

STEPHENS
COLLEGE

2015-2016
Curriculum Catalog
Graduate Programs

ESTABLISHED IN 1833

Accreditation

Stephens is accredited by the Higher Learning Commission of the North Central Association, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, Phone: (800) 621-7440 (V); 312-263-7462 (F); info@hlcommission.org; www.ncahigherlearningcommission.org



Stephens' education programs are accredited by the Department of Elementary and Secondary Education (DESE), 205 Jefferson Street, PO Box 480, Jefferson City, MO 65102, Phone: 573-751-4212.



Stephens College has applied for Accreditation-Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The Stephens College Physician Assistant Program anticipates matriculating its first class in August 2016, pending achieving Accreditation-Provisional status at the March 2016 ARC-PA meeting. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the Standards as it prepared for the graduation of the first class (cohort) of students. www.arc-pa.org

See Appendix for NC-SARA information and the list of authorized states.



National Council for
State Authorization
Reciprocity Agreements

Approved Institution

Stephens College reserves the right to change the curriculum, any provision, policy, procedure, requirement, regulation or fee at its own discretion subsequent to the publication of this catalog. The information contained in this catalog is subject to change without published notice, however, every effort will be made to keep the student informed of these changes. This catalog does not establish a contractual relationship. Its purpose is to provide students with information regarding requirements, policies and procedures to qualify for a degree from Stephens College. A student follows the catalog in effect at the time of entry provided attendance is uninterrupted. When changes to program or degree requirements occur, either the catalog in effect at the time of entry or the latest revised catalog may be followed. The catalog is effective at the start of the fall semester.

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Tower Hall

Mission Statement

“Historically committed to meeting the changing needs of women, Stephens College prepares students to become leaders and innovators in a rapidly changing world. Stephens engages lifelong learners in an educational experience characterized by intellectual rigor, creative expression and professional practice, in an environment supported by accomplished faculty and dedicated alumnae. Graduates of Stephens are educated in the liberal arts, professionally prepared and inspired by our tradition of the *Ten Ideals* as core values that enrich women’s lives.”

— *Adopted November 2010*

Ten Ideals

Inherent in the culture at Stephens College is the tradition of the Ten Ideals, which originated in 1921.

The Ten Ideals are as follows:

1983 through today:

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



Sursum! Located in Journey Plaza

From 1921:

1. Courtesy
2. Forcefulness
3. Health
4. Self-discipline
5. Reverence toward the Spiritual
6. Honesty
7. Love of Scholarship
8. Service
9. Cheerfulness
10. Appreciation of the Beautiful

Graduate Study at Stephens College

Stephens College offers graduate programs to support the professional development women and men as lifelong learners. Our graduate programs are designed and scheduled to meet the needs of working professionals seeking to enhance their career knowledge and skillsets in business, counseling and education. Grounded in sound theoretical perspectives, professional practices and teaching techniques, our programs are carefully designed with input from our expert faculty and professional advisory groups so students are assured the highest quality experience. All courses are taught by full-time Stephens faculty and carefully selected professional adjunct faculty.

Graduate Admissions

Admission to graduate study at Stephens College is competitive and criteria for admission vary by program. Please consult with the Graduate Admissions Office or explore the Stephens College website for more information on specific program admission criteria and the application process.

Stephens College does not discriminate on the basis of race, sex, ethnicity, gender, age, religion, sexual orientation, national/ethnic origin, marital or veteran status, or disability in administration of its educational policies, graduate admissions policies, scholarships and loans, and other College-administered programs. Stephens College Physician Assistant program has no admission or enrollment practices that favor certain individuals or groups. Stephens College is committed to meeting its obligations of nondiscrimination under Federal and State laws as they are currently written or as they may be amended from time to time.

Inquiries concerning compliance with applicable law may be directed to Stephens College, Vice President for Academic Affairs, 1200 East Broadway, Campus Box 2005, Columbia, Missouri 65215.

New students undertaking graduate studies at Stephens College will be expected to meet the degree requirements in effect upon their initial course enrollment. Students should retain the copy of the catalog that lists the degree requirements at the time of their initial course enrollment. These are the requirements that the student will need to meet for graduation, even if degree requirements shift during a student's enrollment in graduate studies.

Graduate Admission to the College

Admission requirements vary by program. All programs require a bachelor's degree earned from a regionally accredited institution. International students may present transcripts that are not regionally accredited. These transcripts must be evaluated for equivalency to a U.S. College degree. Admissions will not review transcripts or applications until the student's application file is complete.

Application Procedure

The application process includes submission of the following:

(Physician Assistant students should reference the Physician Assistant student handbook for specific program policies related to admission.)

- Completed and signed [Graduate Application](#)
- Non-refundable application fee of \$50
- Official transcript indicating conferred bachelor's degree from an accredited college or university
 - Official transcripts for all graduate coursework
 - M.Ed. and MFA applications must have a qualifying GPA of 3.0 for the last 60 credit hours of undergraduate and/or graduate coursework
 - MSL applicants must have a bachelor's degree from a regionally accredited institution and a minimum 2.5 cumulative GPA in the last 60 hours of undergraduate coursework
- Three recommendations (Requested format varies by program. See below).
- Attach a statement of purpose indicating your reasons for pursuing this program. Your statement should be one full page, typed in 12-point font, double-spaced, with one inch margins. This document will serve as your writing sample and will be reviewed to assess your current writing level if you are applying for an academic degree program. Include your last name and first initial in the name of the attached document.
- A current resume
- International students must submit scores from the TOEFL examination. International students are required to complete the TOEFL examination with a minimum score of 213 on the computer-based test or 79-80 on the Internet-based test.

Additional admission requirements include:

- For the M.Ed. in Counseling:
 - A criminal background check through the [Family Safety Care Registry](#) (FSCR) for applicants to the M.Ed in Counseling program
 - Three completed recommendation forms, downloaded from the application web site
 - An interview
- For the MSL:
 - Applications are accepted throughout the year for August and January admission entry points
 - Three completed recommendation forms downloaded from the application website. It is preferred that at least one reference is completed by an instructor or professor who had the applicant in class
 - A telephone interview
 - The preferred candidate will have three years of work experience after the conferring of a baccalaureate degree
- For the MFA:
 - Supplemental Writing sample: a screenplay, short film, play or short story (creative writing, not non-fiction). The sample should be a minimum of 20 pages in length. If an applicant does not have a single submission of 20 pages, submission of two documents that total 20 pages will be accepted.
 - An interview

Applicants may submit application materials online or by mail to Stephens College, Graduate Studies, 1200 East Broadway, Box 2121, Columbia, Missouri 65215.

Admission Process

The Program Director and graduate recruitment team review completed application files and extend an offer of admission to those who meet the admission requirements.

Transfer Credit

Graduate students pursuing their first master's degree may transfer a maximum of nine semester hours of graduate credit to their Stephens College program. These graduate credits can be earned prior to admission to Stephens College or upon approval of the graduate Program Director after admission to Stephens College. The total amount of graduate transfer credit for a student pursuing a first master's degree cannot exceed nine semester hours without permission from the Vice President for Academic Affairs.

Students may be asked to audit a course to refresh their knowledge and learn current trends if they completed a required course five (5) years ago or longer at another institution. The auditing requirement will be determined by the designated Program Director.

Students auditing a course are not expected to take exams or complete large assignments. No grade will be assigned for students who audit. The instructor will confer with the Program Director regarding the students understanding of the course material.

Period of Deferral

Acceptances are valid for the semester/session for which the student is accepted. Admission is not guaranteed beyond the original semester or session that is offered. A student who is unable to start in the cohort for which they are accepted will need to notify the Program Director and request deferral.

Financial Aid

Degree-seeking students are eligible for Federal Financial Aid. Students may apply for Federal Direct Unsubsidized Stafford Student Loans, Graduate Federal PLUS Loans and Alternative Loans. To receive aid, students must meet the following criteria:

- Be an accepted and enrolled degree-seeking graduate student at Stephens College
- Be a U.S. citizen or eligible non-citizen
- Have a valid Social Security Number
- Make satisfactory academic progress
- Certify that federal student aid will be used only for educational purposes
- Certify that they are not in default on a federal student loan

Students can apply by filling out a Free Application for Federal Student Aid (FAFSA) after January 1 each year. Students can file electronically at www.fafsa.ed.gov or request a paper copy from the Financial Aid office. Be sure you insert the school code: **002512**.

Many students who are employed have fringe benefit packages that include money for education or training. Students who are employed should check with supervisors or the Human Resources staff at their company for possible benefits. Employer reimbursement is solely between the student and employer. **The student is responsible for making regular monthly payments on account balances with Stephens College, and any remaining balance must be paid in full prior to each semester.**

Satisfactory Academic Progress Criteria for Title IV Financial Assistance

Students receiving any financial aid must fulfill certain criteria to determine that they are in good standing and maintaining satisfactory progress in their course of study. For financial assistance purposes graduate students must maintain satisfactory academic progress defined as successful completion of at least 66.7% of their attempted courses* with a cumulative 3.0 GPA. Students must complete their degree requirements within 150% of the published time-frame for their degree program. At the end of each semester, a determination of continued eligibility for financial assistance is made. Transfer credit hours count in the total attempted/completed credit hours calculation. Incompletes and repetitions will be calculated as attempted hours in the semester in which they are graded and awarded.

SAP example:

- Earn a cumulative 3.0 GPA in 66.7 percent of all credit hours of graded coursework attempted*
- Transfer credit hours count in the total attempted/completed credit hours calculation
- Maintain a minimum cumulative Stephens grade point average of :
 - 3.0 at the end of each semester

Example 1: a first semester graduate student is taking 6 hours of graded coursework as of the first day of classes, she/he must earn a 3.0 in at least 4 hours of those classes at semester end. If she/he only earns 3 passing (3.0 or above) hours she/he has a 50% completion rate so she/he will not be making Satisfactory Academic Progress (66.7% required)

Example 2: a second semester graduate student is taking 6 hours of graded coursework as of the first day of classes in her/his second semester as a graduate student. Her/his first semester was successfully completed with 6 hours and GPA of 3.5. Second semester she/he had a 2.0 in all 6 hours. Combining the two semesters she/he has now earned 12 hours, but her/his cumulative GPA is 2.75, as such she/he will not be making Satisfactory Academic Progress.

A student can fail making satisfactory academic progress in both percentage completion and cumulative GAP, or only one of the two criteria.

Any student who fails to meet the established criteria will be placed on financial warning for one semester. Continued failure to meet the established criteria will result in **financial assistance suspension and loss of all eligibility for financial assistance**. In the case of a student who made satisfactory progress after the semester on financial aid warning, but in a later semester fails to meet the established criteria again, that student may receive one more semester on warning but will have her/his financial assistance suspended if any future semesters are below the established criteria. Students may not have two warning semesters in a row, and students will not receive more than two warning semester's total, except in the case of a special circumstance, which will be determined on a case by case basis.

In the event of loss of eligibility of financial assistance due to extenuating circumstances, the student may appeal to The Director of Financial Aid for reinstatement of financial assistance eligibility. The student must complete the Financial Assistance Appeal Statement, which is available from the Financial Aid Office, at least 14 days before the start of the next semester in which they are enrolled. Examples of extenuating circumstances, which must be documented by the student and which would be considered by the Director of Financial Aid include, but are not limited to; the death of a relative of the student or an injury or illness of the student.

Where there are no extenuating circumstances, the student may petition for reinstatement of financial assistance eligibility when she subsequently obtains academic standing consistent with the established criteria as stated in the first paragraph of this section.

Successful course completion requirements for financial assistance eligibility will be pro-rated for transfer, three-quarter and half-time students. GPA requirements are the same for part-time students as for full-time students.

**Attempted courses are defined as the total number of hours in which you are enrolled as of the first day of classes.*

Veterans Administration Benefits

It is the responsibility of the student receiving Veterans Administration benefits to register with the Veterans Administration regarding eligibility for benefits. If the student is eligible for Veterans Administration education benefits, contact the Stephens College, School Certifying Official (SCO), located in the Registrar Office, 248 Lela Rainey Wood Hall. The student receiving the benefit must provide the SCO with a copy of the certificate of eligibility in order for certification to occur. Stephens College is proud to be a Yellow Ribbon School.

Tuition and Fees

Current Fee Schedule – Graduate program

(Physician Assistant students should reference the Physician Assistant student handbook for specific program policies related to Tuition and Fees.)

Orientation (required for online & blended courses, one-hour)	\$ 396
Graduate tuition	\$ 396 per credit hour
Counseling Practicum Fee/Semester	\$ 200
Plus Student Graduate Course Enrollment	Current Graduate Tuition Rate
Application Fee, non-refundable, submit with application	\$ 50
Student General Fee	\$ 20 per credit hour
Technology Fee	\$ 25 per credit hour
Graduation Fee	\$ 100
Leave of Absence Fee	\$ 40
Readmission Fee	\$ 50
Audit Fee	\$ 250

Tuition and fees do not include books and materials or the cost for graduation. Other lab and supply fees are listed in the schedule of courses for each semester.

Tuition and fees are subject to change at any time at the discretion of the Stephens College Board of Trustees. The College reserves the right to adjust charges subsequent to the publication of the catalog.

Payment Policy

Students are responsible for payment of all charges. Full payment for tuition, fees, and all other charges are due one week prior to the beginning of each term (fall, spring and summer), unless the student is enrolled in Tuition Management Systems, as outlined below. For registration and enrollment changes after the tuition due date, payment is due immediately. Payments may be made by check or credit card. The college accepts MasterCard, Visa, Discover, and American Express. □

Tuition Payment Options

The College uses Tuition Management Systems (TMS) which offers an interest-free monthly payment plan to pay for tuition, room and board. Contact TMS at 800-635-0120 or visit their website at stephens.afford.com. TMS charges a \$47 per term processing fee to participate in the program. If you choose the TMS option, you must be signed up prior to attending class.

Failure to Pay

If a student does not pay his or her bill or make payment arrangements, he or she will not be allowed to attend class. In addition, the College will not release grade reports, transcripts, degrees, or diplomas for any student whose account is not current. Students with past-due tuition accounts are subject to immediate financial suspension unless clearance is obtained from the Office of Accounting.

In the case of the Electronic Fund Transfer (EFT) 10-month installment payment plan, no monthly finance charge will be added as long as required payments are made as scheduled. A monthly finance charge of one percent (12 percent annual percentage rate) will be charged to delinquent non-EFT accounts.

A hold is placed on the transcripts of students with past due accounts and is removed only when the obligation is paid in full. **Stephens College will not release the transcript or degree of anyone subject to such a hold.**

Employer Reimbursement

While Stephens College is willing to assist by providing documentation, employer reimbursement payments are an arrangement between the student and the employer, the student is responsible for payment of tuition when due.

Non-Degree Enrollments

Students enrolling in classes as a non-degree student must pay tuition and fees in full upon course enrollment.

Transcripts

A transcript is an official copy of the student's permanent academic record bearing the College seal and the signature of the registrar. Official transcripts are available to students upon written request in the Office of the Registrar. Copies of transcripts, official and unofficial, will not be released to students with an unpaid balance at Stephens College resulting from charges for tuition and fees, fines, or other assessments.

The fee charged for an official transcript is \$10, paid in advance. Transcripts are normally sent by the Office of the Registrar to the receiving institution. If a student requests an official transcript for herself, the words "Issued to Student" will appear on it. A currently enrolled student may obtain an information copy (unofficial) of their academic transcript through [My Stephens](#).

Dropped Courses and Refund Policy

If a student drops a course, but remains enrolled in at least one other course the following applies:

16 week classes

- 1-6 calendar days of class – students may drop with no charge
- 7-13 calendar days of class – students may drop with 50% refund
- 14 calendar days to end of class – student will receive no refund

8 or 10 week classes

- 1-4 calendar days of class – students may drop with no charge
- 5-9 calendar days of class – students may drop with 50% refund
- 10 calendar days to end of class – student will receive no refund

Withdrawal and Refund Policy

Except for a \$100 administrative fee, Stephens will refund all of the student's comprehensive fees if he or she cancels his or her enrollment before the first day of the semester. In the event that a student completely withdraws after the first day of classes but prior to 60% of the completion of the semester, a proration of comprehensive fees is calculated based on the number of class days attended compared to the total number of class days in the semester. Comprehensive fees are credited and financial aid is charged back in accordance with Federal regulations.

