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Preface

The School of Health Sciences (SHS) Faculty Handbook is a document based on the premise of providing the infrastructure necessary for the operation of the SHS, including the individual programs in Exercise Science, Biology, Health Sciences, Health Information Administration (HIA), Psychology, Equestrian Studies, Counseling, and Physician Assistant Studies (PA) in accordance with the Faculty Regulations and appropriate accreditation standards. The College is committed to providing institutional oversight and flexibility to ensure the quality of all of its academic programs. The program-specific policies are determined in light of each program’s particular accreditation requirements, professional/academic obligations and market standards. Faculty should reference this Handbook for School-specific policies and refer Physician Assistant students to the Physician Assistant Student Handbook for program-specific policies; Health Information Administration students to the HIA Student Handbook; and the Counseling students to the Counseling Student Handbook.

Stephens College Mission


Stephens College Vision

Inspired by its tradition as an undergraduate women’s college, Stephens College engages lifelong learners in an educational experience characterized by intellectual rigor, creative expression, and professional practice, supported by accomplished faculty, talented staff, and engaged alumnae/alumni. Graduates of Stephens College are educated in the liberal arts, informed by diverse perspectives, and committed to lives of leadership, integrity and service.

Stephens College Values

Stephens College is committed to its Ten Ideals as core values that inspire and enrich our lives:

- Respect for our own dignity and the dignity of others, embodied in a sense of social justice
- Courage and persistence
- Independence, autonomy and self-sufficiency
- Support for others through the willingness to take and give criticism, acceptance and love
- Sensitivity to the uniqueness and fragility of the natural world of which we are part
- Responsibility for the consequences of our choices
- Belief in our changing selves and in our right to change
- Creativity in the spiritual and aesthetic dimensions of life
- Intelligence that is informed and cultivated, critical yet tolerant
- Leadership which empowers others

School of Health Sciences Vision Statement

The School of Health Sciences utilizes evidence-based practices that inspire and prepare professionals who work to improve quality of life through scientific inquiry, information systems, clinical and experiential applications.

School of Health Sciences Mission Statement

The School of Health Sciences offers nationally recognized and accredited programs designed to prepare students for advanced studies and careers in life and social sciences, health-related professions, counseling and equestrian. Faculty cultivate engaged student learning through dynamic activities including research, case studies, service learning, internships, and clinical
experiences. The School prepares outstanding professionals to serve as leaders; exhibit critical and creative thinking skills; adhere to high ethical standards; and demonstrate the knowledge, skills, dispositions and cultural sensitivity required to contribute to the needs of an evolving and diverse society.

**The School of Health Sciences Values**

School of Health Science faculty are committed to preparing competent, caring, ethical professionals to meet the needs of society.

As members of Stephens College and the broader community, the SHS faculty value the following:

- learner-centered teaching and student engagement that fosters intellectual vitality, critical thinking, and lifelong responsibility for learning and continuing professional development;
- excellence and innovation in education, scholarship/research, and service, including outreach to the community;
- contributing to developing knowledge, improving science education, and improving health care and health outcomes;
- honesty, integrity, professionalism, and personal responsibility;
- respect for diversity and appreciation of cross-cultural perspectives;
- adaptability and flexibility in response to an ever-changing external environment;
- effectively and efficiently using resources to maximize value to those we serve;
- a productive, satisfying work and learning environment that is built upon interdisciplinary collaboration; and
- education that fosters development of the whole person.

**The School of Health Sciences Personnel**

**Dean**

The Dean of SHS, the Program Directors and the Faculty have the primary responsibility for curriculum development and assessment, accreditation, faculty recruitment and development, and criteria for progression and graduation of students in accordance with the policies of the Stephens College Faculty Regulations. The Dean of SHS has oversight over the School’s Budget and the individual program budgets; the individual Program Directors are responsible for the development and monitoring of their specific program budget.

The Dean of the SHS is the chief administrator and internal and external spokesperson for and representative of the SHS. The primary responsibilities of the Dean include:

- Lead the School of Health Sciences to regional and national recognition
- Promote and support excellence in all programs
• Facilitate the recruitment, hiring, professional development, retention, and evaluation of faculty
• Facilitate the recruitment and retention of an outstanding and diverse student body
• Foster an academic climate in which quality teaching is expected, developed and rewarded
• Oversee all School activities, functions, student exhibits, schedules, facilities and compliance
• Develop and manage all budgets within the School of Health Sciences
• Aid in the development and execution of a School strategic plan
• Execute School policies, adhering to College’s academic and administrative policies and procedures
• Maintain, develop, and implement new academic programs, curricular changes, program reviews, and external partnerships
• Oversee program-level assessment
• Oversee partnerships
• Participate in the fundraising process
• Encourage collaboration between the School and other College programs
• Monitor enrollments, scheduling, and space needs
• Conduct scholarly activities
• Represent the School on the Dean’s Council and other internal and external committees

**Program Directors**

Program Director have the role of overseeing the entire Program area specific to their appointment. The Program Director is responsible for:

• Organization of the program
• Administration of program-specific curriculum
• Continuous review and analysis of program outcomes
• Planning, development, and participation in the accreditation process
• Promoting the growth and development of their academic area and carry out those administrative responsibilities in support of the academic program
• Coordinate assessment of student learning within the program
• Analyze assessment results
• Consult with program faculty
• Modify curriculum to ensure student success
• Advise students in the area of specialization

**Instructional Faculty**

As defined in the Stephens College Faculty Regulations, ““faculty” shall mean any persons appointed to probationary, tenure or special (term) appointment faculty positions whether full-time or part-time in any College academic program, excepting persons appointed solely to teach in the laboratory school. In addition, the “faculty” shall include:

a. “Professional Librarians” appointed to full-time reference positions in the College library, which require a Master of Library Science or other terminal degree in the library sciences

b. persons holding the positions of professional residence counselor who held tenured faculty status on March 1, 1994.
3.1.1 Full-time and Part-time Faculty.

3.1.1.1 Full-time Faculty. Full-time faculty shall mean any person appointed to a probationary, tenure or term position with an FTE designation of at least 1.0.

3.1.1.2 Part-time Faculty. For the purposes of this document, part-time Faculty include the following:

a. Regular part-time appointments. Faculty working at least half-time but less than full-time for the full year. These faculty members will not have specific courses assigned to them in their letters of appointment.

b. Special part-time appointments. Faculty working less than half-time, whose letters of appointment do not specify particular courses that they are hired to teach. They may be employed for the year or by the term.

c. Course-specified appointments. Faculty appointed to teach courses specified in their letters of appointment. While they may teach two courses a semester, they have been employed for their expertise in specified courses that the College needs to offer in a particular term; therefore, they are not included in “a” or “b” above.

Part-time faculty positions are not tenurable. At the time of employment, officials of the College and the part-time faculty member will jointly sign an understanding that the position is not tenurable.

Part-time faculty may increase or decrease the extent of their commitment to the College so long as doing so is consistent with the needs and welfare of the College; however, the following points should be noted:

Regular Part-time Faculty may assume the status of Special Part-time Faculty or Course-specified Faculty, depending on the nature of the appointment and the needs and welfare of the College. Part-time faculty members may become candidates for full-time appointments subject to the same search standards and evaluation as in full-time appointments.”

**Within the School of Health Sciences, faculty are responsible for:**

- Delivering instruction
- Developing effective teaching strategies
- Monitoring student progress
- Meeting with students and providing guidance
- Continuously reviewing and analyzing pedagogical approaches and outcomes
- Planning, development, and participation in the delivery of the curriculum
- Promoting the growth and development of their academic area
- Assessing student learning within their courses
- Analyzing assessment results and providing feedback to their Program Director
- Meeting with Program faculty to ensure that program outcomes are being met
- Modifying curriculum to ensure student success
- Advising students in their area of specialization
School of Health Sciences Undergraduate Programs

Biology (including Pre-Med/Pre-Vet):

Biology students have the benefit of exploring their scientific passions with close attention from faculty advisors. Faculty guide students in the preparation of customized academic schedules that align with their career goals, whether they want to be a research scientist or prepare for physician assistant, physical therapy, occupational therapy, chiropractic, veterinary medicine, dental or medical school.

Biology faculty provide first-rate educational opportunities for biology and health-discipline majors in preparation for advanced degree work in the sciences or postgraduate employment. Faculty provide students with mentoring as they work to develop their knowledge and abilities to apply scientific processes and to think critically about contemporary issues in the sciences.

The School of Health Sciences has a comprehensive advising program committed to individual guidance of each student’s academic career. Specialized advising is provided for students who intend to pursue post-graduate work in the various allied health or medical professions or go on to graduate school.

The Biology faculty sponsor the Beta, Beta, Beta honor society organization that allows students to share their common interests in biology and the health professions and to interact with faculty and other science majors outside the classroom. Regular meetings provide an opportunity for students to learn about research that is being conducted by scientists at various colleges and universities across the country and to make connections for post-graduate studies.

Faculty are known for their collegial and student-centered approach in providing excellent classroom instruction and research opportunities.

Equine Studies

Faculty design curriculum that prepares students to ride and study Hunter/Jumper, Western, Saddle Seat and Driving, gaining valuable experience and an industry understanding of all disciplines. The Equestrian program utilizes hands-on, immersive learning that is complemented by a comprehensive general education to prepare undergraduates in equine science. Students benefit from individualized, intensive instruction and training from dedicated faculty members who have open door policies.

Exercise Science

Faculty in the Exercise Science program prepare well-qualified pre-professionals who will serve the population of mid-Missouri and beyond in a variety of ways. Graduates of the program will care for individuals seeking assistance with a wide variety of health-related behaviors and issues. Graduates will also help educate individuals on those practices and policies to be adopted in an effort to increase the safety of various environments that are associated with health promotion activities throughout the community.

Completion of the Exercise Science degree qualifies graduates to sit for several different certification examinations offered by professional organizations including the American College
of Sports Medicine (ACSM), the National Strength and Conditioning Association (NSCA), and the American Council on Exercise (ACE).

The Exercise Science faculty design the curriculum to prepare students for professional certification through the ACSM or the NSCA. The academic foundation of exercise science is in physiology, bioenergetics, and movement anatomy and mechanics, with applications to exercise responses and adaptations, strength and conditioning, sport performance, and disease and injury. Courses include human anatomy and physiology, fitness instruction, exercise physiology, Stress Testing & Exercise Prescription, human movement studies, injury prevention and emergency management. The program requires an internship experience, and includes many hands-on opportunities in health and fitness initiatives and scientific research.

**Health Information Administration**

Faculty in the Health Information Administration (HIA) program prepare students for employment in the healthcare field. HIA professionals play a role in maintaining, collecting, interpreting, analyzing and protecting data those health care providers rely on to deliver quality care. They provide expertise in coding and classification systems, management of patient health information and administration of computer information systems. Graduates will interact with clinical, financial, administrative, information technology and legal staff to interpret data for patient care, research and statistical reporting, planning and database content development.

Faculty prepare HIA program graduates to take the national registration exam to earn professional recognition as a Registered Health Information Administrator (RHIA). RHIA is a credential that will assist graduates seeking employment in the healthcare field. The Stephens College Bachelor of Science in HIA is 100% online; and the Post-Baccalaureate Certificate is also 100% online.

The program is designed to provide the academic challenge, practical real-world experience, and one-on-one mentoring it takes to graduate well prepared to excel in this high-growth field.

The faculty are responsible for updating program curriculum and maintaining accreditation through CAHIIM. The Program Director is responsible for coordinating all program assessments, curriculum reviews, accreditation self-studies and completing all accreditation-related paperwork. The Program Director must review proposed changes to the HIA curriculum with the School of Health Sciences Curriculum Committee and all College Curriculum committees as outline in the Stephens College Faculty Regulations.

**Health Sciences**

Faculty in Health Sciences prepare students for careers in the exciting and rapidly growing healthcare industry. Health Science faculty work closely with Biology faculty in the School of Health Sciences to deliver the multi-disciplinary content, to facilitate students’ development in understanding the complexities of the relevant professions and professional organizations within these disciplines, and work to expose students to current issues within health sciences.

Health Science faculty are responsible for advising students and developing individualized plans of study that best align with career goals. Curriculum within Health Sciences and Biology are to
be reviewed regularly. Proposed changes to the curriculum follow the procedures outlined in the Stephens College Faculty Regulations.

**Psychology**

Faculty in Psychology program prepare students in the basic principles of cognitive, emotional and social processes. The curriculum offers tracks such as abnormal psychology and counseling. The Psychology curriculum covers the scientific study of the principles governing behavior and mental processes in humans and other animals and the application of these principles for the well-being of both. The program provides a high-quality education for students in the methods, theories, research and applications of psychology providing students opportunities to conduct original research, investigating behavior in laboratory or field studies.

**Undergraduate Operations**

**Faculty Meetings**

School of Health Sciences faculty meetings will be called by the Dean of the School of Health Sciences. Meetings are held according to the applicable provision of the Stephens College Faculty Regulations and according to Robert’s Rules of Order. The meetings can also be scheduled on an as needed basis.

The Dean presides at the faculty meeting and, in conjunction with the various committee chairpersons, develops the agenda for these meetings. The agenda and supporting documents including minutes are distributed two business days prior to the meetings; faculty may submit items for the agenda at least a day prior to the distribution of the agenda (three days prior to the scheduled meeting). Items not included in an agenda may be discussed at the meetings, if time permits.

A majority of voting members need to be present to constitute a quorum. Faculty holding voting rights are identified in the College’s Faculty Regulations. Attendance at the School of Health Sciences faculty meetings is mandatory. Faculty who are unable to attend must advise the Dean in advance of the meeting.

**Travel Policy**

The School of Health Sciences’ Travel Policy: All reimbursable travel must be authorized by the Dean or Program Director. Faculty must submit a Travel Authorization Form to the Program Director who will forward the request to the Dean’s office. Requests must be submitted a minimum of 2 weeks in advance of the trip. At the Dean’s discretion, if the faculty’s chosen mode of travel is more expensive than another mode of travel, the faculty member may be reimbursed at the cost of the less expensive mode of transportation.

A travel and expense report form accounting for all monies spent must be completed and approved by the Dean and submitted to the VPAA’s Office.

For activities requiring time away from program responsibilities (e.g., lecturing, lab coverage, examination coverage), all faculty must submit a Teaching/Activity Coverage Form indicating what activity they will not be covering and who they have secured to cover that activity.
**Class Coverage During Faculty Travel**

For activities requiring time away from program responsibilities (e.g., lecturing, lab coverage, examination coverage), all faculty must submit a *Teaching/Activity Coverage Form* indicating what activity they will not be covering and who they have secured to cover that activity.

**Annual Activity Report, Goal Setting and Performance Evaluations**

Annual faculty evaluations are conducted as defined in the College’s Faculty Regulations.

**Goal Setting**

Goals for future work must be related to the Criteria for Evaluation found in the Stephens College Faculty Regulations and to the College’s strategic plan. The goals will be discussed with the Dean and, if appropriate, modified to assure that the School goals are being included. The faculty member and the Dean will decide on the relative weighting of each area of teaching, advising, service, and scholarship.

**Performance Evaluation**

Performance evaluations are conducted in accordance with policies and procedures found in the Stephens College Faculty Regulations as follows:

**Qualifications of the Applicant**

a. Effectiveness of a teacher. Faculty members will be judged by factors which may include, but are not limited to, effectiveness of communication with students including elaboration of course objectives and requirements for students; revision of course content in line with current scholarship; availability to students outside of class, maintenance of substantial academic standards for students to meet, ability to stimulate student scholarship, effectiveness and consistency in evaluation of students, and thoughtful self-evaluation of teaching techniques used.

b. Effective as an advisor to students. Faculty members will be judged by factors which may include, but are not limited to, those criteria identified by the Faculty Advising Committee for use in the advising process.

c. Contributions to the College as a member of its faculty. Factors to be considered may include, but are not limited to, participation in the work of committees and boards, student groups, and other service to the College community.

d. Professional Development as a scholar/performer. Faculty members will demonstrate a continuing record of professional activity. Factors the College considers include, but are not limited to, performances, works of art, exhibits, research, publications and presentations of papers at conferences, teaching at other institutions, grants, research-related travel, advanced study, attendance at professional meetings and other professional experiences appropriate to each discipline. Important in the evaluation of professional activity will be evidence of original/creative work as appropriate to the rank and discipline. Appropriate professional activity is specified by the program (on file in the Vice President of Academic Affairs’ office).
Promotion

1.0 FTE program faculty within the School of Health Sciences are eligible for promotion in accordance with the policies and procedures for promotion as outlined in the College’s Faculty Regulations.
School of Health Sciences Graduate Programs

Master of Education in Counseling

Options and tracks include:

• Clinical Mental Health Counseling

Counseling faculty prepare students as clinical mental health counselors. The curriculum focuses on learning theory and practice designed to promote the mental health of individuals, families, groups and organizations in a diverse society. The Counseling program prepares students for professional and ethical practice through a comprehensive understanding of social justice, advocacy, and diversity, as well as human growth and development, career development, assessment and research, and program evaluation.

• Addictions Counseling

Faculty provide specialized training in preventing, assessing and treating addictive disorders. Students gain a foundation in mental health counseling with the addition of specific coursework to gain competence in both substance and process/behavioral addictions. Completing the Addictions Counseling track prepares students to work in different community settings such as recovery centers, community mental health centers, hospitals, employee assistance programs and private practices.

• School Counseling

Counseling faculty design the curriculum for School Counseling to help students learn how to work with children to address their personal, social, educational, and career needs in elementary, middle, and high schools. Stephens’ faculty prepare counselors to implement a comprehensive school counseling program (such as the ASCA National Model and the Missouri Comprehensive School Counseling Model).

The Master of Education in Counseling program is approved by the Missouri Department of Elementary and Secondary Education (DESE) to educate and recommend students for DESE certification as school counselors.
Masters in Physician Assistant Studies

PA Program’s Mission Statement

The mission of the Stephens College Physician Assistant Program is to educate and prepare clinically astute and compassionate, patient-centered physician assistants who will become leaders in their profession, while remaining dedicated to meeting the needs of the medically underserved. Graduates will be ethical professionals, committed members of the healthcare team, practitioners of evidence-based medicine, and providers of quality health care for those they serve.

The PA Program’s Goals

<table>
<thead>
<tr>
<th>The goals of the PA program are to prepare physician assistants who:</th>
<th>Desired Outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Demonstrate mastery of knowledge and skills necessary to evaluate and treat patients with various medical conditions</td>
<td>Graduate cohorts will achieve at least the national average on the PANCE</td>
</tr>
<tr>
<td>♦ Apply principles of evidence-based medicine to clinical practice and contribute to development of new knowledge</td>
<td>100% of students will complete peer-reviewed evidenced-based capstone research projects</td>
</tr>
<tr>
<td>♦ Exhibit professionalism, characterized by trustworthiness, ethical practices, integrity, empathy, cultural sensitivity, and effective interpersonal communication</td>
<td>Preceptor evaluations and employer surveys will evidence qualities of professionalism among 100% of students and graduates</td>
</tr>
<tr>
<td>♦ Contribute effectively to inter-professional healthcare teams</td>
<td>Preceptor evaluations and employer surveys will indicate effective contribution to the healthcare team among 100% of students and graduates</td>
</tr>
<tr>
<td>♦ Demonstrate commitment to the medically underserved</td>
<td>Graduate and employer surveys will indicate that 20% or more of graduates provide care for the underserved.</td>
</tr>
<tr>
<td>♦ Continuously strive to improve their practice and contribute to quality improvement and safety of healthcare systems</td>
<td>1-, 3- and 5-year graduate and employer surveys will indicate that 80% or more of graduates contribute to quality improvement in their institutions.</td>
</tr>
<tr>
<td>♦ Demonstrate a spirit of lifelong learning</td>
<td>1-, 3- and 5-year graduate surveys will indicate 30% of graduates pursue advanced degrees and/or certification (e.g., doctoral degrees, CAQs, residencies/fellowships) and/or research or teaching opportunities.</td>
</tr>
<tr>
<td>♦ Enrich the PA profession through leadership</td>
<td>5-year graduate and employer surveys will indicate 25% of graduates have leadership positions</td>
</tr>
</tbody>
</table>
♦ Practice **compassionate patient-centered care** in healthcare organizations and/or professional organizations or healthcare committees. 1-, 3- and 5-year employer surveys indicate 100% of graduates practice patient-centered care.

