



2020-2021
Curriculum Catalog
Graduate Programs

ESTABLISHED IN 1833

Accreditation

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

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

www.arc-pa.org

See page 51 for NC-SARA information and the list of authorized states.



Statement of Nondiscrimination

Stephens College does not discriminate in its employment practices or in its educational programs or activities on the basis of age, color, disability, gender expression and identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status and all other classifications protected by law. Stephens College also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internally or externally. Reports of misconduct, questions regarding Title IX or disability accommodations, any other concerns related to equity or noncompliance, or requests for a complete copy of the College's policy should be directed to the Stephens College Equity Compliance Team at equity@stephens.edu, www.stephens.edu/equity or (573) 876-2321 or the Assistant Secretary of Education within the Office for Civil Rights (OCR) at <http://www.ed.gov/ocr>. To see additional information on this policy, please check the Academic Policies and Regulations section of this catalog.

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

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

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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

Graduate Study at Stephens College

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

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

Graduate Admissions

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

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

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

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

Graduate Admission to the College

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

Application Procedure

Master of Education in Counseling

Applications start & end dates do apply for August, January and June admission entry points.

- [Application for Admission](#)
- [\\$50 Application Fee](#)
- Current Resume
- 3 Completed Recommendation Forms
 - Names and contact information are requested within the online application. Forms will be sent from Stephens College to the recommenders.
- Statement of Purpose
 - Describe in no more than 2 pages (double-spaced) your decision to apply for a counseling program, why Stephens College's counseling program in particular, and your career goals.
- Official Transcripts from where the bachelor's degree was earned, as well as, official transcripts from institutions where previous graduate credit has been earned.
 - M.Ed. Counseling applicants must have a qualifying GPA of 3.0 for the last 60 credit hours of undergraduate and/or graduate coursework
 - To be deemed official, transcripts must be sent to Stephens College directly from the institution.
 - If the institution can submit electronic transcripts, they can be emailed to online@stephens.edu.
 - Transcripts submitted from a student will NOT be deemed official unless it arrives to Stephens College in a sealed envelope with the institution's stamp across the flap on the back.
- Review [Computer and Technical Requirements](#) for Stephens students
- Register with the Family Care Safety Registry: [Missouri Educators Profile](#)
 - *School Counseling Track Only*
- Non-native international students are required to complete and submit official TOEFL or IELTS examination scores. TOEFL score must be a minimum score of 213 on the computer-based test or 79-80 on the Internet-based test. IELTS score must be a minimum of 6.5 with no individual band score below 6.0. Stephens College may also accept the completion of a bachelor degree from a U.S., regionally accredited institution, as proof of English proficiency. See <https://studyinthestates.dhs.gov/> for more information.
- Selection Process:
 - Selection of students will involve a two-step process including review of applications and an on-site interview (Due to COVID-19, institution may choose to have an alternate interview process). Initial evaluation of applications will be conducted by members of the Admissions Committee. The criteria described above will be used to select candidates for acceptance.
 - Acceptance Decisions
 - Offers of acceptance into the program are made throughout the entire interview process. If a student is offered a seat in the program, they will receive a phone call.
 - Candidates will be divided into the following categories:
 - Accepted: The candidate is accepted to enter with their defined start term.
 - Waitlist: Candidates will be informed of their waitlist status. At any point up until the start of classes, if a spot becomes available in the cohort, the candidate will be contacted with an offer of acceptance.
 - Denied: The candidate is not accepted for entrance into the program.
 - An on campus orientation and completed Intent to Enroll form are required for all accepted students who intend to begin the program.

Master of Fine Arts in TV & Screenwriting

Application deadlines for the fall intake occur in the month of May of the matriculation year.

- [Application for Admission](#)
- [\\$50 Application Fee](#)
- Current Resume
- Supplemental Writing Requirement
 - Submit a screenplay, web series, original television pilot or stage play. Creative writing, not non-fiction.
 - The sample should be a minimum of 20 pages in length.
- 3 Completed Recommendation Forms
 - Names and contact information are requested within the online application. Forms will be sent from Stephens College to the recommenders.
- Statement of Purpose
 - Describe in no more than one page, typed and double spaced, your background and career aspirations.
- Official Transcripts from where the bachelor's degree was earned, as well as, official transcripts from institutions where previous graduate credit has been earned.
 - MFA applicants must have a qualifying GPA of 3.0 for the last 60 credit hours of undergraduate and/or graduate coursework
 - To be deemed official, transcripts must be sent to Stephens College directly from the institution.
 - If the institution can submit electronic transcripts, they can be emailed to online@stephens.edu.
 - Transcripts submitted from a student will NOT be deemed official unless it arrives to Stephens College in a sealed envelope with the institution's stamp across the flap on the back.
 - Stephens has not entered into any articulation agreements with any colleges or institutions guaranteeing transferability of courses into this program.
- Review [Computer and Technical Requirements](#) for Stephens students.
- Non-native international students are required to complete and submit official TOEFL or IELTS examination scores. TOEFL score must be a minimum score of 213 on the computer-based test or 79-80 on the Internet-based test. IELTS score must be a minimum of 6.5 with no individual band score below 6.0. Stephens College may also accept the completion of a bachelor degree from a U.S., regionally accredited institution, as proof of English proficiency.
 - The MFA in TV & Screenwriting program is a low-residency online program. Residency will occur during the first two weeks of the fall and spring semesters at the Jim Henson Company, 1416 N. La Brea Ave., Los Angeles, CA. 90028. Students residing outside of the US must work with their consulate to determine what is needed for them to travel to the US to attend the Los Angeles, California workshops which are 10 days in length at the beginning of each semester. See <https://studyinthestates.dhs.gov/> for more information.
- Selection Process:
 - Selection of students will involve a two-step process including review of applications and a phone interview with the MFA Program Director. Initial evaluation of applications will be conducted by members of the Admissions Committee composed of program faculty. The criteria described above will be used to select candidates for acceptance.
 - Acceptance Decisions
 - Offers of acceptance into the program are made throughout the entire interview process. If a student is offered a seat in the program, they will receive a phone call.
 - Candidates will be divided into the following categories:
 - Accepted: The candidate is accepted to enter with the cohort.
 - Waitlist: Candidates will be informed of their waitlist status. At any point up until the start of classes, if a spot becomes available in the cohort, the candidate will be contacted with an offer of acceptance.
 - Denied: The candidate is not accepted for entrance into the program.
 - \$200 deposit & an Intent to Enroll form are required for entry to all accepted students who intend to begin the program.

Master of Physician Assistant Studies

Admission to the Master of Physician Assistant Studies program at Stephens is granted through a competitive process. Our entrance requirements are as follows.

- [Completed Application and Fee through CASPA.](#)
 - Submit CASPA application and fee by October 1st for early interview consideration or November 1st for regular interview consideration.
- Submitted Stephens College [\\$50 Application Fee.](#)
 - Application fees are due at the time of application submission. Applicants must pay the fee prior to their application being reviewed.
- Conferred Bachelor's Degree by Spring of entry term year.
- Overall GPA of at least 2.75 required.
- Science GPA of at least 3.0 required.
- Last 60 credit hour GPA of at least 3.0 required.
- Stephens College prerequisite GPA of at least 3.0 required.
- Three Recommendation Letters.
- Resume or Curriculum Vita.
- Direct Patient Care Experience:
 - Stephens College requires a minimum of 500 hours of direct patient care experience by CASPA application submission. This experience varies and can be acquired on a full- or part-time basis. Paid, direct, hands-on medical care of patients, especially when a certification is required, is considered the most competitive.
 - Volunteer hours or hours gained during an academic course are considered favorably in the application review. However, Stephens will not count those hours towards the 500 minimum.
- Shadowing:
 - Stephens requires a minimum of 16 hours of shadowing by application submission.
 - At least 8 hours of the required shadowing must be completed with a PA.
 - The additional hours of shadowing can be completed with an MD, DO or PA.
- GRE (Graduate Record Exam): An official GRE score is required.
 - Stephens College will not accept an MCAT score.
 - The GRE school code for the Stephens College PA Program is 1576.
- Successful Completion of the following prerequisite courses or equivalents.
 - Medical Terminology (1 credit hour)
 - Psychology (3 credit hours or 4 quarter hours)
 - Statistics (3 credit hours or 4 quarter hours)
 - College Chemistry I and II (6 credit hours or 4 quarter hours)
 - Organic Chemistry or Biochemistry (3 credit hours or 4 quarter hours)
 - Microbiology (3 credit hours or 4 quarter hours)
 - Human Anatomy (3 credit hours or 4 quarter hours)
 - Human Physiology (3 credit hours or 4 quarter hours)
 - Cell/Molecular Biology accepted (3 credit hours or 4 quarter hours)
 - Genetics (3 credit hours or 4 quarter hours)
- International Applicants:
 - Stephens College does not issue student visas for PA students.
 - Stephens College will accept students with a bachelor's degree conferred outside of the U.S. However, to have their application reviewed, applicants with a non-U.S. bachelor's degree must also have earned a master's degree in the area of science or health science from a regionally accredited U.S. institution.
 - TOEFL iBT: If English is not the applicant's first language, he or she must also submit TOEFL results (paper-based score of 550, computer-based score of 213, or Internet-based score of 79 required) or ESL Certificate of Completion.
 - International medical graduates with 500 hours of healthcare experience outside of the U.S. must also have acquired at least 250 hours of patient care experience in the U.S. by the time of application submission.
- Full day, on campus interview conducted by the PA Admission Review Committee.

- Those who apply and are verified by CASPA by October 1st will be considered for an early interview. Early interviews will be held in the Fall. All interviews will conclude by late February.
- Applicants selected for interviews will be notified by email or phone. If the applicant accepts the interview invitation, he or she will receive an itinerary by email.
- All Stephens College undergraduate students and alumnae who have met all application requirements will be offered an onsite interview.
- Selection Process
 - Selection of students will involve a two-step process including review of applications and an on-site interview. Initial evaluation of applications will be conducted by members of the Admissions Committee composed of program faculty. The criteria described above will be used to select candidates for interviews.
 - Acceptance Decisions
 - Offers of acceptance into the program are made throughout the entire interview process. If a student is offered a seat in the program, they will receive a phone call.
 - Candidates will be divided into the following categories:
 - Accepted: The candidate is accepted to enter with the next matriculating cohort.
 - Waitlist: Candidates will be informed of their waitlist status. At any point up until the start of classes, if a spot becomes available in the cohort, the candidate will be contacted with an offer of acceptance.
 - Denied: The candidate is not accepted for entrance into the program with the next cohort.
- Additional Requirements:

All students who are admitted must meet certain health, immunization and related requirements prior to matriculation and during the program.

Admitted Physician Assistant students are required to obtain a criminal background check and undergo drug testing. An adverse criminal background check or positive drug screen could have serious consequences for the student including forfeiture of any or all clinical rotations and/or inability to complete the program. The potential to sit for the Physician Assistant National Certifying Exam (PANCE) may also be impacted. Additionally, many state regulatory and governing organizations will not grant a license, registration or other similar professional practice document if there is an adverse criminal background check or positive drug screen.

All admitted students must review [Computer and Technical Requirements](#) for Stephens students.

- Technical Requirements for Admission

In compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA) of 1990, Stephens College seeks to ensure that qualified persons with disabilities are not subject to discrimination in admissions.

To practice as a PA, the following technical abilities are considered essential and are required for entrance into the Stephens PA program:

- Sufficient sensory abilities to accurately observe a patient and gather necessary data including physical attributes and nonverbal communication.
- Ability to communicate effectively with patients of various social and cultural backgrounds and interact professionally with other health care providers. Communication includes speech, reading, writing, and nonverbal communication.
- Sufficient motor control, stamina, and hand-eye coordination to effectively use standard medical or surgical instruments and respond quickly to needs of the clinical environment; and physical and sensory abilities to effectively examine patients, including procedures such as palpation, auscultation, and percussion.
- Cognitive ability to learn and assimilate large volumes of complex information, integrate information from various domains and disciplines, perform tests and interpret results, analyze clinical scenarios and make appropriate decisions, and formulate diagnoses and treatment plans.
- Emotional and behavioral health required to apply cognitive abilities, exercise appropriate judgment, fulfill responsibilities as a PA student, establish appropriate, ethical, and caring interactions with patients, work effectively in a team, manage stress, and work effectively in situations that are uncertain or ambiguous.

- Criminal Background Check

A criminal background check is required to ensure patient safety and provide a safe educational environment. Admitted students will be required to work with CertifiedBackground.com, the outside agency responsible for completing criminal background checks for the Physician Assistant program. Results of criminal background checks may result in removal from consideration for applicants or dismissal of enrolled students if the documented offense warrants this action.

- Drug Screening

Drug screening prior to matriculation as well as periodic urine drug screens are required for all students in the Physician Assistant Program. Admitted students will be required to work with CertifiedBackground.com, the outside agency responsible for completing the urine drug screening for the Physician Assistant program.