Official notification of withdrawal must be given to the Program Director in all cases of voluntary withdrawal. If no official notice is provided to the College, the student will be considered to be enrolled for the purposes of this policy; additionally, the student's Stephens College academic transcript will not be released until the Withdrawal Form has been completed. After the 60% point in the semester, a student will be charged 100% of the comprehensive fees and will be deemed to have earned 100% of their financial aid.

Returned Checks

Writing a check without sufficient funds is a violation of state law, and the violator is subject to prosecution. A check returned to the College due to insufficient funds will result in a \$25 charge and the amount of the check added to the outstanding balance.

Academic Regulations and Policies

Students are responsible for knowing the academic requirements, policies and procedures presented in the Stephens College Graduate Studies Catalog.

NEW STUDENTS entering Stephens College's Graduate Studies program will be expected to meet the degree requirements in effect upon their initial course enrollment. For continuing students in Stephens College's Graduate Studies program, this edition of the catalog replaces earlier catalogs for policies and procedures. Students should retain the copy of the catalog that lists the degree requirements at the time of their initial course enrollment. These are the requirements that the student will need to meet for graduation.

The Stephens College Graduate Programs Catalog is effective upon publication. Stephens College reserves the right to change the curriculum, as well as any provision, policy, procedure, requirement, regulation or fee at its own discretion; updated versions of the Curriculum Catalog will be published (with date of publication) on the College's website. Every effort will be made to keep students informed of these changes.

Academic Policies

(Physician Assistant students should reference the Physician Assistant student handbook for specific program policies related to enrollment status, leave of absence, withdrawal from college and re-admission.)

Enrollment Status

(Physician Assistant students should reference the Physician Assistant student handbook for specific program policies related to enrollment status.)

Students are expected to enroll in a minimum of one course per semester (Fall, Spring, Summer) to maintain active student status. Students who do not enroll in courses for three successive semesters or one calendar year will be administratively withdrawn from the program. If necessary, students may arrange to take an official leave of absence.

Leave of Absence

Students may request a leave of absence (LOA) for up to one calendar year. The request must be sent to the Program Director. All courses currently in progress must be completed or dropped prior to the start of the leave of absence and payments on outstanding account balances with Stephens College must be continued. Students may not enroll in or attend courses while on a leave of absence. At the end of the leave of absence, students should meet with the Program Director and work with their academic adviser to enroll in classes.

Withdrawal From College

Students may withdraw from Graduate Studies by declaring this intention in writing to the Program Director and submitting the appropriate drop form for any courses in progress. At that time, the student is withdrawn from all academic work in progress. Tuition refund policies apply as outlined in the catalog. Students who have withdrawn may re-gain active status by following the procedures stated in the Readmission policy.

Students may be administratively withdrawn from the program for the following reasons:

1. Lack of course registration to maintain active status;
2. Lack of academic progress (See Maintaining Active Student Status and Academic Probation);
3. No communication from the student for more than one year;
4. Failure to pay tuition and fees.

Re-Admission

Students wishing to re-enter into active student status after withdrawal must submit a written request to the Graduate Director. Students must pay a readmission fee, complete the application for readmission, order all transcripts from institutions attended since last enrolled at Stephens College, and submit an essay explaining the reasons why they are prepared to continue their degree. They must enroll in a minimum of 3 credit hours for the next academic semester. Students who are readmitted must enter the College and program under the academic requirements in effect at that time. All student applications for re-admission will be reviewed by the Admissions Manager, and students may be denied re-entry into the Graduate Studies program. Persons applying for re-admission will be informed of their status in writing.

A student who has been withdrawn from the program because of financial difficulties with the College must pay their account in full prior to re-entry. If the student is readmitted, the student may be required to meet degree requirements outlined in that current year's catalog.

Policies Governing Academic Matters

Academic Integrity

Stephens College is a community of scholars committed to truth. The validity of a Stephens College degree depends upon the integrity of the work that it represents. Academic dishonesty violates the ethical standards of our community and stunts students' intellectual, professional and personal development. Stephens has therefore adopted an academic dishonesty policy that imposes penalties for students who commit acts of academic dishonesty.

Code of Conduct

(Physician Assistant students should reference the Physician Assistant student handbook for specific program policies related to professionalism and code of conduct.)

The Stephens College learning community embraces the free exchange of ideas and opinions with civility and respect. Students and faculty have a shared responsibility to embrace the pursuit of learning and to foster a commitment to academic integrity. All members of the campus community also share an obligation to challenge obstacles to that pursuit and to address violations of its policies on academic integrity.

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, both in the classroom and via electronic learning engagement tools, should be conducted in the spirit of respect, tolerance, and the open exchange of ideas that are hallmarks of an effective and productive learning environment. Sarcasm, bullying, caustic or aggressive language, or disrespect expressed in tone/words will not be tolerated, and Stephens College expects that students in online courses will construct their written communication carefully, being aware of challenges such as perceptions and interpretations of others.

Should a course instructor believe a student is in violation of this code of conduct, the instructor will immediately notify the student as well as remove him/her from the classroom or virtual collaboration area.

FIRST OFFENSE: The instructor and student should clarify the conduct within a reasonable time frame and the student will be issued a warning. The Program Director will be notified and documentation of the warning will be placed in the student's file.

SUBSEQUENT OFFENSES: The instructor will contact the Program Director and determine appropriate sanctions and next steps within a reasonable time frame. The chair may consult with the Vice President of Academic Affairs. Sanctions may include a two – ten day removal from classes/collaboration areas, resubmitting the code of conduct policy agreement, completing an assignment related to the code of conduct, removal from the class and/or removal from the program. The sanction/s should reflect the level of violation and the number of times the student has violated the code. Communication with the student should be in writing and a copy placed in the student's file.

Any academic work, including participation or assignment submission, missed as a result of the removal may not be made up by the student.

Students who feel their instructors are in violation of the code of conduct have the responsibility to contact the Program Director, respective School Dean, and/or the Vice President of Academic Affairs in a timely manner.

Academic Dishonesty

Academic dishonesty includes but is not limited to the following:

1. Committing plagiarism. Plagiarism means presenting another person's work as one's own. The work in question could be research data, a text of any kind, a performance, musical composition, design, work of visual art, photograph, film, video, choreography, or any other type of intellectual property, whether copyrighted or not. This includes buying another person's work from any source and presenting it as one's own.
2. Cheating. Cheating means engaging in any dishonest behavior on examinations, tests, quizzes, assignments, or any other academic activity. This includes use or attempted use of unauthorized assistance, collaboration (unless expressly permitted by the instructor), and unauthorized possession of examinations or other academic materials belonging to a member of the college faculty or staff.

3. Engaging in activities that disadvantage another student, including destruction, defacement, alteration or unauthorized removal of resource materials, or sabotaging another student's work.
4. Turning in substantially the same work for more than one course (unless expressly permitted by the instructors).
5. Misrepresenting oneself or one's circumstances in order to obtain an advantage in academic activities.
6. Using copyrighted material without obtaining the appropriate rights or permissions. The material in question could be a computer program, a text of any kind, a performance, musical composition, design, and work of visual art, photograph, film, video, choreography, or any other type of copyrighted material.
7. Fabricating or falsifying any data, information, or citation in an academic activity.
8. Aiding another student in any act of academic dishonesty.

The procedures to be followed in cases of academic dishonesty are outlined below.

(Physician Assistant students should reference the Physician Assistant student handbook for specific program policies related to academic dishonesty.)

1. An instructor suspecting academic dishonesty will first make a concerted effort to confer with the student.
2. If, after conferring with the student, or attempting to confer with the student, the instructor is convinced the student is not guilty of academic dishonesty, the matter will be dropped.
3. If, after conferring with the student, the instructor is convinced the student is guilty of academic dishonesty, the instructor will impose the penalty or penalties specified in the course syllabus. If the instructor has not stated a penalty or penalties in the syllabus, the penalty will be no more severe than a grade of failure or no credit for the assignment in question. If the instructor imposes a failing grade for the course, the student will not be allowed to withdraw to avoid the penalty. The instructor is required to report all acts of academic dishonesty to the office of the Vice President for Academic Affairs (VPAA). The report will be forwarded to the Graduate Council. A record of every incident of academic dishonesty will be retained in the office of the VPAA.
4. If the student chooses to appeal the instructor's decision, she/he may request a hearing before the Graduate Council by delivering a written request and all supporting evidence to the office of the VPAA within ten (10) days of notification of the instructor's decision. Pending the outcome of the hearing, the student should continue to attend the class.
5. Having received a request for a hearing from the office of the VPAA, the chair of the Graduate Council will, in a timely manner, convene the council for the hearing. The Council chair will notify the student and the instructor of the time and place of the hearing at least three (3) days prior. The student and the instructor have the right to appear in person in front of the council at the hearing. If he or she considers it advisable, the Council chair may invite other individuals to take part in the hearing. The hearing will provide a fair opportunity for both the student and the instructor to present fully the specific details of the case. Upon conclusion of the hearing, the Graduate Council will rule by vote in closed session. The Council will notify the student, the Program Director and the course instructor of its decision in writing. The Graduate Council may decide:
 - To confirm the instructor's finding and impose the penalty or penalties specified in the course syllabus, or
 - To confirm the instructor's finding and in consultation with the instructor, impose a different penalty, or
 - To reverse the instructor's finding, impose no penalty and direct the instructor to impose no penalty.
6. In addition to the hearings described above, the Graduate Council will separately review all cases in which a student is determined to be guilty of academic dishonesty on more than one occasion. In these cases, the Council may recommend to the Vice President for Academic Affairs that the student be placed on disciplinary probation, be suspended from the College, or be expelled from the College.
7. In cases of academic dishonesty that affect a degree already conferred, the Graduate Council will make a recommendation to the President of the College regarding revocation of the degree.
8. All decisions of the Graduate Council are final.

Falsification of College Records

Falsification of College records or of records provided to the College is grounds for disciplinary action. Failure to declare college credit attempted or earned elsewhere is considered falsification of records. Incidents will be reported to the Graduate Council, which will follow the same procedures outlined for academic dishonesty.

Withdrawal from Classes

(Physician Assistant students should reference the Physician Assistant student handbook for specific program policies related to withdrawal from classes.)

A graduate student may withdraw from a course according to the academic calendar posted on the website. The student must submit a drop form electronically via the Stephens College website. Students should refer to the current academic calendar for deadlines to receive refunds and/or a "W" on their transcript.

A student who does not give official notice of withdrawal will receive a grade of "F" that shall be recorded on the permanent record. Instructors will be notified through MyStephens when a student withdraws officially.

Failure to begin or continue to attend classes does not constitute official notice of withdrawal.

Academic Appeals

Grade Appeals

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 instructor within two weeks after the receipt of the grade. Within one week of receiving this correspondence the instructor will set up a meeting with the student. The instructor may agree that a grade change is appropriate. If so, the instructor shall complete and sign a Change of Grade form, which will be signed by the Program Director and filed with the Registrar. The matter is then closed.

If a dispute about a grade cannot be resolved between the student and the instructor, then the student may appeal. The appeal procedure is as follows:

1. Within one week of meeting with the instructor, the student will submit the appeal in writing to the Program Director. 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 Program Director will establish a time to meet with the student. The Program Director 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 week of meeting with the Program Director, the student may write to the Dean of the respective school 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, instructor, Program Director, and Dean. The panel may:
 - a. Recommend that the instructor change the grade;
 - b. Recommend that the instructor review the grade according to the criteria specified by the panel; or
 - c. Dismiss the appeal.

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

4. If, after considering the panel's recommendation, the instructor wishes to change the grade, the instructor will complete and sign a Change of Grade form, which will be signed by the Program Director and filed with the Registrar. The Program Director will advise the student of a change in grade, if any. This will conclude the appeal procedure; no further review is available.
5. The grade appeal will be considered confidential, and only those directly involved in the appeal procedure will be provided with information concerning the appeal.
6. If the student chooses to make the appeal panel's written recommendation a part of her/his permanent file, the student should instruct the Dean (or her/his designee) to convey the panel's recommendation to the Registrar.

Suspension or Expulsion

If the student is suspended or expelled and wishes to appeal, the student may consult with the Registrar and submit a written appeal to the Graduate Council. The Graduate Council shall review the appeal letter and contact the student if necessary. The Graduate Council shall rule on this appeal and its decision shall be provided to the student in writing. This decision is final.

Academic Courses and Credits

(Physician Assistant students should reference the Physician Assistant student handbook for specific program policies related to all areas of academic courses and credits.)

Academic Credit

Academic credit will be awarded only for grades of 3.0 ("B") or better. Students who earn a grade below 3.0 must repeat the class to receive credit towards their degree. A grade of "F" in a letter-graded class, or a grade of "U" in a pass/fail class will result in immediate dismissal from the program.

Audit

Students may be asked to audit a course to refresh their knowledge and stay current if they completed a required course more than 5 years ago. Students who audit must register for the course through the Registrar's office, and will be assessed an audit fee. Students who are auditing are expected to:

- 1) Attend all class meetings and participate in discussions;
- 2) Complete reading assignments;
- 3) Complete minimal writing assignments to demonstrate understanding of the course material.

Students who are auditing are not expected to take exams or complete major assignments. No grade will be assigned for students who audit; however, the instructor will confer with the Program Director regarding the student's understanding of the course material.

Course Load

A graduate student may enroll in a maximum of 12 credit hours for Fall and Spring semesters and 9 credit hours for summer semester. Full-time equivalency is equal to 6 credit hours. A student can be enrolled in no more than 2 session courses concurrently. Students may request to enroll in additional credit hours by submitting a formal request (written letter) to the Program Director. Approval will be at the discretion of the Program Director.

Course Prerequisites

Prerequisites are eligibility requirements for a course. A student who fails a prerequisite course may not enroll in the succeeding course unless the prerequisite course has been successfully repeated or the student has obtained the permission of the instructor.

Independent Study**Policy**

The first priority of the Stephens College graduate programs is to assure overall student success and the integrity of these programs. Graduate students are expected to complete their coursework in a certain sequential manner in order to graduate on time. Courses are offered each semester that allow the graduate student to meet this graduation deadline.

Independent studies are defined as studies in which a student works independently under the guidance of an instructor to complete appropriate course material and assignments. Independent studies are considered exceptions to the plan of study offered at the graduate level. Independent studies will be offered as an option only if, through no fault of his or her own, a graduate student cannot complete his or her work in a timely manner through regularly scheduled coursework. A maximum of two independent studies will be granted to a graduate student during his/her program.

Procedure

Students must first obtain permission from the instructor of the course they wish to take. They then must submit their request to the Graduate Program Director, along with a rationale for taking the course as an independent study. Finally the request must be approved by the Dean of the respective school. The request can be denied for a variety of reasons including, but not limited to: insufficient evidence of an emergency situation, poor performance by the student in other classes, and instructor workload.

There are two categories of independent study that apply to graduate programs: reading and projects. A course delivered in either of the two formats must be accompanied by two copies of the syllabus (one for the Registrar and

one for the Program Director's office) that describes exactly what the student must accomplish to complete the course requirements.

- Reading category is defined as "(those) which are available for topics not offered in the regular curriculum. The study includes assigned readings and at least one major research paper." These courses are numbered 598G Title of Course (e.g. 598G: Family and Community: Partners in Education).
- Projects category is defined as "(those) which are available to document learning that takes place in study that culminates in a project. Readings and a paper may be required." These courses are numbered 599G: Title of Course (e.g. 599G: Managerial Economics).

Academic Performance

(Physician Assistant students should reference the Physician Assistant student handbook for specific program policies related to all areas of academic performance.)

Participation and Contribution Policy

Stephens College emphasizes the importance of active participation in courses. Students must establish contact with the course instructor on the course start date. If the student does not submit assignments as directed, the instructor has the right to require the student to drop the course, or be awarded a failing grade at the end of the course unless an approved withdrawal is granted by the instructor.

Students are expected to regularly participate as directed by the instructor. Lack of participation from class for any reason does not exempt a student from completion of all work required for a course.

Instructors determine the participation and contribution policy for their classes. It is permissible to use participation and contribution as a factor in determining a student's grade and to lower the amount of credit awarded for a course.

