisa Scarbath (2009)  
Adjunct Professor, Law  
B.A., University of Delaware;  
J.D., University of Baltimore

Susan A. Schenning (2005)  
Associate Professor, Forensic Studies  
B.A., Notre Dame of Maryland University;  
J.D., University of Baltimore

Lauren Schisszik (2011)  
Adjunct Instructor, History  
B.A., Earlham College;  
M.A., University of Maryland, College Park

Carol Schmidhauser (1997)  
Instructor, Biological Sciences  
B.S., University of Rochester;  
M.S., Clemson University

Jennifer Schneider (2011)  
Adjunct Instructor, Forensic Studies  
B.S., M.S., Stevenson University

Inex Scholler-Jaquish, RN (2007)  
Adjunct Professor, Nursing  
B.S.N., Arizona State University;  
M.A., University of California, Los Angeles;  
M.S., Loyola University Maryland;  
Ph.D., University of Maryland, College Park

Karl Schroeder (1999)  
Adjunct Instructor, Information Systems  
B.S., M.S., Virginia Polytechnic Institute and State University

Elizabeth A. Schulman (2010)  
Adjunct Instructor, Physical Education

Henry Schupple (2003)  
Adjunct Instructor, Geography  
B.S., M.A., Towson University

David “Ryan” Schurtz (2011)  
Associate Professor, Psychology  
B.S., M.A., Towson University;  
Ph.D., University of Kentucky

Charles V. Schuster (2017)  
Adjunct Instructor, Mathematics  
B.S., Stevenson University;  
M.S., Southern New Hampshire University

Sarena R. Schwartz (2000)  
Adjunct Professor, Information Systems  
B.S., M.S., Stevenson University

Catherine Scolllick (2012)  
Adjunct Instructor, Biological Sciences  
B.S., Frostburg State University;  
M.S., The Johns Hopkins University

Kelly M. Scott (2011)  
Adjunct Professor, English  
B.A., University of Maryland, Baltimore County;  
M.F.A., University of Baltimore

Mary Scott (2013)  
Adjunct Instructor, Medical Laboratory Science  
B.S., Stevenson University

Alvin Sears (2017)  
Adjunct Instructor, Mathematics  
B.S., U.S. Air Force Academy;  
M.S., Naval Postgraduate School

Reshmi Sen (2016)  
Adjunct Professor, Business Communications  
B.A., University of Calcutta, Indi;  
M.A., Worcester State University;  
Ph.D., Duquesne University

Angela Setzer (2014)  
Adjunct Professor, Psychology  
B.A., Loyola University Maryland;  
M.A., Towson University;  
Ph.D., American University

Harold D. Shaffer (2004)  
Adjunct Professor, Counseling & Human Services  
B.S., West Virginia Institute of Technology;  
M.S., Loyola College in Maryland

Ronald L. Shaffer, Jr. (2007)  
Adjunct Instructor, Information Systems  
B.S., Strayer University;  
M.S., Capitol College

Alison Shao (2010)  
Adjunct Instructor, Biological Sciences  
B.S., University of Connecticut;  
M.S., State University of New York, Albany

Marina Shapiro (2012)  
Adjunct Instructor, Chemistry  
B.S., M.S., Towson University

Brenda Shell-Eleazer (2011)  
Adjunct Instructor, Criminal Justice  
B.S., M.S., Coppin State University

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

Nancy P. Sherman (2005)  
Adjunct Instructor, Film & Moving Image  
B.A., Towson University;  
M.A., University of Maryland, College Park

Catherine Shiel (2008)  
Adjunct Instructor, Education  
B.S., Towson University

Zamira Simkins (2016)  
Chair, Department of Business Administration and Associate Professor, Finance  
B.S., Kyrgyz-Russian Slavic University;  
M.I.A., Missouri State University;  
Ph.D., American University

Alyssa Simms-Clark (2012)  
Adjunct Instructor, English  
B.A., University of California, Berkeley;  
M.Ed., Howard University

Leslie Simpson (2011)  
Assistant Professor, Fashion Design  
B.A., Simmons College;  
M.S., Philadelphia University

Dolly Singh (2016)  
Adjunct Professor, Biological Sciences  
M.A., Florida State University;  
Ph.D., The Johns Hopkins University

Mary Skipper (2008)  
Adjunct Instructor, English  
B.S., East Carolina University;  
M.E.D., Goucher College

Michael D. Smigiel (2017)  
Adjunct Professor, Film & Moving Image  
B.A., Salisbury University;  
M.F.A., Maryland Institute College of Art

Caprice Monique Smith (2015)  
Adjunct Instructor, Criminal Justice  
B.S., Coppin State University;  
M.Ed., University of Maryland, University College
Laura T. Smith (2010)  
Chair and Associate Professor, English  
B.A., The College of William & Mary;  
M.A., Ph.D. University of Texas at Austin  

Maryland  
M.S., Psy.D., Loyola University D.C.;  
B.S., Catholic University of America, Lincoln  

Anatoly Smolkin (2017)  
Adjunct Professor, Law  
B.S., Stevenson University;  
J.D., University of Maryland Baltimore County  

Kenneth L. Snyder, Jr. (1996)  
Associate Professor, Information Systems  
A.A., Catonsville Community College;  
B.S., Villa Julie College;  
M.S.E.S., Loyola College in Maryland  

Laura Snyder (2008)  
Professor, English  
B.A., M.A., Ball State University;  
Ph.D., Loyola University, Chicago  

Professor, Law  
B.A., Miami University;  
J.D., University of Baltimore  

Becky Socha (2016)  
Adjunct Instructor, Medical Laboratory Science  
B.S., Merrimack College;  
M.S., University of Massachusetts  

Ann Solan (2013)  
Program Coordinator and Assistant Professor, Business Programs SUO  
B.S., Nyack College;  
M.B.A., Dowling College;  
Ph.D., Regent University  

Anissa Sorokin (2018)  
Assistant Professor, English and Writing Coordinator  
B.A., Temple University;  
M.A., Temple University;  
M.A., Education;  
Ph.D., University of Maryland, Baltimore County  

Colleen Spada (2010)  
Adjunct Professor, Psychology  
B.S., Catholic University of America, D.C.;  
M.S., Psy.D., Loyola University Maryland  

