

STEPHENS
COLLEGE

2019-2020
Curriculum Catalog
Undergraduate 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.



The Bachelor of Science Health Information Administration Program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), 233 N. Michigan Ave. 21st floor, Chicago, IL, 60601-5800, Phone: 312-233-1100, info@cahiim.org.



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



National Council for
State Authorization
Reciprocity Agreements
Approved Institution

The information contained in this catalog is subject to change without published notice. This catalog does not establish a contractual relationship. Its purpose is to provide students with information regarding programs, requirements, policies and procedures to qualify for a degree from Stephens College. A student follows the degree requirements from 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.

Stephens College is located at 1200 E. Broadway, Columbia, MO 65215. (573) 442-2211.

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Tower Hall

Mission Statement

Learn. Grow. Lead.

Vision Statement

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

Values Statement

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

— Adopted June 2017

Ten Ideals

Inherent in the culture at Stephens College is the tradition of the Ten Ideals, which originated in 1921. Each year, 10 students whose activities represent the overall ideals of Stephens College are selected as personifications of individual Ideals.

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

President's Message

Welcome to Stephens College!

As the second-oldest women's college in the United States, Stephens enjoys a long tradition of academic excellence in the creative arts and sciences and student-centered curricula—from our three-year residential Bachelor of Fine Arts degrees to our online and blended graduate and professional certificate programs. We are committed to students of all ages who exhibit the quality of intellect and active imagination that make transformational learning possible. I urge you to take a few minutes to browse through this catalog; it will provide you with all of the information you need about our policies, processes and programs. And I am confident you will discover opportunities here that will inspire and motivate you to pursue your academic, professional and creative passions.



Stephens offers you a teaching-and-learning environment well beyond the classroom. We are a supportive community of faculty, peers, mentors, alumnae and alumni who expect you to engage deeply in your own intellectual growth, and to develop a life of the mind that will both challenge and sustain you. Upon completion of your studies, you will become a part of our national alumnae network, a global community of strong, successful and engaged women and men who remain deeply committed to the college and to one another.

I encourage you to make the most of your Stephens College experience. Seek out new opportunities and embrace the possibilities that await you. In other words, dream up. We are glad to have you with us.

Warmly,

Dr. Dianne M. Lynch
President, Stephens College

Admission to the College

Stephens College offers academic programs designed for all students interested in pursuing post-secondary education and training, including students pursuing **bachelor's and master's degrees in online and blended learning environments**, students pursuing professional certificates in the sciences, and full-time, part-time degree and non-degree seeking, undergraduate residential women completing Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts degrees on campus. The HIA program is undergraduate but 100% online so, therefore, co-ed. All other undergraduate residential programs are for women only. All graduate programs are co-ed.

Admission to any Stephens program presupposes the readiness to undertake the task of working independently, the ability to maintain a positive and critical approach to studies and creative work, the capacity to collaborate with advisers and instructors, and a commitment to engage with constructive feedback and advice. The College requires that all candidates for admission are graduates of accredited four-year high schools or have satisfied high school requirements through the GED or other officially specified arrangements. Some programs have specific entry requirements (such as audition) that are separate from acceptance to the College. Students applying for transfer to Stephens College must submit ALL college transcripts for evaluation. Admission to Stephens College is based on academic ability, seriousness of purpose, and quality of character – we do also take the ACT/SAT and GPA into serious consideration. The Office of Admissions staff is here to assist all applicants in applying for admission and in planning their future at Stephens College. There is no application fee for any of our undergraduate programs.

Stephens College does not discriminate on the basis of race, religion, geographic origin or disability in administration of its educational policies, admission policies, scholarship and loan, and other college-administered programs; or in its employment practices. Stephens College is guided by both the letter and the spirit of Title VI of the Civil Rights Act, Title IX of the Higher Education Act of 1972 and Section 504 of the Rehabilitation Act of 1973. Inquiries regarding compliance with these policies of nondiscrimination may contact the College (1200 East Broadway, Columbia, MO 65215, 573-876-7210) and ask to be directed to the individual responsible for protecting the rights of all members of the Stephens community, including the College's Title IX Coordinator, ADA Coordinator, and/or Director of Diversity and Inclusion.

Application Procedure

For the most current information about the College's application process, please see its Admissions site for undergraduate residential enrollment at <https://www.stephens.edu/admissions/undergraduate/>, for HIA enrollment at <https://www.stephens.edu/academics/programs-of-study/sohas/bachelor-of-science-in-health-information-administration/>, for graduate enrollment at <https://www.stephens.edu/admissions/graduate/>, for Physician Assistant enrollment at <https://www.stephens.edu/academics/explore-by-school/sohas/pa/> and part-time non-degree seeking at <https://www.stephens.edu/academics/offices-and-resources/registrar/non-degree-enrollment/#Collapse11>.

International students, (a helpful site is <https://studyinthestates.dhs.gov>) as well as domestic students seeking more information, should contact the Office of Admissions directly:

Office of Admissions
Stephens College
1200 E. Broadway
Columbia, MO 65215

(800) 876-7207
(573) 876-7237 Fax
apply@stephens.edu
finaid@stephens.edu

Readmission or Reinstatement of Former Students

Former Stephens College students who have been absent from the College at least one semester (not to include study abroad, leave or summer session), must reapply for admission. Those who wish to be considered for reinstatement following suspension must also have approval from the Academic Standing Committee. Official transcripts of any college or university coursework attempted or completed must be submitted for evaluation by the Registrar. No one will be permitted to register for classes until officially readmitted or reinstated to the College. Students who have been absent from Stephens College one or more years will be subject to degree requirements corresponding to the catalog of the re-entry year.

Previously earned grades and credit are carried forward, except for those students who enter a continuing education degree program.

MACCStephens

A student applying to the dual admission program between Moberly Area Community College and Stephens College must apply to BOTH institutions and be accepted by BOTH institutions – undergraduate residential programs only. All financial aid runs through MACC. Ask the Admissions staff at BOTH institutions about MACCStephens requirements BEFORE applying. Women only.

MACC Students in the Stephens Scholars Program

Qualified students 25ACT/3.5 HS GPA or PTK member at MACC can enroll in a Stephens Scholar Honors Program course at MACC prices with special permission. Women only. Contact Admissions for details.

Second Degree

A student applying to Stephens College to pursue a second bachelor's degree must complete the Residential Transfer application process.

Classification of Transfer Students

Students are classified according to the amount of course credit earned. Freshman: 0 to 26.9 semester hours; Sophomore: 27.0 to 53.9 semester hours; Junior: 54.0 to 89.9 semester hours; Senior: 90.0 or more semester hours. Refer to "Options for Earning Credit" for details of converting transfer credit.

Period of Deferral

Students may have extenuating circumstances that prevent them from beginning the semester for which they applied. A student may defer an offer of admission for one calendar year (three consecutive semesters), after which they will need to reapply for admission. If the student enrolls at another institution they will be required to reapply as a transfer student.

Campus Visits

The Office of Admissions is open Monday – Friday, 8 a.m. to 5 p.m., and on special weekends. Summer hours are observed May through July and the Office of Admissions is open Monday – Thursday 8 a.m. to 5 p.m. and Friday 8 a.m. to 1 p.m. We offer regular visits/tours M-F (generally at 10 a.m. and 2 p.m.) with some special Saturday Open Houses and visits. Please call (800) 876-7207 in advance or complete an online visit registration to make your visit as productive as possible.

Contact Information

Office of Admissions
Stephens College
1200 E. Broadway
Columbia, MO 65215

(800) 876-7207
(573) 876-7237 Fax
apply@stephens.edu
finaid@stephens.edu

For new undergraduate residential students, Stephens College announced the Stephens Solution College Affordability Plan. Students entering before Fall 2019 keep the "old" tuition with their "old" scholarships/aid with the assurance that they do not pay more than \$22,500 out-of-pocket for tuition. New students will see the new tuition amount of \$22,500 displayed. To learn more, visit our [Stephens Solution page](#).

Academic Programs

Stephens' educational environment draws its strength from a unique blend of career-professional, fine arts and liberal arts programs in three baccalaureate degree offerings.

Degree Offerings

The Bachelor of Arts Degree

A Bachelor of Arts degree may be a single-discipline, interdisciplinary, or student-initiated major.

The Bachelor of Science Degree

A Bachelor of Science degree may be a single discipline, interdisciplinary, or student initiated major.

The Bachelor of Fine Arts Degree

A Bachelor of Fine Arts degree may be a single discipline, interdisciplinary, or student-initiated major.

Minors

Students completing a baccalaureate degree also may elect to complete a minor from those offered by the college. There is no student-initiated minor.

General Education Requirements

As Stephens' Mission Statement explains, the liberal arts/general education curriculum grounds all degree programs, striking an appropriate balance between preparing students for the careers they hope to pursue and educating them for the lives they will lead. Regardless of her major, every student at Stephens completes 31 required semester hours in general education, unless she brings to the College advanced placement, international baccalaureate or college transfer credit that matches these requirements. Within general education requirements, students take thirteen hours of Common Courses, and six Array (Choice) Courses. All general education courses provide opportunities for students to develop their critical thinking and communication skills.

Programs may also approve general education courses as electives in their majors and minors. General education courses taken to fulfill the general education requirements may not count as required courses in any major or minor.

First-Year Experience: Cultural Pluralism (3 hrs.)

This one-semester course is required for all first-year students. It examines the origins of cultural pluralism and the valuing of diversity as a socio-cultural imperative. Students earn 3 credit hours in the Intercultural Array designation.

Composition (3 hrs.)

This one-semester course, required for all students, builds skills in writing strategies, mechanics of language, structure, voice and style. The course also introduces academic research and documentation. Students with appropriate transfer credit (international baccalaureate, college or dual-enrollment with grade of C or better) or AP test credit will not be required to take this course.

Sophomore Global Studies (3 hrs.)

Courses currently taught in the sophomore core include Global Village and Government and Economics.

Research Writing (1 hr.)

Students complete a research and documentation course complementing Sophomore Global Studies.

Global Ethics (3 hrs.)

This course looks at a broad range of global issues from an ethical perspective with special emphasis on girls and women.

Writing Intensive Course (3 hrs.) will be included in the Major.

Array (choice classes):

Students take one course in each of the following areas. The First-Year Experience (FYE) course fulfills the Intercultural Array requirement:

Arts: Students analyze the world of the creative imagination.

Literature: Students show their power as readers to engage with the worlds created in literary texts.

History:	Students describe and analyze how the past has shaped the contemporary world.
Science:	Students understand and apply the methods and language of scientific inquiry.
Quantitative:	Students apply mathematical methods to solve problems.
Women-focused:	Students gain an understanding of the principles fundamental to the study of girls and women.
Intercultural:	Students gain a comparative knowledge of the world's peoples and cultures.

Majors and Minors

Majors - Undergraduate Programs

Apparel Studies	Fashion Marketing and Management
Biology*	Health Science
Creative Writing*	Health Information Administration (online program)
Dance*	Human Development
Digital Filmmaking*	Musical Theatre
Education* (certification in early childhood and elementary)	Psychology*
English*	Strategic Communication: Design
Equestrian Studies*	Strategic Communication: Integrated Marketing
Event and Convention Management	Theatre Arts*
Exercise Science	Theatre Management
Fashion Communication	Theatrical Costume Design
Fashion Design and Product Development	

* Also available as a minor

Additional Minors:

Art	Graphic Design
Chemistry	Music
Design Arts	Small Business Management & Ownership
Event Planning	Women's Studies

Special Majors

Student-Initiated Major (SIM)

The student-initiated major (SIM) is available for the student whose academic interests, abilities and career goals are not directed toward a traditional major. This non-traditional major is designed by the student with the assistance of a faculty planning committee. Student-initiated majors are drawn primarily from two programs offered as a major or minor at Stephens College. The SIM is named based on the programs chosen, e.g. fashion-art, biology-dance, or strategic communication-women's studies. Transfer credit may be included in the required degree credits for a student-initiated major only when the courses are approved by the appropriate deans(s) to substitute for courses within the discipline that offers the major or minor. A student-initiated major may incorporate study abroad as well as programs that are available through other accredited colleges or universities.

To explore the possibilities of a student-initiated major, a student discusses her interests with her faculty adviser. When plans progress, a planning committee is formed that includes the student, the adviser, deans from the primary disciplines, or faculty members who represent particular academic or career interests. The student writes a rationale for the major and prepares a projected academic plan that is inclusive of all degree requirements. The proposal must meet the general guidelines for a degree in the Bachelor of Arts, the Bachelor of Science, or the Bachelor of Fine Arts degree programs. The original proposal is subject to discussion and revision until approved by the planning committee and reviewed by the registrar. Once approved, the plan for the major is forwarded to the Office of the Registrar where it becomes a permanent part of the student's academic record.

Guidelines for the preparation of a proposal for a student-initiated major are available on the Stephens website and in the Office of the Registrar. The application and approval process should be completed **by the end of the student's** sophomore year (usually the fourth semester of full-time enrollment). Transfer students entering with junior standing will be allowed one semester for the approval process to be completed.

Students are not allowed to combine coursework from majors in the same program into a SIM. For example, the Fashion Design and Product Development, Fashion Communication and Fashion Marketing Management degrees are part of the same program, so cannot be combined to form a SIM.

Students are not permitted to complete one of the Stephens College degrees in its entirety. Students wishing to complete more than one major should refer to the Dual Degree and Double Major options.

Special Programs

Stephens College-to-Career Program

Each year while you are at Stephens, you'll be required to participate in a set of workshops, conferences, individual professional consultations, and career assessments, all conveniently scheduled so you can fit them into your busy college life. This unique program will give you the competitive edge you need to succeed-whether that means obtaining **your ideal internship while you're at Stephens, or your dream job (or grad school acceptance) after you graduate.** The Stephens College-to-Career Program is a non-academic graduation requirement for all students beginning with the first-year students entering Fall 2015.

Stephens Scholars Program

Borne of a 1960s Ford Foundation award, the program to challenge and support highly motivated students has become a permanent feature of Stephens College. The Scholars Program offers general education courses for undergraduates under the leadership of a team of teachers and advisers. Scholars who participate in this by-invitation program are initiated during a pinning ceremony and quickly develop a feeling of community and rapport. Scholars who earn at least a 2.0 in 20 hours of designated courses will be recognized at graduation.

Study Abroad

Stephens College expands the boundaries of the campus through a wide variety of overseas study opportunities. Study abroad programs combine academic study with cross-cultural interaction and complement students' major courses of study and foreign language interests.

Study Abroad Program Offerings

Stephens College has established formal affiliations with a wide array of international providers to offer summer, semester, and full-year study-abroad programs around the world. While students may choose to enroll in foreign colleges or universities independently, the college's partnership affiliations ensure that:

- State and federal financial aid are applied to the study abroad term
- Bill payments continue through Stephens College; and
- Academic credit(s) are automatically accepted at Stephens

Additional information about affiliated programming and application details can be found on the Stephens College website: <https://www.stephens.edu/student-life/academic-support/study-abroad/>

Students might elect to choose a volunteer experience or an international internship. Again, the student needs to visit with Study Abroad Coordinator to create a plan.

Eligibility for Study Abroad

To be eligible for study abroad, students must meet the following eligibility requirements:

- One full academic year (minimum 24 credits earned) on the Stephens campus;
- Cumulative GPA of 2.5 or higher and good academic standing; and
- Good student standing (no major disciplinary infractions),

Preparation

Preparing for this experience requires that you begin the planning process at least a year in advance. A student considering study abroad should discuss alternative programming with the Stephens College Study Abroad Coordinator and her academic adviser before making a decision. It is critical that you visit the Study Abroad Coordinator to ensure that you understand what is expected of you.

Application for Study Abroad

All students must apply to study abroad by filing a Stephens College Study Abroad Application with the Study Abroad Coordinator. Specific information about the application process and deadlines can be found on the Study Abroad website: <https://www.stephens.edu/student-life/academic-support/study-abroad/how-to-apply/>

Study Abroad Contact

For a complete list of programs and information, see <https://www.stephens.edu/student-life/academic-support/study-abroad/programs/> or contact the Study Abroad Coordinator, 102 Dudley Hall, (573)876-2317 or JTerry@Stephens.edu.

Reserve Officer Training Corps

The Army and Air Force ROTC programs offered through the Mid-Missouri Associated Colleges and Universities agreement provide college women the opportunity to become commissioned officers in the military. On completing ROTC course requirements and receiving a bachelor's or advanced degree, the student is commissioned.

Air Force Program Overview

The Air Force Reserve Officer Training Corps (AFROTC) provides the opportunity to become a United States Air Force officer while completing a college degree. The program combines traditional undergraduate education with military instruction in preparation for Air Force leadership challenges. Each semester, academic AFROTC classes will build a foundation for application in a two-hour Leadership Lab.

Department of Aerospace Studies
College of Arts and Science
Air Force Reserve Officer Training Corps (AFROTC)
217 Crowder Hall
(573) 882-7621
airforce.missouri.edu
www.afrotc.com

Scholarships

High School Seniors: Air Force ROTC offers an excellent scholarship program for highly qualified students. Many of these scholarships pay full tuition. All of the scholarships include an annual textbook allowance and a tax-free monthly stipend during the academic year. The high school scholarship application period runs from May of the junior year until December 1 of the senior year. Competition is based on the whole-person concept. Please visit www.afrotc.com for the most current scholarship information.

In-College Students: Freshmen or sophomores can join and compete for one of many available scholarships, which vary in value. However, all scholarship recipients receive an annual textbook allowance and a tax-free monthly stipend during the academic year. Visit www.afrotc.com for the most current In-College scholarship information.

Qualifications

Requirement to enroll in freshman/sophomore year AFROTC are:

- Full-time student at a college that offers Air Force ROTC as a host school or cross-town school;
- At least 14 years old (17 for scholarship recipients);
- In good physical condition
- Of good moral character

Air Force Benefits

- Starting salary of approximately \$45K, increasing to over \$64K in four years (salary varies depending on location and dependent status)
- 30 days vacation with pay each year
- Free medical and dental care
- Up to 100% of postgraduate tuition paid
- Worldwide travel opportunities

Obligation

After graduating from college and successfully completing all Air Force ROTC requirements, cadets receive a commission as a second lieutenant with an obligation of four years of service in the active duty Air Force. Pilots incur a ten-year commitment from the date of graduation from pilot training. A few additional career fields require a six or eight year commitment.

Minor in Aerospace Studies (AERO)

A minor in Aerospace Studies is available upon the completion of 15 semester hours, of which 12 hours are taught by Aerospace Studies. The additional 3 hours must be approved by the Department of Aerospace Studies and be in the academic area of history, political science, sociology, military science disciplines, or peace studies.

The following courses can be registered for at Stephens to be taken through the ROTC Program at the University of Missouri:

Aerospace Courses

AERO 1100: Heritage and Values of the United States Air Force (2 hrs.)

A survey course designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. Applies communicative skills. Leadership lab.

AERO 1200: Heritage and Values of the United States Air Force (2 hrs.)

Continues introducing students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. Applies communicative skills. Leadership lab.

AERO 2100: Team and Leadership Fundamentals (2 hrs.)

A survey course that focuses on laying the foundation for teams and leadership. The topics include skills that will allow cadets to improve their leadership on a personal level and within a team. The courses will prepare cadets for their field training experience where they will be able to put the concepts learned into practice. The purpose is to instill a leadership mindset and to motivate sophomore students to transition from AFROTC cadet to AFROTC officer candidate. Applies communicative skills. Leadership lab.

AERO 2200: Team and Leadership Fundamentals (2 hrs.)

Continues laying the foundation for teams and leadership. The topics include skills that will allow cadets to improve their leadership on a personal level and within a team. The courses will prepare cadets for their field training experience where they will be able to put the concepts learned into practice. The purpose is to instill a leadership mindset and to motivate sophomore students to transition from AFROTC cadet to AFROTC officer candidate. Applies communicative skills. Leadership lab.

AERO 3100: Leading People and Effective Communication (3 hrs.)

Focuses on teaching cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills and communication. Cadets have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. Leadership lab.

AERO 3200: Leading People and Effective Communication (3 hrs.)

Continues teaching cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills and communication. Cadets have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. Leadership lab.

AERO 4100: National Security Affairs/Preparation for Active Duty (3 hrs.)

Designed for college seniors and gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. The final semester provides information that will prepare the cadets for Active Duty. Leadership lab.

AERO 4200: National Security Affairs/Preparation for Active Duty (3 hrs.)

Designed for college seniors and gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. The final semester provides information that will prepare the cadets for Active Duty. Leadership lab.

Army Program Overview

The Army Reserve Officer Training Corps (AROTC) provides the opportunity to become a United States Army officer while completing a college degree. The program combines traditional undergraduate education with military instruction in preparation for Army leadership challenges. Cadets will attend a weekly class of instruction and a lab on Thursday afternoons.

Department of Military Science
College of Arts & Science
Army Reserve Officer Training Corps (AROTC)
201 Crowder Hall
(573) 882-7721
<http://armyrotc.missouri.edu/>

Scholarships

Students interested in applying for AROTC scholarships may apply at goarmy.com/rotc.

Qualifications

- Minimum GPA 2.5
- Minimum ACT of 19
- Pass the Army Physical Fitness Test (APFT)
- Medically qualified
- Pass a background investigation

Army Benefits

- 100% Tuition and required fees
- Book Allowance: \$1200 per year
- Graduated stipend: Freshmen \$300, Sophomores \$350, Juniors \$450, Seniors \$500
- Limited Residential Life Grant (RLG) from Missouri - \$750 for Room and Board annually

Obligation

Your total service obligation will be eight years.

- You may elect to spend four years in the Active Duty Army (and the following four years in the Reserve Component or Inactive Ready Reserve) or
- All eight years in the Army Reserves or National Guard

Military Science Courses

MIL_SC 1100 Foundations of Officership (1hr.)

Introduces **students to issues and competencies that are central to a commissioned officer's responsibilities**. Establish framework for understanding **officership, leadership, and Army values followed and "life skills" such as physical fitness and time management**. (Offered in the Fall semester)

MIL_SC 1110 Introductory Military Science Laboratory I (1 hr.)

Field application of skills taught in Military Science 1100, to include leadership, land navigation, tactical skills and basic soldier skills. Prerequisite: Military Science MIL_SC 1100. (Offered in the Fall semester)

MIL_SC 1120 Basic Leadership (1 hr.)

Establishes foundation of basic leadership fundamentals such as problem solving, communication, briefings and effective writing, goal setting, techniques for improving listening and speaking skills and an introduction to counseling. (Offered in the Spring semester)

MIL_SC 1130 Introductory Military Science Laboratory II (1 hr.)

Field application of skills taught in Military Science 1120, to include leadership, land navigation, tactical skills and basic soldier skills. Prerequisite: Military Science MIL_SC 1120. (Offered in the Spring semester)

MIL_SC 2200 Individual Leadership Studies (2 hrs.)

Students identify successful leadership characteristics through observation of others and self through experimental learning exercises. Students record observed traits (good and bad) in a dimensional leadership journal and discuss observations in small group settings. (Offered in the Fall semester)

MIL_SC 2210 Intermediate Military Science Laboratory I (1 hr.)

Progressively more challenging leadership scenarios presented in a field and classroom environment. Students practice basic military skills such as squad-level offensive and defensive operations. First aid topics and drill and ceremony are also taught. Prerequisite: Military Science (MIL_SC) 2200. (Offered in the Fall semester)

MIL_SC 2220 Leadership and Teamwork (2 hrs.)

Study examines how to build successful teams, various methods for influencing action, effective communication in selling and achieving goals, the importance of timing the decision, creativity in the problem solving process, and obtaining team buy-in through immediate feedback. (Offered in the Spring semester)

MIL_SC 2230 Intermediate Military Science Laboratory II (1 hr.)

Progressively more challenging leadership scenarios presented in a field and classroom environment. Students practice basic military skills such as platoon-level offensive and defensive operations. Practical application of night land navigation. Prerequisite: Military Science (MIL_SC) 2220. (Offered in the Spring semester)

MIL_SC 3164 Nation Building through a Barrel of a Gun (3 hr.)
(same as POL_SC 3164). This course was developed to provide students the opportunity to examine the dilemmas of military intervention, nation-building/peacekeeping operations and exit strategies. This course is designed to challenge students to think critically and arrive at their own conclusions about the use of military power to settle differences between nations, and use of military forces to conduct nation building. (Mizzou Online, offered in the Fall Semester)

MIL_SC 3165 **"Chasing Ghost", The History Of Irregular Warfare** (3 hr.)
(same as POL_SC 3165). This course explores the history of Irregular Warfare from the guerrilla perspective. The course examines the works of Mao Tse-Tung, Che Guevara, T.E. Lawrence and several other Guerrilla Leaders. You will analyze the evolution of Irregular Warfare through history and understand the complexities associated with the difficulties of countering and defeating Irregular Warfare. (Mizzou Online, offered in the Spring Semester)

MIL_SC 3230 Leadership and Problem Solving (3 hrs.)
Students conduct self-assessment of leadership style, develop personal fitness regimen, and learn to plan and conduct individual/small unit tactical training while testing reasoning and problem-solving techniques. Students receive direct feedback on leadership abilities. Prerequisite: departmental consent. (Offered in the Fall semester)

MIL_SC 3240 Leadership and Ethics (3 hrs.)
Examines the role communications, values, and ethics play in effective leadership. Topics include ethical decision-making, considerations of others, spirituality in the military, and survey Army leadership doctrine. Emphasis on improving oral and written communication ability. Prerequisite: Military Science (MIL_SC) 3230. (Offered in the Spring semester)

MIL_SC 3250 Leadership and Management (3 hrs.)
Develops student proficiency in planning and executing complex operations, functioning as a member of a staff, and mentoring subordinates. Students explore training management, methods of effective staff collaboration, and developmental counseling techniques. Prerequisite: Military Science (MIL_SC) 3240. (Offered in the Fall semester)

MIL_SC 3260 Officership (3 hrs.)
Study includes case study analysis of military law and practical exercises on establishing an ethical command climate, service as an officer; capstone exercise. Leadership lab students must complete a semester long Senior Leadership Project that requires them to plan, organize, collaborate, analyze, and demonstrate their leadership skills. Prerequisite: Military Science (MIL_SC) 3250. (Offered in the Spring semester)

MIL_SC 3160 Death by a Thousand Cuts: Counterinsurgency/Insurgency the American Experience (3 hrs.)
This course explores the problem of insurgency and counterinsurgency in terms of what we can learn from these conflicts. It examines counterinsurgency theory and practice, the Philippine Insurrection, Banana Wars, Vietnam War, Afghanistan, and Iraq. (Offered in the Fall and Spring semesters)

MIL_SC 3161 The American Experience in Vietnam (3 hrs.)
This course was developed to provide students the opportunity to examine the American experience in the Vietnam War, to search for meanings in this experience, and to arrive at their own conclusions concerning the impact of the war upon the nation. Moreover, it challenges the students to think critically about war and the use of military power to settle differences between nations. (Offered in the Fall semester)

MIL_SC 3162 Counterinsurgency in Asia (3 hrs.)
This course explores the problem of insurgency and counterinsurgency in Asia in terms of what we can learn from these conflicts. The course examines the insurgency in the Philippine Insurrection 1899-1902, the Vietnam War, the Soviet-Afghan War, in Thailand, Sri Lanka and Malayan Emergency. May be repeated for credit. (Offered in the Fall semester)

MIL_SC 3163 U.S. Military History in the Western Tradition (3 hrs.)
Analysis of United States military history from the Colonial period to the present (1609-2012). It is a comprehensive look into the evolution of warfare in America, military traditions and heritage, and technology. This course analyzes the following: American Revolution, War of 1812, Mexican American War, Civil War, Indian Wars, Spanish American War, World War I, Inter War Period, World War II, Korean War, Vietnam War, Gulf War, Afghanistan, and Iraq. (Offered in the Spring semester)

Financial Aid

Stephens College admits students without consideration of financial need. The Financial Aid Office works diligently with any student who requires financial assistance to identify sources of support that will make a Stephens' education possible. All federal and state aid is issued in accordance with current federal and state guidelines.

There are three basic categories of financial assistance: (1) scholarships that are based on academic ability and special skills; (2) financial aid that is awarded on the basis of need; (3) loans based on federal eligibility. See the Sources of Financial Aid section for a list of the various types.

Student Cost of Education (Residential Undergraduate Programs)

The cost of attendance (COA) refers to the total amount of education expenses (tuition, books and supplies, room and board, personal expenses, transportation expenses, loan fees, etc.).

Stephens College bills for Direct Costs (Tuition, Fees, Room & Board) at the beginning of each semester.

2019-2020	Fall & Spring	Fall	Spring
Cost of Attendance			
Tuition	\$22,500	\$11,250	\$11,250
Fees	\$200	\$100	\$100
Room & Board (avg)	\$10,632	\$5,316	\$5,316
Books & Supplies	\$2,200	\$1,100	\$1,100
Transportation	\$1,000	\$500	\$500
Loan Fees	\$80	\$40	\$40
Miscellaneous	<u>\$2,000</u>	<u>\$1,000</u>	<u>\$1,000</u>
Total	<u>\$38,612</u>	<u>\$19,306</u>	<u>\$19,306</u>

These expenses are subject to change at the discretion of the Stephens College Board of Trustees. The Financial Aid Office will consider the total cost of attendance, which consists of the above items, when awarding financial aid.

Educational costs of independent students and nonresidential students will vary from the above amounts. Please contact the Financial Aid office for the exact cost of attendance.

There may be additional course lab fees and supply fees for some classes. Please refer to the schedule of fees in the Curriculum Catalog when registering for courses.

How to Apply for Financial Assistance

A student must be accepted for admission before financial aid can be awarded. Students may apply for admission as early as September 1 to be considered as candidates for merit-based institutional scholarships. Scholarships will be awarded from October through May 1. All students who are accepted for admission will be considered as a candidate for these scholarships if they meet the academic criteria.

Families may complete a FAFSA for the 2019-2020 academic year as early as October 1, 2018 using your 2017 tax return information. Families should complete the Free Application for Federal Student Aid (FAFSA) as soon after October 1, 2018 as possible. The Stephens College priority deadline for work study and the Federal Supplemental Opportunity Grant is February 1. For Missouri residents, the priority deadline for state aid is also February 1. You may complete the FAFSA online at www.fafsa.ed.gov. Designate Stephens College as a recipient of the results of this FAFSA form by including the Stephens College school code: 002512.

When the FAFSA information is received the Admissions Office and the Financial Aid office will analyze the report to determine eligibility for all types of available financial assistance. A prospective accepted student may receive a preliminary financial aid award, which will be followed by an official financial aid award as soon as possible.

Certain students (approximately 30 percent) will be selected for verification under federally mandated guidelines. Using the IRS Data Retrieval tool on the FAFSA helps eliminate the need for verification. If verification is needed you will be provided a secure sign-in and given instructions to complete the additional information online.

Sources of Financial Aid

Stephens College provides financial assistance through Federal aid; State-administered aid; and gifts from alumnae, parents, friends, faculty and staff, business firms, foundations, trusts, corporations and the Columbia community.

In addition to its own funds, Stephens College participates in the following federal programs: the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work Study Program (FWS), Federal Direct Subsidized Stafford Student Loan, Federal Direct Parent Loans for Undergraduate Students (PLUS) and Federal Direct Unsubsidized Stafford Student Loan.

Institutional Merit-Based Aid (Residential Undergraduate Programs Only)

Freshmen Scholarships:

Trustee Scholarship - High school students who have scored a 27 or higher on the ACT, or a 1260 or higher on the SAT, and have a GPA of at least 2.0 are eligible. Minimum award is \$11,000. Students must maintain a 2.0 cumulative GPA for scholarship renewal.

Presidential Scholarship - High school students who have scored a 25-26 on the ACT, or a 1200-1250 on the SAT, and have a GPA of at least 2.0 are eligible. Minimum award is \$10,000. Students must maintain a 2.0 cumulative GPA for scholarship renewal.

Dean's Scholarship- High school students who have scored a 23-24 on the ACT, or a 1130-1190 on the SAT, and have a GPA of at least 2.0 are eligible. Minimum award is \$9,000. Students must maintain a 2.0 cumulative GPA for scholarship renewal.

Stephens Scholarship - High school students who have scored between a 21-22 on the ACT, or a 1060-1120 on the SAT, and have a GPA of at least 2.0 are eligible. Minimum award is \$8,000. Students must maintain a 2.0 cumulative GPA for scholarship renewal.

Stephens Award - High school students who have scored between a 19-20 on the ACT, or a 990-1050 on the SAT, and have a GPA of at least 2.0 are eligible. Minimum award is \$7,000. Students must maintain a 2.0 cumulative GPA for scholarship renewal.

Academic Merit Scholarship	up to \$12,000	Renewable up to 8 Semesters	Learn of eligibility upon acceptance. Based on GPA/ACT or SAT
Susie Legacy Scholarship	\$1,000	Renewable up to 8 Semesters	Legacy definition: A relative (i.e. parent, sister, aunt/uncle, grandparent) has graduated from or is currently enrolled in the undergraduate, residential program at Stephens
A+ Program Scholarship	\$1,000	Renewable up to 8 Semesters	Missouri Department of Higher Education A+ Program
Stephens Scholars Program Scholarship	\$1,000	Renewable up to 8 Semesters	Invited to and join the Stephens Scholars Program
High Academic Achievement Award	\$2,000	Renewable up to 8 Semesters	ACT 30+/ SAT 1360+ and GPA 3.5+
National Merit Finalist	\$5,000	First-Year Award Only	National Merit Scholarship Competition
Stars Athletic Scholarship	\$1,000-\$4,000	Renewable up to 8 Semesters	Athletic scholarship awarded by the coach of one of our 6 NAIA athletic teams and/or esports team
Academic Program Scholarship	\$2,000	First-Year Award Only 2 per program	Determined by program faculty with decision by March 1

Stephens Grant

Need based grants that are awarded to full-time residential students based on proven financial need and academic performance. Students must maintain a 2.0 cumulative GPA. Value varies with established need.

Ten Ideals Grant

Academic grants that are awarded to full-time residential students based on academic performance. Students must maintain a 2.0 cumulative GPA. Value varies with established academic performance.

Transfer Students Scholarships:

Transfer Scholarship - 12+ hours of transfer credit with 3.5 + college GPA. \$10,000 per year. Students must maintain a 2.0 cumulative GPA for scholarship renewal.

Transfer Scholarship - 12+ hours of transfer credit with 3.0-3.49 college GPA. Minimum \$9,000 per year. Students must maintain a 2.0 cumulative GPA for scholarship renewal.

Transfer Award- 12+ hours of transfer credit with 2.0-2.5 college GPA. Minimum \$8,000 per year. Students must maintain a 2.0 cumulative GPA for scholarship renewal.

Ten Ideals Grant

Academic grants that are awarded to full-time residential students based on academic performance. Students must maintain a 2.0 cumulative GPA. Value varies with established academic performance.

Institutional Aid

Athletic Scholarships

Awarded by the coaches to full-time residential students based on skill. The student must be accepted and meet NAIA eligibility requirements and remain in academic good standing.

Stephens Study Abroad Scholarships

Awarded by the Study Abroad Committee, only for the semester(s) the student is studying abroad. Amount varies.

Stephens Employment Program

Full-time residential undergraduate students with preference to students with financial need. Value varies. Paid hourly rate (at set rate determined by HR and VPFA) every two weeks. Students must earn these funds. Available to students living on-campus.

Federal Need-Based Aid

Federal Pell Grant (Both Residential and Non-Residential undergraduate Programs).

Enrolled undergraduate students meeting the federal Pell program requirements. Up to \$6,195 for the 2019-2020 academic year.

Federal Supplemental Education Opportunity Grant (Residential Undergraduate Program).

Undergraduate students with exceptional financial need who also receive the Pell Grant. Maximum FSEOG award per year is \$500, and is based on funding from the federal government. The Stephens priority deadline date of February 1 applies to the grant, based on first come-first-serve funding.

Federal Work Study Program (FWS)

Full-time residential undergraduate students with proven financial need whose FAFSA was completed prior to the Stephens College priority deadline of February 1. Paid hourly rate (at set rate determined by HR and VPFA) every two weeks. Students must earn these funds. Available to students living on-campus.

Federal Direct Stafford Student Loan Program (subsidized and unsubsidized) (Both Residential and Non-Residential undergraduate Programs).

Full- or half-time students meeting federal programming requirements. Up to \$3,500 per year for freshmen; \$4,500 per year for sophomores; \$5,500 per year for juniors and seniors.

Independent students may also receive up to \$2,000 more for a total of up to \$6,000 for freshmen and sophomores and up to \$7,000 for juniors and seniors.

Federal Direct Parent Loans for Undergraduate Students (PLUS) (Both Residential and Non-Residential undergraduate Programs).

Full- or half-time students meeting federal programming requirements. Cost of education less other financial aid.

Federal Direct Additional Unsubsidized Loan (Both Residential and Non-Residential undergraduate Programs).

Full- or half-time students meeting program requirements who are independent, or dependent students whose parents were denied the PLUS loan. Up to \$4,000 for freshmen and sophomores; up to \$5,000 for juniors and seniors.

State-Administered Programs

Access Missouri Grant Program (Both Residential and Non-Residential undergraduate Programs).

Legal residents of Missouri with proven financial need. Full-time undergraduate students. Amount varies based on availability of state funds each year. Renewable by application with a 2.5 or greater cumulative GPA, and continued need determined by the Missouri Department of Higher Education. The FAFSA must be completed by February 1.

Other Sources of Financial Aid

Veterans Administration (G.I. Bill)

Veterans, widows of veterans and children of disabled or deceased veterans. Value varies and eligibility must be certified through the Registrar's Office. Benefits are initiated by the student.

Rehabilitation Commission

Students with certain physical or emotional disabilities. Value varies and this award is initiated by the student.

Satisfactory Academic Progress, Probation and Suspension (SAP)

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 full-time undergraduate students must maintain satisfactory academic progress defined as successful completion of at least 66.7% of their attempted courses* with a cumulative 2.0 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 passing grades 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:
 - 2.00 at the end of each semester

Example 1: a first semester freshmen student is taking 15 hours of graded coursework as of the first day of classes her freshmen year, she must earn passing grades in 10 hours of those classes at semester end. If she only earns 9 passing hours she has a 60% successful completion rate so she will not be making Satisfactory Academic Progress (required 66.7%).

Example 2: a second semester freshmen student is taking 12 hours of graded coursework as of the first day of classes her second semester freshmen year. Her first semester GPA was 2.0 and she had completed 12 hours. Second semester she enrolls in, and completes, 12 more hours, but her 2nd semester GPA is 1.25. Combining first and second semester she has earned 24 credit hours, and has a cumulative GPA at the end of the semester of 1.625 so she will not be making Satisfactory Academic Progress

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

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 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.*

Academic Standing Criteria for Scholarships and Awards

Students receiving Stephens College scholarships must maintain a 2.0 cumulative grade point average and complete at least 24 credit hours per academic year (two semesters).

Students receiving Stephens College awards must maintain a 2.0 cumulative grade point average and complete at least 24 credit hours per academic year.

Progress is monitored every semester; students failing to meet the requirement will be placed on merit warning for the next enrollment period. If a student fails to meet the requirements at the end of their merit warning semester, their scholarship or award will be removed and the student placed on merit suspension.

If there are extenuating circumstances, students may appeal their status in writing to the Director of Financial Aid.

Withdrawal from Stephens

Any student who withdraws from the College during the course of the academic year must provide written notification to the Vice President for Student Development. A student is officially registered until he/she provides a written notification. The date of notification is the date of withdrawal, unless a later date is requested. Students are expected to leave the campus within 48 hours of the date of withdrawal. If any refund is due upon withdrawal, it will be made on the basis of the written notification and the tuition and fees refund policy in effect that year. If the student withdraws from the College on or after the first day of class, a grade of "W" will be recorded as a final grade for all classes in which the student was enrolled. Students withdrawing from the College will not receive partial credit for courses that were not fully completed. These policies may be found in the student handbook "Within the Ivy".

Within 5 days of receipt of a withdrawal the Return of Title IV calculation is performed using the worksheets provided by the U.S. Department of Education. If unearned aid must be returned, required changes are made in COD and communicated to Student Accounts. If a student is eligible for a post-withdrawal disbursement the tracking worksheet is used and the student notified via email/letter. A student who owes a grant overpayment is notified via email/letter. All award changes are detailed in a revised award letter. If students have informed Financial Aid staff in person of the withdrawal, an exit counseling session occurs in person; if not, the student is sent an email notification containing a link to <https://studentloans.gov>.

Return of Unearned Tuition Assistance (TA) Funds Procedure

Stephens College returns any unearned TA funds on a proportional basis through at least the 60 percent portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending the College

Any refund to the student calculations would occur subsequent to calculating return to the government.

Official Notification Not Provided:

No official notification due to circumstances beyond the student's control (e.g., illness, accident, grievous personal loss); or otherwise withdraws without providing official notification. Students who withdraw without providing official notification must be determined within 30 days of the earliest of (a) the end of the payment period, (b) the end of the academic year, or (c) the end of the student's educational program.

- **Withdrawal date:** Is determined through one or more of the following mechanisms: using information provided by the student's professor noting the last day of in-class attendance, or posting in "canvas"; or from an on campus employer when the student did not arrive to work; or from Student Development when a student was no longer in the residence hall or using campus dining facilities; or parent/guardian notification of when they returned home.
- **Date of determination:** Will be the earliest date as determined by the aforementioned. Once the date has been determined the returns/overpayments are handled the same as a student who followed the official notification regulation timelines. Within 5 days of receipt the Return of Title IV calculation is performed using the worksheets provided by the U.S. Department of Education. If unearned aid must be returned, required changes are made in COD and communicated to Student Accounts. If a student is eligible for a post-withdrawal disbursement the tracking worksheet is used and the student notified via email/letter. A student who owes a grant overpayment is notified via email/letter. All award changes are detailed in a revised award letter. If students have informed Financial Aid staff in person of the withdrawal, an exit counseling session occurs in person; if not, the student is sent an email notification containing a link to <https://studentloans.gov>.

Undergraduate (Residential) Leave of Absence Policy for Title IV Recipients:

Students wishing to take a temporary leave from their studies are strongly encouraged to formally request a leave of absence (LOA).

A LOA that is granted will ensure that they can continue their degree under the curricular requirements of the catalog under which they initially enrolled. If a LOA is granted the student returning is allowed to complete the coursework that she began prior to the LOA. In addition, Stephens will not impose additional charges and the student will not be awarded any additional Title IV assistance. A LOA may not be granted for academic reasons in accordance with federal financial aid regulation 34 CFR 668.22(d).

Students may request a LOA for up to 180 days in any 12 month period. A LOA is a temporary interruption in a student's program of study.

For a LOA to qualify as an approved LOA the leave must be submitted prior to the beginning date of the LOA and it must be submitted in writing, preferably by completing the LOA form. The leave can be initiated by the student or at the discretion of the Vice-President of Student Development in cases of unforeseen circumstances that would prevent the student from submitting the form.

A LOA may be granted for the following reasons, but is not limited to:

1. The student's personal health
2. Family health issues
3. Death of an Immediate Family Member
4. Family emergency at the discretion of the Office of Student Development
5. Personal Safety concerns at the discretion of the Office of Student Development
6. Military duty or service, either the student or the student's spouse. A student who is absent more than 180 days in a 12-month period would be considered withdrawn, even if the reason for the withdrawal was a military deployment.
7. Determinations made through judicial processes
8. Others as determined by the Vice President of Student Development.

The request must be made through the Director of Student Life and Engagement. The LOA will be in writing and dated (preferably using the approved Stephens College LOA application form). All courses currently in progress must be completed or withdrawn from prior to the start of the leave of absence and arranged payments on outstanding account balances with Stephens College must be continued.

If a student fails to return from a LOA at the expiration of an approved LOA, the student's withdrawal date is the date the student began the LOA. Students who have borrowed Title IV loans may be subject to the repayment terms on that loan if they fail to return in a timely manner and it may have an effect on the expiration of the student's grace period on any loans, including exhaustion of the grace period.

The student will be informed of the approved, or unapproved, LOA by Director of Student Life and Engagement in the student's college email, and at the best contact method indicated on the LOA form within five business days of the application date. An unapproved LOA is NOT treated as an unofficial withdrawal.

The student may return to class before the expiration of the student's LOA. However, until the student has resumed the academic program at the point she began the LOA, the student is considered to still be on the approved LOA. At the end of the LOA, students should work with their academic adviser to enroll in classes and inform the Director of Student Life and Engagement of their return to campus.

Never Begins Attendance:

If a student never begins attendance, the procedures in this policy do not apply. The Registrar will identify those students who never begin attendance at the census date.

- 1) Student has no positive attendance in any courses for which the student is registered.
- 2) Courses will be dropped.
- 3) Enrollment-related departments will be notified: Student Accounts, Financial Aid, Housing, etc.
 - a) Adjustments will be made accordingly (e.g., tuition, room and board refund, award revisions).
- 4) Enrollment reporting will be submitted indicating student's status as:

Status	Definition	Effective Date
W	Continuing student who did not return for current term	Final day of term in which student was last enrolled
X	Student who never attended classes at Stephens College	Certification date

Official Notification of enrollment status:

The enrollment status of a withdrawn student will be updated at the National Student Loan Data System (NSLDS) within 30 days. The effective date of the W (withdrawn) status is the date the student officially withdrew, or the final day of the term in which the student was last enrolled.

Retention Information and the Student Right to Know Act

In compliance with the Student Right to Know Act, Stephens publishes the current applicable data on the College website www.stephens.edu. Detailed information about the retention rate of students at Stephens College is available through the Office of the Registrar.

Obligation of the College in the Event of Curtailment of Programs

Stephens College will not be obligated to refund any fees for room, board, tuition or other charges, nor will it assume liability for any kind of curtailment of operations resulting from weather, accident, fire, war, terrorism or riot; nor any cause not involving gross negligence on the part of the College.

For more information about financial aid, please visit <https://www.stephens.edu/admissions-and-aid/financial-aid2/>.

Tuition and Fees 2019-2020

Basic fees for 2019-2020 are explained below. These charges are subject to change at the discretion of the Stephens College Board of Trustees.

Undergraduate Students:

Full-time Tuition:

For students entering in the 2019-2020 Academic year, tuition is \$11,250 per semester. Students entering before Fall 2019 keep the previous tuition rate of \$15,375 per semester, but also maintain their current scholarships/financial aid—with the assurance that they will not pay more than \$22,500 out of pocket for tuition per year.

Tuition for the 2019-2020 academic year is \$15,375 per semester. For all students entering beginning Fall 2018, tuition includes registration for 12 - 18 credit hours each semester. For all other students, tuition includes registration for 12-20 credit hours each semester.

An overload fee of \$675.00 per credit hour will be charged for additional credit hours above the maximum allowed.

A deposit fee of \$250 is charged for all new students for the 2019-2020 academic year, refundable through May 31, 2019 if a student cancels their enrollment for the Fall Semester.

A \$100 fee per semester is charged to cover technology, email, and student ID.

Tuition includes on-campus activity charges including Student Government Association membership, attendance at on-campus cultural events, student health center services, use of the student exercise facilities, and a student identification card.

Part-time Tuition:

Tuition for 2019-2020 degree and non-degree seeking students enrolled for 1-11.9 hours is \$675.00 per credit hour.

Part-time degree seeking students may reside on campus in the residence halls based on availability and purchase a meal plan. No institutional aid is provided to part-time students.

Online and HIA students see page 25 for charges.

Dropping Classes:

If a student is registered for 12 or more credit hours, no adjustment is made to tuition and financial aid as long as the student does not drop below 12 hours by the effective drop date.

If a student is registered for additional credit hours above the maximum, and drops the course that caused the total registration to be in excess of the maximum number of credit hours before the effective drop date, the student's account is credited for the overload charge.

If a student drops below 12 credit hours in a semester before the effective drop date, the student is considered part-time and part-time tuition rates apply. Financial aid will be affected.

Room:

First- and second-year students are required to live on campus unless the student meets the exemption requirements for off-campus housing. Housing exceptions must be renewed each year using the form available on the Stephens gateway or in the Office of Student Development. Third- and fourth-year students may choose to live off campus, but doing so is likely to have a significant impact on your Stephens financial aid; students considering a move to another location should check with the Office of Financial Aid before making a final decision.

Per semester room rates vary depending on the following building options:

Residence Hall	Single	Double
Tower	\$3,900	\$2,860
Tower Apartment	\$4,265	\$4,055
Pillsbury	\$3,687.50	\$2,650
Prunty	\$3,350	\$2,300
Searcy	\$3,587.50	\$2,550
Wood (private bath)	\$4,000	-
Wood (shared bath)	\$3,900	\$2,860

Columbia Hall (2 bed, 1 bath)	\$4,385	-
Columbia Hall (4 bed, 2 bath)	\$4,030	-
Roblee (with air conditioning)	\$3,620	\$2,600
Roblee (without air conditioning)	\$3,365	\$2,345

Board:

Degree seeking students living on campus must purchase one of two meal plans:

- 200 block plan with \$400 flex: \$1,998 per semester
- 250 block plan with \$200 flex: \$1,998 per semester

Unused meals and unused flex dollars are not carried forward to the next semester.

Part-time students may use the dining facilities in Stamper Commons by paying the casual meal rate or by purchasing a meal plan in \$25 increments at the Accounting Office.

Note: Students living in campus apartments with kitchens, or living off campus, are not required to have a meal plan.

Additional Fees (per semester):

Technology Fee:	\$100
Horse boarding (per month)	\$475
Horse show coaching fee (per show)	\$100
Pet Fee (per pet, non-refundable)	\$200
Graduation fee (at time of graduation)	\$100
Vehicle registration (annual)	\$78
Replacement ID card	\$15
Transcript (per transcript request)	\$10
Returned check fee (per check)	\$25
Deposit Fee (one-time, new students)	\$250
 Additional course fees:	 variable
Course Audit Fee	\$250
Lab Fee – Music – per ½ hour lesson per week	\$350
Lab Fee – Student Riding	\$850

Other lab fees and supply fees are listed in the schedule of courses for each semester.

Additional tuition is charged for summer programs. A separate fee schedule is published each year for summer and off-campus programs sponsored by Stephens College.

Personal expenses are the responsibility of the student.

Online and Health Information Administration Undergraduate Students:

Current Fee schedule:

Online Tuition	\$ 390 per credit hour
Health Information Administration Tuition	\$ 390 per credit hour

Orientation Course (1 semester hour, per program)	\$ 390												
Application Fee (non-refundable, submit with application)	\$ 50												
Challenge Health Information Administration course	\$ 500												
Technology Fee	\$ 100												
Graduation Fee	\$ 100												
Neehr Perfect subscription (http://www.neehrperfect.com)	Varies based on number of months subscribed: <table border="0"> <tr> <td>Quarter (up to 12 weeks):</td> <td>\$45</td> </tr> <tr> <td>Semester (up to 16 weeks):</td> <td>\$65</td> </tr> <tr> <td>Academic Year (up to 40 weeks):</td> <td>\$105</td> </tr> <tr> <td>Extended (up to 18 months):</td> <td>\$155</td> </tr> <tr> <td>Two-Year (up to 24 months):</td> <td>\$195</td> </tr> <tr> <td>Three-Year (up to 36 months):</td> <td>\$285</td> </tr> </table>	Quarter (up to 12 weeks):	\$45	Semester (up to 16 weeks):	\$65	Academic Year (up to 40 weeks):	\$105	Extended (up to 18 months):	\$155	Two-Year (up to 24 months):	\$195	Three-Year (up to 36 months):	\$285
Quarter (up to 12 weeks):	\$45												
Semester (up to 16 weeks):	\$65												
Academic Year (up to 40 weeks):	\$105												
Extended (up to 18 months):	\$155												
Two-Year (up to 24 months):	\$195												
Three-Year (up to 36 months):	\$285												

Tuition rates are set and in effect from Summer semester through Spring semester each year, but subject to change at the discretion of Stephens College Board of Trustees.

Personal expenses are the responsibility of the student.

Dropped Courses
 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

If a student drops all courses, see “Withdrawal and Refund Policy Section”.

Payment Policy

You are responsible for payment of all charges for tuition, room and board, and fees.

- Full payment for all tuition, fees, room and board, and all other charges are due one week prior to the beginning of each term (fall, spring and summer).
- 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.

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.

Tuition Payment Options

The College uses Nelnet (formerly known as Tuition Management Systems) which offers an interest-free monthly payment plan to pay for tuition, room and board. Contact Nelnet at 800-722-4867 or visit their website at stephens.afford.com Nelnet charges a \$52 per term processing fee to participate in this program. If you choose the Nelnet option, you must be signed up prior to attending classes.

Application of Financial Aid

The Accounting Office applies financial aid funds to student accounts in the following order:
 Institutional aid
 Federal or State Grant funds
 Stafford loan funds

Graduate PLUS loan funds
Outside Scholarship funds
Alternative Loan funds

Federal regulations require the College to only apply credits from Title IV funds to the following institutional charges: tuition, student fees, required course materials, and room and board costs billed by Stephens College.

In accordance with Federal Regulations, Stephens College pays a credit balance to a student or parent (in the case of a Parent PLUS loan) as soon as possible, but no later than 14 calendar days after the balance is created (or 14 calendar days after the first day of class if the credit balance was created before the first day of class). The College only issues refund disbursements by check.

If a student provides prior written consent by completing the "PAYMENT AUTHORIZATION FORM," the College will deduct miscellaneous, non-institutional charges (i.e., library fees, parking fees, library fines, returned check fees, or graduation fees) before the refund is calculated. Completing this form is voluntary.

If a student would like overpayments created by alternate loans, outside scholarships, or personal payments to remain on their account, the student can complete an "Excess Alternative Loan, Outside Scholarship, or Personal Payment Usage Authorization Form."

Additional Information about financial aid is available from the Financial Aid office. There is also additional information in the Financial Aid section of this catalog.

Failure to Pay

If a student does not pay their bill in full or make payment arrangements through Nelnet (formerly TMS), they will not be allowed to attend or enroll in classes. Students with past-due tuition accounts are subject to immediate financial suspension unless clearance is obtained from the Office of Accounting. A hold is placed on the accounts of students with past due balances and is removed only when the obligation is paid in full. Stephens College will not release transcripts, degrees or diplomas for any student subject to such a hold.

Students with questions may direct them to:

The Office of Accounting/Finance
206 Lela Raney Wood Hall
Phone: (573) 876-7105
Accounting@Stephens.edu

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 through the Office of the Registrar at <https://www.stephens.edu/academics/offices-and-resources/transcript-request/>. 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, the words "Issued to Student" will appear on it. A currently enrolled student may obtain an information copy (unofficial) of their transcript through My Stephens.

Withdrawal Policy

Enrollment cancellation prior to first day of class

Stephens will refund all of the student's tuition and fees if he or she cancels his or her enrollment before the first day of the semester.

Complete withdrawal after the first day of class, but prior to 60% completion of the semester

In the event that a student withdraws after the first day of classes and prior to 60% completion of the semester, a pro-rated charge for tuition, room, and board is calculated. The calculation is based on the number of days attended compared to the total number of days in the semester. Calendar days (including weekends) are used, but breaks of at least 5 days are excluded. The student's tuition, room, and board charges are credited and financial aid is charged back to the student's account according to this pro-rata share of time spent at the institution. Federally funded aid will be charged back in accordance with Federal regulations in the following order: Unsubsidized Federal Stafford loans, Subsidized Federal Stafford loans, Federal Perkins loans, Federal PLUS (Parent) loans, Federal Pell Grants, Academic Competitiveness Grant, National SMART Grant, and Federal SEOG (Supplemental Educational Opportunity Grant).

Withdrawal may be voluntary or at the request of the college. In the case of voluntary withdrawal, "official" notification of withdrawal from Stephens College must be made. "Official" notification is a written notice provided to the Vice President of Student Development.

Complete withdrawal after 60% completion of the semester

In the event that a student withdraws after the 60% completion point in the semester, the student will be charged 100% of all fees and will be deemed to have earned 100% of their financial aid. Withdrawal may be voluntary or at the request of the college. In the case of voluntary withdrawal, "official" notification of withdrawal from Stephens College must be made. "Official" notification is a written notice provided to the Vice President of Student Development.

Summer Session Withdrawal Policy

The above policy also applies to the summer session.

Refund of Lab or Miscellaneous Fees

If a student changes her or his class schedule during the first two weeks of classes, lab or miscellaneous fees will be added or deducted at 100% of the charge. Beginning with the first day of the third week of classes (the day following the drop deadline), no adjustment to the fees for a course will be made.