**The PA Program’s Student Learning Outcomes**

**Medical Knowledge**

Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigative and analytic thinking approach to clinical situations. Upon graduation from the PA program, students are expected to:

- Apply principles of evidence-based medicine to clinical scenarios
- Apply scientific principles to explain etiologies, risk factors, and underlying pathologic processes for emergent, acute, and chronic medical conditions
- Describe social, behavioral and psychological aspects of health and disease.
- Demonstrate the ability to evaluate, diagnose, and treat patients across the lifespan.
- Demonstrate the ability to develop and evaluate interventions for promotion and maintenance of health.

**Interpersonal & Communication Skills**

Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients’ families, physicians, professional associates and other individuals within the health care system. Upon graduation from the PA program, students are expected to:

- Demonstrate interpersonal skills promoting ethically sound and therapeutic relationships with patients, families, and members of the healthcare team.
- Use effective communication skills to elicit and provide information in a manner that is appropriate to the context of the interaction.

**Patient Care**

Patient care includes patient-specific and setting-specific assessment, evaluation and management. Physician assistants must demonstrate care that is effective, safe, high quality, and equitable. Upon graduation from the PA program, students are expected to:

- Demonstrate the ability to provide patient-centered care characterized by
compassionate and respectful relationships with patients and their families.

- Demonstrate the ability to make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence and informed clinical judgment.

- Perform medical and surgical procedures appropriate to a PA entering the profession.

- Demonstrate the ability to provide health care services and education to prevent disease and promote health in patients across the lifespan.

Professionalism

Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population and adherence to legal and regulatory requirements. Physician assistants must be reflective practitioners who place their patients’ needs above their own. Upon graduation from the PA program, students are expected to:

- Demonstrate professional relationships characterized by respect, compassion, accountability, and integrity with patients, families, supervisors, and other members of the health care providers.

- Describe the role of the PA including professional, ethical, legal, and regulatory standards regarding the PA profession.

- Demonstrate sensitivity and responsiveness to patients’ culture, age, gender and abilities.

- Demonstrate initiative, flexibility and tolerance of ambiguity and anxiety.

- Demonstrate commitment to the education of all other learners.

Practice-Based Learning & Improvement

Physician assistants must engage in critical analysis of their own practice experience, the medical literature, and other information resources for the purposes of self-improvement and enhancement of the practice. Physician assistants must be able to assess, evaluate, and improve their patient care practices. Upon graduation from the PA program, students are expected to:

- Analyze practice experience and contribute to practice-based improvement activities

- Access, select, appraise, critically evaluate, and apply scientific studies to patient cases.

- Demonstrate self-reflection to recognize and appropriately address personal biases, gaps in medical knowledge, and limitations in themselves and others.
Physician assistants must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that balances quality and cost, while maintaining the primacy of the individual patient. PAs should work to improve the health care system of which their practices are a part. Upon graduation from the PA program, students are expected to:

- Recognize the unique relationship that exists between the PA and the physician.

- Discuss the components of healthcare delivery systems and the roles and relationships of various members of healthcare teams.

- Be able to describe examples of cost-effective health care and resource allocation that does not compromise quality of patient care.

- Apply the concepts of population health to patient care.

**PA Program Personnel**

**Program Director**

The PA Program Director has the role of overseeing the entire PA Program and must either be a Physician Assistant or a Physician with an academic appointment. If the Program Director is a physician then they may not also be the Medical Director. If the Program Director is a Physician Assistant, the individual must hold current National Commission on Certification of Physician Assistants (NCCPA) certification; if a Physician, the individual must hold current licensure as an allopathic or osteopathic physician in the state in which the program exists and be certified by an AMNS- or AOA-approved specialty board. The Program Director is responsible for program organization, administration, fiscal management, continuous review and analysis, planning, development, and participation in the accreditation process. A minimum of 80% of the role of the Program Director must be devoted to academic and administrative responsibilities in support to the academic program. (A1.03c, A2.06, A2.07, A2.08, A2.09, A2.10)

**Medical Director**

The PA Program must have a Medical Director who cannot also be the Program Director. The Medical Director must be a currently licensed allopathic or osteopathic Physician and be certified by an ABMS- or AOA-approved specialty board. The Medical Director is an active participant in the program, supporting the Program Director in ensuring that both didactic instruction and supervised clinical practice experiences meet current practice standards. (A1.03c, A2.11, A2.12)

**Principal Faculty**

In addition to the Program Director and Medical Director, each Program must also have a minimum of three full-time (i.e., 0.8 FTE and above) principal faculty with academic appointments who participate in the program as needed. Participation would include, but would not be limited to: processes of developing, reviewing and revising the program mission statement when necessary, selecting student applicants, providing student instruction and evaluating student performance, academic counseling of students, assuring the availability of
remedial instruction, and designing, implementing, coordinating, and/or evaluating curriculum and the program. Some principal faculty also fulfill leadership roles in the Program, including the Academic Coordinator and the Clinical Coordinator. (A1.03c, A2.05a-h)

**Instructional Faculty**

Instructional faculty have the roles of Faculty Associates, Adjunct Faculty, Clinical Faculty, Adjunct Clinical Faculty, Visiting Faculty, guest lecturers, and lab assistants. Instructional faculty assist the core faculty in providing students with the necessary attention, instruction, and, in the case of Adjunct Clinical Faculty (e.g., clinical preceptors), supervised clinical practice experience to acquire the knowledge and competence required for entry into the profession as a Physician Assistant. If supervising clinical practice experience, instructional faculty must hold a valid license that allows them to practice at their clinical site(s) in accordance with national, state, and facility regulations. The Program will not primarily rely on resident physicians for didactic or clinical instruction. PA students will not work for the program, substitute for or function as instructional faculty. (A2.13, A2.14, A2.15, A3.05)

**Course Director**

The Course Director is responsible for supervising and assessing the student’s progress in achieving learning outcomes within each course. For every course, a Course Director will be identified in each course syllabus. For all SCPEs, the Clinical Coordinator reviews all preceptor and student evaluations and End of Rotation Exams and assigns grades to students; and in so doing serves the equivalent role of a Course Director. On each SCPE, each student has a Preceptor of Record who is responsible for overseeing the student’s training while at that location and completes evaluations regarding learning outcomes. (A2.17)

The organizational chart of PA Program can be found in Appendix 1.

Position descriptions for PA Program personnel can be found in Appendix 2.

**Standing and Ad hoc Committees - Physician Assistant Studies Program**

**Admissions Committee**

The role of the Admissions Committee is to evaluate Program entry criteria and admissions processes for appropriateness, effectiveness, and compliance to ARC-PA accreditation standards; formulate evidenced-based admissions selection processes that attempt to best select student candidates based on background qualifications, motivations, intentions, and individual goals which promote success in the Program and future practice as Physician Assistants; develop, implement, and evaluate student candidate interview sessions; ensure student and alumni involvement with the Admissions Committee processes; and ensure that the Program information, advertisements, and web-site accurately reflect entry criteria and student candidate background preferences (e.g., preference for higher science GPA, preference for physician assistant shadowing experience) in accordance to ARC-PA accreditation standards.

The Admissions Committee should work closely with the Dean of Graduate and Continuing Studies and the College’s Admissions Department, requesting input on any changes to admissions practices; Admissions Department personnel should be invited to attend Admissions
Committee sessions. Any changes to Admissions protocols or processes must be presented to Program Principal Faculty and consensus achieved and approved by the PA Program Director after input from Admissions Department personnel. The PA Program Director must approve any changes to Program student candidate entrance criteria.

The Program Admissions Committee includes the Program Director, Academic coordinator, and the Clinical Coordinator.

Either the Program Director or the Academic Coordinator serves as the chair of the Admissions Committee. The Chair is responsible for coordinating committee activities, ensuring minutes are taken for each session, and reporting on the committees activities at each Program faculty meeting. (A2.05b, A3.14, A3.15a-e, A3.16, A3.19)

**Curriculum Committee**

The Curriculum Committee is responsible for the design, mapping and monitoring of a didactic and clinical education curriculum and course evaluations that are consistent with the PA Program’s goals, values, and learning outcomes and the program-specific mission, all in concert with the ARC-PA accreditation standards. The Curriculum Committee is charged with reviewing the entire curriculum including course structure, sequence, objectives and syllabi.

The Curriculum Committee is comprised of the Academic Coordinator, the Clinical Coordinator, and one Principal faculty member.

Either the Academic Coordinator or the Clinical Coordinator serves as the chair of the Curriculum Committee and is responsible for coordinating committee activities, ensuring minutes are taken for each session, and reporting on the committees activities at each Program faculty meeting. (A3.17b, B1.01, B1.02, B1.06, B1.08, B1.09, B1.10, B2.02 B3.03a-d, B3.04a-d, B3.07a-f)

**Student Progress and Professionalism Committee**

The Student Progress and Professionalism Committee is responsible for monitoring students throughout each semester to determine levels of student success across their courses. They will assess if students are at risk for academic or professional difficulties (e.g., course failure or misconduct), and in need further assistance and/or referral to their Academic Adviser or Academic Support Services to enhance their level of success in their courses. The committee may invite students struggling with academics to attend committee meetings when appropriate. The committee reports back to student advisers who relay or, in the case of students who have met with the committee, reiterate recommendations to individual students. Additionally, this committee is responsible to ensure that the requirements for progression and completion of the program and that policies and procedures for withdrawal and dismissal, are made readily available to the student upon admission. Further they will ensure that students have met all Program requirements for graduation. This documentation and their recommendations will be forwarded to the Registrar for review.

The Committee is comprised of Principal faculty, Program Director and Medical director as well as other individuals appointed by the Program Director. (A1.03e, A2.05d, A3.7c, A3.17e, A3.19d)
**Physician Assistant Program Advisory Committee**

The Physician Assistant Program Advisory Committee is composed of program faculty, community physician assistants, physicians, nurses, EMS, physician assistant students, and undergraduate student members of a pre-physician assistant organization. Periodically the Dean of Graduate and Continuing Studies and the Dean of Health Sciences will attend the Advisory Committee Meetings to review the function and effectiveness of the Committee.

They will have responsibilities for providing input on curriculum design assessment, reviewing competencies, reviewing the Program Faculty Handbook annually and offering recommendations for changes or updates. Additionally, the Committee with provide input on student-faculty ratio helping ensure that there are sufficient numbers of faculty for the existing students. Because the Program exists to serve the committee the Advisory Committee will be instrumental in the development or revision of the Programs mission.

The committee members are appointed by and the committee is chaired by the Program Director. (A2.05a, A3.01a, A2.03, B1.00)

**Physician Assistant Program Assessment Committee**

To ensure compliance with this standard, the implementation, including involved faculty, and effectiveness of remediation efforts will be analyzed each year at the Program Faculty Retreat. Additionally, the PA Assessment Committee will review outcomes annually by analyzing data from the student evaluations and exit surveys. The committee will also review the availability of effective remediation plans. (A2.05f)

Additionally, the Program Analysis and Self-Study Report Processes (STAR Report) involve the Program Director and Principal Faculty and other members of the Program as appropriate. The continuous program analysis committee meets regularly to evaluate the curriculum and outcomes and this is routinely discussed at faculty meetings and during the annual Program faculty retreat. (A2.05g)

**Faculty Search Committee (ad hoc)**

The ad hoc Faculty Search Committee will help identify potential applicants, review submitted applications and credentials, conduct initial phone interviews with candidates for faculty positions, make recommendations to the Program Directors and Dean regarding applicants’ suitability for faculty positions, and, when appropriate and after approval from the Dean and the Program Director, schedule formal on-site candidate interview sessions.

The committee consists of one-two Principal Faculty members from the PA Program. The SHS Dean or VPAA appoints members. Additionally, the Dean will appoint an alternate Principal Faculty member and serve if, for any reason, regular committee members are not able to serve on the committee at the time an applicant is identified. All committee members must receive their charge directly from the VPAA and the Director of Human Resources.

**Chair:** The SHS Dean appoints the Search Committee Chair who is responsible for coordinating committee activities and ensuring minutes are taken for each session.
The PA Program Faculty Meetings

PA Program meetings called by the PA Program Director or his/her designee are held bimonthly. The Program meetings can also be scheduled on an as needed basis.

The Program Director presides at the faculty meeting and, in conjunction administrative support staff, various committee chairpersons, develops the agenda of the meetings. The agenda and supporting documents including minutes are distributed three days prior to the meetings; faculty may submit items for the agenda at least a week prior to the distribution of the agenda (10 days prior to the scheduled meeting). Items not included in an agenda may be discussed at the meetings but may not be voted upon without the agreement of at least two-thirds of the voting faculty present at the meeting of the Program. Items for faculty meeting will include but are not limited to selecting applicants for admission to the Program and verifying preceptor credentials outside the scope of the Clinical Coordinator.

A majority of voting members need to be present to constitute a quorum. All principal faculty members have voting rights. Attendance at Program meetings is mandatory. Faculty who are unable to attend must advise the Program Director in advance of the meeting. (A1.10, A2.05b, B3.06a, B3.06b)

Faculty Rights and Rules of Conduct

As is stated in the Stephens College Faculty Regulations for information regarding faculty rights.

3.5.6 Faculty Rights. A faculty member being evaluated shall have:

a. The right to present documents to and meet with the Committee of Tenured Colleagues or supervisor conducting the evaluation prior to the finalization of the report. b. The opportunity to read the report before it is submitted to the School Dean and the Vice President for Academic Affairs. c. The right to attach a written statement to the report before it is submitted to the School Dean and the Vice President for Academic Affairs.

3.5.7 Records. Copies of evaluations shall be kept in the personnel files in the office of the Vice President for Academic Affairs.

3.5.8 Remediation. Whenever faculty members are evaluated, they shall be informed of professional development programs sponsored by the College. Sanctions (except for warnings) shall not be imposed against a faculty member as a result of negative evaluations until the faculty member has had a reasonable opportunity to correct the deficiency. In this regard, the College shall make every reasonable effort to provide support and encouragement to the faculty member.

3.5.9 Grievance. Faculty members shall have the right to file a grievance (see 3.11) with the Faculty Personnel Committee in matters involving their evaluation, including the composition of the Committee of Tenured Colleagues provided the composition of the committee cannot be the subject of a grievance unless filed within thirty (30) days of the faculty member being advised of the makeup of the committee or thirty (30) days following a change in the makeup of the committee.
In addition to these policies, the PA program has specific additions to the standard roles and responsibilities as outline below.

**Roles and Responsibilities of the PA Program Faculty**

**Effectiveness of Instruction**  
(A2.13)  
The Academic Coordinator and Clinical Coordinator are responsible for ensuring all instructional faculty are knowledgeable in course content and effective in teaching assigned subjects throughout the didactic and clinical phases.

All instructional faculty members are provided with course syllabi and specific learning objectives for their teaching role and activities.

The Academic and Clinical Coordinators, Program Director and Course Director are responsible for monitoring effectiveness of instruction.

Clinical courses are taught by clinicians or those with specific technical expertise who meet the licensing and certification standards in relation to the clinical phase of training.

Course directors are responsible for working with any instructional faculty, both in didactic and clinical phases, providing instruction within their courses. This includes orienting instructional faculty to specific learning outcomes. The course directors work collaboratively with instructional faculty to ensure that the learning outcomes are appropriate to the specific instruction.

**Development of Clinical Sites**

It is the Programs Director and Principal faculty’s responsibility to develop and coordinate clinical sites and preceptors for program required rotations. Students may suggest clinical rotation and/or preceptors for the Program. Any SCPE site suggested by a student must be vetted by the Clinical Coordinator and developed as any other site.

PA students are not permitted to substitute or function as instructional faculty members.

Principal Faculty, the Program Director and the Medical Director must not participate as health care providers for students in the Program, unless in a true emergency.

**Grading Student Work**

Students will complete and be assessed on each course in the curriculum as outlined in the Curriculum section of the PA Student Handbook (section VI). Grades are assigned on the following basis:

Grades of A-B-C-Fail, or Pass-Fail will be assigned at the end of the term for each course in the curriculum. Plusses and minuses will not be assigned. Each course director will decide upon grading criteria corresponding to final course grades of A, B, C, Pass, or Fail, and will define requirements for course completion.

Unless arrangements are made with the course director and Program Director, students must complete all course requirements by the dates given in the course syllabus. All requirements must be complete by the last day of the term.”
Each student must complete all courses in the curriculum in order to graduate. Credit from other institutions or educational programs will not be accepted as a substitution for any course or requirement in the program.

**Remediation**

All Principal Faculty are responsible to assist with the remediation process as deemed appropriate by the PA Program Director.

Students who receive a grade of “C” in any two courses OR fail to demonstrate competence in any required skill or procedure may be offered the opportunity to remediate. The course director and PA faculty will recommend a plan for remediation of knowledge and/or skills identified as areas of weakness. The plan will be developed in collaboration with the student and carried out with the supervision of the student’s advisor and/or faculty with the appropriate content expertise. For remediation to be considered complete, the student must demonstrate competence by achieving a grade of B or better on an exam, OSCE, or assignment similar to one(s) that were failed. Failure of a student to pass the remediation exam with a grade of “B” or better will result in dismissal or deceleration. The grades of “C” will remain on the student’s transcript with a notation that the courses were successfully remediated.

Deceleration, or asking a student to join a subsequent cohort to repeat a year or a portion of the program will be reserved for extenuating circumstances. Approval of the Program Director, recommendation by the faculty, and recommendation by the SPPC are required. At the time decision for deceleration is made, the student will stop attending classes and begin a professional development or remediation plan that will prepare the student for success upon re-entering with the next cohort.

**Grade Appeals**

Students in the Stephens College PA Program may appeal any decision made concerning any action. Specifically, for grade appeals or appeals of dismissal, please see the policies below which are written in accordance with the Stephens College Graduate Curriculum Catalog and the Stephens College Student Handbook.

**Withdrawal and Dismissal**

The Student Progress and Professionalism Committee (SPPC) will meet at the end of the didactic and clinical phases of training for each class or on an as-needed basis. The committee is composed of all faculty members, the Program Director, the Medical Director, and other individuals selected by the Program Director. The committee makes a decision on the promotion of each student based upon grades and the comprehensive evaluation of each student as prepared to perform satisfactorily in the next phase of training or to graduate from the program. If the committee does not believe the student is prepared to assume patient care responsibilities, the student becomes subject to remediation or dismissal from the Program. Clinical year students must pass a comprehensive exam and all clinical skills exams to be eligible for graduation.
Faculty Policies

Teaching Load

The PA Program reserves the right to require full-time faculty (i.e., 0.8 FTE and above) to be present for programmatic activities when needed. Such activities may include but are not limited to, examinations or evaluations (e.g., OSCEs, remediation exams, exams requiring special accommodations), experiential activities, simulated patient activities, and candidate interview sessions that may occur before or after regular business hours or on weekends.

See Appendix 3 for the PA Program Faculty Workload Rubric.

Outside Clinical and Other Professional Activities

Stephens College Faculty Regulations define faculty workload as follows:

3.10.1 Policy. The goal of the Stephens College policy on faculty workload is to sustain a high level of effectiveness in teaching and scholarship through maintaining equitable workloads. The Vice President for Academic Affairs in consultation with the Faculty Personnel Committee will establish the policy on workload in light of the special circumstances of the College and the most recent guidelines for maximum and preferred teaching workloads published by the American Association of University Professors.

The current standard workload for full-time faculty is 12 credit hours per semester and 24 per year; loads for regular part-time faculty are at least 6 credit hours per semester but less than 12 credit hours per semester. Normally, one course is 3 semester hours. Workload credits for laboratory or performance classes may vary with disciplines. Deans will forward recommendations for fair equivalents in workload to the Vice President for Academic Affairs. The Vice President for Academic Affairs makes the final decision. Summer School teaching, including online teaching, is normally limited to two courses and summer courses offered in a format shorter than 8 weeks are limited to one course during that session. At times faculty members might be willing to teach more than the limit of courses in summer because of independent studies or low enrolled courses, but this requires the approval of The Vice President for Academic Affairs. The Vice President for Academic Affairs will publish current policy to all faculty members new to the College. The Dean is responsible for insuring equitable workloads within the program. Teaching assignments affecting workload will normally not be shifted without the approval of the Dean.