Diana Speelman (2008)  
Adjunct Professor, Chemistry  
B.S., University of Maryland, Baltimore County;  
Ph.D., University of Maryland, Baltimore  

Kerry Lynn Spencer (2015)  
Senior Lecturer, Science Writing  
B.A., M.A., Brigham Young University;  
Ph.D., University of Wales, Bangor  

Teresa Spencer (2016)  
Adjunct Professor, Theatre  
B.A., Amherst College;  
M.F.A., The George Washington University  

Christopher Sperling (2009)  
Adjunct Professor, History  
B.A., M.A., George Mason University  

Scott Stalcup (2016)  
Adjunct Instructor, Mathematics  
B.S., M.S., Old Dominion University;  
M.S., The Johns Hopkins University  

Cary D. Stanger (2005)  
Adjunct Professor, History  
B.A., State University of New York, Fredonia;  
M.A., The George Washington University;  
M.L.S., Columbia University  

Dennis Starliper (2009)  
Adjunct Professor, Accounting  
B.S., Benjamin Franklin University;  
M.B.A., Southeastern University  

Wendy Stevenson (2016)  
Adjunct Professor, Biological Sciences  
B.A., Ph.D., University of Maryland Baltimore County  

Kyle Joseph Stine (2016)  
Adjunct Professor, English  
B.A., Michigan State University;  
M.A., University of Arizona;  
Ph.D., University of Iowa  

Linda Stone (2013)  
Adjunct Professor, Psychology  
B.A., Rutgers University;  
M.S.W., Virginia Commonwealth University;  
Ed.D., The College of William & Mary  

Adjunct Professor, Forensic Studies  
B.S., Syracuse University;  
J.D., Brooklyn Law School  

Tiveeda Stovall (2017)  
Adjunct Instructor, Master's in Teaching  
B.A., University of Colorado, Boulder;  
M.of S.W., University of California, Berkeley  

Jennifer Strasbaugh (2009)  
Adjunct Professor, Art  
B.A., Stevenson University;  
M.A., Notre Dame of Maryland University  

Shawn Sullivan (2014)  
Adjunct Professor, Legal Studies  
B.A., J.D., University of Mississippi;  
L.L.M., University of Cambridge  

Geetha Suresh (2013)  
Professor, Criminal Justice  
B.A., M.A., Madras University, India;  
M.P.H., Bharathiar University, India;  
Ph.D., University of Louisville  

Benjamin Sutley (2013)  
Adjunct Professor, History  
B.A., Denison University;  
M.A., University of Maryland, Baltimore County;  
J.D., University of Baltimore  

Professor, Counseling & Human Services  
B.S., University of Virginia;  
J.D., University of Baltimore;  
M.S., Ph.D, Loyola University Maryland  

Donna R. Swope, RN (1994)  
Adjunct Professor, Nursing  
B.S.N., M.S., University of Maryland, Baltimore  

Katie Swope (2011)  
Associate Professor, Law and Justice Studies  
B.A., Slippery Rock University of Pennsylvania;  
M.A., Ph.D. Indiana University of Pennsylvania  

Daniela Syed (2014)  
Adjunct Professor, Psychology  
B.A., Ph.D., University of South Dakota  

Nanette C. Tamer (1989)  
Professor, English  
B.A., Syracuse University;  
M.A., M.A.T., State University of New York, Binghamton;  
Ph.D., University of Delaware  

Brian Tanen (2008)  
Adjunct Instructor, Forensic Studies  
B.A., University of Maryland, Baltimore County;  
M.S., Stevenson University
Clarke Tankersley (2013)
Adjunct Professor, Biological Sciences
B.A., University of Maryland; M.S., The Johns Hopkins University; Ph.D., Pennsylvania State University

Furkan Tari (2011)
Adjunct Instructor, Business and Technology Management
B.S., Marmara University, Turkey; M.S., University of Baltimore

William Tawes (2014)
Adjunct Instructor, Business Administration
B.S., Towson University; M.S., Stevenson University

Colleen M. Terpos (2011)
Adjunct Professor, Mathematics
B.S., Miami University, Ohio; M.A., Boston College

Barry Thomas (2012)
Adjunct Instructor, Sociology and Human Services
B.S., Towson University; M.S., The Johns Hopkins University; M.Ed., Loyola University Maryland

Kathryn J. Thomas, RN (1991)
Adjunct Professor, Psychology
B.S.N., M.S., M.S., University of Maryland, Baltimore; Ph.D., Institute for the Study of Human Sexuality

Angelita Latony Thomas Crawford (2015)
Adjunct Instructor, Mathematics
B.S., Vanderbilt University; M.B.A., The Johns Hopkins University

William Tignanelli (2014)
Adjunct Professor, Accounting
B.S., Towson University; M.B.A., The George Washington University; J.D., University of Maryland, Baltimore

Program Coordinator and Associate Professor, Forensic Sciences
A.A., Harford Community College; B.S., University of Maryland, College Park; M.S.F.S., The George Washington University; Ph.D., University of Maryland, Baltimore County

Takisha Toler (2013)
Assistant Professor, Marketing
B.B.A., University of Memphis; M.B.A., Ph.D., Saint Louis University

Christopher Toth (2016)
Adjunct Instructor, Chemistry
B.S., Stevenson University

Lainie Troutman (2017)
Adjunct Instructor, Art
B.F.A., Carnegie Mellon University

Peter Truby (2011)
Adjunct Instructor, Business Communication
B.S., Shepherd University; M.B.A., University of Maryland, College Park

Kristen Trumpler (2011)
Adjunct Instructor, Marching Band
B.S., Towson University

Kimberly Tucker (2012)
Director, Center for Environmental Stewardship and Associate Professor, Biological Sciences
B.S., Florida State University; Ph.D., University of Florida

Harry B. Turner (1993)
Professor, Law
B.A., University of Pennsylvania; J.D., University of Maryland, Baltimore

Janet Ugolino (2014)
Adjunct Professor, Biological Sciences
B.S., Mercyhurst University; Ph.D., University of Maryland, Baltimore

George K. Umanah (2017)
Adjunct Professor, Biological Sciences
B.S., University of Ghana; M.R., University of Essex, UK; Ph.D., University of Tennessee