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.

Campus Life

On-Campus Living and Food Service Requirements

Full-time students enrolled in residential degree programs are required to live on campus for the first two years of their program, or until they have gained junior status and their appeal has been approved. Full-time students living on campus in residence halls are required to purchase a meal plan; students living in campus apartments with kitchens, or living off campus, are not required to have a meal plan. Because Stephens' financial aid awards are based on the total cost of attendance, students who choose to live off campus or do not purchase a meal plan will see a commensurate reduction in their Stephens grant aid.

Broadcasting Activities

Stephens students receive hands-on experience in the production of programming for Internet radio (kwwc.org) by the College, and in Studio A, a professional television studio.

Career Development

The Center for Career and Professional Development (CCPD) is your partner as you prepare for the transition from college and into the workplace. With our four-year College-to-Career programming, **you'll learn many of the skills and tips for professional life after graduation.** We're here to help you find internships, full-time jobs and, ultimately, to prepare you for fulfilling careers and lives after graduation. On our online job database, HireStephensStars, **you'll be able to search and apply for a wide variety of part-time, full-time and internship opportunities.** Students have free access to this database. We also offer one-on-one assistance with reviewing resumes and cover letters, exploring internships, choosing a career, and gaining experience in professional work settings. We have a large library of career resources: resume and cover letter templates, sample writing documents, interview preparation materials, interview suites and more. **In addition, the Stephens College suit closet is stocked with a variety of women's suits and dress shirts.** These can be checked out free of charge to undergraduate and graduate students preparing for internship or full-time job interviews.

Cultural Events

As a college renowned for its performing arts, Stephens prides itself on the vast array of cultural and diversity experiences on campus, including theatre, dance, music and comedy productions; poetry slams; literary presentations; lectures by local, regional and national experts; and art exhibits in the Davis Art Gallery.

Disabilities/Special Needs

Office of the ADA/Section 504 Coordinator
Student Success Center
Campus Box: 2111
Address: 215 Hugh Stephens Library
Hours: 8 a.m. – 5 p.m., M-F, August-May
Campus Extension: 4240

Students with documented disabilities (including but not limited to learning disabilities, ADD/ADHD, vision impairment, hearing impairment, mobility challenges, psychological disabilities, and health-related diagnoses) may request services and/or appropriate accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act.

The College's ADA/Section 504 policies and procedures are described in the Policies Section of its student handbook, "*Within the Ivy*," which can be found online at <https://www.stephens.edu/assets/Docs/Student-Life/Student-Handbook-Within-the-Ivy.pdf>, or can be viewed in hard copy in the Student Success Center. Students who would like a hard copy can also request one free of charge from the Student Success Center.

Health & Wellness Services

Health & Wellness services are available to full-time students only.

Campus Box: 2045
Address: 103 Willis Ave.
Phone: (573) 876-7157
Campus Extension: 4157
Fax: (573) 876-2318
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Immunization

All students are required to fill out an immunization form. This form must be completed and returned to the Office of Student Development before classes begin. The required immunizations must be DATED as stipulated. All students, off and on campus, full-time and part-time, must have the measles/mumps/rubella (M/M/R) shot, and two shots are

necessary. All residential students must have the meningitis vaccination, or a signed waiver is required. Students failing to comply may not register for classes until this requirement has been met.

Medical Care

Stephens has a partnership with the Boone Medical Group-Central to provide medical care for full-time, undergraduate, residential students. Located at 1605 E. Broadway – Broadway Medical Plaza 2, Suite 101 – the clinic is open M-F, 8am-5pm. Same day appointment and walk-in care is available for treatment of minor illness, injuries, flu and allergy shots free of charge. Fees for medicine, lab tests and referral physician fees are the responsibility of the student. 573.815.8130.

Counseling Services

The Stephens College Counseling Center offers free confidential counseling sessions to full-time, undergraduate, residential students and full-time graduate students. Services are provided by either licensed counselors or supervised counselors-in-training. Consultation and referral services are also available. All counseling services are on a confidential basis. Appointments can be made by calling 573-876-7157.

Healthy Lifestyle

Office of Student Development champions a healthy lifestyle through providing students with the opportunities to maintain a healthy lifestyle. Stamper Commons has a fitness center equipped with cardio and weight machines. In addition, fitness classes are offered free to students each semester. Healthy Lifestyle newsletter is made available to students on a monthly basis, with a focus on healthy eating, mindfulness, and quick fitness routines.

MU Student Recreation Complex

Stephens is pleased to offer its campus community the wellness benefits of a partnership with the neighboring University of Missouri-Columbia. This arrangement allows Stephens students, faculty and staff access to the state-of-the-art MU Student Rec Complex (SRC) just a few blocks from the Stephens campus. Membership gives you access to the [MU Rec Complex, aquatic facilities and outdoor fields](#). Contact Student Affairs Office for more extensive information, ext. 4212.

Office of Programming and Student Leadership

The Office promotes and sponsors student activities and events, and provides advice and support for student organizations and campus-wide activities.

The Office is committed to developing student leadership and involvement through innovative and developmental programs. The office encourages service, volunteerism and active participation throughout the student body.

Residence Life

The Director of Residence Life and Education and graduate residents, all of whom are professionals in the student life area, work closely with student staff members, assist in the development of hall programs and provide opportunities for individual and group development that contribute to the quality of life for students living in the residence halls.

Resident assistants (RAs) and resident directors (RDs) living in the halls are students who serve as peer support persons, providing resource information and referrals. They assist students in adjusting to college life and its demands. RAs and RDs are responsible for creating and maintaining a sense of community in the residence halls.

Residential hall living complements students' academic endeavors through the connections they make with their roommate, hall mates and staff. The staff encourages students to take advantage of the many opportunities for involvement. These opportunities are designed to challenge a student as she learns and grows throughout her college years.

A special housing situation exists for students with pets. Students must be approved to have a pet living in the residence halls. The Residence Life office may approve the pet when the agreement has been completed and turned in. Please refer to the **student handbook, "Within the Ivy"** <https://www.stephens.edu/assets/Docs/Student-Life/Student-Handbook-Within-the-Ivy.pdf> and the Stephens College website <https://www.stephens.edu/student-life/housing/> for details.

Student Government Association

Students' responsibilities in campus and hall government are twofold: to become involved in policy-making by sharing issues and solutions with their elected representatives; and to uphold the rules and regulations made by the same representatives.

Every student is automatically a member of the Student Government Association (SGA). Students who are elected to SGA positions gain experience in planning, administering and communicating cultural, social and recreational activities and in dealing with academic, residential and community problems. Students are also elected to serve as class officers for each of the four classes. These officers work within the SGA guidelines as well as serve as leaders for their classmates.

Student Identification Card

All Stephens students must have a campus identification card in order to access the college's services. Students can get an ID card during Orientation each semester or in the Office of Accounting Services.

Student Organizations

Many growth and leadership opportunities are available to students through the following organizations. Honoraries include Alpha Lambda Delta, national freshman honorary; Mortar Board, national senior honorary; Tri Beta (Beta Beta Beta), national biology honorary; and Sigma Tau Delta, English and Creative Writing. Campus organizations include Acute Math Club; Association for Student Athletes; Beautiful; Student Programming Council; Dance Collaborations; Innovative Fashion Association (IFA); Poets of Infinity; Prince of Wales Club (PWC); Stephens Women against Human Trafficking (SWAHT); Student Government Association (SGA); Students Learning About Teacher Education (SLATE), along with other student organizations. Greek life includes Kappa Delta Sorority and Sigma Sigma Sigma Sorority.

Student Publications

Students may become involved in the production of the student magazine, *Stephens Life* by enrolling in a strategic communication practicum course for credit. *Harbinger*, a magazine of original literary, photographic and graphic works, is also produced by students.

The Campus

The buildings on the Stephens campus bridge the modern and historic eras.

Historic Senior Hall, the oldest building on campus (1841) and one of the oldest structures in Columbia, is included in the National Register of Historic Places and houses the music and dance programs.

The James Madison Wood Quadrangle is the Stephens learning center. Included are the Hugh Stephens Resources Library, classrooms, multipurpose areas, office-seminar space, a teaching auditorium, a lecture theater, listening rooms, television and radio studios, FM broadcast facilities, newsroom, computer labs, laboratories, galleries, art studios—bringing together traditional learning aids and modern technology.

The Hugh Stephens Resources Library is the central building of the Quadrangle. It is an open, informal space housing a variety of resources and offering students and staff comfortable study areas and computer access to enhance a pleasant, independent learning and research experience. The Library also offers other spaces to facilitate academic and business meetings, such as the Penthouse and other meeting rooms. The Albert Schweitzer Collection area is a quiet nook tucked away in a corner of the Library—perfect as a quiet place for individual study or reflection.

The Library's collection can be accessed through the on-line public catalog, Arthur. Stephens College is a member of the Arthur cluster of the MOBIUS consortium and so has access to the collections of the other 62 different libraries in the state of Missouri. Students can view the online catalogs of other member libraries, borrow books directly online or review their own list of checked out materials and renew items themselves if so desired. Arthur is available at <http://arthur.missouri.edu/>.

Helis Communication Center and Patricia Barry Television Studio serve as laboratories for students in digital filmmaking.

Lewis James and Nellie Stratton Davis Art Gallery exhibits works of selected artists, with a special emphasis on women artists. The Catherine Webb Art Studios provide class and studio space for drawing, painting, computer and digital design, and printmaking. These studios also support fashion design classes.

E.S. Pillsbury Science Center houses science and mathematics faculty offices. Classrooms and laboratories are set up for individual projects and class experiments.

Louise Dudley Hall contains classrooms with audiovisual equipment for courses in English, art history, social studies, business, psychology, and computer technology. Special facilities in Louise Dudley Hall include a large art history collection of 35,000 slides, records, CDs and videos. This specialized library is used as a teaching aid in art and art history classes.

Windsor Auditorium, a teaching auditorium seating 300, is also used for recitals and guest lectures.

Charters Lecture Theatre, with seating for 128, is used for lectures and films. The adjacent Arena Classroom is used for teaching, lecturing, conferences, exhibitions, audiovisual presentations and special theatre arts productions.

Firestone Baars Chapel, designed by Eero Saarinen, is acknowledged to be one of the most beautiful buildings of its kind in the United States. It is used for a variety of worship services and nondenominational campus activities as well as for individual worship and meditation.

Stamper Commons features self-service dining facilities for all students, faculty and staff and separate lounge areas. Also located in Stamper Commons is the College post office, **Susie's Store (the college convenience store)**, the Office of Student Life and Engagement, Office of Vice President of Student Development, Office of Residence Life, a new Mac lab, and the Student Engagement Center.

The Stars Café in Columbia Foyer features deli style sandwiches, salads, beverages and snacks, plus coffee and hot teas.

The John and Mary Silverthorne Arena is equipped for NAIA basketball and volleyball. The Arena is used for a variety of campus activities.

Macklanburg Playhouse adjoins the Performing Arts Department production shop and the student-run Warehouse Theatre. The playhouse seats 350 and includes a computerized lighting control system, sound system and modern rigging equipment. Some unique features are a fully trapped stage floor; 8-foot-by-32-foot flexible apron deck; dimmer per circuit lighting distribution; and an independent intercom system. The building houses faculty offices, a rehearsal hall, an art gallery and a box office.

The Visitors Center, a four-story building, houses the Marketing office, Human Resources and SC Events (Campus Conferencing).

Other Buildings

Classrooms, studios for fashion design, dance, music and drama, and student offices are located in several traditional and modern buildings; administrative offices are centered principally in Lela Raney Wood Hall.

Also on campus are the experimental arena-type Warehouse Theatre with seating for about 300, and the Audrey Webb Child Study Center, housing the Children's School at Stephens College. Stephens Stables, including indoor and outdoor arenas, paddocks and rings, and two stable blocks, are close to the main campus. The indoor arena furnishes all-weather accommodations for riding instruction and horse shows.

Academic Regulations and Policies

Students enrolled at Stephens College are responsible for understanding and are required to adhere to all policies, processes and procedures of the College. Those policies and procedures are articulated in campus publications that include but are not limited to the undergraduate catalog, graduate catalog, course schedules, advising materials, student and campus policy manuals, and other notifications that may be distributed both electronically and/or in hard copy by the various campus offices or published on the College website.

Academic Policies

Academic Calendar

The Stephens College academic calendar consists of first semester (fall term) and second semester (spring term). Each semester includes two sessions and a final examination period. **The College's summer course offerings vary from year to year**, but typically include courses offered both on campus and online; students in some degree programs – including Dance and Theatre – are required to enroll in summer coursework/programs in order to complete the degree. Graduate and online programs offer a summer semester with a full selection of coursework.

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 and personal development. Stephens has therefore adopted an academic dishonesty policy that imposes penalties for students who commit acts of academic dishonesty. Graduate students should reference the graduate catalog and Physician Assistant students should reference the Physician Assistant Student Handbook for program-specific policies.

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, 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.

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. The report will be forwarded to the Academic Standing Committee. 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 Academic Standing Committee by delivering a written request and all supporting evidence to the office of the VPAA within ten (10) business **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 Academic Standing Committee will, in a timely manner, convene the committee for the hearing. The committee chair will notify the student and the instructor of the time and place of the hearing at least three (3) business days prior. The student and the instructor have the right to appear in person in front of the committee at the hearing. If he or she considers it advisable, the committee 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 Academic Standing Committee will rule by vote in closed **session**. **The Committee will notify the student, the student's academic adviser, instructor, and VPAA of its decision in writing.** The written notification will clearly outline the consequences of subsequent instances of academic dishonesty by the student. The Academic Standing Committee may decide:
 - a. **To confirm the instructor's finding and impose the penalty or penalties specified in the course syllabus, or**
 - b. **To confirm the instructor's finding and in consultation with the instructor, impose a different penalty, or**
 - c. **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 Academic Standing Committee will separately review all cases in which a student is guilty of academic dishonesty on more than one occasion. In these cases, the Committee 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 Academic Standing Committee will make a recommendation to the President of the College regarding revocation of the degree.
8. The only appeal of the decisions made by the Academic Standing Committee is to the President of the College.

Sanctions

1. In situations in which the faculty member and the student come to an agreement on the events of the incident and determine that the student has committed an act of academic dishonesty, the following sanctions will be imposed:
 - a. For the first offense in any one course, the faculty member will determine whether the student should receive an F on the work in question or an F in the course.
 - b. For the second offense in the same course, the faculty member will give the student an F in the course. The Academic Standing Committee also will review the case and may add additional sanctions that could include suspension from the College for at least one semester.
2. In situations where the Academic Standing Committee is asked to hear the case and the student is found guilty of committing an act of academic dishonesty, the following sanctions will be imposed:
 - a. For the first offense, the committee may recommend to the faculty member that the student receive an F on the work in question or an F in the course.
 - b. For a second offense in the same course, the committee may recommend an F in the course in question and also may recommend that the student be placed on disciplinary probation or suspension from the College for at least one semester.

- c. If a third offense occurs, the committee may recommend suspension or immediate expulsion from the College with no possibility of return.
3. In situations where the Academic Standing Committee reviews instances of two or more violations that **occur at any time during the student's college career and involve two or more courses, the following sanctions will be imposed:**
 - a. If the student is guilty in two separate instances of academic dishonesty, in addition to the penalties assessed by the individual faculty members, the committee may recommend disciplinary probation or suspension from the College for at least one semester.
 - b. In the event of a third instance of dishonesty, in addition to the penalties assessed by the individual faculty member, the committee may recommend suspension or immediate expulsion from the College with no possibility of return.
 - c. In cases of academic dishonesty that affect a degree already conferred, the Academic Standing Committee will make a recommendation to the President of the College and the Board of Trustees. The Board of Trustees will determine if the degree is to be revoked.
4. Grade adjustments are reported to the Office of the Registrar with appropriate explanations

Students who feel their faculty are in violation of the Academic Code of Conduct have the responsibility to contact the program director, the Dean and/or the Vice President of Academic Affairs in a timely manner.

Academic Honor Code

The following Honor Code was adopted and is endorsed by the Stephens College Student Government Association:

"We, the students of Stephens College, in keeping with the high standards of this institution, are committed to upholding the traditions of academic honesty and personal integrity. We promote an atmosphere of mutual trust among students, faculty and administrators – trust that Stephens students will conduct themselves honorably. We will not cheat or steal or tolerate those behaviors in fellow students. Each student is responsible for protecting these standards for the benefit of the entire Stephens College community."

Academic Appeals: General Policies

(see appeal process on issues of academic dishonesty under Academic Dishonesty)

A student may appeal an academic action that they deem to be arbitrary, capricious, prejudiced or contrary to College policy or procedure. In all academic appeals except a grade appeal, the student consults the registrar and submits a written petition to the Academic Standing Committee. The written petition shall set forth all reasons and documentation as to why the student feels that an academic policy or procedure was not followed. The committee will carefully review the petition and determine a resolution to the appeal. The appropriate College officials and the student will be notified in writing of the committee's decision.

Academic Appeals: Grade Appeals

The grade-appeal process provides recourse to a student who has evidence or who believes evidence exists that an inappropriate grade has been assigned as a result of bias, clerical error, or capricious, or arbitrary method. All grade appeals shall be conducted according to the following process:

1. Before initiating a grade appeal, the student shall meet with the professor. The student may ask to see the professor in the Program Director/**Dean's office** or she/he may ask her/his adviser or a student advocate to accompany her/him to the appointment. It is the responsibility of the student to bring to the meeting any coursework she/he have in her/his possession for the instructor to review. At the meeting, the instructor will:
 - a) Review the work the student has brought to the meeting;
 - b) **Review any student work still in the instructor's possession;**
 - c) Explain how the grade was determined, based on the expectations established in the syllabus or the assignment grading rubric;
 - d) Re-calculate the grade to confirm there were no clerical or mathematical errors.
2. If the instructor agrees that a grade change is appropriate, a Change of Grade form is to be completed and forwarded to the Office of the Registrar with all signatures. An instructor may change a grade without review by the Academic Standing Committee if the change is processed within one semester (either fall or spring) after the grade is assigned. Grades that have been on record for more than one semester may not be changed unless approved after an examination of the circumstances by the Academic Standing Committee.
3. If the discussion with the instructor does not resolve the issue, the student may petition (in writing) to the Dean of the School through which the course was offered. (If the Dean is also the instructor involved, the appeal will go to the Vice President for Academic Affairs.) The student will submit the petition to the Dean with copies of the course **syllabus, tests, assignments, grading rubrics and papers in the student's possession**. The Dean will notify the instructor in writing. The instructor will have fourteen (14) business days to respond to

the Dean in writing and include copies of the syllabus, assignments and any of the student work that remains **in the instructor's possession. The Dean will render a decision in writing within seven (7) business days** of receiving all materials.

4. **If the student wishes to appeal the Dean's decision to the Academic Standing Committee**, she/he must write a **petition to the ASC within seven (7) business days of receiving the Dean's decision.** In the petition she/he must give reasons for believing the final grade was arbitrary, biased, capricious or contrary to College policy. The committee will notify the Dean requesting all materials and forms to be forwarded to them including the syllabus and all graded work done for the class.
5. The Academic Standing Committee will carefully review all graded work and other pertinent information, and will contact either the student or the instructor for more information if appropriate. The Academic Standing Committee will decide within seven (7) business days of receipt of all materials whether to uphold the grade or change it. In exceptional cases where a grade change is called for, the Committee, after consulting with the instructor, will direct the Registrar to change the grade. All parties and the VPAA will be notified in writing of **the Committee's final decision.**
6. The only appeal of decisions made by the Academic Standing Committee is to the President of the College.

Attendance Policy

Stephens College emphasizes the importance of active participation in courses. A student must attend the first class meeting to confirm enrollment in each course. If the student fails to attend the first meeting without having been excused prior to the beginning of class, the instructor has the right to require the student to drop the course. Thus, **failure to attend may result in a student's seat being released to a student on the course wait list.**

Students are expected to attend class. Absence from class for any reason counts as an absence and does not exempt a student from completion of all work required for a course. Students who know of a pending absence are responsible for notifying the instructor so arrangements can be made to complete the work. It is the **faculty member's** prerogative to decide whether or not work may be made up.

Faculty determine the attendance policy for their classes, which must be included in every course syllabus to ensure students are fully aware of the requirement. It is permissible to use attendance as a factor in determining a student's grade.

Catalog Authority

The degree plan for an individual student is articulated in the catalog in effect at the time a student first enrolls at Stephens College. If a student declares a minor, or changes her major, the degree plan will be in accordance with the catalog in effect at the time the minor or change of major was declared.

Code of Conduct Violations in Academic Settings

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. Stephens College expects that students will construct their written communication in electronic format or hard copy 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 her/him 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 **Instructor's supervisor** will be notified and documentation of the warning **will be placed in the student's file.**

SUBSEQUENT OFFENSES: The instructor will contact their supervisor and determine appropriate sanctions and next steps within a reasonable time frame. The supervisor 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 to report this violation.

Course Credit and Semester Hours

Stephens College follows the Carnegie Classification of Institutions of Higher Education for credit-hour determination. In general, undergraduate lecture courses require 50 minutes per week of class time per credit hour (a three-credit semester lecture would meet 150 minutes per week for 15 weeks), while studio/laboratory courses require 100 minutes per week of class time per credit hour (a three-credit semester course would meet approximately 300 minutes per week for 15 weeks). Courses are completed in a semester or in a session (half a semester). The same amount of instructional time is scheduled for courses receiving the same amount of credit, whether taught in the semester or session format. Credit transferred from other regionally accredited colleges or universities is converted into semester hours.

Degree Plan

Potential graduates are required to file an application for graduation prior to the semester in which they expect to receive a degree. The registrar and deans evaluate each senior's degree plan. Students and their advisers receive copies of the evaluations. When deficiencies are identified in a degree plan, it is the student's responsibility to make the necessary adjustments that will allow them to complete graduation requirements.

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 Academic Standing Committee, which will follow the same procedures outlined for academic dishonesty.

Leave of Absence Policy

Students, who during the semester, need to withdraw from the college but plan to return the following semester may request a leave of absence (LOA). The same rules apply as the Withdrawal Policy regarding refunds and leaving campus. All courses will reflect a final grade of "W". The student may contact their academic advisor during pre-registration to set up their next semester's schedule. Students who do not pre-register for the next semester need to contact the Office of Student Development. The Leave of Absence form is available from the Office of Student Development.

Obligation of the College in the Event of Curtailment of Programs

Stephens College will not be obligated to refund any fees for room, board, tuition or other charges, nor will it assume liability for any kind of curtailment of operations resulting from weather, accident, fire, war, terrorism or riot; nor from lack of faculty or other personnel, lack of materials, supplies, or equipment, or any cause not involving gross negligence on the part of the College.

Retention Information and the Student Right to Know Act

In compliance with the Student Right to Know Act, Stephens publishes the current applicable data in the College catalog. Detailed information about the retention rate of students at Stephens College is available on request from the Vice President for Student Development.

Withdrawal Policy

Any student who withdraws from the College during the course of the academic year must provide written notification to the Vice President for Student Development. A student is legally registered until he/she provides a written notification. The date of notification is the date of withdrawal, unless a later date is requested. Students are expected to leave within 48 hours of the date of withdrawal. If any refund is due upon withdrawal, it will be made on the basis of the written notification and the tuition and fees refund policy in effect that year. If the student withdraws from the College on or after the first day of class, a grade of "W" will be recorded as a final grade for all classes in which the student was enrolled. Students withdrawing from the College will not receive partial credit for courses that were not fully completed. For more information about college process and policies around various types of student withdrawals, see the student handbook "Within the Ivy" <https://www.stephens.edu/assets/Docs/Student-Life/Student-Handbook-Within-the-Ivy.pdf>

Academic Courses and Credits

Transfer Credit

Students are required to submit an official transcript for all work completed at any other college or university prior to or after enrolling at Stephens College. It is considered a form of academic dishonesty not to declare these enrollments. The student who applies for admission, re-admission or reinstatement to Stephens College is responsible for having each institution send an official transcript directly to the Office of Admission. After entry to the college, transcripts are sent directly to the Office of the Registrar.

All college-level coursework completed with a grade of C or better at an accredited institution of higher education, including dual credit earned while in high school, will be evaluated for credit at Stephens College. Transfer credit is incorporated into the academic record as degree, general education, or elective credit. The appropriate dean or faculty designee will evaluate credit that may apply toward a major or minor upon submission of an official transcript and course catalog information.

Accepted transfer credit will be included in the cumulative hours earned, but neither grades nor grade points earned at other institutions are used in the computation of the Stephens College grade point average. Credit earned at institutions that have non-regional accreditation, and all credit earned 20 or more years prior to admission, will be considered for transfer, but only on a course-by-course basis as approved by the Registrar or an Academic Dean or faculty designee.

Credits earned through the Mid-Missouri Associated Colleges and Universities (MMACU) consortium, as well as those earned through a similar consortium agreement with Columbia College, are transfer credits and will be evaluated as such.

Transfer Guidelines for General Education Courses

Eligibility of transfer courses to fulfill General Education requirements are evaluated by the Registrar. Students who hold an Associate of Arts degree from an accredited college in the state of Missouri will be considered to have met all the lower level general education requirements. The Sophomore Global Studies requirement will be considered met if the student transfers in 60 hours or more of qualifying coursework, completed English Composition I and Composition II, and has taken two courses that fit the Intercultural array learning outcomes. All students must take the senior capstone Global Ethics course at Stephens College.

Advanced Placement, International Baccalaureate Credit and Credit by Examination

Students who participate in the Advanced Placement Program (AP), an International Baccalaureate (IB) Program, or the College Level Examination Program (CLEP) may have score reports sent to the Registrar for evaluation. The credit earned with AP, IB and CLEP can be used for General Education requirements, elective credit and will advance the degree program. **Credit will be recorded with a grade of "S" and will not affect the student's grade point average.**

Criteria:

AP score of 3	3 hours of credit
AP score of 4 or 5	6 hours of credit
IB Higher Level Exams, score of 4 or 5	3 hours of credit
CLEP examinations - 50th percentile or above	Credit awarded per A.C.E. recommendations

Students who have not participated in the AP or CLEP examination programs, but who believe themselves to be advanced in a particular area of study, may ask to be examined by appropriate program faculty for possible awards of Credit by Examination or placement in an advanced class. When credit is awarded it will serve as elective credit or to meet a specific degree requirement, as recommended by the faculty. Advanced placement carries no credit award, but may serve as a prerequisite for another course. Credit by Examination does not affect the grade point average. The College charges a minimal fee per course credit awarded through Credit by Examination.

Military Credit for Transfer

Stephens College awards transfer credit for military preparation and experience using the recommendations from the American Council on Education (ACE). The Registrar will determine general education and elective credit. Deans or a faculty designee will review the student's Joint Services Transcript (JST) in determining credit for degree requirements.

The college does not limit the number of credit hours that can be awarded to a student; however, individual degree requirements may dictate the maximum number of credit hours that can be transferred in for a specific degree program.

The one of the following items are required for Military credit evaluation:

- The Joint Services Transcript (JST)- former Army, Navy and Marine Corps, and Coast Guard students.
- The Community College of the Air Force (CCAF) – current and former Air Force students.

Credit for Prior Learning Portfolio Review

College credit can be earned for knowledge gained through prior work and learning experiences. Students must provide evidence that the knowledge learned in the area is equivalent to college-level learning. College learning provides a balance between theory and practical application. A maximum of 15 credit hours can be earned through Credit for Prior Learning (CPL) Portfolio Review.

An individual applying for CPL Portfolio Review must be enrolled as a degree-seeking student at Stephens College, have completed 12 credit hours at Stephens College, received credit for ENG 107, and have a GPA of 2.0 or higher.

A maximum of 15 credit hours can be awarded for prior learning experiences documented by portfolio review. This credit does not count toward Stephens College residency requirements.

Credit for Prior Learning Portfolio Review

The Stephens College CPL Portfolio Review Program is course specific. If prior learning is equivalent to the learning outcomes for a specific undergraduate course, a student may apply to have a portfolio reviewed to determine if credit can be awarded. A portfolio is defined as a set of written documents that demonstrate experiential learning equivalent to the learning objectives of a specific college course. For each portfolio attempted, the student will work with a faculty evaluator who will determine whether the portfolio and the student's experience meet the learning objectives of the identified course. Credit is granted upon recommendation of the faculty evaluator, stating that the life experiences provide evidence of mastery of the course's learning outcomes, with approval from the School Dean.

How to Apply for a Portfolio Review

Students must complete a CPL Portfolio Review Application, and submit a current resume and writing sample. The writing sample should be a two-page document that details how/why the student believes she/he has the experience that has led to learning in this area, and can produce documents and evidence to demonstrate that she/he has met the learning outcomes for the course. An application, resume and current writing sample should be submitted to Registrar.

Once the application is approved, the student will be assigned a faculty evaluator who will meet with her or him to discuss the portfolio requirements. The portfolio must include the following components:

- Cover Page
- Table of Contents
- Letter of Intent
- Resume / Chronological record of work and life experiences
- Syllabus and Outcomes Mapping
- Competencies and learning outcomes narrative
- Supporting Documentation (This might include samples of work, job descriptions, letters from employers, certificates, transcripts, performance evaluation(s), notes from training courses, other materials that offer evidence of mastery of the learning outcomes.)

Students will be charged a fee of \$75 per credit hour. The fee must be paid before the portfolio is reviewed and is non-refundable (even if no credit is awarded).

A separate portfolio must be submitted for each course for which a student is seeking credit. Students are encouraged to work on one portfolio at a time. This will enable the student to use feedback from the initial portfolio submission to inform the development of additional portfolios.

Mid-Missouri Associated Colleges and Universities (MMACU)

Through the Mid-Missouri Associated Colleges and Universities (MMACU) consortium arrangement among mid-Missouri higher education institutions, undergraduate students may enroll at member colleges and universities in courses not available at Stephens College. Stephens students do not pay additional tuition for enrollment through the MMACU program (unless they exceed the number of credits covered by their flat-rate tuition at Stephens); however, special course fees or lab fees may be required. All MMACU enrollments are on a space-available basis. To participate, students must have completed at least one semester at Stephens College, be in good standing and have met appropriate prerequisites. Students must follow the drop-add, attendance and other academic policies of the institution they visit. MMACU institutions include Lincoln University (Jefferson City), William Woods University (Fulton), Westminster College (Fulton) and the University of Missouri (Columbia). A similar arrangement is also available through Columbia College. Course schedules for MMACU institutions and Columbia College are available on their web sites. Information about enrolling is available in the Registrar's office. Students must register for cross-enrollment at the University of Missouri-Columbia prior to the first day of class. Beginning on the first day of the MU semester through their add deadline students will be charged a 'late registration' fee that is the equivalent of one semester hour of undergraduate tuition.

Online and evening programs are excluded from the MMACU and Columbia College cross-enrollment agreements. Students choosing to enroll in online or evening courses are responsible for all tuition and fees, and are responsible for requesting an official transcript to transfer the coursework to Stephens College.

Stephens College accepts transfer college-level courses enrolled through the University of Missouri Center (UMC) for Independent Study. The Center catalog is available online. UMC tuition is charged at the lower- or upper-division rate for UMC independent study and is to be paid by the student upon enrollment. Credit earned through this program counts as elective credit toward degree requirements at Stephens College, as general education credit if approved by the registrar, or as credit for a major or minor if approved by the program coordinator/director or dean.

Independent Study

Students may consider independent study to help realize special academic interests and goals. Three types of independent study are available at Stephens College. Special Studies recognize learning that is achieved through work-related experiences. Readings are available in subjects not offered in the regular curriculum; at least one major research paper will be required. In a Project independent study, the course culminates in a project that is supported by readings and short papers. Independent study allows the student to explore subjects not available in the regular curriculum. The credit is elective unless the study is approved by the program coordinator/director or dean to meet a general education requirement or by a program coordinator/director or dean to count toward a major or minor. The student is responsible to complete the Independent Study paperwork and obtain all required signatures prior to submitting the request to the Vice President for Academic Affairs.

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.

Course Prefixes and Numbers

The prefix of a course represents the academic discipline. Course numbers progress according to divisions: 100- and 200-level series are lower-division courses, 300- and 400-level series are upper-division courses; and 500-level and above are graduate division courses.

Course Load

To be classified as full-time, a student must carry at least 12 semester hours per semester. All residential students are to be full-time, unless admitted as a part-time student or permission to register for fewer than 12 semester hours has been granted by the Vice President for Student Development. A typical full-time student course load in a Bachelor of Arts or a Bachelor of Science program is 15-17 semester hours per semester. An additional fee is assessed for course loads in excess of 18 semester hours. Students may only exceed 18 hours per semester, including both campus-based and online courses, with the support of their academic adviser and permission of the relevant School Dean. In all cases, additional fees will be assessed for course loads in excess of 18 semester hours.

Residential students are permitted to take one online general education course in the fall and spring semesters (total of two online general education courses per academic year), or more in the case of medical situations or with the approval of the Vice President for Academic Affairs. Summer sessions do not fall under this limitation, and students may enroll in a maximum of 9 online hours in the summer.

Additional hours, up to 12 semester hours, may be earned in the summer, providing courses are available. Additional tuition is charged for credit earned in this manner, based on the fee schedule in effect at the time.

Any enrollment over 21 hours in a single semester must be approved by the VPAA. This includes enrollments at other institutions.

Part-time students are those who enroll in fewer than 12 semester hours per academic semester may be degree or non-degree seeking. Part-time students who are not degree-seeking may enroll in classes based upon availability with staggered enrollment to follow initial freshman enrollment registration period. Only degree-seeking part-time students may be eligible for federal financial aid following the completion of a FAFSA. No institutional aid is available to part-time students and tuition must be paid in full before the semester begins. Part-time degree-seeking students may reside in the residence halls based upon availability. Part-time students will have the option to purchase a meal-card.

Auditing Courses

Only lecture courses may be audited. An audit fee will be assessed. These enrollments require the signature of the instructor on an Add petition and may be added during the respective semester or session add period. A course **originally registered "for credit" may not be changed to "audit credit" at a later time. Courses which count in a major or minor, or toward specific degree requirements (English composition, general education, etc.) may not be audited.**

Pass/Fail Courses

Courses offered on a pass/fail basis are so identified in the catalog course description and in the course schedule. To take an elective course pass/fail that is not designated with that option, a student must get the support of the instructor and the Dean must bring the request to the Curriculum Committee for one-time approval.

Repeated Courses

A student may be required to repeat a course in order to meet a grade requirement or may elect to repeat a course in order to improve her GPA. When a student repeats a course, the number of credits and grade earned for the repeated course will be used when calculating GPA and total credit hours earned. The original course and course grade remain **on the student's transcript even though it is not used to calculate the GPA or total completed credits.** Students may not receive credit more than once for an equivalent course, whether taken at Stephens College or transferred to Stephens, unless the catalog states that the course may be repeated for credit a specific number of times.

Adding and Dropping Courses

Approval to add or drop courses must be obtained from the course instructor (prior to the add deadline) and the adviser (at all times). Add/Drop forms are available in the Registrar's office and online. The student must obtain the signatures of the instructor and the adviser on the add/drop form and file the form with the Registrar's office. The drop or add will not be registered until the form is filed with the registrar.

Students may add courses up to the end of the first week of the semester. Students may drop classes through the third week of the semester and may withdraw from courses through the ninth week of the semester. For session courses, one week is allowed to add a class and four weeks are allowed to drop a class. Drop-add and withdraw deadlines are published and distributed to all students and advisers as the online Academic Calendar on the Stephens website. Summer drop/add dates vary with the summer course length. **It is the students' responsibility to know the drop/add deadlines for each course in which they enroll and meet these deadlines.**

A grade of "W" (withdraw) will be recorded as a final grade for all courses withdrawn from after the end of the drop period up until the deadline for withdrawing from a class. If a student stops attending a class and does not drop or withdraw from the class by the deadlines stated on the Academic Calendar, **a grade of "F" for the class will be recorded.**

The registrar will not approve a request to withdraw from a class after the withdraw deadline posted on the Academic Calendar. Students may not withdraw from the College after the last day of classes.

If a student completely withdraws from the College on or after the **first day of class, a grade of "W" will be recorded as a final grade for all classes in which the student was enrolled.**

Each student has access to an up-to-date record of her class schedule through My Stephens. Students are responsible for checking the accuracy of their registration and can bring any questions to their adviser or to the Registrar's office.

Final Examinations

The Schedule of Courses published each semester gives advance notice of the final examination schedule. Examinations are held according to the published schedule and students are responsible for meeting the schedule. A student who believes she has an appropriate reason to take an examination outside the scheduled time may do so only if the instructor and appropriate Dean approves her written request. All classes are required to meet during the time assigned in the examination schedule published by the Office of the Registrar in the Schedule of Courses.

Academic Performance

Assessment

Stephens College assesses the outcomes of students' educational experiences. The General Education core and each academic program have assessment plans in place to measure whether students have developed skills and acquired knowledge consistent with the programmatic goals and learning outcomes of the College and the major. All students participate in the assessment process according to the requirements of their academic program. Freshman and Seniors may be asked to sit for a comprehensive assessment of general education outcomes each academic year. Such examinations may be required for all incoming freshman and graduating seniors and the outcomes will be used for programmatic planning and measuring institutional effectiveness.

Grade Reports

Student performance in courses is recorded in the grade report. Grade reports are issued at mid-term and at the end of each semester and summer term, and are available to students through [My Stephens](#).

Grading Policies

Grades and grade points are assigned on the following basis: A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D+ = 1.33, D = 1.0, D- = .67, F = 0.0. Grades in the A range denote excellent achievement; the B range denotes above average achievement; the C range denotes average achievement; the D range denotes below average achievement (D- is the lowest passing mark); F denotes unacceptable (failing) work. An instructor may lower the student's final grade in a course for excessive absences. Faculty are required to discuss their grading system at the beginning of each course and include their grading policy in the course syllabus. Students should not hesitate to ask an instructor to explain the grading system employed in a class.

Grades for pass/fail courses are recorded as "S" (Satisfactory) or "U" (Unsatisfactory). An "S" grade grants credit but no grade points. A "U" grade counts as an "F" in the grade point average.

An "I" (incomplete) mark may be assigned at the discretion of an instructor, although students will be required to have at least three-quarters of the course work completed to be eligible for an "I" grade. The "I" may stand on the student record only up to the end of the subsequent semester, excluding summer terms. An "I" becomes an "F" if coursework is not completed and a grade reported by the end of the following semester or by an earlier deadline set by the instructor.

Other grades include: "RE" denotes no credit, no grade points, must re-enroll in course and is only used for ENG 107. A "W" mark indicates a late drop with permission and carries no grade points.

Grade of Incomplete

A student who completes three-quarters 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 "I" (incomplete) mark is warranted. Up to 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. Students who receive incompletes are ineligible for a deans' list that semester.

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, but the original course and the grade assigned remain on the transcript.

Deans' Lists (Honors and High Honors)

Full-time students who are enrolled in at least 12 semester hours of graded (A-F) credit who have no incompletes and who earn a semester GPA that meets the standards described below will be named by the Vice President for Academic Affairs to a deans' list at the end of each semester. Part-time students who complete at least 12 semester hours over two semesters and meet these grade standards will be named to a deans' list at the end of the second semester.

Grade requirements for the deans' lists are based upon a minimum semester GPA determined by the Vice President for Academic Affairs and the Vice President of Student Development. Students are named to the lists at the end of the fall and spring semesters. The current GPA requirements are 3.80 or better for the high honors list and 3.60 to 3.79 for the honors list.

Graduation with Honors

Undergraduate students who have earned 60 hours of graded credit from Stephens College and meet degree requirements are eligible for Latin Honors.

- Summa Cum Laude - 3.90 to 4.00
- Magna Cum Laude - 3.80 to 3.89
- Cum Laude - 3.70 to 3.79

Graduation "With Honors" is available to undergraduate students completing between 36 and 59 graded credit hours at Stephens College and meeting degree requirements with a cumulative GPA of 3.7 or above.

This policy applies to both residential and continuing studies undergraduate students.

Degree candidates who have the requisite GPA in the semester prior to graduation will be nominated for graduation honors. Actual honors are determined after final grades are recorded and it is ascertained that requirements have been met. Graduation honors are noted on the diploma and official transcript.

Academic Progress

Classification of Students

Students are classified according to the number of semester hours earned.

- Freshman: 0.0 to 26.99 hours
- Sophomore: 27.0 to 53.99 hours
- Junior: 54.0 to 89.99 hours
- Senior: 90 or more semester hours

Satisfactory Academic Progress

The goal of satisfactory academic progress is to achieve no less than the 2.00 cumulative (overall) GPA required to receive a degree from Stephens College. Students who carry a standard load of 15 semester hours per semester, maintain at least a 2.00 cumulative GPA, and meet all other degree requirements can expect to receive a baccalaureate degree in four academic years; students enrolled in specific programs that require heavier credit loads and summer coursework can expect to earn a baccalaureate degree in three calendar years. Students who carry fewer courses or who repeat courses in order to improve their GPA should plan to attend summer school or enroll more than four years.

Good academic standing is attained when at least a 2.00 (C) semester average is earned over 12 semester hours or more and at least a 2.00 cumulative GPA is maintained.

Academic Probation

Students whose cumulative GPA falls below 2.0 will be placed on academic probation. Students who have been placed on academic probation must continue to earn a semester GPA of 2.0 or better to avoid suspension. When a student's cumulative GPA rises to 2.0 or better, the student will be removed from probation.

Academic Suspension

Students placed on probation who do not earn a semester GPA of 2.0 or better in the following semester will be placed on academic suspension."

Reinstatement to the College

If there were extenuating circumstances that **resulted in a student's suspension from the college, the student may** petition the Academic Standing Committee for reinstatement. The student will need to provide the following:

- A written letter of appeal explaining why the student's performance resulted in suspension, and a plan for improving her/his academic standing.
- A completed Reinstatement Form (this can be requested from the Registrar).
- Documentation that supports the appeal (if available).

The student will send the letter of appeal, Reinstatement Form and any additional documentation to the Registrar who will distribute the information to the Academic Standing Committee members for review.

The Academic Standing committee will review the student's record and supporting evidence and will make a decision that takes the circumstances into account, while upholding the academic standards of the College. The committee may recommend that the student be reinstated under specific conditions. The committee will advise the student of their decision in writing.

A student may also apply for reinstatement after enrolling at another regionally accredited college or university for one **semester. During the student's semester away, she/he must earn a minimum of 6 semester hours with a** cumulative GPA of 2.0. Upon completion, the student will need to provide the following:

- Official transcript(s) of all college/university coursework.
- A written letter of appeal explaining reasons why the student's performance resulted in suspension, and a plan for improving her/his academic standing.
- A completed Reinstatement Form (this can be requested from the Registrar).

All documentation should be sent to the Registrar who will distribute the information to the Academic Standing Committee members for review. The committee may recommend that the student be reinstated under specific conditions. The committee will advise the student of their decision in writing.

When a student is reinstated, their eligibility for financial assistance will be reviewed under the criteria explained in the section "Academic Standing Criteria for Financial Assistance" on page 20.

Reinstated students who do not meet the conditions set by the committee during their first semester following reinstatement will be suspended again without the option of immediate appeal.

Satisfactory Academic Progress Criteria for Title IV Financial Assistance (Undergraduates)

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, a full-time student must maintain satisfactory academic progress defined as successful completion of at least 66.7% of their attempted classes with a cumulative 2.0 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. 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 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. Examples of extenuating circumstances, which must be documented by the student and which would be considered by the Director of Financial Aid, include 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.

Academic and Student Services

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

While Stephens College understands the importance of academic advising, it is in all cases ultimately the responsibility of the student to understand, register for, and complete all requirements of all degree program(s) in which she is enrolled. The degree-audit feature of My Stephens provides a current summary of a student's progress toward degree completion and should be consulted on a regular basis, and in particular, prior to course registration each semester. Students are also expected to meet regularly with their academic advisers to discuss their academic and professional plans and progress.

Academic Advising

Every student is assigned a faculty adviser upon entering Stephens College. Entering freshman students are assigned a first-year-faculty adviser for the duration of their first year. The adviser works with the student to plan an individual program of studies and activities. The faculty adviser is available to students for information, advice, support, and discussion of academic goals, class performance, and career goals. Students meet with advisers on specific days scheduled each semester and by appointment. After the completion of the first-year, rising sophomore students are promoted to an adviser in their major.

Student Success Center

The Student Success Center is an individualized tutoring center that provides assistance to all Stephens College undergraduates who want to improve their academic skills and performance. The goal of the center is to assist students who desire additional help beyond that provided by course instructors. Professional staff are available to help with writing, research skills, computing, study skills, time management, and selected subjects. Drop-in visits are welcome but appointments are recommended. Students may request up to three appointments a week. No fees are charged for services to full-time students. The Center is located in the Library. Hours of operation are posted outside the Center and also on the website. Part-time students may elect to receive services through the Student Success Center for a nominal semester fee (\$100.00). A semester fee of \$100.00 includes access to the Student Success Center, access to online tutoring services as available, and access to the College to Career Program (CCPD).

Transcripts

A transcript is an official copy of the student's permanent academic record delivered either electronically as a secured, blue-ribbon .pdf transcript, or as a paper transcript bearing the College seal and the signature of the registrar. Official

transcripts are available to students through the Office of the Registrar upon receipt of an electronic order or a written, signed request. 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 may be sent electronically or on paper, and are normally sent by the Office of the Registrar to the receiving institution. If a student requests an official paper copy of her 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](#).

Americans with Disabilities Act

Stephens College is committed to providing reasonable accommodations to qualifying students, faculty and employees with disabilities as required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, as amended, as well as state law. Disabilities may include mental or physical impairments that **substantially limit one or more of a person's major life activities and which require modifications to the programs, services or facilities of the College.** Consistent with the law, Stephens College is not obligated to provide **accommodations that are unduly burdensome or unreasonable or that fundamentally alter the nature of the College's programs.**

Stephens College actively engages the expertise and commitment of its community to facilitate the accommodation of **students with disabilities. The College's ADA/Section 504 Coordinator is a member of the Student Success Center staff.** An ADA/Section 504 Committee comprising faculty and staff has been appointed by the President to work with the ADA/ Section 504 Coordinator to certify eligibility and to coordinate services and accommodations for students with qualifying disabilities.

Nature and Scope of Policy

Stephens College is committed to providing reasonable accommodations to students with qualifying disabilities as required by applicable laws. Nothing in this policy is intended to provide less substantive benefits or procedural protections than are required by these laws; similarly, nothing in this policy is intended to provide greater substantive benefits or procedural protections than are required by these laws. **Should there be a discrepancy between the language of this policy and any relevant legal authority, the College's obligations will be determined by the latter.**

Please consult *Within the Ivy*, the student handbook, for more detailed information regarding the College's ADA policies.

Procedures: Identification and Accommodation

Identification

- A. A student requesting accommodation must submit to the ADA/ Section 504 Coordinator the Student Needs Identification Form, providing a substantive description of the disability, including the ways in which the disability limits major life activities relevant to **her or his participation in Stephens' programs and a detailed description of the accommodations requested.** Incoming students should make every effort to submit the Student Needs Identification Form at least 30 days prior to matriculation in order to provide the College sufficient time to process the request.
- B. The student must include with the Student Needs Identification Form report(s) from objective professionals qualified to diagnose the disability, verifying the nature and extent of the disability, and the ways in which the **disability limits major life activities relevant to a student's participation in College programs. It is important to note that accommodations are not automatically provided simply because a person has a specific diagnosis, but rather are granted or denied based upon a review of all available information.**
- C. The ADA/Section 504 Committee reviews the Student Needs Identification Form and accompanying **documentation, and a) confirms the student's eligibility for accommodation; b) concludes there is insufficient evidence and requests more information; or c) denies the student's request and informs him/her of the appeal process.**

Accommodation

Upon its determination that a student is eligible for accommodation, the ADA/Section 504 Committee works with the student, and other appropriate members of the College community, to develop a program of accommodation consistent **with the nature and extent of the disability, the student's compensatory skills and course or program requirements.** The specifics of such a plan may differ from those suggested by the student or by those documenting the student's disability, as long as the accommodations provide program accessibility as required by law.

Academic Accommodations

Stephens College assesses students' needs on an individual basis. Accommodations that may preserve essential academic program requirements while minimizing the effect of a certified disability upon a student's performance could include

A. Classroom Access

The College may relocate classes to facilities that are accessible to a disabled student. Examples of access challenges can include

- buildings without ramps or elevators.
- locations temporarily inaccessible due to construction.
- classes held in locations too distant for the student to reach in the time available.
- classes held in locations with inadequate acoustics or lighting. Relocation or rescheduling would not be a required reasonable accommodation if such changes would fundamentally alter the nature of a class or program.

Relocation or rescheduling would not be a required reasonable accommodation if such changes would fundamentally alter the nature of a class or program.

B. The Student Success Center and the ADA Coordinator

The Student Success Center and the ADA/Section 504 Coordinator

- encourage understanding between students and instructors concerning a disability's possible impact on performance.
- serve as a resource in developing teaching and learning strategies to support the student's access to the course material.
- provide student skills education for all students without discrimination on the basis of disability.

The Office of the Vice President for Academic Affairs (LRW 339) and the Student Success Center's ADA/Section 504 Coordinator work with students and their faculty advisers to tailor an academic program appropriately in light of a student's disability, consistent with the essential requirements of the academic program.

C. Assisted Registration Services

Upon request of the student, the ADA/Section 504 Coordinator works with the Registrar's Office to assist with registration when a student's disability warrants such services. Assisted registration does not provide priority enrollment nor access to courses in which students would not otherwise be eligible to enroll.

D. Auxiliary Services/Aids

1. Interpreter Services

Interpreter services, such as American Sign Language, Signed English, or Oral Interpreting services of professional, certified sign language interpreters will be provided for course related activities (e.g. class sessions, meetings with faculty, or required attendance at out-of-class activities), when the provision of such services is determined by the ADA/Section 504 Committee to be a reasonable accommodation. Documentation of the need for such services must be provided to the ADA/Section 504 Committee, and requests for interpreters must be made at least one month before classes begin to allow ample time for planning.

Interpreter services may also be provided for campus-wide/ College-sponsored events when possible, and if such services are requested in a timely fashion. A written request must be submitted to the ADA/Section 504 Coordinator.

Students who are eligible for funding for interpreter services from the vocational rehabilitation agency in their home state are encouraged to seek such funding for class interpretation.

2. Note Taker/Scribe Services

Note-takers, typically identified from among the other students in a class, will be provided to assist students with disabilities, when the provision of such service is determined by the ADA/Section 504 Committee to be a reasonable accommodation. The arrangements will be made by the course instructor and the ADA /Section 504 Coordinator, and note-takers will be introduced confidentially to the student for whom the service is provided. The ADA/Section 504 Coordinator will also arrange for scribes for course examinations, when such services are requested in a timely manner and when such services have been

- determined by the ADA/Section 504 Committee to be a reasonable accommodation.
3. **Reader Services**
Reader services will be provided for students with reading, visual, visual processing, or other disabilities, when deemed by the ADA/Section 504 Committee to be a reasonable accommodation. When available, electronic texts will be supplied by the ADA/ Section 504 Coordinator for students to use with text-to-speech software. When appropriate, students will be provided with readers for exams, when requested in a timely manner. These arrangements will be made by the course instructor and paid for by the Office of the ADA/Section 504 Coordinator.
 4. **Tutoring Service**
Stephens College provides the services of peer and professional tutors through the Student Success Center for the benefit of all students, without discrimination on the basis of disability.
 5. **Equipment**
The College will provide reasonable modifications of equipment utilized by students for class and study activities. Auxiliary equipment needed by students for classroom use will be made available upon request to the ADA/Section 504 Committee when such aids are determined to be a reasonable accommodation. Personal equipment such as tape recorders, hearing aids, etc. is the responsibility of the student.
- E. **Course Load**
Students with certified disabilities may, upon recommendation of the ADA/Section 504 Committee, seek approval from the Academic Standards Committee to enroll in fewer than 12 credit hours per semester. Eligible students will be considered to have full-time status and will be eligible for all benefits available to other full-time students at the College.
- F. **Course Withdrawal**
Upon recommendation from the ADA/Section 504 Committee, students with disabilities may apply to the Academic Standards Committee for course withdrawals after the deadline when extenuating circumstances **involving a student's disability** warrant withdrawal. Poor academic performance alone is insufficient reason to request a post-deadline course withdrawal.
- G. **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 in 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.

If the modification is approved, the student and ADA/Section 504 Coordinator will work together, in consultation with the documentation, to suggest an appropriate number of days the student be allowed to **miss class. However, since the amount of days is "suggested" instructors can determine if the suggested amount of days will alter essential or fundamental academic requirements** (see Information for Instructors section at the end of the policy). **Instructors may determine the appropriateness of the "suggested" number of days** 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. If an instructor determines that the suggested number of days is not appropriate (see Information for Instructors section at the end of the policy), the ADA/Section 504 Coordinator asks that the instructor notify the Coordinator as soon as possible. This allows the Coordinator and student time to determine if there may be alternate ways to support the student in the class.

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.
- 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 or excessive absences 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.
- **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 medical documentation to determine that the accommodation is appropriate.

- Though the ADA/Section 504 Coordinator encourages 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 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?

H. 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 may depend 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 Extended Deadlines

To make a request for a flexible deadline accommodation, a student must meet with the ADA/Section 504 Coordinator early in the semester (or as soon as the need for the accommodation arises) 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, in most cases the student and ADA/Section 504 Coordinator will work together, in consultation with the documentation, to suggest an appropriate number of days the student be allowed extended deadlines for assignments. The Coordinator and student will also work together, in consultation with the documentation, to suggest an appropriate number of days prior to an assignment deadline to notify an **instructor of the need to utilize the accommodation. For example, it may be “suggested” that the student give the instructor two days’ notice when wishing to access the accommodation. However, since the amount of days for extension and the amount of days for notice are “suggested” instructors can determine if the suggested amount of days will alter essential or fundamental academic requirements. Instructors may determine the appropriateness of the “suggested” number of days by reviewing statements in the syllabus and course descriptions, grading methods, and by considering whether timeliness is an essential method for learning and if lack of timeliness compromises the integrity of a course and/or program. If an instructor determines that the suggested number of days is not appropriate, the ADA/Section 504 Coordinator asks that the instructor notify the Coordinator as soon as possible. This allows the Coordinator and student time to determine if there may be alternate ways to support the student in the class.**

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 could warrant a withdrawal or incomplete.

The student accepts responsibility for

- scheduling an appointment to meet with each instructor in order to discuss the extended deadline modification as soon as accommodations letters are sent to instructors each semester.
- 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.
- 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 documentation to determine the accommodation is appropriate. Contact the ADA/Section 504 Coordinator immediately with any questions or concerns.

Time Extensions

1. Exams
If appropriate, the ADA/Section 504 Committee may provide an accommodation in the form of extended testing time for exams. In general, extended testing time shall not exceed twice the amount of time allocated for the original exam.
2. Completion of Course Requirements
Upon the recommendation of the ADA/Section 504 Committee, the Vice President for Academic Affairs may authorize extensions for completing course requirements when progress is adversely affected by a disability.

Again, please consult Within the Ivy, the student handbook, for more detailed information regarding the **College’s ADA policies.**

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.

Gun Policy

Stephens College is a gun-free campus.

Sexual Offenses Policy – Title IX

Introduction

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

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

Statement of Policy

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

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

Title IX Coordinator

The Title IX Coordinator's role is to oversee College compliance with Title IX regulations. The Title IX Coordinator:

1. Serves as a resource for students wishing to report any acts of sexual harassment, including sexual offenses, or gender-based discrimination, i.e., violations of Title IX.
2. Provides oversight for all Title IX complaints and identifies patterns, issues or problems regarding those complaints;

3. Reviews and supports the informational initiatives enabling students, staff and faculty to fully understand sexual violence and sexual harassment as forms of sexual discrimination and further educates the community about College policy and procedures.

Contact the Title IX Coordinator:

Shannon Walls, Special Assistant to the President
Lela Raney Wood Hall, 3rd Floor
sbwalls@stephens.edu
(573) 355-3342
(573) 876-7210

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 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 130 in *"Within 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 Ms. Walls, 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.

General Degree Requirements:

Bachelor of Arts, Bachelor of Fine Arts and Bachelor of Science Degrees

The Stephens College residential program offers three baccalaureate degrees and an associate in arts degree. The baccalaureate degrees are the Bachelor of Arts, the Bachelor of Fine Arts, and Bachelor of Science.