Master of Science in Health Information Management

The Master of Science in Health Information Management Program has a minimum of 36 credit hours with an additional 1 credit hour online Orientation course. All students admitted to Stephens College Master of Science in Health Information Management are expected to have a conferred bachelor's degree from an accredited institution with the necessary undergraduate preparation in information/computer systems, statistics and management typically found in health, informatics and business disciplines. A Graduate Record Exam (GRE) is not required for admission to the program.

Admission Eligibility:

Applicants must meet the following minimum requirements to be eligible for admission to the MS-HIM Program at Stephens College:

- A bachelor's degree from a regionally accredited institution with an overall grade point average (GPA) of 3.0 or better (on a 4.0 scale) is highly preferred.
Students with a GPA below 3.0 who maintained a GPA of 3.0 or above in their last 60 college credit hours, will be considered for provisional admission.
- Proof of successful completion of undergraduate courses or equivalent in information systems, statistics, anatomy and physiology, pathophysiology and pharmacology, medical terminology and management typically found in health, informatics and healthcare business disciplines must be provided.

Applications who lack evidence of completing admission requirements will be required to take appropriate undergraduate prerequisite courses.

Prerequisites:

The prerequisites for application to the Stephens College Master of Science in Health Information Management Program include successful completion of the following prerequisite courses or equivalent:

Medical Terminology (2-3 credit hours)
Human Anatomy and Physiology (5-6 credit hours)
Computer Concepts and Applications (3 credit hours)
Pathophysiology and Pharmacology (3-4 credit hours)
Statistics (3-4 credit hours)

Students who have not successfully completed equivalent undergraduate courses will be required to take the following Stephens College HIM prerequisites.

Master of Science in HIM Prerequisites*: (18 credit hours)

BIO 247: Anatomy and Physiology I (3 credit hours)
BIO 248: Anatomy and Physiology II (3 credit hours)
CIS 206: Information Systems (3 credit hours)
HIA 250: Healthcare Statistics (3 credit hours)
HIA 255: Medical Terminology (3 credit hours)
HIA 275: Clinical Applications of Pathophysiology & Pharmacology (3 credit hours)

*Students who have graduated from a CAHIIM accredited associate or bachelor program will have met these HIM prerequisites. A grade of "C" or better must be earned in each course to show evidence of aptitude.

How to Apply:

- Complete your online application, including the following:
 - A current resume/CV highlighting work experience and education.
 - Contact information (include name, title and business email address) for **two** references (may be business professionals or academic references). Your references will receive recommendation forms from Stephens College Admissions.
 - A statement of purpose (length of a one-page Word document) that focuses on the applicant's career goals and the purpose of pursuing the MS-HIM degree, as well as the outcomes and benefits the applicant hopes to receive by completing the program.
- Submit official transcripts from each post-secondary institution attended.
 - To be deemed official, transcripts must be sent to Stephens College directly. For institutions that submit electronic transcripts, please have them emailed to online@stephens.edu.
 - For those institutions that mail transcripts, please have them sent directly to the address below. A transcript submitted from a student is NOT an official transcript.

Stephens College Office of Admissions
1200 E. Broadway, Campus Box 2121
Columbia, MO 65215

- The HIM Program Director and faculty may request a candidate interview before a final admission decision.
- Applicants admitted to the MS-HIM Program will receive notification via email.
See MS-HIM Admissions Checklist.

Application Due Dates

- Spring Semester Admission: October 1 (January start)
- Summer Semester Admission: March 1 (June start)
- Fall Semester Admission: May 1 (August start)

Program Completion:

The MS-HIM program can be completed on a full or part-time basis, with specific courses offered in the fall, spring and summer semesters. The time to complete depends upon the number of credit hours taken per semester and if MS-HIM pre-requisites are required. Full-time students (9 semester hours fall/spring, 6 semester hours summer) can complete the program in five semesters (assuming all MS-HIM prerequisites are met). Students must complete the program within five (5) consecutive years of the semester of admission. This time limit includes any stop out periods and terms where the student did not take courses. To maintain active student status, students are expected to enroll in a minimum of one course per semester (fall, spring, summer). Students who do not enroll in courses for three (3) consecutive semesters or one (1) calendar year, will be administratively withdrawn from the program. **The student must go through the re-admission process in order to return. There is no guarantee for re-admission.** Students must successfully complete the 36 credit hour listing of courses below with an overall GPA of 3.0.

Technical Standards

In compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA) of 1990, Stephens College seeks to ensure that qualified persons with disabilities are not subject to discrimination in admissions.

To practice as an HIM Professional, the following technical abilities are considered appropriate and necessary for entrance into the MS-HIM program:

- Ability to communicate effectively with patients of various social and cultural backgrounds and interact professionally with other health care providers. Communication includes speech, reading, writing and nonverbal communication.
- Sufficient motor control with hand-eye coordination to effectively use standard medical office equipment and computer software systems.
- Cognitive ability to learn and assimilate large volumes of complex information, integrate information from various domains and disciplines, interpret laws and regulations, analyze healthcare data, assess diagnostic and procedure code assignments, and execute data-driven decisions all with attention to detail.

Non-Discrimination Policy

Stephens College does not discriminate on the basis of race, sex, ethnicity, gender, age, religion, sexual orientation, national/ethnic origin, marital or veteran status, or disability in administration of its educational policies, graduate admissions policies, scholarships and loans, and other College-administered programs. Applicants must submit a complete application to be considered for admission. The Stephens College MS-HIM program does not give preferential consideration to any student candidate or group.

Professional Experience and Research

Students must maintain an active membership as a health information management professional in the American Health Information Management Association and participate at the state and regional association levels. Students will be required to complete a formal research thesis project during the last semester of the program as part of the required coursework. Students with an incomplete research thesis project will be given an incomplete and be required to enroll in a 1-credit hour capstone completion course until the final research thesis project is complete. Degree will not be conferred until the research thesis project is completed.

Admission Process

The Faculty review completed application files and extend an offer of admission to those who meet the admission requirements.

Transfer Credit

At the graduate level individual programs set their own policies and standards for transfer credit.

For graduate programs that accept transfer credit, the total amount of transfer credit for a student pursuing a first master's degree cannot exceed nine semester hours without permission from the Vice President for Academic Affairs. Students may be asked to audit a course to refresh their knowledge and learn current trends if they completed a required course five (5) years ago or longer at another institution. The auditing requirement will be determined by the Dean or designate.

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

Period of Deferral

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

Financial Aid

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

- Be an accepted and enrolled degree-seeking graduate student at Stephens College
- Be a U.S. citizen or eligible non-citizen
- Have a valid Social Security Number
- Make satisfactory academic progress
- Certify that federal student aid will be used only for educational purposes
- Certify that they are not in default on a federal student loan
- Have provided current official transcripts from other colleges
- Meet all current federal eligibility requirements regarding borrowing

Students can apply by filling out a Free Application for Federal Student Aid (FAFSA) after October 1, 2019 and then again after October 1 each year thereafter. Students can file the FAFSA electronically at www.fafsa.ed.gov. Be sure you insert the school code for Stephens College: **002512**.

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

Direct Loan Program:

The purpose of this program is to make long-term loans available to students attending institutions of higher education, vocational, technical, business and trade schools, and some foreign schools. State or private nonprofit guaranty agencies ensure these loans and are reimbursed by the federal government for all or part of the insurance claims they pay to lenders. The guarantee replaces the security or collateral usually required for a long-term consumer loan.

In order to receive FFEL loans there are some significant differences in eligibility requirements for Stafford Loans and PLUS Loans that should be mentioned:

A member of a religious community may be eligible for a Stafford or PLUS Loan.

Only students who are U. S. citizens or nationals may receive a Stafford Loan for study at a foreign school; "eligible noncitizens" may receive a Stafford or PLUS loan only for study at schools located within a state. Parent Plus Loan borrowers for students attending a foreign school need only meet the general requirements for a citizen or eligible noncitizen.

A determination of Federal Pell Grant eligibility or ineligibility must be made for undergraduate subsidized and unsubsidized Stafford Loan if the school participates in the Pell Grant Program.

There are two exceptions to the general rule that a financial aid recipient must be enrolled or accepted for enrollment in a degree or certificate program:

- An otherwise eligible student may apply for a Stafford Loan for a single consecutive 12-month period, if the school has determined that the course work is necessary in order for the student to enroll in a degree or certificate program and the student is enrolled at least half-time
- A student enrolled at least half time in a program required by a state for teacher certification or recertification at the elementary or secondary level may apply for a Stafford Loan without being enrolled as a regular student

Incarcerated students are not eligible to receive Stafford Loans

In order to receive Federal Direct Loans, the student must complete and Entrance Loan Counseling and Master Promissory Note prior to export/disbursement of those loans.

Repayment of Loans

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds.

Award letter and institutional requirements for award acceptance

Students may accept all or any portion of their financial aid award. If they choose to decline loans, these amounts will

not be replaced with grant monies. Award letters must be signed and returned prior to disbursement of aid for the terms/academic year included in the letter.

Recovery of overpayments

Stephens College credits student accounts for their financial assistance rather than by issuing checks. When it has been determined that a student has received an overpayment prior to the completion of verification, the students' account is debited for the amount of the financial assistance that is considered an overpayment and the monies are returned to the appropriate federal account.

Return of Title IV Funds

Upon confirmation from the Office of the Registrar of a student withdrawing from a given course or courses, an adjustment of charges and awarded federal, state and institutional aid will be made. A determination will be made if a student has successfully attended and participated in courses beyond the 60% date of the given semester in which the withdraw has occurred. If the students last date of attendance or participation in the course(s) is not beyond the 60% date, an applicable adjustments will be made based upon the percentage of the semester completed by the student in the given semester in which the withdraw has occurred. This calculation is performed by the Accounting Office at Stephens College and the associated calculation is to be secondarily confirmed by the financial aid office before final adjustments are made to any applicable charges or aid associated with the students' enrollment in the given semester in which the withdraw has occurred.

Satisfactory Academic Progress Criteria for Title IV Financial Assistance (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 graduate students must maintain satisfactory academic progress defined as successful completion of at least 66.7% of their attempted courses* with a cumulative 3.0 GPA. Students must complete their degree requirements within 150% of the published time-frame for their degree program. At the end of each semester, a determination of continued eligibility for financial assistance is made. Transfer credit hours count in the total attempted/completed credit hours calculation. Incompletes and repetitions will be calculated as attempted hours in the semester in which they are graded and awarded.

SAP example:

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

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

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

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

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

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

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

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

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

Graduate Student 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).

An approved Leave of Absence will ensure that the student can continue the degree requirements using the curriculum catalog under which they initially enrolled. In addition, Stephens College will not impose additional charges and the student will receive the same financial aid; no additional Title IV assistance will be rewarded. An LOA may not be granted for academic reasons in accordance with federal financial aid regulations 34 CFR 668.22(d).

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

For an LOA to qualify for approval, the leave must be submitted prior to the start date of the term that is planned for the LOA. The LOA must be submitted in writing using the LOA form. The leave can be initiated by the student or at the discretion of the Vice President of Academic Affairs in cases of unforeseen circumstances that would prevent the student from submitting the form.

An 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): student is a member of National Guard performing a qualifying duty, student resides or is employed in an area declared a disaster area by any Federal, State or local official, or the student is suffering economic hardship as a result of a war, military operation or national emergency.
 - a. 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.
 - b. *Grant Overpayments*. When a student withdraws from Stephens College because of their status as an affected individual, the "Return of Title IV Funds" requirement that grant overpayments be repaid is waived.
7. Determinations made through judicial processes; and
8. Others as determined by the Vice President of Student Development.

Regardless of who initiates the request, it must be submitted to the Program Director vetted and approved by the Vice President of Academic Affairs. It should be submitted via the approved Stephens College Graduate Student 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 an 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 within five business days of the application date of the status of their requested LOA. The Program Director will use college email and/or the best contact method from the LOA form. An LOA application that is NOT approved will not be used as an unofficial withdrawal from the college.

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 they 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 their Program Director of their return to campus.

Veterans Administration Benefits

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

Per VBTA Section 103, Stephens College will not impose any penalty to Chapter 31 or Chapter 33 recipients. Penalties may include: the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities. Stephens College will not require Chapter 31 or Chapter 33 recipients to borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution, due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs. This policy is limited to tuition funds paid by the U. S. Department of Veterans Affairs.

Graduate Tuition and Fees 2020-2021

Current Fee Schedule

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

MFA students pay a cohort fee of \$20,390 for tuition, fees, and Los Angeles room and board, plus a one-time deposit fee of \$200.

All other graduate programs

Orientation (required for online & blended courses, one-hour)	\$ 470
Graduate tuition	\$ 470 per credit hour
Counseling Practicum Fee/Semester	\$ 215
Counselor Preparation Comprehensive Exam	\$ 60
Career Assessment Exam Fee	\$ 10
Application Fee, non-refundable, submit with application	\$ 50
Technology Fee	\$ 225 per semester
Graduation Fee	\$ 100
Readmission Fee	\$ 50
Audit Fee	\$ 250
Transcript fee (per transcript requested)	\$ 10
Vehicle Registration Fee (annual)	\$ 78
Returned Check Fee (per check)	\$ 25

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

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

Payment Policy

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

Tuition Payment Options

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

Application of Financial Aid

The Accounting Office applies financial aid funds to eligible 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 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 and the Accounting Office and in the Financial Aid section of this catalog.