Gerald N. Van Aken (1988)
Professor, English
B.A., Trinity College; M.A., Ph.D., University of Maryland, College Park

Philip van Berten (2010)
Associate Professor, Marketing
B.A., M.S., CNAM, Paris; Ph.D., Telecom and Management Sudparis

Henderika "Rika" Van Huizen (2012)
Adjunct Professor, Biological Sciences
M.S., Wageningen Agricultural University; Ph.D., University of Alberta

Magdeleine M. Vandal (2017)
Adjunct Instructor, GPS
B.A., Mount Saint Mary's College; M.F.A., Trinity-Washington University

Carmen Velez, CPA (1995)
Adjunct Instructor, Accounting
A.A., B.S., Villa Julie College; M.S., The Johns Hopkins University

Stephanie L. Verni (2000)
Professor, Business Communication
B.S., M.S., Towson University; M.F.A., National University

Sarah J. Verville (2011)
Associate Professor, Art
B.A., Marymount University; M.F.A., Maryland Institute College of Art

Nadene N. Vevea (2016)
Associate Dean and Chair, Business Communication
B.A., M.A., Minnesota State University; Ph.D., North Dakota State University

Frederick Via III (2010)
Adjunct Instructor, Theatre
B.F.A., Kansas City Art Institute

Elena Volkova (2014)
Assistant Professor, Art
B.F.A., M.F.A., Maryland Institute College of Art

John Wachter (2014)
Adjunct Instructor, Forensic Studies
B.S., University of Phoenix; M.S., Stevenson University

Daniel Wagner (2011)
Adjunct Professor, Psychology
B.A., Brandeis University; M.S., Psy.D., Long Island University, C.W. Post Campus

Robert Wagner (2014)
Adjunct Instructor, Physical Science
B.S., Case Western Reserve University; M.S., University of Michigan

Sarah Ringler Walsh (2015)
Lecturer, Biological Sciences
B.S., James Madison University; M.S., Wake Forest University

Dawn Ward (2009)
Associate Professor, Chemistry
B.A., Lincoln University; Ph.D., University of Maryland, Baltimore County

Ashlie Warnick (2013)
Adjunct Professor, Marketing
B.A., University of Maryland, Baltimore County; J.D., University of Michigan Law School; M.A., Ph.D., George Mason University
Stephanie Watkins, RN (2009)  
Adjunct Professor, Nursing  
B.S., Stevenson University;  
M.S., Towson University  

Stacy Weber (2015)  
Education Supervisor I  
B.S., University of Maryland,  
College Park;  
M.A., The George Washington University  

Lauri A. Weiner (1998)  
Associate Professor, Counseling & Human Services  
B.A., Dickinson College;  
M.A., Bowling Green State University;  
J.D., University of Maryland  

Karen W. Welbourn (1994)  
Adjunct Professor, Philosophy  
B.S., Loyola College in Maryland;  
M.A., Oxford University;  
M.A., St. Mary’s Seminary and University  

Charles H. Wilbur (2006)  
Adjunct Instructor, Information Systems  
B.S., University of Maryland University College  

Alex Williams (2017)  
Adjunct Instructor, Mathematics  
B.S., Coppin State University;  
M.E.S., M.S., Loyola University of Maryland  

Assistant Professor, Mathematics  
B.S., Lehigh University;  
Ph.D., University of North Carolina at Chapel Hill  

Cheryl A. Wilson (2017)  
Dean, School of Humanities and Social Sciences and Professor, English  
B.A., SUNY, Geneseo;  
M.A., Ph.D., University of Delaware;  

Jean M. Wilson, RN (2007)  
Assistant Professor, Nursing  
A.A., Howard Community College;  
B.S., Stevenson University;  
M.S., Towson University  

Richard A. Winchurch (2005)  
Adjunct Professor, Biological Sciences  
B.A., M.S., Seton Hall University;  
Ph.D., Rutgers University  

Carrie Wise (2011)  
Adjunct Professor, Forensic Sciences  
B.S., M.S., Stevenson University  

Kevin Wisniewski (2011)  
Adjunct Instructor, History  
B.A., Stevenson University;  
M.A., University of Baltimore;  
M.A., University of Pennsylvania;  

Stephanie Wittt (2011)  
Assistant Director, Data Research and Adjunct Instructor, Chemistry  
B.S., University of Baltimore;  
M.S., Stevenson University  

Larry Wolod (2011)  
Adjunct Professor, Political Science  
B.S., University of Baltimore;  
M.S., University of Hartford;  
J.D., Potomac School of Law;  
LL.M., Georgetown University Law CenterWolod  

Lauren Womack (2015)  
Adjunct Instructor, Nursing  
B.S., York College of Pennsylvania;  
M.S., Stevenson University  

Maria Wong (2014)  
Associate Professor, Psychology  
B.A., University of British Columbia, Canada;  
M.S., University of Utah;  
M.A., Ph.D., University of Illinois at Urbana-Champaign  

Josanne-Dee Woodroffe (2017)  
Adjunct Professor, Chemistry  
B.S., University of the West Indies;  
M.S., University of South Florida  

Andrea Young (2010)  
Adjunct Professor, Philosophy  
B.S., MDI, Howard University;  
J.D., University of Baltimore  

Susan D. Youngren (1990)  
Adjunct Professor, Biological Sciences  
B.A., University of Pennsylvania;  
Ph.D., Cornell University  

Jason Zeiler (2010)  
Adjunct Professor, Criminal Justice and Cyber Forensics  
B.S., Excelsior College;  
M.S., Troy University;  
M.S., Stevenson University  

Stacy Zell (2014)  
Adjunct Professor, Education  
B.S., University of Maryland, College Park;  
M.A., Ph.D., Virginia Polytechnic Institute and State University  

Karen I. Zeller (2017)  
Adjunct Professor, Biological Sciences  
B.S., University of Akron;  
M.S., University of Cincinnati;  
Ph.D., The Johns Hopkins University  

Joyce Zerhusen (2004)  
Adjunct Professor, Forensic Studies  
A.A., B.S., Stevenson University;  
M.A., University of Baltimore  

Jinsong Zhang (2008)  
Senior Instructional Designer and Adjunct Professor, Information Systems  
B.A., M.A., Southwest Jiaotong University, China;  
Ed.D., West Virginia University  

Carol Zimmerman (1991)  
Adjunct Instructor, Physical Education  
B.S., West Chester University;  
M.Ed., Towson University  

Joshua Zimmerman (2016)  
Adjunct Instructor, Accounting  
B.S., Stevenson University;  
M.S., Stevenson University  

Tanya M. Ziniewicz (2017)  
Adjunct Professor, Art  
B.F.A., Cleveland Institute of Art;  
M.F.A., Rhode Island School of Design  

Tina Zirkin (2015)  
Adjunct Instructor, Nursing  
B.S., Towson University;  
B.S.N., Old Dominion University;  
M.S., Stevenson University  

President's Advisory Council  

Gary M. Anderson  
Logan’s Logistics, Inc.  