Grading System

Grades and grade points are assigned on the following basis in the graduate programs:

A	= 4.0
B	= 3.0
S	= Satisfactory
U	= Unsatisfactory (equivalent to an "F")
I	= incomplete
RE	= no credit, no penalty, must re-enroll
F	= 0.0
W	= withdraw, no penalty
NC	= not completed

Grade of Incomplete

A student who completes most of the work in a course at a passing level, but is unable to complete the work on time due to extenuating circumstances, may speak with the instructor to see if receiving an Incomplete (I) mark is warranted. When an instructor grants an incomplete, one semester is allowed to complete the coursework, unless the instructor sets an earlier deadline. If the work is not submitted by the deadline, the grade automatically becomes an F. If unusual circumstances indicate the need, the instructor may grant one additional semester to complete the course. An incomplete does not affect the GPA in the semester it is assigned.

Grade Points

The number of grade points earned for a class is computed by multiplying the semester hours by the point value of the letter grade. Semester averages are computed by dividing the number of grade points earned by the number of semester hours carried. Cumulative averages are computed by dividing the cumulative number of grade points earned by the cumulative number of semester hours carried (not semester hours earned), excluding courses in which "RE" or "S" grades are assigned. When a course is repeated to improve a grade, the grade and grade points earned the second time nullify the previous record.

Academic Progress

(Physician Assistant students should reference the Physician Assistant student handbook for specific program policies related to all areas of academic progress.)

Student Status Change

Students who have withdrawn, dropped a course/s or taken a leave of absence for more than one year may be required to meet degree requirements in effect at the time of readmission to Graduate Studies. A student whose tuition

account is in arrears more than three months may lose the right to continue in the program. If the student is readmitted, he or she may be required to meet new degree requirements, regardless of the amount of time the student was inactive. Students who are withdrawn from the program because their tuition account was sent to a collection agency may be required to meet new degree requirements upon re-entry, regardless of the amount of time the student was inactive.

Time Limit

All degree requirements must be met within five (5) years following the date of enrollment in the first course of the graduate degree program. This time includes any leave of absences and terms the student does not take classes. Stephens College urges students to complete their graduate program in a timely manner. A lack of satisfactory progress toward completion of the degree, as determined by the student's graduate program, can be considered grounds for dismissal.

Teach-out Policy

In accordance with our Institutional accreditation, the Higher Learning Commission requires Stephens College to notify the Commission when the institution must teach-out one or more students. This includes: (a) the U.S. Department of Education notifies the Commission of an emergency action, or a limitation, suspension or termination or similar action against the institution; (b) the Commission acts to withdraw, terminate or suspend the status of an institution; (c) the institution notifies the Commission that it intends to cease or suspend operations or permanently close a site where it offers at least 100% of either a Certificate or degree program before all students have completed their program of study; or (d) a state licensing or authorizing agency notifies the Commission that an institution's license or legal authorization to provide an educational program in that state has been or will be revoked.

Definitions of Teach-Out Plans and Teach-Out Agreements

Stephens College will follow The Higher Learning Commission's (HLC) protocol and process in establishing, making arrangements for and differentiating Teach-Out Plans and or Teach-Out Arrangements.

<http://policy.hlcommission.org/Federal-Regulation/approval-of-teach-out-arrangements.html>

Academic and Student Services

IT IS THE STUDENT'S RESPONSIBILITY TO UNDERSTAND AND COMPLETE ALL REQUIREMENTS NECESSARY FOR GRADUATION FROM STEPHENS COLLEGE.

Academic Advising

(Physician Assistant students should reference the Physician Assistant student handbook for specific program policies related to academic advising.)

A faculty or professional advising staff member shall be assigned to advise each degree-seeking student upon admission.

Changes in Name, Address, or Telephone Number

It is the student's responsibility to notify the College of any changes in name, address, or telephone number. Failure to do so may interfere with the delivery of important and time-sensitive documents. Students must update their Profile in My Stephens for changes to their address or telephone number, and must complete a Change of Name form for name changes. Forms are located on the Stephens College website under Graduate Studies/Student Resources.

Accounting

Director: Josh Henggeler
Lela Raney Wood Hall (LRW) 214 Phone: (573) 876-7105
Fax: (573) 876-7238
Campus Extension: 4238
Office hours: 8 a.m.-5 p.m.
Window hours: 11 a.m.-3 p.m.; 9 a.m.-3 p.m. on bi-weekly payday Fridays

The Stephens College Accounting office, located on the second floor of Lela Raney Wood Hall (LRW 214) provides a wide range of student services; it's where you get your Student ID and parking permit. It's also the office where you can pay your tuition or other fees, and cash your checks.

Career Development

Director: Amanda Wooden
Campus Box: 2123
Address: 317 Lela Raney Wood Hall Phone: (573) 876-7101
Campus Extension: 4101

The Career Services office provides students with information about careers, job opportunities, career searching strategies, resumes and cover letters, interviewing, employers, graduate schools, job market outlooks and job fairs. Available services include:

- Individual consultation to discuss students' career concerns and job search needs.
- Workshops on various topics, such as how to write a resume and cover letter, interview successfully, and plan a job search strategy.
- The Alumnae Career Connection Program, a database on the Stephens website that includes the names and contact information of approximately 350 alumnae in a variety of career fields. These alumnae have volunteered to assist students in their career exploration and search for jobs and internships.

Access to Closed Buildings Policy

It is the goal of Stephens College to provide maximum access to students to the specialized academic work areas that support and enable their academic work. The following policy articulates the conditions under which the College operates its facilities and provides access to students outside of regular business and class hours.

1. Campus academic buildings close after the last scheduled class in each building; as a result, times may vary for each building, depending upon the course schedule. Security staff make an interior building check at closing.
2. Physician Assistant students will have access to study areas, lounge areas, and the anatomy lab in Sampson Hall via a swipe card system.
3. After dark, Security officers will upon request provide a walking escort service to a car or an academic building. At all times, Security officers are available to open a locked academic building to an approved student.
4. Students leaving a building in the middle of the night are strongly encouraged to call Security for an escort to their car parked on campus or any campus building.
5. Students are encouraged to remain in closed buildings only when accompanied by other students.
6. Students who jeopardize their own safety or the safety of others by propping open an outside door or inviting unapproved guests into a building will be subject to disciplinary action, and may permanently lose their after-hours-access privileges.

Cancellation of Classes for Emergencies or Inclement Weather

Graduate residential classes will be cancelled at any time Stephens College elects to cancel classes due to emergency or inclement weather. Students will be notified by campus email and cancellation of classes will be announced via news media. Class activities missed, such as exams, presentations, or quizzes, will be rescheduled by the course director and/or instructor.

Emergency Response

Any student requiring assistance during an emergency evacuation should identify and discuss their needs with the Student Success Center and their instructors.

Campus Security

Director: Ken Hammond
Campus Box: 2091 Address: Tower Hall
Phone: (573) 876-7299 Campus Extension: 4299

The primary goal of Stephens College Security is the personal safety of students, faculty, staff and visitors as well as the protection of our property. Although security personnel are trained and qualified, they are not certified law enforcement officers and as such do not carry weapons, have arrest powers or investigate crimes. However, they do work in close cooperation with the Columbia Police Department in the event of a reportable crime. They patrol the campus for unusual occurrences and serve as visible deterrents. They control and regulate parking, open buildings for staff and students, and perform other duties that may arise. Security personnel also provide security escort for students, faculty and staff within the campus confines after dark.

Security may be contacted 24 hours a day, year-round at 876-7299. The Stephens College Security staff enjoys an excellent relationship with the Columbia Police Department. Our personnel encourage students and staff to report any incident to the Columbia Police Department that would be of a serious nature. In the case of emergency, students should call 9-1-1. On an annual basis, the Crime Prevention Unit of the Columbia Police Department is invited to conduct a security survey of the campus. From the results of this survey, the College is given a list of recommended changes that could be made in various areas. For example, lighting and landscaping have been altered to increase campus safety.

Stephens College complies with the Clery Act and with the Student Right-to-Know and Campus Security Act (PL102-542).

Campus Security Escort

(573-876-7299)

One of the most important functions performed by Stephens College Security is to escort students, faculty, and staff around campus after dark. We strongly encourage you to call for an escort anytime you need to be out on campus at night. In most cases, the response time will be less than five minutes, but calling in advance helps guarantee prompt service.

Student ID

Accounting Office

Director: Josh Henggeler

Campus Box: 2006

Address: 206 Lela Raney Wood Hall

Hours: Cashier window open 11 a.m.-3 p.m. M-F; 9 a.m.-3 p.m. on bi-weekly payday Fridays

Phone: (573) 876-7105

Campus Extension: 4105

Your student identification card is a very important item. It admits you to all campus facilities and activities (including food service) and to check out library books and cash checks. Guard your student ID carefully. NEVER lend it to anyone.

Incoming students are issued a Stephens ID during orientation. Returning students continue to use the ID issued upon arrival at Stephens College.

If an ID card is lost, this should be reported immediately to the Accounting office. Students will be charged \$15 to replace lost ID cards.

Places and situations on the Stephens College campus that require an ID include:

- Cafeteria
- Library
- Susie's
- Recreational activities
- Cashing checks

Telephone Service

Information & Technology Services Director: Mark Brunner

Campus Box: 2064

Address: Basement of Helis Communications Center

Phone: (573) 876-2381 Campus Extension: 4381

Telephones are available in the common spaces for campus calls, local calls, and emergency calls.

Use of Cellular Phones

Students are reminded that use of cellular phones for incoming or outgoing calls during classes or meetings is prohibited. Cell phones should also remain silent during class and meetings.

Parking

Director of Security

Campus Box: 2091

Address: Tower Hall

Phone: (573) 876-7299; Campus Extension: 4299

Due to limited parking, all vehicles utilizing campus parking lots must be registered with the Accounting office. To register, complete a registration card with all vehicle information. A fee of \$78 is required to obtain a sticker. Mobility-impaired students with special parking needs should contact the Vice President for Student Services for special parking information. Motorcycles also must be registered and may not be brought into or stored inside buildings.

Parking Fines and Towing

There are no reserved spaces. Vehicle registration does not guarantee that a space will be available in the lot desired. Please read all signs posted in college parking lots.

Motor Vehicle and Bicycle Regulations

- All vehicles parked on the Stephens College campus must have a parking permit. Guests to the campus should park in designated visitor spaces.
- Student permits must be displayed on the lower left corner of the rear window. Faculty/staff hangtags must hang visibly from the mirror.
- Unauthorized vehicles parked in handicap spaces will be ticketed and towed by the Columbia Police Department.
- Vehicles parked in RD spaces will be towed in one hour at the owner's expense.
- Parking fines will be assessed to your student account. Multiple violations will result in punitive action. Parking fines will be as follows: · 1st ticket: warning · 2nd ticket: \$10 fine · 3rd ticket: \$20 fine · 4th ticket: \$35 fine · 5th ticket: \$50 fine and vehicle restraint (booting).
- Vehicles with no sticker or hangtag can be booted or towed on the first offense.
- Vehicles driving on sidewalks will be towed or restrained (booted) and receive a \$50 fine with no prior warning.
- Motorcycles must comply with vehicle regulations.
- Bicycles should be registered with the City of Columbia. They should be walked on campus at all times and are subject to the same ticket policy as vehicles. Bikes do not belong in buildings and will be confiscated by the building manager if found inside. Columbia has very specific bike rules that apply to all bicyclists in the city.
- If your car is missing, contact Campus security (ext. 4299) or the Columbia Police at 874-7652.

Bicycles Policy

Bicycles can only be parked in areas designated for bicycles (bicycle racks). All bicycles must be registered with the Office of Campus Security in the basement of Tower Hall. Bicycles found in any areas including but not limited to stairwells, railings, brick colonnades and benches will be confiscated. All bicycles still on campus after August 1st each year become the property of the College and, if in appropriate condition, may be integrated into the College's zip-bike program.

Smoking Policy

As of July 1, 2014, Stephens College has been a smoke-free campus. For purposes of this policy, smoking is defined as the act of lighting, smoking or carrying a lighted or smoldering cigar, cigarette or pipe of any kind. This policy includes all Stephens students and employees; campus visitors, including contractors, consultants and temporary employees; and employees of subcontractors, including food services.

Student Concerns Policy

Stephens College welcomes community input and takes all student feed-back seriously. Students with ideas, concerns or questions should submit them to the SC Concerns email address (scconcerns@stephens.edu), which is reviewed daily by the Office of the President; concerns will be forwarded to the appropriate campus office or administrator for review and response. Students will receive confirmation that the complaint was received and routed to the appropriate office within 24 hours.

Academic Standing

Access to Student Records

The Office of the Registrar maintains an official record of academic information for all students both in the college student information system as well as a paper file. Students have the right to view their academic record with proper identification. All prior college transcripts, application for admissions and official letter of acceptance as well as any correspondence is retained in the academic record.

Other records open to students include those maintained by the Office of Financial Aid and by the academic adviser. Students may not review financial information submitted by parents or confidential letters associated with admission, employment or job placement, nor may they see any material for which they waived the right to review. Any student who believes that inaccurate, misleading or otherwise inappropriate information may be in one of his or her record files may request a hearing with the Dean of the respective school.

Information about a student, other than directory information allowed by the Family Education Rights and Privacy Act of 1974 (as amended), will not be released without the student's written consent. The following directory-type information may be released about a student: Name, e-mail address, home address, classification, major field of study, dates of attendance, degrees earned and honors received. A student who wishes to prevent the release of directory-type information must make the request in writing to the Program Director, by September 15 each year. The Program Director will notify the Registrar's Office of any request.

Only college personnel who have a direct educational interest in the student, or identified representatives of local, state and national governmental law agencies have access to non-directory information. An unofficial transcript will be

released to Stephens College personnel and for those parties outside the College after identification of required credentials. Efforts will be made to notify the student when information is requested to comply with a judicial order or any lawful subpoena.

Graduation

An application for graduation, along with appropriate signatures, must be submitted to the Registrar's Office prior to the application deadline. A calendar of deadlines and a schedule of fees are available from the Stephens College website. Commencement is held in May and December.

Waiver of Academic/Degree Requirement

A student who believes that a degree requirement should be waived in his or her case has the right to make this request to the Program Director. The Program Director's decision is final.

Information and Technology Services (I&TS)

All campus computers are connected to a local area network, which requires a network log-in for access. All students receiving a Stephens' e-mail account will agree to comply with an Acceptable Use Policy, which is provided upon registration for the account. Internet and e-mail use are privileges and may be revoked at the discretion of the College.

Stephens College cannot guarantee the retention or integrity of any computer or file in any campus computer lab. Despite the staff's best efforts, the College cannot guarantee that a computer lab will be virus-free at all times. Personal computers cannot be repaired or replaced by the College if damaged by power outages or surges.

Use of Stephens College technology resources is a privilege, not a right. Regulations surrounding computer usage include but are not limited to:

Printing

Students must log in with their Stephens network account to use the printers in labs across campus. Students must deposit money into their accounts to be able to use this printing service. Students may go to the Accounting Office, 206 Lela Raney Wood Hall, to add money to a printing account.

Campus Computer Access

Students using computers for classwork or administrative purposes shall have priority access to computers in campus labs. Students who access Stephens's computer resources are assigned a login-user ID and password for their personal or classroom use.

Campus Network Access

Wireless access is available for students who choose to use the wireless connection. I&TS supports network access but can only provide limited support of personal computers.

Computer Ethics and Security

Stephens' computing resources are provided to faculty, staff and students. With the privilege of access, however, comes responsibility. As with any shared, finite resource, it is unfair to others to use the College's technology resources without regard to the needs of your fellow students. Computer resources on campus are to be used primarily as tools to facilitate teaching and learning.

Stephens College respects and complies with all laws and regulations associated with technology use. It is unethical and often illegal without valid authorization to obtain access to services and data that do not belong to you; to consume or utilize services that do not belong to you; or to alter or destroy data that do not belong to you. Users who do not comply with the rules found in this policy may have their user IDs restricted or revoked, have their access curtailed and/or face disciplinary action. Severe cases of abuse may result in prosecution, disciplinary probation or expulsion.