3.10.2 Overload. Program Coordinators, Program Directors, and School Deans who have released-time from teaching duties (one, two, or three course reductions) may teach overloads only in the summer or with permission of the Vice President for Academic Affairs.

Curricular, administrative, or committee work during summer months or official calendar breaks (Midterm, Winter, Spring) constitutes an overload unless such work balances an under-load during a semester. Whenever possible, the Vice President for Academic Affairs will provide suitable compensation for such overloads.

3.10.3 Variables. Variables to be considered in determining equitable workloads include the following:

a. Number of different course preparations. b. Amount of preparation needed for courses; consideration of adjustments in load for members introducing a new course or substantially revising an older course.

c. Total student contact hours per week. d. Scope and difficulty of courses; consideration of the amount and kind of student consultation; supervision of laboratories; tutorials. In some subjects the advanced course is the more demanding; in others, the introductory course. Consideration of special problems in
load created by team taught courses, scheduling, supervision of interns and student teachers. e. Time spent in evaluating student work. f. Size of classes: the Stephens policy on class size stresses educational soundness rather than arbitrary numbers. g. Number of independent studies, senior essays, senior projects. If independent studies are not built into a faculty member's normal workload, the college pays $250.00 for an independent study when a senior requires a course to meet a degree requirement that she cannot meet in any other way. If the School Dean approves the stipend, based on the need for the study, the faculty member forwards the form signed by the School Dean to the Registrar and to the Vice President for Academic Affairs along with a syllabus. h. Number of advisees. i. Scholarly research. Tenure track and tenured faculty members may request one course release per semester for demonstrable professional development. Before the course schedule for the next academic year is due, a faculty member will submit to the School Dean a proposal for the work to be accomplished and how the accomplishment will be demonstrated. The School Dean will forward to the Vice President for Academic Affairs a recommendation supported by a vote of the program members. The Vice President will consult with the President and will notify the faculty member and the School Dean whether, based on the merits of the application and the realities of the college budget, the application will be approved for the following year.

j. Other responsibilities: consideration of an adjustment in workload whenever the College draws heavily on a faculty member's time for services in such areas as research, committee work, administrative or faculty chair duties, and other institutional responsibilities.

3.10.4 Grievance. The Faculty Personnel Committee handles grievances concerning alleged inequitable workloads.

In addition to this, although an attempt will be made to accommodate such requests when appropriate, the PA Program reserves the right to require faculty to be present at program events and activities as needed, even when such activities conflict with previously approved clinical work arrangements.

Promotion

1.0 FTE program faculty within the PA Program are eligible for promotion in accordance with the policies and procedures for promotion as outlined in the Stephens College Faculty Regulations as follows.

“1. Instructor The College may appoint persons to the rank of Instructor upon their initial hiring. It understood that the college normally will not place Instructors on Tenure track.

These persons typically do not hold the appropriate terminal degree for the discipline, as defined in 3.1.2.4, but will hold the Master’s, or equivalent mix of academic and professional experience, or be ABD.

The applicant should have professional experience and/or teaching experience suitable to college-level teaching, and the applicant should demonstrate potential for teaching of a higher caliber.

Experience and publications or creative activity may be limited.

2. Assistant Professor

The college may appoint persons to the rank of Assistant Professor at the time of their initial hiring, or faculty will qualify for promotion from the rank of Instructor. Persons holding term,
regular part-time, or full-time faculty positions may be eligible for appointment as Assistant Professors. Assistant Professors need not be tenured or on tenure track.

An Assistant Professor holds the appropriate terminal degree for the discipline, as defined in 3.1.2.4, or has extraordinary professional achievement in the field.

The applicant will present a record of, or potential for, teaching and advising of a high caliber.

The applicant will have potential as a scholar or artist and will, at least, have a clear research/creative program in mind to guide future activity.

3. Associate Professor

An Associate Professor will hold a terminal degree as defined in 3.1.2.4 and will generally have held the rank of Assistant Professor for at least six years. Faculty holding full or regular part-time positions may be eligible for promotion to Associate Professor. Although Associate Professors need not be tenured or on tenure track, the college assumes that in most cases, promotion to Associate Professor follow the grant of tenure.

An Associate Professor will generally have held the rank of Assistant Professor for at least six years.

An applicant for Associate Professor will have a demonstrated level of high caliber performance as a teacher and adviser, and a record of service contributions to the program, school, college and students.

The rank of Associate Professor assumes a record of appropriate professional activity of a high caliber as specified by the program (on file in the Vice President of Academic Affairs’ office).

4. Professor

The rank of Professor assumes all of the qualifications and levels of achievement as an Associate Professor, including a terminal degree as defined in 3.1.2.4. The Professor will be tenured and will have held the rank of Associate for a minimum of six years.

Both students and alumnae of the college will recognize an applicant for full professor as an outstanding teacher and adviser.

In addition, the rank of Professor assumes a record of appropriate professional activity of a high caliber as specified by the program (on file in the Vice President of Academic Affairs’ office) over a span of years demonstrating a continuing commitment to the discipline.

Service to the college will include a continuing record of leadership.

5. Professor Emerita/Emeritus

Tenured Professors with ten years or more of continuous service to the faculty at Stephens College retire as Professor Emerita/Emeritus. Retired Associate and Assistant Professors are not eligible for Emerita/Emeritus standing.

3.1.2.6 Promotion. These policies and procedures become effective immediately when approved by the faculty and the President.

3.1.2.7 Committee. The faculty Promotion and Tenure Committee shall serve as the faculty evaluators of the applicant’s professional qualifications. When a member of the Committee is
an applicant, has a program-vested interest, or other conflict of interest, a temporary replacement shall be appointed from the tenured faculty. Recommendations of specific alternate members should be directed to the Elections and Appointments Committee. The Elections and Appointments Committee will select alternate members to serve as needed in individual cases.

3.1.2.8 Criteria. The qualifications of the applicant are the only criteria relevant to a consideration of promotion in academic rank. It is the responsibility of the applicant to submit an updated evaluation portfolio and any other materials that will allow the Promotion and Tenure Committee to evaluate her/his qualifications in each of the following areas. In addition, the Committee may request additional evidence from other sources.

Qualifications of the Applicant

a. Effectiveness of a teacher. Faculty members will be judged by factors which may include, but are not limited to, effectiveness of communication with students including elaboration of course objectives and requirements for students; revision of course content in line with current scholarship; availability to students outside of class, maintenance of substantial academic standards for students to meet, ability to stimulate student scholarship, effectiveness and consistency in evaluation of students, and thoughtful self-evaluation of teaching techniques used.

b. Effective as an advisor to students. Faculty members will be judged by factors which may include, but are not limited to, those criteria identified by the Faculty Advising Committee for use in the advising process.

c. Contributions to the College as a member of its faculty. Factors to be considered may include, but are not limited to, participation in the work of committees and boards, student groups, and other service to the College community.

d. Professional Development as a scholar/performer. Faculty members will demonstrate a continuing record of professional activity. Factors the College considers include, but are not limited to, performances, works of art, exhibits, research, publications and presentations of papers at conferences, teaching at other institutions, grants, research-related travel, advanced study, attendance at professional meetings and other professional experiences appropriate to each discipline. Important in the evaluation of professional activity will be evidence of original/creative work as appropriate to the rank and discipline. Appropriate professional activity is specified by the program (on file in the Vice President of Academic Affairs’ office).

3.1.2.9 Nomination/Applications. Eligible faculty members should apply for promotion to the Vice President of Academic Affairs by December 10. In addition, any faculty member at Stephens College may nominate a faculty member for promotion. Nominations should be sent to the Vice President of Academic Affairs by December 1. If nominated, the faculty member may accept the nomination and apply to the Vice President of Academic Affairs by December 10.

3.1.2.10 Notification. The Vice President of Academic Affairs will, by the end of the day on December 10, notify the Chair of the Promotion and Tenure Committee of all applications
received. No later than December 15, the Promotion and Tenure Committee will ask the applicant(s) to submit evidence of their qualifications for promotion by January 20.

3.1.2.11 Removal from Consideration. A faculty member whose name has been announced by the Vice President of Academic Affairs as an applicant for promotion may not be removed from consideration unless the applicant makes such a request in writing to the Vice President of Academic Affairs. Upon receiving such a request, the Vice President of Academic Affairs notifies the Promotion and Tenure Committee that the applicant’s name is to be withdrawn.

3.1.2.12 Guidelines for the Faculty Promotion and Tenure Committee.

a. The provisions of the existing Promotion Policy should be thoroughly reviewed and understood by each member of the Faculty Promotion and Tenure Committee. The Faculty Personnel Committee may be consulted for interpretation. Concern for confidentiality will be stressed.

b. Prior to reviewing the material forwarded to it, the Faculty Promotion and Tenure Committee should arrange for the selection of “standby” members to serve if needed due to conflict of interest, as defined in 3.1.2.7, on the part of current Committee members. Recommendations of specific alternate members should be directed to the Elections and Appointments Committee. The Elections and Appointments Committee will select alternate members to serve as needed individual cases.

c. By December 15, each applicant for promotion will be notified by the Faculty Promotion and Tenure Committee of the materials to be forwarded to the Committee by January 20. The applicant will be offered the opportunity to appear before the committee to speak on his or her behalf.

d. The Committee will notify the campus community in order to solicit comments regarding the applicant’s suitability for promotion.

e. The Committee will assess the qualifications of each applicant based upon all materials forwarded. These include the evaluation portfolio and any other written material forwarded to the Committee by the applicant and all interested parties. The Committee may invite other knowledgeable persons, including faculty and students, to confer with it. All information gathered must be held in strict confidence. The Committee then evaluates the applicant in terms of the criteria. The chairperson of the Faculty Promotion and Tenure Committee will keep a copy of this material until the need for it, in case of an appeal, has passed. After that, because of the confidential nature of the materials, it will be destroyed. The only permanent records for the Committee’s files will be its final report each year.

f. The Committee brings the question of the applicant’s acceptability to a vote by February 15.

g. The Committee will vote by secret ballot. The secret ballot cast by each member of the Committee will be “Yes” or “No”. Neither qualified “Yes” nor “No” votes nor abstentions will be allowed. No member of the Committee should violate the confidentiality of deliberations or votes of the Committee, or should report what his or her vote was on any applicant to anyone.

h. The Faculty Promotion and Tenure Committee then prepares a written recommendation on each applicant in terms of the criteria. Recommendations prepared by the Faculty Promotion
and Tenure Committee will include (a) a statement of whether or not the applicant should be promoted, including the specific vote count and (b) a written evaluation of the applicant with supporting evidence. The evaluation by the Committee will be a balanced critical review recognizing any dissenting points of view by the minority or by an individual.

I. The Committee forwards its written recommendations to the Vice President of Academic Affairs by February 20, and sends copies of the recommendation in each case, but not the supporting documentation nor the specific vote count, to the applicant. All original supporting documentation will be forwarded to the Vice President of Academic Affairs and will be finally housed in the Promotion and Documentation File until the need for it has passed.

3.1.2.13 Reasons for Denial. When a faculty member is not recommended for promotion by the Promotion and Tenure Committee, that committee shall offer a written statement of areas for improvement that may result in a positive recommendation in the future. A faculty member who applies, but does not receive promotion, may re-apply in any subsequent year.

3.1.2.14 Vice President of Academic Affairs Recommendation. The Vice President of Academic Affairs, having considered the above reports and recommendations then submits a written report and recommendation to the President by March 1. A copy of the Vice President of Academic Affairs’ report and recommendation is sent to the faculty member and to the Promotion and Tenure Committee. A copy is also placed in the personnel file of the faculty member.

3.1.2.15 President’s Decision. No later than March 10, the President will (1) review the recommendations of the Promotion and Tenure Committee and (2) confer with the Vice President of Academic Affairs. In case of serious disagreement between the President and the Promotion and Tenure Committee, the President, by March 10, informs that Committee in writing of the reasons for disagreement; the President and the Faculty Promotion and Tenure Committee then confer. If any applicant is advised of perceived weaknesses and given the opportunity to supply further materials or to submit revised materials, all other applicants with perceived weaknesses will be similarly advised and have the same extended deadline for submitting or revising materials.

3.1.2.16 Appeal of Denial of Promotion.

a. Initiation of Appeal. By April 1, the applicant who has been denied promotion sends the Faculty Personnel Committee a written request for a review of the decision. In unusual circumstances the Committee may waive the April 1 deadline.

If an interested party is serving on the Faculty Personnel Committee, at the time of an appeal, the chairperson, on behalf of the Committee, will ask the Elections and Appointments Committee to appoint a temporary replacement.

By April 15, the faculty member submits to the Faculty Personnel Committee a written rationale for the appeal. The chairperson then invites the faculty member to appear before the Faculty Personnel Committee and reviews all the information relevant to the case in the promotion documentation file, including the written recommendation of the Vice President of Academic Affairs. If necessary, additional information is obtained from the permanent personnel file in the office of the Vice President of Academic Affairs.
b. Committee Action. The Faculty Personnel Committee reviews the documents and if additional information is needed, requests it from those who made recommendations about the applicant and requests a joint meeting with the Faculty Promotion and Tenure Committee for clarification of its decision. At this point, the Faculty Personnel Committee may decide by secret ballot that further review is not in order and so inform the faculty member. If the Faculty Personnel Committee decides to continue the review, the members collect further information, if needed, from other knowledgeable persons, including students, faculty, and members of the applicant’s field outside the College. The Faculty Promotion and Tenure Committee or a representative is encouraged to meet with the Faculty Personnel Committee at any point in the Faculty Personnel Committee’s consideration of a promotion appeal.

After completing its inquiry, the Faculty Personnel Committee decides by secret ballot whether in its judgment, denial of promotion was justified on the basis of the applicant’s qualifications, as stated in the policy.

If the Faculty Personnel Committee decides that denial of promotion was based on adequate consideration of the applicant’s qualifications, the Faculty Personnel Committee communicates its decision in writing to the person making the appeal with copies to the appropriate persons, including the

President. The Faculty Personnel Committee will give oral and/or written reasons for its decision if the applicant requests.

c. Recommendation to President If the Faculty Personnel Committee decides that the initial denial of promotion was based on inadequate consideration of the applicant’s qualifications, it submits its recommendations for reconsideration to the President stating the respects in which it believes consideration was inadequate. On receiving the President’s written response to its recommendation, the Faculty Personnel Committee communicates this decision in writing to the person making the appeal with copies to other appropriate persons. The Faculty Personnel Committee and President review will be final in determining promotion, and there will be no further appeal process.

If the Faculty Personnel Committee does not recommend promotion, or if the Faculty Personnel Committee recommends promotion and the President does not concur with that recommendation, promotion will not be granted to the faculty member. The faculty member may carry an appeal further only through a legal suit. The faculty member may reapply for promotion in any subsequent year, but may carry an appeal further only through a legal suit.

3.1.3 Special Appointment Faculty. (Adjunct, Retired, Temporary, Visiting, Joint Appointment, Guest Artists, and Others.) Persons appointed to these special positions will be employed on term contracts. They will not be eligible for tenure or sabbatical leaves. Since these are exceptional appointments, conditions of employment, including the length of the employment period, will be explicit and agreed to in writing by the College and the faculty member involved. The Vice President for Academic Affairs will place a copy of the letter of agreement in the personnel file and will give a copy to the faculty member. The same high standards in personnel matters as are characteristic of all professional relationships at the College will be applied. “
Adjunct Faculty Appointment Criteria

Introduction
Adjunct faculty members in the PA Program are appointed according to the following criteria in compliance with the definition of adjunct faculty in the Stephens College Faculty Regulations. Individuals who are providers of experiential education, teach students in laboratory, or delivering specific course coordination and teaching responsibilities (e.g., Anatomy, Physiology, Pathophysiology, Pharmacology) in the PA Program are potential candidates for an adjunct faculty appointment.

Part-time Faculty. As defined in the Stephens College Faculty Regulations include the following:
a. Regular part-time appointments. Faculty working at least half-time but less than full-time for the full year. These faculty will not have specific courses assigned to them in their letters of appointment.
b. Special part-time appointments. Faculty working less than half-time, whose letters of appointment do not specify particular courses that they are hired to teach. They may be employed for the year or by the term.
c. Course-specified appointments. Faculty appointed to teach courses specified in their letters of appointment. While they may teach two courses a semester, they have been employed for their expertise in specified courses that the College needs to offer in a particular term

Part-time Instructor
Individual has Physician Assistant certification or other qualified professional degree; Part-time Instructors provide guidance, supervision and instruction relevant to physician assistant practice to students; have at least one year of professional practice experience; and/or have at least one year of providing quality experiential education / teaching experience within the PA Program.

Requirements for Consideration
In addition to the above requirements, the individual cannot have a history of licensure or certification revocation in any state or region on the basis of ethical or professional misconduct, must submit their CV/Resume, and comply with all Human Resources Policies and Procedures for adjunct faculty, including submission of application, reference check and completion of background check. Additionally, for clinical appointments the individual must hold an active state licensure at their clinical teaching location.

Faculty Search Process

Reviewing Applicants, Interviewing Applicants, and Hiring Faculty
The College has established a search committee process for Principal Faculty positions. The committee reviews CVs and the job descriptions to determine the best match for the positions and evaluates faculty based on this information. Additionally reference checks are performed and faculty candidates are invited to campus. Candidates for faculty positions are asked to provide evidence of excellence in teaching and to present a sample lecture.
The Program Director and the Clinical Coordinator ensure that all clinical preceptors are qualified (e.g., nationally certified/boarded and state licensed).

The VPAA is ultimately responsible for approving the hiring of individuals to fill all academic positions. This process involves the approval of a job description; advertisement of the position; applicant pool screening by the search committee; an interview with the search committee, Program Director, Dean of Health Sciences, and the Vice President for Academic Affairs. Recommendations from the search committee, Program Director and Dean of Health Sciences are forwarded to the VPAA, who makes the decision to hire a recommended candidate.

Refer to Stephen College’s Faculty Regulations for additional information regarding applicant review, interviewing, and hiring guidelines and processes.

**Annual Activity Report, Goal Setting and Performance Evaluations**

Annual faculty evaluations are conducted as defined in the College’s Faculty Regulations.

**Goal Setting**

Goals for future work must be related to the Criteria for Evaluation found in the College’s Faculty Regulations and to the College’s strategic plan. The goals will be discussed with the Program Director and, if appropriate, with the Dean and modified to assure that all the School goals are being included. The faculty member, the Program Director, and the Dean will decide on the weighting of each area of teaching, service, advising and scholarship.

**Performance Evaluation**

Performance evaluations are conducted in accordance with policies and procedures found in the Stephens College Faculty Regulations as follows.

3.5 EVALUATION AND REAPPOINTMENT

3.5.1 Evaluation. The College recognizes that it can successfully carry out its mission of education only if it is able to recruit, retain, and further develop an outstanding faculty. The program of faculty evaluation underscores the commitment of the College faculty to growth and development. Primary responsibility for

The development of faculty evaluation and reappointment policies and procedures rests with the faculty through its elected Faculty Personnel Committee.

a. After a first-year informal evaluation, all full-time non-tenure track, regular part-time, probationary tenure-track and tenured faculty will be formally evaluated every three years according to the procedures in these Personnel Policies. b. The evaluation process for each category of faculty is identified below. In the event the person to be evaluated is the Dean, then the Faculty Personnel Committee will designate someone outside the School to serve in the role of chair in the evaluation procedure.

3.5.2 Regular Part-Time, Part-time, and full-time Non-Tenure Track faculty

EVALUATION: Evaluators: Supervisors of the faculty member, School Dean (if applicable) or designee. Process: Regular part-time faculty will be evaluated informally (This evaluation occurs during the first semester of teaching and is meant to assess any weaknesses that need to be addressed before any formal review is undertaken. This is designed as a mentoring evaluation.) In the first year and formally in the third and sixth year, and every third year thereafter. All other part-time faculty members will be
evaluated annually before they are issued reappointment letters. However, after two consecutive years of evaluation, part-time faculty who continue to be reappointed to the same kinds of positions will be evaluated every third year. Full-time non-tenure track faculty will be evaluated informally in the first year formally in the third and sixth year, and every third year thereafter. The supervisors of the faculty member, School Dean or designee may also conduct interim evaluations. Dates of evaluation process: Before September 15 of each academic year the Vice President for Academic Affairs (VPAA) asks the School Deans to initiate the evaluation process for all regular part-time, part-time, and full-time non-tenure track members of the School faculty scheduled for evaluation that year.