Robert J. Aumiller, Esq.  
MacKenzie Development, LLC  

Lisa Barnhill  
Berkshire Hathaway Homesale Realty  

Anirban Basu  
Sage Policy Group, Inc.  

Auburn Bell  
Legg Mason  
Global Asset Management  

Ingrid L. Bortner  
The Community College of Baltimore County
Luis E. Borunda
Office of the Maryland Secretary of State

Aurelia Burt
Education Consultant

Kevin G. Byrnes
Alexander G. Campbell III
A.G. Campbell Advisory

Jeanne M. City ’79

Lee Coplan, AIA
Hord Coplan Macht

Cynthia Crawley
Women’s Hospital Foundation

John Dinkel
Dinkel Business Development, LLC

Jonathan E. Farber
Passive Capital Management LLC

Pamela Felton

Steven D. Frenkil, Esq.
Miles & Stockbridge

Donald C. Fry, Esq.
Greater Baltimore Committee

Mark S. Furst
Kennedy Krieger Institute

Susan J. Ganz
Lion Brothers Co. Inc.

Tom Geddes
KDP Investments

Susan Guarnieri, M.D.

Rosemary K. Harder ’69

Charles E. “Ted” Herget, Jr.
Asset Strategy Consultants

Richard J. Hunt, Jr.
Xenith Bank

Ebony Hypolite, CPA ’06
SC&H Group

David Kelly
KTBS/Payroll
Kelly Benefit Strategies

Howard Klein
Klein’s Family ShopRite Markets

Elizabeth N. Lynott ’70
Coldwell Banker Residential Brokerage

Nick Mangione, Jr.
Doubletree by Hilton Baltimore North

Carolee Martelle ’63 ’89 ’97

John G. McCormick
McCormick & Company, Inc., Retired

Carol Menning ’69

Donna Morrison ’74
Baltimore County Government

The Honorable John J. Nagle III
Circuit Court for Baltimore County

David H. Nevins
Nevins & Associates, Chartered

Todd Parchman
Parchman, Vaughan & Company LLC

Barry Rascovar
BCR Communication LLC

Dennis F. Rasmussen
The Rasmussen Group LLC

The Honorable Eileen M. Rehrmann
Eileen Rehrmann & Associates, Inc.

John Ridgeway
Toyota/Lexus Financial Services

Lawrence M. Rivitz
Marketing Initiative LLC

Green Street Academy Foundation, Inc.

Henry A. Rosenberg, Jr.
Rosemore, Inc.

Owen J. Rouse, Jr.
Manekin LLC

Ben Shifrin
Jemicy School

Stuart O. Simms, Esq.
Brown, Goldstein & Levy LLP

Karen Sitnick

Kevin D. Smith
Baltimore County Public Schools

Julie Szymaszek ’68

Vincent W. Talbert

Gilbert R. Trout
Trot & & Associates LLC

Christopher Tsakalos ’03
H&S Bakery, Inc.

Jo-ellen Turner, Ed.D.

Sheila Walsh ’92 ’03M

Ashley J. Ward, Esq. ’09
Cordell & Cordell

Brian M. White
Northwest Hospital LifeBridge Health

Susan B. Wilfong ’70

Diane Wit ’69

The Honorable Robert A. Zirkin
Zirkin & Schmerling Law

Academic Advisory Boards

Biological Sciences Advisory Board

Gwenda L. Brewer, M.S.
Program Manager - Science Program
Maryland Department of Natural Resources

Sheldon E. Broedel, Ph.D.
Chief Executive and Science Officer
Athena ES, Inc.

Nancy DeSesa, M.B.A.
Operations Manager
Molecular Manufacturing
BD Diagnostics Systems

J. Adam Frederick, M.S.
Assistant Director for Education
Maryland Sea Grant Program
Institute of Marine and Environmental Technology

Christine F. Hohman, Ph.D.
Professor of Biology
Morgan State University

Peter S. Liao, M.D.
Staff Surgeon
MD Vein Professionals

Mark A. Schenerman, Ph.D.
Vice President, Analytical Biochemistry
MedImmune, Inc.

Christine Shumaker
Coordinator, Secondary Science
Baltimore County Public Schools

Robert Stephens, Ph.D.
Director, Bioinformatics Support Group
Advanced Biomedical Computing Center
Frederick National Laboratory for Cancer Research

Neil Talbot, Ph.D.
Gene Evaluation and Mapping
Animal Bioscience and Biotechnology Laboratory
ANRI, ARS

Vicki Wolff-Long, Ph.D.
Vice President and General Manager
Biosciences Division
Emergent BioSolutions

Brown School of Business and Leadership Advisory Board

Anna A. Balduzzi
Founder and CMO
SameGrain, Inc.
Jennifer Bodensiek  
President  
Junior Achievement of Central Maryland

P. David Bramble, Jr.  
Managing Partner  
MCB Real Estate, LLC

Misti Burmeister  
CEO/Founder  
Inspinion, LLC

Shervonne Cherry ’05  
Community Manager  
Spark Baltimore

Mericia Conway  
Co-Founder  
Henslee Conway Real Estate

Charles Coon  
Vice President  
Travelers Incorporated

Jayfus T. Doswell  
President/CEO  
Juxtopia, LLC

Librado Gonzalez  
Operations and Management Consultant  
International Partner with ATG Execution

Joseph Hairston  
President/CEO  
Vision Unlimited, LLC

Leila Kohler-Frueh  
Director, Community Engagement  
Habitat for Humanity of the Chesapeake

Kaitlin LeDonne  
Marketing Manager  
Mariner Finance

Randall M. Lutz  
Partner  
Saul Ewing, LLP

David Mattson  
Chief Executive Officer  
Sandler Systems, Inc.