Passwords

Never share your user ID or password. Leaving a computer without logging off is like leaving your front door unlocked and open. Using an obvious or easy-to-guess password is like hiding the key to your front door under the welcome mat. Pick a strong password, and never record the password where someone might find it; a strong password is one that contains a mix of uppercase letters, lowercase letters, numbers and special characters. If you suspect your password has been compromised, change it or notify the IT Helpdesk so that it may be changed for you.

Never open an email or click on a link to launch a program unless you are certain about what it does and you completely trust its source. In the recent past, such programs have corrupted the College's systems, sent obscene messages in the recipient's name to other users and replicated and spread viruses.

Social Media

Be thoughtful about the information you share on your social media sites, including Facebook, Twitter, Instagram or Tumblr. Future employers may ask you to friend them so they can check your newsfeed; they may ask for your username so they can follow you on Twitter. The College does not survey these sites regularly but will become involved in a student's posting on such a site if postings violate College rules and/or harass another member of the College community.

Email

Students are responsible for checking their campus email in order to stay informed about Program and College events, policies and deadlines.

Home Pages

Students may use the College's system to publish to the Internet, but each student is wholly and fully responsible for any such publication. Sources should be cited, information should be correct and timely and copyright notices must be included where appropriate. Stephens adheres to the Digital Millennium Copyright Act and all other copyright laws. Information and Technology Services (I&TS) may refuse to list any page inconsistent with College regulations or intellectual property laws.

Computer & Telephone Help/Repair

All telephone, computer and printer repairs should be reported to the IT Helpdesk, 573-876-2381 (or ext. 4381).

Violation of Computer Policies

Physician Assistant students violating computer policies will be referred to the Program Director. Any violation will be considered a breach of professional conduct and will be addressed as such.

Family Educational Rights and Privacy Act (FERPA)

Stephens College complies with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA), designed to protect student privacy and to ensure the accuracy of educational records.

Under FERPA, eligible students have certain rights with respect to their education records. (As FERPA relates to Stephens College, an "eligible student" is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review their education records within 45 days after the day Stephens College receives a request for access. A student should submit to the Office of the Registrar (LRW 248) a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the requested records are not maintained by the Registrar's Office, the Registrar or her designee shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.
A student who wishes to ask Stephens College to amend a record should write the Registrar (or whatever school official is responsible for the record, as indicated by the Office of the Registrar) to clearly identify the part of the record the student wants changed, and specify why it should be changed.

If Stephens College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the College discloses personally identifiable information (PII) from the student's education records, *except to the extent that FERPA authorizes disclosure without consent.*

A postsecondary institution may disclose Personally Identifiable Information from the education records *without obtaining prior written consent of the student:*

- To other school officials, including faculty, within the College whom the College has determined to have legitimate educational interests. A school official is a person employed by Stephens College in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the College who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor or collection agent or a student

volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Stephens College.

- To officials of another educational institution where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
 - To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
 - To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the College's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
 - To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the College, governing the use or possession of alcohol or a controlled substance if the College determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))
4. The right to withhold the disclosure of "Directory Information." FERPA allows Stephens College to disclose appropriately designated "directory information" upon request without a student's written consent. Directory information is information that is generally not considered harmful or an invasion of privacy if released, and includes:
- A student's name, address, telephone number, email address;
 - A student's date and place of birth, dates of attendance and grade level;
 - A student's major field of study, most recent educational agency or institution attended and degrees, honors and awards received;
 - A student's photograph when the student is participating in officially recognized College activities and athletics;
 - A student's weight and height as a member of an athletic team;
 - A student's ID number, user ID or other personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (a student's SSN cannot be used for this purpose).

Students who wish to withhold directory information should contact the Office of the Registrar (LRW 248; 573-876-7277). Stephens College assumes no liability for honoring a student directive that Directory Information be withheld.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Stephens College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202

Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures.

Questions about FERPA and student records may be directed to the Office of the Registrar (573-876-7277) or to the Office of the Vice President for Academic Affairs (573-876-7213). Students who wish to allow parents or others who would not otherwise be allowed under FERPA to review their educational records should visit the Office of the Registrar (LRW 248) to sign the appropriate authorization form.

Americans with Disabilities Act

See Appendix

Title IX: Sexual Offenses Policy

See Appendix



Lela Raney Wood Hall

Administrative Personnel

President, Dianne M. Lynch, B.A., 1979, M.A., 1986, University of Wisconsin-Madison; Ph.D., 2006, McGill University. Stephens 2009.

Director of Marketing and Communications, Rebecca J. Kline, B.A., 1993, Miami University. Stephens 2012.

Special Assistant to the President for Philanthropy, Shannon Blankenship Walls, B.F.A., 1993, Stephens College. Stephens 1995-2004, 2006.

Director of Information and Technology Services, Mark Brunner, B.S., 1976, M.S., 1981, University of Missouri. Stephens 2011.

Director of Institutional Research, TBH.

Vice President for Academic Affairs, Suzan J. Harkness, B.S., 1988, University Wisconsin-La Crosse; M.A., 1991, United States International University; Ph.D., 2000, University of Hawaii-Manoa. Stephens 2015.

Director of Advising and Transfer Development, Lynette Nickleberry, B.A., 2003, Stephens College; M.A., 2005, Ph.D., 2010, University of Missouri. Stephens 2014.

Director of Assessment, Devon Whetstone, M.A., James Madison University, 2014.

Director of Library and Information Services, Dan Kammer, B.A., 1988, Albion College; M.S., 2000, University of Iowa; M.A., 2002, University of Arizona. Stephens 2014.

Registrar, Linda Sharp, B.A., 2002, Stephens College. Stephens 1997.

Dean of the School of Design, Monica McMurry, B.F.A., 1982, Stephens College; M.S., 1993, Ph.D., 2015, University of Missouri-Columbia. Stephens 1999.

Dean of the School of Health Sciences, Susan Muller, B.S., 1980, Edinboro University of Pennsylvania; B.S., 1998, Salisbury University; M.A., 1986, Ph.D., 1993, University of Maryland. Stephens 2015.

Dean of the School of Interdisciplinary Studies, Leslie Willey, B.A., 1983, Stephens College; M.Ed., 1987, Ph.D., 2002, University of Missouri-Columbia. Stephens 1997.

Dean of the School of Performing Arts, Gail Humphries Mardirosian; B.A., Allegheny College, 1972; M.A., American University, 1979; Ph.D., American University, 2002. Stephens 2014.

Dean, Graduate, Online and Continuing Studies (Interim), Gregory Ochoa, B.A., 1989, Creighton University; M.A., 1996, West Virginia Graduate College/Marshall University; Ed.D., 2008, Duquesne University. Stephens 2015.

Vice President for Finance and Administration, Lindi F. Overton, B.A., 1974, Lindenwood College; M.S., 1987, University of Missouri; Ph.D., 1997, St. Louis University; CPA License, State of Oregon. Stephens 2011.

Director of Accounting, Josh Henggeler, B.S., 2004, M.A., 2004, University of Missouri; CPA, 2006, State of Missouri. Stephens 2011.

Director of Human Resources, Kim Schellenberger, B.S., 1994, University of Missouri; PHR Certification 2007. Stephens 2004.

Director of Facilities Management, Greg Mankey, Stephens 1987.

Facilities Project Manager, Richard Perkins, M.A. 2003, University of Missouri. Stephens 2012.

Director, Special Events and Business Development, Amanda G. Tilford, B.S. 2006, Columbia College; M.B.A., 2008, William Woods University. Stephens 2008.

Director of Financial Aid, Kim Stonecipher-Fisher. B.A., 1981, M.B.A., 2013, Stephens College. Stephens 2014.

Vice President for Strategic Enrollment Management, TBH.

Vice President for Student Development, TBH.

Director of Athletics (Interim), Ray Fron.

Director of Residence Life and Education, Alissa Pei Gorham, B.S., 2008, Stephens College. Stephens 2012.

Director of Health Services, Kathleen Doisy, M.D., A.A., 1984, North Harris County College; B.S., 1987, Sam Houston State University; M.D., 1994, The University of Texas Health Science Center Medical School-San Antonio. Stephens 2012.

Director of Programming and Student Leadership, Ada Gallup.

Director of Security, Ken Hammond. Stephens 2015.

Director of Student Life and Engagement, Erin Mazzola, B.A., 2008, Truman State University; M.S.L., 2013, Stephens College. Stephens 2010.

Vice President, Institutional Advancement and Initiatives, Meichele A. Foster, B.A., 2000, Columbia College; M.P.A., 2009, University of Missouri; Stephens 2013.

Director of Advancement Services and Planned Giving, Marissa Todd, B.A. 2002, J.D. 2005, University of Missouri; M.B.A., 2010, Stephens College 2005-2009, 2012.

Director of Donor Relations, Liz Townsend-Bird, B.S. 1996, University of Missouri. Stephens 2014.

Director of Philanthropy, Shawn Poore, B.A. 1996, Westminster College. Stephens 2014.

Director of Philanthropy, Christopher Rigby, B.A., 1975, University of Birmingham (England); Stephens 2014.

Manager, Alumnae Engagement, Annie Bastida, B.A. 2011, M.P.H., 2014, University of Missouri. Stephens 2014

Executive Director, Center for Career and Professional Development, Amanda Wooden, B.S., 2003, University of Central Missouri; M.Ed., 2012, University of Missouri; Stephens 2014

Director of Internships and Career Events, Center for Career and Professional Development, Maureen D. Bernath, B.S., 2008, Bowling Green State University; Stephens 2014

Dean of Faculty Emeritus, Eugene F. Schmidlein, A.B., 1950, Conception College; M.A., 1956, Notre Dame University; Ph.D., 1962, University of Missouri. Stephens 1959.

Board of Trustees

Board Chair: Vicki Russell - Columbia, MO

Vice Chair: Mark Taylor '73 – Van Nuys, CA

Secretary: Anita K. Parran '73 - Kansas City, MO

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Immediate Past Chair: Nikki Krawitz - Columbia, MO

Terra Carlson '13 - Columbia, MO

Sara Herrnstadt Crosby '76 - Sioux Falls, SD

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Rachel Gross '93 - New York, NY

Teresa Rouse Maledy '78 - Columbia, MO

Jane Hobson Marcus '78 - New York, NY

Kimberly Lakin Mize '90 - Charlotte, NC

Christy Hanahan Powell '68 - Coral Gables, FL

Beck Saunders '15 – Phoenix, AZ

Susan Brawley Schmidt '67 - Plano, TX

Silissa Uriarte-Smith '98 – Fullerton, CA

Ellen Vollrath '86 - Washington, D.C.

Hank Waters – Columbia, MO

Trustees Emerita/us

Patricia White Barry, alumna

Alyce Roberts Cheatham '40

Dale Creach

Gretchen Bush Kimball '57

Robert C. "Bob" Smith

Ann Wrobleski '73

Faculty

Anderson, Amanda

Counseling
B.S., 2001, University of Missouri-Columbia; M.S.,
2004, Friends University. Stephens 2010

Andrade, Amanda

Business/MSL
A.A., American Institute; B.A., 1996, Ottawa
University; M.Ed., 1999, Northern Arizona University;
M.S. 2012, Ph.D., 2013, University of Missouri
Columbia. Stephens 2013.

Aulgur, Linda

Education
A.A., Stephens College; B.S., 1972, M.Ed., 1987,
Ph.D., 1997, University of Missouri-Columbia.
Stephens 2009.

Batson, Greg

Business/MSL
B.S., Southeast Missouri State University; M.S.,
Missouri State University; Ph.D., St. Louis University.
Stephens 2014.

Crawford, Emily

Counseling
B.A., 2000, University of Wisconsin-Madison; M.A.,
2004, Miami University; Ph.D., 2008, Miami University.
Stephens 2009.

Davis, Joseph

Counseling
B.A., 1991, M.S., 1994, Indiana University; Ph.D.,
1999, University of Missouri-Columbia. Stephens
2011.

Fellhauer, Mark

Business/MSL
B.S., 2003, M.A., 2005, University of Missouri-St.
Louis; M.B.A. 2010, Webster University. Stephens
2014.

Jarvis, Dana

Business
B.A., 1992, Allegheny College; M.P.A., M.S.W., 2001,
University of Pittsburgh.

Landes, Ann

Counseling
B.S., 1975, University of Nebraska-Lincoln; M.Ed.,
1977, University of Missouri-Columbia. Stephens
2008.

Langston, Mallory

Counseling
B.S., Texas Tech University; M.Ed., 2013, Stephens
College. Stephens 2014

Livengood-Clouse, Sean

Education
B.A., 1997, M.A., 2001, M.A. 2003, Ph.D. 2005,
University of Missouri-Columbia. Stephens 2002.

Olson, Tina R.

Program Director, Business
B.A., 1989, The University of Iowa; M.Ed., 1994,
Washington State University; M.B.A., 2010, Stephens
College. Stephens 2010.

Parry, Melody

Business/MSL
B.J., 1986, M.A., 1991, University of Missouri-
Columbia. Stephens 2009.

Phillips, Ronald

Business/MSL
B.S., Kansas State University; B. Arch, Kansas State
University; D. Arch, University of Michigan. Stephens
College 2014.

Powers-Scott, Renee

Counseling
Stephens 2012.

Prater, Tom

Education
B.S., University of Missouri; M.A., 1983, University of
Missouri; Ph.D., 2003, University of Missouri;
Stephens, 2014.

Reitz, Robert

Counseling
A.B., 1978, M.S., 1980, University of Missouri-
Columbia; Ph.D., 1988, University of Kansas.
Stephens 2011.

Roof, Carolyn

Counseling
B.S., 1980, M.A., 1983, Northeast Missouri State
University. Stephens 2008.

Sanders, Gina

Program Director, Counseling
B.S., 1992, B.S., 1994, University of Missouri-
Columbia; M.A.2000, Psy.D., 2002, Forest Institute of
Professional Psychology. Stephens 2011.

Schattgen, Sharong

Education
B.A., 1977, Stephens College; M.Ed., 1979,
University of Missouri; Ph.D., 1990, University of
Missouri. Stephens, 2014.

Schneeberger, Sharon

Education
B.S., 1965, M.S., 1967, Oklahoma State University;
Ph.D., 1977, George Peabody College for Teachers of
Vanderbilt. Stephens 1985; 2005.

Semler, Jessica

Counseling

B.S., 2003, South Dakota State University; M.A., 2005, Ph.D., 2010, University of North Dakota. Stephens 2013.

Shackelford, Pam

Business

B.S., 1990, Columbia College; M.B.A., 1993, Maryville University. Stephens 2004.

Sikyta, Dorothy

Counseling

B.A., 1977, M.A., 1984, Ph.D., 1995, University of Missouri-Columbia. Stephens 2012.

Smith, Christopher

Counseling

B.A., 2002, Rider University; M.A., 2005, LaSalle University, Ph.D., 2009, Indiana State University. Stephens 2011.

Smoot, Cynthia

Counseling

B.S., 1999, University of Missouri-Columbia; M.Ed., 2011, Stephens College. Stephens 2014.

Stanley, Bragg

Counseling

B.A., 1971, Emory University; M.Ed., 1973, Ed.D., 1984, University of Missouri-Columbia. Stephens 2007.

Tichenor, Bart

Business

B.A., 1969, Southwest Baptist College; J.D., 1973, University of Missouri-Columbia. Stephens 2008.

Willey, Leslie

Program Director, Curriculum and Instruction, and Dean, School of Interdisciplinary Studies

B.A., 1983, Stephens College; M.Ed., 1987, Ph.D., 2002, University of Missouri-Columbia. Stephens 1997.

Master in Strategic Leadership

Dean: Monica McMurry, Ph.D.

Program Director, Graduate Business Program: Tina Olson, M.Ed., M.B.A.

Program Purpose

The purpose of the Master in Strategic Leadership (MSL) is to facilitate effective strategy implementation in organizations and improve their knowledge about strategic leadership and apply business acumen in all types of organizations. This includes a focus on women in leadership and demonstrate enhanced conceptual knowledge and leadership development.

The curriculum is centered on three primary learning areas which build upon each other and support the development of a leader. These primary areas include organizational planning and management, interpersonal and leadership development and societal and culture influences. The program will focus on the theoretical foundations, contemporary readings and practical development of leadership and facilitate the development of organizational leadership.