The School Dean reminds those faculty members who are to be evaluated of that fact, and explains the nature of the evaluation process.

The School Dean prepares a report concerning the particular strengths and weaknesses of the faculty member being evaluated. Where weaknesses are noted, the School Dean will suggest means for overcoming them. The report will include a positive or negative recommendation concerning reappointment.

By February 1 of the first year and November 1 of the third and sixth year, the School Dean shares the written report and recommendation with the faculty member being evaluated and with the program tenured colleagues. The faculty member has the right to attach a written statement to the report before it is submitted to the Vice President for Academic Affairs.

By February 10 of the first year and November 10 of the third and sixth year, the School Dean forwards the written report and recommendation and the written statement of the faculty member, if any, to the Vice President for Academic Affairs. By February 20 of the first year and December 1 of the third and sixth year, the Vice President for Academic Affairs, having considered the materials forwarded, submits a report and recommendation to the President, places a copy in the personnel file of the faculty member, and sends copies to the faculty member and the School Dean. The VPAA also places the materials forwarded by the School Dean in the faculty member’s personnel file.

All Other Part-time Faculty the Vice President for Academic Affairs will acknowledge receipt of a recommendation for reappointment and will place a copy of the recommendation in the faculty member’s personnel file.

Materials required for evaluation process: The procedures and criteria for evaluation of regular part time and full-time non-tenure track faculty members will be consistent with the process outlined below.

All regular part-time and full-time non-tenure track faculty will prepare a narrative evaluation report to include:

• A narrative self-assessment documenting the quality and effectiveness of teaching, advising, college service and plans for and significance of professional development. • A syllabus for a course taught since the last evaluation, selected by the teacher that demonstrates the quality and significance of the teacher’s statement of student learning outcomes and shows how these contribute to the program objectives. • Summaries, not just a tally, of student evaluations for each class, with narratives indicating their significance to the instructor, and descriptions of pedagogical changes made or planned as a consequence of student feedback. • Any other evidence of teaching and advising effectiveness, such as peer evaluations of classroom visitations, and of significant college service. The School Dean will have the opportunity to collect/review further materials from faculty, staff, and students to include in their reports.

To evaluate part-time faculty, other than regular part-time faculty, by September 15, the School Dean in consultation with the tenured colleagues of the program determines the nature of the evaluations and
what materials will be gathered, minimally to include evaluations by students and colleagues, and any materials the faculty members wish to forward. If there are no tenured colleagues in the program, the School Dean will consult with two other School Deans about the nature of the evaluations and what materials will be gathered.

A summary report from the School will be provided to the office of the Vice President for Academic Affairs and kept in the faculty file. Upon request, the faculty member will also forward course evaluations for the past three years to the Vice President for Academic Affairs.

3.5.3 PROBATIONARY TENURE-TRACK EVALUATION: Evaluators: The evaluators for probationary tenure-track faculty shall be the members of the evaluation committee (known as the Committee of Tenured Colleagues, CTC) and shall be specified no later than one month after employment. Information shall also be obtained from students, tenured and untenured faculty members, and other knowledgeable persons. Process: Probationary tenure-track faculty members shall have an informal evaluation during the first year, a formal evaluation the third year, and a formal evaluation the year before the tenure decision. (See 3.6 for the final tenure evaluation). The Committee of Tenured Colleagues and the School Dean may also conduct interim evaluations. The School Dean reminds those faculty members who are to be evaluated of that fact, and of the nature of the evaluation process. Dates of evaluation process: Before September 15 of each academic year the Vice President for Academic Affairs asks School Deans to initiate the evaluation process for all members of the program faculty scheduled for evaluation that year. Materials required for evaluation process: Probationary tenure-track faculty will prepare a portfolio for review and evaluation to include: Documentation of Teaching Effectiveness

1. Statement of Educational Philosophy 2. A narrative self-assessment of the quality and effectiveness of the teacher. 3. Teaching Schedule, including residential courses, Graduate and Continuing Studies and independent studies

4. A syllabus for a course taught since the last evaluation, selected by the teacher, which demonstrates the quality and significance of the teacher’s statement of student learning outcomes and shows how these contribute to the program objectives. 5. Sample examinations and instructions for assignments and rubrics not included in the syllabus. Teaching effectiveness can be demonstrated in the portfolio by class assessment results where assignments/rubrics are provided, or class exam scores where the test is provided with the results as an example of the knowledge mastered. 6. Summaries, not just a tally, of student evaluations for each class, with narratives indicating their significance to the instructor, and descriptions of pedagogical changes made or planned as a consequence of student feedback. The School Dean and the faculty member will discuss the evaluation forms, but the faculty member will keep the forms until such time as evaluators may request them when conducting formal evaluations. 7. Any other evidence of teaching effectiveness, such as peer evaluations of classroom visitations. The School Dean and/or Committee of Tenured Colleagues will have the opportunity to collect/review further materials from faculty, staff, and students to include in their reports.

Documentation of Advising Effectiveness

1. The Advising Evaluations provided by the Registrar each fall. 2. A narrative of their significance to the instructor and a description of any changes made or planned as a consequence of student feedback. 3. Any other evidence of advising effectiveness, such as advising award nominations. The School Dean and/or Committee of Tenured Colleagues will have the opportunity to collect/review further materials from faculty, staff, and students to include in their reports.

College Service

1. A narrative of the quality and significance of participation in the work of college committees and student groups. 2. A list of any other non-teaching service performed for the college on or off-campus
and a statement of its significance. 3. A statement of any service goals the faculty member hopes to achieve before the next evaluation.

Professional Development

1. A statement of the significance of professional development activities and/or their products since the last evaluation, including efforts to improve pedagogy and effectiveness in the classroom. Documentation that is appropriate here includes, but is not limited to the significance of juried or peer reviewed performances, works of art, exhibits, research, publications and presentations of papers at conferences, teaching at other institutions, research related travel, advanced study, attendance at and leadership in disciplinary conferences, developing proposals for new courses, working to renovate or redesign existing courses, developing grant proposals, attending workshops to integrate new technology into courses or to learn new pedagogies. Note: Each program has on file in the Vice President for Academic Affairs’ Office a statement of professional development activities appropriate for its various disciplines. 2. A statement of professional development goals the faculty member hopes to achieve before the next evaluation.

Conclusion: Faculty Portfolios should be submitted in hard copy and in a ring binder supplied by the Vice President for Academic Affairs. It is unnecessary to submit large volumes of material. In any case, the materials submitted must fit into the ring binder. It is necessary to explain the significance of the materials included and why they were selected for inclusion.

Evaluations of probationary faculty will include a statement about the faculty member’s progress toward meeting standards for tenure. Upon request, the faculty member will also forward course evaluations for the past three years to the Vice President for Academic Affairs.

3.5.3.1 Committee of Tenured Colleagues. The School Dean convenes the evaluating committee, the Committee of Tenured Colleagues. A Committee of Tenured Colleagues will consist of from three to five members. The composition of the committee follows these guidelines:

a. If there are only three tenured colleagues in the area or discipline, those three must be chosen, and may be augmented by one or two from other programs. b. If there are more than three tenured colleagues in the program, the candidate must select three from the program (selecting three from his/her area, if possible) and may add one or two tenured colleagues from within the program or from other programs. c. If there are fewer than three tenured colleagues in the program, the candidate is informed by the Vice President for Academic Affairs that he/she may select tenured members from other programs to make a total from 3-5 committee members, but all tenured members in the tenure candidate’s program must be included.

Professionalism

As for students, the PA Program emphasizes ethics and professionalism among faculty and staff so that both faculty and staff can truly be mentors by example in consistently exhibiting ethical and professional behavior.

Faculty and Staff Professionalism

Refer to the Stephens College Faculty Regulations for the standards of professional conduct in the workplace for all faculty and staff.
PA Program-specific Policies and Procedures

Faculty Development

In addition to the College-wide Faculty Development activities and trainings, information can be found in the Stephens College Faculty Regulations (Section 3.9).

The Program Director and Principal Faculty are provided up to $5,000.00 annually to support professional development opportunities that may include continuing education conferences.

The Program Director and each Principal Faculty member will collaborate with the Dean of Health Sciences to establish an individual annual Professional Development Plan that may include paid non-vacation time to support attendance at professional organizational meetings.

The Program Director and Principal Faculty who are licensed clinicians are ensured 20% release time per week to facilitate their ability to remain current by continuing clinical practice.

The Program Director and Principal Faculty who are PAs are ensured 3 days per year paid-non-vacation time for review and study for NCCPA certification.

Due to budgetary limitations, not all activities and reimbursement requests can be approved. Use of all faculty development funds must be approved in advance of payment for and reimbursement of such activities by the Dean and Vice President for Academic Affairs and must contribute to the faculty member’s development.

Non-clinician Principal Faculty enjoy the same opportunities for research support as all other non-clinician faculty at Stephens College. They may apply for release time from teaching or administrative responsibilities to support particular projects or initiatives.

The College provides 80% of the tuition costs for up to the first 6 credit hours per term for employees who wish to pursue graduate studies within the College.

Requests for faculty development funds must be made in advance by completing and submitting the appropriate form(s), which can be found in the School’s Shared Drive. The forms must be submitted to the Dean’s office.

For activities requiring time away from program responsibilities (e.g., lecturing, lab coverage, examination coverage), all faculty must submit a Teaching/Activity Coverage Form indicating what activity they will not be covering and who they have secured to cover that activity.

The program provides limited funds for faculty development and days for educational and professional development activities. Available funds are defined annually during the budget review and development process. Professional development includes, but is not limited to, some certification and licensure renewals, pertinent continuing education courses, appropriate professional memberships, and some conference registration and travel fees. Funds are limited to activities that support or enhance the faculty member’s ability to work and perform in their role as full-time (0.8 FTE and above) faculty within the PA Program. Due to budgetary limitations, not all activities and reimbursement requests can be approved. Use of all faculty development funds must be approved in advance of payment for and reimbursement of such activities.
activities by the Dean and Vice President for Academic Affairs and must contribute to the faculty member’s development.

Requests for faculty development funds must be made in advance by completing and submitting the appropriate form(s), which can be found in the Program’s Shared Drive. The forms must be submitted to the PA Program Director who will then forward to the Dean’s office.

For activities requiring time away from program responsibilities (e.g., lecturing, lab coverage, examination coverage), all faculty must submit a Teaching/Activity Coverage Form indicating what activity they will not be covering and who they have secured to cover that activity.

The Program faculty who are PAs are ensured $5,000 annually for professional development. Faculty may choose to use some of these funds for NCCPA certification maintenance.

**Travel Policy**

The School of Health Sciences’ Travel Policy: All reimbursable travel must be authorized by the Dean or Program Director. Faculty must submit a Travel Authorization Form to the Program Director who will forward the request to the Dean’s office. Requests must be submitted a minimum of 2 weeks in advance of the trip. At the Dean’s discretion, if the faculty’s chosen mode of travel is more expensive than another mode of travel, the faculty member may be reimbursed at the cost of the less expensive mode of transportation.

A travel and expense report form accounting for all monies spent must be completed and approved by the Dean and submitted to the VPAA’s Office.

For activities requiring time away from program responsibilities (e.g., lecturing, lab coverage, examination coverage), all faculty must submit a Teaching/Activity Coverage Form indicating what activity they will not be covering and who they have secured to cover that activity.

**Release Time**

The Program Director and each Principal Faculty member will collaborate with the Dean of Health Sciences to establish an individual annual Professional Development Plan that may include paid non-vacation time to support attendance at continuing education conferences.

**Vacation/Time off**

All employees are responsible for scheduling vacation well in advance of the period in which it will be taken. All scheduled vacation requests should be submitted on the appropriate form, indicating dates and times for time off and the amount of vacation time remaining for the remainder of the year. Additionally, as with Faculty Development and Travel requests, Vacation Requests must also be accompanied by a Teaching/Activity Coverage Form indicating what activity will not be covered and who has agreed to cover the activity.

All scheduled requests required supervisory approval at least 1 week in advance of the anticipated time off. Submit all requests to the PA Program Director. Approval is not automatic and will be made subject to operational and staffing needs of the department. Vacation time
taken must be recorded for payroll purposes. Exempt faculty accrued vacation time does not carry-over beyond the annual contract.

**Policies Regarding Student Concerns - Grievances**

Stephens College is committed to creating a safe and respectful working and learning environment that is free from harassment, discrimination, abuse, intimidation and/or violence. The College does not discriminate on the basis of race, ethnicity, gender, religion, national origin, marital or veteran status, sexual orientation, age, disability or any other characteristic protected by law (collectively, the “Protected Categories”) in the recruitment and admission of students, the recruitment and employment of faculty and staff, or the operation of any of its education programs or activities. The College strictly prohibits discrimination or harassment (including sexual harassment) of any member of the College community, including but not limited to students, faculty, staff, vendors, contractors, and guests, on the basis of any of these Protected Categories. Furthermore, the College prohibits retaliation against anyone because that person makes a good faith complaint under this Policy, assists in an investigation of such complaint, or otherwise exercises any rights protected by law or under this Policy.

This Policy applies to all students, faculty, staff, vendors, contractors, guests, and others in the College environment.

**Student allegations of harassment**

Sexual harassment is defined as unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive that it unreasonably interferes with, denies or limits someone’s ability to participate in or benefit from the Colleges educational program and/or activities. Sexual harassment may involve power differentials (quid pro quo), the creation of a hostile environment, or retaliation.

**Harassment Policy**

Stephens College is committed to creating a safe and respectful working and learning environment that is free from harassment, discrimination, abuse, intimidation and/or violence. The College does not discriminate on the basis of race, ethnicity, sex, gender, religion, national origin, marital or veteran status, sexual orientation, age, disability or any other characteristic protected by law (collectively, the “Protected Categories”) in the recruitment and admission of graduate students, the recruitment and employment of faculty and staff, or the operation of any of its education programs or activities.

The College strictly prohibits discrimination or harassment (including sexual harassment) of any member of the College community, including but not limited to students, faculty, staff, vendors, contractors, and guests, on the basis of any of these Protected Categories. Furthermore, the College prohibits retaliation against anyone because that person makes a good faith complaint under this Policy, assists in an investigation of such complaint, or otherwise exercises any rights protected by law or under this Policy.

This Policy applies to all students, faculty, staff, vendors, contractors, guests and others in the College environment.
All members of the College community have a responsibility to prevent and address discrimination and harassment. With this responsibility in mind, all College employees have an obligation to report any conduct they learn about, which they believe may constitute discrimination or harassment.

Students, faculty and staff must be able to pursue their education, employment or activities without fear of verbal or physical harassment or hazing from other members of the community. Engaging harassment and/or hazing are considered a serious offense and will result in disciplinary action which may include dismissal from the program.

**Reporting a Complaint**

Students who believe they have been the subject of harassment on the basis of disability should contact the College’s ADA/Section 504 Coordinator in the Student Success Center in Stamper Commons; students who believe they have been the subject of harassment on the basis of gender or sex should contact the College’s Title IX Coordinator in the Office of the Vice President for Finance and Administration. For any other form of harassment or discriminatory behaviors, the student should contact the Vice President for Student Development or the Student Development Coordinator, who will take action to address the complaint of harassment. If the harassment presents immediate danger to the student or others, the student should call campus security or dial 9-1-1.

Additional information regarding procedures for complaints against College Employees can be found in the document, “Grievance Procedure for Complaints of Discrimination or Harassment against College Employees”: https://www.stephens.edu/assets/Docs/Student-Life/11.11.14-Procedure-for-Complaints-of-Discrimination-or-Harassment-Against-EEs-v11-01.pdf

**Timeliness of Reporting a Complaint**

A complaint of discrimination or harassment should be submitted as soon after the offending conduct as possible to allow for an effective investigation, appropriate resolution and prevention of further incidents.

**Confidentiality**

All persons involved in any grievance process related to complaints of discrimination or harassment are expected to maintain confidentiality regarding information related to the complaints to the extent that such confidentiality does not contradict or undermine the College’s responsibility to respond effectively to the complaint or to comply with the law.

An individual’s requests regarding the confidentiality of reports of discrimination or harassment will be considered in determining an appropriate response; however, such requests will be considered in the dual contexts of the College’s legal obligation to ensure a working, living, and learning environment that is free from discrimination or harassment and the due process rights of the accused (referred to as the “respondent”) to be informed of the allegations and the source of those allegations. Some level of disclosure may be necessary to ensure a prompt, thorough and impartial investigation.
**Filing of False Complaints**

The College does not tolerate the filing of false, frivolous or malicious complaints under this Policy. Those bringing such complaints will be subject to discipline, up to and including dismissal.

**All other Grievances**

For all other grievances, the student should first attempt to resolve the conflict with the faculty or staff member acquiring written documentation of the grievance and the resolution. If the disagreement cannot be resolved, written documentation should be referred to the Program Director. Any disagreements that cannot be resolved successfully within the PA Program will be referred to the Dean of Health Sciences, and if necessary, to the VPAA. For any grievance not resolved at a previous level, the final step in the appeals process is the President of the University.

If a hearing or appeal is requested, the student will continue in the PA Program until all due process is completed and a final determination of the case is made, except where the individual is determined to be a danger to themselves or others.

**Professional Conduct**

**Code of Professional Conduct**

Professional behaviors expected by the Physician Assistant program include:

- Attendance
- Timeliness
- Appropriate participation for each session
- Appropriate dress, as stated in the student dress code
- Appropriate hygiene according to standards of local customs
- Being prepared for lessons and assignments
- Respectful and courteous behavior toward faculty, staff, other PA students, and patients
- Participation in discussions and learning activities
- Self-reflection, assessment of learning needs
- Providing and accepting constructive feedback
- Personal responsibility
- Respecting confidentiality of patients and fellow students

As future certifying physician assistants, students shall comply with all applicable laws, regulations and standards, including but not limited to those governing professional practice. Physician Assistant students shall:

- respect appropriate professional boundaries in their interactions with patients;
- avoid behavior that would pose a threat or potential threat to the health, well-being or safety of patients apart from reasonable risks taken in the patient's interest during the delivery of health care;
- recognize and understand their professional and personal limitations;
• engage in the program without impairment from substance abuse and without impairment from cognitive deficiency or mental illness that, even with appropriate reasonable accommodation, adversely affects their behavior;
• maintain and demonstrate the ability to engage in the practice of medicine safely and competently; and
• behave in a manner that is lawful, ethical, and upholds accepted standards of professional practice.*

*Adapted from the Code of Conduct for Certified and Certifying Physician Assistants: https://www.nccpa.net/PDFs/Code%20of%20Conduct.pdf

Policy for Professional Code of Conduct Violations

In addition to the above requirements for professional conduct, students must abide by the regulations and professional expectations of each individual clinical site. If an instructor or preceptor identifies a violation of the professional code of conduct, the instructor should first notify the student and take appropriate action, which might include removal from the classroom or patient care environment and/or assistance for the student to correct the behavior. A record of the incident reported by the faculty member will be submitted to the Program Director.

Procedure for Discipline and Dismissal for Professional Code of Conduct Violations

If the violation is severe or warrants immediate dismissal, the Program Director will convene a hearing of the Student Progress and Professionalism Committee (SPPC) within ten (10) calendar days. The student will be allowed to appear before the SPPC with or without counsel and all evidence supporting or refuting the violation should be presented. The SPPC may 1) recommend dismissal of the student, or 2) recommend that the student not be dismissed. Recommendations for dismissal will be submitted to the Dean of Health Sciences, at which point the student may appeal. If the SPPC does not recommend dismissal, the case will be referred to the program faculty, who will work with the student on a Professional Development Plan (PDP) to correct the behavior. The faculty will recommend and develop the individualized plan in collaboration with the student. The student’s advisor and the program faculty will monitor the student’s progress until the requirements of that plan are fulfilled. The faculty will verify the student’s completion of the PDP and a record will be included in the student’s file.

For all other serious offenses, the Program Director will bring the student’s case before the program faculty, who will recommend the development of a PDP, dismissal of the student, or other action. If the faculty decides that the offense warrants dismissal of the student, a hearing before the Student Progress and Professionalism Committee will be called using the procedures outlined above.