Aristides Melissaratos  
Interim Dean, Brown School of Business and Leadership  
Stevenson University

Aaron Milam ’13  
Associate Developer  
Berkshire Associates, Inc.

David R. Paulson  
Senior Vice President  
Blue & Obrecht Realty, LLC

Josianne Pennington  
Vice President University Marketing and Communications  
Towson University

Pamela Piro  
President and CEO  
Unitec Electronics

Todd Popham  
President and CEO  
Popham and Associates, LLC

C. Kieffer Rittenhouse  
Vice President - Maryland Division  
Integrated Insurance Solutions

Andrew Rose  
Marketing Manager  
MidAtlantic Farm Credit

J. Thomas Sadowski  
Vice Chancellor for Economic Development  
University System of Maryland

Marilyn F. Schneider  
Principal, MA, CPA  
Hertzbach & Company

Keith Scott  
President and CEO  
Baltimore County Chamber of Commerce

Graylin Smith  
CPA, Managing Partner  
SB & Company

Loretta Mahon Smith  
Senior Managing Consultant, Business Analytics and Optimization - Data Architect  
IBM

Ted Venetoulis  
CFO  
Corridor Magazine

Ira Weinstein  
Partner  
Cohn Reznick

Business Communication Advisory Board

Edie Brown  
Edie Brown and Associates Public Relations

Chris Daley  
Maroon Public Relations

Jeff Davis  
J. Davis Public Relations, LLC

Jack Gilden  
Jack Gilden Marketing

Sandra Wills Hannon  
The Hannon Group

Brian Litofsky  
Crown Trophy

Mollie Meeder  
Connect Your Care

Cari Cramer Pierce  
Flip Your Dog

Brandon Seidl  
Director of Web Marketing and Digital Communication  
Stevenson University

Kristen Schultz  
Baltimore Orioles

Center for Environmental Stewardship Advisory Board

Bonnie Allan

Laura Bankey  
Director of Conservation  
National Aquarium

Michael T. Barbour, Ph.D.  
Vice President and Director  
Center for Ecological Sciences  
Tetra Tech, Inc.

Gaylord L. Clark, III  
Carriage House Farms

Nancy B. Hill  
Education Director  
Cylburn Arboretum Association

Michael S. Hollins  
Ecosystem Recovery Institute

B. Thomas Hopkins  
Geographical Information Systems (focus area)

W. Brooks Paternotte  
Executive Director  
Irvine Nature Center

Dana M. Stein  
Maryland House of Delegates

Sara A. Tangren, Ph.D.  
Director of Research  
Chesapeake Natives

Chemistry and Biochemistry Advisory Board

James Damewood, Jr., Ph.D., DABT  
Business Unit Liaison, Haskell Global Centers for Health and Environmental Science  
Dupont Central Research and Development

Michelle Foss  
Lab Manager  
Solvay

Irvin Litofsky  
Director, Forensic Services Section  
Baltimore County Police Department

Amanda Slonaker, MAT, (SU, B.S. Chem ’10)  
Chemistry Teacher  
Carroll County Public Schools
Counseling and Human Services Program Advisory Board

Ari Blum  
Director Health Programs  
University of Maryland, School of Social Work

Lisa Boone  
Coordinator of Human Services  
Community College of Baltimore County

Debbie Boyce  
IEP and Systems Coordinator  
St. Elizabeth School

Bunny Ebling  
Eldercare Consultant  
Private Practice

Candice Edwards ’10  
Program Manager  
Maryland Department of Human Resources, Office for Refugees and Asylees

Loretta Elizalde  
Clinical Therapist  
Private Practice, PCA

Tom Flis  
Behavioral Services Manager  
Sheppard Pratt Health Services

Arthur Hill  
Assistant Vice President of Public School Partnerships  
Kennedy Krieger Institute

Lauren Minnich  
Director of Recruitment & Training  
Target Community & Education Services

Kathea Smith ’04  
Assistant Dean for Enrollment, Academic Affairs, and Student Services, Merrick School of Business  
University of Baltimore

Fashion Design and Merchandising Program Advisory Board

Lee Andersen  
Chief Executive Officer/Designer  
Andersen-Becker, Inc.

Kathy Benedict  
Director of Technical Design and Product Development  
Under Armour

Michele and Edwin Blanchard  
Chief Executive Officer/Designers  
M&B Design Gallery

Amanda Lee Callahan  
Women’s Product Developer  
Under Armour

Francis James De Santis Jr.  
Chief Operating Officer  
Paul Francis Designs, LLC

Jennifer Dos Santos  
Creative Academia  
Under Armour

Mark Falcone  
Chief Executive Officer  
English American Tailoring

Catherine R. Harris  
Textiles and Fashion Careers  
Carroll County Career and Technology Center

Beverly Hill  
President, Advisory Board, Store Manager  
Worth Women's Fashions

Blondell Howard  
Chief Executive Officer/Educator  
The Sassy Sewer

Jeannette Kendall  
Chief Executive Officer  
Success in Style

Mary Ellen Morrison  
Executive Director  
Baltimore Business Conversations

Sharan Nixon  
Chief Executive Officer  
Fashion Umbrella Foundation

Ella Pritsker  
Chief Executive Officer/Educator  
Maryland Center for Fashion Design

Christopher Schafer  
Chief Executive Officer/Retailer  
Christopher Schafer Clothier

Manish Singh  
Chief Executive Officer/Designer  
Victor Rossi Couture Designs

Philip Spector  
Chief Executive Officer  
Fashions Unlimited

Sherry Stauffer  
Designer/Educator  
Association of Sewing and Design Professionals, Baltimore Chapter

Stacy Steube  
Product Developer  
Fashions Unlimited

Paul James Torres  
Chief Executive Officer  
Paul Francis Designs, LLC

Meagan Tyler  
Technical Designer  
Under Armour
**Film and Moving Image Advisory Board**