The following general requirements apply to students in the residential program who earn the Bachelor of Arts, the Bachelor of Fine Arts, and Bachelor of Science. A student in the residential program is one admitted through the Office of Admissions, regardless of where the student resides.

Academic Residency Requirement

Academic residency for the residential program is met by one of the following: full-time enrollment for at least seven semesters, full-time enrollment for at least six semesters if at least 12 hours of advance placement (AP) or college hours earned before initial enrollment, or full-time enrollment for at least three semesters for transfer students. Part-

time students must earn 24 semester hours through Stephens College to meet the academic residency requirement. The last 15 semester hours of credit in all degree programs must be earned through Stephens College or its programs.

Application for a Degree, Graduation

Potential degree candidates must file a graduation application and a completed degree plan check sheet with the registrar **by the dates posted by the Registrar's Office**. A graduation fee of \$100.00 will be charged. Undergraduate degrees are conferred in December, May and August to students who qualify academically and have met their financial obligations. Commencement is held in May and December of each academic year. Students who file a plan with the registrar that enables them to graduate the following August may participate in May Commencement.

Waivers of Degree Requirements or Other Academic Policies

Under unusual or extraordinary circumstances, some students will have reason to petition for the waiver of an academic policy or procedure. Such students submit a written petition to the Academic Standing Committee for consideration. Supportive statements written on behalf of the student by the faculty adviser, other faculty or a student development staff member are usually requested by the committee. A decision is made by the committee and communicated to the student.

Students dissatisfied with the decision of the Academic Standing Committee regarding degree requirements can appeal to the Vice President for Academic Affairs. Appeals should address errors in process or fact. The decision of the Vice President for Academic Affairs regarding degree requirements is final and cannot be further appealed.

Degree Completion

Number of Courses and GPA

A baccalaureate degree requires completion of all specific and general requirements, a minimum of 120 semester hours of college-level credit and a cumulative GPA of 2.00 or higher. All baccalaureate degrees require completion of at least 36 semester hours of advanced-level courses (300 level or above). Advanced-level semester hours include all 300-level and above courses taken in the major, the minor, as electives, or as upper level general education requirements.

A baccalaureate degree requires completion of at least one major. Students are expected to declare a major prior to attaining junior standing. General information about the types of degrees offered at Stephens is given below. Specific information about the requirements for each major is found in the Programs of Study section of the catalog.

The Bachelor of Arts Degree

A Bachelor of Arts degree may be in a single-discipline or interdisciplinary, or be a student-initiated major.

A Bachelor of Arts degree includes at least 24 semester hours of specified credit, of which at least 15 semester hours must be at or above the 300 level. As many as 48 semester hours may be required in the major, including courses within and outside the prefix of the major. The last 15 semester hours in all degree programs must be earned through Stephens College or its programs.

A student-initiated Bachelor of Arts degree is subject to the above guidelines and is planned jointly by the student, her adviser, and the directors or deans who represent the primary disciplines that will comprise the major. Declaration forms and guidelines are available in the Office of the Registrar.

The Bachelor of Science Degree

A Bachelor of Science degree may be in a single discipline or interdisciplinary, or be a student initiated major.

A Bachelor of Science degree includes at least 45 semester hours of specified credit, of which at least 15 semester hours must be at or above the 300 level. As many as 63 semester hours may be required in the major, including courses within and outside the prefix of the major. The last 15 semester hours of credit in all degree programs must be earned through Stephens College or its programs.

A student-initiated Bachelor of Science degree is subject to the above guidelines and is planned jointly by the student, her adviser, and the directors or deans who represent the primary disciplines that will comprise the major. Declaration forms and guidelines are available in the Office of the Registrar.

The Bachelor of Fine Arts Degree

The Bachelor of Fine Arts degrees may be in a single discipline or interdisciplinary, or be a student-initiated major.

The Bachelor of Fine Arts degree must include at least 63 semester hours of specified credit of which at least 15 semester hours must be at or above the 300 level. A Bachelor of Fine Arts degree may specify up to 82 semester hours of required credit in the major, including courses within and outside the prefix of the major. The last 15 semester hours of credit in all degree programs must be earned through Stephens College or its programs.

A student-initiated Bachelor of Fine Arts degree is subject to the above guidelines and is planned jointly by the student, her adviser, and the directors or deans who represent the primary disciplines that will comprise the major. Declaration forms and guidelines are available in the Office of the Registrar.

Minors

Students completing a baccalaureate degree program may elect to include a minor selected from those offered by the academic areas of the college. There is no student-initiated minor. The requirements for minors are found in the Programs of Study section of the catalog. A minor requires a minimum of 15 semester hours and a cumulative GPA of 2.0 or higher of which 6 semester hours must be 300-level or above. Students may elect additional courses in the prefix of the minor, up to a maximum of 24 hours. Only one course used to complete a requirement for a major may also count toward a minor. If there is more than one course required between a major and minor, additional program-approved courses of a comparable or higher level must be added to the courses required to earn the minor. Completed minors are recorded on the student's academic transcript but not on the diploma. At no time may a course used to complete a general education requirement be counted within a minor. Minors must be declared in the Registrar's Office no later than 3 semesters prior to graduation.

Double Majors and Dual-Degree Programs

Students may earn a double major by completing all general and specific requirements for two majors that are available in the same degree program, after which a single diploma is awarded. Students may submit their application for a double major after completing at least two semesters and earning 27 credit hours at Stephens College, and must have a cumulative GPA of 3.0 or higher. There may be no more than four shared courses between the two majors, and all course substitutions must be approved by the program coordinators or deans of both programs.

Students may earn dual degrees by completing the general and specific requirements that pertain to two degree programs, such as a Bachelor of Arts major and a Bachelor of Science major, and completing a minimum of 150 semester hours. The student will receive a diploma for each degree. A dual-degree program may require additional semesters to complete. Double majors or dual degrees may not be earned within similar programs (e.g. Fashion Design and Fashion Communication). **Plans for dual degrees must be reviewed and approved by the student's adviser and relevant dean(s).**

Associate in Arts Degree

The Associate in Arts degree requires completion of a two-year academic program based primarily in general education.

The Associate in Arts degree may be conferred in December, May or August. Applications for this degree must be filed in the Office of the Registrar one semester in advance of the date on which the degree is to be awarded (the graduation fee will be charged). The requirements are as follows:

Residency: A student who enters as a freshman must be a full-time student for at least four semesters; transfer students must enroll full-time for at least two semesters. Part-time students must earn 24 semester hours through Stephens College to meet the residency requirement. The last 15 semester hours must be earned through Stephens College.

General Education: Completion of all lower division general education courses or their equivalent, including Composition.

Semester Hours and GPA: A minimum of 60 semester hours of college-level credit and a cumulative GPA of no less than 2.0 (C) are required.



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 2010.

Vice President for Academic Affairs, Leslie Willey, B.A., 1983, Stephens College; M.Ed., 1987, Ph.D., 2002, University of Missouri-Columbia. Stephens 1997.

Director of Assessment, Sharon Schattgen, B.A., 1977, Stephens College; M.Ed., 1979, University of Missouri; Ph.D., 1990, University of Missouri. Stephens 2017.

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.

Director of Student Success, Sady Mayer Strand, B.A., 1998, University of Missouri; M.A., 2009, Columbia College. Stephens 2012.

Director of Study Abroad, James Terry, B.A., 1981, Wesleyan University; M.A., 1992, Ph.D., 1998, University of Missouri-Columbia. Stephens 1998.

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

Director, Center for Career and Professional Development, Ellen Morris, B.S., 2011, M.P.A., 2018, University of Missouri-Columbia. Stephens 2018.

Manager, Experiential Learning, Center for Career and Professional Development, TBH.

Dean of the School of Design, TBH.

Dean of the School of Health Sciences, Julia Moffitt, A.A., 1987, Three Rivers Community College; B.S., 1989, University of Louisiana-Monroe; M.A., 1993, University of Northern Iowa; Ph.D., 1999, University of Missouri-Columbia. Stephens 2019.

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

Vice President for Finance and Administration, Dane Fuhrman, B.S., 2014, Columbia College, B.A., 2009, University of Wyoming, Laramie; CPA, 2015, State of Missouri. Stephens 2017.

Controller, TBH

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

Director of Facilities Management, Ken Roberts, Stephens 2009.

Vice President for Strategic Enrollment Management, Brian Sajko, B.A., 1985, University of Dayton; M.A., 1987, University of Minnesota; Ph.D., 1993, Bowling Green State University. Stephens 2016.

Director of Undergraduate Admissions, Tiffany Goalder, B.S., 2006, M.S.L., 2012, Stephens College. Stephens 2007.

Director of Financial Aid, Alexandra Miller. B.S., 2014, M.B.A., 2016, William Woods University. Stephens 2018.

Vice President for Student Development, Laura Nunnally, B.S., 1986, University of Missouri; M.A., 2003, Missouri State University; Ed.D., 2016, University of Liverpool. Stephens 2016.

Interim Director of Athletics, Josh Steffen, B.A., 2001, Wisconsin Lutheran College; M.S., 2006, United States Sports Academy. Stephens 2018

Director of Residence Life and Education, TBH.

Associate Director of Programming and Student Leadership, Alyssa McManus, B.A., 2016, M.B.A., 2018, William Woods University. Stephens College 2018.

Director of Security, Ken Hammond, B.S., 1987, Southern Illinois University. Stephens 2015.

Director of Student Life and Engagement, TBH.

Vice President, Institutional Advancement and Initiatives, Gina Sholtis, B.A., 1989, Missouri State University. Stephens 2018.

Assistant Vice President, Institutional Advancement, Severin Roberts, B.A., 1993, University of Missouri-Columbia; M.A., 1995, University of Kansas. Stephens 2019.

Director of Philanthropy, Jenny Trom, B.S., 1985, University of South Dakota. Stephens 2019.

Director of Philanthropy, Christopher Rigby, B.A., 1975, University of Birmingham (England); 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: **Mark Taylor '73** - Van Nuys, Calif.

Vice Chair: **Ellen Vollrath '86** - Washington, D.C.

Secretary: **Valerie Shaw '00** - Columbia, Mo.

Treasurer: **Nikki Krawitz** - Columbia, Mo.

Gayle Flannery Bentsen '67 - Houston, Texas

The Honorable **Ann K. Covington** - Columbia, Mo.

Sara Herrnstadt Crosby '76 - Sioux Falls, S.D.

George Ann Stokes Harding '58 - Chappell Hill, Texas

Sara Jane Johnson '56 - Wilson, Wyo./Orcas, Wash.

Teresa Rouse Maledy '78 - Columbia, Mo.

Jane Hobson Marcus '78 - New York, N.Y.

Angeleigha "Angel" Mendez '14 - Las Cruces, N.M.

M. Anne Murphy '78 - Houston, Texas

Anita K. Parran '73 - Kansas City, Mo.

Christy Hanahan Powell '68 - Banner Elk, N.C./Coral Gables, Fla.

Tom Richards - Columbia, Mo.

Vicki Russell - Columbia, Mo.

Susan Brawley Schmidt '67 - Dallas, Texas

Dylan Shelofsky '13 - Thorton, Colo.

Jim Sinek - Columbia, Mo.

Silissa Uriarte Smith '98 - Long Beach, Calif.

Henry "Hank" J. Waters, III - Columbia, Mo.

Trustees Emeirti

Dale Creach - Columbia, Mo.

Gretchen Bush Kimball '57 - Belvedere, Calif.

Ann Wrobleski '73 - Washington, D.C.



Faculty

Aker, Timuchin
Theatre

B.A., 2003, Kalamazoo College; M.F.A., 2015, University of Illinois-Urbana-Champaign. Stephens 2016.

Andes, Tom
Music

B.S., 1981, University of Missouri; Jazz Piano Performance Certificate, 1985, Berklee College of Music. Stephens 2006.

Borklund, Steph
Digital Filmmaking

B.A., 1997, University of Kansas; M.F.A., 2001, Savannah College of Art and Design. Stephens 2012.

Breidenbach, Ann
English/Creative Writing and Women's Studies

Sara Jane Johnson Scholar
B.A., 1985, Central Michigan University; M.A. 1991, Western Michigan University; Ph.D., 2009, University of Missouri-Columbia; M.F.A., 2014, Pine Manor College. Stephens 2016.

Buchanan, Kirsteen
Fashion

B.F.A., 1983, Stephens College; M.A., 2000, University of Missouri-Columbia. Stephens 1996.

Carlo, Stephanie
Fashion

B.F.A., 2012, Escuela de Artes Plasticas de Puerto Rico; M.F.A., 2014, Savannah College of Art and Design. Stephens 2016.

Clouse, Sean
Education

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

Doyen, Robert
Theatre

B.F.A., 1969, Stephens College; M.A., 1974, Illinois State University. Stephens 1982.

Elder, Rusty
Music

B.S., 1997, M.M. 2008, University of Missouri-Columbia. Stephens 1999.

Elsworth-Smith, Pamela
Music

B.M.E., 1978, Arkansas State University; M.M., 1980, Loyola University. Stephens 1993.

Hall- Araujo, Lori
Fashion

B.A., 1993, Michigan State University; M.A., 1998, University of Chicago; P.h.D., 2013, Indiana University. Stephens 2016

Haskins, Mary Amanda
Health Science

B.S., 2007, M.S., 2009, Mississippi University for Women; Ph.D., 2016 The University of Mississippi. Stephens 2016.

Hemphill, Jennifer
Musical Theatre

B.F.A., 1996, TISCH School of the Arts at New York University; M.F.A., 2018, Kent State University. Stephens 2019.

Holper, Maggie
Fashion

B.F.A., 2010, Lindenwood University; M.B.A., 2011, Lindenwood University. Stephens 2017.

Houck, Noreen
Director, Nursing

B.S., 1986, Villanova University; M.S., 1991, Syracuse University; Ph.D., 2018, Duquesne University. Stephens 2019.

Hulse, Kelly
Equestrian

B.S., 1989, William Woods University. Stephens 2014.

Kogut, Kate Berneking
English and Creative Writing

B.A., 1998, M.A., 2002, Ph.D., 2007, University of Missouri. Stephens 2003.

Ledda, Margaret

Director, Health Information Administration
B.S., 2000, St. Joseph's College; M.B.A., 2002, Dowling College; RHIA, 2008. Stephens 2007.

Lenoir, Lisa
Fashion Communication

B.A., 1989, Indiana University; M.S., 2013, DePaul University. Stephens 2013.

Lowary, Maureen
Fashion

B.F.A., 1980, Rhode Island School of Design. Stephens 2004.

Majumdar, Debeshi
Chemistry

B.S., 1998, University of Calcutta-India; M.S., 2000, University of Kalyani-India, Ph.D., 2009, University of Alabama-Birmingham. Stephens 2016.

Mansat, Crina

Psychology

B.A., 2002, Babes-Bolyai University-Romania; M.A., 2011, University of Central Oklahoma; Ph.D., 2015, Texas A&M University.
Stephens 2015.

Mardirosian, Gail Humphries

Dean, School of Performing Arts

B.A., 1972, Allegheny College; M.A., 1979, American University; Ph.D., 2002, American University.
Stephens 2014.

Marx, Eric

Psychology

B.A., 1980, Ouachita Baptist University; M.T.S., 1987, Harvard Divinity School; Ph.D., 1999, Georgetown University.
Stephens 2014.

McMurry, Monica

Fashion

B.F.A., 1982, Stephens College; M.S., 1993, Ph.D., 2015, University of Missouri-Columbia.
Stephens 1999.

Moffitt, Julia

Dean, School of Health Sciences

B.S., 1989, University of Louisiana Monroe; M.A., 1993, University of Northern Iowa; Ph.D., 1999, University of Missouri.
Stephens 2019.

Patel, Sara Linde

Equestrian Studies

B.S., 2002, Stephens College.
Stephens 2006.

Phillips, Jeffrey M.

Life Sciences

B.S., 1981, University of Central Florida; M.S., 1986, Ph.D., 1994, North Carolina State University.
Stephens 2001.

Singh, Rakesh

Biology

B.P., 1999, Birla Institute of Technology at Mesra; Ph.D., 2008, University of Kansas.
Stephens 2019.

Somerville, Kris

English and Creative Writing

B.A., 1987, College of the Ozarks; M.A., 2000, University of Missouri.
Stephens 2000.

Terry, James H.

Humanities

B.A., 1981, Wesleyan University; M.A., 1992, Ph.D., 1998, University of Missouri-Columbia.
Stephens 1988.

Thompson, Chase

Digital Filmmaking

B.S., Columbia College, 2005; M.F.A., 2017, Stephens College.
Stephens 2007.

Thompson, Mark

Director, General Education and History

B.A., 1995, Dalhousie University; M.A., 1996, Ph.D., 2007, University of Toronto.
Stephens 2008.

Watson, Elizabeth

Education

B.S., 2003, Stephens College; M.Ed., 2008, University of Missouri.
Stephens 2003.

Whittle, Carrie

Life Sciences

B.S., 1994, M.S., 2008, Ph.D., 2013, University of Arkansas.
Stephens 2013.

Yost, Kerri

Digital Filmmaking

B.A., 1994, University of Missouri-Columbia; M.A.T., 2001, Central Missouri State University.
Stephens 2005.

Zimmerman, Tegan

English and Creative Writing

B.H.A. English, Acadia University, 2002; M.A. University of East Anglia, 2003; M.A., University of Calgary, 2015; Ph.D., University of Alberta, 2013.
Stephens 2016.

Alumnae Association Board

The Alumnae Association Board (AAB) serves as governing board for the Alumnae Association and as adviser to the College in terms of all activities related to the association. The work of the AAB is focused on helping Stephens achieve **its greatest potential. The board's objective is to foster stronger connections between alumnae and the College.** The AAB helps deepen volunteer commitment, assists with student recruitment and retention where appropriate, and assists in the cultivation of lifelong giving to Stephens.

Rebecca Earp '86

Kansas City, Missouri
President

M. Anne Murphy '78

Houston, Texas
Immediate Past President

Cally Varner Carbone '07

Brooklyn, New York

Rajah Maples-Wallace '97

Quincy, Illinois

Jane Drummond '91, '14

Columbia, Missouri

Lesta NewBerry '15

Kansas City, Missouri

Kerry Brocker '82

Parkville, Missouri

Jennifer Nitzband Flaks '03

Los Angeles, California

Tennessee Martin '11

Los Angeles, California

Madison Green '11

Seattle, Washington

Kelly Summers Tarapani '06

San Francisco, California

Taressa Snelling Fisher '82

Waldorf, Maryland

Lisa Walsh '78

Burlington, Iowa

Erleen Anderson '91

United Kingdom

Diane Sher '71

St. Louis, Missouri

Angela Viehland '00

Kansas City, Missouri

Jane Reid '80

Walnut Creek, CA

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.

- Alabama
- Alaska
- Arizona
- Arkansas
- Colorado
- Delaware
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Louisiana
- Maine
- Maryland
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Vermont
- Virginia
- Washington
- West Virginia
- Wyoming

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

- California
- Massachusetts

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

School of Creative & Performing Arts

Dean: Gail Humphries Mardirosian, Ph.D.

Programs of Study:

Majors:

Creative Writing, BFA
Dance, BFA
Digital Filmmaking, BFA
Education, BS
English, BA
Musical Theatre, BFA
Theatre Arts, BA
Theatre Arts, BFA
Theatre Management, BFA
Theatrical Costume Design, BFA

Minors:

Creative Writing
Dance
Digital Filmmaking
Education
English
Music
Theatre Arts
Women's Studies

Certificate:

Professional Conservatory Training Program
(non-degree, non-credit bearing)

SCAPA MISSION STATEMENT

Communicate. Collaborate. Create.

The School of Creative and Performing Arts cultivates these guiding principles within a safe, positive, and supportive environment.

- Creating a community of artist-citizens
- Encouraging intellectual and creative interaction
- Shaping leaders who are agents of change
- Fostering independent student voices
- Building skills for professional success
- Integrating critical thinking and creative problem-solving skills across the arts
- Instilling rigor and discipline for success
- Promoting lifelong learning and creative expression

Dance

The Dance program offers a bachelor of fine arts - a performance degree that qualified students can earn in three years and two summers.

Dance at Stephens College combines professional training, discipline and creative expression within a liberal arts environment. Steeped in tradition, the program is known for developing a well-rounded dancer prepared to explore many job possibilities in the professional world. The students are encouraged to achieve their greatest potential through high expectations, gentle guidance, and excellent training.

Our outstanding professional faculty provides training in modern dance, classical ballet, musical theatre dance, and tap dance. Guest artists broaden the dancer's technical foundation with study in world dance forms such as Flamenco, East Indian, African, and Russian Character. Pointe work and partnering are also offered to complement the dancer's training. Dance students develop self-expression and confidence as they explore improvisation and learn the process of choreography. They study teaching practices and practice teaching through our Dance Pedagogy course. The Summer Dance component broadens this knowledge with guest artists who teach and choreograph in varied dance styles.

Students are introduced to other aspects of dance as a performing art form through such courses as lighting for dance, music, and dance history. Advanced choreography classes where students create original work culminate in studio showcases. The Student New Works Concert and the Senior Capstone Concert are fully produced and choreographed by the students and held in the Warehouse Theatre. As a dance major, the student becomes a member of Stephens College Dance Company. It is a faculty-directed company that performs works created by the faculty and guest artists. The company performs fully produced concerts in the Macklanburg Playhouse. Students may also audition for the Dimensions Repertory Dance Company, a select group of dancers that represent the program in several community performances and for special events at Stephens. Other performing opportunities for both companies include lecture demonstrations, children's concerts, community arts festivals, and the American College Dance Festival Regional performances.

All Dance Majors are required to participate in Stephens Summer Dance, an intensive six and a half weeks of study taught by visiting guest artists, giving the student the opportunity to experience different styles of dance. During the Summer Intensive, students explore the creative process in new forms that may include hip-hop, contemporary

modern, acting, ballet, jazz, and/or musical theatre dance with internationally renowned, innovative choreographers. The Summer Intensive features a conservatory approach offering multiple classical and/or contemporary technique classes taught daily by our faculty and guest artists. A fully staged concert of choreographic works created by all teaching artists during this intensive study is performed at the close of Stephens Summer Dance.

Dance degree candidates are evaluated each semester to encourage their artistic and technical development. A career in the performing arts is a challenging choice and this is a highly professional program that demands a strong work ethic, discipline, and a high level of proficiency. Those students who fail to display these necessary attributes could be advised to choose another major, or asked to leave the program.

Stephens dance graduates have found careers performing in a variety of venues. Many dance with professional modern, ballet and jazz dance companies; in Broadway and touring musicals; and with the Radio City Music Hall Rockettes. They have become teachers, choreographers and directors. Some have had their own companies and many continue the study of dance in professional or graduate schools.

Digital Filmmaking

The Bachelor of Fine Arts major in Digital Filmmaking offers intensive training in all aspects of filmmaking to prepare students for the rapidly growing employment opportunities for women in the filmmaking industry. The elements of the major combine hands-on production courses with courses on film theory and current trends in the film industry. Students gain further real-world experience by taking the Citizen Jane Production courses.

Digital Filmmaking students will spend their senior year directing and producing their own short film and marketing this film to an audience. The senior projects will be screened to the public and juried by professionals in the film industry for critique and input on career goals. The student is expected to pay for all expenses associated with her project. Along with the senior film project, each student will also graduate with an online portfolio that includes samples of her work.

Because of the rigorous nature of the major, students are expected to demonstrate a level of dedication, effort and ethical behavior consistent with that demanded within the profession. Any student who, in the collective judgment of the department faculty in consultation with the Dean, fails at any time to live up to these standards may be required to withdraw from the DFM major.

Education

The Stephens College Teacher Education Program is founded upon an expanding experience-based knowledge of the developmental stages of child growth. The public schools and other community settings are integral parts of the program, as is coursework that includes observations and work with children at the preschool and elementary levels in the Audrey Webb Child Study Center which houses the Stephens College Children's School. Involvement with children begins in the freshman year and increases throughout the program.

Programs lead to a variety of careers including teaching at the preschool, kindergarten and elementary levels. Education courses are also elected by students who major in other areas and use education as an area of outside emphasis in their majors.

The Bachelor of Science in Education program includes a core of courses in child development, education, and psychology that provide the basis for specialization in early childhood education and elementary education. These certification programs in early childhood education (birth through third grade) and in elementary education (grades 1 through 6) lead to initial Missouri teacher certification. For those students who do not seek a teaching certificate, but who wish to work with young children and their parents in other settings, the Bachelor of Science in Human Development is available. Examples of careers open to graduates with this major include: day care teacher, private preschool teacher, preschool administrator, hospital child-life worker, parent educator, and recreation leader.

English/Creative Writing

Written language is a principal repository of the values of human civilization and a continually evolving tool by which we construct our lives. The English/Creative Writing program engages students in a thriving literary community that **foregrounds the complexity and subtlety of texts and highlights women's writing. Students write original critical and creative work in poetry, fiction, nonfiction, screenwriting, and playwriting.** Poised to lead a life of letters, graduates pursue advanced degrees and professional careers.

Students may earn a Bachelor of Arts in English, a Bachelor of Fine Arts in Creative Writing, or Bachelor of Fine Arts in Creative Writing with a scriptwriting emphasis all of which prepare students for graduate study and careers in a range of fields including law, humanities, art history, political or social sciences, philosophy, women's studies, history, writing, professional editing and production, public relations, and writing for the stage and screen.

Music

The Bachelor of Fine Arts in Music: Vocal Performance, offers singers the chance to acquire a technically proficient and musically flexible voice through the study of a variety of musical genres. This unique three-year, two-summer program includes instruction in opera, art song, vocal jazz, musical theatre, and contemporary styles. Performance is emphasized, along with a substantial supportive curriculum of courses in music theory, aural skills, music history, diction, piano, and vocal repertory.

Students pursuing the Bachelor of Fine Arts in Music: Vocal Performance will:

- Take part in student recitals, concerts, and productions during the academic year.
- Participate in Summer Music Institute, where they will work with faculty and guest artists.
- Conduct an apprenticeship tailored to their professional goals.
- Perform a solo recital during the Junior and Senior years.

The Music program offers opportunities for students from across campus, with a particular focus on serving young artists pursuing degrees in Voice, Acting, Musical Theatre, and Dance. Instruction is offered for musicians at many skill levels. Many singers take advantage of Voice Class, Private Voice Lessons and Vocal Ensembles to develop technique and performance skills. Students develop and refine piano skills through group classes and private lessons. For students pursuing a degree in Music: Vocal Performance, Musical Theatre, or a Music Minor, we offer a number of courses in music theory, aural skills and music history. In addition, we offer general education courses that explore music fundamentals, music history, music appreciation and world music.

Theatre Arts

The Bachelor of Fine Arts degree in Theatre Arts is one of the most unique and successful programs of undergraduate training in the nation. Under the Theatre Arts umbrella, students can choose a variety of emphases:

- | | |
|---------------------|-------------------|
| ▪ ACTING | ▪ LIGHTING DESIGN |
| ▪ MUSICAL THEATRE | ▪ SCENIC DESIGN |
| ▪ STAGE MANAGEMENT | ▪ DIRECTING |
| ▪ TECHNICAL THEATRE | |

In addition, the Theatre program also offers B.F.A. degrees in Theatre Management and Theatrical Costume Design. All B.F.A. degrees have the three-year, two summer format. The Bachelor of Fine Arts is primarily for students who are inspired by the dream of pursuing a career in the professional theatre.

Two summer programs afford additional theatre experience with college credit: the on-campus Stephens Summer Theatre Institute is the first year summer requirement, and the Okoboji Summer Theatre (OST) in Spirit Lake, Iowa is the second year summer requirement. At OST, the students work with professional actors, directors and designers in **the producing of nine plays in weekly stock. Okoboji also has the Boji Bantam, a children's theatre that produces four plays.**

The Stephens Theatre program also offers a Bachelor of Arts degree for students who prefer a traditional four-year, more generalized experience. The B.A. degree students do not participate in the summer programs.

The Theatre program at Stephens maintains a national reputation as evidenced by the hundreds of alumnae working in every major city across the country. There are Stephens trained theatre artists on Broadway, in LA with Film/TV careers, starring in regional theatres from Chicago to Orlando to Tempe, and teaching in prestigious academic settings.

It is a promise, that once a student is a Stephens alumna, she is part of the Stephens College network forever. It is a proud tradition and a successful choice for any student who welcomes a challenge and longs to be as accomplished as she has ever dreamt she could be.

Musical Theatre

The Bachelor of Fine Arts in Musical Theatre is an accelerated and intensive three-year, two-summer program that challenges students to refine technique while celebrating innate talents. Students will receive intensive training in voice, acting, movement and other skills particular to musical theatre, providing a competitive edge.

As a Musical Theatre major at Stephens College, students will have many opportunities to train and perform. Students will:

- Have the opportunity to take part in several musicals produced during the academic year and in the summer.
- Participate in the Summer Theatre Institute.
- Spend the second summer at Okoboji Summer Theatre, an intensive summer stock theatre experience in Spirit Lake, Iowa.
- Perform at one of Stephens company recitals held each month during the academic year.

Women's Studies

Women's Studies at Stephens is an interdisciplinary program drawing upon the expertise of faculty and student-life professionals across the campus and focusing on the construction of knowledge about women, both in the United States and in the rest of the world. In Women's Studies courses students and faculty work together to illuminate women's distinct experiences, perspectives, and concerns, as well as to explore the liberatory strategies women have employed and continue to employ throughout the world. More than 50 faculty members, representing all areas of academic life, have taught in the program since its beginning in the early 1970s when Stephens College first demonstrated national leadership in the field.

The Women's Studies Program offers a minor, but Women's Studies is also an excellent choice for students who wish to combine study in the discipline with another discipline in a student-initiated major.

Professional Conservatory Training Program

The Professional Conservatory Training Program (PCTP) is an innovative two-year, two-summer performing arts program that allows both men and women to take advantage of the Stephens College theatre program, ranked 12th in the country by the Princeton Review. The Professional Conservatory Training program is a non-degree, non-credit bearing program.

The conservatory program emphasizes performance-based studio work, and participants choose an emphasis area from the following: acting, dance, musical theatre or technical theatre.

Whether or not you have earned an undergraduate degree in another subject area and/or haven't had the opportunity to hone your technical or performance skills, a conservatory certificate program is a highly appealing alternative to completing another degree or paying premium prices for 'professional' acting or dance training. Admission to the certificate program will be by audition only, and will draw highly motivated, talented individuals.

In the PCTP, you will:

- Get accelerated and intensive training
- Have numerous opportunities to perform through dance concerts, musical theatre, plays and other productions
- Be part of a supportive network of artists and faculty who take your dreams seriously
- Make amazing industry connections through guest actors, choreographers, directors and other artists

School of Design

Dean: TBH

Programs of Study:

Majors:

Apparel Studies, BA
Event and Convention Management, BS
Fashion Communication, BFA
Fashion Design and Product Development, BFA
Fashion Marketing and Management, BS
Strategic Communication: Design, BS
Strategic Communication: Integrated Marketing, BS

Minors:

Design Arts
Event Planning
Graphic Design
Small Business Management & Ownership

Introduction:

The School of Design cultivates creative leaders. We do this with a 3-D approach of Design Now, Design Future and Design Integrity. Students in one of our seven programs will complete a series of courses in design thinking that are structured to propel their future careers as **dynamic thought leaders in the creative arts and business**. **Our mission:** "In the School of Design, we blend the act of creation with disruption to cultivate creative leaders who will thrive in human-centered, market-driven careers." **Students in the School of Design** are exposed to industry/practicing professionals in the classroom, as critics/jurors; work in professional settings via our student run marketing agency or magazine; complete on-site work in event management or intern for a communication or fashion company; and will be part of nationally and internationally ranked programs.

Beyond scholarship, the faculty in the School of Design each bring years of experience from their individual professions to the classroom. Upon graduation, students of our programs will have significant networks of contacts within their fields of study.

Programs in the School of Design share many of the same courses and outcomes, thus mirroring the business worlds of fashion, communication, design, business, events and marketing. We offer degrees in Fashion Communication; Fashion Design and Product Development; Fashion Marketing and Management; Apparel Studies; Strategic Communication Design and Integrated Marketing; and Event and Convention Management.

Our informed majors and four minors set School of Design graduates on a trajectory infused with collaboration, sparked by experimentation and play, to become thoughtful leaders who sustain and grow in their chosen professions.

Event and Convention Management Program:

Event & Convention Management Mission: The Event & Convention Management degree offers its students an innovative experiential education grounded in theoretical and practical aspects of event and meeting management. Students know how to plan, market and manage events of all sizes for all types of organizations. Knowledgeable in research, design, planning, management and evaluation, with specific knowledge in negotiation strategies, risk management, and strategic partnerships, the ECM degree provides students with basic and advanced knowledge. This in-depth degree provides a unique preparation to become managers and leaders in entertainment events, corporate events, sports events, fundraising events, arts events, trade shows and conventions.

Students learn event and convention management by actually planning events—hands-on experience not frequently found at other colleges. Students develop real-world experience the first semester of college by assisting with event planning both on campus and in the community. They work with professional clients or team up with Integrated Marketing students studying marketing, graphic design and strategic communication to successfully plan, publicize and execute events that achieve goals and get results.

The Event and Convention Management major can be completed in an accelerated three-year degree program or a more traditional four-year program.

Fashion Program:

Fashion Program Mission: By recognizing and developing individual potential, the Fashion Program educates and challenges students to negotiate the dynamic global marketplace as distinctive, creative, ethical professionals. We are committed to providing a respectful, supportive and collaborative community that cultivates intellectual agility, marketable creativity, technical excellence and a passion for a life of learning and leading.

The Fashion Design Program is one of 22 schools participating in the Council of Fashion Designers of America (CFDA) Educational Initiatives and the CFDA Scholarship Program. Students engage in the invitation-based CFDA scholarship completion to submit a sketchbook, written statement and portfolio. Upon graduation, students may be part of the CFDA+, a virtual talent lab that helps to transition recent graduates into the industry.

In addition, the Fashion Program is an invited member of the YMA Fashion Scholarship Fund. YMA supports rising talent through a series of case studies to be completed by students for scholarship awards. All students in the Fashion Program can participate in the YMA Fashion Scholarship Fund program. The Fashion Program was ranked 22nd best in the world and one of the top six fashion schools in the nation by *The Business of Fashion*, a London-based fashion-press resource. FashionSchools.com has ranked our programs as some of the best in the Midwest and in the nation.

Fashion Communication

The Fashion Communication program is a unique opportunity for students wishing to prepare for a career within the fashion fields of journalism, trend forecasting, media, public relations, promotion or special events. Students master the skills necessary for professional success through the study of a unique set of foundation courses in fashion, business and strategic communication. Courses specific to the field of fashion communication give students the opportunities to develop an informed fashion viewpoint and to realize that through industry-based projects and consultations. Additionally, students apply critical decision-making and practical experience learned through problem solving both within the classroom and internships.

Fashion Communication graduates can expect to work in fashion journalism, reporting and editing, advertising, public relations, styling, publicity, visual merchandising, store planning, special event coordination and fashion photography. Students who maintain a commitment to fashion communication will find themselves among the most well prepared undergraduates in the job market. A minor in one of the following areas may also be considered: Design Arts, Event Planning, Creative Writing, Small Business Management & Ownership, or Digital Filmmaking.

Fashion Design and Product Development

Fashion is one of America's leading industries. A major in fashion at Stephens is further distinguished and enriched by a liberal arts foundation. Through our program, Stephens women prepare themselves for a wide variety of positions in fashion design. Our alumnae can be found in all aspects of the global fashion industry.

The Fashion Design and Product Development program provides the technical and creative skills necessary for success. Digital technologies are incorporated into several design courses as an integral part of the fashion industry's future. The program at Stephens includes guest critics who are actively involved in the industry and work with students on a one-on-one basis to drive successful design. Students are required to complete an internship, encouraged to participate in one of our study abroad programs and enter national and international sponsored design competitions.

Fashion Marketing and Management

The Fashion Marketing and Management program provides a unique opportunity for students wishing to prepare for a career in that field. The program is significant in its emphasis on necessary specialized skills, within the larger context of the liberal arts offerings of the College. Housed within the School of Design and supported by courses in fashion, business and strategic communication, the Fashion Marketing and Management program allows students to master the skills necessary for professional success by applying learned expertise to instances of critical decision-making and hands-on, real industry projects in classroom and internship experiences.

Fashion Marketing and Management at Stephens College gives the student many options. Depending on individual career goals, students may wish to consider a minor in one of the following areas: Graphic Design, Event Planning, Design Arts, or Small Business Management. These combinations increase the student's competitive edge when seeking employment at managerial levels. Career options for our graduates have included: manufacturer's representative, visual merchandiser, store manager, merchandise buyer, public relations, product developer and planner, to name a few. Stephens encourages a student to consider entrepreneurial goals as well. Students who maintain a commitment to fashion marketing and management throughout their education at Stephens will be among the most well-prepared undergraduates in the country.

Apparel Studies

This Bachelor of Arts degree offers a set of courses providing a foundation in the study of apparel as related to the fashion industry. Degree flexibility with elective or choice classes allows for more focused study in fashion, design arts or another minor for students wanting to experience a more adaptable, less intensive fashion-related degree.

This degree offers students a chance to explore a variety of facets of the fashion industry and to complete a degree that gives them guided selectivity in areas of study. The internship experience is the capstone for this major. Via faculty review of student work, select students will be encouraged to create their own fashion show or other public display of their work with faculty-guided research. Students graduating with an Apparel Studies degree are prepared to apply for graduate study in a textile/apparel related program.

Strategic Communication Program:

Strategic Communication Mission: The Strategic Communication degree offers its students the complete experience in the field of contemporary communication. Students know how to construct meaningful messages using words, visual images and digital media to reach a targeted audience to inform, educate, persuade and solve communication problems for a variety of different organizational types. Graduates know how to effectively and strategically use the principles and elements of marketing, communication and design. This strong foundation provides students with the ability to create a comprehensive system of complex information that is understandable and actionable in all communication environments using all types of communication tools. Student-run practicum-based courses allow for real-world, jobs-based work with a marketing agency or magazine.

Strategic Communication: Design

The Bachelor of Science in Strategic Communication: Design (SCM-D) offers students intensive preparation for a professional career in visual, graphic and digital communication. Skilled designers with dynamic portfolios are in demand worldwide, and opportunities exist in many industries including advertising, consumer and trade publishing, corporate communications, entertainment, broadcast, internet publishing, and fashion, to name just a few.

SCM-D students are grounded in strategic communication, design and marketing courses and gain real-world experience through class projects, internships, exhibitions, design competitions, workshops and freelance assignments. Learn and practice design in the state-of-the-art graphic design studios, where students design using professional software, digital cameras and high-resolution printers. Students get into real-world projects as they team up with faculty and fellow students in other strategic communication programs, including marketing, fashion and event management.

Strategic Communication: Integrated Marketing

The Bachelor of Science in Strategic Communication: Integrated Marketing (SCM-IM) degree engages students in a balanced educational experience focused on career opportunities in marketing social media, public relations and advertising. With a foundation in an integrated set of courses in strategic communication, complemented with business principles and graphic design, students are prepared for careers where convergence in organizational communication is growing. Core courses teaching marketing, public relations, advertising, design and business provide the foundation to build confidence and develop ability to solve communication challenges and present solutions using strategic thinking and tactical understanding.

School of Health Sciences

Dean, Julia Moffitt, Ph.D.

Programs of study:

Majors:

Biology, BS
Biology, BA
Equestrian Studies, BS
Exercise Science, BS
Health Information Administration, BS (online program)
Health Science, BS
Human Development, BS
Psychology, BS

Minors:

Biology
Chemistry
Equestrian Studies
Psychology

Tracks in Health Science:

Fitness and Wellness
Generalist
Healthcare Management
Pre-Chiropractic
Pre-Occupational Therapy
Pre-Physical Therapy
Pre-Physician Assistant

Welcome to the School of Health Sciences! The School provides a number of academic programs and advising support for student interested in pursuing careers in health and medicine. This includes a wide range of disciplines that support or deliver direct care to human and animal patients including biomedical research, information management, diagnostic, technical and therapeutic professions. Currently the School of Health Sciences offers undergraduate majors in Biology, Equestrian Studies, Health Science, Psychology, Human Development and Health Information Administration. Graduate programs include Masters in Physician Assistant Studies and Masters of Education in Counseling. Additional information about the undergraduate academic programs housed within the School can be found directly below. Students seeking academic guidance for post-baccalaureate medical professions not available through the School should discuss their career goals with a School of Health Science faculty adviser to find out how/if a program of study can be modified to meet their career goals.

Biology

The Bachelor of Science and Bachelor of Arts in Biology involves comprehensive, rigorous study of life processes that underlie our biological world. The Biology major is designed to develop quantitative skills, critical thinking and engagement in the scientific method through the integrated study of math, chemistry, physics and sub-disciplines of biology (molecular and cellular biology, microbiology, genetics, physiology). The Biology major provides ideal preparation for students interested in pursuing graduate work in the biomedical sciences, or any of the graduate health professions including human medicine (Pre-Med), veterinary medicine (Pre-Vet) and physician assistant (Pre-PA) programs and allied health fields physical therapy, occupational therapy, or chiropractic medicine. The Biology major also provides excellent preparation for direct entry into careers as laboratory technicians, field biologists and technical writers.

Minors in Biology and Chemistry allow students in other majors to experience in-depth explorations of these important fields.

Equestrian Studies

The Stephens College equestrian studies major provides coursework designed to prepare students for careers in equine business, equine health and/or teaching and training. The Equine Business track develops skills in entrepreneurship and management to prepare for a successful career in the equine industry. The Equine Science track provides a pathway for pursuit of graduate studies in equine health and can be easily modified to accommodate student wishing to enter veterinary medicine (Pre-Vet). The Teaching/Training track is designed for the competitive, multi-disciplined rider and prepares students for careers in training and riding instruction.

Health Science

The Health Science major educates students in foundational sciences, human function, health research and service, and health policy. The Bachelor of Science in Health Science includes coursework in the physical, biological, behavioral, and social domains of health, thereby providing students with a balanced education in the fundamentals of health and healthcare. The core curriculum is designed to prepare graduates for the certified health education specialist (CHES)

examination offered by the National Commission for Health Education Credentialing (NCHEC). Coursework covers competencies in each of the seven areas of responsibility for health education specialists, which includes health promotion and health education professionals working in many different settings including public and community-based health.

The NCHEC has received International Accreditation Service (IAS) recognition for its ongoing commitment to meeting the highest credentialing standards of practice for the health education/promotion profession. The CHES credential has established a national standard of practice for all health education specialists. CHES status attests to the individual health education specialists' knowledge and skills and assists employers in identifying qualified health education practitioners. The CHES credential is frequently cited as the preferred credential for entry-level positions in many different health-related careers.

Human Development

The Human Development major at Stephens College provides coursework which leads to a deep understanding of how children and adults develop physical and mental traits and behaviors. Students may choose from tracks in either child study or psychology. The major provides preparation for students wishing to pursue graduate work in education, psychology or counseling.

Psychology

Students learn the importance of psychology's contribution to the improvement of the human condition at individual, community and global levels. Because psychology is an inherently interdisciplinary field, with a scope encompassing diverse investigations into the human mind from neuroscientific to developmental to clinical, a major represents a comprehensive degree for a variety of future occupational and educational goals. The curriculum is designed to develop students' **critical thinking skills in both applied and empirical psychology**. The B.S. in Psychology trains students in every area of psychological inquiry and prepares them for the competitive graduate school application process. Students may also be interested in the Human Development major, which relies heavily on Psychology coursework to train students for entry-level employment into occupations where a background in psychology and child development is an advantage. This major is administered through the Education program in the School of Interdisciplinary Studies.

A minor in psychology may be a valuable supplement to majors in other disciplines due to the widespread applicability of understanding both the underlying structures and ensuing functions of human behavior. A psychology minor may also enhance the preparedness of the student for graduate degrees in a variety of areas including art therapy, equine therapy, human resource management, or public relations.

Online programs

Health Information Administration

The Bachelor of Science in Health Information Administration (HIA) is an online program designed to assist women and men to gain the skills required to perform the general and specific duties of Registered Health Information Administrators (RHIA's). Students study financial management of healthcare institutions; risk management and quality assessment; computer applications in health information centers; management of clinical classification and reimbursement systems; and human resource administration. Satisfactory completion of the HIA Program establishes **a student's eligibility to sit for the** Registered Health Information Administrator (RHIA) examination.

CAHOM The Stephens College HIA program is accredited by the Commission on Accreditation for Health Informatics and Information Management (CAHIIM).

Requirements for the B.A. Major in Apparel Studies

The Bachelor of Arts major in Apparel Studies requires the completion of the 31 hour general education program, 32 semester hours in FAS and BUS, plus 10-13 semester hours of required electives for a total of 42-45 hours in the major, as well as the completion of (1) the required College-to-Career seminars, (2) the industry-specific internship, and (3) the senior FAS capstone coursework. Students must earn a C- or better in all required courses within the Bachelor of Arts in Apparel Studies degree. Students may not continue to the next level class until the prerequisite class is passed with a C- or better. An overall G.P.A. of at least 2.0 in all major courses is required.

Required Courses 42-45 hrs.

Fashion and Business Courses: (32 hrs.)

BUS 171: Foundations of Business in the 21st Century (3 hrs.)

BUS 250: Principles of Marketing (3 hrs.)

FAS 170: Fashion Perspectives (3 hrs.)

FAS 201: Creative Process (3 hrs.)

FAS 203: Textiles (3 hrs.)

FAS 232: Technology for Fashion Presentation (3 hrs.)

FAS 303: Product Development (3 hrs.)

FAS 315: History and Culture of Dress and Fashion (3 hrs.) – Writing Intensive

FAS 375: Dress and Fashion: 1900 to Present (3 hrs.)

FAS 492: Fashion Industry Internship (1 hr.)

FAS 493: Current Issues in the Global Fashion Industry (3 hrs.)

FAS 496: Post-Internship Seminar (1 hr.)

Choice Classes (10-13 hrs.):

Choose from FAS or DSN courses (all prerequisites apply)

Requirements for the B.A. Major in Biology

The Bachelor of Arts in Biology requires completion of general education requirements and a minimum of 49 semester hours in the major. A grade of C or better must be earned in all required life science courses (BIO, CHM, SCI, PHY) to graduate.

Required Courses (30 hours)

BIO 181: Principles of Biology I (4 hrs.)*
BIO 182: Principles of Biology II (4 hrs.)
BIO 493: Senior Project Capstone (3 hrs.)
BIO 496: Research/Clinical Internship (3 hrs.)
CHM 111: General Chemistry I (4 hrs.)
CHM 112: General Chemistry II (4 hrs.)
MAT 207: Statistics (3 hrs.)
PHY 211: College Physics I (4 hrs.)

**3 hours are applied to the General Education Science Array requirement.*

plus the following:

Six to eight hours of 200 level coursework (6-8 hrs.)
Eleven hours of 300 level coursework (11 hrs.)

Requirements for the B.S. Major in Biology

The Bachelor of Science in Biology requires completion of general education requirements and of required courses, plus electives in the life sciences (BIO, CHM, SCI, PHY). A grade of C or better must be earned in required Life Science courses (BIO, CHM, SCI, PHY) to graduate. All pre-professional studies (pre-med, pre-vet, pre-PA, etc.) are strongly advised to complete the chemistry sequence through organic chemistry (CHM 342) even though it is not a requirement of the major. Students should select a math course that is consistent with their career goals.

Major requirements (47-52 hours)

Required Courses (27 hours):

BIO 181: Principles of Biology I (1 hrs.) *
BIO 182: Principles of Biology II (4 hrs.)
BIO 292: Cell Biology (3 hrs.)
BIO 493: Senior Project Capstone (3 hrs.)
CHM 111: General Chemistry I (4 hrs.)
CHM 112: General Chemistry II (4 hrs.)
PHY 211: College Physics I (4 hrs.)
PHY 212: College Physics II (4 hrs.)

Choose at least 6 Courses (21-25 hours):

BIO 284: Vertebrate Zoology (4 hrs.)
BIO 290: Genetics (4 hrs.)
BIO 311: Microbiology (5 hrs.)
BIO 315: Immunology (3 hrs.)
BIO 320: Human Anatomy and Physiology I (4 hrs.)
BIO 321: Human Anatomy and Physiology II (4 hrs.)
BIO 410: Biochemistry (3 hrs.)
CHM 341: Organic Chemistry I (4 hrs.)
CHM 342: Organic Chemistry II (4 hrs.)
CHM 381: Environmental Chemistry (3 hrs.)

*3 hours are applied to the General Education Science Array requirement.

Suggested models for Biology Majors:

B. S. in Biology Pre-veterinary planning to attend School of Veterinary Medicine (50-53 hours):

Required Courses

BIO 181: Principles of Biology I (4 hrs.)
BIO 182: Principles of Biology II (4 hrs.)
BIO 292: Cell Biology (3 hrs.)
BIO 497: Senior Project I (2 hrs.)
BIO 498: Senior Project II (2 hrs.)
CHM 111: General Chemistry I (4 hrs.)
CHM 112: General Chemistry II (4 hrs.)
PHY 211: College Physics I (4 hrs.)
PHY 212: College Physics II (4 hrs.)
BIO 290: Genetics (4 hrs.)
BIO 410: Biochemistry (3 hrs.)
CHM 341: Organic Chemistry I (4 hrs.)
CHM 342: Organic Chemistry II (4 hrs.)

Choose these six courses:

BIO 284: Vertebrate Zoology (4 hrs.)
BIO 311: Microbiology (5 hrs.)
BIO 315: Immunology (3 hrs.)
BIO 320: Human Anatomy and Physiology I (4 hrs.)
BIO 321: Human Anatomy and Physiology II (4 hrs.)
CHM 381: Environmental Chemistry (3 hrs.)

Suggested model for a B. S. in Biology Pre-veterinary with an Equestrian Studies minor (52-58 hours):

Required Courses

BIO 181: Principles of Biology I (4 hrs.)
BIO 182: Principles of Biology II (4 hrs.)
BIO 292: Cell Biology (3 hrs.)
BIO 497: Senior Project I (2 hrs.)
BIO 498: Senior Project II (2 hrs.)
CHM 111: General Chemistry I (4 hrs.)
CHM 112: General Chemistry II (4 hrs.)
PHY 211: College Physics I (4 hrs.)
PHY 212: College Physics II (4 hrs.)
BIO 290: Genetics (4 hrs.)
BIO 410: Biochemistry (3 hrs.)
CHM 341: Organic Chemistry I (4 hrs.)
CHM 342: Organic Chemistry II (4 hrs.)
BIO 311: Microbiology (5 hrs.) OR BIO 320: Human Anatomy and Physiology I (4 hrs.)

Recommended Elective:

BIO 284: Vertebrate Zoology (4 hrs.)

Plus the courses required for the Equestrian Studies minor:

EOS Riding: 4 classes (8 hrs.)
EOS 130: Equine Conformation and Health (3 hrs.)
EOS 135: Show Preparation (3 hrs.)
EOS 310: Stable Management I (3 hrs.)
EOS 401: Management of Equestrian Events (3 hrs.)
EOS 410: Horse Keeper (3 hrs.)

Requirements for the B.F.A. Major in Creative Writing

The Bachelor of Fine Arts in Creative Writing requires completion of the general education requirements, and at least 67 semester hours and no more than 75 hours in the major including a minimum of 21 hours of writing courses, 3 hours in WST, 33 hours in the required English core courses, at least 6 hours in English electives, 1-7 hours of internship and a 3 hour senior capstone course. At least 15 hours in the major must be at or above the 300 level.

Creative writing majors must maintain a C average overall in courses in the major, and must earn a C or better in ENG 490: Senior Project. *Creative writing majors are also required to attend readings and presentations by departmental students, faculty and guests.*

Required Writing Courses (minimum 21 hrs.)

B.F.A. students must be continuously enrolled in at least 3 semester hours of workshop in any of the following genres for each semester after they declare the major.

Required Writing Courses (9 hrs.)

ENG 210: Introduction to Creative Writing (3 hrs.)
ENG 214: Introduction to Playwriting (3 hrs.)
ENG 240: Writing Non-Fiction (3 hrs.)

And at least four writing courses in at least three genres from the following choices (12 hrs.):

ENG 243: Intermediate Creative Writing – Fiction (3 hrs.)
ENG 244: Intermediate Creative Writing – Poetry (3 hrs.)
ENG 245: Intermediate Creative Writing – Playwriting (3 hrs.)
ENG 246: Intermediate Creative Writing – Mixed Genre (3 hrs.)
ENG 311: Fiction Workshop (3-6 hrs.)
ENG 313: Poetry Workshop (3-6 hrs.)
ENG 314: Autobiography Workshop (3-6 hrs.)
ENG 321: Reading and Writing Fiction (3 hrs.)
ENG 323: Reading and Writing Poetry (3 hrs.)
ENG 324: Reading and Writing Autobiography (3 hrs.)
ENG 335: Advanced Scriptwriting Themes (3 hrs.)

Required English Courses (33 hrs.)

ENG 115: Starting With Story (3 hrs.)
ENG 120: Introduction to Imaginative Literature (3 hrs.)
ENG 175: Traditions and Trends in English/Creative Writing I (1 hr.)
ENG 269: American Literatures I (3 hrs.)
ENG 270: American Literatures II (3 hrs.)
ENG 271: English Literary Traditions I (3 hrs.)
ENG 272: Global Voices (3 hrs.)
ENG 275: Traditions and Trends in English/Creative Writing II (1 hr.)
ENG 305: Writing about the Arts (3 hrs.) – *Writing Intensive*
ENG 308: Women Writers (3 hrs.)
ENG 340: Professional Language: Uses and Abuses (3 hrs.)
ENG 372: Criticism and Culture (3 hrs.)
ENG 375: Traditions and Trends in English/Creative Writing III (1 hr.)

Required Women's Studies Course

WST 210: Introduction to Women's Studies (3 hrs.)

English Electives

At least 6 hours required

Program Internships

Internship (1 hour required; 6 hours more may be elected)
ENG 396: Literary Magazine: Editing and Production
ENG 397: Audio Drama Internship
Register other internships by independent study.

Required Capstone

ENG 490: Senior Project (3 hrs.) (not Senior Essay)

Requirements for the B.F.A. Major in Dance

The Bachelor of Fine Arts in Dance requires completion of all general education requirements and 74 hours in the major. This must include two summers of participation in the Stephens Summer Dance Institute and 30 hours of technique credit, regardless of original placement, with a minimum of 10 hours at the Tech III level. Program responsibilities include ushering, costume and technical crews, and set-ups and strikes for all dance concerts.

Students must earn a C- or better in all required courses within the Bachelor of Fine Arts in Dance degree. Students may not continue to the next level class until the prerequisite class is passed with a C- or better. Because of the strenuous nature of the program, students must stay fit and healthy in order to succeed. The dance faculty will meet with each student twice during the year to evaluate progress in the major and provide feedback for improvement. Each student is required to follow the requirements outlined in the Dance Major's Handbook.

The five-hour core techniques courses are broken into three classes each semester, providing instruction and training in Ballet (2 hrs.), Modern (2 hrs.) and World dance (1 hr.)

Required Courses

DAN 112: Dance Techniques I (5 hrs.)
DAN 113: Dance Techniques I (5 hrs.)
DAN 170: Improvisation and Choreography Fundamentals (1 hr.)
DAN 205: Ballet Theory and Terminology (2 hrs.)
DAN 220: Choreography I: Solo (2 hrs.)
DAN 231: Dance Techniques II (5 hrs.)
DAN 233: Dance Techniques II (5 hrs.)
DAN 324: History of Dance (3 hrs.)
DAN 351: Dance Techniques III (5 hrs.)
DAN 353: Dance Techniques III (5 hrs.)
DAN 360: Choreography II: Trio (2 hrs.)
DAN 360: Choreography II: Group (2 hrs.)
DAN 460: Senior Seminar (3 hrs.) – Writing Intensive
DAN 465: Senior Project (3 hrs.)
Plus 3 hours of Music (MUS or APM) courses to be approved by advisor

First Year Summer Dance: (10 hrs.)
DAN 225: Dance Techniques Workshop I (4 hrs.)
DAN 238: Lighting and Production (2 hrs.)
DAN 267: Dance Performance Workshop I (4 hrs.)

Second Year Summer Dance: (10 hrs.)
DAN 270: Dance Pedagogy (2 hrs.)
DAN 325: Dance Techniques Workshop II (4 hrs.)
DAN 367: Dance Performance Workshop II (4 hrs.)