Upon graduation students will be able to demonstrate:

- Comprehensive Organizational Leadership Development Plan
- Comprehensive Organizational, Program or Department Strategic plan
- Extensive Policy Analysis
- Comprehensive secondary literature review
- Additional project will be considered and must be approved by the Director of Graduate Business Programs.

Program Requirements

The MSL is a 33 credit hour program intended for emerging and current leaders. Twenty-one hours are core courses including a strategic integrative project as the final course. Twelve credit hours are elective coursework. The learning is focused on strategy, case studies, application, research papers, and leadership development.

Online Orientation

Flexibility and quality are the hallmarks of the Stephens College Graduate & Continuing Studies program. In an effort to stand by our mission and to assist new students in making a successful transition back into college, Stephens requires that all new students complete a one hour online orientation during the first four weeks of classes. This is taken concurrently with LEAD 500 and may not be taken as a separate course.

As part of the orientation, students will complete comprehensive assignments designed to orient them to graduate school and expectations at Stephens College.

MSL Graduate Core Courses (21 hours)

BUS 510G: Strategic Management
BUS 545G: Organizational Behavior and Theory
BUS 690G: Applied Research in Business
LEAD 500: Leadership Communication
LEAD 600: Leadership Theory
LEAD 625: Change Management and Crisis Leadership
LEAD 695: Strategic Integrative Project

Elective Coursework (12 credit hours required)

BUS 505G: Project Management
BUS 515G: Strategic Fiscal Management
BUS 530G: Marketing Management
BUS 540G: Strategic Human Resources
BUS 550G: Legal Issues in Business
BUS 680G: Topics in Business
LEAD 580: Contemporary Issues in Leadership
LEAD 635: Business and Society

Admission Requirements

Applications are accepted throughout the year with admission possible multiple times per year. Applicants must have a bachelor's degree from a regionally accredited institution, and a minimum 2.5 cumulative GPA in the last 60 hours of

undergraduate coursework. Admission is based on a combination of undergraduate GPA, Statement of Purpose, recommendation letters and TOEFL score, if applicable. Admission is not guaranteed.

Transfer Credits

Graduate students may transfer a maximum of nine semester hours of equivalent graduate credit toward core coursework required in the Stephens MSL program. These graduate credits can be earned prior to admission to Stephens College or, upon approval of the Program Director, after admission to Stephens College. The total amount of graduate transfer credit cannot exceed nine semester hours.

Second Master's Degree

Students who have already earned an advanced degree and wish to pursue an MSL may transfer up to 15 hours of credit. Official transcripts must be submitted and reviewed by the Graduate Business Program Director to determine acceptable courses. In no case will a student be granted more than 15 hours of transfer credit toward the MSL degree.

Graduation Requirements

To receive the Master in Strategic Leadership, students must meet the following requirements:

- Complete all required course work and maintain a 3.0 or higher cumulative GPA
- Complete LEAD 695 and earn a satisfactory grade.

Graduate Business Courses

BUS 505G: Project Management

(3 hrs.)

Course discusses practical methods and techniques for managing projects. Includes project breakdown analysis, task network scheduling, resource allocation, and assessment/evaluation of project performance. (Offered on a limited basis)

BUS 510G: Strategic Management

(3 hrs.)

This is a skills-oriented, practitioner perspective that reflects current research and strategy. Modern case studies are integrated throughout the course to encourage higher-level analysis and discussion of real-world scenarios. Strategic report writing is used to integrate the analysis and resolution of complex business strategic planning problems. Global issues, internationalism and the global marketplace are intertwined throughout the course.

BUS 515G: Strategic Fiscal Management

(3 hrs.)

This course introduces students to the essential tools, techniques, and concepts needed to understand financial management from a strategic and operational perspective. This course will help students understand the accounting process and methodologies, forecast financial performance, spot trends and study the economic climate. The course is taught by step-by-step examples and illustrative case studies. This course applies financial analysis and accounting management to enhance business acumen.

BUS 530G: Marketing Management

(3 hrs.)

This course will focus on the use of marketing principles and data to evaluate, analyze, and solve managerial problems on marketing settings. Market planning, marketing mix strategies and decisions, and issues in marketing will be addressed through the use of case studies, current readings and simulations.

BUS 540G: Strategic Human Resources

(3 hrs.)

(Recommended Prerequisite: BUS 510G)

Modern human resource management is a process of acquisition, development, utilization, and maintenance of people and positions to achieve strategic organizational goals and objectives. The focus is on implementing long term programs that add value, or which effectively manage risks to the organization. Strategic human resource management offers a framework for general managers to implement best HR practices in their organizations.

BUS 545G: Organizational Behavior and Theory

(3 hrs.)

The study and application of knowledge about how people “act” and “react” in goal-oriented groups. Emphasis is placed on using theory from the social and behavioral sciences to aid managers in understanding, predicting and influencing behavior. The course focuses on areas such as motivation, leadership, learning theory and organizational development.

BUS 550G: Legal Issues in Business

(3 hrs.)

This course will focus on the major legal issues facing businesses today. The students will be exposed to a combination of theory, historical legal context, and current applicable case study. The use of these methods will enable the student to understand and properly apply the concepts required to successfully navigate the legal areas of any business venture.

BUS 680G: Topics in Business

3 hrs.

(May be repeated twice with different topics.)

The need for effective leadership is found in all aspects of life. The purpose of this course is to encourage you to think about leadership in different ways using cross-disciplinary perspectives to enhance your understanding of applied leadership. This will be accomplished through selected readings, case studies and applications.

BUS 690G: Applied Research in Business

(3 hrs.)

Introduction to the core concepts, methods and values involved in doing business research and program evaluation. Students will examine action research and understand the difference between quantitative and qualitative research techniques. This includes how and when they should be used, and combines theoretical issues in the applied research including literature review. Topical case examples from a number of work-related fields will be used.

Graduate Leadership Courses

LEAD 500: Leadership Communication

(3 hrs.)

(Must be taken first session.)

This course helps students to develop communication capabilities needed to lead effectively. The content is based on research in communication and leadership. Students will learn how to develop an effective communications strategy and the importance in building and sustaining an organization.

LEAD 580: Contemporary Issues in Leadership

3 hrs.

This course explores current trends and different contemporary topics in business and leadership. This will be accomplished through selected readings, case studies and applications.

LEAD 595: Independent Research

(3 hrs.)

(Prerequisite: Permission of Program Director; may be repeated one time for credit)

LEAD 600: Leadership Theory

(3 hrs.)

(Prerequisite: LEAD 500)

This course examines both classic and contemporary theories and models of leadership. Students will analyze various perspectives, assumptions, strengths, and weaknesses of leadership theories. Students will research the connection between theory and practice in actual leadership settings.

LEAD 625: Change Management and Crisis Leadership

(3 hrs.)

(Prerequisite: LEAD 600)

This course prepares students to lead change initiatives within a variety of organizational settings. Students will explore change management through a systems approach as it relates to the structural, human resource, and political frameworks. The role of leadership in crisis situations will be explored and analyzed.

LEAD 635: Business and Society

(3 hrs.)

(Prerequisite: BUS 510G)

Students learn how responsible business decision makers balance and protect the interests of various stakeholders, including investors, employees, the community, and the environment. Strong coverage of ethics and the stakeholder model is balanced with discussion on corporate governance and other current, relevant issues shaping business today.

LEAD 695: Strategic Integrative Project

(3 hrs.)

(Prerequisite: All coursework listed above and a 3.0 cumulative g.p.a.; Must be taken in last session of program and immediately following BUS 690G. This course may be repeated up to two times for academic credit.)

Strategic Integrative Project provides an opportunity for students to apply and integrate the various theories, strategies and research learned during their MSL program. Students prepare a proposal for review by a committee before beginning their project. This class is under the direction of a faculty member. The applied leadership project will integrate personal and organizational learning and change in the learner's place of employment or community.

Master of Education in Counseling

Dean, School of Interdisciplinary Studies: Leslie Willey, Ph.D.

Program Director, Graduate Counseling Program: Gina Sanders, Psy.D.

Emphasis Areas: Licensed Professional Counseling (LPC)
Marriage & Family Therapy (MFT)
Professional School Counseling (PSC)
School Psychological Examiner (SPE)

Program Purpose

The Master of Education in Counseling program trains students to become professional counselors in school and/or community mental health settings. The program has been approved by the Missouri Department of Elementary and Secondary Education (DESE) for professional school counselor and school psychological examiner certification. It also meets the Missouri educational requirements for Licensed Professional Counseling (LPC) and educational requirements for Licensed Marital and Family Therapists (LMFT).

Mission Statement

The mission of the Counselor Education program is to facilitate the professional, personal and ethical development of students, faculty, and the Counseling profession at the community, state and national levels. Our philosophy of training is consistent with the scientist-practitioner model, includes an emphasis on the appreciation of diversity and the development of open and critical thought processes, facilitates applied counseling experiences, and is grounded in the humanistic tradition of Counseling Psychology.

Program Requirements

The Master of Education in Counseling degree is a minimum of 49 credit hours. Students pursuing only Licensed Professional Counseling are required to complete 49 credit hours of coursework. Students pursuing Professional School Counseling are required to complete 52 credit hours of coursework. Students pursuing dual licensure in Professional School Counseling and Licensed Professional Counseling shall be required to complete 58 credit hours of coursework. Students pursuing dual licensure in Marriage and Family Therapy and Licensed Professional Counseling shall complete 58 credit hours of coursework. Students pursuing all three tracks shall be required to complete 79 credit hours of coursework.

Most of the counseling coursework is in the classroom. Students are assessed throughout the program related to their effectiveness as a counselor. As a part of the capstone course, students are required to take and pass a comprehensive examination.

Orientation

Flexibility and quality are the hallmarks of the Stephens College Graduate Studies program. In an effort to stand by our mission and to assist new students in making a successful transition back into college, Stephens requires that all new students complete a one credit hour orientation course during the first four weeks of classes (this class does not count toward the degree). As part of the orientation, students will complete comprehensive assignments designed to familiarize them with all aspects of Canvas as well as Stephens College policies and procedures as outlined in the graduate catalog.

Emphasis in Licensed Professional Counseling

The professional counseling program is designed to meet the educational requirements of the Missouri Committee for Professional Counselors. Students are required to complete 43 hours of coursework and six hours in a practicum setting for a total of 49 credit hours. (Requirements are subject to change based on revisions to state license requirements.)

Course List

COUN 500: Counselor as a Professional
COUN 505: Theories & Techniques in Counseling
COUN 515: Psychological Diagnostics & Treatment Planning
COUN 520: Group Procedures
COUN 526: Ethical & Legal Issues in Counseling (LPC)
COUN 530: The Practice of Counseling
COUN 540: Assessment
COUN 545: Human Development
COUN 550: Career Development
COUN 555: Multicultural Issues in Counseling
COUN 560: Advanced Research Methods

COUN 611: Practicum I (LPC)
COUN 621: Practicum II (LPC)
COUN 690: Capstone in Professional Counseling

Elective Course Work

Select three courses from list (9 credit hours)
COUN 600: Child & Adolescent Therapies
COUN 605: Intelligence Assessment
COUN 625: Creative Therapies & Special Populations
COUN 680: Topics in Counseling
MFT 500: Foundations of Marriage & Family Therapy
MFT 510: Theories & Techniques in Marriage & Family Therapy
MFT 520: Family Life Cycle

Emphasis in Professional School Counseling

The professional school counseling emphasis prepares students to become certified as professional school counselors. The program requires 46 credit hours of coursework and 6 credit hours of practicum experience. Students who do not have a valid Missouri teaching certificate must complete one additional education course prior to certification.

Course requirements are the same for students seeking to become either elementary or secondary school counselors. The only exception occurs during Practica I and II. Certification requires 300 hours of practicum experience be conducted in a K-8 setting or a 7-12 setting, or a total of 600 practicum hours to certify in K-12; 300 hours in each setting. Persons wishing to be certified in K-12 may enroll in a third practicum course if needed.

Upon completion of the program, students may apply for an elementary or secondary counselor's professional certificate from the Missouri Department of Elementary and Secondary Education (DESE) valid for a period of five (5) years. Prior to completing the application for certification, students must register and pass content and performance task assessments as outlined by DESE for Professional School Counselors. (Requirements are subject to change based on revisions to state certification requirements.)

Course List

COUN 500: Counselor as a Professional
COUN 505: Theories & Techniques in Counseling
COUN 510: Foundations of School Counseling
COUN 515: Psychological Diagnostics & Treatment Planning
COUN 520: Group Procedures
COUN 525: Ethical & Legal Issues in Counseling (School)
COUN 535: Behavior Strategies and Interventions for School Counselors
COUN 540: Assessment
COUN 545: Human Development
COUN 550: Career Development
COUN 555: Multicultural Issues in Counseling
COUN 560: Advanced Research Methods
COUN 565: Family and Community for School Counselors
COUN 570: The Practice of School Counseling
COUN 610: Practicum I (School)
COUN 615: Comprehensive Guidance Program Management and Evaluation
COUN 620: Practicum II (School)
COUN 690: Capstone in Professional Counseling

Additional Course required for students without a valid Missouri teaching certificate:

EDU 464: Education and Psychology of the Exceptional Child

Dual Emphasis in Licensed Professional Counseling and Professional School Counseling

The completion of emphases in both licensed professional counseling and professional school counseling allows students to work in both settings. Students are required to complete 49 hours of coursework and nine hours in a practicum setting for a total of 58 credit hours. Two of the required practica shall be in a school setting; one in a community setting outside the school. (Requirements are subject to change based on revisions to state license requirements.)

Course List

COUN 500: Counselor as a Professional
COUN 505: Theories & Techniques in Counseling
COUN 510: Foundations of School Counseling
COUN 515: Psychological Diagnostics & Treatment Planning

COUN 520: Group Procedures
COUN 525: Ethical & Legal Issues in Counseling (School)
COUN 530: The Practice of Counseling
COUN 535: Behavior Management for School Counselors
COUN 540: Assessment
COUN 545: Human Development
COUN 550: Career Development
COUN 555: Multicultural Issues in Counseling
COUN 560: Advanced Research Methods
COUN 565: Family and Community for School Counselors
COUN 570: The Practice of School Counseling
COUN 610: Practicum I (School)
COUN 615: Comprehensive Guidance Program Management and Evaluation
COUN 620: Practicum II (School)
COUN 641: Practicum (Dual)
COUN 690: Capstone in Professional Counseling

Additional Course required for students without a valid Missouri teaching certificate:

EDU 464: Education and Psychology of the Exceptional Child

Dual Emphasis in Professional School Counseling and School Psychological Examiner

The completion of coursework for certification as both a professional school counselor and school psychological examiner allows students to work in either capacity. Students are required to complete 58 hours of coursework and nine hours in a practicum setting for a total of 67 credit hours. Two of the required practica shall be in a school setting; an additional practicum as a school psychological examiner.

Course List

COUN 500: Counselor as a Professional
COUN 505: Theories & Techniques in Counseling
COUN 510: Foundations of School Counseling
COUN 515: Psychological Diagnostics & Treatment Planning
COUN 520: Group Procedures
COUN 525: Ethical & Legal Issues in Counseling (School)
COUN 535: Behavior Strategies and Interventions for School Counselors
COUN 540: Assessment
COUN 545: Advanced Human Development
COUN 550: Career Development
COUN 555: Multicultural Issues in Counseling
COUN 560: Advanced Research Methods
COUN 565: Family and Community for School Counselors
COUN 570: The Practice of School Counseling
COUN 605: Intelligence Assessment
COUN 606: Analysis of Student Performance
COUN 610: Practicum I (School)
COUN 612: Psych Examiner Practicum
COUN 615: Comprehensive Guidance Program Management and Evaluation
COUN 620: Practicum II (School)
COUN 690: Capstone in Professional Counseling
EDU 464: Education & Psychology of the Exceptional Child
EDU 505: Advanced Educational Psychology

Emphasis in Professional School Counseling, Licensed Professional Counseling, and School Psychological Examiner

The completion of coursework for certification as both a professional school counselor and school psychological examiner, and licensure for licensed professional counselor allows students to work multiple capacities. Students are required to complete 61 hours of coursework and 12 hours in different practicum settings for a total of 73 credit hours. Two of the required practica shall be in a school setting, one practicum as a school psychological examiner, and one semester in a community mental health setting.