Repeated minor violations of students will be recorded and reviewed by faculty at regular faculty meetings (typically bimonthly meetings). In the case of patterns of repeated minor violations, the issue may 1) be addressed with the student in a meeting with his or her advisor or 2) the faculty may recommend a PDP. If the student continues to violate the code of conduct or is unsuccessful in completing a PDP, he or she may be dismissed from the program.
Staff Violations of Code of Conduct

Students who feel their instructors are in violation of the code of conduct have the responsibility to contact the Program Director in a timely manner. In the case that the complaint of violation of the code of conduct is against the Program Director, the student should contact the Dean of Health Sciences.

Student Professionalism

The principal value of the physician assistant profession is to respect the health, safety, welfare, and dignity of all human beings. (AAPA Code of Ethics). In the Stephens College Physician Assistant program, professionalism is the embodiment of the attitudes and behaviors that promote this value.

The American Board of Internal Medicine describes medical professionalism as follows:

For many, medical professionalism is the "heart and soul of medicine." More than the adherence to a set of medical ethics, it is the daily expression of what originally attracted them to the field of medicine – a desire to help people and to help society as a whole by providing quality health care.

http://www.abimfoundation.org/Professionalism/Medical-Professionalism.aspx

In addition to the aspects regarding patient care, professionalism for a Physician Assistant includes attitudes and behaviors that promote learning and positive relationships with other students, Physician Assistants, inter-professional colleagues, instructors, supervisors, administrators and the public. Within the classroom, all students and faculty have the right to a learning environment free of verbal abuse, threats, intimidation, harassment, and other conduct that threatens or endangers the physical or mental health or safety of any member of the college community. Class discussions and communications should be free of excessive sarcasm, bullying, caustic or aggressive language or disrespect in tone/words. Students should review their written communication carefully, being aware of challenges such as perceptions and interpretations of others.

Appeals Processes

General Information
Students in the Stephens College Physician Assistant Program may appeal any decision made by Stephens College personnel concerning any action that the student believes is unjust or in violation of Stephens College policies or program rules. Specifically, for grade appeals or appeals of dismissal, please see the policies below which are written in accordance with the Stephens College Graduate Curriculum Catalog and the Stephens College Student Handbook, Within the Ivy.

For all other grievances, the student should first attempt to resolve the conflict with the faculty or staff member, with written documentation of the grievance and the resolution, if any. If the disagreement cannot be resolved, the written documentation should be referred to the Program Director. Any disagreements that cannot be resolved successfully within the Physician
Assistant Program will be referred to the Dean of Health Sciences, and if necessary, to the Vice President for Academic Affairs. For any grievance not resolved at a previous level, the final step in the appeals process is the President of the University.

If a hearing or appeal is requested, the student will continue in the Physician Assistant Program until all due process is completed and a final determination of the case is made, except where the individual is determined to be a danger to themselves or others.

**Appeal of Dismissal from the Program**

If the student is dismissed from the program and wishes to appeal, the student must submit a written appeal to the Graduate Council within ten (10) calendar days. The Graduate Council shall review the appeal letter and contact the student. The Graduate Council shall rule on this appeal and its decision shall be provided to the student in writing.

**Grade Appeals**

As described in the Stephens College Graduate Curriculum Catalog, only final course grades may be appealed after final grades are submitted. A student who believes a final grade has been assigned incorrectly must correspond in writing with the course instructor within two (2) weeks after the receipt of the grade. Within one (1) week of receiving this correspondence the course director will set up a meeting with the student. The course instructor may agree that a grade change is appropriate and will email the Program Director of the requested change. The Program Director will submit a change of grade form to the Registrar. The matter is then closed. If a dispute about a grade cannot be resolved between the student and the course instructor, then the student may appeal. The appeal procedure is as follows:

1. Within one (1) week of meeting with the course instructor, the student will submit the appeal in writing to the Academic Coordinator or Clinical Coordinator. In support of the appeal the student must provide objective evidence that the grade was assigned incorrectly. This evidence may take the form of the course syllabus, assignments, rubrics, photocopies of graded papers, quizzes, tests and other work performed in the course. The Academic Coordinator will establish a time to meet with the student. The Academic Coordinator cannot change the grade but will discuss the student’s concerns and, failing resolution, will advise the student on further steps in the appeal procedure.

2. Within one (1) week of meeting with the Academic Coordinator or Clinical Coordinator, the student may write to the Dean of Health Sciences to pursue the appeal. The student must submit to the Dean objective evidence that the grade was assigned incorrectly. The Dean shall convene an appeal panel of three members of the Graduate Council who are not faculty in the same program as the instructor involved in the appeal. The panel will examine the evidence provided and conclude its review within ten working days of its first meeting.

3. The panel will submit its recommendation in writing to the student, course instructor, Program Director and Health Sciences Dean. The panel may:
   a. recommend that the course director change the grade,
   b. recommend that the course director review the grade according to the criteria specified by the panel, or
   c. dismiss the appeal.

4. At this point the panel’s responsibilities are concluded. The panel is not empowered to
change the grade. The grade that the course director assigned cannot be changed by anyone but that course director.

5. If, after considering the panel’s recommendation, the course instructor agrees that a grade change is appropriate, then the course instructor will email the Program Director of the requested change. The Program Director will submit a change the grade form as completed by the instructor. If the course instructor does not agree that a grade change is appropriate, then the grade will stand. This will conclude the appeal procedure; no further review is available.

6. The grade appeal will be considered confidential, and only those directly involved in the appeal procedure will be provided with information concerning the appeal.

7. If the student chooses to make the appeal panel’s written recommendation a part of her/his permanent file, the student should instruct the Health Sciences Dean (or her/his designee) to convey the panel’s recommendation to the Registrar.

Pi Alpha Honor Society Selection Guidelines

The Pi Alpha Honor Society is the Physician Assistant Education Association’s (PAEA) national honor society promoting and recognizing PA students and graduates for significant academic achievement, leadership, research, and community/professional service in addition to a high standard of character and conduct. Nomination categories include student, alumni, faculty, and honorary memberships. Details pertaining to Pi Alpha, including school chapters and official policies and procedures for nomination and induction can be found on the PAEA website: http://www.paeonline.org/index.php?ht=d/sp/i/191/pid/191

For students to be nominated, each student must have a high GPA near the end of their program minimum and evidence achievement in the areas of leadership, research and/or community/professional service. Selection of students may occur any time after the end of summer semester of the student’s last professional year in an accredited PA program. Initial selection is based on overall GPA at the end of summer semester, but the GPA is not the lone criteria for nomination. A list of student GPA is obtained from the registrar and all students with an overall GPA of 3.5 or greater are eligible. Faculty input is solicited regarding leadership, community or professional service, research or other meaningful activities. The number of student inductees cannot exceed 15% of graduating class, determined by the number of students graduating plus the number of students who will graduate by May of the next year (e.g. 117 students will graduate in December 2012 plus 4 will graduate in May 2013 giving a class size of 121).

For alumni, faculty, and honorary membership please refer to the Pi Alpha website. Cords and certificates are sent to the program by PAEA and students are inducted at an annual Awards Ceremony.

Alpha Eta National Scholastic Honor Society for the Allied Health Professions

The Alpha Eta Society is a national scholastic honor society for allied health professions to promote and recognize individuals for scholarship, leadership, and contributions to those professions. Details pertaining to Alpha Eta including membership and bylaws can be found at their website: http://www.alphaeta.net/
For students to be nominated, they must be in the last phase of professional training, have an overall GPA of 3.8 or better, have shown capacity for leadership and achievement in the Physician Assistant field, and have been recommended by faculty and approved by the SHS Dean. The number of student inductees cannot exceed 20% of the graduating class for each cohort.

For alumni, faculty, and honorary membership please refer to the Alpha Eta website. Certificates are sent to the program by Alpha Eta and students are inducted at an annual Awards Ceremony.
Appendix I: Organizational Chart for the School of Health Sciences (SHS)
Appendix II: Generic Position Descriptions

Position Title: PA Program Director: School: The School of Health Sciences
Position Type: Full-Time (1.0 FTE) Reports to: SHS Dean

Purpose: Program Leadership

**Essential Functions:** Provide leadership for the overall administration and management of the Physician Assistant Studies Program to promote quality education for the students in accordance to the Stephens College, School, and Program missions and values and in accordance to ARC-PA accreditation standards. Develop, implement, and revise, when appropriate, student candidate admissions processes in concert with the Admissions Office. Coordinate the recruitment, selection and development of qualified faculty and staff. Recruit adjunct didactic and clinical faculty and promote the program. Supervise all Program faculty and staff. Oversee student advisement throughout their time in the Program. Troubleshoot student, faculty, and staff issues in coordination with the Dean, Provost, Human Services, Student Services and Academic Support departments when appropriate. Coordinate and direct curriculum planning, implementation and evaluation. Develop, organize and perform ongoing evaluations of the Program including, but not limited to course development and evaluation, faculty and staff hiring, development and evaluation, student progress and outcomes during didactic and clinical years and on board examination(s), continuous Program self-study process. Develop, organize, implement, and, when appropriate, revise internal faculty development processes. Develop, organize, implement, and conduct program faculty/staff meetings. Provide reports on the PA Program to the Dean, VPAA, and accrediting agencies on an annual basis and as requested by the administration. Oversee the PA Program budget including the development, monitoring, and implementation of annual budget approved by the administration. Make clinical site visits to monitor students and assess clinical sites. Maintain contact with clinical affiliates and preceptors to ensure program objectives are met. Serve on departmental, School, and College committees. Attend, participate, and officially represent the Stephens College Physician Assistant Program at the PAEA, AAPA, and regional and state professional meetings.

**Required Qualifications and Experience:** If a physician assistant, current PA National Certification and eligibility for MO state licensure, depending on campus location. If a physician, PA-C or present certification by an ABMS- or AOA- approved specialty board and eligibility for MO licensure as an allopathic or osteopathic physician and knowledge about current PA practice standards and the PA role. A minimum of six years clinical experience. Master’s Degree required. Ability to effectively work independently on numerous projects/tasks. Ability to effectively work in a team environment. Strong organizational and computer skills.

**Preferred Qualifications:** A minimum of two years clinical education experience. A minimum of two years in full-time PA education program. The applicant will have history of active involvement in the preparation of a physician assistant program’s self-study report and accreditation application and at least one previous ARC-PA accreditation site visit for a Physician Assistant program. Strong organizational, management, budget development and management, communication, and computer skills. Academic preparation and/or experience in graduate level clinical education, and the earned doctorate is preferred.
Position Title: Medical Director
School: The School of Health Sciences
Position Type: Part-Time (0.1 FTE) to Full-Time (1.0 FTE)
Reports to: Program Director

Purpose: Supports program leadership in ensuring that both didactic instruction and supervised clinical practice experiences are appropriate and effective in meeting current practice standards as they relate to the PA role in providing patient care.

**Essential Functions:** In consultation with the Program Director, the Director of Academic Education, and the Director of Clinical Education, the medical director will: Assist program leadership in ensuring appropriateness and effectiveness of curriculum and clinical practice experiences. Assist in developing the program mission statement, providing instruction, evaluating student performance, designing, implementing, coordinating and evaluating curriculum, and evaluating the overall effectiveness of the program.

**Specific Responsibilities include:** Assist in the development and evaluation of admissions criteria for effectiveness regarding student applicant characteristics that reinforce student, program and institutional success in advancement of students through the entire PA curriculum and attainment of professional certification. Assist in the development and assessment of student learning outcomes. Assist in the development and evaluation of both didactic and clinical year curricula by participation in the PA program’s curriculum committees. Assist in the development and evaluation of clinical year course curricula to allow comprehensive instruction in current NCCPA blueprint diseases/disorders and practice task areas. Assist in the recruitment, development, maintenance, and evaluation of clinical sites for experiential training to ensure that these sites meet accreditation standards for clinical training. Assist in the evaluation of Program’s curricula and policies in regard to ARC-PA accreditation standards, including contribution to ongoing program review, mapping of course content and examinations, and assisting with accreditation site visits. Promotion of professionalism by modeling such behaviors inside and outside the classroom and college. Assist the clinical coordinator in obtaining Affiliation Agreements with clinical sites when needed. Assist in accreditation processes. If 0.8 or 1 FTE, also serves as Principal Faculty. Serve as an “ambassador” for the School, and Program through participation in service activities.

**Qualifications/Education/Experience:** Current unrestricted license as an allopathic or osteopathic. Certification by an ABMS- or AOA- approved specialty board. Knowledge about current PA practice standards and the PA role. Academic preparation and/or experience in graduate level clinical education, including being knowledgeable in course development and strategies promoting effectiveness. Previous clinical medical experience and understanding of the medical environment (minimum of 5 years in primary care experience preferred). Effective communication skills and ability to use various communication tools. Ability to effectively work independently on numerous projects/tasks. Ability to effectively work in a team environment.
Position Title: Academic Coordinator  
School: The School of Health Sciences  
Position Type: Full-Time (1.0 FTE)  
Reports to: Program Director  

Purpose: Oversee and coordinate the didactic portion of the Program

Essential Functions: In consultation with the Program Director, the Academic Coordinator will:
Coordinate and/or teach didactic courses. Map the didactic year curriculum in accordance to NCCPA Blueprint to meet the needs of students and mission of the Program. Regularly assess the didactic year curriculum for effectiveness by seeking student and faculty input, monitoring student grades/evaluations on course examinations, end of rotation examinations, PACKRAT scores, and PANCE scores. Analyze didactic year curriculum for adherence to ARC-PA standards, strengths, and needed improvement. Facilitate curriculum enhancement and implement curricular improvements. Direct the evaluation, editing, and updating of course descriptions, course topics, learning objectives, and syllabi for all didactic year courses.

Specific Responsibilities Include: Engage in teaching, scholarship, and service activities as defined in the Faculty Regulations. Participate in teaching selected lecture and laboratory classes and experiential activities occurring in the didactic phase of the Program. Participate in clinical-phase courses and activities as designated by the Program Director. Participate in the development, implementation and evaluation of the curriculum for physician assistant education that conforms to College and School of Health Sciences policies and procedures. Participate in the development, initiation and incorporation of instructional experiences within the curriculum designed to achieve and maintain compliance with ARC-PA standards. Ensure the development of core knowledge, skills and attitudes requisite to the development of competencies required for the successful completion of board examinations and safe practice at the time of entry to the profession. Participate in curriculum design and program development to include, but not limited to, program manuals, instructional materials and learning objectives. Maintain accurate and appropriate records, assist with periodic accreditation reports, accreditation site visits, and ongoing program evaluation. Provide supervision, instruction, advice and counsel to students assigned to the didactic phase and thereby facilitate the students’ successful completion of all learning objectives. Also serves as Principal Faculty member.

Qualifications and Experience: Current PA National Certification Eligible for MO state licensure, a minimum of two years Clinical Education Experience. Master’s Degree Required, Strong organizational and computer skills.
Position Title: Clinical Coordinator

School: The School of Health Sciences

Position Type: Full-Time (1.0 FTE)

Reports to: Program Director

Purpose: Oversee and coordinate the clinical portion of the Program

**Essential Functions:** In consultation with the Program Director, the Clinical Coordinator will coordinate, supervise, and, when appropriate, teach clinical year seminars, activities, and courses; Develop, coordinate, and revise, when appropriate, clinical year student evaluations including, but not limited to, end of rotation examinations (EOREs), objective structured clinical examinations (OSCEs) and assess those evaluations for validity and effectiveness; Map the clinical year curriculum, including capstone project(s) and end of rotation examinations (EOREs), in accordance to NCCPA Blueprint, to meet Program and student needs and ARC-PA accreditation standards; Regularly assess the clinical year curriculum for effectiveness by seeking student and faculty input, monitoring student electronic materials (e.g., E*Value submissions), student grades/evaluations on course examinations, end of rotation examinations, PACKRAT scores, and PANCE scores; Analyze curriculum for adherence to ARC-PA standards, strengths, and needed improvements; Facilitate curriculum enhancement and implement curricular improvements; Direct the evaluation, editing, and updating of course descriptions, course topics, learning objectives, and syllabi for all clinical year courses; Supervise the clinical year team - clinical coordinator(s), assistant director of clinical education (if present in program), site visitors, guest lecturers - including managing schedules, assigning, monitoring, and evaluating activities; Ensure, with the assistance of clinical coordinator(s), placement of all students in appropriate clinical rotations; Ensure appropriateness and effectiveness of all clinical rotations in accordance with Program and student needs and ARC-PA accreditation standards; Ensure all clinical rotations are visited in accordance with Program policy and ARC-PA accreditation standards; Troubleshoot student and preceptor issues during clinical year; Develop and revise, as appropriate, clinical year student, rotation site, and preceptor handbooks/manuals; Assist the recruitment of preceptors and clinical rotation sites; and assist in the development and upkeep of clinical rotation site affiliation agreements.

**Specific responsibilities will include:** Engage in teaching, scholarship, and service activities as defined in the Faculty Regulations.

Participate in teaching selected classroom and laboratory classes. Participate in clinical related activities as designated by the Program Director. Participate in the development, implementation and evaluation of the curriculum for physician assistant education that conforms to College and School of PA policies and procedures. Participate in the development, initiation and incorporation of instructional experiences within the curriculum designed to achieve and maintain compliance with ARC-PA standards. Ensure the development of core knowledge, skills and attitudes requisite to the development of competencies required for the successful completion of board examinations and safe practice at the time of entry to the profession. Participate in curriculum design and program development to include, but not limited to, program manuals, instructional materials and learning objectives. Maintain accurate and appropriate records, assist with periodic accreditation reports, accreditation site visits, and ongoing program evaluation. Provide supervision, instruction, advice and counsel to students assigned to the clinical phase and thereby facilitate the students’ successful completion of all learning objectives. Also serves as Principal Faculty member. Serve as an “ambassador” for the School, and Program through participation in service activities.

**Qualifications and Experience:** Current PA National Certification; Eligible for MO state licensure; A minimum of two years Clinical Experience; Experience as preceptor of students in health care related clinical rotations preferred. Master’s Degree Required. One year full-time PA education teaching experience required. Strong organizational and computer Skills.
Essential Functions: Engage in teaching, scholarship, and service activities as defined in the Faculty Regulations. Participate in teaching selected lecture and laboratory classes and experiential activities. Maintain a program of scholarly productivity appropriate to academic rank. Participate in clinical-year activities as designated by the Program Director. Participate in the development, implementation and evaluation of the curriculum for physician assistant education that conforms to School and Program policies and procedures. Participate in the development, initiation and incorporation of instructional experiences within the curriculum designed to achieve and maintain compliance with ARC-PA standards. Ensure the development of core knowledge, skills and attitudes requisite to the development of competencies required for the successful completion of board examinations and safe practice at the time of entry to the profession. Assist with the development of individualized learning objectives intended to support and enhance each student’s potential to achieve while enrolled in the PA program. Participate in curriculum design and program development to include, but not limited to, program manuals, instructional materials and learning objectives. Maintain accurate and appropriate records, assist with accreditation reports, accreditation site visits, and ongoing program evaluation. Provide supervision, instruction, advice and counsel to students and thereby facilitate the students’ successful completion of all learning objectives. Participate in the identification and recruitment of qualified applicants and to promote their enrollment as students in collaboration with the Admissions Office and program faculty and staff. Identify sources for and participate in the preparation and implementation of grants and contracts supportive of the activities of the School. Serve on College-wide, School, and Program specific faculty committees when appointed or elected. Participate in the faculty search process activities of the School. Participate in local, state, and national professional organizations for own professional development and to ensure program excellence and appropriateness of curriculum and instruction and its application to clinical instruction. Assist in clinical year activities as requested, including but not limited to participation in clinical year curriculum and activity development and delivery, monitoring of clinical year students, proctoring examinations, assisting with Objective Structured Clinical Examinations (OCSCEs), and performing clinical rotation site visits and evaluations.