Electives

Choose 3 hours from the following:

DAN 242: Pointe (1 hr.)
DAN 245: Repertoire (1 hr.)
DAN 247: Tap (1 hr.)
DAN 250: Musical Theatre Dance (1 hr.)
DAN 280: Topics: Dance (1-3 hrs.)
DAN 347: Advanced/Intermediate Tap (1 hr.)
DAN 355: Dimensions Repertory Dance Company (1-2 hrs.) (by audition only)
DAN 370: Practicum (1-3 hrs.)
DAN 380: Topics: Dance

Suggested Life Science course for Dance Majors:
BIO 201: Human Movement Science (3 hrs.)

Requirements for the B.F.A. Major in Digital Filmmaking

The Bachelor of Fine Arts in Digital Filmmaking requires completion of 31 hours of general education requirements, 63 semester hours in the major as specified below and 26 semester hours of electives. An overall GPA of at least 2.0 in all DFM courses listed in the major is required. Upon entering the film program, students will be required to buy their own personal hard drive for storing and editing their movies. Please consult with a film faculty member before making any purchase. As a core part of hands-on learning curriculum, all students participate in Stephens Film Institute (SFI).

Required Courses

DFM 101: Introduction to Digital Media (3 hrs.)
DFM 108: Digital Photography (3 hrs.)
DFM 125: Filmmaking I (3 hrs.)
DFM 140: Film History I (3 hrs.)
DFM 150: Film History II (3 hrs.)
DFM 175: Stephens Film Institute I (3 hrs.)
DFM 225: Filmmaking II (3 hrs.)
DFM 230: Screenwriting I (3 hrs.)
DFM 275: Stephens Film Institute II (3 hrs.)
DFM 340: The Business of Film (3 hrs.)
DFM 362: Women in Film (3 hrs.)
DFM 370: International Cinema (3 hrs.) – *Writing Intensive*
DFM 375: Stephens Film Institute III (3 hrs.)
DFM 410: Senior Project I (3 hrs.)
DFM 420: Senior Project II (3 hrs.)
DFM 490: Senior Portfolio (3 hrs.)

At least 3 of the following in filmmaking:

DFM 212: Digital Filmmaking Practicum (3 hrs.)
DFM 300: Directing for Film (3 hrs.)
DFM 308: Advanced Digital Photography (3 hrs.)
DFM 310: Advanced Postproduction (3 hrs.)
DFM 311: Directing the Documentary (3 hrs.)
DFM 319: Sound Design (3 hrs.)
DFM 330: Screenwriting II (3 hrs.)
DFM 382: Experimental Film (3 hrs.)
DFM 390: Film Festival Production (3 hrs.)
DFM 412: Digital Filmmaking Practicum (3 hrs.)
SCM 240: Visual Communication (3 hrs.)

At least 2 of the following in film history/theory:

DFM 235: Introduction to Documentary Film (3 hrs.)
DFM 320: The Reel World: Contemporary Documentary Film Studies (3 hrs.)
DFM 335: Major Filmmakers (3 hrs.)
DFM 360: Cinema and Social Change (3 hrs.)
DFM 380: Topics in Film (3 hrs.)

The Missouri Department of Elementary & Secondary Education -- Office of Educator Quality is working with representative stakeholder groups to redesign the standards for educator preparation including certification requirements. These changes and implementation schedule will be communicated to students through individual advising sessions, meetings, and/or other university communications. If there are any questions and/or concerns, please contact the Director of Educator Preparation in the Office of Educator Quality.

Requirements for the B.S. Major in Education with Certification in both Early Childhood Education and Elementary Education

The bachelor of science major with certification in early childhood and elementary education is a teacher preparation program for infancy through elementary grade 6. The early childhood/elementary certificate requires a subject matter concentration of at least 21 semester hours from one of the following areas: language arts, art, foreign languages, mathematics, music, natural sciences, social sciences, speech and theatre. Admission to and completion of the program and state exit assessment requirements, including completing the MEP (Missouri Educator Profile) during the freshman and junior year, a passing score on the MOGEA (Missouri General Education Assessment) or C-BASE subject area tests and passing scores on the Missouri Content Assessment and Missouri Performance Assessment, a cumulative GPA no lower than 2.75, and a minimum grade of B in each of the 300-level methods courses, qualifies a graduate to be recommended for the initial Missouri Early Childhood Education and Elementary Education Certificates.

Required Education Courses

- EDU 114: Lifespan Development (3 hrs.)
 - EDU 176: Introduction to the Teaching-Learning Process (5 hrs.)
 - EDU 214: Advanced Child Development: Cross-Cultural Perspective (3 hrs.)
 - EDU 225: Integrating the Arts into the Classroom (2 hrs.)
 - EDU 276: Foundations of the Teaching-Learning Process (3 hrs.)
 - EDU 355: Literature for Children: Person, Place, Time (3 hrs.)*
 - EDU 363: Education and Psychology of the Exceptional Child (3 hrs.) – *Writing Intensive*
 - EDU 375: Parameters of Early Learning I (3 hrs.)
 - EDU 376: Parameters of Early Learning II (3 hrs.)
 - EDU 381: Methods of Developing Concepts (6 hrs.)
 - EDU 382: Classroom Management (3 hrs.)
 - EDU 385: Helping Children Develop Skills in Literacy I (3 hrs.)
 - EDU 386: Helping Children Develop Skills in Literacy II (3 hrs.)
 - EDU 387: Helping Children Think Mathematically (3 hrs.)
 - EDU 388: Professional Standards I (2 hrs.)
 - EDU 389: Professional Standards II (2 hrs.)
 - EDU 413: Family and Community (3 hrs.)
 - EDU 415: The Individualizing Process: Assessment and Prescription I (3 hrs.)
 - EDU 421: Student Teaching in Early Childhood Education (6 hrs.)
 - EDU 441: Student Teaching in the Elementary School (12 hrs.)
 - EDU 454: Emergent Language and Literacy (3 hrs.)
 - EDU 483: Professional Practice: Demonstrating Professional Competence (2 hrs.)
 - EDU 484: Senior Seminar: Professional Issues in Education (2 hrs.)
- *EDU 355 fulfills General Education Literature Array requirement

Students must successfully complete the required 31 semester hour General Education program. Students must also meet all Missouri Department of Elementary and Secondary Education requirements for Early Childhood and Elementary Teacher Certification including, but not limited to courses in psychology, science, mathematics (at least two courses for a total of at least 5 semester hours), economics, geography, and art or music. In addition students must complete an area of academic concentration of at least 21 semester hours.

Requirements for the B.S. Major in Education with Certification in Early Childhood Education

The bachelor of science major in education with early childhood certification is a teacher preparation program for infancy through the primary grades (grade 3). Admission to and completion of the program and state exit assessment requirements, including completing the MEP (Missouri Educator Profile) during the freshman and junior year, a passing score on the MOGEA (Missouri General Education Assessment) or C-BASE subject area tests and passing scores on the Missouri Content Assessment and Missouri Performance Assessment, a cumulative GPA no lower than 2.75 and a minimum grade of B in each of the 300-level methods courses, qualifies a graduate to be recommended for the initial Missouri Early Childhood Education Certificate.

Required Education Courses

- EDU 114: Lifespan Development (3 hrs.)
 - EDU 176: Introduction to the Teaching-Learning Process (5 hrs.)
 - EDU 214: Advanced Child Development: Cross-Cultural Perspective (3 hrs.)
 - EDU 225: Integrating the Arts into the Classroom (2 hrs.)
 - EDU 276: Foundations of the Teaching-Learning Process (3 hrs.)
 - EDU 355: Literature for Children: Person, Place, Time (3 hrs.)*
 - EDU 363: Education and Psychology of the Exceptional Child (3 hrs.) – *Writing Intensive*
 - EDU 375: Parameters of Early Learning I (3 hrs.)
 - EDU 376: Parameters of Early Learning II (3 hrs.)
 - EDU 381: Methods of Developing Concepts (6 hrs.)
 - EDU 382: Classroom Management (3 hrs.)
 - EDU 385: Helping Children Develop Skills in Literacy I (3 hrs.)
 - EDU 386: Helping Children Develop Skills in Literacy II (3 hrs.)
 - EDU 387: Helping Children Think Mathematically (3 hrs.)
 - EDU 388: Professional Standards I (2 hrs.)
 - EDU 389: Professional Standards II (2 hrs.)
 - EDU 413: Family and Community (3 hrs.)
 - EDU 415: The Individualizing Process: Assessment and Prescription I (3 hrs.)
 - EDU 421: Student Teaching in Early Childhood Education (6 hrs.)
 - EDU 441: Student Teaching in the Elementary School (12 hrs.)
 - EDU 454: Emergent Language and Literacy (3 hrs.)
 - EDU 483: Professional Practice: Demonstrating Professional Competence
 - EDU 484: Senior Seminar: Professional Issues in Education (2 hrs.)
- *EDU 355 fulfills General Education Literature array requirement

Students must successfully complete the required 31 semester hour Liberal Arts program. Students must also meet all Missouri Department of Elementary and Secondary Education requirements for Early Childhood Teacher Certification.

Requirements for the B.S. Major in Education with Certification in Elementary Education

The bachelor of science major in education with elementary certification is a teacher preparation program for the elementary grades (1-6). The elementary certificate requires a subject matter concentration of at least 21 semester hours from one of the following areas: language arts, art, foreign languages, mathematics, music, life sciences, social sciences, speech and theatre. Admission to and completion of the program and state exit assessment requirements, including completing the MEP (Missouri Educator Profile) during the freshman and junior year, a passing score on the MOGEA (Missouri General Education Assessment) or C-BASE subject area tests and passing scores on the Missouri Content Assessment and Missouri Performance Assessment, a cumulative GPA no lower than 2.75, a minimum grade of B in each of the 300-level methods courses, qualifies a graduate to be recommended for the initial Missouri Elementary Education Certificate.

Required Education Courses

EDU 114: Lifespan Development (3 hrs.)
EDU 176: Introduction to the Teaching-Learning Process (5 hrs.)
EDU 225: Integrating the Arts into the Classroom (2 hrs.)
EDU 276: Foundations of the Teaching-Learning Process (3 hrs.)
EDU 355: Literature for Children: Person, Place, Time (3 hrs.)*
EDU 363: Education and Psychology of the Exceptional Child (3 hrs.) – *Writing Intensive*
EDU 375: Parameters of Early Learning I (3 hrs.)
EDU 376: Parameters of Early Learning II (3 hrs.)
EDU 381: Methods of Developing Concepts (6 hrs.)
EDU 382: Classroom Management (3 hrs.)
EDU 385: Helping Children Develop Skills in Literacy I (3 hrs.)
EDU 386: Helping Children Develop Skills in Literacy II (3 hrs.)
EDU 387: Helping Children Think Mathematically (3 hrs.)
EDU 388: Professional Standards I (2 hrs.)
EDU 389: Professional Standards II (2 hrs.)
EDU 413: Family and Community (3 hrs.)
EDU 415: The Individualizing Process: Assessment and Prescription I (3 hrs.)
EDU 441: Student Teaching in the Elementary School (12 hrs.)
EDU 454: Emergent Language and Literacy (3 hrs.)
EDU 483: Professional Practice: Demonstrating Professional Competence
EDU 484: Senior Seminar: Professional Issues in Education (2 hrs.)
*EDU 355 fulfills General Education Literature Array requirement

Students must successfully complete the required 31 semester hour General Education program. Students must also meet all Missouri Department of Elementary and Secondary Education requirements for Elementary Teacher Certification including, but not limited to courses in mathematics (at least two courses for a total of at least 5 semester hours), science, economics, geography, psychology and art or music.

Admission to the Teacher Education Programs

A student applying for admission to either the early childhood or elementary education certification programs must submit a completed application form, which includes informational data, and a statement about personal and professional goals.

Application procedures and materials are distributed and explained during the Foundations of the Teaching-Learning Process course and are available in the program office. After all application materials have been received in the program office, a professional interview will be conducted with the applicant by the program faculty. The program faculty will consider the applications and interviews, and notify each applicant of her acceptance or denial. Conditions for retention or reapplication, in the case of those denied, will be stated in writing to the student. When accepted for admission to the program, the student will be required to seek an adviser in the program.

Students seeking admission to the early childhood or the elementary teacher certification program should apply during their sophomore year. Admission to the program is necessary before enrollment in the junior-level methods courses. To apply, the student must have:

1. completed 30 semester hours of college course work with a minimum 2.75 cumulative GPA;
2. successfully completed ENG 107: Composition I or an equivalent;
3. completed EDU 276: Foundations of the Teaching-Learning Process with a minimum grade of B;
4. received satisfactory recommendations from the program faculty; *and* met the State of Missouri Department of Elementary and Secondary Education basic competency requirements as follows:

- a. completed the MEP (Missouri Educator Profile).
- b. attained the minimum required score on all parts of the College BASE Test or MOGEA (Missouri General Education Assessment). Students have two years to retake the subtests they did not pass before they are required to retake the entire test. Information about test administration dates and application procedures will be given during the Introduction to the Teaching-Learning Process course. The information is also available in the education program office.
- c. documented a score on the American College Test (ACT) or the Scholastic Aptitude Test (SAT) as an entering Stephens freshmen.

Retention in the program in good standing assumes that the student is maintaining an overall 2.75 GPA, and achieving a minimum grade of B in each of the 300 and 400-level methods courses.

In addition to successful completion of all requirements for the Bachelor of Science in education, students with a certification emphasis must meet the state exit assessment requirements, including passing scores on the Missouri Content Assessment and Missouri Performance Assessment, to be recommended for the initial Missouri teaching certificate. Upon successful completion of degree and exit requirements the student applies for this certificate through the education program office. Official transcripts of all college work must accompany the certificate application.

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Note: Students enrolled in classes that entail interaction with children are required to obtain a background check and/or fingerprinting at least once per year.

Requirements for the B.A. Major in English

The Bachelor of Arts in English requires completion of the general education requirements and at least 48 hours in ENG, including the following: 3 hours of introduction to narratives; 6 hours in American literatures, 6 hours in English literary traditions and Global literatures; 3 hours focusing on women's literatures in English to address issues of cultural difference; 3 hours to understand modes of criticism, 3 hours to address ethical issues, 3 hours to demonstrate mature, literate prose, and a 3 hour senior capstone course in the form of an independent research essay. In addition, the student takes 3 hours **of women's studies and chooses** 6 hours from other ENG offerings up to a total of 45 hours. At least 15 hours in the major must be at or above the 300 level.

English majors must earn a C or better in the required courses, and must maintain a C average over all courses in the major. If a student earns less than a C in a required course, she must repeat it in order to improve her grade. *English majors are also required to attend readings and presentations by departmental students, faculty and guests.*

Required Courses

ENG 115: Starting With Story (3 hrs.)
ENG 120: Introduction to Imaginative Literature (3 hrs.)
ENG 175: Traditions and Trends in English/Creative Writing I (1 hr.)
ENG 240: Writing Non-Fiction (3 hrs.)
ENG 269: American Literatures I (3 hrs.)
ENG 270: American Literatures II (3 hrs.)
ENG 271: English Literary Traditions I (3 hrs.)
ENG 272: Global Voices (3 hrs.)
ENG 275: Traditions and Trends in English/Creative Writing II (1 hr.)
ENG 305: Writing about the Arts (3 hrs.) – *Writing Intensive*
ENG 308: Women Writers (3 hrs.)
ENG 340: Professional Language: Uses and Abuses (3 hrs.)
ENG 372: Criticism and Culture (3 hrs.)
ENG 375: Traditions and Trends in English/Creative Writing III (1 hr.)
ENG 490: Senior Essay (3 hrs.) (not Senior Project)
WST 210: Introduction to Women's Studies (3 hrs.)
Plus 6 hours, chosen from literatures, creative writing, and writing and language

Coordinator: Sara Linde-Patel

Requirements for the B.S. Major in Equestrian Studies

The Bachelor of Science in Equestrian Studies requires completion of 31 semester hours of general education courses, and 37 semester hours of core equestrian studies courses. Requirements for the degree include: A minimum of 120 semester hours, a grade of "C" or better in each of the required courses and a cumulative GPA of at least 2.0.

- Equestrian Studies major riding requirement is that a student rides three of the four disciplines in the eight semesters that they are enrolled. Four riding disciplines are offered: Driving, Huntseat, Saddle Seat, and Western.
- Equestrian Studies students are evaluated each semester by the faculty to encourage their skill development. The Teaching and Training track is a challenging choice and requires faculty permission to declare. Equestrian Studies is a highly professional program that demands a strong work ethic, personal and professional discipline, and a high level of proficiency. Students who fail to display these necessary attributes could be advised to choose another major, or be placed on program probation.
- The vigorous nature of the equestrian program requires that students stay fit and healthy in order to succeed and eventually become employed. The equestrian faculty will meet with each student twice during the year to evaluate progress in the major and provide feedback for improvement. Each student is required to follow the requirements outlined in the Equestrian Major's Handbook.
- The Equestrian Faculty strongly recommends that students gain experience and establish a professional network by working in the equestrian industry during each summer break.

Required Core courses (37 hours)

EQS Applied Riding courses – 4 semesters required (8 hrs.)
EQS 130: Equine Management I (3 hrs.)
EQS 137: Equine Management II (3 hrs.)
EQS 204: History and Theory of Horsemanship I (2 hrs.)
EQS 301: Equine Feeding and Nutrition (3 hrs.)
EQS 310: Stable Management (3 hrs.)
EQS 340: Equine Anatomy and Shoeing Mechanics of Motion (3 hrs.)
EQS 405: Equestrian Business Practices (3 hrs.)
EQS 410: Horse Keeper (3 hrs.)
EQS 494: Equestrian Industry Internship (3 hrs.)
EQS 496: Capstone: Equestrian Studies (3 hrs.)

Plus all requirements in one of the tracks below (track must be declared in the Registrar's office):

Equine Science track

All of the core courses, plus the following:

BIO 181: Principles of Biology I (1 hr. *)
BIO 182: Principles of Biology II (4 hrs.)
BIO 248: Vertebrate Zoology (4 hrs.)
BIO 290: Genetics (4 hrs.)
BIO 292: Cell Biology (3 hrs.)
CHM 111: General Chemistry I (4 hrs.)
CHM 341: Organic Chemistry I (4 hrs.)
CHM 410: Biochemistry (3 hrs.)
MAT 207: Intro to Statistics (*)

*3 hours of BIO 181 and 3 hours of MAT 207 are applied to the General Education Science Array and Quantitative Array requirements respectively.

Equine Business track

All of the core courses, plus the following:

BIO 111: Biological Concepts (*) *OR* BIO 181: Principles of Biology I (1 hr. *)
 BUS 171: Foundations of Business in the 21st Century (3 hrs.)
 BUS 225: Principles of Management (3 hrs.)
 BUS 230: Foundations of Financial Management (3 hrs.)
 BUS 305: Human Resource Management (3 hrs.)
 BUS 362: Professional Communication (3 hrs.)
 BUS 375: Launching a Small Business (3 hrs.)
 MAT 207: Intro to Statistics (*)
 EQS 401: Management of Equestrian Events (3 hrs.)
 EQS 411: Equine Ethics, Welfare, and Law (3 hrs.)

*3 hours of BIO 111 or BIO 181 and 3 hours of MAT 207 are applied to the General Education Science Array and Quantitative Array requirements respectively.

Equine Teaching and Training track (Requires Faculty permission to declare)

All of the core courses, plus the following:

BIO 111: Biological Concepts (*) *OR* BIO 181: Principles of Biology I (1 hr. *)
 BUS 205: Personal and Family Finance (3 hrs.)
 EDU 114: Lifespan Development (3 hrs.)
 EQS 135: Show Preparation (1 hr.)
 EQS 200: Methods of Teaching Horsemanship I (1 hr.)
 EQS 202: Methods of Teaching Horsemanship II (2 hrs.)
 EQS 302: Methods of Teaching Horsemanship III (2 hrs.)
 EQS 411: Equine Ethics, Welfare, and Law (3 hrs.)
 PSY 111: Intro to Psychology (3 hrs.)

Plus 4 additional Applied Riding Courses (8 hrs.). Teaching and Training track requires all students to ride in 3 of the 4 seats (Huntseat, Saddle Seat, Driving, or Western) in order to complete the major.

*3 hours of BIO 111 or BIO 181 are applied to the General Education Science Array.

EQS Applied Riding courses

Driving, Saddle Seat, Huntseat, and Western – see track for riding requirement.
 EQS 110: Equine Behavior and Handling
 EQS 111: Basics of Groundwork

Riding Classes: The fee for riding is \$850 per class each semester. All riding and driving courses require an approved safety helmet with neck harness and chin strap. All riding classes may be repeated three (3) times for credit. At the beginning of each semester: *all riders shall keep a current copy of insurance and medical information in the Equestrian office.* All students must follow all catalog information and Equestrian Handbook rules and regulations in order to ride and participate in the equestrian studies major, minor and or any activity at the stables.

Clinics

Stephens College offers clinics and workshops throughout the year in all four disciplines of riding. Recent clinicians include: Christian and McKrell Baier, Molly Hunt, Bennie Sargent, Kendra Weis, Tommy Sheets, Smith Lilly, Bret and Susi Day, and Tj Santaferra.

Horse shows

Stephens College students participate in horse shows and clinics across the nation. All qualified equestrians have an opportunity to participate in national, regional, local, and on campus horse shows. Participation in horse show competitions and clinics are a fundamental part of the Equestrian Studies curriculum.

- Students participating at horse shows are responsible for all entry fees and stabling fees as well as their own expenses.
- Showing information and prices are posted and show meetings are held prior to each event per discipline.

Equestrian Studies Industry Internships

Stephens College faculty support students that meet the specified criteria for Equestrian Industry Internship. Students that have met the specified criteria for an internship work with faculty to find an Internship with a successful professional or business in the equestrian industry. Attending equestrian events and horse shows with **faculty improves the student's** chances of success in finding a satisfactory internship placement. Internships must be a minimum of 10 weeks duration and must consist of substantive work at an approved Equestrian oriented facility during the summer. Internships must be approved by faculty no later than April 1.

Equestrian Studies Policies

Students are responsible for their own medical insurance.

- **The current Equestrian Studies Handbook is posted every semester on the students' Canvas site for all to refer to at any time.** All students are required to read and sign an affidavit of declaration that they have read the Equestrian Studies Program Handbook before they can participate in their first riding class. Failure to abide by the rules and procedures set forth in the handbook may result in disciplinary action and potential dismissal from the program.
- Students are required to wear ATM/SEI approved helmets, with their name labeled inside, while riding and driving on campus. All riders must provide their own rated helmet and must not share helmets.
- Students must abide by the Equestrian program dress code that reflects a traditional professional appearance at all times when in and around the stable complex and while attending all equestrian events.
- Hoop body and facial piercings may not be worn while at the stables. Highly visible tattoos are discouraged. See Equestrian Studies Program Handbook for additional information on the jewelry policy.
- Horseback riding requires muscle coordination, balance, mental alertness, and the ability to follow directions promptly and accurately. In the interest of safety, the Equestrian Studies faculty and staff reserve the right to bar any student who is mentally or physically unfit or under the influence of drugs or alcohol from riding or handling horses. Any student found violating this policy will be escorted off of the Equestrian Center premises immediately.
- The required ratio of horse weight to rider plus tack weight is 6 to 1 or larger. Equestrian Center horses are not permitted to carry a rider if the minimum weight ratio is not met. *To calculate how much weight (rider + tack) a horse may carry, divide the horse's weight by six.*

Recommended Minors for Equestrian Studies majors

Students often enhance their Equestrian Studies major by completing a minor in any one of these areas of study:

- Psychology
- Biology or Chemistry
- Graphic Design or Integrated Marketing
- Event Planning

Students are also encouraged to study abroad in the equestrian field.

Career Opportunities

If you are searching for an equestrian career that fits you, here is a list of possible career opportunities in the equine industry.

Management & Administrative

Stable/Ranch Manager	Stable Office Manager
Breed Association Official	Camp Equestrian Director
Equestrian Program Director	Therapeutic Riding Center Director
Business Manager	Marketing and Public Relations Manager
Event Coordinator	College Equestrian Coach/Instructor

Shows

Horseshow Announcer	Horseshow Judge
Horseshow Manager	Horseshow Secretary
Horseshow Steward	Horseshow Exhibitor
Equine Horse trainer	

Equine Health & Breeding

Veterinarian	Equine Acupuncturist
Assistant Breeding Farm Manager	Equine Dentist
Farrier	Equine Chiropractor
Breeding Farm Technician	Veterinary Technician

Communications & Advertising

Freelance Artist	Journalist
Author	Photographer
Writer	Radio/Television for Equestrian events

Occupations connected to Equestrian Industry

Accountant/Bookkeeper	Mounted Police Office
Equine Auctioneer	Pedigree Analyst
Equine Attorney	Equine Pharmaceutical Representative
Equine Software Developer	Equine Real estate and land development
Equine Nutrition Specialist	Equine Rescue Agency Representative
Park and Trail Engineer	Equine Insurance Agent

Requirements for the B.S. Major in Event and Convention Management

The Bachelor of Science in Event and Convention Management requires completion of general education requirements and 58 hours in the major and additional electives to total 120 hours. Students may opt for an accelerated three-year program or a more traditional four-year program. Both programs follow the sequence of modules outlined below. Students will have the opportunity to identify practicum sites in consultation with their adviser.

A grade of C- or better is required in each of the courses in the major. A GPA of at least 2.0 over all courses in the major is required for graduation. Students planning on graduate study should consult with their adviser for suggestions of appropriate electives to prepare for graduate school programs.

In their final semesters, students are encouraged to work in an internship or practical setting as they complete ECM 493 and ECM 495, the professional practicum and capstone courses.

Required Courses: 55 hours

Module 1:

ECM 100: Professional Seminar (3 hrs.)
SCM 105: Corporate Technology (3 hrs.)
ECM 240: Nuts and Bolts of Event Planning (3 hrs.)

Module 2:

ECM 112: Practicum: Social Events (1 hrs.)
ECM 201: Creative Process (3 hrs.)
ECM 212: Practicum: Fundraising Events (3 hrs.)
ECM 245: Event Production and Operations (3 hrs.)

Module 3:

BUS 230: Foundations of Financial Management (3 hrs.)
BUS 250: Principles of Marketing (3 hrs.)
ECM 312: Practicum: Sports & Entertainment Productions (3 hrs.)
ECM 330: Advanced Event Planning and Management (3 hrs.)

Module 4:

ECM 335: Financial & Risk Management (3 hrs.) – *Writing Intensive*
ECM 401: Marketing and Promoting Your Event (3 hrs.)
ECM 412: Practicum: Corporate Events (3 hrs.)

Module 5:

BUS 225: Principles of Management (3 hrs.)
BUS 321: Sales and Negotiation (3 hrs.)
ECM 493: Professional Practicum (3 hrs.)

Module 6:

ECM 455: Hotel and Destination Management (3 hrs.)
ECM 495: Professional Practicum/Capstone (3 hrs.)

Requirements for the B.S. Major in Exercise Science

The Bachelor of Science major in Exercise Science requires completion of general education requirements and required courses, plus major electives in the areas of business, education, life sciences (BIO, CHM, HIA, PHY), and psychology. A grade of C or better must be earned in all required major courses to graduate. All pre-professional studies (pre-PA, pre-PT, pre-OT, etc.) are strongly advised to complete the chemistry sequence through organic chemistry (CHM 342), plus BIO 182 and PHY 211/212, even though they are not requirements of the major. Students should select a math course that is consistent with their career goals.

Required courses (54 hours)

BHS 110: Stress Management (3 hrs.)
BHS 117: Careers in Health and Helping Professions (1 hr.)
BHS 212: Health Behavior (3 hrs.)
BHS 225: Introduction to Nutrition (3 hrs.)
BHS 275: Health Psychology (3 hrs.)
BHS 312: Health Program Management (3 hrs.)
BHS 330: Research Methods and Health Communication (3 hrs.) – *Writing Intensive*
BHS 336: Behavioral Aspects of Weight Management (3 hrs.)
BHS 481: Seminar in Health Sciences (3 hrs.)
BHS 489: Health Sciences Capstone/Internship (6 hrs.)
BIO 201: Human Movement Science (3 hrs.)
BIO 320: Human Anatomy & Physiology I (4 hrs.)
BIO 321: Human Anatomy & Physiology II (4 hrs.)
EXS 217: First Aid and Injury Care (3 hrs.)
EXS 332: Exercise Physiology (3 hrs.)
EXS 333: Stress Testing and Exercise Prescription (3 hrs.)
EXS 460: Exercise and Special Populations (3 hrs.)
MAT 207: Statistics (0 hrs.)*

*3 hours are applied to the General Education Quantitative Analysis Array requirement.

Requirements for the B.F.A. Major in Fashion Communication

The Bachelor of Fine Arts in Fashion Communication requires the completion of the 31 hour general education program, 43 semester hours in FAS, 27 semester hours in BUS/DFM/SCM, 3 semester hours of required electives, as well as the completion of (1) the required College-to-Career seminars, (2) the industry-specific internship, and (3) the senior FAS capstone coursework for a total of 73 hours in the major. Students must earn a C- or better in all required courses within the Bachelor of Fine Arts in Fashion Communication degree. Students may not continue to the next level class until the prerequisite class is passed with a C- or better. An overall G.P.A. of at least 2.0 in all major courses is required.

Required Courses 73 hrs.

Fashion Courses: (43 hrs.)

FAS 170: Fashion Perspectives (3 hrs.)

FAS 201: Creative Process (3 hrs.)

FAS 203: Textiles (3 hrs.)

FAS 232: Technology for Fashion Presentation (3 hrs.)

FAS 275: Fashion Communication (3 hrs.)

FAS 301: Trend Forecasting (3 hrs.)

FAS 303: Product Development (3 hrs.)

FAS 310: Fashion Show Production and Coordination (3 hrs.)

FAS 315: History and Culture of Dress and Fashion (3 hrs.) – Writing Intensive

FAS 335: Fashion Journalism (3 hrs.)

FAS 345: Art Direction and Photo Styling (3 hrs.)

FAS 485: Fashion Communication Capstone Research (2 hrs.)

FAS 486: Fashion Communication Capstone Project and Portfolio (3 hrs.)

FAS 492: Fashion Industry Internship (1 hr.)

FAS 493: Current Issues in the Global Fashion Industry (3 hrs.)

FAS 496: Post-Internship Seminar (1 hr.)

Required Business/Digital Filmmaking/Strategic Communication Courses: (27 hrs.)

BUS 250: Principles of Marketing (3 hrs.)

DFM 108: Digital Photography (3 hrs.)

SCM 101: Communication, Media and Society (3 hrs.)

SCM 205: Principles of Strategic Communication (3 hrs.)

SCM 240: Visual Communication (3 hrs.)

SCM 245: Communication Design Applications (3 hrs.)

SCM 275: Media Writing and Production (3 hrs.)

SCM 290: Creating Online Media (3 hrs.)

SCM 340: Information and Promotion Design (3 hrs.)

Choice Classes (3 hours):

Choose from the following list:

BUS 354: Consumer Behavior (3 hrs.)

DFM 125: Filmmaking I (3 hrs.)

DFM 210: Digital Video Editing (3 hrs.)

DSN 146: Drawing for Design Arts (3 hrs.)

DSN 205: Color and Pattern on Fabric (3 hrs.)

DSN 217: Artisan Studio I (1-3 hrs.)

DSN 317: Artisan Studio II (1-3 hrs.)

DSN 417: Artisan Studio III (1-3 hrs.)

ENG 210: Introduction to Creative Writing (3 hrs.)

FAS 305: Visual Merchandising and Display (3 hrs.)

SCM 331: Integrated Marketing Communications (3 hrs.)

SCM 475: Innovation and Design Studio (3 hrs.)

Requirements for the B.F.A. Major in Fashion Design & Product Development

The Bachelor of Fine Arts in Fashion Design and Product Development requires the completion of the 31 hour general education program and 73 semester hours in FAS, 6 semester hours in DSN, 3 semester hours in BUS, plus the completion of (1) the required College-to-Career seminars, (2) the industry-specific internship, and (3) the senior FAS capstone coursework for a total of 82 hours in the major. Students must earn a C- or better in all required courses within the Bachelor of Fine Arts in Fashion Design and Product Development program. Students may not continue to the next level class until the prerequisite class is passed with a C- or better.

Required Courses -- 82 hours

BUS 250: Principles of Marketing (3 hrs.)
 DSN 146: Drawing for Design Arts (3 hrs.)
 DSN 148: Figure Drawing (3 hrs.)
 FAS 111: Basics of Apparel Construction (3 hrs.)
 FAS 170: Fashion Perspectives (3 hrs.)
 FAS 192: Fashion Workroom Techniques (3 hrs.)
 FAS 201: Creative Process (3 hrs.)
 FAS 203: Textiles (3 hrs.)
 FAS 214: Patternmaking I (3 hrs.)
 FAS 216: Draping Fundamentals (3 hrs.)
 FAS 232: Technology for Fashion Presentation (3 hrs.)
 FAS 246: Fashion Drawing (3 hrs.)
 FAS 248: Advanced Fashion Drawing and Illustration (3 hrs.)
 FAS 303: Product Development (3 hrs.)
 FAS 315: History and Culture of Dress and Fashion (3 hrs.) – Writing Intensive
 FAS 316: Patternmaking II (3 hrs.)
 FAS 320: Computer-Aided Design (3 hrs.)
 FAS 325: Advanced Computer Aided Design (2 hrs.)
 FAS 330: Design Studio I: Contemporary Sportswear (3 hrs.)
 FAS 340: Design Studio II: Weekend & Denim (3 hrs.)
 FAS 375: Dress and Fashion: 1900 to Present (3 hrs.)
 FAS 403: Design Studio III: Tailored Design (2 hrs.)
 FAS 404: Design Studio IV: Tailored Design Workroom (2 hrs.)
 FAS 405: Design Studio V: Senior Collection (4 hrs.)
 FAS 420: Apparel Production Technology (2 hrs.)
 FAS 466: Design Studio VI: Senior Collection Workroom (3 hrs.)
 FAS 468: Portfolio Development (2 hrs.)
 FAS 492: Fashion Industry Internship (1 hr.)
 FAS 493: Current Issues in the Global Fashion Industry (3 hrs.)
 FAS 496: Post-Internship Seminar (1 hr.)

Recommended Electives

BUS 321: Sales and Negotiation (3 hrs.)
 BUS 375: Launching a Small Business (3 hrs.)
 DSN 217: Artisan Studio I (1-3 hrs.)
 DSN 317: Artisan Studio II (1-3 hrs.)
 DSN 367: Surface Design and Beading (3 hrs.)
 DSN 417: Artisan Studio III (1-3 hrs.)
 FAS 270: Merchandising Math (3 hrs.)
 FAS 280: Topics in Fashion (1-3 hrs.)
 FAS 380: Topics in Fashion (1-3 hrs.)
 FAS 480: Topics in Fashion (1-3 hrs.)

Requirements for the B.S. Major in Fashion Marketing and Management

The Bachelor of Science in Fashion Marketing and Management requires the completion of the 31 hour general education program, 42 semester hours in FAS, 15 semester hours in BUS/SCM, 3 hours of choice electives, plus the completion of (1) the required College-to-Career seminars, (2) the industry-specific internship, and (3) the senior FAS capstone coursework for a total of 60 hours in the major. Students must earn a C- or better in all required courses within the Bachelor of Science fashion marketing and management program. Students may not continue to the next level class until the prerequisite class is passed with a C- or better.

Required Courses 60 hrs.

Fashion/Business/Strategic Communication courses (57 hrs.)

BUS 225: Principles of Management (3 hrs.)
BUS 230: Foundations of Financial Management (3 hrs.)
BUS 250: Principles of Marketing (3 hrs.)
BUS 321: Sales and Negotiation (3 hrs.)
FAS 170: Fashion Perspectives (3 hrs.)
FAS 201: Creative Process (3 hrs.)
FAS 203: Textiles (3 hrs.)
FAS 232: Technology for Fashion Presentation (3 hrs.)
FAS 270: Merchandising Math (3 hrs.)
FAS 285: Fashion Retail Management (3 hrs.)
FAS 301: Trend Forecasting (3 hrs.) *OR* FAS 305: Visual Merchandising and Display (3 hrs.)
FAS 303: Product Development (3 hrs.)
FAS 310: Fashion Show Production and Coordination (3 hrs.)
FAS 314: Problem Solving for Fashion Marketing/Management (3 hrs.)
FAS 315: History and Culture of Dress and Fashion (3 hrs.) – Writing Intensive
FAS 483: Fashion Market Analysis (2 hrs.)
FAS 487: Applied Fashion Marketing/Management Project (3 hrs.)
FAS 492: Fashion Industry Internship (1 hr.)
FAS 493: Current Issues in the Global Fashion Industry (3 hrs.)
FAS 496: Post Internship Seminar (1 hr.)
SCM 331: Integrated Marketing Communications (3 hrs.)

Choice Classes (3 hours):

Choose from the following list:

BUS 345: Internet Marketing (3 hrs.)
BUS 354: Consumer Behavior (3 hrs.)
BUS 362: Professional Communication (3 hrs.)
BUS 386: Global Markets (3 hrs.)
FAS 111: Basics of Apparel Construction (3 hrs.)
FAS 375: 20th Century Costume (3 hrs.)
SCM 105: Corporate Technology (3 hrs.)

Director of Health Information Administration: Margaret Ledda, M.B.A., RHIA

Requirements for the B.S. Major in Health Information Administration

Both men and women are eligible to enroll in this online program. To earn a Bachelor of Science degree in Health Information Administration from Stephens College, a student must complete 120 semester hours. A minimum of 36 semester hours (including 15 in the major) must be taken with Stephens College faculty to meet the residency requirement. These distance-learning courses are offered online. Working with the Academic Adviser in consultation with the HIA Program Director, students plan a degree program around their professional and personal commitments. The degree requires completion of 69 specified semester hours in HIA coursework, 30 semester hours of specified general education courses, and 21 semester hours of electives. Transfer credit may be awarded for previous college coursework. A grade of C or better must be achieved in all HIA foundation and core courses and an overall 2.5 grade point average in the HIA major must be achieved to fulfill graduation requirements.

Required Foundation Courses

BIO 247: Anatomy & Physiology I (3 hrs.)
BIO 248: Anatomy & Physiology II (3 hrs.)
HIA 200: Introduction to Health Information Administration (3 hrs.)
HIA 210: Comparative Health Records Systems (3 hrs.)
HIA 250: Healthcare Statistics (3 hrs.)
HIA 255: Medical Terminology (3 hrs.)
HIA 275: Clinical Applications of Pathophysiology & Pharmacology (3 hrs.)
HIA 281: Medical Coding I (3 hrs.)
HIA 285: Medical Coding II (3 hrs.)

Required Core Courses

All HIA foundation courses must be completed before taking HIA core courses, unless approved by the Program Director. Competency in core courses cannot be demonstrated through prior learning or challenge examination.

CIS 206: Information Systems (3 hrs.)
HIA 225: Principles of Healthcare Management (3 hrs.)
HIA 305: Human Resources Management for Healthcare (3 hrs.)
HIA 330: Legal & Ethical Issues in HIA (3 hrs.)
HIA 347: Management of Clinical Classification & Reimbursement Systems (3 hrs.)
HIA 351: Health Information Systems (3 hrs.)
HIA 354: Principles of Healthcare Finance (3 hrs.)
HIA 355: Integrated Quality Management (3 hrs.)
HIA 365: Performance Improvement for Healthcare Organizations (3 hrs.)
HIA 375: Electronic Health Record Systems (3 hrs.)
HIA 401: Management of Health Information Administration (3 hrs.)
HIA 450: Internship in HIA (3 hrs.)
HIA 491: Senior Seminar in Health Information Administration (3 hrs.) – *Writing Intensive*
HIA 492: Senior Capstone in Health Information Administration (3 hrs.) – *Writing Intensive*

Additional Requirements for B.S. Major and Certification in HIA

AHIMA Membership

All HIA students are required to join and maintain membership in the American Health Information Management Association (AHIMA).

RHIT Progression

Graduates of a CAHIIM accredited associate's degree program in Health Information Technology (HIT) and/or who hold a current RHIT credential may receive transfer credit for the HIA Foundation courses, based on approval from the HIA Program Director. Transfer credit will only be awarded for courses completed with a grade of C or better.

Online Orientation

Flexibility and quality are the hallmarks of Stephens College. In an effort to stand by our mission and to assist new students in making a successful transition back into college, Stephens College requires that all new students complete an one hour online orientation during the first four weeks of classes. This orientation requires students to complete assignments designed to familiarize them with all aspects of the Canvas Learning Management System as well as Stephens College policies and procedures.

Director of Health Information Administration: Margaret Ledda, M.B.A., RHIA

Requirements for the Post-Baccalaureate Certificate in Health Information Administration

Students holding a baccalaureate or master's degree may receive a Post Baccalaureate Certificate in Health Information Administration by completing the 69 semester hours required for the HIA major. Transfer credit may be awarded for previous college coursework. A grade of C or better must be achieved in all HIA foundation and core courses and an overall 2.5 grade point average in the HIA major must be achieved to fulfill graduation requirements. At least 15 semester hours must be taken with Stephens College faculty. HIA 401, HIA 450, HIA 491 and HIA 492 are required to be taken with Stephens College faculty for the post-baccalaureate certification.

Required Foundation Courses

- BIO 247: Anatomy & Physiology I (3 hrs.)
- BIO 248: Anatomy & Physiology II (3 hrs.)
- HIA 200: Introduction to Health Information Administration (3 hrs.)
- HIA 210: Comparative Health Records Systems (3 hrs.)
- HIA 250: Healthcare Statistics (3 hrs.)
- HIA 255: Medical Terminology (3 hrs.)
- HIA 275: Clinical Applications of Pathophysiology & Pharmacology (3 hrs.)
- HIA 281: Medical Coding I (3 hrs.)
- HIA 285: Medical Coding II (3 hrs.)

Required Core Courses

All HIA foundation courses must be completed before taking HIA core courses.

- CIS 206: Information Systems (3 hrs.)
- HIA 225: Principles of Healthcare Management (3 hrs.)
- HIA 305: Human Resources Management for Healthcare (3 hrs.)
- HIA 330: Legal & Ethical Issues in HIA (3 hrs.)
- HIA 347: Management of Clinical Classification & Reimbursement Systems (3 hrs.)
- HIA 351: Health Information Systems (3 hrs.)
- HIA 354: Principles of Healthcare Finance (3 hrs.)
- HIA 355: Integrated Quality Management (3 hrs.)
- HIA 365: Performance Improvement for Healthcare Organizations (3 hrs.)
- HIA 375: Electronic Health Record Systems (3 hrs.)
- HIA 401: Management of Health Information Administration (3 hrs.)
- HIA 450: Internship in HIA (3 hrs.)
- HIA 491: Senior Seminar in Health Information Administration (3 hrs.) – *Writing Intensive*
- HIA 492: Senior Capstone in Health Information Administration (3 hrs.) – *Writing Intensive*

Additional Requirements for B.S. Major and Certification in HIA

AHIMA Membership

All HIA students are required to join and maintain membership in the American Health Information Management Association (AHIMA).

RHIT Progression

Graduates of a CAHIIM accredited associate's degree program in Health Information Technology (HIT) and/or who hold a current RHIT credential may receive transfer credit for the HIA Foundation courses, based on approval from the HIA Program Director. Transfer credit will only be awarded for courses completed with a grade of C or better.

Online Orientation

Flexibility and quality are the hallmarks of Stephens College. In an effort to stand by our mission and to assist new students in making a successful transition back into college, Stephens College requires that all new students complete an one hour online orientation during the first four weeks of classes. This orientation requires students to complete assignments designed to familiarize them with all aspects of the Canvas Learning Management System as well as Stephens College policies and procedures.

Requirements for the B.S. Major in Health Science

The Bachelor of Science major in Health Science requires completion of general education requirements and required courses, plus major electives in the areas of business, education, life sciences (BIO, CHM, HIA, PHY), and psychology. A grade of C or better must be earned in all required major courses graduate. All pre-professional studies (pre-PA, pre-PT, pre-OT, etc.) are strongly advised to complete the chemistry sequence through organic chemistry (CHM 342), plus BIO 182 and PHY 211/212, even though they are not requirements of the major. Students should select a math course that is consistent with their career goals.

Required Core courses (31 hours)

BHS 117: Careers in Health and Helping Professions (1 hr.)
BHS 212: Health Behavior (3 hrs.)
BHS 220: Principles of Public Health (3 hrs.)
BHS 251: Foundations of Health Promotion and Education (3 hrs.)
BHS 275: Health Psychology (3 hrs.)
BHS 312: Health Program Management (3 hrs.)
BHS 330: Research Methods and Health Communication (3 hrs.) – *Writing Intensive*
BHS 426: Social Epidemiology (3 hrs.)
BHS 481: Seminar in Health Sciences (3 hrs.)
BHS 489: Health Sciences Capstone/Internship (1-6 hrs.)

Plus all requirements in one of the tracks below (track must be declared in the Registrar's office):

Generalist track (55 hrs. total)

All of the core courses, plus 24 hours from the following:

Choose a minimum of 24 credit hours from the elective courses listed below. You may choose a focus area in Health Management by choosing 15 of these electives from Business; if you plan to seek graduate programs in Healthcare, Physical or Occupational Therapy, work with your advisor to make the appropriate elective selections.

BHS 110: Stress Management (3 hrs.)
BHS 225: Introduction to Nutrition (3 hrs.)
BHS 320: Environmental Health (3 hrs.)
BHS 336: Behavioral Aspects of Weight Management (3 hrs.)
BIO 181: Principles of Biology I (4 hrs.)
BIO 201: Human Movement Science (3 hrs.)
BIO 320: Human Anatomy & Physiology I (4 hrs.)
BIO 321: Human Anatomy & Physiology II (4 hrs.)
BUS 364: Organizational Behavior (3 hrs.)
CHM 111: General Chemistry I (4 hrs.)
CHM 112: General Chemistry II (4 hrs.)
EXS 217: First Aid and Injury Care (3 hrs.)
EXS 332: Exercise Physiology (3 hrs.)
EXS 333: Stress Testing and Exercise Prescription (3 hrs.)
EXS 460: Exercise and Special Populations (3 hrs.)
HIA 225: Principles of Healthcare Management (3 hrs.)
HIA 255: Medical Terminology (online) (3 hrs.)
HIA 305: Human Resource Management for Healthcare (3 hrs.)
HIA 330: Legal and Ethical Issues in HIA (3 hrs.)
HIA 351: Health Information Systems (3 hrs.)
HIA 354: Principles of Healthcare Finance (3 hrs.)
PHY 211: College Physics I (4 hrs.)
PHY 212: College Physics II (4 hrs.)

PSY 111: Introduction to Psychology (3 hrs.)
 PSY 271: Human Sexuality (3 hrs.)
 PSY 320: Abnormal Psychology (3 hrs.)
 PSY 430: Biological Psychology (3 hrs.)

Fitness and Wellness track (54 hrs. total)
 All of the core courses, plus the following:

BHS 110: Stress Management (3 hrs.)
 BHS 128: Personal Health & Wellness (3 hrs.)
 BHS 225: Introduction to Nutrition (3 hrs.)
 BHS 336: Behavioral Aspects of Weight Management (3 hrs.)
 BIO 201: Human Movement Science (3 hrs.)
 BIO 320: Human Anatomy & Physiology I (4 hrs.)
 BIO 321: Human Anatomy & Physiology II (4 hrs.)

Healthcare Management track (55 hrs. total)
 All of the core courses, plus the following:

BUS 364: Organizational Behavior (3 hrs.)
 HIA 225: Principles of Healthcare Management (3 hrs.)
 HIA 255: Medical Terminology (3 hrs.)
 HIA 305: Human Resources Management for Healthcare (3 hrs.)
 HIA 330: Legal & Ethical Issues in HIA (3 hrs.)
 HIA 351: Health Information Systems (3 hrs.)
 HIA 354: Principles of Healthcare Finance (3 hrs.)
 HIA 355: Integrated Quality Management (3 hrs.)

Pre-Chiropractic track (63 hrs. total)
 All of the core courses, plus the following:

BIO 181: Principles of Biology I (1 hr. *)
 BIO 182: Principles of Biology II (4 hrs.)
 BIO 320: Human Anatomy & Physiology I (4 hrs.)
 BIO 321: Human Anatomy & Physiology II (4 hrs.)
 CHM 111: General Chemistry I (4 hrs.)
 CHM 112: General Chemistry II (4 hrs.)
 CHM 341: Organic Chemistry I (4 hrs.)
 CHM 410: Biochemistry (3 hrs.)
 PHY 211: College Physics I (4 hrs.)

*3 hours are applied to the General Education Science Array requirement.

Pre-Occupational Therapy track (61 hrs. total)
 All of the core courses, plus the following:

BIO 181: Principles of Biology I (1 hr. *)
 BIO 182: Principles of Biology II (4 hrs.)
 BIO 290: Genetics (4 hrs.)

BIO 320: Human Anatomy & Physiology I (4 hrs.)
 BIO 321: Human Anatomy & Physiology II (4 hrs.)
 HIA 255: Medical Terminology (3 hrs.)
 PHY 211: College Physics I (4 hrs.)
 PSY 111: Introduction to Psychology (3 hrs.)
 PSY 320: Abnormal Psychology (3 hrs.)

*3 hours are applied to the General Education Science Array requirement.

Pre-Physical Therapy track (66 hrs. total)
 All of the core courses, plus the following:

BIO 181: Principles of Biology I (1 hr. *)
 BIO 182: Principles of Biology II (4 hrs.)
 BIO 320: Human Anatomy & Physiology I (4 hrs.)
 BIO 321: Human Anatomy & Physiology II (4 hrs.)
 CHM 111: General College Chemistry I (4 hrs.)
 CHM 112: General College Chemistry II (4 hrs.)
 PHY 211: College Physics I (4 hrs.)
 PHY 212: College Physics II (4 hrs.)
 PSY 111: Introduction to Psychology (3 hrs.)
 PSY 320: Abnormal Psychology (3 hrs.)

*3 hours are applied to the General Education Science Array requirement.

Pre-Physician's Assistant track (77 hrs. total)
 All of the core courses, plus the following:

BIO 181: Principles of Biology I (1 hr. *)
 BIO 182: Principles of Biology II (4 hrs.)
 BIO 290: Genetics (4 hrs.)
 BIO 292: Cell Biology (3 hrs.)
 BIO 311: Microbiology (5 hrs.)
 BIO 320: Human Anatomy & Physiology I (4 hrs.)
 BIO 321: Human Anatomy & Physiology II (4 hrs.)
 BIO 410: Biochemistry (3 hrs.)
 CHM 111: General Chemistry I (4 hrs.)
 CHM 112: General Chemistry II (4 hrs.)
 CHM 341: Organic Chemistry I (4 hrs.)
 HIA 255: Medical Terminology (3 hrs.)
 PSY 111: Introduction to Psychology (3 hrs.)

*3 hours are applied to the General Education Science Array requirement.

Requirements for B.S. Major in Human Development

Child Study Track

Beyond completion of liberal arts requirements, the major requires 43 semester hours; 27 core course hours and 16 Child Study course hours. A grade of C- or better must be earned in each of the required courses.

Required Core Courses (27 hours)

PSY 111: Introduction to Psychology (3 hrs.)
EDU 114: Lifespan Development (3 hrs.)
EDU 214: Advanced Child Development: Cross-Cultural Perspective (3 hrs.)
EDU 276: Foundations of the Teaching-Learning Process (3 hrs.)
EDU 314: Adolescent Development (3 hrs.)
EDU 363: Education and Psychology of the Exceptional Child (3 hrs.)
EDU 413: Family and Community (3 hrs.)
HDE 340: Practicum (3 hrs.)
HDE 493: Senior Project (3 hrs.)

Child Study Track Requirements (16 hours)

EDU 176: Introduction to the Teaching Learning Process (5 hrs.)
EDU 218: Explorations in Education (3 hrs.)
EDU 225: Integrating the Arts into the Classroom (2 hrs.)
EDU 318: Inquiry into Education (3 hrs.)
HDE 340: Practicum (3 hrs.)

Plus one of the following:

PSY 301: Psychology of Gender (3 hrs.)
PSY 331: Cognitive Psychology (3 hrs.)
PSY 415: Psychology of Personality (3 hrs.)

Psychology Track

Beyond completion of liberal arts requirements, the major requires 45 semester hours; 27 core course hours and 18 Psychology course hours. A grade of C- or better must be earned in each of the required courses.

Required Core Courses (27 hours)

PSY 111: Introduction to Psychology (3 hrs.)
EDU 114: Lifespan Development (3 hrs.)
EDU 214: Advanced Child Development: Cross-Cultural Perspective (3 hrs.)
EDU 276: Foundations of the Teaching-Learning Process (3 hrs.)
EDU 314: Adolescent Development (3 hrs.)
EDU 363: Education and Psychology of the Exceptional Child (3 hrs.)
EDU 413: Family and Community (3 hrs.)
HDE 340: Practicum (3 hrs.)
HDE 493: Senior Project (3 hrs.)

Psychology Track Requirements (15 hours)

PSY 225: Social Psychology (3 hrs.)
PSY 301: Psychology of Gender (3 hrs.)
PSY 320: Abnormal Psychology (3 hrs.)
PSY 331: Cognitive Psychology (3 hrs.)
PSY 359: Counseling I (3 hrs.)
PSY 415: Psychology of Personality (3 hrs.)

Requirements for the B.F.A. in Musical Theatre

Coordinator: Jennifer Hemphill, M.F.A.

Theatre courses (25 hours):

THA 122: Acting I (2 hrs.)
 THA 124: Acting II (2 hrs.)
 THA 128: Theatre Speech (3 hrs.)
 THA 205: Makeup for Theatre (1.5 hrs.)
 THA 213: Introduction to Stagecraft (1.5 hrs.)
 THA 227: Introduction to Stage Management (1.5 hrs.)
 THA 251: Costuming (1.5 hrs.)
 THA 272: Acting III (3 hrs.)
 THA 313: Theatre History I (3 hrs.) – *Writing Intensive*
 THA 332: Acting IV (3 hrs.)
 THA 420: Senior Seminar (3 hrs.)

Musical Theatre courses (7 hours):

MTHA 315: History of Musical Theatre (3 hrs.)
 MTHA 348: Advanced Performance Techniques (2 hrs.)
 MTHA 425: Scene Into Song Into Dance (2 hrs.)

Dance courses (10 hours):

DAN 103, 106 or 112 Ballet (3 hrs.)
 DAN 104, 105 or 112 Modern (1 hr.)
 DAN 150, 250 Musical Theatre Dance (2 hrs.)
 DAN 180, 280 Jazz (2 hrs.)
 DAN 247: Tap (1 hr.)
 DAN 347: Tap (1 hr.)

Music courses (17 hours):

MUS 110: Music Theory I (3 hrs.)
 MUS 124: Sight Singing/Aural Skills I (2 hrs.)
 MUS 224: Sight Singing/Aural Skills II (2 hrs.)
 APM 150: Class Piano 1 (1 hr.)
 APM 250: Class Piano II (1 hr.)
 APM 101: Voice Class or APM 102: Private Voice Lessons (2 hrs.)
 APM 102 - 302: Private Voice Lessons (4 hrs.)
 APM 110, 325, 326 Vocal Ensemble (2 hrs.)

Plus 6 production crew assignments over 3 years (at least three must be prep crews) and 2 strikes per semester.

Summer Theatre Institute (on-campus housing required)

MTHA 248: Performance Technique (2 hrs.)
 THA 258: Stage Movement (3 hrs.)
 THA 259: Acting Workshop (4 hrs.)
 THA 260: Theatre Production and Management I (3 hrs.)

Okoboji Summer Theatre (may be repeated once)

THA 360: Acting Workshop II (6 hrs.)
 THA 361: Production Workshop II (3 hrs.)
 THA 363: Theatre Management II (3 hr)

Requirements for the B.S. Major in Psychology

The required courses in the Bachelor of Science in Psychology draw from each of the major areas of the field, and electives allow students to specialize in their areas of interest. A senior research capstone project ensures that students gain the research experience and skills they need to compete for graduate school admission or in the professional market.

The Bachelor of Science in Psychology requires the completion of at least 55 semester hours of psychology courses (37 hours required courses and at least 18 hours elective). Students must have at least 29 semester hours of Psychology at the 300 or 400 level to graduate. A grade of C- or better must be earned in each of the Psychology courses listed as required below.