Course List

COUN 500: Counselor as a Professional
COUN 505: Theories & Techniques in Counseling
COUN 510: Foundations of School Counseling
COUN 515: Psychological Diagnostics & Treatment Planning
COUN 520: Group Procedures

COUN 525: Ethical & Legal Issues in Counseling (School)
COUN 530: The Practice of Counseling
COUN 535: Behavior Strategies and Interventions for School Counselors
COUN 540: Assessment
COUN 545: Human Development
COUN 550: Career Development
COUN 555: Multicultural Issues in Counseling
COUN 560: Advanced Research Methods
COUN 565: Family and Community for School Counselors
COUN 570: The Practice of School Counseling
COUN 605: Intelligence Assessment
COUN 606: Analysis of Student Performance
COUN 610: Practicum I (School)
COUN 612: Psych Examiner Practicum
COUN 615: Comprehensive Guidance Program Management and Evaluation
COUN 620: Practicum II (School)
COUN 641: Practicum (Dual)
COUN 690: Capstone in Professional Counseling
EDU 464: Education & Psychology of the Exceptional Child
EDU 505: Advanced Educational Psychology

Dual Emphasis in Marriage & Family Therapy and Licensed Professional Counseling

This program is designed to meet the educational requirements of the Missouri Committee for Professional Counselors and the Missouri Committee for Marital & Family Therapists. Requirements include 49 hours of coursework in addition to 9 credit hours of practicum in an agency setting. Students will participate in practicum experiences totaling 500 hours working with couples, children, and/or families. Graduates of this program are eligible to seek licensure for both disciplines according to licensure requirements in the state of Missouri. (Requirements are subject to change based on revisions to state license requirements.)

Course List

COUN 500: Counselor as a Professional
COUN 505: Theories & Techniques in Counseling
COUN 515: Psychological Diagnostics & Treatment Planning
COUN 520: Group Procedures
COUN 540: Assessment
COUN 545: Human Development
COUN 550: Career Development
COUN 555: Multicultural Issues in Counseling
COUN 560: Advanced Research Methods
COUN 690: Capstone in Professional Counseling
MFT 500: Foundations of Marriage & Family Therapy
MFT 510: Theories & Techniques in Marriage & Family Therapy
MFT 520: Family Life Cycle
MFT 525: Ethical & Legal Issues in Marriage & Family Therapy
MFT 530: The Practice of MFT
MFT 610: Practicum I
MFT 615: Advanced Family Therapy
MFT 620: Practicum II
MFT 625: Advanced Couples Therapy
MFT 640: Practicum III

Dual Emphasis in Marriage & Family Therapy and Professional School Counseling

This program is designed to meet the educational requirements of the Missouri Committee for Marital & Family Therapists and the Department of Secondary and Elementary Education. Requirements include 64 hours of coursework in addition to 9 credit hours of practicum in a community mental health setting, and 6 credit hours in a school setting. Students will participate in practicum experiences totaling 500 hours working with couples and/or families, and 300 hours working in a school setting. Graduates of this program are prepared to take licensure and certification exams for both disciplines and proceed with licensure requirements in the state of Missouri. (Requirements are subject to change based on revisions to state license or certification requirements.)

Course List

COUN 500: Counselor as a Professional
COUN 505: Theories & Techniques in Counseling
COUN 510: Foundations of School Counseling
COUN 515: Psychological Diagnostics & Treatment Planning

COUN 520: Group Procedures
COUN 535: Behavior Strategies and Interventions for School Counselors
COUN 540: Assessment
COUN 545: Human Development
COUN 550: Career Development
COUN 555: Multicultural Issues in Counseling
COUN 560: Advanced Research Methods
COUN 565: Family and Community for School Counselors
COUN 570: The Practice of School Counseling
COUN 610: Practicum I (School)
COUN 615: Comprehensive Guidance Program Management and Evaluation
COUN 620: Practicum II (School)
COUN 690: Capstone in Professional Counseling
MFT 500: Foundations of Marriage & Family Therapy
MFT 510: Theories & Techniques in Marriage & Family Therapy
MFT 520: Family Life Cycle
MFT 525: Ethical & Legal Issues in Marriage & Family Therapy
MFT 530: The Practice of MFT
MFT 610: Practicum I
MFT 615: Advanced Family Therapy
MFT 620: Practicum II
MFT 625: Advanced Couples Therapy
MFT 640: Practicum III

Additional Course required for students without a valid Missouri teaching certificate:

EDU 464: Education and Psychology of the Exceptional Child

School Psychological Examiner Certification

Students seeking School Psychological Examiner Certification must hold a Master's degree in Counseling, Education, Psychology, or Educational Psychology from an approved college or university and some form of teacher certification (teacher, counselor, etc.). The program requires 27 hours of coursework including 3 credit hours equivalent to 150 clock hours of Practicum. Equivalent coursework completed as part of the student's Master's degree requirements may count toward the School Psychological Examiner Certification requirements, thereby reducing the total number of hours required.

Students pursuing School Psychological Examiner Certification must complete one semester of practicum in diagnostic assessment (COUN 612). All coursework must be completed before engaging in practicum. During practicum, the student will engage in the activities of a School Psychological Examiner under the supervision of a certified School Psychological Examiner or School Psychologist (must be certified minimally at the Master's level with at least three years of experience) and a Stephens College faculty member. The practicum requires a minimum of 150 clock hours of field work that includes administration of formal and informal assessments, interpretation of formal and informal assessments, and verbal or written diagnostic summaries. The practicum experience is intended to develop the following competencies: methods and/or techniques of interpretation of tests; analysis and diagnosis of learning problems including special consideration of low incidence populations; interpretation of formal and informal diagnostic assessments and their application for prescriptive instruction; utilization of knowledge of classroom environments, psychological principles, and test data to plan for the management of children with special needs; diagnostic interviewing techniques; process of staffing with other professionals to develop instructional strategies; and administration and interpretation of the Wechsler and Binet (MO DESE). Stephens College will recommend certification only after all coursework is completed, including practicum.

Course List

COUN 515: Psychological Diagnostics and Treatment Planning
COUN 540: Assessment
COUN 545: Advanced Human Development
COUN 560: Advanced Research Methods
COUN 605: Intelligence Assessment
COUN 606: Analysis of Student Performance
COUN 612: Psychological Examiner Practicum
EDU 464: Education & Psychology of the Exceptional Child
EDU 505: Advanced Educational Psychology

Post Graduate Coursework

Students with a master's degree wishing to pursue additional coursework to fulfill certification or licensure requirements in the state of Missouri may apply for and be admitted as a post-graduate student. Since each student's needs are different, course requirements will be outlined for each student at the time of entry. Students applying for

post-graduate coursework must submit an application, application fee, three references, criminal background check and official transcripts from all colleges attended.

Admission Requirements

Applications are accepted throughout the year. Applicants must have a bachelor's degree from a regionally accredited institution with a minimum of 3.0 cumulative grade point average in the last 60 hours of undergraduate coursework including nine credit hours of social science coursework to gain admission into the program. Admission is based on a combination of undergraduate GPA, Statement of Purpose, references, interview and TOEFL score, if applicable.

Students applying for admission to the M.Ed. in Counseling program must also complete a criminal record check at their own expense through the Family Safety Care Registry (FSCR). Graduate & Continuing Studies will verify registration with the FSCR and review each student's registry status prior to admission. This investigation meets statutory requirements and insures that students have not previously committed violent crimes against persons.

Transfer Credit

Graduate students may transfer a maximum of nine semester hours of equivalent graduate credit toward core coursework required in the Stephens Master of Education (M.Ed.) in Counseling program. These graduate credits can be earned prior to admission to Stephens College or, upon approval of the Program Director, after admission to Stephens College. The total amount of graduate transfer credit cannot exceed nine semester hours.

Students who have already earned an advanced degree and wish to pursue a M.Ed. in Counseling may transfer up to 24 credit hours of applicable coursework approved by the Program Director, toward a second master's degree. All practicum coursework must be completed through Stephens College. If the student is pursuing an emphasis in school counseling, COUN510: Foundations of School Counseling or its equivalent must have been completed at an accredited institution within the state of Missouri or must be repeated. Official transcripts must be submitted and reviewed by the Program Director to determine acceptable courses for transfer credit. In no case will a student be granted more than 24 hours of transfer credit toward the M.Ed. in Counseling degree.

Retention, Assessment, Remediation and Dismissal Policy

Academic Performance

Students must maintain a cumulative 3.0 GPA. A student earning a grade of 'C' shall be required to repeat the course. A grade of 'F' will result in the immediate dismissal from the program.

Professional & Ethical Performance

The Stephens College Counselor Education program has an obligation to the counseling profession (American Counseling Association Code of Ethics; American School Counselor Association Ethical Standards; American Association for Marriage & Family Therapists Code of Ethics) to guarantee to the best of our ability that students are prepared and demonstrate core counseling competencies; that students are prepared to perform as ethical and effective professional counselors; and that students are objectively and fairly evaluated throughout the program affording them developmental opportunities when remediation is warranted.

Students admitted into the Master of Education Counseling program at Stephens College shall be regularly reviewed and evaluated by faculty, and provided feedback on personal and professional development. Faculty meetings will be held at midterm each semester to discuss student progress. In addition, students in courses that have been deemed as key assessment points shall be evaluated for skills and dispositions. These courses are:

COUN 500: Counselor as a Professional
 COUN 505: Theories & Techniques in Counseling
 COUN 510: Foundations of School Counseling (when applicable)
 COUN 515: Psychological Diagnostics & Treatment Planning
 COUN 520: Group Procedures
 COUN/MFT 525 or COUN 526: Ethical & Legal Issues in Counseling
 COUN/MFT 530: The Practice of Counseling/MFT (when applicable)
 COUN 535: Behavior Management for School Counselors (when applicable)
 COUN 570: The Practice of School Counseling (when applicable)
 COUN/MFT 610 or COUN 611: Practicum I
 COUN/MFT 620 or COUN 621: Practicum II
 COUN/MFT 640 or COUN 641: Practicum III (when applicable)

Areas of counselor disposition assessment include, but are not limited to:

- Communicates nonjudgmental warmth and acceptance of others without regard to ethnic group, race, religion, gender, sexual orientation, age, and/or disability
- Communicates concern for and accurate understanding of the thoughts and feelings of others
- Complies with the Code of Ethics of the identified professional track and abides by accepted social/moral codes of behavior.

- Seen by others as utilizing interactions and communications that are facilitative.
- Consults with peers, supervisors and instructors and makes appropriate changes in dispositions and behavior resulting in accurate self-evaluation.
- Engages in learning activities to enhance knowledge and skill.
- Seen by others as a model of functional human behavior and adaptive coping processes.

Areas of counseling skills mastery assessment include but are not limited to:

- Ability to show interest and appreciation for clients
- Ability to encourage exploration in therapy
- Ability to progress the therapeutic session
- Ability to utilize critical thinking skills to encourage change through goal-setting, appropriate interventions, diagnostics, and measurement of outcomes
- Ability to develop a therapeutic relationship that is genuine and authentic
- Ability to manage therapeutic sessions
- Ability to set appropriate boundaries with clients, peers and faculty
- Ability to manage transference and countertransference with clients, peers and faculty
- Ability to practice self-care

In addition, students who demonstrate potential to act in a manner that proves harmful to clients, or demonstrate unprofessional conduct thereby violating ethical standards or state law, may be required to seek remediation or be dismissed from the program depending upon the severity of the violation.

Personal Development Plan (PDP)

Students who are identified as having deficiencies or impairments either through data collection at assessment points or faculty observation, shall be required to develop a PDP. A PDP is a behaviorally focused remediation plan established between the student and faculty of the Counselor Education program. Its focus is to identify specific behaviors for correction, establish measurable behavioral objectives, document progress, establish a timeframe for improvement, and outline consequences, with the overall objective of assisting the student in becoming a more effective human services practitioner.

The PDP will include, at a minimum:

1. Specific activities to be completed;
2. Target measures of accomplishment, which will be documented;
3. A schedule of regular meetings between the student and the faculty member responsible for monitoring and documenting the remediation plan;
4. A timeframe for accomplishment;
5. Contact information for the faculty member responsible for monitoring the student's progress;
6. Delineate consequences for unmet PDP goals;
7. Signatures of all parties developing the PDP.

The PDP may address professional skills remediation and/or personal development remediation. Professional skills remediation may include, but is not limited to, any or all of the following:

1. Retaking courses (e.g., skills courses, ethics, content courses)
2. Removal from placement site
3. Reassignment of placement site
4. Specific assigned activities in placement site
5. Writing reflection papers
6. Additional supervision meetings
7. Other professional skills interventions, as deemed necessary and appropriate by the program faculty

Personal development remediation may include, but is not limited to, any or all of the following:

1. Personal counseling
2. Writing reflection papers
3. Writing apology letters
4. Additional supervision meetings
5. Other personal remediation interventions as deemed necessary and appropriate by the program faculty

Copies of the plan will be retained by the student's adviser, the monitoring faculty member, the program director, and the student. The monitoring faculty member will also retain notes documenting all meetings with the student during the course of the remediation process.

Process

1. Upon observation of concerns, the faculty member will attempt to resolve the concern. Any interventions will be documented, copied to the department chair and placed in the student's file.

2. If the interventions above are unsuccessful, the faculty member will make a formal request to the department chair for faculty review to initiate the PDP. This request will include specific behaviors to be addressed and a summary of intervention strategies to-date.
3. Notification shall be provided to the student by the department chair that a PDP has been requested. A meeting shall be set between the department chair, faculty representative and student to develop the PDP.
4. Upon the deadline set by the PDP, a final formal review shall be conducted by the program faculty. The disposition of the review may be:
 - a. Termination of the PDP
 - b. Continuance of the PDP
 - c. Modification of the PDP
 - d. Dismissal of the student from the program
5. The student shall be notified in writing of the final disposition of the PDP.
6. The student may appeal the faculty decision to the Graduate Council.

Practicum Fee

All students enrolled in a practicum course shall be assessed a practicum fee each semester to cover costs associated with site visits and honorariums.

Practicum Readiness

Students who have completed all of the prerequisite coursework for practicum may apply for and be admitted into practicum. Students must complete an application for practicum and submit it to the Practicum Coordinator by the assigned deadline date to be eligible. Students entering into practicum will be assessed for readiness by the Degree Candidacy committee and approved to go on into practicum. Students who are not approved to continue into practicum shall be required to enter into a Personal Development Plan.

Degree Candidacy

Acceptance into the Master of Education in Counseling program is not admission to degree candidacy. Degree candidacy is an assessment process to determine readiness for field placement. Acceptance into degree candidacy reflects the confidence of the College in the student's ability to successfully complete requirements and to succeed in the counseling profession. The College reserves the right to deny candidacy when deemed appropriate by the Counseling Degree Candidacy Committee.

Students must be accepted into degree candidacy prior to entering into their second practicum.

The Counseling Degree Candidacy Committee shall evaluate the student's readiness for degree candidacy. This will be done via the student's self-evaluation, academic record, videotape review, student's professional conduct up to this point based upon the American School Counselor Association and American Counseling Associations Codes of Conduct, and faculty evaluation of readiness at key assessment points in the program.

Students who receive a favorable evaluation may continue on into degree candidacy within the counseling program. After acceptance into degree candidacy, the student must earn a 3.0 (B) or better, or a satisfactory (S) in every course completed.

Students who are not approved for degree candidacy may be withdrawn from the program or asked to enter into a Personal Development Plan (PDP). Students who do not successfully meet the requirements of their PDP or receive a second unfavorable evaluation during the term of their plan shall be withdrawn from the program.

Background Checks

Students applying for admission to the M.Ed. in Counseling program and before entering into Practicum I must complete a criminal record check through the Family Safety Care Registry (FSCR). Admissions staff will verify registration with FSCR and review each student's registry status prior to admission and again prior to the student's placement into the first counseling practicum. This investigation meets statutory requirements and insures that students have not previously committed violent crimes against persons.

Students also must meet all requirements of those agencies where Stephens College participates in clinical experiences. If the results of the criminal records background check reveal a record or conviction, guilty pleas or nolo contendere pleas involving Class A or Class B felonies as listed under Missouri law, the student cannot participate in counseling practica or internships.