Failure to Pay

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

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 the transcript or degree of anyone subject to such a hold.**

Employer Reimbursement

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

Non-Degree Enrollments

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

Transcripts

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

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

Dropped Courses and Refund Policy

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

16 week classes

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

8 or 10 week classes

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

Withdrawal and Refund Policy

Stephens will refund all of the student's comprehensive fees if he or she cancels his or her enrollment before the first day of the semester. In the event that a student completely withdraws after the first day of classes but prior to 60% of the completion of the semester, a proration of comprehensive fees is calculated based on the number of class days

attended compared to the total number of class days in the semester. Comprehensive fees are credited and financial aid is charged back in accordance with Federal regulations.

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

Returned Checks

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

Academic Regulations and Policies

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

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

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

Academic Policies

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

Obligation of the College in the Event of Curtailment of Programs

Stephens College will not be obligated to refund any fees for 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.

Enrollment Status

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

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

Leave of Absence

If a student is unable to complete the course of study during a semester or session for medical or psychological reasons, the student may request a medical leave of absence. Medical leave for psychological or physical health reasons must be supported by appropriate documentation from the student's designated licensed care provider and be approved by the student's program director. The Medical Leave of Absence form must be signed and submitted with the documentation from the student's designated licensed care provider verifying the dates for the leave of absence.

The College reserves the right to impose conditions on readmission from a medical leave, which may include: length of time on leave or the submission of documentation from the student's health care provider noting the student's ability to return to coursework. The conditions to return will be specified at the time of leave and the student will be asked to acknowledge acceptance of the conditions. Students studying in a cohort program may be subject to joining the following year's cohort when it reaches the appropriate stage of the curriculum. While there is no guarantee of readmission from medical leave, students in cohort programs may be eligible to have their place held. They should discuss and confirm this option with their program director at the time leave is taken.

When a medical leave of absence is granted during the semester or session after the date to drop courses has passed, the course grade is normally a 'W' (withdrawn). Students meeting the criteria for an 'I' (incomplete) may initiate this with their instructor. If approved, the student has one semester or the agreed upon date to complete the course per the Incomplete Policy in the Graduate Curriculum Catalog.

Applications for medical leave must be submitted to the program director before the last day to withdraw as published in the designated academic calendar. Applications for medical leave submitted after the last day will not be considered except in extraordinary circumstances. In such circumstances, additional input will be sought from the dean of graduate and continuing studies, the dean of the designated academic school, and the vice president of academic affairs.

Students on approved medical leave are not eligible to register for classes until approved to return from leave. The student seeking to return to classes must contact the program director two weeks before classes begin and provide documentation from their designated licensed care provider indicating the psychological or medical condition has been

remedied and the student can return to class. All information submitted becomes part of the student's health record and will remain confidential.

Students who do not return after the medical leave of absence and do not request an extension will be medically withdrawn from the college. The student must go through the readmission process in order to return. There is no guarantee for readmission. The date of separation for the leave of absence will be used as the date of separation for the withdrawal.

Graduate Student Leave of Absence Policy for Title IV Recipients

See Financial Aid page 15.

Withdrawal from College

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

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

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

Re-Admission

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

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

Transferability of Credits and Credentials Earned at Stephens College

The transferability of credits earned by students at Stephens College is at the complete discretion of an institution to which a student may seek to transfer. Acceptance of the Master's degree you earn at Stephens is also at the complete discretion of the institution to which a student may seek to transfer. If the credits or degree that is earned at this institution are not accepted at the institution to which a student seeks to transfer, students may be required to repeat some or all of their coursework at their new institution. For this reason you should make certain that your attendance at Stephens College will meet your educational goals. This may include contacting an institution to which the student may transfer after attending Stephens College to determine whether the credits or degree earned at Stephens will be accepted at the transfer institution.

Policies Governing Academic Matters

Academic Integrity

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

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 change of major, the degree plan will be in accordance with the catalog in effect at the time the change of major was declared.

Code of Conduct

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

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

All students and faculty have the right to a learning environment free of verbal abuse, threats, intimidation, harassment, and other conduct that threatens or endangers the physical or mental health or safety of any member of the college community. Class discussions, both in the classroom and via electronic learning engagement tools, should be conducted in the spirit of respect, tolerance, and the open exchange of ideas that are hallmarks of an effective and productive learning environment. Sarcasm, bullying, caustic or aggressive language, or disrespect expressed in tone/words will not be tolerated. 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 him/her from the classroom or virtual collaboration area.

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

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

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

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

Academic Dishonesty

Academic dishonesty includes but is not limited to the following:

1. Committing plagiarism. Plagiarism means presenting another person's work as one's own. The work in question could be research data, a text of any kind, a performance, musical composition, design, work of visual art, photograph, film, video, choreography, or any other type of intellectual property, whether copyrighted or not. This includes buying another person's work from any source and presenting it as one's own.
2. Cheating. Cheating means engaging in any dishonest behavior on examinations, tests, quizzes, assignments, or any other academic activity. This includes use or attempted use of unauthorized assistance, collaboration (unless expressly permitted by the instructor), and unauthorized possession of examinations or other academic materials belonging to a member of the college faculty or staff.
3. Engaging in activities that disadvantage another student, including destruction, defacement, alteration or unauthorized removal of resource materials, or sabotaging another student's work.
4. Turning in substantially the same work for more than one course (unless expressly permitted by the instructors).
5. Misrepresenting oneself or one's circumstances in order to obtain an advantage in academic activities.
6. Using copyrighted material without obtaining the appropriate rights or permissions. The material in question could be a computer program, a text of any kind, a performance, musical composition, design, and work of visual art, photograph, film, video, choreography, or any other type of copyrighted material.
7. Fabricating or falsifying any data, information, or citation in an academic activity.

8. Aiding another student in any act of academic dishonesty.

The procedures to be followed in cases of academic dishonesty are outlined below. (Physician Assistant students should reference the Physician Assistant student handbook for specific program policies related to academic dishonesty.)

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

Cell Phone Usage by Students

Unless directed otherwise by their instructor, students will silence and put away cell phones, computers, and other electronic communication devices (i.e., smart watches, tablets, etc.) during classes.

Falsification of College Records

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

Withdrawal from Classes

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

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

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

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

Academic Appeals

Grade Appeals

Only final course grades may be appealed after final grades are submitted. A student who believes a final grade has been assigned incorrectly must correspond in writing with the instructor within two weeks after the receipt of the grade. Within one week of receiving this correspondence the instructor will set up a meeting with the student. The instructor may agree that a grade change is appropriate. If so, the instructor shall complete and sign a Change of Grade form, which will be signed by the Program Director and filed with the Registrar. The matter is then closed.

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

1. Within one week of meeting with the instructor, the student will submit the appeal in writing to the Program Director. In support of the appeal, the student must provide objective evidence that the grade was assigned incorrectly. This evidence may take the form of the course syllabus, assignments, rubrics, photocopies of graded papers, quizzes, tests, and other work performed in the course. The Program Director will establish a time to meet with the student. The Program Director cannot change the grade but will discuss the student's concerns and, failing resolution, will advise the student on further steps in the appeal procedure.
2. Within one week of meeting with the Program Director, the student may write to the Dean of the respective school to pursue the appeal. The student must submit to the Dean objective evidence that the grade was assigned incorrectly. The Dean shall convene an appeal panel of three members of the Graduate Council who are not faculty in the same program as the instructor involved in the appeal. The panel will examine the evidence provided and conclude its review within ten working days of its first meeting.
3. The panel will submit its recommendation in writing to the student, instructor, Program Director, and Dean. The panel may:
 - a. Recommend that the instructor change the grade;
 - b. Recommend that the instructor review the grade according to the criteria specified by the panel; or
 - c. Dismiss the appeal.

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

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

Suspension or Expulsion

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

Academic Courses and Credits

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

Academic Credit

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

Audit

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

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

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

Course Load

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

Course Prerequisites

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

Independent Study

Policy

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

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

Procedure

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

There are two categories of independent study that apply to graduate programs: reading and projects. A course delivered in either of the two formats must be accompanied by two copies of the syllabus (one for the Registrar and one for the Program Director's office) that describes exactly what the student must accomplish to complete the course requirements.

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

Academic Performance

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

Participation and Contribution Policy

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

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

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

Grading System

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

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

Students may only receive a RE twice throughout their time in their specified graduate degree program. Students will be dismissed from the program if a RE is received a third time.

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 Incomplete (I) mark is warranted. When an instructor grants an incomplete, one semester is allowed to complete the coursework, unless the instructor sets an earlier deadline. If the work is not submitted by the deadline, the grade automatically becomes an F. If unusual circumstances indicate the need, the instructor may grant one additional semester to complete the course. An incomplete does not affect the GPA in the semester it is assigned.

Grade Points

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

Academic Progress

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

Student Status Change

Students who have withdrawn, dropped a course/s or taken a leave of absence for more than one year may be required to meet degree requirements in effect at the time of readmission to Graduate Studies. A student whose tuition account is in arrears more than three months may lose the right to continue in the program. If the student is readmitted, he or she may be required to meet new degree requirements, regardless of the amount of time the student was inactive. Students who are withdrawn from the program because their tuition account was sent to a collection agency may be required to meet new degree requirements upon re-entry, regardless of the amount of time the student was inactive.

Time Limit

All degree requirements must be met within five (5) years following the date of enrollment in the first course of the graduate degree program. This time includes any leave of absences and terms the student does not take classes.

Stephens College urges students to complete their graduate program in a timely manner. A lack of satisfactory progress toward completion of the degree, as determined by the student's graduate program, can be considered grounds for dismissal.

Teach-out Policy

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

Definitions of Teach-Out Plans and Teach-Out Agreements

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

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

Academic and Student Services

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

Academic Advising

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

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

Changes in Name, Address, or Telephone Number

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

Accounting

Director: Charity Snell

Lela Raney Wood Hall (LRW) 214 Phone: (573) 876-7105

Fax: (573) 876-7238

Campus Extension: 4238

Office hours: 8 a.m.-5 p.m.

Window hours: 11 a.m.-3 p.m.; 9 a.m.-3 p.m. on bi-weekly payday Fridays

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

Career Development

Director: TBH

Campus Box: 2123

Address: 317 Lela Raney Wood Hall Phone: (573) 876-7101

Campus Extension: 4101

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

- Individual consultation to discuss students' career concerns and job search needs.

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

Access to Closed Buildings Policy

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

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

Cancellation of Classes for Emergencies or Inclement Weather

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

Emergency Response

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

Campus Security

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

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

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

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

Campus Security Escort (573-876-7299)

One of the most important functions performed by Stephens College Security is to escort students, faculty, and staff around campus after dark. We strongly encourage you to call for an escort anytime you need to be out on campus at

night. In most cases, the response time will be less than five minutes, but calling in advance helps guarantee prompt service.

Housing

Stephens College does not offer, and is not responsible for locating or providing housing to students enrolled in graduate programs of study.

Student ID

Accounting Office

Director: Charity Snell

Campus Box: 2006

Address: 206 Lela Raney Wood Hall

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

Phone: (573) 876-7105

Campus Extension: 4105

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

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

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

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

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

Parking

Director of Security

Campus Box: 2091

Address: Tower Hall

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

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

Parking Fines and Towing

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

Motor Vehicle and Bicycle Regulations

- All vehicles parked on the Stephens College campus must have a parking permit. Guests to the campus should park in designated visitor spaces.
- Student permits must be displayed on the lower left corner of the rear window. Faculty/staff hangtags must hang visibly from the mirror.
- Unauthorized vehicles parked in handicap spaces will be ticketed and towed by the Columbia Police Department.
- Vehicles parked in RD spaces will be towed in one hour at the owner's expense.
- Parking fines will be assessed to your student account. Multiple violations will result in punitive action. Parking fines will be as follows: · 1st ticket: warning · 2nd ticket: \$10 fine · 3rd ticket: \$20 fine · 4th ticket: \$35 fine · 5th ticket: \$50 fine and vehicle restraint (booting).
- Vehicles with no sticker or hangtag can be booted or towed on the first offense.
- Vehicles driving on sidewalks will be towed or restrained (booted) and receive a \$50 fine with no prior warning.

- Motorcycles must comply with vehicle regulations.
- Bicycles should be registered with the City of Columbia. They should be walked on campus at all times and are subject to the same ticket policy as vehicles. Bikes do not belong in buildings and will be confiscated by the building manager if found inside. Columbia has very specific bike rules that apply to all bicyclists in the city.
- If your car is missing, contact Campus security (ext. 4299) or the Columbia Police at 874-7652.

Smoking Policy

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

Gun Policy

Stephens College is a gun-free campus.