Required Courses

EDU 114: Lifespan Development (3 hrs.)
PSY 111: Introduction to Psychology (3 hrs.)
PSY 207: Introduction to Statistics (3 hrs.)
PSY 208: SPSS and Statistics (1 hr.)
PSY 225: Social Psychology (3 hrs.)
PSY 320: Abnormal Psychology (3 hrs.)
PSY 331: Cognitive Psychology (3 hrs.)
PSY 345: Psychological Research Methods (3 hrs.)
PSY 346: Psychological Research/Writing Practicum (1 hr.)
PSY 415: Psychology of Personality (3 hrs.)
PSY 425: History and Philosophy of Psychology (3 hrs.)
PSY 430: Biological Psychology (3 hrs.)
PSY 440: Senior Research Project I (3 hrs.) – *Writing Intensive*
PSY 441: Senior Research Project II (2 hrs.) – *Writing Intensive*
BIO 111: Biological Concepts (0* hrs.) OR BIO 181: Principles of Biology I with lab (1* hr.) (Fulfills the General Education Science requirement)*

Additionally, students must complete at least 18 semester hours (and up to 24 hrs.) from the following list of elective courses including at least 9 hours at the 300 level or above.

Elective Courses

Any course with a PSY prefix
EDU 214: Advanced Child Development: Cross-Cultural Perspective (3 hrs.)
EDU 363: Education and Psychology of the Exceptional Child (3 hrs.)

Students who major in Psychology or Human Development/Child Study will be required to complete a Senior Capstone in their senior year.

*credits are counted as part of the 31-hour General Education requirement

Requirements for the B.S. Major in Strategic Communication: Design

The Bachelor of Science in Strategic Communication: Design requires completion of general education requirements and 58 hours in the major and additional electives to total 120 hours. An internship experience is required before enrollment in SCM 494 – Senior Portfolio. Majors must earn at least fifteen hours of major courses from Stephens College.

The required internship experience includes the successful completion of (1) required number of College-to-Career seminars, (2) the industry-specific internship course (SCM 396: Internship Experience). SCM 493-Convergence Studio, the senior capstone course, and SCM 494: Senior Portfolio must be taken at Stephens.

A grade of C- or better is required in each of the courses in the major. A GPA of at least 2.0 over all courses in the major is required for graduation. Students planning on graduate study should consult with their adviser for suggestions of appropriate electives to prepare for graduate school programs.

Required Courses:

Core Courses – 16 hrs.

SCM 101: Communication, Media and Society (3 hrs.)
SCM 105: Strategic Communication Technology (3 hrs.)
SCM 110: Design Technology (3 hrs.)
SCM 201: Creative Process (3 hrs.)
SCM 396: Internship Experience (1 hr.)
SCM 494: Senior Portfolio (3 hrs.)

Integrated Marketing – 18 hrs.

BUS 250: Principles of Marketing (3 hrs.)
BUS 354: Consumer Behavior (3 hrs.)
SCM 205: Principles of Strategic Communication (3 hrs.)
SCM 275: Media Writing and Production (3 hrs.)
SCM 331: Integrated Marketing Communications (3 hrs.)
SCM 400: Research & Analytics (3 hrs.)

Design Communication – 24 hrs.

SCM 240: Visual Communication (3 hrs.)
SCM 245: Communication Design Applications (3 hrs.)
SCM 290: Creating Online Media (3 hrs.)
SCM 330: Digital Communication (3 hrs.)
SCM 340: Information and Promotion Design (3 hrs.)
SCM 390: Contemporary Issues in Strategic Communication (3 hrs.)
SCM 475: Innovation and Design Studio (3 hrs.)
SCM 493: Convergence Studio Senior Capstone (3 hrs.) – *Writing Intensive*

Requirements for the B. S. Major in Strategic Communication: Integrated Marketing

The Bachelor of Science in Strategic Communication: Integrated Marketing requires completion of general education requirements and 55 hours in the major and additional electives to total 120 hours. An internship experience is required before enrollment in SCM 494 Senior Portfolio. Majors must earn at least fifteen hours of major courses from Stephens College.

The required internship experience includes the successful completion of (1) required number of College-to-Career seminars, (2) the industry-specific internship course (SCM 396: Internship Experience). SCM 493-Convergence Studio, the senior capstone course, and SCM 494: Senior Portfolio must be taken at Stephens.

A grade of C- or better is required in each of the courses in the major. A GPA of at least 2.0 over all courses in the major is required for graduation. Students planning on graduate study should consult with their adviser for suggestions of appropriate electives to prepare for graduate school programs.

Required Courses:

Core Courses – 16 hrs.

SCM 101: Communication, Media and Society (3 hrs.)
SCM 105: Strategic Communication Technology (3 hrs.)
SCM 110: Design Technology (3 hrs.)
SCM 201: Creative Process (3 hrs.)
SCM 396: Internship Experience (1 hr.)
SCM 494: Senior Portfolio (3 hrs.)

Leadership & Management Courses – 9 hrs.

BUS 225: Principles of Management (3 hrs.)
BUS 340: Planning and Project Management (3 hrs.)
BUS 364: Organizational Behavior (3 hrs.)

Design Communication – 9 hrs.

SCM 240: Visual Communication (3 hrs.)
SCM 290: Creating Online Media (3 hrs.)
SCM 330: Digital Communication (3 hrs.)

Integrated Marketing – 21 hrs.

BUS 250: Principles of Marketing (3 hrs.)
BUS 354: Consumer Behavior (3 hrs.)
SCM 205: Principles of Strategic Communication (3 hrs.)
SCM 275: Media Writing and Production (3 hrs.)
SCM 331: Integrated Marketing Communications (3 hrs.)
SCM 400: Research and Analytics (3 hrs.)
SCM 493: Convergence Studio Senior Capstone (3 hrs.) – *Writing Intensive*

Requirements for the B.A. Major in Theatre Arts

The Bachelor of Arts in Theatre Arts is designed for students who wish to include more intensive work in general education in the degree program as preparation for graduate study or a private teaching career. The Bachelor of Arts major in Theatre Arts requires completion of general education requirements and 31 semester hours as specified below, plus 12 additional hours of Theatre electives. At least 15 hours of Theatre Arts must be at or above the 300 level. In addition, students are required to complete two production crew assignments and two strikes.

Theatre majors must achieve at least a C- in all Theater major classes to receive credit for that class or to be allowed to enroll in any class that has that class as a prerequisite.

Required Courses

THA 122: Acting I (2 hrs.)
THA 124: Acting II (2 hrs.)
THA 128: Theatre Speech (3 hrs.)
THA 205: Makeup for Theatre (1.5 hrs.)
THA 213: Introduction to Stagecraft (1.5 hrs.)
THA 227: Introduction to Stage Management (1.5 hrs.)
THA 232: Directing I (3 hrs.)
THA 251: Costuming (1.5 hrs.)
THA 313: Theatre History I (3 hrs.) – *Writing Intensive*
THA 314: Theatre History II (3 hrs.)
ENG 345: Shakespeare (3 hrs.)

12 Hours of additional theatre courses required, 6 hours must be at 300 level
Plus 2 production crew assignments and 2 strikes

One of the following four:

THA 216: Scenic Design I (3 hrs.)
THA 218: Theatrical Lighting I (3 hrs.)
THA 219: Sound Design I (3 hrs.)
THA 252: Costume Design I (3 hrs.)

One of the following two:

THA 420: Senior Acting Seminar (3 hrs.)
THA 425: Senior Production Seminar (3 hrs.)

Coordinator: Rob Doyen, M.A.

Requirements for the B.F.A. Major in Theatre Arts

The Bachelor of Fine Arts in Theatre Arts requires completion of general education requirements and courses as specified below. Minimum credits for a B.F.A. are 120 semester hours of which 36 semester hours must be upper level coursework (300 level or above). B.F.A. requirements include one summer in the Summer Theatre Institute and one in Okoboji Summer Theatre, six production crew assignments over three years and two strikes per semester. Elective work in the B.F.A. major may include advanced acting, stage management, directing, scene design, costume design and lighting design. A B.F.A. Theatre major must complete the first summer session requirement in order to continue in the B.F.A. sequence, unless an exception is granted by the Theatre Faculty.

Because of the rigorous nature of the performing arts program, students are expected to demonstrate a level of dedication, effort and ethical behavior consistent with that demanded within the profession. Any student who, in the collective judgment of the program faculty and administration, fails at any time to meet these standards may be required to withdraw from the B.F.A. program.

Theatre majors must achieve at least a C- in all Theater major classes to receive credit for that class or to be allowed to enroll in any class for which it is a prerequisite.

Required Courses – Acting Emphasis

THA 122: Acting I (2 hrs.)
THA 124: Acting II (2 hrs.)
THA 128: Theatre Speech (3 hrs.)
THA 205: Makeup for Theatre (1.5 hrs.)
THA 213: Introduction to Stagecraft (1.5 hrs.)
THA 227: Introduction to Stage Management (1.5 hrs.)
THA 251: Costuming (1.5 hrs.)
THA 272: Acting III (3 hrs.)
THA 313: Theatre History I (3 hrs.) – *Writing Intensive*
THA 314: Theatre History II (3 hrs.)
THA 332: Acting IV (3 hrs.)
THA 420: Senior Acting Seminar (3 hrs.)
ENG 345: Shakespeare (3 hrs.)
Plus one additional dramatic literature course

9 elective THA courses (18 hrs.)

Recommended classes:

MTHA 248: Performance Techniques (2 hrs.)
THA 220: Children's Theatre Practicum (2 hrs.)
THA 232: Directing I (3 hrs.)
THA 320: Directing II (2 hrs.)
THA 340: Movement for Actors (1 hr.)
THA 345: Children's Theatre Touring Company (2 hrs.)
THA 421: Advanced Acting I - Shakespeare (3 hrs.)
THA 422: Advanced Acting II - The Audition (3 hrs.)
THA 423: Advanced Acting III - Acting for Camera (3 hrs.)
THA 424: Advanced Acting IV: Comedy (3 hrs.)

Plus 6 production crew assignments over 3 years (at least three must be prep crews) and 2 strikes per semester.

Summer Theatre Institute (on-campus housing required)

MTHA 248: Performance Technique (2 hrs.)
THA 258: Stage Movement (3 hrs.)
THA 259: Acting Workshop (4 hrs.)
THA 260: Theatre Production and Management I (3 hrs.)

Okoboji Summer Theatre (may be repeated once)

THA 360: Acting Workshop II (6 hrs.)
THA 361: Production Workshop II (3 hrs.)
THA 363: Theatre Management II (3 hrs.)

Required Courses – Musical Theatre Emphasis

THA 122: Acting I (2 hrs.)
 THA 124: Acting II (2 hrs.)
 THA 128: Theatre Speech (3 hrs.)
 THA 205: Makeup for Theatre (1.5 hrs.)
 THA 213: Introduction to Stagecraft (1.5 hrs.)
 THA 227: Introduction to Stage Management (1.5 hrs.)
 THA 251: Costuming (1.5 hrs.)
 THA 272: Acting III (3 hrs.)
 THA 313: Theatre History I (3 hrs.)
 THA 314: Theatre History II (3 hrs.)
 THA 332: Acting IV (3 hrs.)
 THA 420: Senior Acting Seminar (3 hrs.)
 ENG 345: Shakespeare (3 hrs.)
 Plus one additional dramatic literature course

9 elective THA courses (18 hrs.)

Recommended classes:

MTHA 248: Performance Techniques (2 hrs.)
 MTHA 348: Advanced Performance Techniques (2 hrs.)
 THA 421: Advanced Acting I-Shakespeare (3 hrs.)
 THA 422: Advanced Acting II-The Audition (3 hrs.)
 THA 423: Advanced Acting III-Acting for Camera (3 hrs.)
 THA 424: Advanced Acting IV: Comedy (3 hrs.)
 DAN 103: Beginning Ballet Techniques (2 hrs.)
 DAN 104: Beginning Modern Techniques (2 hrs.)
 DAN 250: Musical Theatre Dance (1 hr.)
 APM 102: Private Voice or Piano (1 hr.)

Plus 6 production crew assignments over 3 years (at least three must be prep crews) and 2 strikes per semester.

Summer Theatre Institute (on-campus housing required)

MTHA 248: Performance Technique (2 hrs.)
 THA 258: Stage Movement (3 hrs.)
 THA 259: Acting Workshop (4 hrs.)
 THA 260: Theatre Production and Management I (3 hrs.)

Okoboji Summer Theatre (may be repeated once)

THA 360: Acting Workshop II (6 hrs.)
 THA 361: Production Workshop II (3 hrs.)
 THA 363: Theatre Management II (3 hrs.)

Required Courses – Technical Emphasis

THA 122: Acting I (2 hrs.)
 THA 136: Intro to Theatrical Design (3 hrs.)
 THA 215: Rendering for the Theatre (3 hrs.)
 THA 216: Scenic Design I (3 hrs.)
 THA 218: Theatrical Lighting I (3 hrs.)
 THA 252: Costume Design I (3 hrs.)
 THA 313: Theatre History I (3 hrs.) – *Writing Intensive*
 THA 314: Theatre History II (3 hrs.)
 THA 425: Senior Production Seminar (3 hrs.)
 THA 427: BFA Project Production or Design (3 hrs.)
 ENG 345: Shakespeare (3 hrs.)

5 of the following (7.5 hrs.)

THA 118: Introduction to Lighting Technology (1.5 hrs.)
 THA 205: Makeup for Theatre (1.5 hrs.)
 THA 211: Drafting for Technical Theatre (3 hrs.)
 THA 213: Introduction to Stagecraft (1.5 hrs.)

THA 227: Introduction to Stage Management (1.5 hrs.)
THA 251: Costuming (1.5 hrs.)

5 elective THA courses (8-15 hrs.)

THA 124: Acting II (2 hrs.)
THA 219: Sound Design I (3 hrs.)
THA 228: Stage Management II (1-3 hrs.)
THA 229: Stagecraft II (1-2 hrs.)
THA 232: Directing I (3 hrs.)
THA 235: Scene Painting (3 hrs.)
THA 236: Properties Design & Production (3 hrs.)
THA 280: Topics in Theatre (1-3 hrs.)
THA 317: Scenic Design II (3 hrs.)
THA 318: Theatrical Lighting II (3 hrs.)
THA 352: Costume Design II (3 hrs.)
THA 380: Topics in Theatre (3 hrs.)
Dramatic Literature (3 hrs.)
Art History (3 hrs.)

Plus two crew requirements per semester.

Summer Theatre Institute (on-campus housing required)

THA 258: Stage Movement (3 hrs.)
THA 259: Acting Workshop (4 hrs.)
THA 260: Theatre Production and Management I (5 hrs.)

Okoboji Summer Theatre (may be repeated once)

THA 361: Production Workshop II (9 hrs.)
THA 363: Theatre Management II (3 hrs.)

Required Courses – Theatre for Young Audiences Emphasis

EDU 114: Lifespan Development (3 hrs.)
EDU 176: Intro to Teaching/Learning Process (5 hrs.)
THA 122: Acting I (2 hrs.)
THA 124: Acting II (2 hrs.)
THA 128: Theatre Speech (3 hrs.)
THA 136: Intro to Theatrical Design (3 hrs.)
THA 221: **Intro to Children's Theatre (3 hrs.)**
THA 232: Directing I (3 hrs.)
THA 272: Acting III (3 hrs.)
THA 313: Theatre History I (3 hrs.) – *Writing Intensive*
THA 314: Theatre History II (3 hrs.)
THA 332: Acting IV (3 hrs.)
THA 344: Touring Company: PFL (2 hrs.)
THA 345: Touring Company: LIT (2 hrs.)
THA 410: Teaching Artist Portfolio (3 hrs.)

4 of the following (6 hrs.)

THA 118: Introduction to Lighting Technology (1.5 hrs.)
THA 205: Makeup for Theatre (1.5 hrs.)
THA 213: Introduction to Stagecraft (1.5 hrs.)
THA 227: Introduction to Stage Management (1.5 hrs.)
THA 251: Costuming (1.5 hrs.)

Music courses (1 hr.)

APM 101: Voice Class (1 hr.)
APM 102, 202 or 302: Private Voice (1 hr.)
APM 150: Class Piano I (1 hr.)
APM 250: Class Piano II (1 hr.)
MUS 124: Sight Singing I (2 hrs.)

Dance courses (1 hr.)

DAN 103: Ballet (1 hr.)

DAN 150: Musical Theatre Dance (1 hrs.)

Dramatic Literature (3 hrs.)

ENG 345: Shakespeare (3 hrs.)

THA 365: Dramatic Literature (3 hrs.)

Practicum (4 hrs.)

THA 212, 312 or 412 TYA Practicum (1-3 hrs.)

Plus 6 production crew assignments over 3 years (at least three must be prep crews) and 2 strikes per semester.

Summer Theatre Institute (on-campus housing required)

MTHA 248: Performance Technique (2 hrs.)

THA 258: Stage Movement (3 hrs.)

THA 259: Acting Workshop (4 hrs.)

THA 260: Theatre Production and Management I (3 hrs.)

Okoboji & Bantam Summer Theatre

THA 360: Acting Workshop (6 hrs.)

THA 361: Production Workshop II (3 hrs.)

THA 363: Theatre Management II (3 hrs.)

Requirements for the B.F.A. in Theatre Management

Required Courses

Theatre Courses

THA 122: Acting I (2 hrs.)
 THA 124: Acting II (2 hrs.)
 THA 205: Makeup for Theatre (1.5 hrs.)
 THA 213: Introduction to Stagecraft (1.5 hrs.)
 THA 216: Scenic Design I (3 hrs.)
 THA 218: Theatrical Lighting I (3 hrs.)
 THA 227: Introduction to Stage Management (1.5 hrs.)
 THA 232: Directing I (3 hrs.)
 THA 251: Costuming (1.5 hrs.)
 THA 313: Theatre History I (3 hrs.) – *Writing Intensive*
 THA 314: Theatre History II (3 hrs.)
 THA 425: Senior Production Seminar (3 hrs.)
 ENG 345: Shakespeare (3 hrs.)

And

One additional dramatic literature or Art History course

Plus 4 production crew assignments, two strikes per semester, and 1 internship in the Playhouse Box Office

Business Courses

BUS 171: Foundations of Business (3 hrs.)
 BUS 225: Principles of Management (3 hrs.)
 BUS 230: Foundations of Financial Management (3 hrs.)
 BUS 250: Principles of Marketing (3 hrs.)
 BUS 364: Organizational Behavior (3 hrs.)

Summer Theatre Institute (on-campus housing required)

12 credits from the following:

THA 258: Stage Movement (3 hrs.)
 THA 259: Acting Workshop (4 hrs.)
 THA 260: Theatre Production and Management I (5 hrs.)

Okoboji Summer Theatre (may be repeated once)

THA 361: Production Workshop II (9 hrs.)
 THA 363: Theatre Management II (3 hrs.)

Requirements for the B.F.A. Major in Theatrical Costume Design

The Bachelor of Fine Arts in Theatrical Costume Design requires completion of general education requirements and courses as specified below. BFA requirements include one summer in the Summer Theatre Institute and one in Okoboji Summer Theatre, six production crew assignments over three years and two strikes per semester. A total of 120 semester hours and a cumulative grade point average of 2.0 is required for all degrees.

Theatre majors must achieve at least a C- in all Theater major classes to receive credit for that class or to be allowed to enroll in any class that has that class as a prerequisite.

Required Courses

Theatre Courses

THA 122: Acting I (2 hrs.)
THA 136: Intro to Theatrical Design (3 hrs.)
THA 205: Makeup for Theatre (1.5 hrs.)
THA 213: Introduction to Stagecraft (1.5 hrs.)
THA 215: Rendering for the Theatre (3 hrs.)
THA 227: Introduction to Stage Management (1.5 hrs.)
THA 252: Costume Design I (3 hrs.)
THA 313: Theatre History I (3 hrs.) – *Writing Intensive*
THA 314: Theatre History II (3 hrs.)
THA 352: Costume Design II (3 hrs.)
THA 353: Costume Design III (3 hrs.)
THA 415: Costume Design IV (3 hrs.)
THA 425: Senior Production Seminar (3 hrs.)
THA 427: BFA Project Production or Design (3 hrs.)

Fashion Courses

FAS 111: Basics of Apparel Construction (3 hrs.)
FAS 192: Fashion Workroom Techniques (3 hrs.)
FAS 214: Patternmaking I (3 hrs.)

Design Courses

DSN 146: Drawing for Design Arts (3 hrs.)
DSN 148: Figure Drawing (3 hrs.)

Summer Theatre Institute (on-campus housing required)

THA 258: Stage Movement (3 hrs.)
THA 259: Acting Workshop (4 hrs.)
THA 260: Theatre Production and Management I (5 hrs.)

Okoboji Summer Theatre (may be repeated once)

THA 361: Production Workshop II (9 hrs.)
THA 363: Theatre Management II (3 hrs.)

Plus 6 crew assignments and 2 strikes per semester

Minors:

Requirements for a Minor in Art

This minor is valuable for students pursuing degrees in Fashion Design, Fashion Communication, Strategic Communication: Design, Digital Filmmaking, Scenic Design, and Education, and for any student preparing for an art-related career.

A minor in Art requires completion of at least 15 semester hours, including at least 6 hours at the 300 level. All courses require a C- or better to become part of an art minor.

Requirements for a Minor in Biology

A Biology minor requires completion of BIO 181 and BIO 182 and at least 4 additional courses in the Life Sciences (BIO, CHM, or PHY) coursework, with at least two courses at or above the 300 level. Only one of the following general education courses will count toward the minor: CHM 101, SCI 125, SCI 211. BIO 111 will not count toward a Minor in Biology.

Requirements for a Minor in Chemistry

A Chemistry minor, for a biology major, requires the completion of CHM 341, CHM 342, CHM 381 and CHM/BIO 410, for a total of 14 hours. This is in addition to the chemistry courses required within the biology major.

For non-biology majors wishing to earn a chemistry minor, the minor requires completion of CHM 111–112, CHM 341–342, plus one of the following electives: CHM 381 or CHM 410/BIO 410, for a total of 19 hours. A chemistry minor is strongly recommended for all students considering graduate school or professional programs.

Requirements for a Minor in Creative Writing

(Not open to English majors.)

A minor in Creative Writing requires completion of a minimum of 15 hours with a maximum of 24 hours.

Students must complete either:

ENG 210: Introduction to Creative Writing (3 hrs.) *OR*

ENG 214: Introduction to Playwriting (3 hrs.)

AND

ENG 308: Women Writers (3 hrs.)

plus

9 hrs of ENG electives chosen from creative writing courses,
including 3 hrs at or above 300 level. Students may choose both ENG 210 and ENG 214

Requirements for a Minor in Dance

Required Courses (18 hrs)

DAN 112 and DAN 113: Dance Techniques I (4 hrs.)

BALLET: Minors must take one year of ballet at minimally the Freshman Level. Minor may audition to be placed in a higher level class.

DAN 112 and DAN 113: Dance Techniques I (4 hrs.)

MODERN: Minors must take one year of Modern at minimally the Freshman level. Minor may audition to be placed in a higher level class.

DAN 112 and DAN 113: World Dance Techniques I (4 hrs.)

Minors must take 4 sessions of World Dance at Freshman level or above. Minor may audition to be placed in a higher level class.

DAN 324: Dance History (3 hrs.)

PLUS ONE OF THE FOLLOWING:

3 hours of DAN 353 Technique classes (with permission of instructor only)

MUS 321: Music History I (3 hrs.)

THA 313: Theatre History I (3 hrs.)

Recommended electives:

DAN 170: Improvisation and Choreography Fundamentals (1 hr.)

DAN 220: Choreography I (2 hrs.)

DAN 250: Musical Theatre Dance (1 hr.)

DAN 247: Tap (1 hr.)

DAN 347: Advanced/Intermediate Tap (1 hr.)

BIO 201: Human Movement Science (3 hrs.)

Minors must audition for placement into the major classes. If they are not of a level to participate in these dance major classes they will be advised to take dance for non-majors and may not become Dance Minors until they qualify for a DAN 112 class. Students must earn a C- or better in all required courses within the Minor in Dance. Students may not continue to the next level class until the prerequisite class is passed with a C- or better. Also, the minor may audition and participate in student choreographic works only.

Requirements for a Minor in Design Arts

The Design Arts minor is particularly useful for students in the Fashion Program, Theatre Costume Design, and Strategic Communication Design. The minor may also be used as part of a student-initiated major or for the Apparel Studies degree.

A minor in Design Arts requires completion of at least 15 semester hours, including at least 6 hours at the 300-level. All courses require a C- or better to become part of a Design Arts minor.

Ways to Include Design Arts as Part of a Major

Create a student-initiated major during the sophomore year of study that combines Design Arts with at least one other discipline such as Apparel Studies, Fashion Design, Strategic Communication, Theatre Arts or Digital Filmmaking for a B.A. or B.F.A. degree. The faculty of the combined disciplines work with students to create student-initiated majors that are presented to the full faculty from the related disciplines for approval.

Workshops

Workshops will be offered via the School of Design and will be taught on or off campus. These artisanal classes will vary by topics and skills taught. All workshops will focus on design topics/techniques related to skills that will augment students in the fashion programs, costume design, graphic design, and for general student interest and exposure to design and creative self-expression. Courses will be taught at the 200 – 400 levels.

Capstone Course

Student-initiated majors complete a capstone course comprising a written statement and a senior project usually culminating in a public exhibition/show. *December graduates must have completed DSN 494: Senior Project during the previous spring semester.*

Requirements for a Minor in Digital Filmmaking

The minor in Digital Filmmaking requires completion of a minimum of 15 semester hours, including at least 6 hours at or above the 300 level. All courses must be enrolled for graded credit to count in the minor. An overall GPA of at least 2.0 in all film courses listed in the minor is required. Refer to the course descriptions for prerequisites and grade requirements.

Required Courses

DFM 101: Introduction to Digital Media (3 hrs.)

and one of the following courses:

DFM 140: Film History I (3 hrs.)

DFM 150: Film History II (3 hrs.)

Plus: 9 hours of DFM electives chosen from Digital Filmmaking courses, at least 6 hours must be 300 level or above.

Requirements for a Minor in Education

The minor in education requires completion of at least 15 semester hours in education courses, including 6 semester hours of required course work (see below) and a minimum of 9 semester hours of EDU electives; 6 semester hours must be at or above the 300 level. Additional EDU courses to total 24 semester hours may be elected by the student. Students select their electives for this minor in consultation with Department of Education faculty.

Required Courses

EDU 114: Lifespan Development (3 hrs.)

EDU 276: Foundations of the Teaching-Learning Process (3 hrs.)

Note: Students enrolled in classes that entail interaction with children are required to obtain a background check and/or fingerprinting at least once per year.

Requirements for a Minor in English

(Not open to Creative Writing majors.)

A minor in English requires completion of a minimum of 15 hours with a maximum of 24 hours.

One must be chosen from the following:

- ENG 269: American Literatures I (3 hrs.)
- ENG 270: American Literatures II (3 hrs.)
- ENG 271: English Literary Traditions I (3 hrs.)
- ENG 272: Global Voices (3 hrs.)

plus

- ENG 308: Women Writers (3 hrs.)
- 9 hrs of ENG electives including 3 hrs at or above 300 level.

Requirements for a Minor in Equestrian Studies

The minor in equestrian studies requires the completion of 20 semester hours of which 8 hours must be in applied riding.

Required Courses

- EQS Riding: 4 classes (8 hrs.)
- EQS 130: Equine Management I (3 hrs.)
- EQS 137: Equine Management II (3 hrs.)
- EQS 310: Stable Management I (3 hrs.)
- EQS 410: Horse Keeper (3 hrs.)

Requirements for a Minor in Event Planning – 18 hours

- BUS 225: Principles of Management (3 hrs.)
- BUS 321: Sales and Negotiation (3 hrs.)
- ECM 240: Nuts & Bolts of Event Planning (3 hrs.)
- ECM 330: Advanced Events Planning and Management (3 hrs.)
- ECM 401: Marketing & Promoting Your Event (3 hrs.)
- Plus one other BUS or SCM course (3 hrs.)

Requirements for a Minor in Graphic Design – 18 hours

- SCM 110: Design Technology (3 hrs.)
- SCM 240: Visual Communication (3 hrs.)
- SCM 245: Communication Design Applications (3 hrs.)
- SCM 290: Creating Online Media (3 hrs.)
- SCM 340: Information and Promotion Design (3 hrs.)
- Plus one additional SCM or BUS course (3 hrs.)

Requirements for a Minor in Music

The minor in music requires completion of 15 semester hours, including at least 6 hours at or above the 300 level. All courses must be enrolled for graded credit to count in the minor.

Required Courses

- MUS 110: Music Theory I (3 hrs.)
- MUS 124: Sight Singing I (2 hrs.)

Plus 10 semester hours of APM or MUS classes; at least 6 semester hours must be at or above the 300 level.

Requirements for a Minor in Psychology

The minor in Psychology requires completion of a minimum of 15 semester hours in PSY, including the required course listed below and at least 6 semester hours at or above the 300 level.

Required Course

- PSY 111: Introduction to Psychology (3 hrs.)

Requirements for a Minor in Small Business Management & Ownership

- BUS 171: Foundations of Business in the 21st Century (3 hrs.)
- BUS 225: Principles of Management (3 hrs.)
- BUS 230: Foundations of Financial Management (3 hrs.)
- BUS 250: Principles of Marketing (3 hrs.)
- BUS 364: Organizational Behavior (3 hrs.)
- BUS 375: Launching a Small Business (3 hrs.)

Requirements for a Minor in Theatre Arts**Required Courses**

THA 122: Acting I (2 hrs.)
THA 205: Makeup for Theatre (1.5 hrs.)
THA 213: Introduction to Stagecraft (1.5 hrs.)
THA 227: Introduction to Stage Management (1.5 hrs.)
THA 232: Directing I (3 hrs.)
THA 251: Costuming (1.5 hrs.)
THA 313: Theatre History I (3 hrs.)
THA 314: Theatre History II (3 hrs.)

Requirements for a Minor in Women's Studies

A minor in women's studies requires the completion of 15 semester hours, including at least six hours at or above the 300 level.

Required Course

WST 210: Introduction to Women's Studies (3 hrs.)

Plus 12 hours of WST courses; six hours of which must be at or above the 300 level.

Courses used to meet the General Education Women-focused array may not be included in the 15 hours required for the Women's Studies minor.

Applied Music courses:

APM 101: Voice Class
(1 hr.)

(Prerequisite: Permission of Instructor)
Group instruction at the beginning level. Group and individual performance, observation and some teacher modeling. Covers fundamentals in vocal production and breath support, technical and practice skills, musical terminology and musical and textural analysis. May be repeated for credit.

APM 102: Voice, Piano, or Vocal Jazz
(1-2 hrs.) (Fees: \$350 per credit)
(Prerequisite: 16-bar vocal audition with piano accompaniment for music department faculty)

One half-hour private lesson per credit per week. Regular practice required of student as assigned by instructor and required final performance jury.
(1 credit = ½ hour private lesson per week: Fee: \$350; 2 credits = 1 hour private lesson each week: Fee: \$700)

APM 110: Stephens Concert Choir
(1 hr.)

(May be repeated for credit)
Designed to provide an experience in choral singing for cultural enrichment and personal fulfillment. Several public performances are planned. Works from a cross-selection of **styles are performed. Performances monthly on Bach's Lunch** recitals, Fall semester Choir performs Victorian Christmas, Spring semester Choir performs Spring Concert and during Alumni Reunion weekend. A simple, non-rigorous voice placement audition is required in first class meetings

APM 150: Class Piano
(1 hr.)

(Open to all students)
Class Piano is designed to help students with little or no previous study acquire the basic keyboarding skills necessary for successful musicianship. Study will focus on basic technique, elementary repertory, and keyboarding skills valuable to aspiring vocalists.

APM 155: Alexander Technique for Singers
(1 hr.)

(Prerequisite: APM 102 or Permission of Instructor)
Offers vocalists an introduction to Alexander Technique, a method for understanding and improving movement and body awareness widely acknowledged for its benefits for singers.

APM 202: Voice, Piano, or Vocal Jazz
(1-2 hrs.) (Fees: \$350 per credit)

(Prerequisite: Permission of Instructor)
One half-hour private lesson per credit per week. Regular practice required of student as assigned by instructor and required final performance jury.
(1 credit = ½ hour private lesson per week: Fee: \$350; 2 credits = 1 hour private lesson each week: Fee: \$700)

APM 210: Musical Theatre Ensemble
(1 hr.)

(Prerequisites: Open to all students, may be repeated for credit)
APM 210 is an intermediate, performance-oriented ensemble designed to help students strengthen choral singing skills. Repertory will focus on literature drawn from the major traditions of the American Musical Theatre.

APM 250: Class Piano II
(1 hr.)

(Prerequisite: APM 150 or permission of instructor)
Continuation of Class Piano I. Study will focus on intermediate repertory and technique. Students will develop skills of sight reading, harmonization, and transposition, with an emphasis on skills valuable to aspiring vocalists.

APM 275: Vocal Styles Workshop
(3 hrs.)

(Prerequisite: APM 102 or Permission of Instructor)
Offers students practical experience of key historic and contemporary styles in vocal performance. Performance-based course will explore such musical styles as Blues, Country & Western, Rock, as well as dialects of Musical Theatre and Opera in two-week increments. Each of these units will culminate in a student recital of that particular style.

APM 302: Voice, Piano, or Vocal Jazz
(1-2 hrs.) (Fees: \$350 per credit)

(Prerequisite: Permission of Instructor)
Advanced study. One half-hour private lesson per credit per week. Regular practice required of student as assigned by instructor and required final performance jury.
(1 credit = ½ hour private lesson per week: Fee: \$350; 2 credits = 1 hour private lesson each week: Fee: \$700)

APM 304: Junior Recital
(2 hrs.)

(Fees: \$750)
(Prerequisite: APM 302 or Permission of Instructor)
Continues advanced study of voice in preparation for a Junior Recital. Study consists of one hour private lesson per week. Regular practice required for student as assigned by instructor, a preliminary jury including extended program proposal for music faculty pre-recital.

APM 325: Vocal Jazz Ensemble
(2 hrs.)

(Prerequisite: Audition required during first class meetings)
Provides intensive training in the development of aural and sight-singing skills, vocal jazz techniques and stage presence. A highly performance-oriented group for which students are selected based on strong musical and vocal ability, strong work ethic and positive attitude. May be repeated for credit.

APM 326: Musical Theatre Troupe
(2 hrs.)

(Prerequisite: Audition required)
The Musical Theatre Troupe is an advanced ensemble that is highly performance oriented. This auditioned Troupe focuses on repertoire from the Golden Age to contemporary works, incorporating singing, dancing, and acting into performance. May be repeated for credit.

APM 350: Class Piano III
(1 hr.)

(Prerequisite: APM 250 or Permission of Instructor)
Continuation of Class Piano II. Study will focus on intermediate to advanced repertory. Students will play all minor scales and major/minor arpeggios with both hands and further develop skills of sight reading, harmonization, transposition, and accompaniment. This course will culminate in a jury examination for proficiency in keyboard skills.

APM 380: Topics in Applied Music
(1 hr.)

(Prerequisites: Second-Year status, Vocal Performance or Musical Theatre major, and permission of program.)
Advanced topics course focused on song performance, vocal technique, and auditioning. A broad repertory of music will be addressed: Jazz, Pop, Rock/Country, Musical Theatre, and Opera.

APM 402: Voice or Piano
(2 hrs.) (Fee: \$750)

(Prerequisite: Permission of Instructor)
Continuation of advanced study, usually in preparation for a final recital performance. One hour private lesson per week. Regular practice required for student as assigned by instructor, two preliminary juries including extended program proposal for music faculty pre-recital. No final semester jury required if student performs recital.

APM 490: Musical Theatre Senior Showcase
(1 hr.)
APM 490 is an advanced course for Musical Theatre majors designed to facilitate production of a group senior voice showcase.

Art Courses:

ART 105: Beginning Drawing
(3 hrs.)
(Open to all students; model and lab fee charged)
Introduction to basic methods and media of drawing through exercises in contour, gesture, value, volume and space, perspective and composition. Still-life, landscape and life-model subjects as well as experimental studies.

ART 110: Basic Design
(3 hrs.)
Introduction to basic design theory, composition, symmetry and asymmetry, information and communication, type and image, two-dimensional problem solving. Media used in assignments will include hand illustration and collage. Lectures will present an overview of the history of visual communication, graphic design, and advertising graphics.

ART 157: The Culture of Color
(3 hrs.)
(Meets General Education Arts array requirement. Cross listed as ICS 157 Intercultural Array.)
This course uses color as its investigative medium. Beginning with basic color theory and terminology students consider the scientific, psychological and symbolic aspects of color. Focusing on rites of passage, major religions, spirituality and celebrations, students investigate color and its meanings in various cultures.

ART 201: Life Drawing
(3 hrs.)
(Prerequisite: ART 105 with C- or better; model and lab fee charged)
Problems in drawing the figure: human anatomy and proportion, figure composition. Continuation of practice in drawing fundamentals such as contour, gesture, volume, and value.

ART 203: Painting/Color
(3 hrs.)
(Open to all students; lab fee charged)
The study of color relationships and systems of color composition, using the basic methods, materials and media of painting. Problems using still life, landscape and the human figure as a point of departure for development of creative expression. Discussion of contemporary directions in painting.

ART 206: Color and Pattern on Fabric
(3 hrs.)
(Prerequisites: ART 105 or DSN 146 or permission of instructor; ART 203 is strongly recommended. Lab fee charged. Cross listed as DSN 205)
Introduction to processes such as printing on fabric, linocut, woodcut, screen printing, engineered print, and photo printmaking. Process emphasized may change from semester to semester or year to year. Development will be encouraged in areas of technical control, graphic quality, marketability, and effective personal expression. Course may not be repeated for credit.

ART 280: Topics in Art
(1-3 hrs.)
(Prerequisite: depends on topic offered; lab fee charged)
Introduction to various topics in fine and applied art.

ART 294: Workshop
(1-3 hrs.)
(Prerequisites: ART 105 and approval of faculty)
A workshop experience completed off campus.

ART 301: Advanced Drawing
(3 hrs.)
(Prerequisite: ART 201 with C- or better; may be taken four times for credit; lab fee charged)
Emphasis on individual development of drawing skills with a variety of subjects. Development of the drawing as a finished work.

ART 303: Advanced Painting
(3 hrs.)
(Prerequisite: ART 203 with C- or better; ART 201 recommended; may be taken four times for credit; lab fee charged)
Emphasis on individual development and personal style. Exploration of media, imagery and discussion of contemporary critical issues.

ART 380: Topics in Art and Design
(1-3 hrs.)
(Prerequisite: depends on topic offered; lab fee charged)
Various topics in fine and applied art.

ART 394: Art Workshop
(1-3 hrs.)
(Prerequisites: ART 105 and approval of faculty).
A workshop experience completed off campus.

ART 494: Senior Project
(1-6 hrs.)
(Prerequisite: approval of faculty; lab fee when appropriate.)
A major body of independently conceived and produced work in the student's primary studio area. Evaluated by all art faculty. Offered spring semester only

Art History courses:

ARH 101: Introduction to the History of Art
(3 hrs.)
(Open to all students; meets General Education Arts array requirement)
Introduces students to the history of the visual arts and architecture. Students will become familiar with a wide range of artistic techniques and media and will acquire analytical tools for understanding and criticizing the arts. Students will learn to recognize the distinctive features of key periods in the history of western art from prehistory to the present day. The primary focus will be the art of the Mediterranean, Europe and post-colonial America, but the traditions of Asia, the Islamic world, Africa and ancient Mesoamerica will also be discussed. This course is intended to provide a foundation for more advanced study and to contribute to a life-long appreciation of art.

ARH 201: Greek and Roman Art
(3 hrs.)
(Prerequisite: sophomore standing or permission of instructor; meets General Education Arts array requirement)
Introduces students to the material remains of the ancient Greeks and Romans, the founders of western art and culture. Painting, sculpture, architecture and the decorative arts will be analyzed in the context of political, social and cultural institutions. Students will learn to recognize major period styles and understand how buildings and art objects functioned in Greek and Roman society.

ARH 203: Medieval and Byzantine Art
(3 hrs.)
(Prerequisite: sophomore standing or permission of instructor; meets General Education Arts array requirement)
Introduces students to the art and architecture of the Medieval and Byzantine worlds, from the Christianization of the Roman Empire in the 4th century to the brink of the Renaissance in the 14th century. We will explore sculpture, wall painting, the arts of the book, secular and religious architecture and the decorative arts (ceramics, metalwork, glass, textiles and

mosaics) in the context of political, social and cultural institutions.

ARH 205: Renaissance and Baroque Art
(3 hrs.)
(Prerequisite: sophomore standing or permission of instructor; meets General Education Arts array requirement)
Focuses on painting, sculpture and architecture from the 14th to the 17th centuries in Italy and Northern Europe—one of the most brilliant periods in the history of art. Students will analyze works of art in terms of technique, iconography, function and style, and (most importantly) in terms of their meanings in the contexts of their own times and for us today.

ARH 207: Nineteenth-century Art
(3 hrs.)
(Prerequisite: sophomore standing or permission of instructor; meets General Education Arts array requirement)
Concentrates on European and American painting, sculpture and decorative arts in the nineteenth century. The major periods studied are Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism. Artists include David, Goya, Turner, Courbet, Manet, Monet, Cassatt, Degas, Van Gogh, Gauguin and Cézanne.

ARH 209: Modernism and Post-Modernism in the Arts
(3 hrs.)
(Prerequisites: one ARH course and junior or senior standing, or permission of instructor; meets General Education Arts array requirement)
This course explores the arts in Europe and America from the beginning of the 20th century to the present. We focus on important styles and movements, examining both the artistic products of each and the public statements of the participants. We pay particular attention to the interconnectedness of the arts in various media. Artists featured include painters, sculptors, architects, composers, playwrights, performance artists, filmmakers and choreographers.

ARH 280: Topics in Art History
(3 hrs.)
Topics courses are devoted to subjects that are not covered in depth in other ARH courses, especially non-Western art.

ARH 317: Islamic Art and Culture
(3 hrs.)
(Prerequisites: one ARH course and junior or senior standing, or permission of instructor; meets General Education Arts array requirement; cross listed as ICS 317 Intercultural array)
This course examines the art and architecture of Islam, a cultural heritage shared by one fifth of the world's population. We will investigate this subject from the perspective of the faith and traditions of Islam and the history of the Muslim world from the time of Mohammed to the present day. Topics will include secular and religious architecture, miniature painting, calligraphy, and the decorative arts. Our investigation will proceed through illustrated lectures and discussion, supplemented by films and field trips.

ARH 355: Seminar: Women in Art
(3 hrs.)
(Prerequisite: one ARH course and junior or senior standing, or permission of instructor; cross-listed as WST 355; meets General Education Art array requirement)
This course explores the contributions women have made to painting, sculpture and architecture from the Renaissance to the present.

ARH 380: Topics in Art History
(3 hrs.)
Topics courses are devoted to subjects that are not covered in depth in other ARH courses, especially non-Western art.

American Sign Language courses:

ASL 101: American Sign Language I
(3 hrs.)
(Open to all students)
This course introduces the skills and knowledge needed to communicate in American Sign Language. It focuses on basic sign language vocabulary and fingerspelling and includes a study of American Deaf culture and history as well as other relevant topics.

ASL 102: American Sign Language II
(3 hrs.)
(Prerequisites: ASL 101 or permission of instructor. May be repeated for credit.)
This course furthers the skills and knowledge needed to communicate in American Sign Language. It focuses on more advanced sign language vocabulary and finger spelling and includes a study of American Deaf culture and history as well as other relevant topics.

BHS Health Science Courses:

BHS 110: Stress Management
(3 hrs.)
(Open to all students; Meets General Education Science array requirement)
Helps students gain an awareness of stress and its effects, practice management techniques to reduce personal stress, and implement those techniques in their daily lives and the lives of others. Topics include: psychophysiology of stress, stress and disease, cognitive restructuring, and relaxation techniques.

BHS 117: Careers in Health and Helping Professions
(1 hr.)
(Open to all students; required of BHS majors. Graded S/U)
Presents an overview of various health science careers through interaction with professionals in the field. Covers a range of topics including current health concerns, historical developments and future concerns in healthcare as well as ethical issues.

BHS 128: Personal Health and Wellness: Women's Perspective
(3 hrs.)
(Open to all students; Meets General Education Science array requirement)
This course explores a broad range of issues and information relating to personal health including the physical, social, emotional, intellectual, spiritual and environmental influences on health choices, particularly as they pertain to women. Topics include, but are not limited to: nutrition, physical fitness, stress, weight management.

BHS 212: Health Behavior
(3 hrs.)
(Open to all students)
Provides students with conceptual tools to analyze health-related behaviors and the social, cultural and environmental context in which they occur. Concepts and theories drawn from psychological sociology are applied to programmatic examples from behavior change challenges in public health.

BHS 220: Principles of Public Health
(3 hrs.)
(Open to all students)
Introduction to the basic structures of the public health system in the U.S., this course will examine philosophy, purpose, history, organization, functions, tools, and activities. Factors that influence and shape our system are examined including financing, politics and global issues.

BHS 225: Introduction to Nutrition
(3 hrs.)

(Open to all students)

This course provides an overview of the principles of nutritional science. Topics include types of nutrients, requirements, food sources, digestion, effects of nutrient deficiencies, nutrient interactions, dietary guidelines, and the role of nutrition in health and disease.

BHS 251: Foundations of Health Promotion and Education
(3 hrs.)

(Open to all students)

Provides a fundamental understanding of the role of a Health Education Specialist in assessing, planning, implementing, and evaluating health education promotion programs. Review of the Unified Code of Ethics for Health Professionals and the seven Areas of Responsibilities for entry-level Health Education Specialists.

BHS 275: Health Psychology
(3 hrs.)

(Open to all students)

This course will examine biological, psychological, behavioral, and social factors and their influence on health and illness across different populations. It will address the interactions between the cognition, emotions, and behaviors that influence the development, recovery, and prevention of illnesses.

BHS 280: Topics in Health Science
(3 hrs.)

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

BHS 311: Nutrition and Human Performance
(3 hrs.)

(Prerequisite: BHS 225)

Examines the role of nutrition in preparing humans for optimal performance. Review of nutritional practices and the associated physiologic mechanisms contributing to preparing athletes for events with various metabolic demands and assisting with their recovery from these performances.

BHS 312: Health Program Management
(3 hrs.)

(Prerequisite: BHS 212)

Provides a framework for addressing management problems in healthcare organizations. Emphasis will be placed on skills required to advocate for policies and procedures that improve health. Application of theoretical principles to program management and effective communication styles will be discussed.

BHS 320: Environmental Health
(3 hrs.)

(Open to all students)

Designed to provide an overview of the key areas of environmental health. An examination of the interaction of individuals and communities with the environment, the potential impact on health of environmental agents, and specific applications of concepts of environmental health.

BHS 330: Research Methods and Health Communication
(3 hrs.)

(Prerequisite: Junior standing; BHS 115. Course is writing intensive)

This course employs several projects to help students become capable of accessing, reading, critiquing and summarizing primary literature; writing a proposal and analyzing collected data common to public health projects.

BHS 336: Behavioral Aspects of Weight Management
(3 hrs.)

(Prerequisite: BHS 225)

An examination of various behavioral aspects of weight loss and weight gain. Several approaches to weight loss and weight

gain will be examined and insight will be provided into the medical recommendations associated with each technique.

BHS 426: Social Epidemiology
(3 hrs.)

(Open to all students)

Examination of population health and health disparities to provide students with an understanding of how social factors contribute to racial/ethnic, socioeconomic, and other disparities in health and health care. Exploration of how social processes influence the etiology of common diseases.

BHS 481: Seminar in Health Sciences
(3 hrs.)

(Open to all students)

This course is a study of pertinent and current problems of research in health science. This reading-intensive course provides an overview of contemporary and often controversial health issues with analysis of selected problems of current concern to society.

BHS 489: Health Sciences Internship/Capstone
(1-6 hrs; repeatable for up to 6 credit hours)

(Prerequisites: Junior standing, and BHS 330)

Professional experience outside of the classroom to enhance personal effectiveness and professional success, this course culminates in a capstone experience or project.

Biology courses:

BIO 111: Biological Concepts (with lab)
(3 hrs.)

(Open to all students, meets the General Education Science Array requirement; lab fee charged)

An introduction to the science of biology. The following biological topics may be addressed: biology as a science, the scientific method, basic biochemistry, organ systems, ecology and human biology. Laboratory exercises are designed to illustrate and clarify concepts presented in lecture. Includes scholarship by and about women and ethnic minorities. Does not count in the major.

BIO 115: Health for All: Disease and Public Health
(3 hrs.)

(Open to all students, meets the General Education Science Array requirement; lab fee charged)

This is a non-biology course designed to give students an overview of important topics in microbiology through understanding basic scientific principles. Common microbes, our relationship to them and our treatment of them will be covered. Does not count in the major.

BIO 181: Principles of Biology I (with lab)
(4 hrs.)

(Meets the General Education Science Array requirement; Lab fee charged)

Emphasizes scientific inquiry and the process of discovery. Topics include: structure and function of macromolecules, cellular communication, cycles and organelles, basis of inheritance, central dogma, gene regulation, viruses, bacteria and biotechnology. Lab experiences elucidate the principles and concepts covered.

BIO 182: Principles of Biology II (with lab)
(4 hrs.)

(Prerequisite: BIO 181 or permission of instructor; lab fee charged)

Emphasizes scientific inquiry and the process of discovery. Topics include: Evolution and the origin of species, basic principles of animal form and function, nutrition, anatomy and physiology of body systems, and development. Lab experiences elucidate the principles and concepts covered.

BIO 201: Human Movement Science
(3 hrs.)

(Open to all students; meets the General Education Science Array requirement)

This course will study human structure and function associated with body movement, with special emphasis on movements associated with dance training. The course will include a structural study of the bones, muscles, tendons and ligaments of the human body and a functional study of the resulting body movements. The course will also briefly examine other systems important in muscle movement, such as the cardiovascular and respiratory systems. Finally, this course will apply this knowledge of muscular function to performance and injury when training (using dance training as the model system). Offered periodically.

BIO 247: Essentials of Human Anatomy & Physiology I
(3 hrs.)

(Competency cannot be demonstrated through prior learning experience or challenge examination.)

This course introduces the structure and function of the human body to those students pursuing careers in the allied health field. The emphasis is on the way in which normal body systems are maintained and how deviations result in illness and disease. The course progresses from a general organization of the human body and of cells, to that of tissues and organs, and then to organ systems. For each system, basic anatomical structures are identified and the fundamental ways in which these structures carry out the activities of that system are investigated. The organ systems explored include (1) skin and body membranes, (2) skeletal and muscular systems, (3) nervous system and special senses, and (4) endocrine, blood and cardiovascular systems. Underlying the study of these systems, the course will show the student connections between body systems, providing an understanding of the interactions of these systems in maintaining homeostasis.

BIO 248: Essentials of Human Anatomy & Physiology II
(3 hrs.)

(Competency cannot be demonstrated through prior learning experience or challenge examination)

This course continues the study of the structure and function of the human body to those students pursuing careers in the allied health field. The emphasis is on the way in which normal body systems are maintained and how deviations result in illness and disease. The course progresses from a general organization of the human body and of cells, to that of tissues and organs, and then to organ systems. For each system, basic anatomical structures are identified and the fundamental ways in which these structures carry out the activities of that system are investigated. The organ systems explored include (5) lymphatic and immune systems, (6) respiratory system, (7) digestive system and metabolism, and (8) urinary and reproductive systems. Underlying the study of these systems, the course will show the student connections between body systems, providing an understanding of the interactions of these systems in maintaining homeostasis.

BIO 280: Topics in Biology
(3 hrs.)

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

BIO 284: Vertebrate Zoology (with lab)
(4 hrs.)

(Prerequisite: BIO 182 or permission of instructor; lab fee charged)

A survey of the anatomy, physiology, zoogeography, evolution and ecology of vertebrate animals. In a mixed laboratory, discussion, and presentation format, students will investigate the major evolutionary changes that have occurred in fish, amphibians, reptiles, birds and mammals. Offered periodically.

BIO 290: Genetics (with lab)
(4 hrs.)

(Prerequisite: BIO 182 or permission of instructor; lab fee charged)

An examination of the transmission, structure and function of genetic material in plants and animals. Course content progresses from classical Mendelian genetics, including the chromosome theory of inheritance, structure and replication, organization and regulation of genetic information of bacterial, eukaryotic and viral genes, to current topics and techniques in molecular biology. Writing intensive. Offered Fall only.

BIO 292: Cell Biology
(3 hrs.)

(Prerequisite: BIO 181 or permission of instructor)

Understanding the structure and function of life at the cellular level allows us to better understand processes that take place in all organisms. Students will learn how cells obtain and utilize energy, communicate and pass on their genetic information.

BIO 311: Microbiology (with lab)
(5 hrs.)

(Prerequisites: BIO 182, BIO 292, or permission of instructor; lab fee charged)

The study of the morphology, physiology, genetics and ecology of important microorganisms of human health and disease, and of environmental concern. Emphasis on bacteria and viruses. Writing intensive.

BIO 315: Immunology
(3 hrs.)

(Prerequisite: BIO 311 or permission of instructor; lab fee charged)

An advanced introductory course in a rapidly advancing field, using experimental design as a tool to elucidate immunological principles. Includes (1) an introduction to the cells and tissues of the immune system; (2) the molecular mechanisms used by the immune system to recognize antigens and the process of activation of the immune system that results from antigen recognition; (3) a description of the means by which the stimulated immune system eliminates foreign molecules, cells and organisms; and (4) an examination of clinical problems that are primarily immunologic. This course contains several laboratory experiences. Writing intensive. Offered periodically.

BIO 320: Anatomy and Physiology I (with lab)
(4 hrs.)

(Prerequisites: BIO 181 and BIO 182)

First of a two-part course covering human anatomy and physiology. Explores the systems comprising the body emphasizing physiologic mechanisms and an understanding of anatomy. Emphasis placed on the interrelatedness of the integumentary, skeletal, muscular, nervous, and endocrine systems.

BIO 321: Anatomy and Physiology II (with lab)
(4 hrs.)

(Prerequisites: BIO 181 and BIO 182)

Second of a two-part course covering human anatomy and physiology. Explores the systems comprising the body emphasizing physiologic mechanisms and an understanding of anatomy. Emphasis placed on the interrelatedness of the circulatory, respiratory, digestive, urinary, lymphatic, immune and reproductive systems.

BIO 370: Evolutionary Biology
(3 hrs.)

(Prerequisite: BIO 290 or BIO 182 with permission of instructor)

Evolutionary biology will emphasize the following topics: the synthesis of evolutionary theory and genetics, population genetics, molecular evolution, mechanisms of evolution, speciation, phylogeny reconstruction and evolutionary history.

BIO 380 Topics in Biology
(3 hrs.)

Topics courses are devoted to special subjects that may not be

covered in depth in other courses.

BIO 410: Biochemistry
(3 hrs.)

(Prerequisite: BIO 182, BIO 292, CHM 341; cross-listed as CHM 410)

This course blends complex biological and chemical concepts. Advanced problem-solving skills are used to investigate amino acids/proteins, enzymes, protein purification, nucleic acids, flow of genetic information, analysis and cloning of genes, membranes, carbohydrates, and metabolic pathways.

BIO 496: Research/Clinical Internship
(1-3 hrs.)

(Prerequisite: permission of instructor)

Provides opportunities for select junior and senior science majors to participate in a research program in biology under the supervision of a full-time professional scientific investigator in industry or shadow professionals in the student's chosen occupational field. Interns become familiar with all aspects of the research project, including the design, carrying out the research plan and analyzing and reporting the research results. Interns have opportunities to present papers at the Missouri Academy of Science and the Tri-Beta Biological Society meetings. Graded on Pass/Fail basis.

BIO 497: Senior Project I / BIO 498: Senior Project II
(2 hrs. per semester)

(Prerequisite: senior standing or permission of instructor)

This two semester course sequence assesses the ability of graduating students to assimilate diverse biological information into a meaningful synthesis. Course projects will be tailored to the interests and training of the student. During the first semester, students learn experimental design and data analysis strategies. During the second semester, students work independently during the semester to develop their research project, carry out the research, analyze it, write a manuscript and give a presentation to the department. Writing intensive.

Business courses:

BUS 171: Foundations of Business in the 21st Century
(3 hrs.)