**Kathleen Ash**  
Interactive Services and Digital Asset Manager  
Maryland Office of Tourism Development

**Beatriz Bufrah**  
Instructor, Video and Digital Imaging  
Baltimore School for the Arts

**Brandy Creek '14**  
Film Archivist/Preservationist  
Colorlab

**Matt Davies, MPSE**  
Partner, Supervising Sound Effects Editor/Foley Artist  
Studio Unknown

**Erica Ginsberg**  
Executive Director  
Docs In Progress

**Nicholas Kovacic '05**  
Founder  
Digital Cave Media

**Sigmund Libowitz**  
Attorney at Law/Producer/Writer  
Venable, LLP

**Tavon Mayne '14**  
Video & Motion Graphics Designer  
Stanley Black & Decker, Inc.

**KJ Mohr**  
Program Director  
Tampa International Gay & Lesbian Film Festival

**Nicole Myers '11**  
Multimedia Production Specialist  
GP Strategies/Social Security Administration

**Brian Stetson**  
Executive Director of Production  
Renegade Productions

**Yevgeny Vaskevich**  
Filmmaker

**Forensics Advisory Board**

**Thomas N. Byrd, Esq.**  
Program Coordinator and Adjunct Professor, Cyber Forensics  
Stevenson University

**Yale Caplan, Ph.D.**  
Former State Toxicologist  
State of Maryland and Past President  
American Academy of Forensic Sciences

**Francis Chiafari**  
Laboratory Director  
Montgomery County Police Crime Laboratory

**Thomas D. Coogan, Esq.**  
Associate Dean and Professor of Forensics and Director, Center for Forensics Excellence  
Stevenson University

**Honorable Emnet Davit**  
State Prosecutor  
State of Maryland

**Dr. Victoria J. Doby, CPA**  
Professor, Accounting and Finance  
Stevenson University

**John E. Grimes III, CFE, CFI**  
Owner  
Fraud & Loss Prevention Solutions

**Barry Levin, Ph.D.**  
Former State Toxicologist  
State of Maryland

**Irvin Litofsky**  
Director  
Baltimore County Forensic Services Section

**Adam Mattina, CISSP**  
Vice President, Deputy CISO  
The Blackstone Group

**Ronald McGuire**  
Adjunct Instructor  
Stevenson University

**Steven A. O'Dell**  
Chief  
Baltimore Police Department

**John J. Tobin, Jr., Ph.D.**  
Program Coordinator and Associate Professor, Forensic Sciences  
Stevenson University

**Healthcare Management Program Advisory Board**

**Laurence Abramson**  
Executive Director  
Maryland Vascular Specialists

**Sergut Admasu, MS**  
Research Administrative Coordinator  
University of Maryland Medical Center

**Ian Bohager, MS**  
Territory Manager  
ZOLL Lifevest

**Justin Buonomo, MS**  
Program Administrator for the Hospitalist Program & the Program Coordinator for the Internal Medicine – Pediatrics Residency Program  
The Johns Hopkins University

**Audrey Buchanan, MS**  
Senior Quality Data Analyst  
Anne Arundel Medical Center

**Carolyn Candiello**  
Vice President for Quality & Patient Safety  
Greater Baltimore Medical Center

**Judith Feustle, ScD, RN**  
Associate Dean, Chief Nursing Administrator  
Stevenson University

**Pamela Franklin, MS, PhD**  
Senior Healthcare Analyst  
Office of the Air Force Surgeon General/Air Force Medical Support Agency

**Monika Piccardi, BSN, RN**  
Student, MS in HCM Program & Nurse Consultant, Administrator II  
Department of Health and Mental Hygiene Prevention and Health Promotion Administration, Office of Genetics and People with Special Health Care Needs

**John Rosicky, Ph.D.**  
Chair, Department of Counseling & Human Services  
Stevenson University

**Rachel Briedenstein Schaaf, MS**  
Director  
Horizon Consulting

**Faculty**

**Sharon Buchbinder, RN, PhD**  
Program Coordinator MS in Healthcare Management  
Stevenson University Online

**Medical Laboratory Science Program Advisory Board**

**Candice S. Grayson, M.A., M.S., MLS(ASCP)SM**  
Director, Medical Laboratory Technology Program  
Community Colleges of Baltimore County, Essex

**Donna K. Marquess, M.A., MT(ASCP) SBB, DLMSM**  
Director, LifeBridge Health Laboratories  
Sinai Hospital

**Heather McGann, M.S.,MT(ASCP) SBBSM**  
Manager, Transfusion Services  
University of Maryland Medical Center
Suzy L. Nicol, M.S., MS.,
MT(ASCP) SBB
Assistant Administrator, 
Department of Pathology 
Johns Hopkins Bayview Medical Center 
J. Dean Nuckols, M.D., Ph.D. 
Chief of Pathology 
Sinai Hospital 
Christin Reuter, M.S., 
MLS(ASCP)CM 
Manager, Microbiology 
Sinai Hospital 
Christina Shelby, MT(ASCP)
Core Laboratory Supervisor 
University of Maryland Baltimore-Washington Medical Center 
Eric Schmith, M.S., MT(ASCP) 
Director, Northwest Hospital Laboratory 
Northwest Hospital 
Megan Frisk, MLS(ASCP)CM, 
SBBCM 
Medical Technologist, Blood Bank 
Sinai Hospital 

Nursing Program 
Advisory Board 
Salliann Alborn 
CEO 
Community Health Integrated Partnership & MD Community Health 
Gail Biba, B.S., RN 
Nurse Manager, NCCU 
The Johns Hopkins Hospital 
Susan Bindon, DNP, M.S., RN-BC 
Assistant Professor 
LifeBridge Health 
Sharon Bottcher, RN, M.S. 
VP, Patient Care Svs. & CNO 
MedStar Union Memorial Hospital 
Cynthia L. Crawley 
President, Board of Directors 
Women’s Hospital Foundation, Inc. 
Cheryl Dover, M.S., RN 
Nursing Department Chair 
Prince George’s Community College 
Jami Hohnner, B.S., RN 
School Affiliate Liaison 
Greater Baltimore Medical Center 
Lola Kropkowski, BSN, RN 
Education Specialist 
MedStar Union Memorial Hospital 
Della Leister, RN 
Deputy Health Officer 
Baltimore County Department of Health 