Serve as an “ambassador” for the College, School, and Program through participation in service activities

Qualifications and Experience: If a Physician Assistant, A Master’s degree is required, Current PA national certification; candidate is required to maintain certification throughout employment; Eligibility for licensure in MO; Minimum of two years clinical experience; Higher education teaching experience preferred; Experience as clinical preceptor preferred; If a physician; Current eligibility or unrestricted license as an allopathic or osteopathic physician in MO; Certification by an ABMS- or AOA- approved specialty board; Minimum of three years clinical experience; Experience as clinical preceptor preferred. If a pharmacist: Doctor of Pharmacy degree; Residency and/or fellowship or equivalent experience; Teaching experience at graduate level in pharmaceutical science. If a non-clinician scientist: Doctorate degree in health- or social-science related field; Minimum of two years teaching/research/clinical experience. Strong organizational and computer skills.
Course Director Position Description:

The Course Director is the instructor of record for her or his assigned course. The Course Director is responsible for the development, management, assessment, evaluation, remediation, and revision of the course. While Course Directors will have varying teaching roles in their courses, they will also be responsible for selecting, scheduling, communicating with, mentoring, and evaluating other specialized instructional faculty. When a course includes content appropriate to the expertise of one faculty member, the course instructor will also be designated as Course Director. The Clinical Coordinator will serve as Course Director for all SCCPEs and oversee preceptors in clinical education.

Course Director Responsibilities:

- Development, revision, and/or maintenance of the course syllabus and schedule
- Maintaining records for the course
  - Attendance
  - Grades
  - Notes on student performance and/or professionalism
- Developing and administering all course assessments
- Introducing the course and all lecturers/teaching faculty
- Being present in all course sessions (unless arrangements are made with the Program Director)
- Evaluating external lecturers
- Overseeing the instructional content of the course for teaching faculty
- Setting up and maintaining the course’s Canvas site
- Monitoring student progress
- Implementing ADA accommodations if necessary
- Setting up and overseeing remediation of students
- Providing assessment data to the Academic Coordinator or Clinical Coordinator.
- Completing a course assessment report at the end of the course
- Promptly addressing student questions and concerns regarding the course
**Position Title:** Adjunct Faculty  
**School:** The School of Health Sciences  
**Position Type:** Adjunct  
**Department:** The School of Health Sciences  
**Reports to:** Program Director  
**Purpose:**

**Essential Functions:** In consultation with the PA Program Director, adjunct faculty will develop, coordinate, oversee, and/or teach specific didactic courses and activities as assigned.

Specific responsibilities will include: Participate in teaching selected classroom and laboratory classes. Participate in the development, implementation and evaluation of the curriculum for physician assistant education that conforms to College, School, and Program policies and procedures and ARC-PA accreditation standards. Participate in the development, initiation and incorporation of instructional experiences within the curriculum designed to achieve and maintain compliance with ARC-PA standards. Ensure the development of core knowledge, skills and attitudes requisite to the development of competencies required for the successful completion of board examinations and safe practice at the time of entry to the profession. Assist with the development of individualized learning objectives intended to facilitate each student’s potential to achieve while enrolled in the PA program. Maintain accurate and appropriate records. Provide supervision, instruction, advice and counsel to students assigned to the didactic phase and thereby facilitate the students’ successful completion of all learning objectives.

**Qualifications and Experience:** A Minimum of One Year Clinical Experience; Master’s Degree Preferred  
Higher Education Experienced Preferred; Organizational and Computer Skills

**Position Title:** Administrative Assistant  
**Department:** The School of Health Sciences  
**Position Type:** Support staff- Non-exempt  
**Reports to:** Program Director  
**Purpose:** Supports the activities of the School and Program

**Essential Functions:** Manage and support the affairs of the Program and its faculty. Assist the Program Director and/or Dean with the day to day operations of the Program. Prepare typed reports, memorandums, and minutes for internal and external use. Operate personal computer and software, including the ability to manage databases, tables, and external report formats. Maintain program files as designated by the Program Director. Assist in the technical aspects of preparation of examinations, typing student course/lab materials, faculty and adjunct evaluation forms, and other related course materials under the guidance of faculty and/or Program Director (e.g., organizing course packets, syllabi, etc.). Assist in proctoring of student examinations. Process Scantron forms of student course, faculty and adjunct evaluations of didactic and laboratory courses under the direction of the faculty and/or Program Director. Operate fax and photocopy machines and other office equipment. Monitors and ensures the appropriate use of photocopy and fax machines. Orders supplies that are necessary for the Program under the guidance of the Program Director. Maintain a professional work environment. Assist with School and Program activities, including events sponsored by the Program (i.e., white coat ceremony, social events) or special projects as needed.

**Qualifications and Experience:** College degree preferred. Minimum of 3-5 years of experience as an administrative assistant in a professional setting. Experience in an academic environment desired, but not essential. Excellent organizational skills. Clear and courteous communication skills. Ability to assign priorities to work requests. Good typing and computer skills. Minor lifting activities related to management of office supplies. Ability to proofread; accuracy is essential.
Appendix III: The PA Program Faculty Work Load Rubric

The SHS Faculty Workload Rubric was developed given the following considerations: Each course taught within the SHS involves every student enrolled in the individual programs resulting in class sizes of at least 20-30 students for every course. Faculty advisors remain student advisors throughout entirety of program (i.e., faculty advise same students throughout the 27-month program.

The following guidelines will be used to assess overall faculty workloads.

I. Course coordination, lecturing, and laboratory teaching a. Course Coordination with didactic lecturing in course: One (1) credit hour awarded for each course credit per semester (e.g., faculty coordinating a three semester 5 credit course, in which they are lecturing throughout the course, preparing course examinations and evaluations, scheduling lectures and activities, are awarded 15 semester hours). b. Course Coordination without didactic lecturing in course: One-half (0.5) credit hour awarded for each course credit per semester (e.g., faculty coordinating a three semester 5 credit course, in which they are not lecturing throughout the course but are preparing course examinations and evaluations and scheduling lectures and activities, are awarded 7.5 semester hours). c. Didactic lecturing in course for which faculty member is not a course coordinator: each ten (10) hours of formal didactic lectures = one (1) semester hour equivalent d. Laboratory skills teaching in course for which faculty member is not a course coordinator: each 6 (6) hours of formal laboratory skills teaching = one-half (0.5) semester hour equivalent. e. Experiential teaching: Each six (6) hours of activity = one (1) semester hour equivalent

II. Administrative Activities (only one activity can be applied to work-load each year) a. Program Director = fourteen (14) hour equivalents annually b. Medical Director = six (6) hour equivalents annually c. Academic Coordinator = six (6) hour equivalents annually d. Clinical Coordinator = ten (10) hour equivalents annually

III. Service and Scholarship a. Service/committee/project work = up to maximum of two (2) hour equivalents per activity per each semester served (negotiated) b. Scholarship and/or grant project activities = up to maximum of four (4) hour equivalents for each grant, poster, or paper produced.
Appendix IV: Americans with Disabilities Act

Attendance Accommodation Policy

In most cases, class attendance is crucial to a student’s mastery of knowledge and skills taught in a specific course, and a student is expected to follow the attendance policy established by the instructor in each course. However, if a student with a disability believes he or she may not be able to abide by the attendance policy for a particular course for disability-related reasons, such as a health-related disability that is episodic in nature, a modification of a class attendance policy may be an appropriate accommodation and the student should contact the ADA/Section 504 Coordinator at the beginning of the semester or as soon as the need for an attendance accommodation arises. Attendance accommodations need to be established in advance and will not be provided retroactively.

Requesting an accommodation for attendance

To make a request for an attendance accommodation, a student must meet with the ADA/Section 504 Coordinator to request modification of a class attendance policy as an accommodation, provide appropriate documentation to support the request, and establish an accommodation plan as appropriate. Modifications of class attendance policies will be determined on an individual, case-by-case basis depending upon the extent to which the supporting medical or psychological documentation from a licensed professional, qualified to diagnose and treat the disability, supports the need for such a modification.

The extent of the accommodation should be determined by a discussion between the instructor and the student because each situation is unique. The ADA/Section 504 Coordinator will assist during this discussion if either the instructor or student has questions or concerns regarding the accommodation. The appropriateness of a modified attendance policy should be considered by reviewing statements in the syllabus and course description regarding attendance, grading methods, whether student participation is an essential method for learning, the need or lack thereof for classroom interaction, and the impact, if any, which non-attendance will have on the educational experience of other students.

Policies and guidelines

Once an attendance accommodation has been approved by the ADA/Section 504 Coordinator, and possibly the ADA Committee, the student is responsible for understanding the limitations of the accommodation granted. The student accepts responsibility for:

- discussing the accommodation with the instructor early in the semester, as the accommodation cannot be provided without this discussion;
- notifying the instructor as soon as possible regarding the inability to attend class;
- seeking an extension for work due on a day the student is absent, recognizing that the extension may not be granted by the instructor;
- completing all work required for the course; and
- obtaining the material and notes from missed classes.

The student acknowledges that:

- attendance accommodations need to be established in advance and will not be provided retroactively;
- an attendance accommodation may not be appropriate for all classes;
- if absent, an instructor, may wish the student to interact with the class via Skype or conference call;
- an attendance accommodation does not permit unlimited absences;
• instructors will determine grades according to the criteria stated in the syllabus;
• poor performance may result in discussions regarding withdrawal from the course or even failure in the course;
• absences for non-disability related reasons will not be excused by the modification to the attendance policy; and
• absences (even if excused) could influence the student’s academic performance because the student will not have the benefit of full classroom interaction and the opportunity to ask questions while the material is being presented.

If a student has questions or encounters difficulties with an attendance accommodation, the student should contact the ADA/Section 504 Coordinator as soon as possible, especially since attendance accommodations need to be established in advance and will not be granted retroactively.

Information for Instructors

If a student has provided an instructor with confirmation of an attendance accommodation, the ADA/Section 504 Coordinator, with possible support from the ADA Committee, will have received the appropriate medical documentation to determine that the accommodation is appropriate.

• Though the ADA/Section 504 Coordinator and Committee encourage the instructor to be flexible with a class attendance policy, the instructor is not required to waive or alter any essential or fundamental academic requirements of a course regardless of the nature of the student’s disability.
• Depending on the nature of the course, flexible attendance may not be an appropriate accommodation. For example, if the course involves significant interaction and in-class participation, such as courses that rely on experiential learning, an attendance accommodation may not be appropriate.
• The student should meet with the instructor as early as possible in the semester to discuss what modifications can be made to the attendance policy without fundamentally altering the essential requirements of the course.
• The U.S. Department of Education lists the following factors to be considered in determining whether attendance is an essential component of a class and therefore not open to accommodation. Instructors should consider these factors when making a determination regarding a student’s attendance:
  · Does classroom interaction occur between the instructor and students and among students?
  · Do student contributions constitute a significant component of the learning process?
  · Does the fundamental nature of the course rely on student participation as an essential method for learning?
  · To what degree does a student’s failure to attend constitute a significant loss to the educational experience of other students in the class?
  · What are the classroom practices and policies regarding attendance as written in the course description and syllabus?

Flexible Deadline Policy

Students are expected and encouraged to meet deadlines for assignments and tests. Faculty have the right to establish late work policies. However, if a student has a disability that may occasionally impact the ability to complete assignments at the scheduled time, an extension of assignment deadlines may be an appropriate accommodation and the student should contact the ADA/Section 504 Coordinator at the beginning of the semester or as soon as the need for a flexible deadline accommodation arises. The amount of time given for each assignment extension depends on the interactive or participatory nature
of a course, or is based on department, college, or accrediting agency rules. Extensions of assignment deadlines pursuant to this policy must be determined in advance and will not be provided retroactively.

**Requesting an Accommodation for Flexible Deadlines**

To make a request for a flexible deadline accommodation, a student must meet early in the semester with the ADA/Section 504 Coordinator to request a flexible deadline accommodation, provide appropriate documentation to support the request, and establish an accommodation plan as appropriate. The granting of a flexible deadline accommodation will be determined on an individual, case-by-case basis depending upon the extent to which the supporting medical or psychological documentation from a licensed professional, qualified to diagnose and treat the disability, supports the need for such an accommodation.

**Policies and Guidelines**

Once a flexible deadline accommodation has been approved by the ADA/Section 504 Coordinator, and possibly the ADA Committee, the student must enter into a discussion with the instructor to determine and then agree upon the maximum deadline extension that can be given before compromising the integrity of the course/program. The ADA/Section 504 Coordinator will assist during this discussion if either the instructor or student has questions or concerns regarding the accommodation.

Please note that unexpected illness or injury, a recent diagnosis, onset, or change in condition rarely warrants accommodations in extension of assignment deadlines. Rather, these conditions often warrant a withdrawal or incomplete. Additionally, any extensions of assignment deadlines pursuant to this policy must be determined in advance and will not be provided retroactively.

The student accepts responsibility for:

- scheduling an appointment to meet with the instructor to discuss the accommodation and come to an agreement;
- contacting the instructor to inform the instructor of the need to use the extension of assignment deadlines for a disability-related necessity prior to the assignment deadline; and
- contacting the ADA/Section 504 Coordinator immediately with any questions or concerns.

**Information for Instructors**

If a student has provided an instructor with confirmation of a flexible deadline accommodation, the ADA/Section 504 Coordinator, with possible support from the ADA Committee, will have received the appropriate documentation to determine the accommodation is appropriate. Please meet with the student to determine and then agree upon the maximum deadline extension that can be given before compromising the integrity of the course/program. Contact the ADA/Section 504 Coordinator immediately with any questions or concerns.

**Unforeseen Circumstances and Attendance**

The following steps/considerations should be adhered to if a student has a prolonged absence due to a sudden serious illness, family crisis, or other extenuating circumstance:

1. The student should contact professors as soon as possible, notifying them regarding the absence.
2. The student should also contact the Office of Vice President for Student Development, who will notify professors and other relevant offices on campus, verifying the extenuating circumstance.
3. The student may need to discuss academic accommodations (i.e., extensions of due dates, excused absences) with the professor. It is a professor’s discretion to deem what
accommodations, if any, are appropriate. When granted by the professor, accommodations provide students the flexibility to address life circumstances while maintaining a responsible approach to academic responsibilities.

4. The Office of the Vice President for Student Development, in collaboration with other campus constituencies, can help students develop a plan on how best to work through individual situations. The plan may include referrals to campus resources, such as the Health Center and/or Counseling Services. When life circumstances are particularly disruptive to academic study in terms of severity or timing, students may have to consider dropping or withdrawing from a course, withdrawing from a semester, arranging an incomplete, or taking a Leave of Absence.

**Stephens College’s Grievance Procedure under The Americans with Disabilities Act**

1. **General Information**

   a. This Grievance Procedure is established to meet the requirements of the Americans with Disabilities Act of 1990 ("ADA"). Title III states, in part, that “no qualified individual with a disability will, by reason of such disability, be excluded from the participation in or be denied the benefits of services, programs, or activities of a public entity or be subjected to discrimination by any such entity.” This procedure may be used by any student, employee, or visitor of Stephens College alleging a violation of the Americans with Disabilities Act.

   b. A complaint, which must be registered with the College’s ADA/Section 504 Coordinator, should be made in writing and contain information about the alleged discrimination such as name, address, phone number of complainant and location, date, and description of the alleged violation as well as describe a possible remedy for resolution. Alternative means of filing complaints will be made available for persons with disabilities upon request. The following is contact information for the College’s ADA/Section 504 Coordinator:

   **Sady Mayer Strand**  
   **ADA/Section 504 Coordinator at Stephens College**  
   **Campus Box 2111**  
   **1200 E. Broadway**  
   **Columbia, MO 65215**  
   **573-876-7240**  
   **smayer@stephens.edu**

   c. The grievance should be submitted by the complainant as soon as possible but no later than thirty (30) business days after the alleged violation; however, the College encourages employees, students, and visitors to register a complaint as soon after the alleged discrimination as possible to enable a fair and quality investigation (A business day is defined for the purposes of this procedure as any day in which the College’s administrative offices are open.).

   d. Within ten (10) business days after receipt of the grievance, the ADA/Section 504 Coordinator will meet with the complainant to discuss the complaint and the possible resolutions. During this meeting, the ADA/Section 504 Coordinator will provide the complainant with a copy of the College’s procedures for handling ADA grievances and discuss these procedures to ensure the complainant understands the process. This will include outlining options available to the complainant, the procedures for the College’s investigation and grievance hearing, and the possible outcome of such hearing and investigation. (If the ADA/Section 504 Coordinator is involved in the complaint or unavailable to complete either the informal or formal grievance procedures, a designee will assume the role of the ADA/Section 504 Coordinator.)
2. Informal Procedure

a. The ADA/Section 504 Coordinator will attempt to resolve allegations of ADA violations independently as a first step in the resolution process. The goal of the informal procedure is to resolve concerns at the earliest stage possible, with the cooperation of all parties involved. The ADA/Section 504 Coordinator will act as a mediator and assist the complainant in seeking resolution through the appropriate College channels. Informal resolution may include inquiry into the facts, but typically does not include a formal investigation. This should take no more than thirty (30) business days, except in extraordinary circumstances.

b. If the matter is resolved informally to the satisfaction of all parties, the ADA/Section 504 Coordinator will maintain records of the informal procedure for three (3) years.

3. Formal Procedure

a. If a satisfactory resolution of the grievance cannot be reached through the first step, the complainant may request a hearing by the ADA Hearing Panel, which will be selected from among the members of the ADA Committee. The request must be made in writing within five (5) business days after the ADA/Section 504 Coordinator completes the resolution attempt.

b. To be eligible to serve on the ADA Hearing Panel, the member must have completed training in higher education ADA discrimination policies and procedures and have no conflict of interest in the complaint. In the case of a conflict of interest, another member will be selected.

c. The Hearing Panel will elect a chair by majority vote. He or she will serve as the convener of the Panel.

d. The ADA/Section 504 Coordinator notifies the ADA Committee of a hearing request and provides relevant documentation to the members. After the Hearing Panel is selected, the Panel Chairperson, in consultation with panel members, will designate a hearing date and time. Except in extraordinary circumstances (including failure of the complainant and/or key parties to attend the hearing), the date of the hearing will be within ten (10) business days of the filing of the request.

e. The Panel Chairperson will notify both the complainant and respondent of the date, time, and place of the hearing in writing (or by alternative means upon request) no fewer than five (5) days prior to the hearing date. At this time, both the complainant and respondent will be notified of their right to produce witnesses and present documentation supporting or negating the alleged discrimination. If the complainant is a student, he or she will also be notified of his/her right to be assisted by and accompanied to the hearing by one member of the Stephens College community (student, faculty, or staff member) as a support person. Support persons may not be external to the college community (i.e. parents or attorneys). (If the student does not have a relationship with someone who could fulfill that role, the College will appoint such an individual upon request. The support person will not be permitted to testify, serve as a witness, or provide a statement on behalf of the complainant.) The complainant will be asked to submit the names of any witnesses and support persons to appear at the hearing at least three (3) business days prior to the hearing date. If persons are called to give testimony or serve as support, the Panel Chairperson will notify them of the date, time, and place of the hearing at least two (2) business days prior to the hearing date.

f. Any student, employee, or visitor needing accommodations for this hearing will make the request for such accommodations to the ADA/Section 504 Coordinator at least two (2) business days prior to the hearing. In the event that a necessary accommodation cannot be provided by the College by the date of the hearing, the hearing will be rescheduled for an alternate day.

g. During the hearing, the Panel will review the complaint and conduct an investigation, which will include a meeting with the complainant and respondent as well as any witnesses if appropriate. Hearings will be conducted in private to ensure confidentiality. The Panel Chairperson will inform the panel members, complainant, respondent, witnesses, and support person that they must observe strict confidentiality throughout the proceedings and any subsequent grievance
process. All information associated with the proceedings is completely confidential; students or employees believed to have violated confidentiality will be subject to disciplinary action.

h. The hearing will be informal and need not adhere to procedural rules or technical rules of evidence followed by courts of law. However, the Panel Chairperson will determine the appropriateness of all evidence and testimony as well as the relevance of all questions.

i. A detailed record of the hearing will be maintained, and the Panel will determine the method of recording. This will be kept on record at the College for at least three (3) years.

j. Hearings will proceed in the following order, with the Panel Chairperson presiding:
   1. The Panel Chairperson reads the charges.
   2. The complainant gives his/her statement of position with respect to the charges.
   3. The respondent presents evidence privately and answers questions from the ADA Hearing Panel.
   4. The complainant presents evidence privately and answers questions from the ADA Hearing Panel.
   5. Both parties give brief closing statements.
   6. The ADA Hearing Panel deliberates. (The deliberation process will take no longer than five (5) business days).