(Open to all students)

Overview of business concepts including a jet tour through management, marketing and accounting. Introduces the concepts of: product/service planning and production; supply chains; proprietary and intellectual property issues; product placement; product features; and competitive strategies. Introduces the concepts of operating and control systems, legal structures, and management planning. Introduces basic accounting concepts related to financial and managerial accounting practices.

BUS 205: Personal and Family Finance

(3 hrs.)

(Open to all students; meets General Education Quantitative Analysis array requirement.)

Examination and application of basic economics and finance principles as they relate to the individual. Topics include: budgets, banking, housing, taxes, insurance and investments. Offered every semester.

BUS 225: Principles of Management

(3 hrs.)

(Open to all students)

A study of the organization, its individuals, technology, planning, and organizing and control policies and procedures. Special attention given to leadership, motivation, communication, group dynamics, decision-making and women in management.

BUS 230: Foundations of Financial Management
(3 hrs.)

(Open to all students; meets General Education Quantitative Analysis array requirement.)

This course will introduce the concepts of accounting and finance needed to understand the goals of financial management, financial statements and the accounting process.

BUS 250: Principles of Marketing

(3 hrs.)

(Open to all students)

Beginning marketing course designed to provide the student with an understanding of basic marketing concepts, the role of marketing in society and the forms and various factors that influence marketing decision making. Offered every semester.

BUS 305: Human Resource Management

(3 hrs.)

(Prerequisite: BUS 225)

The principles and practices of personnel planning, recruitment, selection, training and development, career planning, performance evaluation, affirmative action, labor relations and salary administration.

BUS 321: Sales and Negotiation

(3 hrs.)

(Prerequisite: BUS 250)

The course focuses on the study of the work in the areas of contact with customers, sales and selling - from identification and contact establishment, communication, building and maintaining relationships, to the specifics of negotiation in a variety of settings.

BUS 340: Planning and Project Management

(3 hrs.)

(Open to all students)

General introduction to strategic planning and project management relevant for any major and profession.

BUS 345: Internet Marketing

(3 hrs.)

(Prerequisite: BUS 250)

This course provides students with an opportunity to learn how organizations are using the Internet as a viable marketing tool. The course will also examine the increasing role electronic commerce is playing in the global economy.

BUS 354: Consumer Behavior

(3 hrs.)

(Prerequisites: BUS 250 and junior standing, or permission of instructor)

Analysis of factors affecting purchase decisions in the marketplace. Theories and research findings from behavioral and social sciences are examined from the point of view of marketing management and buyer behavior. Attention given to exploration and evaluation of buyer behavior, the consumer decision process, and research on the development of marketing programs. Offered spring semester only.

BUS 362: Professional Communication

(3 hrs.)

(Open to all students)

This course teaches the theory and skills necessary for understanding and practicing effective professional communication. It emphasizes effective oral and written communication in professional settings and provides the student with opportunities to practice skills that will allow successful communication in professional careers. Offered fall semester only.

BUS 364: Organizational Behavior

(3 hrs.)

(Open to all students)

The study and application of knowledge about how people "act" and "react" in goal-oriented groups. Emphasis is placed on using theories 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 375: Launching a Small Business
(3 hrs.)

(Prerequisite: BUS 171 or BUS 225)

Teaches aspiring business owners how to start a business but also how to manage and grow, through the full business cycle. Emphasis on knowledge and skills students will need to set up their own small business.

BUS 386: Global Markets
(3 hrs.)

(Prerequisites: BUS 225; meets General Education Intercultural requirement)

Provides insight into the contemporary foreign environment through a macro view of the world of the economic, political, social and cultural environments; studies the problems encountered in business operations abroad and possible solutions; applies economic and trade theories to the role of foreign operations; and places special emphasis on the marketing and management activities of multinational business. Taught through lectures, case studies and research projects.

Chemistry courses:

CHM 101: Chemistry in Everyday Life
(3 hrs.)

(Open to all students; lab fee charged)

This one-semester course, designed for non-science majors, will provide a broad view of the way in which chemistry affects people in their daily lives. Ordinarily, it will be taken by students who wish to meet the science requirement for graduation, and by students wishing to broaden their general scientific knowledge and understanding of the world around them. The course is appropriate for students who have had no chemistry in high school, or one year of chemistry. Students who have had more than one year of high school chemistry should not enroll. Does not count in the major.

CHM 111: General Chemistry I (with lab)
(4 hrs.)

(Prerequisite: two years of high school algebra or concurrent enrollment in MAT 111: College Algebra; approved eye protection required; lab fee charged)

First semester of the sequence covering the fundamental principles of chemistry. Topics include matter, chemical compounds and reactions, stoichiometry, thermodynamics, atomic structure, bonding and molecular geometry. Also emphasized are the accomplishments and contributions of women within the chemical sciences. The laboratory introduces students to basic skills and techniques.

CHM 112: General Chemistry II (with lab)
(4 hrs.)

(Prerequisite: CHM 111; approved eye protection required; lab fee charged)

Second semester of the sequence covering the fundamental principles of chemistry. Topics include chemical kinetics and equilibrium, properties of gases, liquids, solids and solutions, acid-base chemistry, electrochemistry and nuclear chemistry.

CHM 280: Topics in Chemistry
(3 hrs.)

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

CHM 340: Introduction to Organic Chemistry (with lab)
(5 hrs.)

(Prerequisites: grade of C or better in CHM 111 or equivalent **of instructor's consent; lab fee charged**)

A survey of organic chemistry, including an introduction to structure and bonding, functional group chemistry, principles of reactivity, reaction mechanisms, the molecules of life.

Laboratory illustrates and augments the lecture material. 4 lectures, 1 lab per week.

CHM 341: Organic Chemistry I (with lab)
(4 hrs.)

(Prerequisite: CHM 112; approved eye protection required; lab fee charged)

First semester of the sequence covering the chemistry of carbon-containing compounds. Topics include orbitals and bonding, the nomenclature and physical properties of functional groups, conformations and stereochemistry, substitution and elimination reactions at sp³-hybridized carbon, additional reactions to carbon-carbon multiple bonds and spectroscopy. The laboratory introduces basic skills and techniques.

CHM 342: Organic Chemistry II (with lab)
(4 hrs.)

(Prerequisite: CHM 341; approved eye protection required; lab fee charged)

Second semester of the sequence covering the chemistry of carbon-containing compounds. Topics include spectroscopy, addition and substitution reactions at the carbonyl group, enolates, aromatic compounds, radicals and pericyclic reactions. Studies in biochemical compounds such as amino acids, peptides and proteins may be included. Laboratory will focus on the investigations of important organic reactions.

CHM 380: Advanced Topics in Chemistry
(3 hrs.)

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

CHM 381: Environmental Chemistry
(3 hrs.)

(Prerequisites: CHM 111 and CHM 112)

Covers the fundamental principles of environmental chemistry. Topics include understanding the basic components of planet **Earth, earth's soil and agriculture, earth's atmosphere, global warming** and its effect on climate, chemistry of the troposphere and atmosphere, air and air pollutants, water resources, pollution and treatment, analysis of water and waste water, fossil fuels and nuclear power, exploring future energy sources, inorganic and organic metals in the environment, green chemistry, insecticides, herbicides and insect control, toxicology, asbestos and disposal of dangerous wastes.

CHM 410: Biochemistry
(3 hrs.)

(Prerequisites: BIO 182, BIO 292, CHM 341. Cross-listed as BIO 410)

This course blends complex biological and chemical concepts. Advanced problem-solving skills are used to investigate amino acids/proteins, enzymes, protein purification, nucleic acids, flow of genetic information, analysis and cloning of genes, membranes, carbohydrates and metabolic pathways. Offered periodically.

CHM 496: Research Internship
(3 hrs.)

(Prerequisite: permission of instructor)

Select junior and senior science majors are able to participate in a research project in chemistry under the supervision of a professional scientific investigator. Interns become familiar with all aspects of the research process, including project design, planning, experimentation, analysis and presentation. Opportunities to present data and results at meetings of professional societies, such as the American Chemical Society, are available.

CIS 206: Introduction to Information Systems
(3 hrs.)

(Prerequisite: Open to all HIA students – part of the HIA core courses. Requires enrollment in the HIA degree program.)

An overview of computer concepts, including hardware, software, operating systems, and security considerations. The focus will be on creating and using spreadsheets, word processing and presentation software, and relational databases included in the Microsoft Office Suite.

Conversational Language Courses:

FRN 100: Conversational French
(2 hrs.)
(Open to all students)

This introductory course is for students who wish to develop the oral communication skills necessary for comfortable travel in French speaking countries. Students will develop the ability to speak the language using appropriate idiomatic constructions and appropriate conversational skills. Special focus will be given to values and culture of the appropriate countries. Students will be required to complete one additional hour a week reinforcing language skills.

LANG 100: Conversational Language
(2 hrs.)
(Open to all students)

This introductory course is for students who wish to develop the oral communication skills necessary for comfortable travel in the countries which use the selected language as a first language. Students will develop the ability to speak the language using appropriate idiomatic constructions and appropriate conversational skills. Special focus will be given to values and culture of the appropriate countries. Students will be required to complete one additional hour a week reinforcing language skills. Possible language offerings include Chinese, Italian and German.

Dance courses:

DAN 103: Beginning Ballet Techniques
(1 hr.)
(Open to all students, may be repeated for credit)
Introduction to ballet for the non-major. Recommended for other performing arts majors to become conversant with the fundamentals of dance and dance vocabulary.

DAN 104: Beginning Modern Techniques
(2 hrs.)
(Open to all students, may be repeated for credit)
A class of modern dance techniques for the non-major student. Especially beneficial for students majoring in other performing arts.

DAN 105: Beginning World Dance Techniques
(1 hr.)
(Open to all students, may be repeated for credit)
World dance techniques for the student who is interested in multi-cultural understanding through dance. Techniques offered have included: African and Caribbean, Haitian, East Indian, Spanish/Flamenco, Russian and Irish.

DAN 106: Beginning Ballet II
(2 hrs.)
(Prerequisites: DAN 103 or permission of instructor; may be repeated for credit)

This course is designed to build upon the Classical Ballet skills and concepts learned in Beginning Ballet and is for students who have already completed DAN 103 or the equivalent.

DAN 112: Dance Techniques I
(5 hrs.)
(Freshman dance majors or permission of instructor.)
This course is designed to introduce the freshman dance major to the philosophies and expectations of the Department of Dance. The core technique courses are enrolled as three classes, providing instruction and training in Ballet (2hrs.), Modern (2hrs.) and World dance (1hr.).

DAN 113: Dance Techniques I
(5 hrs.)
(Prerequisite: DAN 112 or permission of instructor.)
Course emphasizes techniques as well as flexibility and strength, coordination and control. Includes classes in Ballet, Modern and World Dance.

DAN 150: Musical Theatre Dance
(1 hr.)
(Open to all students)
This course is designed to introduce students who are not dance majors or minors to the dance technique required for American Musical Theatre. This technique class will stress basic elements of musical theatre vocabulary, and dance audition and performance technique.

DAN 170: Improvisation and Choreography Fundamentals
(1 hr.)
(Prerequisite: must be in DAN 112 or permission of instructor)
The study of movement expression through a variety of approaches experienced and performed spontaneously to broaden the range of movement vocabulary. This will be accomplished individually and in groups. Students also learn the role of improvisation leading to choreography and will learn the fundamental tools for creating dance phrases which prepares them for Choreography I.

DAN 180: Topics in Dance
(1-3 hrs.)
Topics courses are devoted to special subjects that may not be covered in depth in other courses. They may include Repertoire, Performance Techniques, Partnering, Jazz Dance, Jump Rhythm Technique ® and others.

DAN 205: Ballet Theory and Terminology
(2 hrs.)
(Prerequisites: DAN 106 or DAN 112 or DAN 113)
The Ballet Theory and Terminology course material is a lecture course concentrated on supporting greater intellectual understanding of the French language dance terms used in classical ballet training, as well as exploring thematic differences within the five major styles of classical ballet.

DAN 220: Choreography I: Solo
(2 hrs.)
(Prerequisite: DAN 170.)
Study of the organization of movement and the relationship of different elements of dance composition which will culminate in the creation of a dance solo.

DAN 225: Dance Techniques Workshop I
(4 hrs.)
(Summer only)
(Prerequisite: DAN 112 and 113 or by audition)
Daily classes in modern and ballet augmented by other **dance-related classes that enhance the student's knowledge base and broaden their career potential in the industry.**

DAN 231: Dance Techniques II
(5 hrs.)
(Prerequisite: DAN 113 or permission of instructor)
Continuation of DAN 113 involving the development of space-time coordination in more complex dance phrases with more advanced technical demands.

DAN 233: Dance Techniques II
(5 hrs.)
(Prerequisite: DAN 231 or permission of instructor)
Continuation of DAN 231.

DAN 238: Lighting and Production
(2 hrs.)
(Summer only)
Introduction to the theory and practice of stage lighting. The course also introduces the student to all the aspects of a stage production from the backstage perspective.

DAN 242: Pointe
(1 hr.)

(Prerequisites: DAN 112 or audition.)
Development of classical pointe technique including relevés, piqués, bourrées, pirouettes, and petits sautés sur les pointes through barre and center work.

DAN 245: Dance Repertoire
(1 hr.)

Repertoire is offered as an elective course concentrated on the reinforcement of your dance training. As you learn standard classical and contemporary dances, an emphasis on the characterization of roles offered within each dance will further your development as a dancer and strengthen your technical and artistic levels.

DAN 247: Tap
(1 hr.)

(Prerequisites: DAN 112 or audition.)
This class is designed to acquaint the dancer with the tradition of musical theatre and rhythm tap dance. Warm-up and exercises in tap technique with attention to proper use of weight, balance, articulation of footwork and full upper body involvement will be taught in order to prepare the dancer for auditions and work in musical theatre and tap companies.

DAN 250: Musical Theatre Dance
(1 hr.)

(Prerequisites: DAN 112 or audition.)
The course is designed to introduce students to the dance technique required for American Musical Theatre. This is a technique class based on American jazz forms. Audition techniques, awareness of line, detail and dynamics, and performance techniques are stressed.

DAN 267: Dance Performance Workshop I
(4 hrs.)

(Summer only)
A course designed to give the major an understanding of the rehearsal and creative process leading to performance through learning historic works or new pieces created for them by visiting guest artists.

DAN 270: Dance Pedagogy
(2 hrs.)

(Summer only)
This course is designed to develop a working knowledge of pedagogy (how to teach). It will introduce the basic and elementary concepts of teaching a dance class. The course includes hands-on, in class experience teaching children under the direct supervision of the instructor. Attention will be given to: developing an age appropriate syllabus, the principles, processes and structure of building a class, and development of a professional approach in dealing with classroom/studio management.

DAN 280: Topics in Dance
(1-3 hrs.)

Topics courses are devoted to special subjects that may not be covered in depth in other courses. They may include Repertoire, Performance Techniques, Partnering, Jazz Dance, Jump Rhythm Technique ® and others.

DAN 310: Functional Anatomy for Dancers
(3 hrs.)

(Prerequisite: DAN 231 or permission of instructor)
Study of the human structure, its form and its function; allows the student to arrive at a more expansive approach to total dance training.

DAN 324: History of Dance
(3 hrs.)

(Prerequisite: junior or senior standing)
Study of the development of dance, including dance forms, major choreographers and major dancers. Cultivation of cultural historical perspective. Writing Intensive.

DAN 325: Dance Techniques Workshop II
(4 hrs.)

(Summer only)
(Prerequisites: DAN 225 or audition.)
A continuation of DAN 225.

DAN 347: Advanced/Intermediate Tap
(1 hr.)

(Prerequisites: DAN 247 or permission of instructor, may be repeated for credit)
This tap class is designed to further the dancer's training in musical theatre and rhythm tap dance. Warm-up and exercises include advanced time steps and turns. More intricate combinations will be taught in order to prepare the dancer for auditions.

DAN 351: Dance Techniques III
(5 hrs.)

(Prerequisite: DAN 233 or permission of instructor)
Continuation of DAN 233, with emphasis on the development of individual style and artistry. Students are expected to be able to learn more complex phrases quickly and bring them to performance level in the class. This course is designed to be the final preparation for the professional world.

DAN 353: Dance Techniques III
(5 hrs.)

(Prerequisite: DAN 351 or permission of instructor)
A continuation of DAN 351.

DAN 355: Dimensions Repertory Dance Company
(1-2 hrs.)

(Prerequisite: audition and permission of department. May be repeated up to 6 hours of credit.)
Dimensions Repertory Dance Company serves as a training experience for the professional company. Dancers must audition and are cast as members or apprentices in the company. Several performances will take place throughout the year for community events, demonstrations in schools and for Stephens' functions and concerts.

DAN 360: Choreography II
(2 hrs.)

(To be taken two times)
(Prerequisite: DAN 170, DAN 220 or permission of instructor)
Students create two dances that are thematically developed, using prior knowledge of phrasing and the elements of design, rhythm, dynamics and motivation. One session will be dedicated to the creation of a trio, and another session will focus on a group work consisting of five or more dancers.

DAN 367: Dance Performance Workshop II
(4 hrs.)

(Summer only)
A continuation of DAN 267.

DAN 370: Practicum
(1-3 hrs.)

(Prerequisite: permission of faculty sponsor and program director.)
Recommended for dance majors who are interested in teaching or other dance related applications.

DAN 380: Topics in Dance
(1 hr.)

(Prerequisite: permission of instructor)
These courses could include advanced Pointe and Partnering, and Repertoire.

DAN 460: Senior Seminar
(3 hrs.)

(Prerequisite: DAN 360, senior standing or permission of instructor)
A synoptic course that synthesizes the senior's knowledge and experiences in dance, related arts and the liberal arts. Components include the development of an audition video, professional portfolio (resume, photo, video documentation of

choreography and performances) and practical applications and discussions regarding career options, ethical choices, personal finances, unions, contracts, auditions, and networking. This course is writing intensive.

DAN 465: Senior Project
(3 hrs.)

(Prerequisite: senior standing or permission of instructor)
Students may culminate their choreographic and performance experience in the major to create their capstone choreographic work for performance in the Senior Showcase production in the Warehouse Theatre. In addition to the creative aspect, which is the main focus of the course, students will be required to plan and produce the concert which involves everything from advertising, ticket sales and hanging lights to working with lighting designers. Students may also decide to do a more individualized project involving teaching, arts administration or an internship experience.

Design Arts courses:

DSN 146: Drawing for Design Arts
(3 hrs.)

(Open to all students; lab fee charged.)
Drawing skills as a means of developing ideas used in a professional setting. This course explores visually dynamic means to solve problems in communication of concepts used as a design oriented presentation coupled with basic drawing skills.

DSN 148: Figure Drawing
(3 hrs.)

(Prerequisite: DSN 146 with C- or better; model and lab fee charged)
Introductory course in drawing the human figure focuses on understanding of the human body, its proportions, contours, and characteristic periphery of movement through the exploration of composition, perspective, mood, and the effect of light. Single and multiple figure compositions in perspective will be addressed. Students will be exposed to and practice different drawing techniques and specific skills required for subsequent fashion illustration, portfolio, and retail design courses. Introduction to the clothed/dressed figure and exploration of different textures, fabrics/motifs for fashion and design.

DSN 205: Color and Pattern on Fabric
(1-3 hrs.)

(Prerequisites: DSN 146 or permission of instructor; lab fee charged. May be repeated 3 times for credit.)
Introduction to processes such as printing on fabric, linocut, woodcut, screen printing, engineered print, and photo printmaking. Process emphasized my change from semester to semester or year to year. Development will be encouraged in areas of technical control, graphic quality, marketability, and effective personal expression.

DSN 212: Exhibition & Design Practicum
(1-3 hrs.) (Prerequisite: permission of instructor)
Addresses the three-dimensional challenges faced by exhibition designers. Topics include space design; conceptual development of a thematic approach; and creation of a presentation system for products, artifacts, or artwork especially as related to historic dress.

DSN 217: Artisan Studio I
(1-3 hrs.)

(Prerequisite: Depends on topic offered; lab fee charged)
Introduction to various topics in design arts. Can be offered on or off campus.

DSN 280: Topics in Visual/Space Design
(1-3 hrs.)

(Lab fee may be charged and is dependent on the subject studied.)
Introduction to various topics in design arts.

DSN 305: Advanced Color and Pattern on Fabric
(3 hrs.)

(Prerequisite: DSN 205 with a C- or better; lab fee charged.)
May be repeated four times for credit.
Continued development of technical skills, personal style and marketability using a variety of methods to create color and pattern on fabric. Processes/skills taught may change from semester to semester or year to year.

DSN 312: Exhibition & Design Practicum
(1-3 hrs.)

(Prerequisite: DSN 212)
Develops an understanding of small- and large-scale projects and addresses the three-dimensional challenges faced by exhibition designers. Topics include space design; conceptual development of a thematic approach; and creation of a presentation system for products, artifacts, or artwork.

DSN 317: Artisan Studio II: Pattern to Print
(3 hrs.)

(Prerequisite: FAS 320 and FAS 330 or permission of instructor; may be repeated for credit. Lab fee charged.)
Students create textile print collections, including both traditional repeats and engineered prints that will be digitally printed on a variety of fabrics. The class will utilize a variety of printing methods and trends and analyze results to learn best practices. Students will complete a variety of projects including garments and accessories.

DSN 367: Surface Design and Beading
(1-3 hrs.)

(Prerequisites: FAS 111 with C- or better; lab and supplies kit fees)
A studio design course whereby students are introduced to the inventive surface design techniques that resurface, reshape, restructure and reconstruct fabrics/textiles for a variety marketplace uses. May be repeated for up to 6 hours.

DSN 380: Topics in Visual/Space Design
(1-3 hrs.)

(Lab fee may be charged and is dependent on the subject studied.)
Various topics in design arts.

DSN 412: Exhibition & Design Practicum
(1-3 hrs.)

(Prerequisite: DSN 312 or permission of instructor)
Further develops an understanding of small- and large-scale projects and addresses the three-dimensional challenges faced by exhibition designers. Topics include space design; conceptual development of a thematic approach; and creation of a presentation system for products, artifacts, or artwork.

DSN 417: Artisan Studio III
(1-3 hrs.)

(Prerequisite: depends on topic offered; lab fee charged)
Various advanced topics in design arts.

DSN 494: Senior Project for SIM
(1-6 hrs.)

(Prerequisite: approval of faculty; lab fee when appropriate.)
A major body of independently conceived and produced work in the student's primary design area. Evaluated by all School of Design faculty. Offered spring semester only.

Digital Filmmaking courses:

DFM 101: Introduction to Digital Media
(3 hrs.)

(Open to all students; lab fee charged)
This course is an introduction to the language and technology of digital media, including digital media history, industry trends and production requirements. Students will learn and apply, basic design principles for the web, capturing and editing

digital images, capturing and editing digital audio, capturing and editing digital video and interactive multimedia

DFM 105: Filmmaking for Non-Majors
(3 hrs.)

This course offers Non-DFM Major students an introduction to the practices and concepts of digital filmmaking. Students will gain hands-on experience through several collaborative projects involving pre-production, production and post-production. Students will perform a variety of filmmaking techniques designed to provide a solid foundation with experience including, camera, audio, lighting, and editing.

DFM 108: Digital Photography
(3 hrs.)

(Prerequisite: Open to all students; lab fee charged.)
This course introduces students to the basic principles of digital photography as a medium for current digital literacy. Students learn storytelling techniques with still images through street photography, portraiture and experimental photography. Topics covered include digital camera controls, exposure, lighting, aperture, as well as digital workflow for photography.

DFM 125: Filmmaking I
(3 hrs.)

(Prerequisites: DFM 101 with grade of C- or better or permission of instructor; lab fee charged.)
The course introduces the student to the aesthetic and technical aspects of narrative filmmaking and documentary filmmaking, non-linear editing, and field and studio production. Includes practical experience in operating a variety of audio and field equipment, as well as experience in post-production editing equipment.

DFM 140: Film History I
(3 hrs.)

(Open to all students; meets General Education Arts Array requirement)
This course offers an overview of cinema history from 1895 to 1945. The class will explore major movements and concepts in film, technical developments that have changed the way we view films and familiarity with the basic film language of film analysis (editing, mise-en-scene, lighting, acting, etc.). In addition, students will examine theories specific to film (auteur theory, documentary, genre, the star system, etc.) and gain a broader understanding of **cinema's social and historical impact**.

DFM 150: Film History II
(3 hrs.)

(Open to all students, meets General Education Arts Array requirement)
This course offers an overview of cinema history from 1945 to the present. We will examine the history of filmmaking after the Second World War with changes in technology, studios, directors, performers and narrative structure. We will also examine the relationship between film and culture and the impact films have had in shaping history up to the present day.

DFM 175: Stephens Film Institute I
(3 hrs.)

(Open to all students; lab fee charged. May be repeated for credit.)
This course develops the basic skills in technical filmmaking through class lectures and crew work on a film project. This course is a study of general principles and accepted practices in film production, examining and performing every role in a film production. Graded as S/U.

DFM 210: Digital Video Editing
(3 hrs.)

(Prerequisite: DFM 101 with grade of C- or better or permission of instructor; lab fee charged.)
This course guides students through digital postproduction process from video capture to output of edited work. Topics include converting, editing audio, editing video, organizing digital media, outputting to different media formats, and using

editing software for media creation. Along with technical skills, this course focuses on editing and storytelling methods.

DFM 212: Digital Filmmaking Practicum
(1-3 hrs.)

(Prerequisite: Permission of instructor; may be taken for either S/U or A-F credit. May be taken two times for credit; lab fee charged.)
Open to film majors working on a department-sponsored film project. Work to be evaluated by appropriate faculty adviser.

DFM 225: Filmmaking II
(3 hrs.)

(Prerequisites: DFM 125 with a grade of C- or better, or permission of instructor; lab fee charged.)
This is a comprehensive, hands-on filmmaking course that explores elements of the theoretical and practical application of preproduction, production and postproduction techniques. There will be an emphasis on camerawork and lighting as elements that enhance storytelling.

DFM 230: Screenwriting I
(3 hrs.)

(Prerequisite: DFM140 or 150 with a grade of C- or better, or permission of instructor.)
This workshop course introduces the theory and practice of writing screenplays for film with an emphasis on the narrative structure. Students will learn techniques for finding and developing story ideas and developing them into script format, writing original scripts and learning to critique and analyze stories and scripts in the process.

DFM 235: Introduction to Documentary Film
(3 hrs.)

(Open to all students.)
This course examines the history of documentary films up to the present-day rise of the non-fiction film. We will discuss the cultural contexts of the films and the theoretical questions they raise, including the blurry line between fiction and nonfiction.

DFM 275: Stephens Film Institute II
(3 hrs.)

(Open to all students; lab fee charged. May be repeated for credit)
This course continues to build on the skills developed in DFM 175 Stephens Film Institute I in technical filmmaking through class lectures and crew work on a film project. This course is a study of general principles and accepted practices in film production, examining and performing every role in a film production. Graded as S/U

DFM 300: Directing for Film
(3 hrs.)

(Prerequisite: DFM 125 with grade of C- or better or permission of instructor; lab fee charged.)
This course examines directing techniques to develop a personal directing style in filmmaking. Students learn how to direct a film, from the pre-production stage through the shooting process and post-production, by directing individual short films. Genres can vary each semester.

DFM 308: Advanced Digital Photography
(3 hrs.)

(Prerequisite: DFM 108 with a grade of C- or better or permission of instructor; lab fee charged.)
This course focuses on turning abstract thoughts into complex images and themes. Students will edit RAW images and learn the best practices for printing on high-resolution printers. With an emphasis on color and light theory, students will aim to create gallery-ready photographs.

DFM 310: Advanced Postproduction
(3 hrs.)

(Prerequisites: DFM 125 with a grade of C- or better or permission of instructor; lab fee charged.)
This class will build on the skills learned in DFM210. Students will use a variety of software to build post-production skills.

Students will learn to more about color correction, sound mix, and motion graphics, and learn new skills in compositing.

DFM 311: Directing the Documentary
(3 hrs.)

(Prerequisite: DFM 125 with a grade of C- or better or permission of instructor; lab fee charged.)
Documentary has changed significantly since its origins. We now have technology that early documentary filmmakers could only dream of. However, the challenge is still the same how do we represent truth? This course will provide you with exercises to fine tune your skills with field equipment and prepare you for being a well-rounded, independent, documentary filmmaker. This is an advanced production class, and students will be held to a higher standard than in previous classes.

DFM 319: Sound Design
(3 hrs.)

(Prerequisite: DFM 101 with grade of C- or better or permission of instructor; lab fee charged.)
This course is a hands-on audio adventure in the design and technology of sound for film. Students will explore all facets of sound design for film: music (underscoring and incidental), sound effects (atmospheric, Foley and specific), and dialogue (on set and post-production). Students will learn to use various microphones, recording techniques, playback devices, and non-linear editing to give their stories the full dynamic range that only sound can provide. The course will be primarily project driven accompanied by lectures and film analysis.

DFM 320: The Reel World: Contemporary Documentary Film Studies
(3 hrs.)

(Open to all students; meets General Education Arts Array requirement.)
This course examines current documentary trends within the industry, **and looks at the experimental "edges" documentary artists** are exploring today. Along with exploring topics and trends, we will also examine contemporary issues and investigate challenges and advantages facing documentary filmmakers today.

DFM 330: Screenwriting II
(3 hrs.)

(Prerequisites: DFM 230 with a grade of C- or better or permission of instructor)
Screenwriting II is an intermediate-level course focusing on linear storytelling for the screen. Students will deepen their knowledge and experience with previously introduced screenwriting tools, including structure, character, conflict, action, dialogue, and visual storytelling. Adaptation and non-traditional story structures for film will be introduced.

DFM 335: Major Filmmakers
(3 hrs.)

(Prerequisite: Junior standing or permission of instructor. May be repeated for credit with a different topic.)
This course will explore the lifework of a director that has made significant contributions to the art of filmmaking. By studying the earlier works of this filmmaker and discovering what was happening in his or her world, students will gain valuable insight into the decisions that created this masterful filmmaker and how these films are seen within the wider perspective of film history.

DFM 340: Business of Film
(3 hrs.)

(Prerequisite: Must be a DFM major with Junior standing or permission of instructor.)
This course studies of the business of film including film financing, business strategies, audience analysis, distribution strategies and preparing a business plan.

DFM 360: Cinema and Social Change
(3 hrs.)

(Prerequisites: Junior standing or permission of instructor. Meets General Education Arts array requirement.)

This course examines how documentary and narrative filmmaking can affect social change. We will examine the effects of cinema on social movements in the United States and worldwide. We will ask whether media can, in fact, change society at all, and whether those changes are controllable by the artist/producer, the audience or the state. We will ask whether these changes can backfire or produce unexpected results.

DFM 362: Women in Film
(3 hrs.)

(Prerequisite: Junior standing or permission of instructor; meets General Education Arts Array requirement. Cross listed as WST 362 Women-focused Array.)
This course focuses on the study of women in the film industry **from early cinema to their role in today's industry.** Through focusing on female filmmakers we will examine the art and the business of filmmaking from a feminist perspective. We will study women working in a variety of genres including experimental, narrative, and documentary filmmaking. We will also examine women working in a variety of contexts including the Hollywood studio system as well as independent and international film industries.

DFM 370: International Cinema
(3 hrs.)

(Prerequisites: Junior standing or permission of instructor; meets General Education Arts Array requirement.)
This course will trace the major trends and movements that have emerged from various national cinemas and contributed to the historical development of film as an international art form. We will view selected films and consider how they reflect their own cultural and historical context and reflect global creative confluences. Along with studying international film in our class and textbook, students will research a national cinema and industry, presenting their findings to the class and in a final research project. This course is writing intensive.

DFM 372: Honors: International Cinema

(Prerequisites: Open to Stephens Scholars Program or Junior standing or permission of instructor; meets General Education Arts Array requirement. Cross listed as ICS 372 Intercultural Array.)
This course will trace the major trends and movements that have emerged from various national cinemas and contributed to the historical development of film as an international art form. We will view selected films and consider how they reflect their own cultural and historical context and reflect global creative confluences. Along with studying international film in our class and textbook, students will research a national cinema and industry, presenting their findings to the class and in a final research project.

DFM 375: Stephens Film Institute III
(3 hrs.)

(Prerequisite: DFM 175 or permission of instructor; lab fee charged. May be repeated for credit)
Development of intermediate skills in technical filmmaking through class lectures and crew work on a variety of film projects. This course is a study of general principles and accepted practices in film production, examining every role in a film production. Graded as S/U.

DFM 380: Topics in Film
(3 hrs.)

(Prerequisite: Junior standing or permission of instructor. May be repeated for credit with a different topic.)
Topics in film offered in rotation and in response to interest. Course may be repeated with a different topic.

DFM 382: Experimental Film
(3 hrs.)

(Prerequisite: DFM 101 with a C- or better or permission of instructor; lab fee charged.)
This is a unique course designed especially for students who want to ... experiment! Throughout our semester together, we will experience, study, and create work in a variety of media.

The underlying goal for the class is to encourage you to discover new ways of making art, engage in creative problem-solving, and push yourself to take bold risks and create great work. Specifically, you will be asked to produce a series of projects ("experiments") over the course of the semester, culminating in a more intensive, self-directed final project.

DFM 390: Film Festival Production

(3 hrs.)

(Prerequisites: Junior standing or permission of instructor. Lab fee charged.)

This is a special course designed for students interested in working on the development of the Citizen Jane Film Festival. Students develop programming skills and work on a specific project that will help develop the festival, while also reading and discussing trends in the film industry to contextualize the project work. Most of the class activities work towards the programming of the films for the fall festival. Experience and/or interest in film analysis and film theory is required. Student projects also require skills in marketing and public relations or writing about film. Students without this background but a strong interest and desire to learn more can also be successful in this class.

DFM 410: Senior Project I

(3 hrs.)

(Prerequisite: Junior standing or permission of instructor; lab fee charged.)

This extensive production course constitutes the capstone courses in the major and requires the development and production of a short film. Students will pre-produce and work on production of their short film during this semester. Spring only.

DFM 412: Digital Filmmaking Practicum

(1-3 hrs.)

(Prerequisite: Permission of instructor; can be taken for either S/U or A-F credit. May be taken two times for credit; lab fee charged.)

Open to film majors working on a department-sponsored film project. Work to be evaluated by appropriate faculty adviser. Offered every semester.

DFM 420: Senior Project II

(3 hrs.)

(Prerequisite: DFM 410 with a grade of C- or better; lab fee charged.)

This course builds on the film project created in DFM 410. Students focus on post-production and exhibition of their short film, develop outreach materials, and plan the senior film showcase. Completed films will be exhibited at the end of the fall semester at the senior film showcase open to the public. A jury of industry professionals will assess final films. Fall only.

DFM 490: Senior Portfolio

(3 hrs.)

(Prerequisite: Junior standing, or permission of instructor; lab fee charged.)

Emphasis on finished work of original films for the student's final portfolio, which includes a résumé, a DVD of student work, and a press kit for the senior film project. This class is not only about putting together final work, but will also discuss outreach plans, screenings, marketing, film festival research and submitting to film festivals. Students will learn how to author DVDs, create promotional materials, organize screenings, research career opportunities, and discuss film distribution strategies.

DFM 491: Master Class

(3 hrs.)

Visiting industry professionals teach in different areas of filmmaking as an Artist in Residence.

Education Courses:

EDU 114: Lifespan Development

(3 hrs.)

(Open to all students; Meets General Education Intercultural array requirement.)

This course explores the developmental periods of conception, infancy, early childhood, adolescence and adulthood with a focus on benchmarks in the areas of biological/physical, psychosocial and cognitive development. Opportunities to observe and interact with children help students gain a general understanding of life span development. This course also explores the cross-cultural differences and similarities in development emphasizing the interactions of race, social class, gender and religion.

EDU 176: Introduction to the Teaching-Learning Process

(4-5 hrs.)

(Open to all students)

This course is an introduction to the teaching and learning process. It is intended to encourage prospective teachers to think about education from the perspective of a teacher. Students are expected to explore their own education experiences, examine the teaching/learning process, particularly the role of the teacher, and develop a deeper understanding of how children learn. Specifically, we will **examine today's students, families and communities**, standards and curriculum, managing the classroom and student behavior, developing a teaching philosophy, health nutrition and safety, teaching strategies, and current topics in education. Includes 30 early field experience hours.

EDU 214: Advanced Child Development: Cross-Cultural Perspective

(3 hrs.)

(Prerequisite: EDU 114 or permission of instructor)

This course focuses on the development of children from birth through adolescence with an emphasis on the physical, social, cognitive, language and emotional areas. Further synthesis and integration of previous observational experiences and coursework allows students to explore child and adolescent development theories, concepts, research and the interactions of multiple cultural identities at an advanced level. Observations of young children will be arranged.

EDU 218: Explorations in Education

(1-3 hrs.)

(Prerequisite: Permission of instructor)

This **course is designed to deepen students' understanding of human development and classroom practice**. Practicum experiences provide opportunities for students to examine/consider teaching, learning and assessment practices. **Seminars support students' professional development**.

EDU 225: Integrating the Arts into the Classroom

(2 hrs.)

(Prerequisite: EDU 114 or permission of instructor)

Future teachers gain an understanding of children's physical and cognitive development through integration of the arts throughout the curriculum. Students will design, plan and teach lessons that support learning through the arts. Course topics include how to integrate music, movement, art, and drama into classroom instruction throughout the curriculum. Opportunities to implement lessons in the classroom will be arranged.

EDU 276: Foundations of the Teaching-Learning Process

(3 hrs.)

(Prerequisites: EDU 114 and sophomore standing)

The course is designed for students who will have direct participation with children in learning environments. Experience is provided in developing the understanding and competencies needed to work with children through age 12. The following topics will be emphasized – skills in guiding students, understanding student behaviors, knowing appropriate learning objectives, and developing an

understanding of pedagogy. The historical, philosophical, sociological and legal foundations of education are included in the course.

EDU 314: Adolescent Development
(3 hrs.)

(Open to all students. Cross-listed as PSY 314; Meets General Education Intercultural array requirement.)

A study of human development and behavior from puberty to early adulthood, with an emphasis on physical, social, cognitive and emotional growth and development. A cross-cultural perspective including the interactions among various identities will be explored.

EDU 318: Inquiry into Education
(1-3 hrs.)

(Prerequisite: Permission of instructor. May be repeated for a total of 6 credit hours)

This course supports students as they demonstrate understanding of human development and classroom practice (or teaching, learning and assessment). Practicums, interdisciplinary projects or research projects provide a forum for demonstrating knowledge.

EDU 340/HDE 340: Practicum
(1-3 hrs.)

(May be repeated for a total of 6 hrs. credit.)

(Prerequisites: Permission of instructor)

Provides the opportunity for guided work with children, youth or families in such settings as day care, preschool, elementary or secondary classrooms, youth service center or program for hospitalized children.

EDU 355: Literature for Children: Person, Place, Time
(3 hrs.)

(Prerequisite: Permission of instructor)

Students will read and critique literature from diverse cultures. Connections will be made between cultures by noting similarities and differences in person, place and time.

Evaluation of the literature will be directed at the authenticity of images projected and the literary quality of the various types of literature for children.

EDU 363: Education and Psychology of the Exceptional Child
(3 hrs.)

(Open to all students)

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: developmental disabilities, learning disabilities, behavior disorders/emotional disturbance, speech and language disorders, hearing impairment, visual impairment, physical disabilities and giftedness. This course is writing intensive.

EDU 375: Parameters of Early Learning I
(3 hrs.)

(Prerequisite: Admission to the Teacher Education Program or permission of instructor)

Students have the opportunity to develop skills and knowledge to effectively teach young children. Emphasis is given to planning and implementing an integrated curriculum in the areas of language arts and mathematics. This course also includes a focus on play-based and inquiry based learning. Students gain knowledge and classroom experience in managing groups, lesson planning, teaching, evaluation and reflection.

EDU 376: Parameters of Early Learning II
(3 hrs.)

(Prerequisite: Admission to the Teacher Education Program or permission of instructor)

Students have the opportunity to develop skills and knowledge to effectively teach young children. Emphasis is given to planning and implementing an integrated curriculum in the areas of language arts, social studies and science. This course

also includes a focus on play-based and inquiry based learning. Students gain knowledge and classroom experience in managing groups, lesson planning, teaching, evaluation, reflection, and environmental organization.

EDU 381: Methods of Developing Concepts
(6 hrs.)

(Prerequisites: Admission to the Teacher Education Program or permission of instructor.)

Students learn methodologies for teaching sciences, social studies and language arts; knowledge about how children learn and how teachers create learning environments in a human relations laboratory; and lesson and cluster planning. Campus coursework is enhanced through extensive field experiences in local schools.

EDU 382: Classroom Management
(3 hrs.)

(Prerequisite: Admission to the Teacher Education Program or permission of instructor.)

Students gain an understanding of individual and group motivation and behavior theories and strategies. Emphasis is given to creating a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

EDU 385: Helping Children Develop Skills in Literacy I
(3 hrs.)

(Prerequisite: Admission to the Teacher Education Program or permission of instructor.)

This course examines how teachers facilitate literacy development in young learners. It will include exploration and inquiry into such topics as: the development of reading and writing processes; facilitating growth in spelling, grammar, and punctuation; creating classrooms for readers and writers; assessing literate behaviors; and readers and writers with a difference.

EDU 386: Helping Children Develop Skills in Literacy II
(3 hrs.)

(Prerequisite: Admission to the Teacher Education Program or permission of instructor.)

This course examines how teachers can facilitate literacy development in young learners. As the follow-up class to Literacy I, it will include further exploration and inquiry into such topics as: the development of reading and writing processes, creating classrooms for readers and writers, assessing literate behaviors, and helping readers and writers with a difference. This class includes a field experience component.

EDU 387: Helping Children Think Mathematically
(3 hrs.)

(Prerequisites: Admission to the Teacher Education Program and two college mathematics courses or permission of instructor.)

Diagnostic, instructional and evaluative processes for assisting development of numerical and spatial concepts in children are examined and applied in classroom settings. During the field experience component of the course, students identify children's conceptual levels and design appropriate learning experiences for them.

EDU 388: Professional Standards I
(2 hrs.)

(Prerequisite: Admission to the Teacher Education Program or permission of instructor.)

This course provides an opportunity for the student to identify qualities of effective teachers and reflect on personal, professional growth. Discussions of current issues in education including collaboration with other education professionals. Consultations with classroom teachers are included as part of the practicum experiences. A professional portfolio will be created to demonstrate an understanding of the Missouri Standards for Professional Educators (MoSPE), display professional growth and outline goals. Students must demonstrate their knowledge of the Missouri Standards for Professional Educators to continue in the program.

EDU 389: Professional Standards II
(2 hrs.)

(Prerequisite: Admission to the Teacher Education Program or permission of instructor.)

This course provides an opportunity for the student to reflect on personal, professional growth, curriculum and instructional planning and develop goals specifically, related to the content areas. **The student's professional portfolio will be revised and updated to demonstrate a deeper understanding of the Missouri Standards for Professional Educators (MoSPE), display current professional growth and outline goals. Students must demonstrate they have met all expectations of the Stephens College Education Teacher Certification Program to qualify for student teaching.**

EDU 413: Family and Community
(3 hrs.)

(Open to all students)

Students examine the importance of the professional relationship between the family, school and community. Course topics include interpersonal relationships, nature and the role of family relationships, methods of parent involvement, and identification and utilization of family and community resources.

EDU 415: The Individualizing Process: Assessment and Prescription I
(3 hrs.)

(Prerequisites: Admission to the Teacher Education Program, senior standing or permission of instructor.)

Skills and techniques for assessing of and planning for the dynamic, integrated process of a child's development and learning are developed. Background from which to identify and critique methods and instruments of screening and diagnosis in major developmental areas is developed. Students engage in the development and evaluation of individualized programs based on the assessment of the children's needs.

EDU 421: Student Teaching in Early Childhood Education
(6-12 hrs.)

(Prerequisites: Admission to the Teacher Education Program, senior standing, substitute teaching certificate or permission of Dean.)

Student teachers involve themselves as participants in all aspects of the early childhood classroom: planning and implementing the daily program, participating in the full range of parent activities, and guiding the individual child and the group. Emphasis is placed on building the student teacher's personal repertoire of teaching skills (graded on S-U basis)

EDU 441: Student Teaching in the Elementary School
(6-12 hrs.)

(Prerequisites: Admission to the Teacher Education Program, senior standing, substitute teaching certificate or permission of Dean.)

Student teachers participate in all aspects of the elementary school (grades 1-6) curriculum. They develop a sharpened awareness of varied learning styles, refine personal teaching methods, and meet the challenges of group management while remaining sensitive to the needs of the individual child. (graded on S-U basis)

EDU 454: Emergent Language and Literacy
(3 hrs.)

(Prerequisites: Admission to the Teacher Education Program, senior standing or permission of instructor.)

Students review theories and practices related to speech and language development, and complex emerging literacy. Emphasis will be given to practical applications of language and literacy development from birth through age eight. This course includes a special focus on English Language Learners and the practices related to their learning. Students design, facilitate and evaluate literacy experiences that support children in learning to read and write.

EDU 483: Professional Practice: Demonstrating Professional Competence
(2 hrs.)

(Prerequisites: Admission to the Teacher Education Program, senior standing or permission of instructor.)

This course provides an opportunity for the student to reflect on personal, professional growth, and develop goals. **The student's professional portfolio will be revised and updated to demonstrate application of the Missouri Standards for Professional Educators (MOSPE), display current professional growth and outline future professional goals. Students must demonstrate knowledge and application of the Missouri Standards for Professional Educators while student teaching to be recommended for certification.**

EDU 484: Senior Seminar: Professional Issues in Education
(2 hrs.)

(Prerequisite: concurrent enrollment in student teaching)

Students examine issues and research relevant to the new teacher including the application of self-evaluative processes directly related to teaching and the continuation of professional growth. Students will learn about the role of collaboration and consultation with other education professionals as well as continued professional development. Students will evaluate the qualities of good practice and program administration and management.

EDU 493/HDE 493: Senior Project
(3 hrs.)

(Prerequisites: senior standing and permission of the department)

The student plans and implements a course of independent research or a project in child study/human development.

English/Creative Writing courses:**ENG 107: Composition**
(3 hrs.)

This course provides students with opportunities to sharpen their reading, writing, research, and reasoning skills. At the same time, the course encourages students to develop their own distinct writing and speaking voices. The format of the course will include guest speakers, class discussions, small group presentations, individual presentations, formal and informal papers, writing exercises, and peer reviewing. Students must earn a C- or better to fulfill requirement.

ENG 108: Composition II
(3 hrs.)

(Prerequisite: ENG 107 with a C- or better.)

Students continue to sharpen their skills in critical reading, writing, and thinking with additional emphasis on the research process. Students must earn a C- or better to fulfill requirement.

ENG 115: Starting With Story
(3 hrs.)

(Open to all students)

This ENG class forms a foundation for understanding narrative in thinking, writing, reading, and marketing. It introduces story as a central factor in meaning making. Students examine the fundamental elements of story including character, conflict, dialogue, action, theme, and voice and go on to explore the way stories can be expressed in various media and genres. (Required of English majors and Creative Writing majors.)

ENG 120: Introduction to Imaginative Literature
(3 hrs.)

(Open to all students)

This course helps students develop the skills necessary to engage, analyze, and enjoy the literary genres of fiction, poetry, memoir, drama, and the graphic novel. Students explore basic concepts of literary technique – including narrative, poetic, and dramatic structure and innovation – as well as the thematic content and cultural context.

ENG 175: Traditions & Trends in English/Creative Writing I
(1 hr.)

This foundational course introduces students to historical traditions of language, including reading, writing, editing, publishing and production, and explore ways in which those traditions inform current and future trends in English and Creative Writing.

ENG 207: Honors Composition
(3 hrs.)

(Open to Scholars Plan students only)

Honors composition approaches a selected topic from multiple perspectives. Projects will offer students opportunities to sharpen their critical thinking, reading, writing, and research skills. This class involves seminar-style discussion, guest speakers, group and individual presentations, formal and informal papers, and extensive revisions. Students must earn a C- or better to fulfill the requirement.

ENG 209: Research Writing
(1 hr.)

(Prerequisites: ENG 107 or ENG 207; may be repeated twice for credit)

ENG 209 Research Writing focuses on skills necessary for academic research and research writing. Students take ENG 209 in conjunction with the Sophomore Global Studies courses, GLS 218 and GLS 219. ENG 209 may be repeated twice for credit.

ENG 210: Introduction to Creative Writing
(3 hrs.)

(Open to all students; *required* of Creative Writing majors.)

This course helps students discover and sharpen their skills as creative writers, readers and editors. Concentrating on nonfiction, poetry, and fiction, the class establishes a creative writing community with each class member presenting her work to the whole class, as well as to the instructor, for responses and revision suggestions. Students whose skills and experience in creative writing make a beginning-level course inappropriate may be advanced upon recommendation of the English/Creative Writing faculty.

ENG 214: Introduction to Playwriting
(3 hrs.)

Introduction to Playwriting offers students opportunities to explore the art and craft of dramatic writing. This course emphasizes the discovery and growth of the writer's voice through developmental writing activities and completed plays.

ENG 220: Scripting Change
(3 hrs.)

(Open to all students; meets General Education Intercultural array requirement)

This course explores scripts and scriptwriting that promote positive social change. Course includes a study of entertainment-education and the use of audio and television dramas as sources of influence about health, education, women's rights, and global social issues. The course explores the dramatic literature of social justice and how it appears on stage and screen.

ENG 240: Writing Non-Fiction
(3 hrs.)

(Prerequisite: ENG 107 or ENG 207; or department recommendation)(offered alternate years)

The powerful expressive and persuasive impact of the essay has been recognized and celebrated by many of the greatest writers of the past and present. Women, especially, now publish substantial volumes of influential and moving essays. This course studies contemporary essays and provides practice (in a workshop setting) in the form and style of writing nonfiction prose.

ENG 243: Intermediate Creative Writing – Fiction
(3 hrs.)

(Prerequisites: ENG 210 and ENG 214 or permission of instructor)

This course provides opportunities for intermediate-level fiction writing, focusing on craft and technique and helping prepare students with some creative writing experience for the advanced, creative writing workshops. Students sharpen their writing, reading and revision skills as well as explore the structural and content possibilities of fiction.

ENG 244: Intermediate Creative Writing – Poetry
(3 hrs.)

(Prerequisites: ENG 210 and ENG 214 or permission of instructor)

This course provides opportunities for intermediate-level poetry writing, focusing on craft and technique and helping prepare students with some creative writing experience for the advanced, creative writing workshops. Students sharpen their writing, reading and revision skills as well as explore the structural and content possibilities of poetry.

ENG 245: Intermediate Creative Writing – Playwriting
(3 hrs.)

(Prerequisites: ENG 210 and ENG 214 or permission of instructor)

This course provides opportunities for intermediate-level playwriting, focusing on craft and technique and helping prepare students with some creative writing experience for the advanced, creative writing workshops. Students sharpen their writing, reading and revision skills as well as explore the structural and content possibilities of drama.

ENG 246: Intermediate Creative Writing – Mixed Genre
(3 hrs.)

(Prerequisites: ENG 210 and ENG 214 or permission of instructor. May be repeated twice for credit.)

This course provides opportunities for intermediate-level creative writing in a variety of genre. It focuses on craft and technique and helping prepare students with some creative writing experience for the advanced, creative writing workshops. Students sharpen their writing, reading and revision skills as well as explore the structural and content possibilities of a variety of genre.

ENG 255: Literary Studies
(3 hrs.)

(May be repeated for credit with different topic)

(Prerequisite: ENG 107 or ENG 207; Meets General Education Literature Array requirement)

This course presents a variety of topics with varying emphasis on themes, motifs, movements and comparisons. Topics have included "All That Jazz: Literature of the Twenties," "Women's Detective Fiction," "Clothes Make the Character: Fashion in Literature," "Bold Women in Literature," "Fiction, Fact, & Film," "Fantasy & Science Fiction," "Screwball Literature," "Invention of the Teenager: Literature of Coming of Age," and "Youth Quake: the Literature of Subcultures."

ENG 258: Honors Contemporary International Fiction
(3 hrs.)

(Open to Scholars Plan students only. Meets General Education Literature Array requirement; cross listed as ICS 258 Intercultural Array.)

This course investigates the elements of fiction by reading six contemporary novels from around the world. Students examine the historical, cultural, sociopolitical, and economic contexts of the literary readings and explore themes common to contemporary literature. Scholars Plan only.

ENG 269: American Literatures I
(3 hrs.)

(Prerequisite: ENG 107 or ENG 207; *required* of English and Creative Writing majors.) (offered alternating Fall semesters)

This course introduces students to a range of primary texts, usually in a number of genres, written before the 20th century and investigates the ways various circumstances in the writing

and the reading processes, as well as in the culture at large, **come together to make an "American Literature."**

ENG 270: American Literatures I I
(3 hrs.)

(May be repeated for credit with a different topic up to 6 semester hours. Meets General Education Literature Array requirement.)

(Prerequisite: ENG 107 or ENG 207; *required* of English and Creative Writing majors.) (offered alternating Spring semesters)

Usually more narrowly focused than ENG 269, this course intensively studies a particular 20th or 21st century American literature. Depending on the individual instructor, the course will use an organizing principle such as a specific time, place, cultural movement, or event to bring together a set of related texts, often from a number of literary genres.

ENG 271: English Literary Traditions I
(3 hrs.)

(Prerequisite: ENG 107 or ENG 207; *required* of English and Creative Writing majors.) (offered alternating Fall semesters)

A study of early and early modern English literatures and language with emphasis on three historical and cultural contexts selected in part for their interest in light of new readings about women and popular culture, such as those on the representation of the warrior woman or the outsider.

ENG 272: Global Voices
(3 hrs.)

(Prerequisite: ENG 107 or ENG 207; *required* of English and Creative Writing majors.) (offered alternating Spring semesters)

A study of global Colonial and Post-Colonial literatures, written in English, including Colonial and Post-Colonial fiction, non-fiction, poetry, and drama arranged to consider the cultural politics of canons.

ENG 275: Traditions & Trends in English/Creative Writing II
(1 hr.)

This intermediate-level course engages students with historical traditions of language, including reading, writing, editing, publishing and production, and explore ways in which those traditions inform current and future trends in English and Creative Writing.

ENG 280: Topics in Writing, Language and Literatures
(3 hrs.)

(Prerequisite: ENG 107 or ENG 207 and permission of instructor)

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

ENG 305: Writing about the Arts
(3 hrs.)

(Prerequisites: ENG 107 or ENG 207 or department recommendation; *required* of English and Creative Writing majors.) (Offered alternate years)

In English 305 students strengthen their writing skills by attending local artistic community events and then writing carefully considered reviews. Students read contemporary essays/reviews and use them as models for their own writing for publication in their field. This course is writing intensive.

ENG 308: Women Writers
(3 hrs.)

(Prerequisites: ENG 107 or ENG 207 and one 3 hour 200-level ENG or WST course; or permission of instructor; cross listed as WST 308; *required* of English and Creative Writing majors.) (Offered alternating spring semesters)

This course analyzes women's literatures written in English in various cultures and periods and considers the critical attention given to them. In addition to standard genres of poetry, fiction and drama, this course may include reading in nontraditional genres: essays, diaries and letters, and performance art.

ENG 311: Creative Writing Workshop: Fiction
(3 hrs.)

(Prerequisite: ENG 210 or permission of instructor; May be repeated up to 6 semester hours) (Offered alternate years)

This course advances the experienced creative writer to more sophisticated fictional projects. Reading published fiction as well as each other's work, students explore issues of form, craft and subject matter from the perspective of the fiction writer's position in contemporary culture.

ENG 313: Creative Writing Workshop: Poetry
(3 hrs.)

(Prerequisite: ENG 210 or permission of instructor; May be repeated up to 6 semester hours) (Offered alternate years)

This course advances the experienced creative writer to more sophisticated poetic projects. Reading published poetry as well as each other's work, students explore issues of form, craft, subject matter and audience from the perspective of the poet's position in contemporary culture.

ENG 314: Creative Writing Workshop: Autobiography
(3 hrs.)

(Prerequisite: ENG 210 or permission of instructor; May be repeated up to 6 semester hours) (Offered alternate years)

This course advances the experienced creative writer to more sophisticated projects focused on autobiographical subjects. Emphasis is on both theoretical and craft issues surrounding the constitution of the gendered self through autobiographical writing such as sketches, journals, memoirs and dream cycles.

ENG 319: Twentieth Century Poetry
(3 hrs.)