Student Concerns Policy

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

Academic Standing

Access to Student Records

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

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

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

Only college personnel who have a direct educational interest in the student, or identified representatives of local, state and national governmental law agencies have access to non-directory information. An unofficial transcript will be released to Stephens College personnel and for those parties outside the College after identification of required credentials. Efforts will be made to notify the student when information is requested to comply with a judicial order or any lawful subpoena.

Retention and Disposal of Student Academic Records

Stephens College follows the American Association of Collegiate Registrars and Admissions Officers (AACRAO) guidelines for the retention, disposal and archive of student academic record.

Included in the list of documents that are permanently retained are Transcripts or permanent academic record, letters of dismissal, academic integrity code violations (with sanctions), lists of graduates, and grade submission data at the end of each term. The Registrar's office retains the academic file of each student that graduates for a minimum of ten years. The records of students who attend and leave prior to graduation will be retained for five years after last date of attendance.

Graduation

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

Waiver of Academic/Degree Requirement

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

Information and Technology Services (I&TS)

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

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

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

Printing

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

Campus Computer Access

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

Campus Network Access

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

Computer Ethics and Security

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

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

Passwords

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

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

Violation of Computer Policies

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

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.

Family Educational Rights and Privacy Act (FERPA)

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

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

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

If Stephens College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College discloses personally identifiable information (PII) from the student's education records, *except to the extent that FERPA authorizes disclosure without consent.*

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

- To other school officials, including faculty, within the College whom the College has determined to have legitimate educational interests. A school official is a person employed by Stephens College in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the College who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Stephens College.
- To officials of another educational institution where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the College's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the College, governing the use or possession of alcohol or a controlled substance if the College determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

4. The right to withhold the disclosure of "Directory Information." FERPA allows Stephens College to disclose appropriately designated "directory information" upon request without a student's written consent. Directory information is information that is generally not considered harmful or an invasion of privacy if released, and includes:
 - A student's name, address, telephone number, email address;
 - A student's date and place of birth, dates of attendance and grade level;
 - A student's major field of study, most recent educational agency or institution attended and degrees, honors and awards received;
 - A student's photograph when the student is participating in officially recognized College activities and athletics;
 - A student's weight and height as a member of an athletic team;
 - A student's ID number, user ID or other personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (a student's SSN cannot be used for this purpose).

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

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

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

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

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

Americans with Disabilities Act (ADA) / Section 504 of the Rehabilitation Act of 1973 (Section 504)

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.

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.

Statement of Nondiscrimination

Stephens College adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The College does not discriminate in its admissions practices (except as permitted by law), in its employment practices, or in its educational programs or activities on the basis of age, color, disability, gender expression and identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status and all other classifications protected by law. The same principles apply to admissions policies and practices concerning women applicants to the residential undergraduate program. Any member of the campus community, guest, or visitor who acts to deny, deprive, or limit the educational, employment, residential, or social access, opportunities and/or benefits of any member of the Stephens College community on the basis of a protected class is in violation of the Policy on Equal Opportunity, Harassment and Nondiscrimination for All Faculty, Students, Employees and Third-Parties.

As a recipient of federal financial assistance for education activities, Stephens College is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by Stephens College policy. Any person may report sex discrimination (whether or not the person reporting is the person alleged to have experienced the conduct), in person, by mail, by telephone, by video, or by email, using the contact information listed for the Title IX Coordinator (below). A report may be made at any time (including during non-business hours) at www.stephens.edu/titleix.

Stephens College is committed to providing reasonable, non-retroactive 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 disabilities that substantially limit one or more of a person's major life activities, and which may 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 also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution.

Within any resolution process related to this policy, Stephens College provides reasonable accommodations to persons with disabilities and religious accommodations, when that accommodation is consistent with state and federal law.

Questions regarding Discrimination and Harassment Policies at Stephens College, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990, including the application and/or concerns about noncompliance, should be directed to the Equity Compliance Team.

For a complete copy of Stephens College policy and resolution procedures or for more information, please visit www.stephens.edu/equity or contact a member of the Equity Compliance Team.

Individuals who believe they have experienced discrimination, harassment, and/or retaliation in violation of Stephens College policy should contact the following:

Sex- and Gender-based Discrimination and Harassment

Shannon Walls

Title IX Coordinator

Stamper Commons Student Development Suite, Office 202

(573) 876-7250 or Campus Ext. 4250

Campus Box 2033

sbwalls@stephens.edu or titleix@stephens.edu

www.stephens.edu/titleix

Disability-based Discrimination and Accommodations

Sady Mayer Strand

ADA/504 Coordinator

Hugh Stephens Library, Office 216

(573) 876-7240 or Campus Ext. 4240

Campus Box 2111

smayer@stephens.edu or adacoordinator@stephens.edu

www.stephens.edu/ada

All other forms of discrimination and harassment

Shaashawn Dial

Director of Diversity, Equity and Inclusion

Stamper Commons Student Development Suite, Office 203

(573) 876-2321 or Campus Ext. 4321

Campus Box 2033

sdial@stephens.edu or diversityandinclusion@stephens.edu

www.stephens.edu/dei

OR

Director of Human Resources, Michael Bates

mbates@stephens.edu

(573) 876-7172 or Ext. 4172

Campus Box 2036

LRW, Suite 311

A person may also file a complaint with the appropriate federal, state, or local agency within the time frame required by law.

External inquiries may be made to:

Office for Civil Rights (OCR)

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202-1100

Customer Service Hotline #: (800) 421-3481

Facsimile: (202) 453-6012

TDD#: (877) 521-2172

Email: OCR@ed.gov

Web: <http://www.ed.gov/ocr>

Office for Civil Rights, Kansas City Office
U.S. Department of Education
One Petticoat Lane
1010 Walnut Street, Suite 320
Kansas City, MO 64106
Telephone: (816) 268-0550
Facsimile: (816) 268-0559
Email: OCR.KansasCity@ed.gov

For complaints involving employees:
Equal Employment Opportunity Commission (EEOC)
St. Louis District Office
Robert A. Young Federal Building
1222 Spruce St.
Rm 8.100
St. Louis, MO 63103
Telephone: (800) 669-4000
Facsimile: (314) 539-7894
TTY#: (800) 669-6820
Email: info@eeoc.gov



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.

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

Director of Diversity, Equity and Inclusion, Shaashawn Dial, B.A., 1998, Stephens College; M.P.A. 2000, Shippensburg University. Stephens 2019.

Director of Information and Technology Services, Chris Herbold, B.S., 2011, Stephens College. Stephens 2005.

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, 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 Arts and Humanities, Nat Hardy, B.A., 1992, University of Alberta; M.A., 1993, McMaster University; Ph.D., 2000, University of Alberta; M.F.A., 2002, Louisiana State University; M.Ed., 2012, Georgia Southern University, 2012; FRSA, 2019. Stephens 2020.

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, Charity Snell, B.S., 1998, M.B.A., 2005, Columbia College. Stephens 2019.

Director of Human Resources, Michael Bates, B.S., 2010, Lindenwood University; PHR, 2013; SHRM-CP, 2015. Stephens 2020.

Vice President for Engagement, Gina Sholtis, B.A., 1989, Missouri State University. Stephens 2018.

Associate Vice President for Engagement / Director of Undergraduate Admissions, Severin Roberts, B.A., 1993, University of Missouri-Columbia; M.A., 1995, University of Kansas. Stephens 2019.

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

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

Director of Philanthropy and Engagement, Ruth Ann Burke, B.F.A. 1986, Stephens College. Stephens 2007.

Senior Director of Financial Aid / Graduate, Transfer and Online Admissions, Alexandra Miller, B.S., 2014, M.B.A., 2016, William Woods University. Stephens 2018.

Director of Admissions CRM Operations and EM Analyst, Joseph Enright, B.A., 2014, M.B.A, 2016, Columbia College. Stephens 2020.

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.

Director of Athletics, Miguel Paredes, B.A., 2004, Graceland University; M.Ed., 2009, Central Methodist University. Stephens 2020.

Director of Security, Candy Cornman, B.A., 1999, Columbia College. Stephens 2020.

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.

Faculty

Blakemore, Megan

Director, Physician Assistant Program
B.S., 2005, University of New Mexico; M.S., Missouri State University; D.H.A., University of Phoenix. Stephens 2016.

Clouse, Sean

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

Earhart, Todd

Physician Assistant
B.S., 2002, University of Missouri-Columbia; M.S., 2004, Missouri State University. Stephens 2020.

Foster, Susan

Health Information Management
B.S., 2006, M.B.A., 2010, Stephens College; Ph.D. 2019, Lindenwood University. Stephens 2019.

Ghosh, Debolina

Counseling
B.A., 2003, Rama Devi Women's College; M.A., 2005, Razabazar Science College; M.S.W. 2013, University of South Florida; Ph.D. 2019, University of Florida. Stephens 2019.

Glass, Hannah

Physician Assistant
B.S., 2006, Pharm.D., University of Missouri-Kansas City. Stephens 2020.

Huckla, Emily

Physician Assistant
B.A., 2009, Westminster College; M.P.A., 2012, Missouri State University. Stephens 2019.

Kissinger, Daniel

Director, Counseling Program
B.A., 1993, University of Wisconsin-Eau Claire, M.S., 1995, University of Nevada-Las Vegas, M.Ed. 1998, Clemson University, Ph.D. 2004, University of South Carolina. Stephens 2020.

Landes, Ann

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

Moore, Brandon

Physician Assistant
B.A., 1992, Duke University; B.S., 2001, Arizona State University; Ph.D., 2009, University of Florida. Stephens 2020.

Naqvi, Hasan

Medical Director, Physician Assistant
M.B.B.S., 2000, Allama Iqbal Medical College. Stephens 2015.

Norris, Lezlie

Physician Assistant
B.S., 1997, University of Missouri-Columbia. M.S., 2000, A.T. Still University. Stephens 2017.

Osoego, Elochukwu

Physician Assistant
B.S., 2010, Lincoln University; B.S., 2013, University of Missouri-Columbia; M.S., 2018, Stephens College. Stephens 2020.

Roof, Carolyn

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

Sapp, Merrill

Physician Assistant
B.A., 1998, Drury College; M.A., 2002, New Mexico State University; Ph.D., 2008, New Mexico State University; M.H.S., 2011, University of Oklahoma-Tulsa. Stephens 2018.

Welch, Rosanne

Director, Low-Residency MFA in TV and Screenwriting
B.S., 1984, Bowling Green State University; M.A., 2004, California State University-Northridge; Ph.D., 2000, Claremont Graduate University. Stephens 2011.

Master of Fine Arts in TV and Screenwriting

Program Director, Rosanne Welch

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

Classes will be held in the historic Jim Henson Studio in the heart of Hollywood. Each ten-day residency will be filled with intense workshops, as well as experiences such as visiting a studio, touring the Writers Guild Foundation Library and the archives of the Academy of Motion Picture Arts and Science. Every faculty member who teaches writing is a member of the Writers Guild of America.

Leave of Absence policy

Following completion of the first year of the M.F.A. program, students may take a leave of absence for one year for either medical or financial reasons. A student who takes a leave of absence will need to resume the program within twelve months, joining the next cohort passing through the program.

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

Required Courses (48 hours)

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

Course Descriptions

SWR 500: Residency Workshop I: Story Structure and Character

(3 hrs.)

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

SWR 505: Writing the Screenplay: Outline and Beginning

(3 hrs.)

Over the course of a year, the student will develop and write a full-length screenplay, working one-on-one with a professor/mentor. This class is devoted to the development of an outline for the screenplay and beginning the script. Emphasis is placed on structuring the story, gaining a deep knowledge of the genre of the piece and its antecedents, and creating multi-dimensional characters and the world they inhabit.

SWR 510: Writing the Spec: One-Hour Drama

(3 hrs.)

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

SWR 515: History of Screenwriting I

(3 hrs.)

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

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

(3 hrs.)

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

SWR 555: Writing the Screenplay: First Draft and Revision

(3 hrs.)

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

SWR 560: Writing the One-Hour Pilot

(3 hrs.)

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

SWR 565: History of Screenwriting II

(3 hrs.)

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

SWR 592: Internship

(1 hr.)

(May be taken 3 times for credit)

The internship in TV & Screenwriting is designed to provide students with advanced instruction and professional experience deepening their understanding and knowledge of the television and film industry and/or the world of academia. Students may work with their adviser to seek out internship experiences that strengthen their professional writing skills and expose them to career opportunities within the industry.

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

(3 hrs.)

This intensive 10-day workshop focuses on the arc of stories in an original series, and how writers work together to create story arcs over an entire season of a television show or web series. Students will pitch ideas for an original series, which may be hour-long, half-hour, web series, or close-ended cable series. With feedback from mentors, they will begin creating their own original series, which will become their thesis project. In addition, guest speakers will focus on the story arc of characters over time, and how to achieve a productive writing room.

SWR 605: Writing the Screenplay: Outline and Beginning

(3 hrs.)

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

SWR 610: Writing the Thesis Project I

(3 hrs.)