Shawn P. McNamara, Ed. D, MSN, 
RN 
Nursing Program 
Administrator/Assistant Dean, 
School of Health Professions 
The Community College of Baltimore County 
Nancy Perry, DNP, RN 
Nursing Program Director 
Baltimore County Department of Health 
Deborah Phelps 
Director 
The Education Foundation of Baltimore County Schools 
Cyndy Ronald, B.A. 
Manager, School of Nursing 
Partnership Programs 
University of Maryland Medical Center 
Larry Strasser 
Sr. Vice President of Operations & CNO 
MedStar Franklin Square Medical Center 
Kathy Sullivan, M.S., RN-BC 
Director-Nursing Education and Development 
Medstar Union Memorial Hospital 
Lori Wilson, M.A., BSN, RN 
Assistant Vice President, Patient Services 
University of Maryland Upper Chesapeake Medical Center 

Legal Studies Program 
Advisory Board 
Brandy Cannon, Esq. 
Staff Attorney 
House of Ruth - MD 
Joel B. Charkatz, CPA 
Shareholder 
Katz, Abosch,Windesheim, Gershman & Freedman 
Jeffrey G. Comen, Esq. 
Senior Assistant Attorney General 
Department of Assessments & Taxation 
Diane Dongarra 
Firm Administrator 
Gallagher, Evelius & Jones, LLP 
Samuel Draper, Esq. 
Executive Director 
Special Counsel 
Mary Ann Hammel, Esq. 
Owner/Manager 
Mid-Atlantic Title, LLC 
Monee Hill 
Associate 
Global Financial Crimes 
Morgan Stanley 
Joseph LaScuola 
Senior Paralegal 
Offit Kurman, P.A. 
Michael Markovic 
Retirement Plan Consultant 
High Tower/IVWG Wealth Management 
Marcia Neuberger 
Legal Analyst 
T. Rowe Price 
Shannon Pfisterer 
Courtroom Clerk 
Circuit Court for Carroll County 
B. Marvin Potler, Esq. 
Principal 
Offit Kurman, P.A. 
Nasiba Sabirova 
Student 
Stevenson University 
Legal Studies Program 
Sarah Sawyer, Esq. ’11 
Associate Attorney 
Offit Kurman, P.A. 
Wes Schrum 
Student 
Stevenson University 
Legal Studies Program 
Phyllis Strader 
Paralegal 
Exelon Corporation 
Brianna Villa 
Paralegal 
Murthy Law Firm 
Rita G. Weiner 
Account Executive 
Performa Spectrum Graphics 

School of Design 
Advisory Boards 
School of Design Advisory Board 
Jan Baum 
Founder, Innovation Institute 
Jan Baum & Associates 
David Beaudoin 
Associate Dean, Arts & Humanities Howard Community College 
Lauren Bell 
Style Editor 
Baltimore Magazine 
Greg Bennett 
Principal 
Cut Once, Inc. 
Chad Birenbaum 
Managing Partner, Co-founder 
Duckpin Design
Kenneth Burch
Coordinator, Fab lab
Community College of Baltimore County

Shervonne Cherry
Community Manager
Spark Baltimore

Cara Daniel
Consumer Insights Specialist
DAP Products, Inc.

John Dean
Photographer
John Dean Photography

Diane Devaney
President
Devaney & Associates

Kelly Ennis
Managing Principal
The Verve Partnership

Martin Gierke
Senior Manager - Corporate Reputation
The Boeing Company

Edwin Gold
Designer, Author & Educator

Scott Gore
Division Chair, Fine and Performing Arts
Carroll Community College

Jennifer Kozak
Principal
J. Kozak Creative

Ryan McKibbin
Digital Studio Manager
Maryland Institute College of Art

Will Niebauer
Art, Design & Interactive Media
Community College of Baltimore County

Adam Oberfeld
Senior Commercial Producer
WBAL-TV

Hal Rummel
Institute of Art, Design & Interactive Media
Community College of Baltimore

Amanda Bory Tinkler
Director, Communications & Philanthropy
University of Maryland, St. Joseph Medical Center

Andres Zapata
Executive Vice President of Strategy & Co-Founder
Idfive

Cultural Programs and Exhibitions Advisory Board

Laura Amussen
Director of Exhibitions & Curator
Goucher College

Ryan Clark
Theatre & Media Performance
Stevenson University

Dina Fiasconaro
Department of Film & Moving Image
Stevenson University

Symmes Gardner
Center for Art, Design & Culture
University of Maryland Baltimore County

Gina Falcone Skelton
Skelton Design

Laura Smith
Department of English
Stevenson University

Jennifer Strasbaugh
Jennifer L. Strasbaugh Fine Arts Appraising

Florian Svitak
Artist

Graphic Design Program Advisory Board

Chad Birenbaum
Managing Partner & Co-Founder
Duckpin Design

Jim Burger
Jim Burger Photography

Mark Figuerido
Senior User Experience Designer
T. Rowe Price

Jared Glasser
Graphic Designer, Interactive Marketing
McCormick & Company, Inc.

Chris Hartlove
Chris Hartlove Photography

Ebony Kfenney
Art Director/Education Advocate
Ripefruit Creative

Kolleen Kilduff
Art Director
Devaney and Associates Inc.

Jennifer Kozak
J. Kozak Creative

Chuck Phillips
President
Doodle Design, Inc.