(Prerequisites: ENG 107 or ENG 207 and one 3 hour 200-level ENG course or permission of instructor.)

In this course students study a wide range of poetry written in the 20th century. Depending on the instructor, the course may organize readings around a variety of themes, historical events, poetic movements, cultures, and/or categories.

ENG 321: Reading and Writing Fiction
(3 hrs.)

(Prerequisites: ENG 210 or permission of instructor)

ENG 321 explores literary fiction from both the writer's and the reader's perspective. Students read published examples of contemporary fiction as well as write and revise their own fictional pieces in a workshop setting.

ENG 323: Reading and Writing Poetry
(3 hrs.)

(Prerequisites: ENG 210 or permission of instructor)

ENG 323 explores poetry from both the writer's and the reader's perspective. Students read published examples of contemporary poetry as well as write and revise their own poems in a workshop setting.

ENG 324: Reading and Writing Autobiography
(3 hrs.)

(Prerequisites: ENG 210 or permission of instructor)

ENG 324 explores autobiographical writing from both the writer's and the reader's perspective. Students read published examples of contemporary memoir as well as write and revise their own autobiographical pieces in a workshop setting.

ENG 330: Freelancing: Writing for Love, Writing for Money
(3 hrs.)

(Prerequisite: ENG 107 or ENG 207)

This course offers a practicum in writing articles for magazines. In it students identify topics, research markets, draft, edit, and copy edit their own articles, write queries and proposals, and study standard practice and intellectual property rights.

ENG 335: Advanced Scriptwriting Themes
(3 hrs.)

(Prerequisite: ENG 235 or permission of instructor)

In this course students develop more sophisticated scriptwriting projects while examining and exploring the

history, theory, and practice of writing for stage, screen, television, audio, and new media. Students also explore contemporary trans-media practices. The course includes examination of advanced script structures, character development, dialogue, adaptation, and research for writing for stage and screen. May be repeated for credit under different themes.

ENG 340: Professional Language: Uses and Abuses
(3 hrs.)

(Prerequisites: ENG 107, junior standing or permission of instructor; *required* of English and Creative Writing majors.) (Offered alternate years)

Language and literacy have the power to inspire or to debase, to communicate or to deceive, to liberate or to enslave. This course explores the ethical implications of language use, especially in the realms of advertising, politics, the arts and the professions, as well as private life, and considers the impact of changing technologies on the role of language in the present and the future.

ENG 341: Fairy Tales and Folklore
(3 hrs.)

(Prerequisite: ENG 107 or ENG 207. Meets General Education Literature array requirement/ cross-listed as ICS 341 Intercultural array.) (Offered alternate years)

This course takes an historical and cross-cultural approach to the many forms of folklore including fairy tales, urban legends, folksongs and jokes. Students study the importance of folklore in culture and gain direct experience in the methods of folklore collection and performance.

ENG 342: World Mythologies
(3 hrs.)

(Prerequisites: ENG 107 or ENG 207, junior standing or permission of instructor; Meets General Education Intercultural array requirement) (Offered alternate years)

This course explores selected mythological texts and practices from a wide range of cultures, both current and historical, and examines the role in contemporary life of mythological—rather than scientific or historical—thought.

ENG 345: Shakespeare
(3 hrs.)

(Prerequisites: ENG 107 or ENG 207; and one 3 hour 200-level ENG course, junior standing or permission of instructor)

A study of the plays of Shakespeare in their historical theatrical context and in light of new readings in performance studies and in the representations of gender, race, class, and nationality.

ENG 360: Western World Literatures
(3 hrs.)

(Prerequisites: ENG 107 or ENG 207, and one 3 hour 200-level ENG course, junior standing or permission of instructor)

This course reads works of literature from England, the Continent, and the Americas with special reference to the changing roles of women and variously disempowered people.

ENG 367: Development of the Novel
(3 hrs.)

(Prerequisites: ENG 107 or ENG 207 and one 3 hour 200-level ENG course, junior standing or permission of instructor)

A study of the novel from its early forms in England. Historically arranged, the texts are explored with special attention to the representations of gender, class, race and nationality, and to a variety of critical approaches to the genre.

ENG 369: American Novels
(3 hrs.)

(Prerequisites: ENG 107 or ENG 207 and one 3 hour 200-level ENG course, junior standing or permission of instructor)

The compelling power of American novels comes from the ability to give speech to the many and varied voices of American life and thus to provide a space for the literary representation of cultural conflict. Organized historically or thematically, this course explores the possibilities and

problems of the genre, both for writers and for readers, inside an American cultural context. Readings may include works from North, Central, and South America when thematically appropriate.

ENG 372: Criticism and Culture
(3 hrs.)

(Prerequisites: ENG 107 or ENG 207, and junior standing or permission of instructor; *required* of English and Creative Writing majors.) (Offered alternate years)

This course studies contemporary critical trends as they apply to literature, film, fashion or other cultural patterns, and considers specifically the numerous trends that have coalesced into "Cultural Criticism."

ENG 375: Traditions & Trends in English/Creative Writing III
(1 hr.)

This advanced-level course engages students with historical traditions of language, including reading, writing, editing, publishing and production, and explore ways in which those traditions inform current and future trends in English and Creative Writing.

ENG 376: Contemporary Literature
(3 hrs.)

(Prerequisites: ENG 107 or ENG 207 and one 3 hour 200-level ENG course, junior standing or permission of instructor)

This course identifies and examines emerging trends in recent literature.

ENG 380: Topics in Writing, Language and Literatures
(3 hrs.)

(Prerequisite: ENG 107 or ENG 207 and permission of instructor)

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

ENG 383: Major Author
(3 hrs.)

(May be repeated for credit with a different topic up to 6 semester hours)

(Prerequisite: ENG 107 or ENG 207 and one 3 hour 200-level ENG course, junior standing or permission of instructor)

An intensive introduction to the range and depth of one or more writers such as George Eliot, Emily Dickinson, Toni Morrison, James Joyce, Virginia Woolf, Gertrude Stein and her circle, Margaret Atwood, Adrienne Rich or Sylvia Plath and Ted Hughes.

ENG 387: Writing Through Performance: Literature and Auto/biography
(3 hrs.)

(Prerequisite: ENG 210 or ENG 214; Junior standing; or permission of the instructor)

This course focuses on the writing of scripted adaptations for the stage through performance. Adaptations will include folklore, literature, poetry, autobiography, and biography. Students will develop skills in critical reading, writing, listening, speaking and analysis of performance as they study the communicative power of oral and literary texts.

ENG 396: Literary Magazine: Editing and Production
(1 hr. fall term; 3 hrs. spring term)

(May be repeated up to 7 semester hours)

(Prerequisite: ENG 107 or ENG 207 and 1 course in Creative Writing and successful application)

Students learn to edit, design, produce and promote *Harbinger*, a magazine that includes the creative accomplishments of Stephens' artists, designers and writers. This course includes a study of the "little magazine" as a genre.

ENG 397: Audio Drama Internship
(1-3 hrs.)

(Prerequisite: ENG 107 or ENG 207 and 1 course in Creative Writing or permission of instructor; May be repeated up to 7 semester hours)

Students learn to write, develop, and produce collaborative and solo audio drama projects while studying trends and opportunities in contemporary audio drama. This course includes the writing and production of a season of an audio drama.

ENG 490: Senior Essay or Project
(3 hrs.)

(Prerequisite: permission of program director. Offered fall.) In consultation with an evaluation committee, the BA student designs a major literary research project while the BFA student designs a creative writing project. Both draft and revise the essay/project, defend it during an oral examination conducted by the committee, give a solo reading or presentation, participate in capstone discussions of life after graduation, and complete the program Assessment Portfolio.

Equestrian courses:

Riding Classes: The fee for riding is \$850 per class each semester. All riding and driving courses require an approved safety helmet with neck harness and chin strap. All riding classes may be repeated three (3) times for credit. At the beginning of each semester: *all riders shall keep a current copy of insurance and medical information in the Equestrian office.* All students must follow all catalog information and Equestrian Handbook rules and regulations in order to ride and participate in the equestrian studies major, minor and or any activity at the stables.

EQS Riding Courses:

Reining

EQS 321: Introduction to Reining
(2 hrs.)

(Prerequisites: EQS 320, Permission of instructor.)

EQS 421: Reining Concepts
(2 hrs.)

(Prerequisites: EQS 420, Permission of instructor.)

Saddle Seat

(2 hrs.)

(Prerequisite: Permission of instructor)

EQS 117: Riding: Beginning Saddle Seat

EQS 217: Riding: Intermediate Saddle Seat

EQS 317: Riding: Intermediate/Advanced Saddle Seat

EQS 417: Riding: Advanced Saddle Seat

Western

(2 hrs.)

(Prerequisite: Permission of instructor)

EQS 120: Riding: Beginning Western

EQS 220: Riding: Intermediate Western

EQS 320: Riding: Intermediate/Advanced Western

EQS 420: Riding: Advanced Western

Hunt Seat

(2 hrs.)

(Prerequisite: Permission of instructor)

EQS 125: Riding: Beginning Hunt Seat

EQS 126: Riding: Beginning/Intermediate Hunt Seat

EQS 225: Riding: Intermediate Hunt Seat

EQS 325: Riding: Intermediate/Advanced Hunt Seat

EQS 425: Riding: Advanced Hunt Seat

Driving

EQS 110: Equine Behavior and Handling
(2 hrs.)

(Open to all students – offered fall semester only. Lab fee charged)

This course is designed to teach all students the basics of horse handling and safety and to serve as a platform to develop the skills needed to be successful in other Equine classes.

EQS 111: Basics of Groundwork
(2 hrs.)

(Prerequisite: EQS 110 or permission of instructor. Lab fee charged)

This course is designed to build upon skills learned in EQS 110. Students will further develop skills to successfully work a variety of horses from the ground. Topics include desensitizing, lunging, ground driving and showmanship. Fulfills a riding requirement.

EQS 218: Riding: Driving
(2 hrs.)

(Prerequisites: Permission of instructor)

This course is designed to allow the student to gain experience in various types of driving techniques for the horse. The student will have the opportunity to ground drive a horse as well as drive a horse to cart. Various harnessing techniques and their potential outcomes will be covered. Care of the harness and carts will be discussed. Each student will have the opportunity to fit a harness to a horse, hook the horse to a cart and drive the horse.

EQS Lecture Courses:

EQS 130: Equine Management I
(3 hrs.)

(Open to all students; fall only)

Designed to introduce students to the horse and its basic care. Subject matter includes daily care and management, vital signs and first aid, wound management, colic, vaccinations and infectious diseases.

EQS 135: Show Preparation
(1 hr.)

(Prerequisite: EQS 130; plus one riding course; spring only)

This class will provide the student with in depth knowledge of rider and horse turn out and introduce industry rules and regulations regarding horse showing.

EQS 137: Equine Management II
(3 hrs.)

(Prerequisites: EQS 130, EQS major or minor; spring semester only.)

This course is designed to further expand upon subject matter introduced in EQS 130. Subject matter includes a review of all vital signs and first aid, conformation of the horse and associated faults and blemishes, lameness and treatments.

EQS 180: Topics in Equestrian
(3 hrs.)

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

EQS 200: Methods of Teaching Horsemanship I
(1 hr.)

(Prerequisites: EQS 130)

Students will be taught the appropriate equestrian vocabulary used to build the knowledge and skills to educate riders. Classroom instruction will include how to develop their teaching knowledge, dispositions and physical skills of the rider.

EQS 204: History and Theory of Horsemanship
(2 hrs.)

(Open to all students, priority to EQS majors/minors)

History and theory of all four disciplines will be introduced.

Topics include evolution and domestication of the horse, the evolution of the horse's role in society, and historical equestrians and their contributions to the sport.

EQS 202: Methods of Teaching Horsemanship II
(2 hrs.)

(Prerequisite: EQS 201)

This class is designed to provide the student with the opportunity of assisting an instructor, putting into practice the teaching techniques taught in EQS 201.

EQS 250: Competitive Judging
(3 hrs.)

(Prerequisite: EQS 135)

This course is an overview of equestrian competitions and will develop potential horse show officials. It will acquaint the student with the mechanics of judging both in hand and under saddle/over fences, horses and riders in a competitive setting. If qualified, students will attend and judge competitively at NAIJA judging contests.

EQS 280: Topics in Equestrian
(3 hrs.)

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

EQS 301: Equine Feeding and Nutrition
(3 hrs.)

(Prerequisite: BIO 111)

Basic nutrients, their sources and how the horse utilizes them will be covered. The anatomy and physiology of the digestive system will be discussed. Ration formulation, purchasing and storage will be stressed.

EQS 302: Methods of Teaching Horsemanship III
(2 hrs.)

(Prerequisite: EQS 202)

This class is designed to continue the teaching process under an instructor with the added responsibility of preparation of horse and rider for shows and clinic.

EQS 310: Stable Management I
(3 hrs.)

(Prerequisite: EQS 135; fall only)

This course will provide the hands-on experience in the everyday operation of a stable. Topics covered will be: horse facilities; equipment; tractors; truck and trailer; loading and hauling horses; ordering supplies; preparation for horse shows; fencing and pasture management; and managing the stalled horse.

EQS 315: Interim Equine Practicum
(1-6 hrs.)

This practicum will enhance the hands-on opportunities and experiences for the students. The student will be given a string of horses to care for on a day-by-day basis. Student will also complete a research project using some type of data collection or experiment. Topic must be approved by the program director. Permission of Equestrian faculty is required.

EQS 330: Introduction to Therapeutic Riding
(3 hrs.)

(Prerequisite: EQS 310; fall only. Lab fee charged)

Focus is on learning and introducing students to the history of therapeutic horsemanship. Current aspects of therapeutic riding and instruction will also be covered. Students will get hands on experience volunteering at a local accredited center.

EQS 335: Therapeutic Riding Instruction and Practicum
(3 hrs.)

(Prerequisite: EQS 330; spring only. Lab fee charged)

This class will allow students to fulfill one part of the NARHA certification process by completing 25 hours of student teaching at a local accredited center. Students will learn to assess and train horses used for therapeutic riding, and become familiar with adaptive equipment. Students will

develop lesson plans, games and exercises appropriate for riders with a variety of special needs.

EQS 340: Equine Anatomy and Mechanics in Motion
(3 hrs.)

(Prerequisites: EQS 345; spring only)

A course designed to teach the student the basic principles of farrier science. Includes anatomy, physiology and biomechanics of the leg and foot; evaluation of a properly and improperly shod hoof; principles of trimming; and cold, hot, corrective and pathological shoeing.

EQS 345: Equipment Usage and Tack Repair
(3 hrs.)

(Prerequisite: EQS 135; fall only)

This course is a hands-on introduction to basic stable equipment, its usage, and care. Equipment will include, but not be limited to, tractors, skill saws, trucks, and trailers. Additionally, students will be introduced to basic tack repair skills. This course is an extension of Stable Management, both courses taken concurrently.

EQS 350: Theory of Equine Behavior and Training
(3 hr.)

(Prerequisite: EQS 310; spring only)

An equine professional must have a thorough understanding of the manner in which the equine responds to stimuli in its environment. This directly influences the ability to train the equine and the results that can be obtained. Students will learn the basics involved in horse training. Students will be introduced to the importance of developing horses and maintaining seasoned horses. Outside speakers will attend the class every two weeks if possible. Field trips to local training facilities will be possible during the semester.

EQS 380: Topics in Equestrian
(3 hrs.)

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

EQS 401: Management of Equestrian Events
(3 hrs.)

(Prerequisite: EQS 340)

This course will teach the student the aspects of show and event management. Students learn about the larger breed shows management styles. Show Managers are required to hire Judges and Stewards and check their credentials for each type of show they are managing. Procedures to hire the different breed and discipline Judges and Stewards will be thoroughly discussed. The course will discuss the rules and regulations of the major breed associations that pertain to show management.

EQS 402: Methods of Teaching Horsemanship IV
(2 hrs.)

(Prerequisite: EQS 302)

Management of school horse usage will be discussed in great detail. Students will shadow the faculty in their teaching assignments. Ethics, conduct and protocol of teaching professional horsemanship will be addressed.

EQS 405: Equestrian Business Practices
(3 hrs.)

(Prerequisite: EQS 340)

This course is designed to further prepare the student in all aspects of equestrian management. Students will learn record keeping, marketing, public relations, buying, selling, pre-purchase exams and contracts. This course culminates with the production and presentation of an Equestrian business plan.

EQS 410: Horse Keeper
(3 hrs.)

(Prerequisite: EQS 340; fall, spring and summer)

This course is designed to allow students to gain experience in the day-to-day care and maintenance of horses. Students will learn to manage their time and gain self-confidence while managing a string of horses and utilizing previous coursework

in the day-to-day care of each horse. The class meets one hour a week in the classroom and additionally students should expect to spend 2-3 hours per day six days a week in managing horses. It is recommended to schedule other courses around this class.

EQS 411: Equine Ethics, Welfare, and Law
(3 hrs.)
(Prerequisite: EQS 310)

This course is designed to present rational exploration of the ethical and welfare issues inherent in all aspects of the equine industry.

EQS 494: Equestrian Studies Industry Internship
(3 hrs.)(Summer only)
(Prerequisite: CCPD 200/201, EQS 340 and approval of the Equestrian Program Director; Graded S/U)
The internship experience (140 hours) usually takes place during the summer of the junior year. Academic internships allow students to gain experience for credit and safeguard their USEF amateur status. On occasion, an internship may occur at an alternate time. Approval must come from the Equestrian faculty. All paperwork for the Equestrian internship will be completed by 4-10 and turned into the Equestrian Program **Director's office upon enrollment to the course. Students will be enrolled in this course in the summer of their junior year for a course fee.**

EQS 496: Capstone: Equestrian Studies
(3 hrs.)
(Prerequisites: EQS 410, and permission of instructor.)
The capstone course is designed to incorporate the student's previous business and teaching experience into a coherent whole using their internship(s) and previous courses. The student will present orally their summer internship experience to the class and faculty. The course will facilitate the student in developing her short and long-term professional goals. Focus will be placed upon work styles and communication skills that can be used in the Equestrian professional world.

Event & Convention Management courses:

ECM 100: Professional Seminar
(3 hrs.)
(Open to ECM majors only)
In this first year seminar students will explore careers in events, concepts of using events in organizations, learn from professionals in the field and begin to develop their practical experience and professional development plan.

ECM 112: Practicum: Social Events
(1 hr.)
(Open to ECM majors only)
Students will develop knowledge and experience in planning, implementing, and evaluating social events of different types.

ECM 201: Creative Process
(3 hrs.)
(Prerequisite: ECM 100 with a C- or better)
An introductory course to acquaint students with the creative process for problem solving that cultivates creativity and original thinking. Ideation and experimentation are emphasized as students work with the design process to solve a common topical question with consumer-based outcomes.

ECM 212: Practicum: Fundraising Events
(3 hrs.)
(Open to ECM majors only)
Students will develop knowledge and experience in planning, implementing, evaluating, and motivating volunteers for fundraising events.

ECM 240: Nuts & Bolts of Event Planning
(3 hrs.)
(Open to all students.)

An introduction to the special events, meeting and convention industry. Students will be exposed to functions such as planning, budgeting, negotiating, registering and the scheduling of an event.

ECM 245: Event Operations and Production
(3 hrs.)
(Prerequisites: ECM 240)
The study of event operations, production elements, themes, décor, post-production evaluation, entertainment, vendor negotiation, destination and advanced logistics.

ECM 312: Practicum: Sports & Entertainment Productions
(3 hrs.)
(Open to ECM majors only)
Students will develop knowledge and experience in planning, implementing and evaluating sports & entertainment production events of different types.

ECM 330: Advanced Events Planning and Management
(3 hrs.)
(Prerequisite: ECM 240)
The purpose of this course is to acquire an in-depth knowledge about the specialized field of event management and to become familiar with management techniques and strategies required for successful planning, promotion, implementation and evaluation for special events within any context.

ECM 335: Financial and Risk Management
(3 hrs.)
(Prerequisites: BUS 230 and ECM 330; open to ECM majors only)
This course focuses on the management of budgets, planning for risk and contract and vendor negotiations. This course is writing intensive.

ECM 401: Marketing and Promoting Your Event
(3 hrs.)
(Prerequisite: ECM 240 or ECM 330, and permission of instructor)
The primary focus of this course will be to plan and manage an event during the semester. Additionally, students will learn how to market and promote the event.

ECM 412: Practicum: Corporate Events
(3 hrs.)
(Open to ECM majors only)
Students will develop experience in planning and implementing corporate meetings, events and conventions.

ECM 455: Hotel and Destination Management
(3 hrs.)
(Prerequisite: ECM 240; open to ECM majors only, or permission of instructor)
Students will develop advanced knowledge in hotel management, how to select tours, transportation, entertainment and local rules of etiquette in global settings **and destination meetings, including environmental "green" meetings and post evaluation techniques.**

ECM 493: Professional Practicum
(3 hrs.)
(Prerequisite: Senior standing; completion of CCPD 200/201)
Students will work in an event or convention setting to fulfill the requirements of an internship as they begin mastery of event management.

ECM 495: Professional Practicum/Capstone
(3 hrs.)
(Prerequisites: ECM 493 or concurrent enrollment, senior standing)
Students will work in an event or convention setting to fulfill the requirements of an internship and develop a major capstone project demonstrating mastery of event management.

Exercise Science courses:

EXS 217: First Aid and Injury Care
(3 hrs.)
(Open to all students)
Focuses on prevention, and care of injuries and illnesses associated with activity, including emergency procedures, legal aspects, injury prevention and care. Instruction and certification in Standard First Aid, and preventing disease transmission with certification offered through the American Red Cross.

EXS 332: Exercise Physiology
(3 hrs.)
(Prerequisite: BIO 320)
A study of physiological responses to exercise, bioenergetics, work, muscular contraction, metabolic pathways, nutrition, obesity, ergogenic aids, and athletic performance. Study of physiological changes that occur due to acute and chronic exercise. Additional emphasis on practical procedures and metabolic calculations.

EXS 333: Stress Testing and Exercise Prescription
(3 hrs.)
(Prerequisite: EXS 332)
Presents practical and theoretical knowledge about various modes and protocols used in exercise testing and exercise prescription. Provides guidelines for exercise testing and prescription methodologies and application to apparently healthy clients as well as those with various medical conditions.

EXS 375: Health Fitness Management
(3 hrs.)
(Open to all students)
Provides a foundation for developing skills required to manage day-to-day operations within a fitness facility with exposure to many management ideas, theories and applications. Application of theoretical principles to program management and effective communication styles will be discussed.

EXS 460: Exercise and Special Populations
(3 hrs.)
(Prerequisite: EXS 332)
Study of changes that occur due to acute and chronic exercise and the influence of aging on these processes. Examination of physiologic differences among those individuals with various medical conditions. Behavioral modification counseling skills for various populations will be developed.

Fashion courses:

FAS 105: Fashion Presentation: Modeling
(1 hr.)
(Open to all students; required for first-time Modeling Group members)
A modeling course that benefits anyone interested in good carriage and an ability to move with assurance and poise. A "performance" class in which students learn runway modeling.

FAS 111: Basics of Apparel Construction
(3 hrs.)
(Open to all students; lab fee charged)
A studio course in basic clothing construction techniques and skills. Students learn types of silhouettes and garment details by completing samples and constructing garments. Emphasis is placed on analytical, critical and creative-thinking skills for garment realization.

FAS 170: Fashion Perspectives
(3 hrs.)
(Open to all students)
Survey course that explores careers in the apparel industry. Topics include: the fashion cycle, production, distribution, marketing and merchandising fashion to the consumer.

FAS 192: Fashion Workroom Techniques
(3 hrs.)
(Prerequisites: FAS 111 with a C- or better; lab fee charged)
A laboratory course exploring advanced sewing techniques of clothing construction and mass production. Emphases include sewing on a variety of fabrics, learning the function and operation of different sewing machines (including industrial models), costing and quality control. Students complete samples, then construct a fully lined jacket and garment of their choice that fulfill class requirements.

FAS 201: Creative Process
(3 hrs.)
(Prerequisite: FAS 170 with a C- or better.)
An introductory course to acquaint students with the creative process for problem solving that cultivates creativity and original thinking. Ideation and experimentation are emphasized as students work with the design process to solve a common topical question with consumer-based outcomes.

FAS 203: Textiles
(3 hrs.)
(Prerequisite: FAS 170 with a C- or better and sophomore standing; lab fee charged)
A study of textiles with emphasis on the interrelationships of fibers, yarn structures, fabric construction and finishes. Application of this knowledge to an understanding of textile behavior and how the fabric determines the character, performance and care of a garment. Students research new fibers and government legislation related to textiles.

FAS 214: Patternmaking I
(3 hrs.)
(Prerequisites: FDP majors: FAS 192 with a C- or better; TCD majors: FAS 111 and concurrent enrollment in THA 352; lab fee charged)
Basic principles of flat patternmaking; bodice, skirt, and dress. Students learn ideation processes, patternmaking and fitting, and realize original garment. Original student designs may be critiqued for eligibility to Jury of Selection.

FAS 216: Draping Fundamentals
(3 hrs.)
(Prerequisite: FAS 214 with a C- or better; lab fee charged)
Basic principles of garment draping; bodice, skirt and dress. Draping muslins, transferring to paper patterns and finished garment will provide a comprehensive understanding the draping process. Original student designs may be critiqued for eligibility to Jury of Selection.

FAS 230: Pre-Studies Abroad in Fashion
(2 hrs.)
(Prerequisites: completion of one or more courses of the following prefix(es) with a C- or better: FAS, DSN, and ARH and a 3.0 or higher GPA)
A tour preparation course for the fashion study abroad programs. Designed to provide the student with a cultural, historical and practical background that supports an international educational experience.

FAS 232: Technology for Fashion Presentation
(3 hrs.)
(Prerequisite: FAS 201; lab fee charged)
In this course, students will study the fundamentals of Adobe Illustrator, Photoshop and InDesign and practice basic techniques as they apply to various fashion careers. Basic principles of composition, resolution and color modes will be studied. Emphasis is on using the computer to create fashion presentations, using a variety of techniques and applications to draw, manipulate images and text, and create page layouts.

FAS 246: Fashion Drawing
(3 hrs.)
(Prerequisite: DSN 148 and FAS 192 with a C- or better; lab fee charged)
Learn the fashion figure's proportions and the effect of different fabrics on the body by drawing from a live model.

Croquis are developed, as are techniques of rendering floats and mechanical drawings to illustrate garment details. Fabrics are rendered with a variety of media. Exercises involve designing women's wear for different categories of dress including designer and better sportswear.

FAS 248: Advanced Fashion Drawing and Illustration
(3 hrs.)
(Prerequisite: FAS 246 with a C- or better; lab fee charged)
Focuses on fashion illustration and may include study of proportions as well as fabrics and designs appropriate for men's and children's wear. Live models used extensively to gain better understanding of fashion figures. Exploration of graphic design principles, layout and different media for advertising, promotion and fashion presentation.

FAS 270: Merchandising Math
(3 hrs.)
(Open to all students; course meets General Education Quantitative Analysis array requirement)
An introductory course that provides an overview of fashion retailing functions. Focus is placed on retail math and students will learn to analyze profit factors and apply mathematical concepts to solve real-world merchandising problems.

FAS 275: Fashion Communication
(3 hrs.)
(Prerequisite: FAS 170 and SCM 101 with a C- or better grade; lab fee charged)
A study of the marketing and promotional strategies used within the fashion communication field. Students will study the purposes, procedures, methods and techniques used in various fashion promotional activities. Special attention will be given to the unique language of fashion advertising and its specific applications.

FAS 280: Topics in Fashion
(1 - 3 hrs.)
(Prerequisite: dependent on topic being offered; taught at irregular intervals; lab fee may be charged)
Courses developed to fit current trends in fashion design, product development, marketing and management.

FAS 285: Fashion Retail Management
(3 hrs.)
(Prerequisites: FAS 201, FAS 270 and BUS 230 or concurrent enrollment; must receive a C- or better in all prerequisite courses)
A study of the principles involved in the management of the functional areas of any retail organization: planning, management, merchandising, promotion, sales and personnel with special emphasis on merchandise operation and control functions including the six-month buying plan.

FAS 290: Fashion Tours
(1 hr.)
(Prerequisite: completion of one FAS course, an overall 3.0 GPA or higher, or permission of tour instructors)
New York Tour (spring break). Study and research in the New York fashion market, theatres, museums and more. Every other year in January or February fashion trip to MAGIC in Las Vegas. Fee charged. Trips to other venues or cities on a pre-announced basis.

FAS 301: Trend Forecasting
(3 hrs.)
(Prerequisites: FAS 232, FAS 203, and SCM 245 with a C- or better)
A course that looks at trend development as part of the human emotional, physical and psychological landscape to shape forecasting trends to affect and anticipate what is new and next in the world. Emphasis on what understanding what drives and motivates consumers in order to bring successful products and ideas to market.

FAS 303: Product Development
(3 hrs.)
(Prerequisites: BUS 250 and FAS 203 with a C- or better; Junior standing)
Focus on utilizing fashion skills to develop and market branded lifestyle products. A variety of fashion-related goods are analyzed from conception to distribution. Domestic and foreign markets are explored and global trade issues are discussed. Group projects involve role playing and problem solving.

FAS 305: Visual Merchandising and Display
(3 hrs.)
(Prerequisite: FAS 275 or FAS 285 with a C- or better.)
The study of display techniques and visual merchandising employed by the fashion industry. This course will examine the tools, techniques, principles and elements of display that sell merchandise. An important component of this course will be "hands-on" activities. Individual creativity will be strongly encouraged.

FAS 310: Fashion Show Production and Coordination
(3 hrs.)
(Prerequisites: FAS 203, with a C- or better, BUS 250 and junior standing)
The examination of fashion promotion includes faculty lectures and student projects. A detailed study of the processes involved with staging a successful fashion show. Knowledge applied to production of several events and the annual spring fashion show.

FAS 314: Problem Solving for Fashion Marketing/Management
(3 hrs.)
(Prerequisites: BUS 250, FAS 232 and FAS 285 must receive a C- or better in all prerequisite courses)
A course designed to interpret fashion marketing and management principles through the case analysis method. Students encouraged to analyze and develop alternative courses of action for a variety of situations. Includes discussion of moral and ethical issues in the fashion industry.

FAS 315: History and Culture of Dress and Fashion
(3 hrs.)
(Prerequisite: ENG 209 plus FAS 170 and FAS 203 for fashion majors, with a C- or better and junior standing)
A study of social history and the resulting costumes worn by people from earliest recorded times through the 1800s. Emphasis on the effects of context including politics, economics, technology, and cross-cultural exchange. Final research project on approved dress or fashion topic of **student's choice**. This course is writing intensive.

FAS 316: Patternmaking I
(3 hrs.)
(Prerequisites: FAS 214 with a C- or better or concurrent enrollment; lab fee charged)
Students strengthen and broaden patternmaking skills by applying acquired techniques to a wide variety of garment silhouettes. Tailored, loose-fitting, stretch, and bias-cut garments will be studied. Original student designs may be critiqued for eligibility to Jury of Selection.

FAS 320: Computer-Aided Design
(3 hrs.)
(Prerequisite: FAS 248 with a C- or better and computer proficiency; lab fee charged)
Using various programs, students learn to create garment flats and illustrations, scan and manipulate fabrics and visuals, and design textiles and graphics. Emphasis is on the computer as a design tool, and using a variety of techniques and programs to achieve effects.

FAS 325: Advanced Computer Aided Design
(2 hrs.)
(Prerequisite: FAS 320 with a C- or better; lab fee charged.)
Computer course in which students utilize Lectra/Kaledo or other software to create textile designs. Students will also be

exposed to texture mapping and storyboards. Color modes, color matching and printing considerations will be discussed. Class time divided between instructor demonstrations, student exercises and arranged laboratory time for independent work. CFDA design process realized.

FAS 330: Design Studio I: Contemporary Sportswear
(3 hrs.)
(Prerequisite: FAS 216, FAS 248 and FAS 316 with a C- or better; lab fee charged)

Better sportswear and dress class in which students develop portfolios of original designs, which are critiqued by a professional designer. Two ensembles are constructed by the student, using a variety of fabrics. Pattern grading, markers, spec sheets, and costing follow the design work.

FAS 335: Fashion Journalism
(3 hrs.)

(Prerequisites: FAS 275, SCM 275 with a C- or better grade; lab fee charged)
Writing intensive course in which students research and write a variety of types of stories, from editorial to factual to promotional. Emphasis on researching, reporting and editing fashion stories. Types of written communication covered may include: business stories, features, essays, commentary/opinion, interviews, trend forecasts, show reviews, product reviews.

FAS 340: Design Studio II: Weekend and Denim
(3 hrs.)
(Prerequisite: FAS 330 with a C- or better; lab fee charged)
Students develop a portfolio of original designs, including designs necessitating two- and four-way stretch fabrics. A professional designer critiques work, and the student constructs two ensembles.

FAS 345: Art Direction and Photo Styling
(3 hrs.)
(Prerequisite: DFM 108, SCM 245, FAS 301 or FAS 305 with a C- or better grade; lab fee charged)
Lab course in which students conceive and execute photo shoots in order to tell visual stories, accompany written work or sell products. Students study and practice creating concepts for a variety of editorial and advertising shoots. Tasks discussed and practiced include location, merchandise and photographer selection; casting; styling; sourcing props and accessories; set creation; project management; garment organization systems; directing; photo editing.

FAS 375: Dress and Fashion: 1900 to Present
(3 hrs.)
(Prerequisite: ENG 209, plus FAS 170 and FAS 203 for fashion majors, with a C- or better, and junior standing) Writing intensive.
A study of the social history and resulting dress worn by people globally in the 20th and 21st centuries with an emphasis on the industrialized West. Class examines the effects of context including politics, economics, technology, and cross-cultural exchange. Students will study historic objects in the Costume and Research Library.

FAS 380: Topics in Fashion
(1 - 3 hrs.)
(Prerequisite: dependent upon topic being offered; lab fee may be charged)
Taught at irregular intervals. Includes courses developed to fit current trends in fashion design, marketing and management. Topics may include: childrenswear; menswear; design problem solving; plus sizes; eveningwear; advanced illustration; knitwear design; visual merchandising; ethnic costume and wholesale distribution, retail math, Excel.

FAS 390: Fashion Study Abroad Summer Tour
(0-2 hrs.)
(Prerequisite: FAS 170, FAS 230 and a 3.0 or higher G.P.A.)
Overseas study tour with emphasis on the international fashion

industry. Previous tours have been to France and Italy.

FAS 403: Design Studio III: Tailored Design
(2 hrs.)
(Prerequisite: concurrent enrollment in FAS 340; lab fee charged)
Students develop portfolios of original designs of suits or coats appropriate for the bridge/designer market. A professional designer selects designs for construction. Students will use a combination of couture and industrial tailoring techniques.

FAS 404: Design Studio IV: Tailored Design Workroom
(2 hrs.)
(Prerequisite: FAS 403 with a C- or better; lab fee charged)
Continuation of FAS 403 with completion of a tailored ensemble using hand-tailored techniques.

FAS 405: Design Studio V: Senior Collection
(4 hrs.)
(Prerequisite: FAS 340 and FAS 403 with a C- or better and Stephens College senior standing, lab fee charged. Only for declared Fashion Design and Product Development major seniors.)
Students choose a garment classification and target market, then conduct research through interviews with vendors, buyers and consumers. After designing a collection appropriate for the chosen market, a student creates production and merchandising plans to complete the product development process. A portfolio of the student's original designs is critiqued by a professional designer who selects a collection of three or more complete ensembles for the student to construct in FAS 466.

FAS 420: Apparel Production Technology
(2 hrs.)
(Prerequisites: FAS 466 with a C- or better; lab fee charged)
Creation and manipulation of patterns using apparel industry-specific computer software. Includes digitizing, pattern grading and marker making. Technical design and production information is generated. Class time divided between instructor demonstrations, student exercises and arranged laboratory time for independent work.

FAS 466: Design Studio VI: Senior Collection Workroom
(3 hrs.)
(Prerequisite: FAS 405 with a C- or better; lab fee charged)
During an intense seven weeks, a student produces a senior collection as chosen in FAS 405. A minimum of three complete ensembles must be constructed. Concluding this capstone course, a student must evaluate her work and make a formal presentation before the Jury of Selection.

FAS 468: Portfolio Development
(2 hrs.)
(Prerequisite: FAS 466 with a C- or better; lab fee charged)
Emphasis on finished work of original designs for the final portfolio, which includes a résumé and letter of application. May be critiqued by a fashion industry professional at formal presentation.

FAS 480: Topics in Fashion
(1-3 hrs.)
(Prerequisite: dependent upon topic being offered; lab fee may be charged)
Previous topic offered: retail entrepreneurship.

FAS 483: Fashion Marketing Analysis
(2 hrs.)
(Prerequisite: BUS 250 and FAS 232 with a C- or better, FMM major or permission of instructor)
Students complete in-depth market research in preparation for the Fashion Marketing and Management capstone experience. Topics include industry and target market research, physical and Web location research and a thorough analysis of competition.

FAS 485: Fashion Communication Capstone Research (2 hrs.)

(Prerequisites: FAS 275, 335, & 345, SCM 340, SCM 290; concurrent enrollment with FAS 493; FCO major senior standing; lab fee charged)

The student conceives, researches and proposes a capstone project to be completed during spring semester. The project should incorporate skills and knowledge gained during the FCO course of study. Both written and visual research methods are utilized when preparing the proposal. Each proposal will be presented to a committee for approval.

FAS 486: Fashion Communication Capstone Project and Portfolio (3 hrs.)

(Prerequisite: FAS 485 with C- or better, FCO major senior standing; lab fee charged)

This course is the senior capstone for all graduating FCO majors. The student designs and produces (or realizes) a capstone project and presents it to a committee for review and evaluation. Suggestions from the FAS 485 committee must be incorporated. The student also creates a comprehensive body of work to be used when seeking employment or admission to graduate school. Contents may include both new work and previous work, as directed by the instructor.

FAS 487: Applied Fashion Marketing/Management Project (3 hrs.)

(Prerequisites: FAS 285, FAS 314 and FAS 483)

This in-depth capstone course for the FMM degree is designed to give students the opportunity to integrate the various functional areas of the industry into one retail organization. This could include resource and merchandise planning, financial and organizational development, marketing and promotion planning into a viable and cogent merchandising unit.

FAS 492: Fashion Industry Internship (1 hr.)

(Prerequisites: Completion of required College-to-Career seminars, signed internship contract with approval of academic dean / program coordinator and faculty sponsor.)

The student must complete 140 hours of substantive work in an approved internship with a fashion-oriented firm and complete an internship portfolio. Available summer only.

FAS 493: Current Issues in the Global Fashion Industry (3 hrs.)

(Prerequisites: FAS 303 with C- or better and junior or senior standing)

Research and analysis of current issues in fashion communication, design, product development, manufacturing and merchandising for both foreign and domestic markets. Final project involves study of fashion in another country.

FAS 494: Internship (2 hrs.)

(Prerequisites: Completion of required College-to-Career seminars, signed internship contract with approval of academic dean / program coordinator and faculty sponsor.)

The student must complete 240 hours of substantive work in an approved internship with a fashion-oriented firm and complete an internship portfolio.

FAS 496: Post-Internship Seminar (1 hrs.)

(Prerequisites: FAS 492 with a C- or better, and student must have completed 140 hours of substantive work at an approved fashion-oriented firm)

Examination of case studies on the internship experience. A seven-week course in which the student reflects on her personal internship experience and shares the internship experiences of fellow learners. Emphasis is placed on the student's assessment of her own work performance, the employment environment and the internship employer. Critical thinking through effective problem solving is encouraged

through the analysis and development of case studies based on the internship experience. Additionally, moral and ethical issues confronted in the work environment are examined. The student will explore post-graduation opportunities for employment that build on her internship experience.

Global Studies courses:

GLS 180: Topics in Global Studies (3 hrs.)

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

GLS 218: Sophomore Seminar: Government and Economics (3 hrs.)

(Prerequisite: ENG 107 or ENG 207 and sophomore standing)

This course focuses on the national and trans-national relationships among governments, especially the United States government, and economic systems, corporations, institutions, and agreements. This course helps students learn about some of the most powerful forces in the world and gives students the opportunity to sharpen their reading, writing, researching, reasoning, and speaking skills.

GLS 219: Sophomore Seminar: Global Village (3 hrs.)

(Prerequisite: ENG 107 or ENG 207 and sophomore standing)

This course involved students in three broad topics: global resource management, global economics and global conflict and cooperation. The world is a surprisingly small place, and most of our activities directly or indirectly connect us with people in distant lands. This course seeks to make students more aware of these global connections and empower students to act consciously and responsibly as global citizens. Students have the opportunity to sharpen their reading, writing, researching, reasoning, and speaking skills.

GLS 280: Topics in Global Studies (3 hrs.)

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

GLS 350: Global Ethics (3 hrs.)

(Prerequisite: GLS 218 or 219 and Senior Standing; required of all students)

This course looks at a broad spectrum of global issues – from global climate change and sustainability, to human rights and gender discrimination – with a particular focus on girls and women. The class uses concepts in economics, philosophy, political science, history, sociology and anthropology in its attempt to analyze global problems and decide how best to address them.

GLS 380: Topics in Global Studies (3 hrs.)

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

Health Information Administration courses:

HIA 200: Introduction to Health Information Administration (3 hrs.)

An introduction to health information administration emphasizing the healthcare delivery system in the US; health record data content, structure and standards; the health information management profession; healthcare compliance and legal considerations; and professional ethics.

HIA 210: Comparative Health Record and Information Systems (3 hrs.)

This course investigates health record and information systems in hospitals, alternative care settings, and health-related

agencies. Roles of the health information administrator in traditional and nontraditional healthcare settings are investigated and evaluated. Other topics include information systems application in a variety of healthcare settings, accreditations and regulatory standards in non-acute care settings, analysis of organizational behavior and culture in non-acute care settings, quality improvement methods in non-acute care settings, epidemiology, statistical applications in non-acute care settings, record content and use in non-acute care settings, healthcare information models and extra-enterprise healthcare information infrastructures. (Formerly HIA 403)

HIA 250: Healthcare Statistics
(3 hrs.)

The principles of data collection, preparation, analysis, and interpretation of healthcare statistics including the use of standardized terminology, and computational methods used in the healthcare setting. Vital and inferential statistics will be addressed. Research methods will be introduced.

HIA 255: Medical Terminology
(3 hrs.)

This is a basic course in medical terminology, the language of medicine. It consists of basic word structure (including word analysis, combining forms, suffixes, prefixes, and pronunciation) of descriptive medical terms pertaining to the body as a whole and to each body system.

HIA 275: Clinical Applications of Pathophysiology & Pharmacology
(3 hrs.)

(Prerequisites: BIO 247, BIO 248 and HIA 255 or equivalent)
This course focuses on important disease processes in major medical specialties. Emphasis is on disease terminology and abbreviations with identification of disease symptomatology, differential diagnosis and evaluation of laboratory data and drug therapy through textbook readings.

HIA 281: Medical Coding I (ICD-10-CM)
(3 hrs.)

(Prerequisites: BIO 247, BIO 248, HIA 255 and HIA 275 or equivalent)
Emphasis on basic coding principles and conventions of ICD-10-CM and ICD-10-PCS clinical classification systems used in acute, long-term, and ambulatory care. Topics include clinical classification systems and terminologies, ethical coding standards, data quality, and compliance with federal regulations.

HIA 285: Medical Coding II (CPT/HCPCS)
(3 hrs.)

(Prerequisites: BIO 247, BIO 248, HIA 255 and HIA 275 or equivalent)
Emphasis on principles and conventions of the CPT/HCPCS clinical classification system and assignment of coded data based on health record documentation. Topics include clinical classification systems and terminologies, ethical coding standards, data quality, and compliance with federal regulations.

HIA 225: Principles of Healthcare Management
(3 hrs.)

(Prerequisite: Open to all HIA students)
A study of the organization and its staff including, planning and organizing, developing and managing policies and procedures and technology considerations. Focus is on the unique challenges of leadership, motivation, communication, group dynamics, and decision-making in healthcare organizations.

HIA 305: Human Resources Management for Healthcare
(3 hrs.)

Theories and techniques of effectively managing human resources in healthcare organizations emphasizing recruitment, selection, and retention; performance appraisal; compensation and benefits; and employee relations. Fostering a culturally

diverse work place is explored. Compliance with human resource law is addressed.

HIA 330: Legal and Ethical Issues in Health Information Administration
(3 hrs.)

(Prerequisite: Open to all HIA students)
Study of legal concepts applicable to health information administration. Emphasis on institution and physician liability; HIPAA legislation impacting disclosure and exchange of protected health information; health record documentation standards; compliance with rules and regulations, and ethical standards of practice.

HIA 347: Management of Clinical Classification and Reimbursement Systems
(3 hrs.)

(Prerequisites: BIO 247, BIO 248, HIA275, HIA281 and HIA 285 or equivalent, and completion of HIA foundation courses.)
Emphasis on reimbursement systems and revenue cycle management in health care settings, with focus on coding quality and compliance with federal regulations. Course includes clinical documentation improvement, ethical coding practices and productivity standards. Reimbursement software applications introduced.

HIA 351: Health Information Systems
(3 hrs.)

(Prerequisites: CIS 206 and all HIA foundation courses.)
Study of computer hardware components and software applications used in the management of health information systems to collect, store, process, retrieve, analyze, disseminate, and communicate health related information. Networks and systems development life cycle will be covered in detail.

HIA 354: Principles of Health Finance
(3 hrs.)

(Recommended prerequisites: Principles of Accounting II and/or Principles of Finance)
Healthcare accounting and financial management principles addressed. Key concepts include preparing and managing the department budget; cost-benefit analysis for procurement of departmental resources; applying cost accounting concepts, including time value of money; and analyzing healthcare financial statements and reports.

HIA 355: Integrated Quality Management
(3 hrs.)

(Prerequisite: Completion of all HIA foundation courses.)
The history, principles, and techniques of quality assessment in healthcare organizations, with a focus on regulatory requirements and accreditation standards. Required components of utilization and risk management programs in the health care environment will be explored.

HIA 365: Performance Improvement for Healthcare Organizations
(3 hrs.)

(Prerequisite: Completion of all HIA foundation courses.)
Exploration of models and measurement tools used in healthcare to improve performance and patient outcomes. Project management techniques for improvement of performance and workflow will be introduced. Evaluation of quantitative and qualitative data for decision support will be addressed, along with legal considerations in performance improvement.

HIA 375: Electronic Health Record Systems
(3 hrs.)

(Prerequisites: HIA 351 and completion of HIA foundation courses.)
Strategic planning and project management from selection to maintenance of the electronic health record. Topics include computer architecture, networks, data security and privacy, systems development life cycle, data governance, data

management, data analytics, decision support, and exchange of health information.

HIA 401: Management of Health Information Administration

(3 hrs.)

(Prerequisite: HIA 225 and HIA 305 and completion of all HIA foundation courses.)

Management of enterprise-wide information through leadership and communication, to include: problem solving and decision making, strategic planning, change management, management of projects and contracts. Focus will be on budgeting, staff development and training, benchmarking/productivity, cultural competence, and ethical standards.

HIA 450: Internship in Health Information Administration

(3 hrs.)

(Prerequisite: Completion of all HIA coursework and permission of program director.)

Students will, at minimum, complete an internship in an acute care setting. Additional internship hours may be spent at an alternative health care setting, upon approval of the instructor. Students will gain hands on experience working in a web-based electronic health record with emphasis on managerial tasks inherent in health information administration. Students will also complete mock exams in preparation for the RHIA credentialing exam. Hospital and clinical internship sites may also require one or all of the following from the student: a background check, drug screening, and fingerprinting. Students are not allowed to begin their professional practice experience until they receive notification of approval from the instructor.

HIA 491: Seminar in Health Information Administration

(3 hrs.)

(Prerequisites: Completion of all HIA coursework and permission of program director.)

This is a required final course. No previous coursework will be accepted or transferred in for this course. This course will prepare students to conduct research by preparing a formal research proposal with an emphasis on developing a research problem, conducting a literature search and review, and designing a research tool using conventional data collection methods. This course is writing intensive.

HIA 492: Capstone in Health Information Administration

(3 hrs.)

(Prerequisites: Completion of HIA 491, all HIA coursework, and permission of program director.)

Students will collect data using the research tool designed in the HIA 491 senior seminar course. Results and interpretation of findings will be tabulated and presented in a formal written report and presentation. This course is writing intensive.

History courses:

HIS 172: Unruly Women

(3 hrs.)

(Meets General Education History Array requirement; cross-listed as WST 172 Women-focused Array.)

Students in this course study the history of women through the perspectives of women that challenged the norms of society through their actions, lifestyles, race, and gender.

HIS 175: 20th-century U.S. – A Global Perspective

(3 hrs.)

(Meets General Education History Array requirement)

Students in this course will study America's growth from the turn of the century through the 1980s. Particular focus will be given to immigration, roles of women, human rights, the Cold War and America's place in the world, acknowledging the influences of radicalism, conformity, liberalism, and conservatism. The importance of gender, race, and religion

are investigated as broad topics that shaped America during the 20th century.

HIS 176: 20th-century Europe

(3 hrs.)

(Meets General Education History Array requirement/cross-listed as ICS 176 Intercultural Array)

This course will study Europe's involvement in the world through the lenses of human rights, race, roles of women and gender, poverty, the environment and globalization. Ranging from European colonialism to Soviet communism, this course will focus on the impact of the states and citizens of Europe upon the world.

HIS 178: Ten Days That Shook the World

(3 hrs.)

(Meets General Education History Array requirement/cross-listed as ICS 178 Intercultural Array)

This introductory history class explores ten days in the 20th-century that shaped the world as we know it. They range from the beginning of colonialism to the dawning of freedom in countries like India and South Africa.

HIS 179: Global Cold War Crises

(3 hrs.)

(Meets General Education History Array requirement/cross-listed as ICS 179 Intercultural Array)

From the end of the Second World War to the fall of the Berlin Wall in 1989, the world was locked in a deadly conflict between **the "Communist World" led by the Soviet Union and the "Free World" led by the United States. With both sides possessing nuclear weapons, the world was on the brink of destruction.** This introductory course will examine the crises (such as the Cuban Missile Crisis) that threatened to unleash a deadly Third World War and explore how they were defused.

HIS 180: Topics in History

(3 hrs.)

This course introduces students to aspect of American History through a specific perspective such as Colonial America or Religion in America. The significance of race, class, gender and religion will be examined in relation to world view of the given time period.

HIS 220: Women and American Government

(3 hrs.)

(Open to all students; meets General Education History array requirement. Cross listed as WST 220 Women-focused array.)

This course will provide an overview of U.S. government, policymaking process, and party politics by exploring the participation of women in American politics, as activists, citizens, voters, and public officials. We will consider the topics of the mobilization of women into politics through the suffrage movement; the role of gender in shaping laws, public opinion, **and electoral behavior; women's activities and representation** in political parties; the experiences of women as candidates and office holders; and policymaking on gender issues. This course follows a largely chronological trajectory, beginning with the Seneca Falls Convention in the mid-nineteenth century and concluding with the presidential election of 2016. Throughout the course we will consider the meaning and nature of gender equality and analyze the way gender intersects with other categories such as race, class, ethnicity, and culture.

HIS 272: The U.S.A. and the World

(3 hrs.)

(Open to all students; Meets General Education History Array requirement)

This course studies the interaction with the world of the USA and its citizens from the turn of the 20th century to the end of the Cold War. Particular attention will be given to the response of foreign countries and their citizens to American influence and presence in the world. Topics covered include the Spanish-American War, the Vietnam War and American cultural imperialism.

HIS 275: Honors: 20th-century U.S. – A Global Perspective
(3 hrs.)

(Open to Stephens Scholars Program only; Meets General Education History Array requirement)

Students in this course study America's growth from the turn of the 20th century through the 1980s. Particular focus will be given to immigration, roles of women, human rights, the Cold War and America's place in the world, acknowledging the influences of radicalism, conformity, liberalism, and conservatism. The importance of gender, race, and religion are investigated as broad topics that shaped America during the 20th century.

Intercultural courses:

ICS 154: World Music
(3 hrs.)

(Meets General Education Intercultural array requirement; cross-listed as MUS 154 Arts Array)

World Music is an interdisciplinary course that unites the study of world cultures and music. This course involves the examination of music drawn from myriad cultural traditions, with particular focus given to how music reflects the culture that brings it to life.

ICS 157: The Culture of Color
(3 hrs.)

(Meets General Education Intercultural array requirement. Cross listed as ART 157 Arts array.)

This course uses color as its investigative medium. Beginning with basic color theory and terminology students consider the scientific, psychological and symbolic aspects of color. Focusing on rites of passage, major religions, spirituality and celebrations, students investigate color and its meanings in various cultures.

ICS 176: 20th-century Europe
(3 hrs.)

(Meets General Education Intercultural array requirement/cross listed as HIS 176 History array.)

This course studies Europe's involvement in the world through the lenses of human rights, race, roles of women and gender, poverty, the environment and globalization. Ranging from European colonialism to Soviet communism, this course will focus on the impact of the states and citizens of Europe upon the world.

ICS 178: Ten Days That Shook the World
(3 hrs.)

(Meets General Education Intercultural array requirement/cross listed as HIS 178 History array.)

This introductory history class explores ten days in the 20th-century that shaped the world as we know it. They range from the beginning of colonialism to the dawning of freedom in countries like India and South Africa.

ICS 179: Global Cold War Crises
(3 hrs.)

(Meets General Education Intercultural array requirement/cross listed as HIS 179 History array.)

From the end of the Second World War to the fall of the Berlin Wall in 1989, the world was locked in a deadly conflict between the "Communist World" led by the Soviet Union and the "Free World" led by the United States. With both sides possessing nuclear weapons, the world was on the brink of destruction. This introductory course will examine the crises (such as the Cuban Missile Crisis) that threatened to unleash a deadly Third World War and explore how they were defused.

ICS 241: Cross-Cultural Understanding: An Introduction
(3 hrs.)

(Meets General Education Intercultural array requirement.)

This course focuses on the comparative study of living human beings in diverse economic, environmental, political, and social contexts with the goal of enabling students to be aware of

their own biases and to transcend them to understand and interact productively with other people.

ICS 258: Honors Contemporary International Fiction
(3 hrs.)

(Open to Stephens Scholars Program only. Meets General Education Intercultural array requirement; cross listed as ENG 258 Literature array.)

This course investigates the elements of fiction by reading contemporary novels from around the world. Students will examine the historical, cultural, sociopolitical, and economic contexts of the literary readings and explore themes common to contemporary literature. Stephens Scholars Program only.

ICS 280: Topics in Intercultural Studies
(3 hrs.)

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

ICS 310: Gender Across Cultures
(3 hrs.)

(Open to all students; meets General Education Intercultural array requirement, cross-listed as WST 310 Women-focused array.)

Biography, autobiography, literature and social science texts provide cross-cultural perspectives on the lives of girls and women around the world with special emphasis on human rights activism and sustainable development. Students explore ways in which attitudes toward women and girls shape their respective cultures.

ICS 317: Islamic Art and Culture
(3 hrs.)

(Prerequisites: one ARH course and junior or senior standing, or permission of instructor; meets General Education Intercultural array requirement; cross listed as ARH 317 Arts array.)

This course examines the art and architecture of Islam, a cultural heritage shared by one fifth of the world's population. We will investigate this subject from the perspective of the faith and traditions of Islam and the history of the Muslim world from the time of Mohammed to the present day. Topics will include secular and religious architecture, miniature painting, calligraphy, and the decorative arts. Our investigation will proceed through illustrated lectures and discussion, supplemented by films and field trips.

ICS 341: Fairy Tales and Folklore
(3 hrs.)

(Prerequisite: ENG 107 or ENG 207. Meets General Education Intercultural array requirement/ cross listed as ENG 341 Literature array.) (Offered alternate years)

This course takes an historical and cross-cultural approach to the many forms of folklore including fairy tales, urban legends, folksongs and jokes. Students study the importance of folklore in culture and gain direct experience in the methods of folklore collection and performance.

ICS 372: Honors: International Cinema

(Prerequisites: Open to Stephens Scholars Program or Junior standing or permission from instructor; meets General Education Intercultural array requirement. Cross listed as DFM 372 Arts array.)

This course will trace the major trends and movements that have emerged from various national cinemas and contributed to the historical development of film as an international art form. We will view selected films and consider how they reflect their own cultural and historical context and reflect global creative confluences. Along with studying international film in our class and textbook, students will research a national cinema and industry, presenting their findings to the class and in a final research project.