4. Resolution and Appeals
   a. No later than fourteen (14) business days after the conclusion of a hearing and subsequent deliberation, the Panel Chairperson will transmit the Panel’s findings and determinations in writing to the complainant, the respondent, and the ADA/Section 504 Coordinator. Where appropriate, the findings and determinations will be delivered in a format accessible to the complainant. The response will explain the position of Stephens College and offer options for a resolution.
   b. If the Panel’s response does not satisfactorily resolve the issue, either or both parties may appeal the decision within five (5) business days after receipt of the response to the College President’s designee, who will serve as the Appellate Officer. The request for appeal must contain the rationale for the appeal, documentation if appropriate, and a requested remedy. The Appellate Officer may request in writing additional information or documentation from the Hearing Panel, who shall provide it only after notification to the appellant. The scope of the Appellate Officer’s review will be limited to 1) determining whether a fair hearing was provided and 2) determining whether the resolution was just. The Appellate Officer may approve, reject, or modify the decision in question. Hearings and oral presentations will be conducted at the discretion of the Appellate Officer. When possible, such hearings and presentations should be completed within five (5) business days of the Appellate Officer’s receipt of the appeal. All appeals shall be decided within ten (10) business days of the Appellate Officer’s receipt of the written appeal or when hearings or oral presentations are held, within fifteen (15) business days of their completion. The Appellate Officer shall notify the appellant, the ADA/Section 504 Coordinator, and the Hearing Panel in writing of all decisions.
   c. The decision on appeal is final; however, if the complainant is a student and is not satisfied with the decision above, upon request, the College will furnish to the complainant transcripts of the process which the complainant may forward to other appropriate federal, state, or local agencies, as is the student’s right under ADA.
   d. All written complaints received by the ADA/Section 504 Coordinator, the appeals to the President’s designee, and the responses from these two offices as well as the hearing documents will be retained by Stephens College for at least three (3) years.
**Stephens College Service Animal and Emotional Support Animal Policies**

**Part I: Definitions**

**Handler:** A person with a disability or a personal care attendant who handles a service animal for a person with a disability.

**Service Animal:** Any dog* individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability, which meets the definition of “service animal” under the Americans with Disabilities Act (“ADA”) regulations. The work or tasks performed must be directly related to the individual’s disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals.

The following are work or task examples:

- Assisting individuals who are blind or have low vision with navigation and other tasks
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds
- Providing non-violent protection or rescue work
- Pulling a wheelchair
- Assisting an individual with a seizure
- Alerting individuals to the presence of allergens
- Retrieving items such as medicine or the telephone
- Providing physical support and assistance with balance and stability to individuals with mobility disabilities
- Helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors

The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

*Note: Under particular circumstances set forth in ADA regulations, a miniature horse may qualify as a service animal.

**Emotional Support/Comfort/Therapy Animal:** This is not a service animal. An emotional support animal may provide companionship, relieve loneliness, or help with depression, anxiety, and certain phobias. It is often used as part of a medical treatment plan. Emotional support animals do not perform work or tasks or receive special training that would qualify them as “service animals” under the Americans with Disabilities Act. Animals whose sole function is to provide comfort or emotional support do not qualify. However, even though they are not considered service animals under the ADA, they may still be permitted, under certain circumstances, in residence halls and apartments with prior approval from the ADA/Section 504 Coordinator, who will work in conjunction with the ADA/Section 504 Committee and Student Services.

**Part II: The College’s Policy and Procedure Regarding Service Animals:**

In compliance with ADA law, Stephens College allows handlers to bring service animals into College buildings: classrooms, residence halls, meetings spaces, dining areas, recreational facilities, and activity/event locations without prior approval. Individuals with service animals will be permitted to access the same areas as any other individual without a service animal. This includes places related to food and medical care facilities. However, limited access-areas that employ general infection-control measures may prohibit service animals, and service animals may be excluded from food preparation areas.
A service animal must be accompanied by an individual with a disability who indicates the service animal is trained to provide, and does provide, a specific service directly related to that individual’s disability.

Though handlers do not need prior approval to bring a service animal to campus, they are strongly encouraged to reach out to the ADA/Section 504 Coordinator to ensure that the transition is seamless. Additionally, handlers are strongly encouraged to inform Residence Life and Dining Services that they plan to have a service animal living with them. Advance notice of a service animal may allow more flexibility in meeting needs.

Stephens College may not permit Service Animals when the animal poses a substantial and direct threat to health or safety or when the presence of the animal constitutes a fundamental alteration to the nature of the program or service. Stephens College will make those determinations on a case-by-case basis.

**Permitted Inquiries Regarding Service Animals**

In general, Stephens College will not ask the nature or extent of a person’s disability but may make two inquiries to determine whether an animal qualifies as a service animal:

1. Is the animal required because of a disability?
2. What work or task has the animal been trained to perform?

Stephens College cannot require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. The College cannot request a demonstration of the animal’s work or task and cannot ask that the handler register with the ADA/Section 504 Coordinator. Stephens College may not make any inquiries about a service animal accompanying an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

**Responsibilities of Handlers**

1. **Caring for the Service Animal** - The cost of care, arrangements, and responsibilities for the well-being of a service animal are the sole responsibility of the handler at all times.

2. **Keeping the Animal under Control** - The animal should respond to voice or hand commands at all times and be fully controlled by the handler.

3. **Being Responsible for Damage Caused by the Animal** - Handlers are responsible for any damage or injuries caused by their animals and must take appropriate precautions to prevent property damage or injury.

4. **Being Responsible for Waste**: Cleaning up after the animal is the sole responsibility of the handler. In the event that the handler is not physically able to clean up after the animal, it is then the responsibility of the handler to hire someone capable of cleaning up after the animal.

5. **Leash Requirements** - The service animal should be on a leash at all times, unless the owner is unable to use a leash due to a disability or the use of the leash would interfere with the animal’s ability to perform its duties.

6. **Proper Identification** – It is strongly encouraged that the animal wear some type of commonly recognized identification symbol, such as a harness, which identifies the animal as a service animal.
7. **Vaccination** – Service animals must be immunized against diseases common to that type of animal. All vaccinations must be current, and the animal must wear a rabies vaccination tag. In addition, they must be registered with the City of Columbia.

8. **Observing Good Service Animal Etiquette** - To the extent possible, the handler should ensure that the animal does not display behaviors or make noises that are disruptive or frightening to others, unless part of the service being provided to the handler (e.g. barking to alert the handler of danger).

**Removal of Service Animals**

Service Animals may be removed from campus facilities or events for the following reasons:

1. **An Out of Control Animal**: A handler may be directed to remove an animal if it is out of control, and the handler does not take effective action to control it. If the out-of-control behavior happens repeatedly, the handler may be prohibited from bringing the animal into campus facilities until the handler can demonstrate that s/he has taken significant steps to mitigate the behavior.

2. **Non-housebroken Animal**: A handler may be directed to remove an animal that is not housebroken.

3. **Direct Threat**: A handler may be directed to remove an animal that the College determines to be a substantial and direct threat to the health and safety of individuals. This may occur as a result of an animal exhibiting aggressive behavior, a substantial lack of cleanliness of the animal, or the presence of an animal in a sensitive area like certain laboratories or mechanical/industrial areas.

4. **Fundamental Alteration**: The presence of the service animal constitutes a fundamental alteration or change so significant that it alters the essential nature of campus curriculum, services, and/or facilities.

5. **Undue Administrative and/or Financial Burden**: The presence of the service animal constitutes an undue administrative and/or financial burden incurred by the College.

6. **Illness**: Any animal with signs of illness, including but not limited to a known zoonotic disease (a disease of animals, such as rabies or psittacosis, that can be transmitted to humans), severe diarrhea, severe vomiting, fever, or open sores should not be on campus until deemed non-infectious/contagious by the written statement of a licensed veterinarian.

Where a service animal is properly removed pursuant to this policy, the College will work with the handler to determine reasonable alternative opportunities to participate in the service, program, or activity without having the service animal on the premises.

**Part III: The College’s Policy and Procedure Regarding Emotional Support Animals**

**Emotional Support Animals**: Students who wish to bring an emotional support animal into Residential Life buildings must go through the reasonable accommodation process with the ADA/504 Coordinator. Documentation to support the use of an emotional support animal must come from a licensed professional with whom the student has met in person.

In addition, students with emotional support animals that have been approved as a reasonable accommodation must be contained in the owner’s residence. Generally, students will not be permitted to bring emotional support animals into classrooms, meetings, or other college facilities.
Stephens College may not permit an emotional support animal when the animal poses a substantial and direct threat to health or safety or when the presence of the animal constitutes a fundamental alteration to the nature of the program or service. Stephens College will make those determinations on a case-by-case basis. Owners of emotional support animals must comply with the same standards that handlers of service animals do. Additionally, emotional support animals may be removed for being out of control, non-housebroken, ill, and/or a direct threat as well as for causing a fundamental alteration or undue burden (see above under Removal of Service Animals).

**Part IV: Conflicting Disabilities**

Some people may have allergic reactions to service or emotional support animals that are substantial enough to qualify as disabilities. The College will consider the needs of both the handler/owner and others in meeting its obligations to reasonably accommodate all disabilities to resolve the problem as efficiently and expeditiously as possible. Students requesting allergy accommodations should contact the ADA/Section 504 Coordinator.

**Sexual Offenses Policy**

**Introduction**

Stephens College is committed to creating a safe and respectful learning community that is free from sexual harassment, discrimination, abuse, intimidation and/or violence. This policy is intended to prevent and address sexual offenses on campus by defining community expectations, providing guidance for those individuals whose rights have been violated, and ensuring compliance with applicable campus, state and federal regulations.

Stephens College maintains a zero-tolerance policy for sexual offenses of any kind, including but not limited to sexual violence, domestic violence, dating violence, stalking or exploitation. When an allegation of a sexual offense is brought to an appropriate administrator’s attention, the College will take prompt, decisive action to investigate the allegations, initiate the disciplinary process if warranted, and issue appropriate sanctions against any student found responsible for such acts, whether on or off-campus.

**Statement of Policy**

The College does not discriminate on the basis of sex in its educational programs and activities. Furthermore, the College strictly prohibits sexual harassment, including sexual offenses, by any member of the College community, including students, faculty, and staff. A sexual offense occurs when any form of sexual activity takes place without informed or effective consent. Effective consent takes place when an individual capable of making a decision freely and knowledgeably agrees to take part in sexual activity. Attempts to commit a sexual offense are also prohibited under this policy, as is aiding the commission of a sexual offense.

Additionally, the College prohibits retaliatory actions including, but not limited to, acts of intimidation, threats, coercion or discrimination against individuals who make complaints of prohibited harassment (including sexual misconduct), report prohibited harassment (including sexual misconduct), or participate in an investigation or formal hearing concerning a violation of this policy.

**Title IX Coordinator**

The Title IX Coordinator’s role is to oversee College compliance with Title IX regulations. The Title IX Coordinator:
1. Serves as a resource for students wishing to report any acts of sexual harassment, including sexual offenses, or gender-based discrimination, i.e., violations of Title IX.
2. Provides oversight for all Title IX complaints and identifies patterns, issues or problems regarding those complaints;
3. Reviews and supports the informational initiatives enabling students, staff and faculty to fully understand sexual violence and sexual harassment as forms of sexual discrimination and further educates the community about College policy and procedures.

**Contact the Title IX Coordinator:**

Shannon Walls, Special Assistant to the President  
Lela Raney Wood Hall, 3rd floor  
sbwalls@stephens.edu  
(573) 876-7250  

Sexual offenses (which are also referred to in this policy as “sexual misconduct”) are a form of sexual harassment, and include, but are not limited to, non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, domestic violence, dating violence and stalking.

- **Sexual Harassment**
  - Sexual harassment is defined as unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive that it unreasonably interferes with, denies or limits someone's ability to participate in or benefit from the Colleges educational program and/or activities. Sexual harassment may involve power differentials (quid pro quo), the creation of a hostile environment, or retaliation.

- **Non-Consensual Sexual Contact**
  - Non-Consensual Sexual Contact (or attempts to commit same) is defined as any intentional sexual touching (including disrobing or exposure), however slight, with any object, by a man or a woman upon a man or a woman, that is without consent and/or by force.

- **Non-Consensual Sexual Intercourse**
  - Non-Consensual Sexual Intercourse (or attempts to commit same) is defined as any sexual intercourse, however slight, with any object, by a man or woman upon a man or a woman, that is without consent and/or by force. Intercourse includes vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue or finger and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

- **Sexual Exploitation**
  - Occurs when a student takes non-consensual or abusive sexual advantage of another for her/his own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of any other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:
    - invasion of sexual privacy;
    - prostituting another student;
    - non-consensual video or audio-taping of sexual activity;
    - going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
    - engaging in voyeurism;
    - knowingly transmitting an STD or HIV to another student.
    - Sexually-based transmitting and/or bullying may also be forms of sexual exploitation.

5. **Domestic Violence**
   - Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the State.
of Missouri, or by any other person against an adult or youth victim who is protected from that person’s acts under Missouri law. Domestic violence may include “intimate partner violence,” which may include physical violence, sexual violence, threats of physical or sexual violence, or emotional/psychological abuse.

6. **Dating Violence**

Dating violence refers to violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined by the length of the relationship, the type of relationship, and/or the frequency of interaction between the persons involved. Dating violence may include “intimate partner violence,” which may include physical violence, sexual violence, threats of physical or sexual violence, or emotional/psychological abuse.

7. **Stalking**

Stalking refers a course of conduct directed at a specific person that would cause a reasonable person to fear for her or his safety or the safety of others, or suffer substantial emotional distress. It may include, but is not limited to, following a person, appearing at his or her home or place of business, making harassing phone calls, sending harassing electronic or written messages, or vandalizing a person’s property. For purposes of this policy “course of conduct” refers to two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person’s property.

8. **Reproductive coercion**

Explicit male behaviors to promote pregnancy, including birth control sabotage (interference with contraception) or pregnancy coercion (telling a woman not to use contraception or threatening to leave her if she does not get pregnant).

*Additional Important Terms*

**Coercion** is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When someone makes clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

**Force** is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats) and coercion that overcome resistance or produce consent.

**Effective Consent** is informed, freely and actively given, mutually understandable words or actions that indicate a willingness to participate in mutually agreed upon sexual activity. Consent is not effective if it results from the use of physical force, threats, intimidation or coercion.

**Ineffective Consent** is obtained through the use of fraud or force, whether that force comes in the form of physical force, threats, intimidation or coercion.

**Incapacitation:** Sexual activity with someone one should know to be—or based on the circumstances, should reasonably have known to be—mentally or physically incapacitated (by alcohol or other drug use, unconsciousness or blackout) constitutes a violation of this policy. Incapacitation is a state in which an individual cannot make rational, reasonable decisions because she/he lacks the capacity to give knowing consent (e.g., to understand the “who, what, when, where, why or how” of a sexual interaction).

This policy also covers a person whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the ingestion of rape drugs. Possession, use and/or distribution of any of these substances, including Rohypnol, Ketamine, GHB, Burundanga, etc. is prohibited, and administering one of these drugs to another student is a violation of this policy. More information on these drugs can be found at [www.911rape.org](http://www.911rape.org).
Use of alcohol or other drugs is not a defense to a violation of this policy.

**Understanding Consent**

- At the heart of the idea of consent is the idea that every person, man or woman, has a right to personal sovereignty, which means that she/he has the right not to be acted upon by someone else in a sexual manner unless she/he gives clear permission to do so.
- Consent can be broad or narrow and can be limited, such as in cases where someone is willing to engage in some forms of sexual activity, but not in others.
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
- Consent may be given verbally or nonverbally, based on an active, informed, freely decided choice.
- Consent means you can’t make assumptions about what your partner does or does not want. Absence of clear signals means you cannot touch someone else—not that you can.
- Consent means two people deciding together to do the same thing, at the same time, in the same way, with each other.
- The idea of consent completely rules out any need to show the use of force, or any type of resistance.
- Consent requires that the person initiating the sexual activity gets permission to do so, and that permission does not exist in the absence of resistance.
- Passively allowing someone to touch you in a sexual manner is not consent.
- There is no duty for anyone to fight off or act in any way to stop a sexual aggressor.
- There must be a verbal or non-verbal “Yes” in order for any permissible sexual activity to take place.
- There are circumstances in which even when consent is given, it is not valid. Consent would be invalid when forced, threatened, intimidated, coerced, when given by a mentally or physically incapacitated person, or when given by a minor.
- We cannot play the game of “If she/he doesn’t want it, she’ll/he’ll stop me.” That notion is based on antiquated and inappropriate resistance requirements. It is not her or his job to resist, but yours to respect her or his boundaries and find out what they are if they are unclear.
- No means no, but nothing also means no. Silence and passivity do not equal permission.
- The idea that kissing always leads to fondling, which always leading to petting, which leads to some sort of intercourse is a notion that is based on stereotypical sexual patterns and beliefs. Mutual exchanges must involve the expectations and desires of each person involved at every stage of the interaction.
- To be valid, consent must be given prior to or contemporaneously with the sexual activity.
- Consent can be withdrawn at any time, as long as that withdrawal is clearly communicated by the person withdrawing it.
- Silence, previous sexual relationships, and/or current relationships may not, in themselves, be taken to imply consent.
- Consent cannot be implied by attire, or inferred from the spending of money on a date.
- Intentional use of alcohol/drugs by the accused is not an excuse for violation of the Sexual Offenses Policy.
- Consent lasts only for a reasonable time, depending on the circumstances.

**Consent Cannot Be Given By:**

- A minor to an adult. Someone under the age of 16 cannot give consent to someone over the legal age of consent (18), absent a legally valid marriage or court order.
- Mentally disabled persons cannot give consent to a sexual activity if they cannot appreciate the fact, nature, or extent of the sexual situation in which they find themselves.
- One who is physically incapacitated as a result of alcohol or other drug consumption (voluntary and involuntary), or who is unconscious, unaware, or otherwise physically helpless, is incapable
of giving consent. One may not engage in sexual activity with another whom one knows or suspects to be physically incapacitated. Physically incapacitated persons are considered incapable of giving effective consent when they lack the ability to appreciate the fact that the situation is sexual, and/or cannot rationally and reasonably appreciate the nature and extent of that situation.

**Risk Reduction Tips**

In recognition that only those who commit sexual violence are responsible for those actions, these suggestions may nevertheless help you to reduce your risk of experiencing a non-consensual sexual act:

1. Make your limits known as early as possible.
2. Tell a sexual aggressor “NO” clearly and firmly.
3. Try to remove yourself from the physical presence of a sexual aggressor.
4. Find someone nearby and ask for help.
5. Take affirmative responsibility for your alcohol intake/drug use and acknowledge that alcohol/drugs lower your sexual inhibitions and may make you vulnerable to someone who views a drunk or high person as a sexual opportunity.
6. Take care of your friends and ask that they take care of you. A real friend will challenge you if you are about to make a mistake. Respect them when they do.

If you find yourself in the position of being the initiator of sexual behavior, you owe sexual respect to your potential partner. These suggestions may help you to reduce your risk for being accused of sexual misconduct:

1. Clearly communicate your intentions to your sexual partner and give them a chance to clearly relate their intentions to you.
2. Understand and respect personal boundaries.
3. DON’T MAKE ASSUMPTIONS about consent; about someone’s sexual availability; about whether they are attracted to you; about how far you can go or about whether they are physically and/or mentally able to consent. If there are any questions or ambiguity, assume you DO NOT have consent.
4. Mixed messages from your partner are a clear indication that you should stop, defuse any sexual tension and communicate better. You may be misreading them. They may not have figured out how far they want to go with you yet. You must respect the timeline for sexual behaviors with which they are comfortable.
5. Don’t take advantage of someone’s drunkenness or drugged state, even if they did it to themselves.
6. Realize that your potential partner could be intimidated by you, or fearful. You may have a power advantage. Don’t abuse that power.
7. Understand that consent to some form of sexual behavior does not automatically imply consent to any other forms of sexual behavior.
8. Silence and passivity cannot be interpreted as an indication of consent. Read your potential partner carefully, paying attention to verbal and non-verbal communication and body language.

**Reporting Procedures and Policies**

What should you do if you are the victim of sexual misconduct?