Graduation Requirements

To receive the Master of Education degree, students must:

- Complete all required coursework in School, Marriage & Family Therapy and/or Licensed Professional Counseling
- Maintain a 3.0 cumulative g.p.a. or higher;
- Receive recommendations for graduation from practicum instructors and program director. This approval is subject to students understanding and complying with all ethical requirements as set forth by the American School Counselor Association, AAMFT and/or the American Counseling Association.

Course Audit

Students may be asked to audit a course to refresh their knowledge and learn current trends if they completed a required course more than five (5) years ago. Students who are auditing are expected to:

- Attend all class meetings and participate in discussions
- Complete reading assignments
- Complete minimal writing assignments to demonstrate understanding of the course material

Students who are auditing are not expected to take exams or complete large assignments. No grade will be assigned for students who audit; however, the instructor will confer with the program chair regarding the students understanding of the course material.

Comprehensive Examination

All M.Ed. in Counseling students are required to take a comprehensive examination in the last semester of their program. Comprehensive examination dates will be set in advance and it is the responsibility of the student to be present at the exam. The comprehensive exam shall be administered as part of COUN690 Capstone in Professional Counseling. If the student is required to retake the test due to a non-passing grade, the student shall be assessed a fee for each retake. The student may retake the examination two times. If a student is still unable to pass the exam after the third attempt, they shall meet with the program chair to discuss a Personal Development Plan (PDP).

Counseling Course Descriptions

COUN 500: Counselor as a Professional

(3 hrs.)

The helping relationship will be reviewed in the context of individual skill training as well as the theoretical and empirical foundations of the therapeutic relationship. The main goals are to expand the student's understanding of specific problem areas and effective interventions to help clients achieve change. Ethical and professional standards will also be reviewed. This course is required for all counseling students in their first semester.

COUN 505: Theories and Techniques in Counseling

(3 hrs.)

This course will focus on the principles, methods, theories and interventions used in counseling, guidance, prevention and psychotherapy. Major theories and techniques of counseling and psychotherapy will be studied, including: rational-emotive behavior therapy, behavioral therapy, client-centered counseling, psychodynamic theory, reality therapy, play therapy, Adlerian therapy, gestalt therapy, existential counseling and cognitive therapy. Multicultural issues related to counseling and the development of a therapeutic relationship are discussed. The focus is on developing an eclectic approach to counseling.

COUN 510: Foundations of Professional School Counseling

(3 hrs.)

This course assists counselors-in-training in understanding the role of guidance in the broad scope of the youth's milieu. Familiarity with the Missouri Comprehensive Guidance Program is emphasized. The counseling process includes a lifespan and multicultural approach. Only those students in the professional school counseling track may take this course.

COUN 515: Psychological Diagnostics & Treatment Planning

(3 hrs.)

This course will include a survey of abnormal psychology including emphasis on childhood and adolescent abnormal behavior. Biological, psychological and sociological explanations and treatment of the abnormal behavior will be discussed and applied using DSM criteria with a case study approach to diagnosing mental disorders.

COUN 520: Group Procedures

(3 hrs.)

This course includes an emphasis on the practical application of skills necessary to facilitate educational guidance and counseling groups. Instruments for measuring the process, outcomes and institutional need for groups are discussed. Coursework explores prominent group theories, processes and stages within a multicultural and developmental framework. Various structured and unstructured, psycho-educational, guidance, prevention outreach and counseling groups are studied. After training, a practice component is included wherein students design and lead actual groups and generate group manuals for future use.

COUN 525: Ethical & Legal Issues in Counseling (School)

(3 hrs.)

This course provides a comprehensive coverage of ethical codes and issues in counseling research and service, including: confidentiality, consent, deception, parentalism, voluntariness-coercion, exploitation, dual relationships, value conflicts and imposition. It also examines the history of and current interfaces between law and psychology to increase the understanding and value of behavioral science research findings and expertise in assisting the courts in rendering informed and just decisions.

COUN 526: Ethical & Legal Issues in Counseling (LPC)

(3 hrs.)

This course provides a comprehensive coverage of ethical codes and issues in psychological research and service, including: confidentiality, consent, deception, parentalism, voluntariness-coercion, exploitation, dual relationships, value conflicts and imposition. It also examines the history of and current interfaces between law and psychology to increase the understanding and value of behavioral science research findings and expertise in assisting the courts in rendering informed and just decisions.

COUN 530: The Practice of Counseling

(3 hrs.)

(Prerequisites: COUN 500, COUN 505, and COUN 515)

This course is designed to prepare the advanced student for practicum with in-depth information and experiential practice with a wide range of issues related to management of client treatment in a variety of clinical settings. The student applies previous knowledge of theories and techniques in mock interviewing and interventions, and case studies. Topics include: treatment planning, diagnostics, practice management, crisis and risk management.

COUN 535: Behavior Strategies and Interventions for Professional School Counselors

(3 hrs.)

This course is designed to help school counseling students understand behavior strategies and interventions for elementary and secondary schools. Related to the topic of behavior management, the professional school counselor's role is unique. Specifically, concentration will be placed upon increasing knowledge of school setting, principles of classroom management and understanding how to handle student behavior issues as a professional school counselor. Through numerous activities, readings and discussions, students will learn how to create a positive, supportive and respectful learning environment in the classroom as well as overall school climate. Students will learn the skills to structure a well-managed classroom during a guidance and counseling lesson and how to support other educators to effectively deal with a range of behavioral challenges in the K-12 school setting. This course is required by all students in the professional school counselor track regardless of teaching experience. Only those students in the school track may take this course. This course must be taken concurrently with COUN 610 Practicum I (School).

COUN 540: Assessment

(3 hrs.)

Students gain knowledge of the available educational- and counseling-related assessments and standardized tests. Students study psychometric properties of assessment instruments and learn how to critique standardized tests for their applicability. Students explore several types of psychometric instruments measuring various educational, personality and counseling-related constructs. Students learn to perform thorough assessments of an individual, interpret the results and write a concise educational report based on the results. A major focus of this course is on the practical and ethical administration of assessments and integration of assessments for use in planning educational and counseling interventions. Standardized tests, observations, interviews, self-rating scales and other techniques are studied.

COUN 545: Advanced Human Development

(3 hrs.)

This course covers human development from birth to death. It includes the theories of development and information on physical, social, emotional and cognitive development within a multicultural context. Students have an opportunity to apply, analyze and synthesize theories and developmental characteristics of children, adolescents and adults. Topics cover a variety of issues and developmental needs that frequently confront the counselor in school and agency settings.

COUN 550: Career Development

(3 hrs.)

This course will focus on the study and application of theory, procedures and techniques of career counseling. A focus will be on assessment instruments used in career counseling and on education and career information used in the practice of career counseling. Career identification and decision-making will be emphasized.

COUN 555: Multicultural Issues in Counseling

(3 hrs.)

This course includes discussion of multicultural issues and pluralistic trends as they impact the individual and the counseling relationship. The interactions of culture, aging, ethnicity, race, gender and social class are studied and discussed primarily as they relate to the counseling relationship. Prominent theories of racial and ethnic identity development are studied to enhance cultural awareness and respect for human diversity. This course explores significant considerations for counseling a diversity of individuals.

COUN 560: Advanced Research Methods

(3 hrs.)

Students design and carry out systematic and ethical research, perform electronic literature searches, read and scrutinize research articles, understand basic descriptive and inferential statistics, and apply statistical computer programs to analyze data collected. This course covers the major principles, methods, techniques and tools used in performing counseling and educational research. Students learn how to develop, write and present research manuscripts.

COUN 565: Family & Community for School Counselors

(3 hrs.)

The role of the counselor is examined in the context of family functioning as it relates to the school, community and ethnic or multicultural factors. Students will develop and evaluate effective methods and theories to enhance family functioning by identifying and assessing community resources available to support family needs. Students will design crisis plans and psycho-educational programs to facilitate family functioning. Only those students in the professional school counseling track may take this course.

COUN 570: The Practice of School Counseling

(3 hrs.)

Explore the nature of school environment, design/organization of school curricula, characteristics of effective schools, and learn teaching methods and practices. Guidance skills, understanding behavior, and appropriate educational objectives are emphasized. Meets DESE school counseling certification requirements for teaching methods.

COUN 600: Child & Adolescent Therapies

(3 hrs.)

(Prerequisites: COUN 500, COUN 545)

This course is designed to provide the advanced student with in-depth information about working with children and adolescents, including typical challenges encountered in treatment situations. Therapeutic approaches tailored to specific developmental levels and disorders will be reviewed. Students will use critical thinking skills to determine the most appropriate and effective treatment methods for specific presenting problems based on individual, family, and cultural factors.

COUN 605: Intelligence Assessment

(3 hrs.)

(Prerequisites: COUN 515, COUN 540)

Students will be trained to administer, score and interpret the Weschler Individual Intelligence Tests: WWPI, WISC and WAIS. Students will be expected to administer these tests to individuals.

COUN 606: Analysis of Student Performance

(3 hrs.)

The course familiarizes students with the analysis and diagnosis of learning problems including special consideration of low incident and high-risk populations. Students learn how to interpret formal and informal diagnostic assessments and their application for prescriptive instruction and the preparation of comprehensive case reports. Only those students in the school psychological examiner track may take this course.

COUN 610: Practicum I (School)

(3 hrs.)

(Prerequisites: COUN 500, COUN 505, COUN 510, COUN 520, COUN/MFT 525 or COUN 526, COUN 540, COUN 570, and COUN 615; passing of Readiness Review; Practicum fee assessed.)

This course introduces the counselor-in-training to the various roles of the professional through a combination of theory and supervised practice, with specific focus on direct counseling skills. Videotape review and individual feedback to students regarding skill development is a critical component of the course. Students will complete 100 hours of experience in a counseling setting while under supervision by an instructor and an on-site supervisor. A one-on-one,

one-hour supervision meeting must be scheduled after every 10 hours of client contact. A passing grade in this course is a prerequisite to continuation in the program and a successful application for degree candidacy. This course must be taken concurrently with COUN 535 Behavior Strategies and Interventions for School Counselors.

COUN 611: Practicum I (Licensed Professional Counseling)

(3 hrs.)

(Prerequisites: COUN 500, COUN 505, COUN 515, COUN 520, COUN 530, COUN/MFT 525 or COUN 526 and COUN 540; passing of Readiness Review; Practicum fee assessed.)

This course introduces the counselor-in-training to the various roles of the professional through a combination of theory and supervised practice, with specific focus on direct counseling skills. Videotape review and individual feedback to students regarding skill development is a critical component of the course. Students will complete 100 hours of experience in a counseling setting while under supervision by an instructor and an on-site supervisor. A passing grade in this course is a prerequisite to continuation in the program and a successful application for degree candidacy.

COUN 612: Psychological Examiner Practicum

(3 hrs.)

(Prerequisites: COUN 515, COUN 540, COUN 545, COUN 560, COUN 605, COUN 606, EDU 464, EDU 505G; Practicum fee assessed.)

Students complete 150 hours of supervised work in a school or clinical setting assessing children and adolescents, participating in diagnostic teams, and determining educational needs. They are supervised by a certified School Psychological Examiner or School Psychologist, as well as a faculty member.

COUN 615: Comprehensive Guidance Program Management and Evaluation

(3 hrs.)

(Prerequisite: COUN 510)

This course is a study of the processes fundamental to the designing, implementing, evaluating, and enhancing of comprehensive guidance and counseling programs. The focus of the course will be the framework of the Missouri Comprehensive Guidance Program. Must be taken the spring semester before beginning practicum.

COUN 620: Practicum II (School)

(3 hrs.)

(Prerequisites: COUN 535, COUN 610, and Degree Candidacy; Practicum fee assessed.)

Continued skill development in the broad range of roles required of the professional counselor is the focus of this practicum, achieved through supervised practice, videotape review and individual feedback to the counselor-in-training. Students will complete 200 hours of experience in a counseling setting while under supervision by an instructor and an on-site supervisor. A one-on-one, one-hour supervision meeting must be scheduled after every 10 hours of client contact.

COUN 621: Practicum II (LPC)

(3 hrs.)

(Prerequisite: COUN 611 and Degree Candidacy; Practicum fee assessed.)

Continued skill development in the broad range of roles required of the professional counselor is the focus of this practicum, achieved through supervised practice, videotape review and individual feedback to the counselor-in-training. Students will complete 200 hours of experience in a counseling setting while under supervision by an instructor and an on-site supervisor.

COUN 625: Creative Therapies and Special Populations

(3 hrs.)

The course is designed to provide the advanced student with in-depth information about working with special populations, and typical challenges encountered in treatment situations. Therapeutic approaches tailored to specific disorders and populations will be reviewed. Students will use critical thinking skills to determine the most appropriate and effective treatment methods for specific presenting problems, based on individual, family, and cultural factors.

COUN 640: Practicum III (School)

(3 hrs.)

(Prerequisite: COUN 620; Practicum fee assessed)

Continued skill development in the broad range of roles required of the professional counselor is the focus of this practicum, achieved through supervised practice, videotape review and individual feedback to the counselor-in-training. Students will complete the final hours of required experience in a counseling setting while under supervision by an instructor and an on-site supervisor.

COUN 641: Practicum for Dual Track LPC/School Counselors

(3 hrs.)

(Prerequisites: COUN 500, COUN 505, COUN 515, COUN 520, COUN/MFT 530, COUN/MFT 525 or COUN 526 and COUN 540; passing of Readiness Review; Practicum fee assessed.)

The focus of this practicum is to prepare the school counseling student who is in the dual track for LPC through supervised practice, videotape review and individual feedback to the counselor-in-training. Students will complete 200

hours of required experience in a community counseling setting that is not school-based while under supervision by an instructor and an on-site supervisor.

COUN 680: Topics in Counseling

(3 hrs.)

Topics courses are devoted to special subjects that may not be covered in depth in other courses.

COUN 690: Capstone in Professional Counseling

(1 hr.)

(Prerequisite: To be taken in student's last semester in program. May be taken in conjunction with final coursework.) This course prepares the counseling student for graduation and post-graduate requirements in their chosen discipline. Coursework includes review of ethical codes and regulation of the chosen professional track; preparation for the Praxis II certification exam for school counselors, NCE for Licensed Professional Counselors and MFT licensure exam for Marriage and Family Counselors; guidance in the certification/licensure process; and career readiness skills such as job searching and interview preparedness. The capstone culminates in the completion of the CPCE comprehensive exam, which is a requirement for graduation from the M.Ed. in counseling program. The student must pass the exam to receive credit for the course.

COUN 695: Thesis in Counseling

(3-9 hrs.)

(Prerequisites: COUN 500, COUN 505, COUN 515, COUN 520, COUN 525/526/MFT 525, COUN 540, COUN 545, COUN 555, COUN 560) (May be taken in two semesters for up to nine hours total.)

Supervised research and thesis in guidance and counseling as approved by the department.

Education Courses

EDU 464: Education and Psychology of the Exceptional Child

(3 hrs.)

Students will be introduced to the biological, psychological and educational characteristics of children identified by federal laws for special consideration in public education. The categories covered are: mental retardation, learning disabilities, behavior disorders/emotional disturbance, speech and language disorders, hearing impairment, visual impairment, physical disabilities and giftedness. (This course does not count for graduate level coursework)

EDU 505: Advanced Educational Psychology

(3 hrs.)

This course explores the physical, intellectual, emotional and social development of children and adolescents and the factors that affect developmental crises, disability and learning difficulties. Students will become familiar with current human development and learning theory with specific attention to the learning needs of at risk learners. Only those students in the school psychological examiner track may take this course.

Marriage & Family Therapy Courses

MFT 500: Foundations of Marriage & Family Therapy

(3 hrs.)

This course serves as a theoretical bridge between individual counseling and family therapy, exploring the philosophical foundations, historical evaluation and empirical validity of systemic theory, which is the basis for marriage and family therapy. The focus is on exposure to the systems theory, communication theory, psychodynamic systems theory, natural systems theory, experiential theory, and postmodernism. Students will also explore the contextual influences of spirituality, culture, gender, and managed care within family therapy.

MFT 510: Theories and Techniques of Marriage & Family Therapy

(3 hrs.)

This class is organized to be a survey of the distinct theoretical models of Marriage and Family Therapy (MFT). Emphasis is placed on becoming familiar with the primary assumptions of the theoretical models of MFT, and the application of theory to therapeutic practice with individuals, couples and families. As part of this course, students will continue the process of developing their own systemic model of change.