Bryna Stello
Partner
2 Fold Collective

Tim Thompson
No. 9 Design
Index

A Connection to Career 7
About Stevenson 7
Academic Achievement List 58
Academic Advisory Boards 238
Academic Affairs 217
Academic Awards 58
Academic Coursework 7
Academic Dismissal 54
Academic Information 46
Academic Integrity 57
Academic Reinstatement 54
Academic Standing and Grading Information 52
Academic Suspension 54
ACC - Accounting 124
Accelerated Transfer and Graduate Students 29
Accelerated Transfer Students 25
Acceptance and Deposit 27
Accommodations for Students with Disabilities 23
Accounting 65
Accounting Department Awards 59
Accreditations 11
Additional Enrollment Options 29
Additional Learning Opportunities 50
Admission to the Bachelor's to Master's Option for Current Stevenson University Undergraduates 30
Admissions 24, 218
Admissions Procedures and Processes 24
Adults Entering as Freshman Students 25
Advanced Placement 26
Advising Areas 121
Alumni Information 19
Annual Housing Charges and Deposits 33
Applied and Experiential Learning 7
Applied Mathematics 66
Approved Honor Societies 62
ARSC - Military Science Air Force 194
Art 68
ART - Art 125
Art and Graphic Design Department Awards 60
Articulation Agreements and Stevenson Transfer Advantage Relationships (STAR) 26
Arts Alive! Stevenson 17
Athletic Department Class Conflict Information 56
Athletics 218
Athletics at SU 12
Attendance 56
Auditing Courses 52
Auxiliary Services 218
Awarding of Aid 42
Awards 59
Baltimore Student Exchange Program 51
Beverly K. Fine School of the Sciences 219
Beverly K. Fine School of the Sciences Awards 61
BIO - Biology 128
BIOCH - Biochemistry 131
Biochemistry 68
Biological Sciences Advisory Board 238
Biological Sciences Department Awards 61
Biography 70
Biography/Cheemistry/Mathematics – BS/MAT - Master of Arts in Teaching 30
Board of Trustees of Stevenson University 217
Book Vouchers 43
Brown School of Business and Leadership 219
Brown School of Business and Leadership Advisory Board 238
Brown School of Business and Leadership Awards 59
BS/MS and BS/MFS Degree Options 50
Business Administration 72
Business Communication 74
Business Communication Advisory Board 239
Business Communication Department Awards 59
Business Information Systems 98
Business Office 218
Calculation of Class Level 52
Campus Resources and Services 18
Campus Technology 18
Career Services 217
Career Services 20
Center for Environmental Stewardship Advisory Board 239
Change of Catalog Year 53
CHEM - Chemistry 133
Chemistry 75
Chemistry and Biochemistry Advisory Board 239
Chemistry Department Awards 62
CJUS - Criminal Justice 137
CLEP Examinations 26
Clubs and Organizations 12
CM - Communication 140
Communication 77
Community Outreach and Service 16
Community Service Opportunities for Students 17
Computer Information Systems 100
Computer Logins 18
Conference Services 218
Consumer and General Information 45
Continued Eligibility 43
Cost of Attendance and the Expected Family Contribution 42
Costs 33
Counseling & Human Services 61
Professional Development Award 77
Counseling and Human Services 77
Counseling and Human Services Program Advisory Board 240
Counseling Services 22
Course Add/Drop 56
Course Load 55
Course Withdrawal 52
Courses 124
Courses at Another Institution 51
Credit By Exam 26
Credit Hour Definition 55
Criminal Justice 79
Criminal Justice Program Advisory Board 240
Cultural Programs and Exhibitions Advisory Board 243
DANTES 26
Dean's List 58
Dining Services 19
Diploma Information 57
Disbursement of Awards 42
Discipline Minors 48
Diversity Statement 8
Double Majors and Double Degrees 48
Early Childhood Education
  Liberal Arts and Technology........... 80
Early Enrollment 30
EC - Economics 143
Economics 80
ED - Education 144
Education 80
Educational Services to the Community 16
Elementary Education
  Liberal Arts and Technology........... 82
Emeriti 219
ENG - English 148
English Language and Literature 85
Enrollment Management 218
ENV - Environmental Science 152
Environmental Science 86
Evaluation of Transfer Credit 25
Experiential Learning 50
Facilities 218
Faculty 220
Fashion Design 88
Requirements for the Bachelor’s Degree 47
Requirements Post Acceptance - All Accepted International Students 29
Requirements Post-Acceptance - Freshman Students 28
Reserve Officer Training Corps (ROTC) Programs at Johns Hopkins University and the University of Maryland 18
Residence Life 21, 218
Resident Student Technology Support 18
Return of Title IV Funds Policy 44
ROTC - Military Science Army 195
Sandra R. Berman School of Health Professions Awards 61
Sandra R. Berman School of Nursing and Health Professions 219
School of Design 219
School of Design Advisory Board 242
School of Design Advisory Boards 242
School of Design Awards 59
School of Education 219
School of Education Awards 60
School of Humanities and Social Sciences Awards 61
School of Humanities and Social Sciences 220
Schools of the University 219
SCI - Science 211
Second Bachelor’s Degrees 49
Security 218
SEE: The Stevenson Educational Experience ............................................. 46
Service Scholars and Leadership Scholars 50
Service-Learning 51, 217
SL - Service Learning 211
SOC - Sociology 212
Sociology 120
SOD - School of Design 212
SPN - Spanish Courses 213
Sponsored Programs and Research 217
Stevenson Educational Experience Requirements 47
Stevenson Ideals 7
Stevenson University Annual Scholarship Funds 37
Stevenson University Endowed Scholarship Funds 35
Stevenson University Online 220
Stevenson University Scholarship and Grant Programs 34
Strategies 8
Student Accounts 218
Student Activities 218
Student Affairs 218
Student Eligibility Requirements 41
Student Financial Services 218
Student Grievance Procedure 23
Student Health Services 22
Student Life 12
Student Publications 17
Student Rights and Responsibilities 23
Student Success 218
Students Applying to Adult Undergraduate Programs 30
Technology Helpdesk 19
The Office of Student Success 23
The SEE Student Learning Goals and Outcomes 46
The Stevenson Approach 7
The Wellness Center 22
THEA - Theatre and Media Performance 213
Theatre and Media Performance 121
Traditional Freshman Students 24
Transcript Requests 54
Transfer Students 25
Tuition and Fees (2018–2019) 33
Tuition Assistance (TA) and Maryland National Guard Benefits 41
U.S. Permanent Residents 27
Undergraduate Research 51
University Advancement 218
University Awards for Graduating Seniors 58
University Degree Requirements 47
University Store 218
University Stores 21
University Timeline 8
Usage of Campus Computers 19
Using Federal Financial Aid to Pay for Repeating a Course 43
Veterans’ Benefits 40
Wellness Center 218
Who’s Who Among Students in American Colleges 58
Winterim 51
Withdrawal from the University 56
Yellow Ribbon Program 27