- Leave the scene, and get to a safe place as soon as possible.
- Call someone who can help and support you through this process, such as a close friend, a relative or a residential adviser. A victim advocate from the College is available to assist you, and
can be contacted by calling Counseling Services at the Health & Wellness Center, (573) 876-7157, Campus Extension: 4157. Counselors are available on an emergency basis.

- Get medical attention right away. Even if you do not want to report the event to the police, you may have hidden internal injuries, sexually transmitted infections, or a pregnancy that requires medical care. Having the evidence collected in this manner will help to keep all options available to you, but will not obligate you to any course of action. Collecting evidence can assist the authorities in pursuing criminal charges, should you decide later to choose that option. Medical care, including emergency contraception (a way to prevent pregnancy after unprotected sex), is available at local hospital emergency rooms, as well as the Planned Parenthood Columbia Health Center at 711 North Providence Road.

- Do not shower, drink, eat, brush your teeth, or change your clothes. Such activities destroy physical evidence that could be useful in the possible prosecution of the alleged perpetrator. If you have already done so, which is a normal response, you should still seek medical care, as these activities do not necessarily prevent the collection of evidence. If you have changed clothing since the assault, bring the clothing you had on at the time of the assault with you to the hospital in a clean, sanitary container such as a clean paper grocery bag or wrapped in a clean sheet (plastic containers do not breathe, and may render evidence useless). If you have not changed clothes, bring a change of clothes with you to the hospital, if possible, as they will likely keep the clothes you are wearing as evidence.

- Consider contacting campus or community resources, including the Counseling Center, (573) 876-7157, or Campus Extension: 4157. Counseling services are available 24 hours a day on an emergency basis. Campus Security is also available to assist you, and may be reached by calling (573) 876-7299 or Campus Extension: 4299.

- Consider contacting law enforcement. If you go to the hospital, law enforcement will automatically be called, but you are under no obligation to speak with them.

- Write down everything that you remember. Even if the detail seems minute to you, it may be important.

### Reporting an Incident of Sexual Misconduct to the College

The College takes every report of sexual misconduct seriously, and will take action as appropriate. Any person may file a report of sexual misconduct against a Stephens College student, organization, or employee under this policy. A complainant may want to seek the help of a Support Person in making such a report (see details below).

### Confidential Support Persons vs. Mandatory Reporters

When an individual is affected by an incident involving sexual harassment, including sexual misconduct, there are some people within the College community she/he can talk to with who can provide completely confidential advice and assistance. In most cases, College employees are required to disclose reports of sexual misconduct to appropriate individuals within the College; however, there are some specific individuals who are not subject to this requirement. The distinction between those who are required to report and those who can maintain confidentiality can be confusing. **Therefore, below are descriptions that clarify confidential support persons vs. mandatory reporters, and the protocol to follow when reporting sexual misconduct.** Talking to any of the individuals listed as “confidential support persons” does not constitute making a formal report of the incident to the College, though the College may still be obligated to report the incident (with no identifying information) in statistical information required by the federal government. This means that if the report is made only to a confidential support person, the College will not be in a position to respond to the report by initiating disciplinary or other proceedings discussed in this policy. While the decision about reporting sexual misconduct rests with the survivor/victim, Stephens College strongly encourages all survivors/victims of sexual misconduct to make a formal report to the College.
Confidential Support Persons

Students who wish to maintain confidentiality should speak with campus mental health counselors, campus health service providers or off-campus rape crisis counselors, all of whom have the right to maintain confidentiality.

Campus counselors are available to help you free of charge (See Counseling Services on page 127 in “In the Ivy” for more information), and can be seen on an emergency basis. In addition, students may speak with off-campus members of the clergy and chaplains, who will also keep reports made to them confidential. If you are unsure of someone’s duties and ability to maintain your privacy, ask them before you talk to them. They will be able to tell you, and help you make decisions about who can best help you.

Mandatory Reporters (Faculty & Staff)

Complainants are encouraged to speak to officials of the College in order to make formal reports of incidents. The College has designated the Title IX Coordinator, all members of the faculty, all academic deans, all vice presidents or other administrators with supervisory responsibilities (including the Director of Human Resources), and campus security officers as “responsible employees.” Notice to them is considered notice to the institution and requires prompt institutional response and follow-up. Formal reporting does not mean that the report will become public information, but it does mean that the College is required to take necessary steps to gather information and respond accordingly.

Although the College encourages students to use College procedures, students may also file a Title IX complaint with the Office for Civil Rights of the U.S. Department of Education.

Investigation and Adjudication Guidelines

Sexual misconduct can be both a criminal violation and a violation of College policy. An individual charged with sexual misconduct may face criminal prosecution separate from any College disciplinary proceedings. Even if the criminal justice authorities choose not to prosecute, the College will promptly, appropriately, and impartially investigate all reports of sexual misconduct. Allegations involving violations of the Sexual Offenses Policy will be subject to the adjudication process set forth in the Stephens College Code of Conduct, subject to the following modified procedures set forth below:

- Any member of the College community, guest, visitor or other interested party may make a formal report of an alleged violation of the College’s Sexual Offenses Policy. Complaints should be in writing and should be submitted to one of the College’s “responsible employees,” (as defined in this policy), including but not limited to Dr. Overton, the College’s Title IX Coordinator. While there is no time limit for filing such an allegation, failure to file a timely complaint with the Title IX Coordinator may adversely affect the ability of the College to take any remedial measures under this policy.
- After the College receives a report of a potential violation of the College’s Sexual Offenses Policy, the Title IX Coordinator will meet with the victim (referred to as the “complainant”) to determine the nature of the complaint. If the Title IX Coordinator determines that the complaint may constitute a violation of the Sexual Offenses Policy, the Title IX Coordinator will outline the options available to the complainant, including:
  - The complainant’s right to notify law enforcement, to file a criminal complaint, and/or to seek an order of protection from the court system;
  - The availability of College authorities to assist the complainant in notifying law enforcement;
The complainant’s right to request intermediate and/or protective measures from the College;

The complainant’s right to determine if she/he wishes to pursue formal College disciplinary proceedings against the accused (referred to as the “respondent”);

The procedures for the College’s investigation of violations of the College’s Sexual Offenses Policy and related disciplinary proceeding;

The possible outcomes of the College’s disciplinary process.

The Title IX Coordinator will provide the complainant with a copy of this policy, which explains the complainant’s rights and options. In addition, the Title IX Coordinator will provide the complainant with written information about existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, and other services available for victims both within the College and in the community.

If the complainant wishes to pursue formal College disciplinary proceedings against the respondent, complaints involving students will be referred to the Vice President for Student Development for investigation. Complaints involving employees of the College will be referred to the Director of Human Resources for investigation (see Stephens College Employee Personnel Policies or contact the Director of Human Resources for information about the process involved in investigating allegations of employee misconduct).

If the complainant requests confidentiality, the College will take all reasonable steps to investigate and respond to the complaint while respecting the complainant’s request for confidentiality; however, complete confidentiality may not be possible.

If the complainant requests that the College not pursue formal disciplinary proceedings against the respondent, the College may still be obligated to continue investigating the complaint and may even pursue disciplinary proceedings if the College believes that such action is necessary to protect the safety and well-being of the College community. The College will only make this determination after a careful review of the situation and will consult with the complainant about ways in which it may limit the investigation’s impact on the complainant.

Both the complainant and the respondent have the opportunity to be accompanied by an advisor of their choosing to any investigatory meetings or disciplinary proceedings. During any such meeting or proceeding, the advisor may only act in a support role, meaning the advisor will not be permitted to testify, serve as a witness, examine or cross-examine any witnesses, or provide a statement on behalf of the student.

During the investigation, the respondent will be given a full opportunity to respond to the allegations and will have the opportunity to provide a statement.

The investigation will also generally include interviews and written statements from witnesses, as well as consideration of any other evidence relevant to the incident.

Mediation, restorative justice conferencing and other processes may be available in certain situations. These options can be requested by either the complainant or respondent or suggested by the Title IX Coordinator or Vice President for Student Development. These options may be used to avoid escalation of minor conflicts or in place of the Conduct Code hearing process in certain situations with the agreement of all involved parties and with the approval of the Title IX Coordinator. If an agreement is not reached when used in lieu of the conduct process, the case will be referred back for adjudication. Please be advised that non-consensual sexual intercourse or any other situation involving violence cannot be mediated.

If a case of alleged sexual misconduct is not resolved informally, the matter will be scheduled for a hearing before a Hearing Panel of the Student Conduct Code Hearing Board (consistent with the policies of the SCC). The Hearing Panel will be comprised of individuals who receive annual training on the issues related to dating violence, domestic violence, sexual assault, and stalking and on how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.

Both parties have a right not to have their unrelated past sexual histories discussed in the hearing. The Chair of the SCC Hearing Panel will determine whether proposed testimony regarding past sexual history between or of either of the parties is related to the case at issue.
and may be introduced during the hearing. This determination will be made with the recognition that the mere fact of a current or previous consensual dating or sexual relationship between the complainant and respondent does not itself imply consent or preclude a finding of sexual misconduct.

- The complainant and the respondent are both permitted, but not required, to be present throughout the hearing. The complainant or respondent may choose to be physically separated from the other individual during hearing proceedings. This choice should be made at least two (2) business days prior to the hearing and communicated to the Administrative Assistant to the President so that the College may make the necessary arrangements.
- Neither the complainant nor the respondent may question the other directly, but both may submit questions to the Hearing Panel and the Chair of the SCC Hearing Panel will determine whether to ask any of the submitted questions.
- In accordance with this Policy, a Hearing Panel of the Student Conduct Hearing Board is empowered to hear allegations of, and to impose sanctions for, sexual misconduct and any violations of the College’s Student Code of Conduct pending against the respondent directly related to the alleged sexual misconduct or any alleged violations of this Policy.
- The Department of Education’s Office of Civil Rights has interpreted Title IX to require schools to evaluate reports of alleged sexual misconduct under a “preponderance of the evidence” standard and that is the standard adopted by this policy. A preponderance of the evidence exists when a reasonable person, after a careful balancing of available information, would conclude a violation has occurred and the student/organization charged is responsible for the violation.
- The Vice President for Student Development will provide contemporaneous written notice to both the complainant and the respondent regarding the outcome of the disciplinary proceedings, including any sanction(s) imposed. The notice will also include the College’s procedures for either the complainant or respondent to appeal the outcome. Both the complainant and respondent have equal rights of appeal (see page 117 of the Student Code of Conduct).
- Students who appear before the Student Conduct Hearing Panel, whether as parties to the proceedings or as witnesses, are expected to provide truthful testimony. All information associated with the proceedings is completely confidential; individuals believed to have violated confidentiality will be subject to disciplinary action.
- It is a violation of College Policy to retaliate against any person making a report of sexual misconduct or against any person cooperating in the investigation of (including testifying as a witness to) any allegation of sexual misconduct. “Retaliation” includes intimidation, threats, or harassment against any such reporting party or third party. Retaliation should be reported promptly to the Vice President for Student Development and may result in disciplinary action independent of the sanction or interim measures imposed in response to the underlying allegations of sexual misconduct.

Sanctions

Not all forms of sexual misconduct will be deemed to be equally serious offenses, and the College reserves the right to impose different sanctions, ranging from verbal warning to expulsion, depending on the severity of the offense. The College will consider the concerns and rights of both the complainant and the respondent. Sanctions for violations of this policy may include any of the sanctions available in the Student Conduct Code.

Effect of Criminal Proceedings

Because sexual misconduct may constitute both a violation of College Policy and criminal activity, the College encourages persons to report alleged sexual misconduct promptly to campus or local law enforcement agencies. Criminal investigations may be useful in the gathering of relevant evidence, particularly forensic evidence. Because the standards for finding a violation of criminal law are different
from the standards for finding a violation of this policy, criminal investigations or reports are not
determinative of whether sexual misconduct, for purposes of this policy, has occurred. In other words,
conduct may constitute sexual misconduct under this policy even if it is not a crime or law enforcement
agencies lack sufficient evidence of a crime and therefore decline to prosecute. In such cases, the
complainant may not initially understand the results of the criminal investigation, the nature of criminal
procedure, or the grounds for the law enforcement decision not to prosecute. The complainant in such
cases may request that the Title IX Coordinator or other campus support person identified by the
complainant assist her in seeking and attending a meeting with the local prosecutor to gain an
understanding of the decision to decline a prosecution.

The filing of a report of sexual misconduct under this policy is independent of any criminal investigation
or proceeding, and (except that the College’s investigation may be delayed temporarily while the
criminal investigators are gathering evidence) the College will not wait for the conclusion of any criminal
investigation or proceedings to commence its own investigation and take interim measures to protect
the complainant and the College community, if necessary.

**Frequently Asked Questions**

**Does information about a complaint remain private?**

The privacy of all parties to a complaint of sexual misconduct must be respected, except insofar as it
interferes with the College’s obligation to fully investigate allegations of sexual misconduct. Where
privacy is not strictly kept, it will still be tightly controlled on a need-to-know basis. Dissemination of
information and/or written materials to persons not involved in the complaint procedure is not
permitted. Violations of the privacy of the complainant or the respondent may lead to disciplinary action
by the College.

In all complaints that are adjudicated under this policy, both the complainant and respondent will be
informed of the outcome of disciplinary proceedings, including any sanctions that may be imposed.
Certain College administrators whom the College deems as having a “need-to-know” are also informed
of the outcome within the bounds of student privacy (e.g., the President, the Vice President for Student
Development, the Director of Campus Security).

If the College receives a report that a crime may have occurred, the College may notify local
enforcement. In the absence of permission from the complainant, the College would only notify local
law enforcement if it believed there was an imminent threat to the safety of the College community.
Notification of law enforcement does not mean charges will be automatically filed or that a complainant
must speak with the police.

Certainly campus officials have a duty to report sexual misconduct for federal statistical reporting
purposes under a federal law called the Clery Act. All personally identifiable information is kept
confidential, but statistical information must be shared with campus security regarding the type of
incident and its general location (on or off-campus, in the surrounding area, but no addresses are given)
for publication in the federally mandated annual Campus Security Report. This report helps to provide
the community with a clear picture of the extent and nature of campus crime, to ensure greater
community safety. The information to be shared includes the date, the location of the incident (using
Clery location categories) and the Clery crime category. This reporting protects the identity of the victim
and may be done anonymously.

Victims of sexual misconduct should also be aware that College administrators are legally required to
issue prompt timely warnings about certain incidents reported to them that may continue to pose a
serious or ongoing threat to members of the campus community. The College will make every effort to
ensure that a victim’s identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the danger.

Will my parents be told?

College officials will directly inform parents when requested to do so by a student, in a life-threatening situation, or if you have granted the College permission in writing to share such information. Otherwise, parents will not know of the allegations unless you tell them. Whether you are the complainant or the respondent, the College’s primary relationship is with you and not with your parents. However, in the event of major medical, disciplinary or academic jeopardy, students are strongly encouraged to inform their parents.

Will the respondent/accused student know my identity?

Yes, if you file a formal complaint. Sexual misconduct is a serious offense and the accused student has the right to know the identity of the complainant/accused victim. If there is a hearing, the College does provide options for questioning without confrontation, including closed-circuit testimony, Skype, using a room divider or using separate hearing rooms.

Do I have to name the perpetrator?

Yes, if you want formal disciplinary action to be taken against the alleged perpetrator/respondent. No, if you choose to respond informally and do not file a formal complaint (but you should consult the confidentiality provisions of this policy above to better understand the College’s legal obligations, depending on what information you share with different College officials). Complainants should be aware that not identifying the alleged perpetrator/respondent may limit the College’s ability to respond effectively.

What do I do if I am accused of sexual misconduct?

DO NOT contact the alleged victim. You may immediately want to contact someone in the campus community or another individual who can act as your adviser. You may also contact the Title IX Coordinator or the Office of the Vice President for Student Development, and review this handbook, which will explain the College’s procedures for addressing sexual misconduct complaints. You may also want to talk to a confidential counselor at the counseling center or seek other community assistance.

Will I (as a victim/complainant) have to pay for counseling/or medical care?

The College provides limited counseling and medical care services through the College’s Health & Wellness Services. The costs of more extensive care will be your responsibility.

What about legal advice?

Victims of criminal sexual assault need not retain a private attorney to pursue criminal prosecution because criminal cases are prosecuted by the prosecuting attorney in the relevant jurisdiction. You may want to retain an attorney if you are considering a civil action against the respondent, or if you are the defendant in a civil or criminal proceeding. A complainant or respondent may also retain counsel to advise them throughout the College’s disciplinary process related to this policy. Any student who retains a private attorney does so at her or his own expense.

Can I get a restraining order against the perpetrator?

Victims of some types of conduct covered by this policy, such as sexual assault, domestic violence, dating violence or stalking, may be able to obtain a restraining order against the perpetrator from a court. If requested, the College can provide personnel to accompany a victim to court to obtain such an
order. If a court imposes a restraining order against a College student or employee, the College will work with the parties involved to help ensure compliance with the order. The College asks that any party to a restraining order provide a copy to Campus Security. Separate from a court order, the College may impose a no contact order on the perpetrator (and in some cases, on both the perpetrator and complainant). Violations of a College no contact order may result in College disciplinary proceedings.

What about changing residence hall rooms?

What other accommodations can the College offer?

If you want to move, you may request a room change. Room changes under these circumstances are considered emergencies, and you will be relocated to the first available suitable room. If you want the accused student/respondent to move, and believe that you have been the victim of sexual misconduct, in most circumstances you must be willing to pursue a formal or informal College complaint. No contact orders can be imposed and room changes for the accused student/respondent can usually be arranged quickly. Other accommodations available to you might include:

- Assistance from College staff in completing the relocation;
- Arranging to void a housing contract and pro-rating a refund;
- Assistance with or rescheduling an academic assignment (paper, exams, etc.);
- Taking an incomplete in a class;
- Assistance with transferring class sections;
- Temporary voluntary withdrawal;
- Assistance with alternative course completion options;
- Other accommodations for safety as necessary.

Will a complainant be sanctioned when reporting a sexual misconduct policy violation if she/he has illegally used drugs or alcohol?

No. The severity of the infraction will determine the nature of the College’s response, but whenever possible, the College will respond educationally rather than punitively to the illegal use of drugs and/or alcohol. The seriousness of sexual misconduct is a major concern and the College does not want any of the circumstances (e.g., drug or alcohol use) to inhibit the reporting of sexual misconduct.

Will the use of drugs or alcohol affect the outcome of a sexual misconduct complaint?

Use of alcohol and/or other drugs will never excuse an incidence of sexual misconduct, and such use by either party will not diminish the accused student/respondent’s responsibility. On the other hand, alcohol and/or drug use may affect the complainant’s memory. If the complainant does not remember the circumstances of the alleged incident, it may not be possible to impose sanctions on the respondent without further corroborating information. Complainants, however, who believe they have been the victim of sexual misconduct should not allow their use of alcohol and/or drugs to deter them from making a report of sexual misconduct.

Will either party’s prior use of drugs and/or alcohol be a factor when reporting sexual misconduct?

Not unless there is a compelling reason to believe that prior use or abuse is relevant to the present complaint.

What should I do if I am uncertain about what happened?

If you believe that you have experienced sexual misconduct, but are unsure of whether it was a violation of the institution’s sexual misconduct policy, you should contact the Office of the Vice President for Student Development. The College will provide an adviser who can help you to define and clarify the event(s), and advise you of your options.
Guests and Visitation Policy

The College’s visitation policy applies to all students and guests and is designed to ensure consideration for roommates and other residents of your floor, suite/flat or apartment. A guest is defined as anyone who is present at the invitation of a student or anyone who is accompanied by a student on college-owned property; no student may have more than three (3) guests on campus at any given time. In order to ensure the safety and comfort of all residents, students may not leave guests unattended in their residence hall, apartment, or common area at any time. Students must escort their guests at all times, including trips to the bathroom. Students are responsible for educating their guest(s) regarding college policies and are accountable for the behavior and actions of their guest(s). Students will be charged with violating the Visitation Policy and all other policies their guest(s) violate, as if the student(s) violated the policies themselves. Guests with repeat or serious violations of campus policies may be assigned a permanent “no trespass” status, disallowing their presence on the Stephens College campus, and may be subject to criminal prosecution.