A capstone graduate course where each student begins conceiving and writing an original thesis project which can be a television pilot script/bible; a web series; a limited series pilot and bible; a pair of short films; an academic thesis; or a project conceived and customized by the student and approved by the Executive Director.

SWR 615: History of Screenwriting III

(3 hrs.)

This course examines the history of screenwriting from the end of World War II, through the break-up of the studio system, and into the revolutionary 1960's. This course will explore the impact of the 1950's and the tension between the gritty realism inspired by the Actor's Studio and the crushing blacklisting of suspected Communists in Hollywood. We will also examine the impact of Italian neo-realism and French New Wave cinema upon screenwriting. The semester ends with a study of how the counterculture movement of the 1960s and the collapse of the studio system affected the film industry.

SWR 650: Residency Workshop IV: The Business

(3 hrs.)

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

SWR 655: Writing the Screenplay: First Draft and Revision

(3 hrs.)

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

SWR 660: Writing the Thesis Project II

(3 hrs.)

A capstone graduate course where each student continues writing and completing an original thesis project which can be a television pilot script/bible; a web series; a limited series pilot and bible; a pair of short films; an academic thesis; or a project conceived and customized by the student and approved by the Executive Director.

SWR 665: History of Screenwriting IV

(3 hrs.)

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

Master of Education in Counseling

Program Director, Graduate Counseling Program: Daniel B. Kissinger

Concentration Areas: School Counseling
Clinical Mental Health Counseling
Addictions Counseling (suspended pending further review)

Program Purpose

The Master of Education in Counseling program trains students to become professional counselors in school and/or community mental health settings. The School Counseling concentration has been approved by the Missouri Department of Elementary and Secondary Education (DESE) for professional school counselor certification. The Clinical Mental Health Counseling concentration meets the Missouri educational requirements for Licensed Professional Counseling (LPC).

Vision Statement

The M.Ed. Counseling Program seeks to align with Stephens College mission statement of "Learn. Grow. Lead". We do this by educating and training counselors who are lifelong learners, recognize the possibility for growth in all humans, and strive to become leaders in the areas of school and clinical mental health counseling. We uphold the Ten Ideals of Stephens College.

Mission Statement

The mission of the M.Ed. Counseling Program is to prepare socially conscious culturally competent counselors through evidence-based curriculums grounded in sound relational skills, counseling theory and techniques, professional ethics, strong counselor identity, holistic wellness, and social justice. Graduates of the M.Ed. Counseling Program are prepared to work with diverse clientele in schools and/or a range of public/private community-based mental and behavioral health organizations.

Program Requirements

The Master of Education in Counseling degree is a minimum of 60 credit hours with an additional two credits for Orientation and Capstone. Students may choose to follow one of two emphasis areas: School Counseling and Clinical Mental Health Counseling (Addictions Counseling currently suspended). All emphasis areas require field practice experiences at the end of the program spanning three semesters that include one semester of practicum followed by two semesters of internship. Most of the counseling coursework is in the classroom. Students are assessed throughout the program related to their effectiveness as a counselor and counselor dispositions. As a part of the capstone course, students are required to take and pass a comprehensive examination.

Requirements for the Master of Education in Counseling

Emphasis in School Counseling

The School Counseling emphasis prepares students to become certified as professional school counselors. The program requires 60 credit hours of coursework, which includes nine credit hours of practicum and internship experience. There are an additional 2 credits required to cover Orientation and Capstone. Students who do not have a valid Missouri teaching certificate must complete two additional education courses prior to certification, EDU 464 Psychology & Education of the Exceptional Child and EDU 382 Classroom Management.

Course requirements are the same for students seeking to become either elementary or secondary school counselors. The only exception occurs during Internship I and II. Certification requires 300 hours of internship experience be conducted in a K-8 setting or a 7-12 setting, or a total of 600 internship hours to certify in K-12; 300 hours in each setting.

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

Required Core Counseling Courses (39 credit hours):

COUN 500: Core Counseling Skills I
COUN 501: Core Counseling Skills II

COUN 505: Theories of Counseling
COUN 515: Diagnosis & Counseling Plans
COUN 520: Group Counseling
COUN 525: Ethics and Professional Orientation
COUN 540: Assessment
COUN 545: Advanced Human Development
COUN 550: Career Development
COUN 555: Multicultural Counseling
COUN 560: Research Methods
COUN 590: Introduction to Substance Abuse & Process Addictions
COUN 600: Counseling with Children and Adolescents

Additional Required Subject Areas (12 credit hours):

COUN 510: Foundations of School Counseling
COUN 565: Family & Community for School Counseling
COUN 570: The Practice of School Counseling
COUN 615: Comprehensive School Counseling Program Management & Evaluation

Required Field Experience Courses (9 credit hours):

COUN 601: Counseling Practicum (100 hrs.)
COUN 603: School Counseling Internship I (300 hrs.) (Repeatable up to one additional semester if making satisfactory progress)
COUN 604: School Counseling Internship II (300 hrs.) (Repeatable up to one additional semester if making satisfactory progress)

****All M.Ed. Counseling students are required to take COUN 690 Capstone for 2.0 credit hours. Those who have not previously earned a teaching certificate must take EDU 464 Psychology & Education of the Exceptional Child (3 hrs.) and EDU 382 Classroom Management (3 hrs.)***

*****Note by completing these additional courses, graduates will meet educational requirements for the Missouri LPC license.***

Emphasis in Clinical Mental Health Counseling (60 credit hours)* Previously LPC Track

The Clinical Mental Health Counseling track is designed to meet the educational requirements set forth by the Missouri Committee for Professional Counselors to qualify for the Professional Counselor license (LPC). The program requires 60 credit hours of coursework, which includes nine credit hours of practicum and internship experience. There are an additional 2 credits required for the Capstone course. (Requirements are subject to change based on revisions to state license requirements.)

Required Core Counseling Courses (36 credit hours):

COUN 500: Core Counseling Skills I
COUN 501: Core Counseling Skills II
COUN 505: Theories of Counseling
COUN 515: Diagnosis & Counseling Plans
COUN 520: Group Counseling
COUN 525: Ethics and Professional Orientation
COUN 540: Assessment
COUN 545: Advanced Human Development
COUN 550: Career Development
COUN 555: Multicultural Counseling
COUN 560: Research Methods
COUN 590: Introduction to Substance Abuse & Process Addictions

Additional Required Subject Areas (9 credit hours):

COUN 530: Foundations of Clinical Mental Health Counseling
COUN 575: Human Sexuality in Counseling
COUN 630: Trauma and Crisis Intervention in Counseling

Required Field Experience Courses (9 credit hours):

COUN 601: Counseling Practicum (100 hrs)
COUN 607: Clinical Mental Health Internship I (300 hrs) (repeatable up to one additional semester if making satisfactory progress)
COUN 608: Clinical Mental Health Internship II (300 hrs) (repeatable up to one additional semester if making satisfactory progress)

Electives, Additional two courses (6 credit hours) choose from:

COUN 591: Psychopharmacology and Substance Abuse
COUN 592: Assessment of Substance Abuse & Process Addictions
COUN 600: Counseling with Children and Adolescents
COUN 624: Current Issues in Counseling
COUN 625: Counseling and the Expressive Arts
MFT 520: Family Life Cycle

***All M.Ed. Counseling students are required to take COUN 690 Capstone for 2.0 credit hours.**

Please note completion of the Clinical Mental Health Counseling track automatically satisfies Missouri's educational requirements for LPC licensure.

Emphasis in Addictions Counseling (62 credit hours)* (Admission to this track is suspended pending further review)

The Addictions Counseling track is designed to meet the educational requirements set forth by the Missouri Committee for Professional Counselors to qualify for the Professional Counselor license (LPC) and several addictions counseling certifications as outlined by the Missouri Credentialing Board <http://www.missouricb.com/>. The program requires 60 credit hours of coursework, which includes nine credit hours of practicum and internship experience. There are an additional 2 credits required to cover Orientation and Capstone. (Requirements are subject to change based on revisions to state license requirements.)

Required Core Counseling Courses (36 credit hours):

COUN 500: Core Counseling Skills I
COUN 501: Core Counseling Skills II
COUN 505: Theories of Counseling
COUN 515: Diagnosis & Counseling Plans
COUN 520: Group Counseling
COUN 526: Ethics and Legal Issues in Counseling
COUN 540: Assessment
COUN 545: Advanced Human Development
COUN 550: Career Development
COUN 555: Multicultural Counseling
COUN 560: Advanced Research Methods
COUN 590: Introduction to Substance Abuse & Process Addictions

Additional Required Subject Areas (12 credit hours):

COUN 591: Psychopharmacology and Substance Abuse
COUN 592: Assessment of Substance Abuse & Process Addictions
COUN 593: The Practice of Addictions Counseling
COUN 630: Trauma and Crisis Intervention in Counseling

Required Field Experience Courses (9 credit hours):

COUN 601: Counseling Practicum (100 hrs)
COUN 613: Addictions Counseling Internship I (300 hrs) (repeatable up to one additional semester if making satisfactory progress)
COUN 623: Addictions Counseling Internship II (300 hrs) (repeatable up to one additional semester if making satisfactory progress)

Elective, One Additional course (3 credit hours) choose from:

COUN 575: Human Sexuality in Counseling
COUN 600: Counseling with Children and Adolescents
MFT 500: Foundations of MFT
MFT 510: Theories & Techniques of MFT
MFT 520: Family Life Cycle

***All M.Ed. Counseling students are required to take COUN 690 Capstone for 2.0 credit hours.**

Please note completion of the Addictions Counseling Track automatically satisfies Missouri's educational requirements for LPC licensure.

Post Graduate Coursework

Students with a master's degree wishing to pursue additional coursework to fulfill certification or licensure requirements in the state of Missouri may apply for and be admitted as a post-graduate student. Since each student's needs are different, course requirements will be outlined for each student at the time of entry. Students applying for post-graduate coursework must submit an application, application fee, three references, criminal background check and official transcripts from all colleges attended.

Admission Requirements

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

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

Transfer Credit

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

Students who have already earned an advanced degree and wish to pursue a M.Ed. in Counseling may transfer up to 24 credit hours of applicable coursework approved by the Admissions Committee, toward a second master's degree. All practicum and internship coursework must be completed through Stephens College. If the student is pursuing an emphasis in school counseling, COUN510: Foundations of School Counseling or its equivalent must have been completed at an accredited institution within the state of Missouri or must be repeated. For all students regardless of track, COUN 500 Core Skills I, COUN 501 Core Skills II, and COUN 525 Ethics & Professional Orientation must be completed at Stephens College even if completed at another institution. Official transcripts must be submitted and reviewed by the Admissions Committee to determine acceptable courses for transfer credit. In no case will a student be granted more than 24 hours of transfer credit toward the M.Ed. in Counseling degree.

Retention, Assessment, Remediation and Dismissal Policy

Academic Performance

Students must maintain a cumulative 3.0 GPA. A student earning a grade falling in the 'C' range will be given a grade of 'RE' and shall be required to repeat the course. Students may only receive a RE twice throughout their time in their specified graduate degree program. Students will be dismissed from the program if a RE is received a third time. A grade of 'F' or 'U' for Unsatisfactory will result in the immediate dismissal from the program.

Professional & Ethical Performance

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

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

COUN 500: Core Counseling Skills I
COUN 501: Core Counseling Skills II
COUN 510: Foundations of School Counseling
COUN 520: Group Counseling
COUN 525: Ethics and Professional Orientation
COUN 530: Foundations of Clinical Mental Health Counseling
COUN 555: Multicultural Counseling
COUN 570: The Practice of School Counseling
COUN 601: Counseling Practicum
COUN 603, COUN 607, or COUN 613: Internship I
COUN 604, COUN 608, or COUN 623: Internship II

The Stephens College M.Ed. Counseling Program upholds the Ten Ideals, adopted in 1921, as they represent what program faculty believe are important dispositions of counselors. The program faculty have added statements describing their expectations for M.Ed. Counseling students, describing how they will evidence the Ten Ideals as they progress through the curriculum. Students will be evaluated periodically on the Ten Ideals throughout their enrollment in the M.Ed. Counseling Program.