MFT 520: Family Life Cycle

(3 hrs.)

This course introduces a developmental approach to working with families and couples. It includes an examination of the physical, mental, and social changes that impact individual and family functioning, focusing on developmental crises and cultural influences.

MFT 525: Ethical and Legal Issues in Marriage & Family Therapy

(3 hrs.)

This course provides a comprehensive coverage of ethical codes and issues in psychological research and service, including: confidentiality, consent, deception, parentalism, voluntariness-coercion, exploitation, dual relationships, value conflicts and imposition. It also examines the history of and current interfaces between law and psychology to increase the understanding and value of behavioral science research findings and expertise in assisting the courts in rendering informed and just decisions.

MFT530: The Practice of MFT

(3 hrs.)

(Prerequisite: COUN 500, COUN 505, COUN 515, MFT 500 and MFT 510)

This course is designed to provide the advanced student with in-depth information and experiential practice with a wide range of issues related to management of client treatment in a variety of clinical settings. The student applies previous knowledge of theories and techniques in mock interviewing and interventions and case studies. Topics include: treatment planning, diagnostics, practice management, crisis and risk management.

MFT 610: Practicum I

(3 hrs.)

(Prerequisites: COUN 500, COUN 505, COUN 515, COUN 520, COUN 540, MFT 500, MFT 510, MFT 525 and MFT 530; passing of Readiness Review; Practicum fee assessed)

This course introduces the counselor-in-training to the various roles of the professional through a combination of theory and supervised practice, with specific focus on direct counseling skills. Videotape review and individual feedback to students regarding skill development is a critical component of the course. Students will complete 100 hours of experience in a counseling setting while under supervision by an instructor and an on-site supervisor. A passing grade in this course is a prerequisite to continuation in the program and a successful application for degree candidacy.

MFT 615: Advanced Family Therapy

(3 hrs.)

(Prerequisites: MFT 500, MFT 510, MFT 520)

This course includes advanced approaches to family therapy that integrate systemic concepts. Relevant issues in family functioning are addressed including family roles, boundaries, interactional and intergenerational patterns, violence, addiction, and social and cultural contexts. Emphasis is on assessment, intervention and treatment planning for systemic change.

MFT 620: Practicum II

(3 hrs.)

(Prerequisites: MFT 610 and Degree Candidacy; Practicum fee assessed)

Continued skill development in the broad range of roles required of the professional counselor is the focus of this practicum, achieved through supervised practice, videotape review and individual feedback to the counselor-in-training. Students will complete 200 hours of experience in a counseling setting while under supervision by an instructor and an on-site supervisor.

MFT 625: Advanced Couples Therapy

(3 hrs.)

(Prerequisites: MFT 500, MFT 510, MFT 520)

This course explores the human experience of the shared self in a coupled relationship. Theoretical concepts and techniques for working with committed couples focusing on issues of diversity, social and cultural mores, intimacy, trust, conflict resolution, and sexual dysfunctions are discussed. Emphasis is placed on assessment, intervention and treatment planning for relational and behavioral change.

MFT 640: Practicum III

(3 hrs.)

(Prerequisite: MFT 620; Practicum fee assessed)

Continued skill development in the broad range of roles required of the professional counselor is the focus of this practicum, achieved through supervised practice, videotape review and individual feedback to the counselor-in-training. Students will complete the final 200 hours of experience in a counseling setting while under supervision by an instructor and an on-site supervisor. A one-on-one, one-hour supervision meeting must be scheduled after every 10 hours of client contact.

Master of Fine Arts in TV and Screenwriting

Dean, School of Interdisciplinary Studies: Leslie Willey, Ph.D.

Program Director, Ken LaZebnik

The Stephens College Low-Residency MFA in Television and Screenwriting is a mentor based program, which focuses on giving students the craft, inspiration, and insight to develop careers as successful writers of television, film, and web series. It is based around two intensive ten-day workshops which occur each August and January in Los Angeles. The workshops feature lectures by working writers, screenings of those writer's films and television shows, and instruction on story structure, character development, breaking a television story, and much more. Following each workshop, students work one-on-one with a mentor on-line developing a screenplay, and with another on-line mentor on a television script. The second year of the program continues to feature two ten-day workshops and the one-on-one work with mentors, but with an increased focus on the business of getting work. Agents, managers, studio and development executives visit the workshops and students are prepared to enter a highly competitive workforce. The focus of the program is to inspire and develop original voices for the students and prepare them for a career writing for television and film, but it also carries a mission: To increase the voices and impact of women in television and film.

Classes will be held in the historic Jim Henson Studio in the heart of Hollywood. Each ten-day residency will be filled with intense workshops, as well as experiences such as visiting The Simpsons writers room on the Fox lot, touring the Writers Guild Foundation Library, and a celebratory dinner in Malibu. Every faculty member who teaches writing is a member of the Writers Guild of America.

Requirements for the M.F.A. Major TV and Screenwriting

Required Courses (48 hours)

- SWR 500: Residency Workshop I: Story Structure and Character (3 hrs.)
- SWR 505: Writing the Screenplay: Outline and Beginning (3 hrs.)
- SWR 510: Writing the Spec: One-Hour Drama (3 hrs.)
- SWR 515: History of Screenwriting I (3 hrs.)
- SWR 550: Residency Workshop II: The One-Hour Pilot and Finding Authenticity (3 hrs.)
- SWR 555: Writing the Screenplay: First Draft and Revision (3 hrs.)
- SWR 560: Writing the One-Hour Pilot (3 hrs.)
- SWR 565: History of Screenwriting II (3 hrs.)
- SWR 600: Residency Workshop III: The Story Arc and The Writers Room (3 hrs.)
- SWR 605: Writing the Screenplay: Outline and Beginning (3 hrs.)
- SWR 610: Writing an Original Series (3 hrs.)
- SWR 615: History of Screenwriting III (3 hrs.)
- SWR 650: Residency Workshop IV: The Business (3 hrs.)
- SWR 655: Writing the Screenplay: First Draft and Revision (3 hrs.)
- SWR 660: One Hour Drama - The Series Arc (3 hrs.)
- SWR 665: History of Screenwriting IV (3 hrs.)

Course Descriptions

SWR 500: Residency Workshop I: Story Structure and Character (3 hrs.)

This intensive 10-day workshop emphasizes story structure and character. At the core of the workshop is a foundational class on Screenplay Structure. It presents the basic elements of the three-act structure, which underlies all of film and television writing. Hand in hand with structure comes an examination of how to write rounded and riveting characters; the two are inseparable. During this workshop, the issues of structure and character are reinforced through guest lectures on the structure of one-hour television drama, as well as half-hour comedy and web series. Guest speakers who have created indelible characters share their process, and there are field trips to working writers rooms in studios.

SWR 505: Writing the Screenplay: Outline and Beginning (3 hrs.)

Over the course of a year, the student will develop and write a full-length screenplay, working one-on-one with a professor/mentor. This class is devoted to the development of an outline for the screenplay and beginning the script.

Emphasis is placed on structuring the story, gaining a deep knowledge of the genre of the piece and its antecedents, and creating multi-dimensional characters and the world they inhabit.

SWR 510: Writing the Spec: One-Hour Drama

(3 hrs.)

During this course the student learns to develop and write a one-hour television spec script, which is the student's own version of a current television show. The student will study and analyze an existing one-hour drama, noting its structure and learning its characters. Then the student will pitch a story for a spec script, develop an outline, and write the script.

SWR 515: History of Screenwriting I

(3 hrs.)

This course explores the earliest years of screenwriting from the birth of film through the flowering of the silent era. A particular emphasis is placed on the predominant female screenwriters of the era, with close investigation of the careers of screenwriters such as Frances Marion. The overview ends with the birth of sound at the end of the 1920's.

SWR 550: Residency Workshop II: The One-Hour Pilot and Finding Authenticity

(3 hrs.)

This intensive 10-day workshop focuses on the challenge of crafting an original one-hour pilot, and finding authenticity in one's script. In addition, students will focus on rewriting and revision. The workshop will also examine how scripts achieve authenticity — how a script rings true, no matter what the genre it is written in. Guest speakers will help prepare students for writing their one-hour pilot by discussing pilots they have written and examining successful television dramas. Notes will be given on the screenplays in development, and actors will read scenes from the spec hour-long television scripts that were completed in the fall, giving a different perspective on what kind of revisions are needed as actors engage with a script.

SWR 555: Writing the Screenplay: First Draft and Revision

(3 hrs.)

In this course students write a first draft of a screenplay, working from the outline completed in semester one. You will revise the script based on notes and suggestions from your mentor/professor, and at the end of the semester the script should be professionally crafted and ready for the market.

SWR 560: Writing the One-Hour Pilot

(3 hrs.)

During this course the student learns to develop and write a one-hour television pilot script while working one-on-one with her professor/mentor. The student identifies an idea rich enough to support a series; create compelling characters and a show "bible," outline a pilot story, and complete a one-hour pilot script.

SWR 565: History of Screenwriting II

(3 hrs.)

This class covers screenwriting as it changed radically with the birth of sound, and then developed during the Depression era into the studio system, which peaked just before and during World War II. The studios produced masterpieces of construction, even as writers complained bitterly about their work being treated as interchangeable moving parts in a system controlled by the studios. The course ends with an examination of *The Best Years of Their Lives*, which marked the beginning of the post-World War II era.

SWR 600: Residency Workshop III: The Story Arc and The Writers Room

(3 hrs.)

This intensive 10-day workshop focuses on the arc of stories and how writers work together to create story arcs over an entire season of a television show. The core of the workshop will be creation of an original one-hour television drama. A pilot script from a faculty member will be brought in to work as the foundation of the course. From that script, the class will create subsequent episodes for an entire season, with each student writing one hour of the show. During this process the class will work like a writers room. The development of the complete series will continue throughout the year, as each class member works on her individual script. In addition, guest speakers will focus on the story arc of characters over time, and how to achieve a productive writing room.

SWR 605: Writing the Screenplay: Outline and Beginning

(3 hrs.)

Working one-on-one with a new mentor in year two, the student will develop and write a full-length screenplay. This class is devoted to the development of an outline for the screenplay and beginning the script. Emphasis is placed on structuring the story, gaining a deep knowledge of the genre of the piece and its antecedents, and creating multi-dimensional characters and the world they inhabit. If students wish, they may work on an original web series instead of a traditional screenplay in this class.

SWR 610: Writing an Original Series

(3 hrs.)

This class launches the cohort into writing their own original hour-long drama series. An unproduced pilot (written by a faculty member) will be the foundation for the series; during the course of the year, each student will write one episode of this brand new show. Essentially, this class is a virtual writing room. Students will learn how to pitch story ideas in the context of a new series; how to develop character arcs over multiple episodes, how to carry on continuing stories from previous episodes, and drive ongoing stories into the next episode. The focus of this class will be on structuring the overall arc of the series, and breaking stories for individual episodes.

SWR 615: History of Screenwriting III

(3 hrs.)

This course examines the history of screenwriting from the end of World War II, through the break-up of the studio system, and into the revolutionary 1960's. Post World War II brought a new seriousness to American cinema. This course will explore the impact of the 1950's and the tension between the gritty realism inspired by the Actor's Studio and the crushing blacklisting of suspected Communists in Hollywood. We will examine screenwriters in Hollywood and how the counterculture movement of the 1960s and the collapse of the studio system affected the film industry.

SWR 650: Residency Workshop IV: The Business

(3 hrs.)

The final intensive workshop of the program focuses on the business of a writing career. A variety of speakers will outline the avenues open to writers as they launch into the business. Agents, managers, development executives, television writers, screenwriters, web series writers, and producers will share insights about new opportunities offered writers in the age of digital film and the internet, as well as more traditional approaches. Students will also continue work on the original hour-long television series, taking notes on the outlines of scripts for episodes, and weaving together changes within stories as they ripple through the entire series.

SWR 655: Writing the Screenplay: First Draft and Revision

(3 hrs.)

Students will revise and complete the screenplay they started in SWR 605, emphasizing story structure elements such as a gripping opening, a strong midpoint, and an emotionally fulfilling climax. Implementing notes and the mentor's feedback will be important milestones, acting as practice in taking notes by studio development executives. By the end of the semester, the screenplay will be finished and ready for the market.

SWR 660: One Hour Drama - The Series Arc

(3 hrs.)

With the outlines of all the episodes for the original series now completely done, students will spend this semester writing their episode of the original show. They will track characters through their episode, weaving them into the ongoing story lines of the series. They will take notes and adjustments from their mentor and also from the overall writer's room of fellow students as they turn in a first draft, and then make revisions. At the end of the semester, each student will have a one-hour episode written of the proposed first year of a television series.

SWR 665: History of Screenwriting IV

(3 hrs.)

This course traces the history of screenwriting from the start of the 1970's; an era of great experimentation within the studio and independent cinema, producing eccentric and groundbreaking films such as Nashville, Five Easy Pieces, and the masterful Chinatown. We will examine the transition from personal filmmaking of the 70s to the commercial success of Star Wars in the 1980s, resulting in a stultifying commercialism within the studios, which continues through the present day. We will learn how this created opportunities for a vibrant independent film scene, examining writers such as Nora Ephron, John Sayles, and Miranda July. The course takes us into the 21st century when television drama moved into prominence as the home of deep and interesting storytelling. We will study contemporary television programs such as The Wire, The Sopranos, Transparent, and Mad Men, which have ushered in a new golden age of television writing.

Masters of Physician Assistant Studies

Stephens College has applied for Accreditation-Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The Stephens College Physician Assistant Program anticipates matriculating its first class in August 2016, pending achieving Accreditation-Provisional status at the March 2016 ARC-PA meeting.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Applying to the Master of Physician Assistant Studies.

The application cycle for August 2016 matriculation is currently open. See accreditation note above.

Stephens College is looking for compassionate and committed men and women who want to work alongside physicians as assistants and primary care providers. As Mid-Missouri's only PA program, we are dedicated to preparing individuals to serve their communities in this rewarding and rapidly growing industry.

Applicants must complete the Central Application Service for Physician Assistants (CASPA), a common application used by PA programs across the country.

Request Information: <http://now.stephens.edu/inquiryform>

Apply: <https://caspa.liaisoncas.com/applicant-ux/#/login>

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 has 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 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.

TITLE IX: 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:

Dr. Lindi Overton, Vice President for Finance and Administration
Lela Raney Wood Hall, 3rd Floor
loverton@stephens.edu
Extension 4364

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 stalking 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. 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 leads 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.

Certain 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/alleged 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.

National Council for State Authorization Reciprocity Agreements (NC-SARA)

Stephens College has been approved by Missouri to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. The State Authorization Reciprocity Agreement is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.

SARA is overseen by a National Council and administered by four regional education compacts. SARA pertains to approval of distance education courses and programs offered across state lines by institutions that already have degree authorization in at least one state. What SARA does is centralize the authorization process for each institution in a single state called the institution's "home state." Colleges or universities in a SARA state therefore only need their home state authorization to offer distance education to any other SARA member state.

Authorized States

The following states participate in NC-SARA where Stephens College has authority to offer programs.

- Alaska
- Arizona
- Arkansas
- Colorado
- Idaho
- Indiana
- Iowa
- Kansas
- Louisiana
- Minnesota
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Mexico
- North Dakota
- Ohio
- Oklahoma
- Oregon
- South Dakota
- Tennessee
- Vermont
- Virginia
- Washington
- West Virginia
- Wyoming

In addition, Stephens College has established agreements to offer programs in the following states.

- California
- Connecticut
- Delaware
- Florida
- Hawaii
- Illinois
- Maine
- Michigan
- Mississippi
- New Jersey
- New York
- North Carolina
- Pennsylvania
- South Carolina
- Texas

Dispute/Complaint Resolution

If you have a complaint about an online course or program please follow the policies laid out in the Stephens College Graduate Curriculum Catalog.

If the complaint cannot be resolved internally to Stephens College through our existing processes, online students have the right to file a complaint with the [Missouri Department of Higher Education \(MDHE\)](#).

If a student lives outside of Missouri they may also file a complaint via their [SHEEO](#).



National Council for
State Authorization
Reciprocity Agreements

Approved Institution