Interdisciplinary courses:

INT 105: Ten Ideals Seminar
(1 hr.)

This course will assist students in transitioning to Stephens College using the core values of the Ten Ideals. Students will build a strong academic foundation, acclimate to college life, and embrace the culture of Stephens College. Graded on a pass/fail basis.

INT 180: Intensive Seminar
(1 hr.)

The Intensive Seminar provides students with an opportunity to study a particular topic in a focused and concentrated way, usually involving two or three days of classroom interaction with a visiting scholar/lecturer/performer. Requirements will include preparation before the Seminar and responses after it concludes.

INT 280: Intensive Seminar
(1 hr.)

The Intensive Seminar provides students with an opportunity to study a particular topic in a focused and concentrated way, usually involving two or three days of classroom interaction with a visiting scholar/lecturer/performer. Requirements will include preparation before the Seminar and responses after it concludes.

INT 380: Intensive Seminar
(1 hr.)

The Intensive Seminar provides students with an opportunity to study a particular topic in a focused and concentrated way, usually involving two or three days of classroom interaction with a visiting scholar/lecturer/performer. Requirements will include preparation before the Seminar and responses after it concludes.

INT 480: Intensive Seminar
(1 hr.)

The Intensive Seminar provides students with an opportunity to study a particular topic in a focused and concentrated way, usually involving two or three days of classroom interaction with a visiting scholar/lecturer/performer. Requirements will include preparation before the Seminar and responses after it concludes.

Mathematics courses:

MAT 111: College Algebra
(3 hrs.)

(Prerequisite: two years of high school algebra; meets General Education Quantitative Analysis requirement)
Study of functions, equations and graphs with emphasis on linear, quadratic and exponential functions.

MAT 112: Thinking Quantitatively
(3 hrs.)

This course demonstrates how numbers are used to **communicate in today's world and teaches math reasoning** skills helpful in making good decisions and being informed citizens.

MAT 207: Introduction to Statistics
(3 hrs.)

(Prerequisite: two years high school algebra; meets General Education Quantitative Analysis requirement. Cross-listed as PSY 207)
This course offers an introduction to statistical methods used in social, natural, and health sciences, and education and business. Topics include data organization, descriptive statistics, binomial and normal distributions, sampling distributions, statistical inference, chi-square, t-test, ANOVA, correlation and linear regression.

MAT 208: SPSS and Statistical Analysis
(1 hr.)

(Requires concurrent enrollment in PSY/MAT 207. Cross-listed as PSY 208.) Students will learn how to apply the statistical knowledge acquired in PSY/MAT 207 to novel data and situations, conduct analyses using SPSS (Statistical Package for Social Sciences), and interpret and communicate the findings.

MAT 211, MAT 212, MAT 213: Calculus I, II, III
(3 hrs. each)

(Prerequisites: for MAT 211: three years of high school mathematics; for MAT 212: MAT 211; for MAT 213: MAT 212. MAT 211 meets General Education Quantitative Analysis requirement)
Study of the concepts and applications of derivatives and integrals, developed numerically, graphically and algebraically.

MAT 220: Form and Beauty in Math
(3 hrs.)

(Open to Stephens Scholars Program students only. Meets General Education Quantitative Analysis requirement)
This course introduces some of the most important and interesting ideas in mathematics in an engaging and mind-opening experience, encouraging students to discover the mathematics in the world around them.

MAT 280: Topics in Mathematics
(3 hrs.)

This course introduces some of the most important and interesting ideas in mathematics in an engaging and mind-opening experience, encouraging students to discover the mathematics inherent in the world around them.

MAT 305: Multivariate Calculus
(3 hrs.)

(Prerequisite: MAT 213)
The calculus of functions of more than one variable, including vector geometry, partial differentiation, multiple integration and applications.

MAT 311: History of Mathematics
(3 hrs.)

(Prerequisites: a grade of "B" or better in MAT 111; or "C" or better in MAT 211; or three years high school mathematics with a "B" average, and junior standing or permission of instructor.)

An introduction to the growth and development of mathematics through the centuries with emphases on the pre-18th century cultures involved, the contributions of women, and the evolution of problem-solving techniques. Writing Intensive.

MAT 326: Linear Algebra
(3 hrs.)

(Prerequisite: MAT 213)
A study of fundamental concepts and techniques of linear algebra, including vector spaces, matrices, and linear transformations.

MAT 338: Differential Equations
(3 hrs.)

(Prerequisite: MAT 213)
Mathematical modeling applications with differential equations. Topics include first-order equations, second-order linear equations and systems of equations.

MAT 380: Topics in Mathematics
(1-3 hrs.)

(Prerequisite: dependent on topic)
Taught to meet special interests of faculty and students. Offered at irregular intervals.

MAT 410: Abstract Algebra
(3 hrs.)

(Prerequisite: MAT 213 or permission of program)
An introduction to the fundamental concepts of modern abstract algebra, including groups, rings and fields.

Musical Theatre courses:

MTHA 248: Performance Techniques
(2 hrs.)
(Prerequisite: THA 124 with a C- or better; may be taken three times for credit)

Intensive study of the skills for singing on the stage, practical experience and individual attention concerning performance and singing techniques. Delivery, expression, interpretation of lyrics and stage presence will be studied and developed through individual attention and practical experience.

MTHA 315: History of Musical Theatre
(3 hrs.)
(Open to all students)

An overview of the historical development of music theatre from its earliest beginnings to the 21st century. Students view films and listen to music, analyzing the work of important directors, choreographers, composers and librettists. Important milestones are included and examined in the context of the trajectory of the musical theatre field.

MTHA 348: Advanced Performance Technique
(2 hrs.)
(Prerequisites: MTHA 248 with a C- or better, and permission of instructor; may be taken three times for credit)

Advanced techniques for musical comedy presentation.

MTHA 425: Scene Into Song Into Dance
(2 hrs.)
(Prerequisite: Permission of Instructor)

Provides practical workshop experience to develop proficiency in a range of musical theatre genres. Students develop acting, vocal and dance techniques to dramatically interpret lyrics, to craft smooth transitions from dialogue to song to dance, and to create characters within specific contexts of chosen musicals.

Music courses:

MUS 103: Basic Music Skills for Singers
(1 hr.)
(Prerequisite: Permission of Instructor)

This course teaches singers practical skills vital to success in Applied Music. Through class lecture, demonstration, and guided practice, students will learn the basics of reading music, elementary piano, and vocalize.

MUS 105: Fundamentals of Music
(3 hrs.)
(Open to all students, meets General Education Arts array requirement)

This course offers an introduction to the basics of music reading, performance, perception, and creation. Study will center on the practical skills of reading music and performance while integrating more abstract concepts from music theory and appreciation.

MUS 110: Music Theory I
(3 hrs.)
(Open to all students)

Study of basic techniques and vocabulary of music, including melody, rhythm, harmony and texture. Students will work with scales, modes, keys, intervals, triads, basic harmonic progressions and part-writing techniques, standard notational practices, melodic structures and rhythmic patterns. Approached through lecture, discussion, performance, written and aural analysis, and written compositional exercises.

MUS 124: Sight Singing I
(2 hrs.)
(Prerequisite: Concurrent enrollment in MUS 110 or Permission of Instructor)

Introduces skills vital to hear and perform melodies from musical notation. Students will sing simple diatonic melodies at sight, count intermediate rhythms, and sing from memory

diatonic intervals and scales. Students will recognize diatonic intervals and chord qualities by ear. Dictation of melodies and rhythmic patterns will be introduced.

MUS 154: World Music
(3 hrs.)
(Meets General Education Arts array requirement)

World Music is an interdisciplinary course that unites the study of world cultures and music. This course involves the examination of music drawn from myriad cultural traditions, with particular focus given to how music reflects the culture that brings it to life.

MUS 156: Rock & Roll Music
(3 hrs.)
(Meets General Education Arts array requirement)

This course offers students an introductory survey of the history of Rock & Roll music, from its initial Golden Age of the 1950s to the digital revolution of the late 1990s. Through lecture, discussion, listening, writing and individual presentations, students will explore a wide range of Rock & Roll styles, musicians, works, and ideas, always with an eye to how this music reflects the cultural context of its time.

MUS 210: Music Theory II
(3 hrs.)
(Prerequisite: MUS 110 with a C- or better)

A continuation of Music Theory I, with emphasis on extended harmonies, figured bass, and part-writing techniques. Course introduces analysis and perception of traditional forms in instrumental, vocal, and choral compositions.

MUS 220: English & Italian Diction for Singers
(2 hrs.)
(Prerequisite: APM 102 or permission of instructor)

Study designed to improve ability of singers to perform with accuracy, confidence, and expression vocal repertory in English and Italian. The International Phonetic Alphabet will serve as a basic tool for study.

MUS 224: Sight Singing II
(2 hrs.)
(Prerequisite: MUS 124 with a C- or better)

A continuation of Sight Singing I. Students will sing intermediate diatonic and elementary chromatic melodies at sight, count advanced rhythms, and sing from memory all intervals and simple chord patterns. Students will develop skills of melodic, rhythmic, and harmonic dictation.

MUS 310: Music Theory III
(3 hrs.)
(Prerequisite: MUS 210 with a C- or better)

Presents a continuation of Music Theory II, emphasizing chromatic harmony, counterpoint, and the techniques of contemporary composition. Students will develop skills of analysis and perception of advanced forms in instrumental, vocal, and choral compositions.

MUS 321: Music History I
(3 hrs.)
(Meets General Education Arts Array requirement)

Explores a broad range of folk, popular, and fine-art traditions of the United States. Through class lecture, listening, discussion, writing, research, and performance observation, students will investigate a variety of styles, genres, and traditions from the pre-colonial period to the present.

MUS 322: Music History II: History of Opera
(3 hrs.)
(Meets General Education Arts Array requirement)

This course explores the history of Opera in the Western tradition. Through class lecture, listening, discussion, and performance observation, students will investigate the history of Opera from its Ancient precursors to the Contemporary Era.

MUS 323: Music History III: Vocal and Instrumental Genres
(3 hrs.)
(Prerequisite: MUS 332, MUS 322, or Permission of Instructor)
Course explores critical vocal and instrumental genres from the Western Fine-Art Tradition. Through class lecture, analysis, listening, discussion, writing, research, and performance observation, students will investigate a wide variety of works from the Middle Ages to the present day.

MUS 324: Sight Singing III
(2 hrs.)
(Prerequisite: MUS 224 with a C- or better)
Continues to build on skills acquired in Sight Singing II. Students will sing at sight advanced diatonic and chromatic melodies, count advanced rhythms, and sing from memory more advanced chord progressions. Students will further refine skills of melodic, rhythmic, and harmonic dictation.

MUS 345: French Diction for Singers
(1 hr.)
(Prerequisite: MUS 225 or Permission of Instructor)
Study designed to improve the ability of singers to perform with accuracy, confidence, and expression vocal repertoire in French. The International Phonetic Alphabet will serve as a basic tool for study.

MUS 355: German Diction for Singers
(1 hr.)
(Prerequisite: MUS 225 or Permission of Instructor)
Study designed to improve the ability of singers to perform with accuracy, confidence, and expression vocal repertoire in German. The International Phonetic Alphabet will serve as a basic tool for study.

MUS 405: Music Apprenticeship
(6-8 hrs.)
(Prerequisite: Permission of Program Coordinator)
Students will complete a Summer Internship with a professional ensemble/company, specialized training program, or other musical organization. Music faculty will work with individual students to find an internship tailored to her interests and professional goals. Music faculty will monitor student progress throughout the internship process.

MUS 425: Vocal Repertory: Musical Theatre
(3 hrs.)
(Prerequisites: MUS 322 and APM 202)
In-depth, chronological and genre-based exploration of important vocal repertoire from the American Musical Theatre, from its late 19th Century precursors to the present. In-class performance is emphasized in combination with outside listening, reading, writing, and research.

MUS 435: Vocal Repertory: Vocal Jazz
(2 hrs.)
(Prerequisites: MUS 321 and APM 302, or Permission of Instructor)
This course presents an in-depth, chronological exploration of the standard Vocal Jazz repertoire, from the early 20th Century to the present. Contributions of key performers will be analyzed. In-class performance is emphasized in combination with outside listening, reading, writing, and research.

MUS 445: Vocal Repertory: Opera and Art Song
(2 hrs.)
(Prerequisites: MUS 323 and APM 302, or Permission of Instructor)
In-depth, chronological exploration of the Classical vocal repertoire, from the early 17th Century to the present. Emphasis will be given to Italian, French, German, and English Opera, as well German, French, and English art song from the Romantic Era and Twentieth Century. In-class performance is emphasized in combination with outside listening, reading, writing, and research.

MUS 450: Senior Seminar
(2 hrs.)
(Prerequisite: MUS 405)
Course brings together student knowledge and experiences in practical preparation for a career. Components include examination of the internship experience, completion of an individual performance portfolio/repertory book, and the development of additional professional materials (audition materials, headshot, social media, professional portfolio, and resume.) Students explore logistical concerns regarding career options, ethical choices, personal finances, unions, contracts, marketing techniques, and networking.

Physical Science courses:

PHY 115: Physical Science: How Things Work
(3 hrs.)
(Open to all students; meets the General Education Science Array requirement; lab fee charged)
General Education class for non-science majors and education majors. A comprehensive, hands on laboratory science course on experiments in Life Science, physical science, earth science as well as basic content in all three areas. Does not count in the major.

PHY 211: College Physics I (with lab)
(4 hrs.)
(Prerequisite: MAT 111 or MAT 211 or the equivalent, or permission of instructor; lab fee charged)
Topics include statics, kinematics, dynamics, oscillations, work, energy, gravitation, thermodynamics and sound. Includes scholarship by and about women and ethnic minorities.

PHY 212: College Physics II (with lab)
(4 hrs.)
(Prerequisite: PHY 211 or permission of instructor; lab fee charged)
Continuation of PHY 211. Includes electricity and magnetism, optics, matter, waves and particles.

Psychology courses:

PSY 111: Introduction to Psychology
(3 hrs.)
(Open to all students) (Offered every semester)
An introduction to the major sub-fields of contemporary psychology. Emphases on the diversity of psychology as a discipline and how psychological principles pertain to everyday life.

PSY 121: Psychology of Adjustment
(3 hrs.)
(Open to all students)
Students in the course develop an informed perspective on their psychological adjustment. Relationships, values, health and personal history are studied.

PSY 183: Psychology of Emotion
(3 hrs.)
(Open to all students)
This course is geared towards undergraduate students who have not previously studied psychology. Students will address questions of what we mean by emotion, where emotions come from, how they affect the formation of memory, how they affect decision-making, and to be aware of their presence and how to regulate them in order to improve physical and mental health.

PSY 207: Introduction to Statistics
(3 hrs.)
(Prerequisite: two years high school algebra; meets General Education Quantitative Analysis requirement. Cross-listed as MAT 207) (Offered every semester. Psych. majors must take PSY 207 in the fall semester, paired with PSY 208.)

This course offers an introduction to statistical methods used in social, natural, and health sciences, and education and business. Topics include data organization, descriptive statistics, binomial and normal distributions, sampling distributions, statistical inference, chi-square, t-test, ANOVA, correlation and linear regression.

PSY 208: SPSS and Statistical Analysis
(1 hr.)
(Offered every fall semester)
(Requires concurrent enrollment in PSY/MAT 207. Cross-listed as MAT 208.)

Students will learn how to apply the statistical knowledge acquired in PSY/MAT 207 to novel data and situations, conduct analyses using SPSS (Statistical Package for Social Sciences), and interpret and communicate the findings.

PSY 211: Educational Psychology
(3 hrs.)
(Prerequisites: PSY 111 and sophomore standing)
This course surveys the nature and conditions of human learning. We examine methods of assessing intellectual and personality characteristics as well as social dynamics, as pupils enter into the learning process.

PSY 212: Research Practicum
(1-2 hrs.)
(Prerequisite: PSY 111 and permission of Psychology Faculty)
For this practicum, students will gain first-hand knowledge of psychological research methods by assisting in a research study. Students enrolled in this course should expect weekly participation in active research duties in a psychology lab or study. Responsibilities may include (but are not limited to) assistance with locating resources/instruments related to the research project; IRB or grant-writing assistance; data collection; data entry; and data analysis. (May be repeated for up to 4 semester hours.)

PSY 225: Social Psychology
(3 hrs.)
(Prerequisite: PSY 111)(Offered every spring semester)
Social psychology is the study of the influences on and consequences of social interaction. It is concerned with the relationships between the individual and other persons or groups of people. This course presents a survey of theory and research in social psychology. We will explore the various ways people think about, affect and relate to one another. The course will cover topics such as the social self-concept, social judgment, attitudes, persuasion, conformity, aggression, helping behavior, prejudice and interpersonal relationships.

PSY 230: Love and Longing Around the World
(3 hrs.)
(Open to all students; Meets General Education Intercultural array requirement) This course examines, within and across cultures (and species), the nature and expression of passionate attraction – both emotional and physical – through the lens of various perspectives, including linguistic, evolutionary, historical, biological, psychological/social, and gender.

PSY 235: Evolutionary Psychology
(3 hrs.)
(Open to all students)
This course will explore the basic tenets of Evolutionary Psychology. The course will use relevant biological theories to analyze psychological topics such as sensation and perception, consciousness, emotion and motivation, cognition, learning, individual differences, and various other aspects of social behavior.

PSY 240: Music and Psychology: How Music Makes Us (More) Human
(3 hrs.)
(Open to all students)
This course explores the origins of music in humans, how we perceive and understand music, how music affects us emotionally, psychological and social influences on musical

preferences, development of musical ability, and music performance. No musical training is required.

PSY 280: Topics in Psychology
(3 hrs.)
(Open to all students)
Topics courses are devoted to special subjects that may not be covered in depth in other courses. Topics offered may include Health Psychology, Positive Psychology.

PSY 301: Psychology of Gender
(3 hrs.)
(Open to all students; cross listed as WST 301. Meets General Education Women-focused requirement.)
This course examines the psychology and biology of gender. The development of gender roles, stereotypic conceptions of femininity, masculinity and their impact on the development of self and the different perspectives men and women bring to intimate relationships.

PSY 314: Adolescent Development
(3 hrs.)
(Open to all students. Cross-listed as EDU 314; Meets General Education Intercultural array requirement.)
A study of human development and behavior from puberty to early adulthood, with an emphasis on physical, social, cognitive and emotional growth and development. A cross-cultural perspective including the interactions among various identities will be explored.

PSY 320: Abnormal Psychology
(3 hrs.)
(Prerequisites: PSY 111)(Offered every fall semester)
Survey of basic areas of abnormal psychology, history of mental disorders, survey of extent and severity of problems today. Emphases in biological, psychological and social approaches to explaining mental disorders.

PSY 327: Moral Psychology and the Moral Domain
(3 hrs.)
(Open to all students)
This course introduces concepts and research in moral psychology and moral development. Emphasis is placed on the development of personal foundations of conscience and moral identity, and moral ideas such as right/wrong, justice (including social justice), and responsibility.

PSY 330: Forensic Psychology
(3 hrs.)
(Open to all students)
This course is intended for students interested in the interactive relationship between psychology and law. The student will explore the many aspects of criminal and civil law and how psychological research, theory, and practice assist the legal system and influence public policy.

PSY 331: Cognitive Psychology
(3 hrs.)
(Prerequisite: PSY 111)(Offered every fall semester)
An introduction to the study of cognition and learning through an examination of issues fundamental to the structure and function of cognitive theory, including mind and mental function, memory, attention, perception, reasoning, language, conceptual development, and decision making.

PSY 335: Principles of Learning and Behavior
(3 hrs.)
(Prerequisite: PSY 111)
The course will enable students to gain mastery of the basic concepts, and theory of learning and conditioning. The learning principles to be discussed include habituation, Pavlovian and instrumental conditioning, discrimination learning, memory mechanisms, and contemporary research in comparative cognition.

PSY 345: Psychological Research Methods
(3 hrs.)

(Prerequisites: PSY 111, PSY/MAT 207, and PSY/MAT 208)(Offered every fall semester)

This course is designed to introduce students to the research methods used in psychology, to begin designing a study, and conducting the initial literature review. Students incorporate class materials to design an independent research study and complete the corresponding literature review necessary to support the project, guided by the instructor. This course is a "hands-on" research design course.

PSY 346: Psychological Research/Writing Practicum
(1 hr.)

(Prerequisites: PSY 111, PSY/MAT 207, PSY/MAT 208, and concurrent enrollment in PSY 345)(Offered every fall semester)

Students will conduct a group research study, and enter and analyze the data (in SPSS). Then, students will write a research report (Introduction, Method, Results, Discussion), including tables, graphs, and charts. Finally, students will prepare a poster presentation.

PSY 355: Psychological Testing and Personality Assessment
(3 hrs.)

(Prerequisite: PSY 111)

This course covers the basic concepts for describing and evaluating standardized tests, including reliability, validity, norms and standard scores. These concepts are then used to evaluate a number of representative tests in different areas: intelligence, interests, aptitude and personality. Students also take and score some of these standard tests.

PSY 359: Counseling I
(3 hrs.)

(Prerequisites: PSY 320)

Introductory course in clinical counseling psychology. Discussion and assessment of a variety of counseling and therapeutic approaches for adjustment problems and mental disorders. Review of taped practice interviews under supervision of instructor.

PSY 380: Topics in Psychology
(3 hrs.)

(Prerequisite: PSY 111)

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

PSY 381: Internship
(1-4 hrs.)

(Prerequisites: PSY 111 and sophomore standing)

Students must complete 126 hours of work in an agency or institution as a contributing member of the staff for each 3 semester hours of credit earned (or 42 hrs. per credit hour). Student carries on a wide a range of duties as she is qualified to execute under the direct supervision of a professional in the agency or institution. Each student will work with a Psychology Faculty member to complete an appropriate documentation and assessment of their internship. This may include a log of time, regular internship meetings, a journal, a summary of learning, and a paper on the history and scope of the agency.

PSY 415: Psychology of Personality
(3hrs.)

(Prerequisites: PSY 111)(Offered every spring semester)

This course is grouped around the major theories and theorists in personality. Development of personality, structure of personality, motivation of personality, normal and abnormal personality characteristics will be examined.

PSY 425: History and Philosophy of Psychology
(3 hrs.)

(Prerequisites: PSY 111)

This course is designed to give the student an in-depth exposure to the philosophical underpinnings and broad ontological background of theories developed throughout the history of

psychology as a science. Specifically, this course gives a student perspective into science, a deeper understanding of the field of psychology, and greater knowledge about the directions psychology might take in the future. This course covers the history of psychology from Aristotle to the present. Writing intensive.

PSY 430: Biological Psychology
(3 hrs.)

(Prerequisites: PSY 111) (Offered every spring semester)

This course uses current knowledge of the brain, nervous system and endocrine system to explore the roles of psychological factors in health, disease, behavior, emotions, and mental disorders.

PSY 440: Senior Research Project I
(3 hrs.)

(Prerequisites: PSY 111, PSY/MAT 207, PSY/MAT 208, PSY 345, and PSY 346.)(Offered every fall semester)

Under the supervision of their capstone supervisor, students in this course will develop and write their senior capstone research proposal, submit the proposed project to the IRB (Institutional Review Board), and begin data collection when the project has been approved. Additionally, a literature review for the project will be completed. This course is writing intensive.

PSY 441: Senior Research Project II
(2 hrs.)

(Prerequisites: PSY 440)(Offered every spring semester)

Under the supervision of their capstone supervisor, students in this course will complete data collection for their capstone research project (data collection having begun in PSY 440), analyze the results, present the results publicly, and write the capstone thesis describing the research project and the results. This course is writing intensive.

Science courses:

SCI 125: Science of Beauty
(3 hrs.)

(Open to all students; meets the General Education Science Array requirement; lab fee charged)

General Education class for non-science majors. An introduction to the human body from the cell to whole organ systems. The course emphasizes the use of the scientific method, examines the perception of beauty and questions whether there is a scientific basis for beauty. The biological and chemical basis behind cosmetics and cosmetic surgical procedures are explored. Does not count in the major.

SCI 211: Environmental Science
(3 hrs.)

(Open to all students, meets the General Education Science Array requirement; lab fee charged)

Students will look at many aspects of environmental issues such as the economic, cultural, historical and most important, the scientific basis. Study how the living and nonliving parts of an ecosystem work and interact to affect the environment or ecosystem. Study human influences on the environment from local to global scales. Understanding the scientific approach to evaluate environmental issues. Does not count in the major.

SCI 280: Topics in Life Science
(3 hrs.)

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

SCI 333: Practicum (with lab)
(1-3 hrs.)

(May be taken for either S/U or A-F credit; may be repeated for credit)

(Prerequisites: BIO 182 and permission of instructor, junior and senior standing preferred.)

Practical work experiences related directly to courses and/or program operations in the life sciences, supervised by an instructor of the student's choice.

SCI 365: Women, Science and Society
(3 hrs.)

(Prerequisite: junior or senior standing or permission of instructor; cross-listed as WST 365)

This course will broaden the student's understanding of the far-reaching impact that feminist analysis has had on all fields of knowledge, including the field of science. Students will learn that contemporary women in science are changing the way people think about science and practice it. Students in the course will benefit from exposure to cross-cultural analysis of science and some of the ways people from various cultures understand the human relationship to the world.

SCI 380: Advanced Topics in Life Science
(3 hrs.)

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

Strategic Communication courses:

SCM 101: Communication, Media and Society
(3 hrs.)

(Open to all students)

A study of the interplay of influences between mass media and culture, including an understanding of the workings of media organizations, the changes brought about by new technology and the media's legal and ethical responsibilities. Offered every semester.

SCM 105: Strategic Communication Technology
(3 hrs.)

(Open to all students; graded on pass/fail basis)

A series of mini-courses teaching the fundamentals of variety of technology used in strategic communication including MS Excel and basic coding for interactive media design. Students may request to test out of technologies they believe they have mastered.

SCM 110: Design Technology
(3 hrs.)

(Open to all students; graded on pass/fail basis)

This course teaches the fundamentals of Adobe CS products used in design including InDesign, Photoshop and Illustrator. Students may request to test out of software they believe they have mastered.

SCM 205: Principles of Strategic Communication
(3 hrs.)

(Prerequisite: SCM 101)

Introduction to concepts and theories of strategic communication, public relations, advertising, and social media and the components of strategic communication campaigns. Course emphasizes the strategic communication industry, including its history, functions, theories, ethics, and relations to marketing products, ideas, organizations, and people.

SCM 201: Creative Process
(3 hrs.)

(Prerequisite: SCM 101 with a C- or better)

An introductory course to acquaint students with the creative process for problem solving that cultivates creativity and original thinking. Ideation and experimentation are emphasized as students work with the design process to solve a common topical question with consumer-based outcomes.

SCM 212: Practicum in Communication and Design
(1-3 hrs.)

(Prerequisite: Permission of Instructor)

Open to any student working in a communication, design or integrated marketing project approved by the faculty. Work to be evaluated by the appropriate faculty adviser. Offered every semester. Course may be repeated for credit.

SCM 240: Visual Communication
(3 hrs.)

(Prerequisite: SCM 110 or FAS 232; Lab fee charged)

Students will learn basic graphic design principles and applications including effective design, fundamentals of composition, typography, layout, pre-press production and photo editing. The focus is on improving design knowledge and skills, as well as introducing students to project management.

SCM 245: Communication Design Applications
(3 hrs.)

(Prerequisites: SCM 240 or concurrent enrollment; Lab fee charged)

Students develop practical applications to solve communication problems using ideation, research, execution and presentation of projects. The course will emphasize developing a discerning eye and technical expertise in producing high-quality images for publication and online imaging.

SCM 250: Fundamentals of Speech
(3 hrs.)

(Open to all students)

This course will introduce students to the basic skills of public speaking, including persuasive, informative, extemporaneous speeches and the use of presentation technology.

Intrapersonal and interpersonal communication skills are emphasized through analysis and evaluation as audience and speaker.

SCM 255: Agency Team I: Creative Ink
(3 hrs.)

(Prerequisite: Permission of Instructor, references, portfolio and interview.)

This course is for students selected for the first level roles in Creative Ink, the student run creative agency. Students will work as designers, writers, event planners, or client representatives. May be repeated for credit.

SCM 275: Media Writing and Production
(3 hrs.)

(Prerequisite: SCM 101; Lab fee charged)

Study and practice of content, styles, and formats of information and promotion writing, with an emphasis on the differences in writing across diverse media. Examines the principles and use of communication for organizational goals including stories, internal and external messages and the production of those messages using a variety of available platforms and applications.

SCM 280: Topics in Strategic Communication
(3 hrs.)

(Open to all students)

Topics courses explore current trends or special interests in the field of strategic communication, marketing, advertising, digital media and design. Course may be repeated with different topics.

SCM 290: Creating Online Media
(3 hrs.)

(Open to all students; Lab fee charged)

Students will learn how to create basic web sites including HTML, CSS and exposure to current software available in designing, building and managing websites. Focus is on practical applications.

SCM 330: Digital Communication
(3 hrs.)

(Prerequisite: SCM 290; Lab fee charged)

This course focuses on the selection and development of effective interfaces for electronic media and the use of sound, motion, video integrated with web design, creation and management of digital platforms. Students learn relevant tools to support the creation of web and social media applications.

SCM 331: Integrated Marketing Communications
(3 hrs.)

(Prerequisites: BUS 250)

An in-depth study of promotional activities such as advertising, personal selling, sales promotions, public relations and direct marketing (including use of the Internet). Emphasis is on strategic planning of promotional activities to communicate with customers to achieve marketing objectives. The relationship of integrated marketing communications to other elements of promotional activities is also explored.

SCM 340: Information and Promotion Design
(3 hrs.)

(Prerequisites: SCM 245; Lab fee charged)

Students will concept, design and produce a variety of print publications and advertising materials such as brochures, magazines, posters, and others. Students will develop an understanding of design, layout and pre-press standard practices and the organization of information from initial concepts to final production. Lectures will cover history of marketing publications, information systems, modern publication design and integrated marketing strategies and executions, production standards and designer/art director role in publication concept, design and production.

SCM 355: Agency Team II: Creative Ink
(3 hrs.)

(Prerequisites: Permission of instructor, references, portfolio and interview.)

This course is for students selected for manager level roles in Creative Ink, the student run creative agency. Students will work as senior client representatives or senior designers. May be repeated for credit.

SCM 380: Topics in Strategic Communication
(3 hrs.)

(Prerequisites depend on topic offered)

Topics courses explore current trends or special interests in leadership and strategic communication.

SCM 390: Contemporary Issues in Strategic Communication
(3 hrs.)

(Prerequisites: SCM 205)

An examination of concepts and insights in contemporary trends and issues that affect the field of strategic communication including societal, cultural and technological changes.

SCM 396: Internship Experience
(1 hr.)

(Prerequisites: Completion of required number of College-to-Career seminars, signed internship contract with approval of academic dean / program coordinator and faculty sponsor.) Department-approved, faculty-supervised and industry-specific internship experience.

SCM 400: Research and Analytics
(3 hrs.)

(Prerequisite: SCM 205 and BUS 250; lab fee charged)

Introduction of the principles and techniques involved in conducting marketing research including primary and secondary research methods and measuring social media ROI through analytics.

SCM 412: Advanced Practicum
(1-3 hrs.)

(Prerequisite: Permission of instructor)

Open to any student working in a leadership, design or integrated marketing project approved by the faculty. Work to be evaluated by the appropriate faculty adviser. Offered every semester. Course may be repeated for credit.

SCM 455: Agency Team III: Leadership
(3 hrs.)

(Prerequisites: Permission of instructor, references, portfolio and interview)

This course is for students selected for the leadership level roles in Creative Ink, the student run creative agency. Students will work as Firm Directors, Creative Directors or Senior Account representatives. May be repeated for credit.

SCM 475: Innovation and Design Studio
(3 hrs.)

(Prerequisites: Open to SCM and FCO majors only; requires permission of instructor)

Students develop theoretical and practical knowledge of advanced graphic design techniques and applications from different industry experts. Students may submit projects for critique or competitions.

SCM 480: Topics in Leadership
(3 hrs.)

Current topics related to the field of marketing and strategic communications not otherwise covered in the current curriculum. Students may repeat course two times with different topics.

SCM 493: Convergence Studio Senior Capstone
(3 hrs.)

(Prerequisites: Senior standing; Open to SCM majors only)

This course expands on previous strategic communication knowledge and skills learned. The course emphasizes research and analysis and the design processes that lead to creative conceptualization and final design solutions. This course is writing intensive.

SCM 494: Senior Portfolio
(3 hrs.)

(Prerequisite: Senior standing; open SCM majors or by permission of instructor. Lab fee charged)

Graduating students will develop and refine a comprehensive portfolio of original and independently produced work, as well as a professional résumé and other materials they may use to market themselves. Offered spring semester only.

Spanish courses:

SPN 101: Intensive Elementary Spanish
(3 hrs.)

(Open to all students with little or no previous study of Spanish; ordinarily not more than two units of high school Spanish)

Objectives: basic structures, acquisition of vocabulary, simple reading and writing, and development of basic conversational skills. Introduction to Spanish-speaking peoples and cultures.

SPN 102: Elementary Spanish II
(3 hrs.)

(Prerequisite: SPN 101 or at least two units of high school Spanish)

Continuation of SPN 101.

SPN 110: Conversational Spanish
(2 hrs.)

(Open to all students)

This introductory course is for students who wish to develop the oral communication skills necessary for comfortable travel in Spanish speaking countries. Students will develop the ability to speak the language using appropriate idiomatic constructions and appropriate conversational skills. Special focus will be given to values and culture of the appropriate countries. Students will be required to complete one additional hour a week reinforcing language skills.

SPN 251: Intermediate Spanish Review
(3 hrs.)

(Prerequisite: SPN 102 or at least three units of high school Spanish)

Designed to strengthen four language skills: comprehension, speaking, reading and writing. The study of structure and grammar is complemented by intermediate readings and conversation. Emphasizes the culture of the Spanish-speaking

world.

SPN 252: Intermediate Spanish II
(3 hrs.)
(Prerequisite: SPN 251 or at least three units of high school Spanish)
Designed to teach the student more advanced concepts in Spanish comprehension, speaking, reading and writing. The study of structure and grammar is complemented by intermediate readings, writing, and conversation. Emphasizes the culture of the Spanish-speaking world.

Theatre Arts Courses

THA 118: Introduction to Lighting Technology
(1.5 hrs.)
(Open to all students)
As an introduction to Lighting Technology this course will include a study of basic electricity needed to operate lighting equipment, and a working knowledge of a variety of fixtures and consoles. Students will learn the basics of instrumentation knowledge, light board operation, lighting history and lighting technology in theatre, film and architectural usage.

THA 122: Acting I—Mind and Body: The Actor's Preparation
(2 hrs.)
(Open only to Theatre majors)
A course designed to provide beginning theatre students an understanding of the senses and an awareness of self, others and the world in order to develop basic acting skills.

THA 124: Acting II—Scene Study (Acting emphasis)
(2 hrs.)
(Prerequisite: THA 122 with a C- or better, open only to Theatre Majors)
Provides the tools necessary for breaking down the script, making effective choices and communicating the intent of the scene in a dramatic and effective way.

THA 128: Theatre Speech
(3 hrs.)
(Open to all students)
Designed to give students the tools to develop vocal quality and speech standards for performance in theatre, film, television and radio.

THA 136: Introduction to Theatrical Design and Production
(3 hrs.)
(Open to all students; meets General Education Arts array requirement) This course is designed to give the student a foundation in theatrical design that includes a vocabulary of design terminology used by all designers, technicians, actors and directors. Utilizing knowledge of the elements and principles of design all students will experience the **collaborative process, analyze a play from a designer's perspective**, and translate a play analysis into visual terms.

THA 159: The World of Theatre
(3 hrs.)
(Meets General Education Arts array requirement)
Through the study of theatre past and present, reading of plays, and attending on campus performances, students will develop an appreciation and understanding of how live performance happens throughout the world.

THA 205: Makeup for Theatre
(1.5 hrs.)
(Open only to Performing Arts majors; lab fee charged)
Study of basic techniques of designing and applying stage makeup for straight, character and stylized roles.

THA 208: Shakespeare's Midsummer Night's Dream and Winter's Tale: Exploring Shakespeare's World, Women and Wonder
(3 hrs.)
(Meets General Education Arts array requirement) This course **will introduce a method of close study of Shakespeare's Midsummer Night's Dream and The Winter's Tale, with an emphasis on the female characters, language, and historical perspective.**

THA 211: Drafting for Technical Theatre
(3 hrs.)
(Open to all students)
Introduction to basic mechanical drawing for theatrical design and construction.

THA 212: Beginning Production Design and Management
(1-3 hrs.)
(Prerequisite: permission of instructor; may be repeated for credit.)
Hands on practical application of technical knowledge through projects or positions of responsibility on department or warehouse productions. Typically an assistant or smaller warehouse assignment.

THA 213: Introduction to Stagecraft
(1.5 hrs.)
Lecture, demonstration and practical work assignments to develop skills in production techniques.

THA 215: Rendering for the Theatre
(3 hrs.)
(Open to all students)
This introductory course has a lecture component and requires research for all projects. Students will learn the techniques of rendering in watercolor, pencil, charcoal and other media. Life drawing, architecture studies, costume and scenic rendering, are the focused skills which will prepare students for upper level design study.

THA 216: Scenic Design I
(3 hrs.)
(Prerequisite: THA 211 with a C- or better, or permission of instructor)
Introduction to the theory and practice of stage design, including drawing of floor plans, elevations, detail drawings and beginning rendering.

THA 218: Theatrical Lighting I
(3 hrs.)
Introduction to the theory and practice of stage lighting, including light plots, focus charts and schedules, hookups, the creation of lighting cues and functions and qualities of light.

THA 219: Sound Design I
(3 hrs.)
Introduces students to the design and technology of sound as it is utilized in the theater and entertainment fields. The class will combine lecture, demonstration and several hands-on projects. Topics will include microphone selection and use, amplification and speakers, multi-track recording, aural aesthetics and the theatricality of sound.

THA 221: Introduction to Children's Theatre
(3 hrs.)
(Open to all students)
Introduction to Theatre for Young Audiences through discussion, acting, group projects, and research of major **children's theatres.**

THA 227: Introduction to Stage Management
(1.5 hrs.)
(Open only to Performing Arts majors)
Lecture, demonstration and practical work assignments to develop basic production skills and provide a base knowledge of various areas of theatre production. Introduction to the contemporary practice of stage management.

THA 228: Stage Management II
(1-3 hrs.)

(Prerequisite: THA 227 with a C- or better, and by permission of instructor)

A course designed to improve the student's knowledge of the role of the stage manager in all phases of the production process including pre-production, rehearsal and performance. A major focus will be on the skills needed to assemble a complete production script.

THA 229: Stagecraft II
(1-2 hrs.)

(Prerequisites: THA 227 with a C- or better, and permission of instructor)

Lecture, demonstration and practical work assignments to develop more advanced skills in production techniques.

THA 232: Directing I
(3 hrs.)

(Prerequisites: a C- or better in THA 124 and THA 227 or permission of instructor)

A study of the function of the director and basic theories of composition, picturization and movement. Practical staging assignments. Development of practical skills as directors through classroom discussion and the direction of scenes. Assembly of a complete director's script for a final project.

THA 235: Scene Painting
(3 hrs.)

(Open to all students)

Introduction to basic techniques used in the painting of stage scenery.

THA 236: Properties Design and Production
(3 hrs.)

Students will learn design requirements of theatrical space (arena, thrust, proscenium); become familiar with sketching process as communication tool; skill in areas of craft construction and upholstery; be able to write script analysis with a properties chart; be able to design, create and procure props for script and for a directors parameters.

THA 251: Costuming
(1.5 hrs.)

(Open only to Performing Arts majors; lab fee charged)

Study of beginning costuming skills through class discussions and laboratory work.

THA 252: Costume Design I
(3 hrs.)

(Prerequisite: THA 251 or FAS 111 with a C- or better, or permission of instructor; lab fee charged)

An introduction to costume design through the study of script and character analysis. Period styles and rendering techniques.

THA 258: Stage Movement (STI)
(3 hrs.)

(Prerequisites: a C- or better in THA 124, THA 227, and THA 251, and/or program approval)

Development of stage movement and dance skills for acting students in the Summer Theatre Institute.

THA 259: Acting Workshop I (STI)
(4 hrs.)

(Prerequisites: a C- or better in THA 124, THA 227, and THA 251, and/or program approval)

Application of theories and techniques learned in first-year acting classes through class assignments, rehearsal and public performances in the Summer Theatre Institute.

THA 260: Theatre Production and Management I (STI)
(2-5 hrs.)

(Prerequisites: a C- or better, THA 124, THA 227, and THA 251, and/or program approval)

Development of basic skills in technical theatre through class assignments and crew work and a study of general principles and accepted practices in theatre management. Summer

Theatre Institute only.

THA 272: Acting III —Scene Analysis: Character Study
(3 hrs.)

(Prerequisite: THA 124 with a C- or better, STI; BFA Acting Sequence Students or by permission of instructor)

Scene analysis to form an approach to discovering the essence of the character—motivation and intention. Scenes used to implement character study, create given circumstance and develop technique for credible characterization and proper execution.

THA 280: Topics in Theatre Arts
(3 hrs.)

(Open to all students)

Topics courses are devoted to special subjects that may not be covered in depth in other courses, to issues of current interest or to the newest research available in a discipline.

THA 300: Theatre Acting Practicum
(1 hr.)

Practical application of acting technique learned in the classroom. Performance experience is developed while working collaboratively to mount a theatre production. Students have opportunity to practice the technique and essentials of their particular interest in a realized endeavor.

THA 310: Theatre Technical Practicum
(1 hr.)

Practical application of technique learned in the classroom. Technical/Design/Crew experience is developed while working collaboratively to mount a theatre production. Students have opportunity to practice the technique and essentials of their particular interest in a realized endeavor.

THA 312: Intermediate Production Design and Mgmt
(1-3 hrs.)

(Prerequisite: permission of instructor; may be repeated for credit)

Hands on practical application of technical knowledge through projects or positions of responsibility on department or warehouse productions. Typically an assistant position or a major warehouse position.

THA 313: Theatre History I
(3 hrs.)

(Open to all students)

A study of the theatre of ancient Greece and Rome, dealing primarily with the development of the physical theatre structures, production methods and major theatrical figures. Continuing with the study of theatre from 1100 to 1700 dealing primarily with the development of physical theatre structures, production methods and major theatrical figures. This course is writing intensive.

THA 314: Theatre History II
(3 hrs.)

(Prerequisite: THA 313 with a C- or better, or permission of instructor)

A study of theatre from 1700 to 1875 dealing primarily with the development of physical theatre structures, production methods and major theatrical figures. Continuing with a study of "modern" theatre, from the emergence of realism (ca. 1875 to the present), dealing primarily with styles, production methods and major theatrical figures.

THA 317: Scenic Design II
(3 hrs.)

(Prerequisite: THA 216 with a C- or better, or permission of instructor; lab fee charged)

A course designed to assist the student in developing proficiency as a designer of stage scenery through research, classroom discussion and design projects.

THA 318: Theatrical Lighting I I
(3 hrs.)

(Prerequisite: THA 218 with a C- or better, or permission of instructor)

A course designed to assist the student in developing proficiency as a designer of stage lighting through research, classroom discussion and design projects.

THA 320: Directing I I
(2 hrs.)

(Prerequisite: THA 232 with a C- or better, or permission of instructor)

Advanced study in directing techniques, including theories concerning the director's choices regarding scenery, lighting and costuming. Each student directs a one-act play.

THA 332: Acting I V—Scene Study: Styles
(3 hrs.)

(Prerequisite: THA 272 with a C- or better,)

Introduces different styles and period pieces to broaden the student's perspective. Scene study is to be the basic means used to develop the technique required to create the style and ambiance of a period.

THA 340: Movement for Actors
(1 hr.)

(Prerequisite: THA 332 with a C- or better,)

This movement class will cover the basic Viniyoga principles, including yoga postures, breath work, meditation techniques and tools for using yoga to enhance flexibility and concentration.

THA 344: Children's Theatre Touring Company: Plays for Living
(2 hrs.)

(Prerequisite: THA 122 or permission of instructor; may be repeated for credit; lab fee charged.)

This performance class will rehearse and tour a production from Plays for Living into middle schools. Students will create an on-line study guide connecting the play to anti-bullying curriculum.

THA 345: Children's Theatre Touring Company: Literary Touring Company
(2 hrs.)

(Prerequisite: THA 124 or permission of instructor; may be repeated for credit; lab fee charged.)

This performance class will rehearse and tour a production or an **excerpt based on children's literature or a script demonstrating significant curricular ties/themes** into elementary or middle schools.

THA 352: Costume Design I I
(3 hrs.)

(Prerequisite: THA 252 with a C- or better,)

Continuation of THA 252 Costume Design I.

THA 353: Costume Design I I I
(3 hrs.)

(Prerequisites: THA 251, THA 252, THA 352, FAS 111, FAS 214 and FAS 216)

This course is a continuation of THA 352, Costume Design II. It is a research and project driven course designed to provide upper level instruction in costume design, production, and research for Theatrical Design Majors.

THA 360: Acting Workshop I I (Okoboji)
(6 hrs.)

(Prerequisites: THA 332 with a C- or better, and program approval)

Students learn through practical experience, performing roles as assigned during a 10-week summer stock season at the Okoboji Summer Theatre.

THA 361: Production Workshop I I (Okoboji)
(3-9 hrs.)

(Prerequisites: 27 hours in Theatre Arts and program approval) Students learn through practical experience, participating in crew work for a 10-week summer stock season at the Okoboji

Summer Theatre.

THA 363: Theatre Management I I (Okoboji)
(3 hrs.)

(Prerequisites: 27 hours in Theatre Arts and program approval)

Students learn more advanced principles and practices of theatre management through classes and work assignments during a 10-week summer stock season at Okoboji Summer Theatre.

THA 365: Dramatic Literature
(3 hrs.)

(Prerequisites: ENG 107 and sophomore standing)

This course will investigate what sets drama apart from other prominent literary genres and the purpose of drama for various cultures. Selected readings will help students explore the literary elements of character, language, spectacle, plot and theme, as well as the nature and function of world drama in historical, political and social contexts. Topics will vary and may focus on an historical period, a selected theme, style or playwright. This course is writing intensive.

THA 380: Topics in Theatre Arts
(3 hrs.)

(Prerequisites: see current course schedule)

Topics courses are devoted to special subjects that may not be covered in depth in other courses, to issues of current interest or to the newest research available in a discipline.

THA 410: Teaching Artist Portfolio
(3 hrs.)

(Prerequisites: THA 272 and THA 345 or permission of instructor)

Students will research and Skype with TYA teaching artists, create a professional teaching portfolio, and research and submit an Internship application.

THA 412: Advanced Production Design and Management
(1-3 hrs.)

(Prerequisite: permission of instructor; may be repeated for credit)

Hands on practical application of technical knowledge through projects or positions of responsibility on department or warehouse productions. Typically a major department production position.

THA 413: Stagecraft I I I
(3 hrs.)

(Prerequisites: THA 214, THA 216, THA 218 and permission of instructor)

(May be taken four times for credit)

Practical work experience designed to aid the student in attaining professional quality skills through completion of a major construction project.

THA 415: Costume Design I V
(3 hrs.)

(Prerequisites: THA 251, THA 252, THA 352, FAS 111, FAS 214 and FAS 216)

This course is a continuation of Costume Design III. It is a research and project driven course designed to provide upper and advanced level instruction in costume design, production, and research for Theatrical Design Majors.

THA 420: Senior Acting Seminar
(3 hrs.)

(Prerequisites: THA 332 with a C- or better, senior standing and permission of program)

An intensive course where actors develop the fundamental business skills, materials and marketing techniques necessary for a career in the entertainment industry.

THA 421: Advanced Acting I —Shakespeare
(3 hrs.)

(Prerequisite: THA 332 with a C- or better, or permission of instructor)

Shakespeare for the actor. Voice, movement and script analysis

in classical drama.

THA 422: Advanced Acting II—The Audition
(3 hrs.)
(Prerequisite: THA 421 with a C- or better, which may be taken concurrently, or permission of instructor)
Creation of an audition package for presentation at the national URTA auditions for advanced work in graduate schools, summer stock and professional repertory theatre.

THA 423: Advanced Acting III—Acting for Camera
(3 hrs.)
(Prerequisite: THA 332 with a C- or better, or permission of instructor)
Acting for camera in TV and film (in conjunction with the Mass Media Program).

THA 424: Advanced Acting – IV Comedy
(3 hrs.)
(Prerequisite: THA 332 with a C- or better, or permission of instructor)
Comedy: theory and acting techniques. Course includes study in slapstick farce, stand-up monologues, contemporary comic playwrights and "period" plays (Restoration, Wilde, Coward).

THA 425: Senior Production Seminar
(3 hrs.)
(Prerequisites: senior standing and one of the following with a C- or better: THA 312, 317, 318, or 412)
A required course for all theatre production/design and management students. The production seminar is an intensive course to prepare students looking to enter the working world of theatre or gain acceptance to a graduate program. The core of the course is the development and refinement of both a digital and practical portfolio for presentation/interviews during the semester. The course includes readings, discussions and interviews with theatre professionals about practical, moral and ethical issues that students encounter in professional theatre today.

THA 427: B.F.A. Project in Production or Design
(3 hrs.)
(Prerequisites: 300 level course in one of the design areas)
The B.F.A. Project is a capstone project for all design, production and management students in the Performing Arts. Students may complete a realized design, act in a supervisory capacity for a production, stage manage a production or complete a research project in a focused area. A proposal must be completed by each student and approved by the faculty in the semester prior to the project.

THA 430: Advanced Studies in Costume Design
(3 hrs.)
(Prerequisites: THA 251, THA 252, THA 352, THA 353)
Specific projects in this class will target costume crafts such as millinery, shoe work, makeup artistry, corset making, mask making, and other related topics.

THA 432: Directing III
(3 hrs.)
(May be taken four times for credit)
(Prerequisite: THA 320 or permission of instructor)
Direction of a major production with the approval of the program chair.

THA 450: Professional Seminar: Audition Technique for Film
(1 hr.)
(Prerequisite: THA 332)
This class will consist of lectures and class participation and will cover how to prepare, how to handle one's self before and after the actual audition, dos and don'ts during the audition and basic show biz survival tips for living in Hollywood as an actor and director. There will also be one lecture identifying the "craft people" behind the scenes on film sets.

Women's Studies courses:

WST 172: Unruly Women
(3 hrs.)
(Meets General Education Women-focused array requirement; cross-listed as HIS 172 History array)
Students in this course study the history of women through the perspectives of women that challenged the norms of society through their actions, lifestyles, race, and gender.

WST 180: Women's Studies Topics
(3 hrs.)
(Open to all students; Meets General Education Women-focused array requirement)
Study of specific topics that relate to women's issues and women's experience.

WST 210: Introduction to Women's Studies
(3 hrs.)
(Open to all students; meets General Education Women-focused array requirement)
This course introduces the major areas and methods of inquiry in the academic discipline of Women's Studies. Contemporary issues that impact women's lives are examined in the contexts of work, education, the family, health systems, economics, government, and politics. The status of women in many cultures is explored historically and comparatively with emphasis on historical precedents of Women's Studies and international women's rights movements of the 20th century.

WST 215: Women, Law and Justice
(3 hrs.)
(Open to all students; meets General Education Women-focused array requirement)
Criminal and civil law, feminist legal theory and jurisprudence, legal reasoning, current issues in the courts, torts and case briefs figure in this introductory course. Legal and allied professionals serve as guest speakers. Students write weekly reaction papers.

WST 220: Women and American Government
(3 hrs.)
(Open to all students; meets General Education Women-focused array requirement. Cross listed as HIS 220 History array.) This course will provide an overview of U.S. government, policymaking process, and party politics by exploring the participation of women in American politics, as activists, citizens, voters, and public officials. We will consider the topics of the mobilization of women into politics through the suffrage movement; the role of gender in shaping laws, **public opinion, and electoral behavior; women's activities and representation in political parties; the experiences of women as candidates and office holders; and policymaking on gender issues.** This course follows a largely chronological trajectory, beginning with the Seneca Falls Convention in the mid-nineteenth century and concluding with the presidential election of 2016. Throughout the course we will consider the meaning and nature of gender equality and analyze the way gender intersects with other categories such as race, class, ethnicity, and culture.

WST 280: Women's Studies Topics
(3 hrs.)
(Prerequisite: WST 210 or permission of instructor. Meets General Education Women-focused array requirement)
Study of specific topics that relate to women's issues and **women's experience. Recent topics include "Women in Pictures" and "Art and Activism."**

WST 301: Psychology of Gender
(3 hrs.)
(Prerequisites: PSY 111 and sophomore standing; cross-listed as PSY 301. Meets General Education Women-focused array requirement.) (Offered every other year)
This course examines the psychology and biology of gender. The development of gender roles, stereotypic conceptions of

femininity, masculinity and their impact on the development of self.

WST 308: Women Writers
(3 hrs.)

(Prerequisites: ENG 107 or ENG 207 and one three-hour 200-level ENG or WST course, or permission of the instructor; cross-listed as ENG 308. Meets General Education Women-focused array requirement)

This course analyzes women's literatures in English of various cultures and periods considering the history of critical attention given to them. In addition to standard genres of poetry, fiction and drama, this course includes reading in nontraditional genres: essays, diaries and letters, and performance art.

WST 310: Gender Across Cultures
(3 hrs.)

(Open to all students; meets General Education Women-focused array requirement, cross-listed as ICS 310 Intercultural array.)

Biography, autobiography, literature and social science texts provide cross-cultural perspectives on the lives of girls and women around the world with special emphasis on human rights activism and sustainable development. Students explore ways in which attitudes toward women and girls shape their respective cultures.

WST 311: Development of Feminist Thought
(3 hrs.)

(Prerequisite: WST 210 or permission of instructor. Meets General Education Women-focused array requirement)
The evolution of feminist theory in its cultural and historical contexts, examined through early writings of women's movements.

WST 312: Contemporary Feminist Thought
(3 hrs.)

(Prerequisite: WST 210 or permission of instructor. Meets General Education Women-focused array requirement)
This course examines the theories and practices of second- and third-wave international women's movements, paying particular attention to the diversity of feminist perspectives and activism.

WST 325: The New Sexualities
(3 hrs.)

(Open to all students; Meets General Education Women-focused Array requirement.)
This course focuses on the study of women, gender, sex and sexuality and explores binary gender roles, gender performance, heteronormativity, transgender, transsexual, intersex and LGBT identities, politics and lifestyle as well as the ways gender and sexuality intersect with race, ethnicity, class, geography, age, and historical and cultural contexts.

WST 355: Women in Art
(3 hrs.)

(Prerequisite: ARH 101 or permission of instructor; cross-listed as ARH 355; meets General Education Women-focused array requirement)
This course explores the contributions women have made to painting, sculpture and architecture from the Renaissance to the present.

WST 362: Women in Film
(3 hrs.)

(Prerequisite: Junior standing or permission of instructor; meets General Education Women-focused Array requirement. Cross-listed as DFM 362 Arts array.)
This course focuses on the study of women in the film industry **from early cinema to their role in today's industry.** Through focusing on female filmmakers we will examine the art and the business of filmmaking from a feminist perspective. We will study women working in a variety of genres including experimental, narrative, and documentary filmmaking. We will also examine women working in a variety of contexts including

the Hollywood studio system as well as independent and international film industries.

WST 365: Women, Science and Society
(3 hrs.)

(Prerequisite: junior or senior standing or permission of instructor; cross-listed as SCI 365. Meets General Education Women-focused array requirement)
This course will broaden the student's understanding of the far-reaching impact that feminist analysis has had on all fields of knowledge, including the field of science. Contemporary women in science are changing the way people think about science and practice it. Students in the course will benefit from exposure to cross-cultural analysis of science and some of the ways that people from various cultures understand the human relationship to the world.

WST 370: Women, Activism and the Arts
(3 hrs.)

(Open to all students. Meets General Education Women-focused array requirement)
Students will study the work, voices, and activism of feminist artists of the 20th and 21st century who have paved the way for emerging feminist artists (our students) to be empowered artist activists with a voice for social change.

WST 380: Topics in Women's Studies
(3 hrs.)

(Prerequisite: WST 210 or permission of instructor. Meets General Education Women-focused array requirement)
A study of specific topics that relate to women's issues and **women's experience. Recent topics include "Women and the Military" and "Women and Religious Experience."**