1. **Respect** *for our own dignity and the dignity of others, embodied in a sense of social justice*
M.Ed. Counseling students evidence respect through adopting the American Counseling Association's Code of Ethics, striving to become multicultural and social justice competent, and are committed to providing others with respect. Counseling students respect others regardless of race, ethnicity, gender, sexuality, physical appearance, ability, or socio-economic status.
2. **Courage and persistence**
M.Ed. Counseling students demonstrate courage through a commitment to self-growth, and through an awareness of their thoughts, feelings, and motivations. They further demonstrate courage by remaining open to confronting personal feelings and biases that may be harmful to themselves or others.
3. **Independence, autonomy and self-sufficiency**
M.Ed. Counseling students show their independence and autonomy via taking responsibility for their education, and by becoming professionals that communicate effectively with other students, faculty, peers, and clinicians.
4. **Support** *for others through the willingness to take and give criticism, acceptance and love*
M.Ed. Counseling students evidence support through their commitment to giving and receiving feedback, challenging assumptions that may be harmful to self or others, and by showing care and compassion for others.
5. **Sensitivity** *to the uniqueness and fragility of the natural world of which we are part*
M.Ed. Counseling students demonstrate sensitivity through an empathic disposition, which is an essential disposition for professional counselors. They consistently demonstrate an ability to express feelings, be they of self or of others. M.Ed. Counseling students work toward authenticity and congruence, which helps in the display of empathy.
6. **Responsibility** *for the consequences of our choices*
M.Ed. Counseling students make the commitment to be lifelong learners, and take the necessary steps to educate themselves in order to work ethically and empathically, and to expand the boundaries of their knowledge competence as counselors. M.Ed. Counseling students also evidence responsibility through showing a personal integrity by remaining authentic and congruent across situations and places.
7. **Belief** *in our changing selves and in our right to change*
M.Ed. counseling students evidence the belief that others are capable of change. They also possess a belief that they themselves are capable of change. M.Ed. Counseling students display a belief that all persons are equal regardless of race, ethnicity, gender, sexuality, ability, or spiritual beliefs.
8. **Creativity** *in the spiritual and aesthetic dimensions of life*
M.Ed. Counseling students evidence creativity via their work in classrooms, their personal approach to counseling, and by remaining creative in their work with clients.
9. **Intelligence** *that is informed and cultivated, critical yet tolerant*
M.Ed. Counseling students evidence multiple intelligences, particularly emotional and interpersonal intelligence, both of which are essential to becoming a successful counseling student. Intelligence is also displayed by demonstrating competence of self-reflection and critical thinking to aid in their development as counselors-in-training.
10. **Leadership** *which empowers others*
M.Ed. Counseling students display leadership skills that advocate for clients and the profession. They act as leaders by holding themselves to high standards of personal integrity through trustworthiness and dependability.

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

- Ability to show interest and appreciation for clients
- Ability to encourage exploration in therapy
- Ability to progress the therapeutic session
- Ability to utilize critical thinking skills to encourage change through goal-setting, appropriate interventions, diagnostics, and measurement of outcomes
- Ability to develop a therapeutic relationship that is genuine and authentic

- Ability to manage therapeutic sessions
- Ability to set appropriate boundaries with clients, peers and faculty
- Ability to manage transference and countertransference with clients, peers and faculty
- Ability to practice self-care

NOTE: Admission into Stephens College M.Ed. Counseling Program does not guarantee graduation.

Becoming a successful counseling student involves several components, of which academic success is only one aspect. Stephens College M.Ed. Counseling Program faculty are tasked as gatekeepers for the profession of counseling, and as such must observe students' fitness to practice, and fitness with program goals and mission statement, and with the counseling profession's goals. Students will be held to the American Counseling Association's *Code of Ethics*, which explains ethical and personal behavioral standards for counselors. In addition, several non-academic conditions may result in dismissal from the program should they impair the student's ability to work with others in class, practicum, or internship settings: (1) personal concerns or psychopathology, (2) interpersonal relationship issues (with other students, faculty, or personal life such as it affects counseling performance), (3) personal attitudes or value systems that conflict with effective counseling relationships, (4) unethical behavior, and (5) unprofessional behavior (a) toward fellow students and/or (b) toward faculty that include and are not limited to: sexual harassment, physical intimidation, physical or sexual assault, and emotional, mental, or academic intimidation/manipulation. Students who demonstrate potential to act in a manner that proves harmful to clients, or demonstrate unprofessional conduct thereby violating ethical standards or state law, may be required to seek remediation or be dismissed from the program depending upon the severity of the violation.

Personal Development Plan (PDP)

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

The PDP will include, at a minimum:

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

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

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

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

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

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

Process

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

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

Practicum Fee

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

Practicum Readiness

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

Degree Candidacy

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

Students must be accepted into degree candidacy prior to entering into internship.

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

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

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

Background Checks

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

Students also must meet all requirements of those agencies where Stephens College participates in clinical experiences.

Graduation Requirements

To receive the Master of Education degree, students must:

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

Course Audit

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

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

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

An exception to the auditing policy: COUN 500, COUN 501, and COUN 525 cannot be audited and must be repeated if previous coursework is older than three years.

Comprehensive Examination

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

Counseling Course Descriptions

COUN 500: Core Counseling Skills I

(3 hrs.)

(Must be taken concurrently with COUN 525; lab fee assessed.)

The helping relationship will be explored in the context of individual student practice of the core counseling skills. Students will practice mock-counseling sessions through role-play activities each week under the supervision of the instructor.

COUN 501: Core Counseling Skills II

(3 hrs.)

(Prerequisites: COUN 500, COUN 525)

A continuation and expansion of COUN 500. The helping relationship will be explored in the context of student practice of the core counseling skills. Students will practice mock-counseling through role-play activities each week under the supervision of the instructor.

COUN 505: Theories of Counseling

(3 hrs.)

(Prerequisites: COUN 500, COUN 525 and COUN 555)

A study of the major theories of counseling, from early philosophical works to current trends in practice. The course also includes an examination of cultural and social justice implications of counseling theory.

COUN 510: Foundations of Professional School Counseling

(3 hrs.)

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

COUN 515: Diagnosis and Counseling Plans

(3 hrs.)

(Prerequisites: COUN 500, COUN 501, COUN 525 and COUN 555)

This course will provide a survey of the current version of the DSM, with emphasis on understanding psychological and

mental health-related diagnoses. The course will also include a study of treatment planning for the professional counselor.

COUN 520: Group Counseling

(3 hrs.)

(Prerequisites: COUN 500, COUN 501, COUN 505, COUN 525, COUN 555)

This course will explore group development and dynamics through examining theories, approaches, and group leadership styles. Contains an in-class experiential practice element.

COUN 525: Ethics and Professional Orientation

(3 hrs.)

(Prerequisites: Must be enrolled in the MEd Counseling program, must be taken concurrently with COUN 500)

This course provides comprehensive coverage of ethical and legal issues of counseling within a multicultural society. The use of decision making models applied to major ethical topics is emphasized.

COUN 526: Ethical and Legal Issues in Counseling

(3 hrs.)

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

COUN 530: Foundations of Clinical Mental Health Counseling

(3 hrs.)

(Prerequisites: COUN 500, COUN 501, COUN 505, COUN 525, COUN 555)

This course is designed to prepare the advanced clinical mental health student for practicum. The course will cover topics and issues related to working in a variety of clinical mental health-related settings.

COUN 540: Assessment in Counseling

(3 hrs.)

(Prerequisites: COUN 500, COUN 501, COUN 525, COUN 555)

Survey of common standardized tests counselors will encounter in their practice settings. Students will learn the fundamental theories of various assessments used in counseling, as well as become familiar with concepts such as reliability and validity. The course will also address cultural and social justice consideration related to the ethical use of assessments.

COUN 545: Advanced Human Development

(3 hrs.)

This course examines human development from birth to death. It includes the theories of development and information on physical, social, emotional and cognitive development within a multicultural context.

COUN 550: Career Development

(3 hrs.)

(Prerequisites: COUN 500, COUN 501, COUN 525, COUN 555; lab fee assessed.)

This course will focus on the study and application of theory, procedures and techniques of career counseling. Topics include assessment instruments used in career counseling, education and career information used in the practice of career counseling, and tools for career identification.

COUN 555: Multicultural Counseling

(3 hrs.)

(Prerequisites: COUN 500, COUN 525, MEd Counseling majors only. Must take concurrently with COUN 501.)

This course is designed to further students' multicultural and social justice competence. The intersections of identity related to culture, race, ethnicity, gender, LGBTQ+ identity, social class, and aging will be explored.

COUN 560: Advanced Research Methods

(3 hrs.)

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

COUN 565: Family and Community for School Counselors

(3 hrs.)

The role of the counselor is examined in the context of family functioning as it relates to the school, community and ethnic or multicultural factors. Students will develop and evaluate effective methods and theories to enhance family

functioning by identifying and assessing community resources available to support family needs. Students will design crisis plans and psycho-educational programs to facilitate family functioning. Only those students in the professional school counseling track may take this course.

COUN 570: The Practice of School Counseling

(3 hrs.)

(Prerequisites: COUN 500, COUN 501, COUN 505, COUN 510, COUN 525, COUN 545, COUN 555, COUN 565, COUN 600)

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

COUN 575: Human Sexuality in Counseling

(3 hrs.)

(Prerequisites: COUN 500, COUN 501, COUN 505, COUN 525, COUN 545, COUN 555)

Course focuses on helping counselors with clients, couples, and families experiencing problems and concerns with sexuality. Students will become effective in identifying, assessing and intervening with sexuality-related counseling issues and will develop awareness of one's related personal perceptions, attitudes and affect.

COUN 590: Introduction to Substance Abuse and Process Addictions

(3 hrs.)

(Prerequisites: COUN 500, COUN 501, COUN 505, COUN 515, COUN 525, COUN 555)

An overview of the field of substance abuse and process addictions treatment. Topics include an overview of causal factors of substance abuse and process addictions, basic pharmacology, effects of substance abuse with special populations, as well as approaches/techniques recognized as effective in substance abuse and process addiction prevention, intervention, and treatment.

COUN 591: Psychopharmacology and Substance Abuse

(3 hrs.)

(Prerequisite: COUN 590)

Psychological, pharmacological, and behavioral effects of drugs are examined with a focus on the brain changes that occur with substance abuse. The course will also cover historical factors, developmental issues, family system patterns, addiction theory, and societal trends.

COUN 592: Assessment of Substance Abuse and Process Addictions

(3 hrs.)

(Prerequisite: COUN 590)

The course will provide a basic understanding of addiction and behavioral health, screening and assessment tools, and evidence-based treatment for addiction. The course will provide counselors-in-training with an introduction and overview of addictive disorders, stages of change, harm reduction, screening and brief intervention, motivational interviewing, assessment strategies, and intervention strategies including evidence-based practices. The behavioral health model and dual-diagnosis will also be covered.

COUN 593: The Practice of Addictions Counseling

(3 hrs.)

(Prerequisites: COUN 500, COUN 505, COUN 515, COUN 590)

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

COUN 600: Counseling with Children and Adolescents

(3 hrs.)

(Prerequisites: School: COUN 500, COUN 501, COUN 505, COUN 515, COUN 525, COUN 545)

This course is designed to provide in-depth information related to working with children and adolescents, including typical challenges encountered in treatment situations.

COUN 601: Counseling Practicum

(3 hrs.)

(Prerequisites: School: COUN 500, COUN 505, COUN 510, COUN 540, COUN 570; Prerequisites: CMHC: COUN 515, COUN 520, COUN 525, COUN 530. Both require an approved Readiness Review; Practicum fee assessed)

Students will complete 100 hours of counseling field experience in a school or community setting while under supervision by an instructor and an on-site supervisor. A passing grade in this course is a prerequisite to continuation in the program and a successful application for degree candidacy.

COUN 603: School Counseling Internship I

(3 hrs.)

(Prerequisites: COUN 601; Degree Candidacy status; Internship fee assessed.)

Continued skill development in the broad range of roles required of the school counselor. Students will engage in supervised practice, videotape review and individual feedback at their practice site. Weekly in-class attendance, participation, and completion of course assignments is mandatory. Students will complete 300 hours of experience in a school setting while under supervision by an instructor and an on-site supervisor. Course is repeatable up to one additional semester if making satisfactory progress, (defined as completing a minimum of 150 hours in the current semester and required assignments). This course must be taken concurrently with COUN 535 Behavior Strategies and Interventions for School Counselors. May be taken for 1-3 hours; course is repeatable up to 6 credit hours.

COUN 604: School Counseling Internship II

(3 hrs.)

(Prerequisites: COUN 603; Internship fee assessed.)

Continued skill development in the broad range of roles required of the school counselor. Students will engage in supervised practice, videotape review and individual feedback at their practice site. Weekly in-class attendance, participation, and completion of course assignments is mandatory. Students will complete the final 300 hours of experience in a school setting while under supervision by an instructor and an on-site supervisor. Course is repeatable up to one additional semester if making satisfactory progress, (defined as completing a minimum of 150 hours in the current semester and required assignments). May be taken for 1-3 hours; course is repeatable up to 6 credit hours.

COUN 607: Clinical Mental Health Counseling Internship I

(3 hrs.)

(Prerequisites: COUN 601; Degree Candidacy status; Internship fee assessed.)

Continued skill development in the broad range of roles required of the clinical mental health counselor. Students will engage in supervised practice, videotape review and individual feedback at their practice site. Weekly in-class attendance, participation, and completion of course assignments is mandatory. Students will complete 300 hours of experience in a community setting while under supervision by an instructor and an on-site supervisor. Course is repeatable up to one additional semester if making satisfactory progress, (defined as completing a minimum of 150 hours in the current semester and required assignments). May be taken for 1-3 hours; course is repeatable up to 6 credit hours.

COUN 608: Clinical Mental Health Counseling Internship II

(3 hrs.)

(Prerequisite: COUN 607; Internship fee assessed.)

Continued skill development in the broad range of roles required of the clinical mental health counselor. Students will engage in supervised practice, videotape review and individual feedback at their practice site. Weekly in-class attendance, participation, and completion of course assignments is mandatory. Students will complete the final 300 hours of experience in a community setting while under supervision by an instructor and an on-site supervisor. Course is repeatable up to one additional semester if making satisfactory progress, (defined as completing a minimum of 150 hours in the current semester and required assignments). May be taken for 1-3 hours; course is repeatable up to 6 credit hours.

COUN 610: Practicum I (School)

(3 hrs.)

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

This course introduces the counselor-in-training to the various roles of the professional through a combination of theory and supervised practice, with specific focus on direct counseling skills. Videotape review and individual feedback to students regarding skill development is a critical component of the course. Students will complete 100 hours of experience in a counseling setting while under supervision by an instructor and an on-site supervisor. A one-on-one, one-hour supervision meeting must be scheduled after every 10 hours of client contact. A passing grade in this course is a prerequisite to continuation in the program and a successful application for degree candidacy. This course must be taken concurrently with COUN 535 Behavior Strategies and Interventions for School Counselors.

COUN 611: Practicum I (Licensed Professional Counseling)

(3 hrs.)

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

This course introduces the counselor-in-training to the various roles of the professional through a combination of theory and supervised practice, with specific focus on direct counseling skills. Videotape review and individual feedback to students regarding skill development is a critical component of the course. Students will complete 100 hours of experience in a counseling setting while under supervision by an instructor and an on-site supervisor. A passing grade in this course is a prerequisite to continuation in the program and a successful application for degree candidacy. May be taken for 1-3 hours; course is repeatable up to 3 credit hours.

COUN 613: Addictions Counseling Internship I

(3 hrs.)

(Prerequisites: COUN 602 and Degree Candidacy status; Internship fee assessed)

Continued skill development in the broad range of roles required of the addictions counselor. Students will engage in supervised practice, live observation and/or videotape review and individual feedback at their practice site. Weekly in-class attendance, participation, and completion of course assignments is mandatory. Students will complete 300 hours of experience in a counseling setting while under supervision by an instructor and an on-site supervisor. Course is repeatable up to one additional semester if making satisfactory progress, (defined as completing a minimum of 150 hours in the current semester and required assignments).

COUN 615: School Counseling Program Management & Evaluation

(3 hrs.)

(Prerequisite: COUN 510, COUN 570, COUN 601)

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

COUN 620: Practicum II (School)

(3 hrs.)

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

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

COUN 621: Practicum II (LPC)

(3 hrs.)

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

Continued skill development in the broad range of roles required of the professional counselor is the focus of this practicum, achieved through supervised practice, videotape review and individual feedback to the counselor-in-training. Students will complete 200 hours of experience in a counseling setting while under supervision by an instructor and an on-site supervisor. May be taken for 1-3 hours; course is repeatable up to 3 credit hours.

COUN 623: Addictions Counseling Internship II

(3 hrs.)

(Prerequisites: COUN 613; Internship fee assessed)

Continued skill development in the broad range of roles required of the addictions counselor. Students will engage in supervised practice, live observation and/or videotape review and individual feedback at their practice site. Weekly in-class attendance, participation, and completion of course assignments is mandatory. Students will complete the final 300 hours of experience in a counseling setting while under supervision by an instructor and an on-site supervisor. Course is repeatable up to one additional semester if making satisfactory progress, (defined as completing a minimum of 150 hours in the current semester and required assignments).

COUN 624: Current Issues in Counseling

(3 hrs.)

(Prerequisites: COUN 500, COUN 501, COUN 525, COUN 555)

This course requires students to critically and creatively examine emerging trends, issues, and research that are currently relevant in the field of counseling within contemporary society.

COUN 625: Counseling and the Expressive Arts

(3 hrs.)

(Prerequisites: COUN 500, COUN 501, COUN 505, COUN 525, COUN 555)

This course is designed as an overview of the use of the expressive arts in counseling. A study of theories, practices, and research will provide a foundational framework for integrating the expressive arts into counseling practice.

COUN 630: Trauma and Crisis Intervention in Counseling

(3 hrs.)

(Prerequisites: COUN 500, COUN 501, COUN 505, COUN 515, COUN 530, COUN 545, COUN 555)

This advanced course will examine the impact of trauma and crisis on diverse client populations. Students will gain knowledge and skills addressing, and intervening in, crises and explore the application of these skills to individuals, families, groups and organizations.

COUN 640: Practicum III (School)

(3 hrs.)

(Prerequisite: COUN 620; Practicum fee assessed)

Continued skill development in the broad range of roles required of the professional counselor is the focus of this

practicum, achieved through supervised practice, videotape review and individual feedback to the counselor-in-training. Students will complete the final hours of required experience in a counseling setting while under supervision by an instructor and an on-site supervisor.

COUN 641: Practicum for Dual Track LPC/School Counselors (3 hrs.)

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

The focus of this practicum is to prepare the school counseling student who is in the dual track for LPC through supervised practice, videotape review and individual feedback to the counselor-in-training. Students will complete 200 hours of required experience in a community counseling setting that is not school-based while under supervision by an instructor and an on-site supervisor. May be taken for 1-3 hours; course is repeatable up to 3 credit hours.

COUN 680: Topics in Counseling

(3 hrs.)

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

COUN 690: Capstone in Professional Counseling

(2 hrs.)

(Prerequisite: To be taken in student's last semester in program. May be taken in conjunction with final coursework.)

This course prepares the counseling student for graduation and post-graduate requirements in their chosen discipline. The capstone culminates in the passing of the Counselor Preparation Comprehensive Exam (CPCE) and successful oral defense of a case presentation. (Graded on a pass/fail basis).

COUN 695: Thesis in Counseling

(3-9 hrs.)

(Prerequisites: COUN 500, COUN 501, COUN 505, COUN 515, COUN 520, COUN 525, COUN 540, COUN 545, COUN 555, COUN 560) (May be taken in two semesters for up to nine hours total.)

Supervised research and thesis in guidance and counseling as approved by the department. (Graded on a pass/fail basis).

Education Courses

EDU 464: Education and Psychology of the Exceptional Child

(3 hrs.)

Students will be introduced to the biological, psychological and educational characteristics of children identified by federal laws for special consideration in public education. The categories covered are: mental retardation, learning disabilities, behavior disorders/emotional disturbance, speech and language disorders, hearing impairment, visual impairment, physical disabilities and giftedness.

EDU 382: Classroom Management

(3 hrs.)

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.

Marriage & Family Therapy Courses

MFT 500: Foundations of Marriage & Family Therapy

(3 hrs.)

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

MFT 510: Theories and Techniques of Marriage & Family Therapy

(3 hrs.)

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

MFT 520: Family Life Cycle

(3 hrs.)

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

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

(3 hrs.)

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

MFT 530: The Practice of MFT

(3 hrs.)

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

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

MFT 610: Practicum I

(3 hrs.)

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

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

MFT 615: Advanced Family Therapy

(3 hrs.)

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

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

MFT 620: Practicum II

(3 hrs.)

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

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

MFT 625: Advanced Couples Therapy

(3 hrs.)

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

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

MFT 640: Practicum III

(3 hrs.)

(Prerequisite: MFT 620; Practicum fee assessed)

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

Master of Science in Health Information Management

Program Director, Susan L Foster, EdD, MBA, RHIA, CHPS

*Inspire students to **learn**, encourage students to **grow**, and prepare graduates to **lead**.*

Program Purpose

The Master of Science in Health Information Management (MS-HIM) program is designed to prepare graduates for executive-level administrative positions in the field of health information management, healthcare operations, education and research. Graduates of the program will become leaders in designing, developing and managing of clinical information systems in the healthcare industry and public health sectors. Health information management professionals play a key role in maintaining, collecting, interpreting, analyzing and protecting patient information which healthcare providers rely upon to deliver quality patient care.

The program is available 100% online and is designed to attract students with various educational backgrounds and disciplines who want an advanced career as a health information professional. Individuals with prior undergraduate degrees in health information management, nursing, information/computer technology, public health, and population health or business management are ideal students for the MS-HIM program. HIM Graduates will interact with clinical, financial, administrative, information technology and legal staff to interpret data for patient care, research, and statistical reporting, planning and database content development. An HIM education empowers graduates to impact health.

Program Vision

The Master of Science in Health Information Management program promotes lifelong learning that engages students with scholarly deeds, creativity and applied learning through research under the direction of talented and skillful faculty. Graduates of the Health Information Management Program are educated in health sciences with a focus on healthcare data and information, diversity of the healthcare population and a commitment to leadership, integrity and the service of others.

Program Mission

The Master of Science in Health Information Management program will inspire students to *learn* through a rigorous and challenging curriculum that will enable them to *grow* and become *leaders* in the health data and information profession.

Curriculum

The Master of Science in Health Information Management program includes a five (5) semester curriculum. The final semester incorporates an intense graduate research thesis project. The primary goal of the curriculum is to develop graduates who demonstrate mastery of the health informatics and information management competencies necessary to practice as leaders in the HIM profession. The primary goal of the graduate research thesis project is for graduates to contribute successfully to research that will exemplify and distinguish the health information management body of knowledge.

Requirements for the Master of Science in Health Information Management

Required courses (36 hours)

- HIM 505: Health Data and Information Management (3 hrs.)
- HIM 510: Healthcare Law and Ethics (3 hrs.)
- HIM 520: Healthcare Informatics (3 hrs.)
- HIM 540: Quality Management in Healthcare (3 hrs.)
- HIM 550: Healthcare Finance and Revenue Management (3 hrs.)
- HIM 600: Health Information Technologies Management (3 hrs.)
- HIM 620: Clinical Information Management (3 hrs.)
- HIM 630: Healthcare Data Analytics (3 hrs.)
- HIM 640: Applied Statistical Analysis in Healthcare Research (3 hrs.)
- HIM 660: Strategic Organizational Leadership in Healthcare (3 hrs.)
- HIM 681: Capstone I (3 hrs.)
- HIM 685: Capstone II (3 hrs.)
- HIM 690: Capstone Experience (1 hr.)

Plus an additional 1 credit hour online Orientation course: INT 090G.

Health Information Management Course Descriptions

HIM 505: Health Data and Information Management

(3 hrs.)

(Prerequisite(s): Admission to the MS-HIM Program or permission from MS-HIM Program Director. It is assumed that the student has working knowledge of various computer software applications.)

This course provides a foundation to the fundamental principles and practices of managing healthcare information and data as well as introducing students to healthcare delivery in the United States. Topics include health record content, documentation standards, data governance and data management, data sources, data mapping, data structure and information governance. The course includes the study of clinical classification systems, terminologies, and vocabularies in relation to the managing of health data using primary and secondary data sources as well as strategic planning for the selection, preparation, implementation and ongoing management of health information systems. Risk management and organizational compliance with regulations will be addressed.

HIM 510: Healthcare Law and Ethics

(3 hrs.)

(Prerequisite: Admission to the MS-HIM Program)

This course examines legal and ethical issues impacting the management of health information including privacy and confidentiality of patient information, information security, patient's rights, and compliance with regulations. Electronic health records, risk management, accreditation standards and legal theories are addressed as well as ethical decision making in business and medical research. Principles of law are applied with an emphasis on federal, state laws and regulations which affect health information management practice.

HIM 520 Healthcare Informatics

(3 hrs.)

(Prerequisite: Admission to the MS-HIM Program)

This course provides an introduction to the health informatics discipline and will examine the application of computer science and information technology in the management of healthcare data and information. Emphasis is given to health information systems, interoperability, health information exchange, mobile technologies and telemedicine. The impact of health informatics on public health initiatives and consumers is addressed.

HIM 540 Quality Management in Healthcare

(3 hrs.)

This course centers on the concept of quality and the process of quality improvement across the healthcare continuum. Students are introduced to a diverse collection of methods of improving quality such as continuous quality improvement and total quality management. Students will also focus on measuring, assessing and improving operational and patient service aspects of healthcare delivery. In addition, strategies for reporting and analyzing data to evaluate performance is addressed. An overview of process improvement as related to external accreditation standards and regulations will be covered. Prerequisite(s): None

HIM 550 Healthcare Finance and Revenue Management

(3 hrs.)

(Prerequisite: None. It is presumed the student has basic understanding of accounting principles.)

A graduate course which examines the financial and accounting principles unique to healthcare used in the financial and budgetary management processes. Students will explore the reimbursement systems in the United States with an emphasis on managing the revenue cycle through strategic planning using predictive analytics and forecast modeling. This course also explores using cost information in decision-making, return on investment, and value-based purchasing topics.

HIM 600 Health Information Technologies

(3 hrs.)

(Prerequisites: HIM 505, HIM 520)

This course examines the strategic planning and implementation, change management for health information technology (IT) and information systems development life cycle. Topics include an overview of concepts in health IT infrastructure, interoperability, electronic health records, data repositories, enterprise-wide systems, clinical systems, health information exchanges, mobile health technologies and telemedicine. The impact of health IT on consumers, populations and healthcare providers is emphasized.

HIM 620 Clinical Information Management

(3 hrs.)

(Prerequisite: HIM 505)

Clinical documentation is the foundation of every patient health record and drives the capture of high-quality, reliable and statistically sound clinical data. This course includes the study of clinical documentation in the health record used to capture clinical data for administrative and statistical reporting. In addition, utilization of the health record, information governance, data analytics and the management of the health record are discussed.

HIM 630 Healthcare Data Analytics

(3 hrs.)

(Prerequisite: HIM 600)

This course explores the role of analytics in healthcare organizations and includes the use of descriptive and inferential statistical techniques. Methods of health data collection, data mining, analysis and interpretation as well as presentation of information to be utilized for making informed management decisions will be discussed. Students will be expected to perform hands-on statistical analysis of healthcare data utilizing software applications.

HIM 640 Applied Statistical Analysis in Healthcare Research

(3 hrs.)

(Prerequisite: HIM 630)

In response to data-driven healthcare, this course places the focus on use of statistical software for data extraction, normalization, transformation, visualization and statistical analyses of healthcare data sets. Students will apply advanced research methods, information/data analysis and presentation techniques to authentic real-life healthcare data for the purpose of decision analysis and decision-making support.

HIM 660 Strategic Organizational Leadership in Healthcare

(3 hrs.)

(Prerequisite: None)

This course introduces the student to organizational behavior and theory in healthcare with a specific focus on leadership theories and styles. This course further explores leadership skills of communication, conflict management and negotiation, strategy and change management as well as decision making in healthcare. Topics also include employee motivation, development, and performance management, organizational culture and the managing of diversity.

HIM 681 Capstone I Graduate Applied Research Thesis Development

(3 hrs.)

(Prerequisites: HIM Program Director approval. It is presumed the student is in the final semester of the MS-HIM Program.)

This research development capstone course is the first of two in the Health Information Management graduate program. Students will develop a formal research thesis project focusing on real-world issues or problems identified in the health information, health data and informatics or health information systems management disciplines from a national and global perspective under the direction of a research advisor. This course will direct students through the development of a research project and proposal process.

HIM 685 Capstone II Graduate Applied Research Thesis Project

(3 hrs.)

(Prerequisites: HIM 681; HIM Program Director approval. It is presumed the student is in the final semester of the MS-HIM Program.)

This applied research capstone course completes the thesis project in the Health Information Management graduate program. Students will conduct a formal research thesis or project focusing on real-world issues or problems identified in the health information, health data and informatics or health information systems management disciplines from a national and global perspective under the direction of a research advisor. A final written research paper is required. An oral presentation defense of the research project is required.

HIM 690 Capstone Experience

(1 hr.)

(Prerequisites: HIM 685; HIM Program Director approval.)

This is a one-hour credit course for HIM graduate students who have not yet completed the Capstone II Graduate Applied Research Thesis Project. This course provides faculty mentoring for completion of the thesis research writing, and thesis defense. Credit for enrollment in HIM 690 Capstone Experience does not count toward the 36-hour course requirements for the MS HIM degree. Students must enroll in the HIM 690 course each semester the Capstone II Graduate Applied Research Thesis Project is not completed. Students in the MS HIM degree program must complete the degree within one academic year after enrollment in the HIM 685 course.

Master of Physician Assistant Studies

Program Director, Graduate Physician Assistant Studies: Megan Blakemore, D.H.A.

The ARC-PA has granted **Accreditation-Provisional** status to the **Stephens College Physician Assistant Program** Sponsored by **Stephens College**.

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

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

Applying to the Master of Physician Assistant Studies:

The application cycle for August 2021 matriculation is currently open. See accreditation note above.

Stephens College is looking for compassionate and committed men and women who want to practice medicine with the supervision of a physician. As Mid-Missouri's only PA program, we are dedicated to preparing individuals to serve their communities in this rewarding and rapidly growing industry.

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

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

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

Requirements for the Master of Physician Assistant Studies

Required Courses (120 hours)

- PAS 511: Clinical Skills 1 (4 hrs.)
- PAS 512: Clinical Medicine 1 (5 hrs.)
- PAS 513: Medical Pharmacology 1 (2 hrs.)
- PAS 514: Case-Based Medicine Seminar 1 (1 hr.)
- PAS 515: Human Anatomy & Radiology (6 hrs.)
- PAS 516: Medical Physiology (3 hrs.)
- PAS 517: Molecular Foundations of Biomedicine (3 hrs.)
- PAS 521: Clinical Skills 2 (4 hrs.)
- PAS 522: Clinical Medicine 2 (9 hrs.)
- PAS 523: Medical Pharmacology 2 (2 hrs.)
- PAS 524: Case-Based Medicine Seminar 2 (1 hr.)
- PAS 525: Professional Practice 1 (2 hrs.)
- PAS 526: Evidence Based Medicine 1 (2 hrs.)
- PAS 531: Clinical Skills 3 (4 hrs.)
- PAS 532: Clinical Medicine 3 (9 hrs.)
- PAS 533: Medical Pharmacology 3 (2 hrs.)
- PAS 534: Case-Based Medicine Seminar 3 (1 hr.)
- PAS 535: Professional Practice 2 (2 hrs.)
- PAS 536: Evidence Based Medicine 2 (2 hrs.)
- PAS 611: Introduction to the Clinical Phase (4 hrs.)
- PAS 612: Supervised Clinical Practice Experience 1 (SCPE) (6 hrs.)
- PAS 613: Supervised Clinical Practice Experience 2 (SCPE) (6 hrs.)
- PAS 614: Supervised Clinical Practice Experience 3 (SCPE) (6 hrs.)
- PAS 615: Supervised Clinical Practice Experience 4 (SCPE) (6 hrs.)
- PAS 616: Supervised Clinical Practice Experience 5 (SCPE) (6 hrs.)
- PAS 617: Supervised Clinical Practice Experience 6 (SCPE) (6 hrs.)
- PAS 618: Supervised Clinical Practice Experience 7 (SCPE) (6 hrs.)
- PAS 620: Healthcare Leadership Rotation (4 hrs.)
- PAS 670: Capstone (2 hrs.)
- PAS 680: Supervised Clinical Practice Experience 8 (SCPE) (6 hrs.)

Physician Assistant Course Descriptions

PAS 511: Clinical Skills 1

(4 hrs.)

(Prerequisite: Matriculation into the PA program)

Clinical Skills 1 will provide students early experience with patient interaction, examination, and clinical procedures. The Clinical Skills series is designed to introduce and develop students' skills of collecting information, developing diagnoses, and providing written and oral presentation of information to other clinicians. This course will focus on patient interview skills, general physical exam skills, and focused examinations coordinating with organ systems discussed in Clinical Medicine 1.

PAS 512: Clinical Medicine 1

(5 hrs.)

(Prerequisite: Matriculation into the PA program)

Clinical Medicine 1 is the first in a series of courses designed to address diseases and disorders across the lifespan and commonly encountered in clinical practice. The course will include review of normal structure and function, pathophysiology, epidemiology, etiology, clinical presentation, progression, therapeutic management, prevention, laboratory medicine, imaging, and prognosis.

PAS 513: Medical Pharmacology 1

(2 hrs.)

(Prerequisite: Matriculation into the PA program)

Medical Pharmacology 1 is designed provide a foundation in pharmacology and pharmacotherapy enabling students to develop skills related to the underlying principles of science and clinical application of pharmacology as pertaining to therapeutic agents, prescription, and non-prescription medications. The course will include foundational concepts of pharmacodynamics and pharmacotherapeutics as well as pharmacology relevant to the organ systems discussed in Clinical Medicine 1.

PAS 514: Case-Based Medicine Seminar 1

(1 hr.)

(Prerequisite: Matriculation into the PA program)

Case-Based Medicine 1 is the first three courses designed to provide students with opportunities to integrate topics learned across the curriculum in the context of medical problem solving with patient cases and simulation activities. Students will identify and pursue new learning issues and gather evidence to support their ideas.

PAS 515: Human Anatomy & Radiology

(6 hrs.)

(Prerequisite: Matriculation into the PA program)

This course in human anatomy for physician assistants will provide a foundation of essential anatomical knowledge required for professional practice. The course will focus on gross anatomy with integration of radiological imaging. Application of anatomical knowledge in clinical scenarios will be emphasized in lecture, lab, and case-based learning.

PAS 516: Medical Physiology

(3 hrs.)

(Prerequisite: Matriculation into the PA program)

This course in medical physiology provides a foundation in biological function of the human body, emphasizing cellular mechanisms and regulation of organs and organ systems. The course will address general cellular physiology, neurophysiology, acid-base balance, and physiology of the cardiovascular, respiratory, renal, gastrointestinal, endocrine, and reproductive systems, and their clinical correlations.

PAS 517: Molecular Foundations of Biomedicine

(3 hrs.)

(Prerequisite: Matriculation into the PA program)

This introductory course is designed to provide foundational knowledge of the molecular mechanisms of health and disease required for clinical practice. The course will focus on the disease process from the disciplinary perspectives of biochemistry, molecular biology, genetics, immunology, and microbiology.

PAS 521: Clinical Skills 2

(4 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)

Clinical Skills 2 will provide students early experience with patient interaction, examination, and clinical procedures. The Clinical Skills series is designed to introduce and develop students' skills of collecting information, developing diagnoses, and providing written and oral presentation of information to other clinicians. This course will focus on patient interview skills, general physical exam skills, and focused examinations coordinating with organ systems in Clinical Medicine 2.

PAS 522: Clinical Medicine 2

(9 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)
Clinical Medicine 2 is the second in a series of courses designed to address diseases and disorders across the lifespan and commonly encountered in clinical practice. The course will include review of normal structure and function, pathophysiology, epidemiology, etiology, clinical presentation, progression, therapeutic management, prevention, laboratory medicine, imaging, and prognosis.

PAS 523: Medical Pharmacology 2

(2 hrs.)

(Prerequisite: PAS 513 Medical Pharmacology 1)

Medical Pharmacology 2 is designed to provide a foundation in pharmacology and pharmacotherapy. Students will develop skills related to the principles of science underlining and clinical application of pharmacology as pertaining to therapeutic agents, prescription, and non-prescription medications. The course will include pharmacology relevant to the organ systems in Clinical Medicine 2.

PAS 524: Case-Based Medicine Seminar 2

(1 hr.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)
Case-Based Medicine 2 is the second course in a series of three courses designed to provide students with opportunities to integrate topics learned across the curriculum. The primary goal of the course is to promote the development, application, and continual improvement of critical thinking skills and professionalism in a team-based, patient case based environment.

PAS 525: Professional Practice 1

(2 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)

This course is designed to aid the student in the transition into the medical profession and serves as an introduction to professional issues. Areas of discussion include the history of the physician assistant profession, the interprofessional healthcare team, professional organizations, professionalism, biomedical ethics, diversity issues, domestic violence, and end of life issues.

PAS 526: Evidence Based Medicine 1

(2 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)
This course will introduce the concept of evidence based medicine. Students will learn to search, evaluate, and apply research literature in clinical decision-making. The course will also guide students through the initial stages of development of the Capstone Project.

PAS 531: Clinical Skills 3

(4 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)
Clinical Skills 3 will provide students early experience with patient interaction, examination, and clinical procedures. The Clinical Skills series is designed to introduce and develop students' skills of collecting information, developing diagnoses, and providing written and oral presentation of information to other clinicians. This course will focus on patient interview skills, general physical exam skills, and focused examinations coordinating with organ systems in Clinical Medicine 3.

PAS 532: Clinical Medicine 3

(9 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)
Clinical Medicine 3 is the third in a series of courses designed to address diseases and disorders across the lifespan and commonly encountered in clinical practice. The course will include review of normal structure and function, pathophysiology, epidemiology, etiology, clinical presentation, progression, therapeutic management, prevention, laboratory medicine, imaging, and prognosis.

PAS 533: Medical Pharmacology 3

(2 hrs.)

(Prerequisite: PAS 523 Medical Pharmacology 2)

Medical Pharmacology 3 is designed to provide a foundation in pharmacology and pharmacotherapy. Students will develop skills related to the principles of science underlining and clinical application of pharmacology as pertaining to therapeutic agents, prescription, and non-prescription medications. The course will include pharmacology relevant to organ systems discussed in Clinical Medicine 3.

PAS 534: Case-Based Medicine Seminar 3

(1 hr.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)

Case-Based Medicine 3 is the third course in a series of three courses designed to provide students with opportunities to integrate topics learned across the curriculum. The primary goal of the course is to promote the development, application, and continual improvement of critical thinking skills and professionalism in a team-based, patient case based environment.

PAS 535: Professional Practice 2

(2 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)

This course is designed to aid the student in the transition into the medical profession and serves as an introduction to professional issues. Areas of discussion include licensing and credentialing, legal issues relevant to the PA profession, malpractice, health care delivery, and reimbursement issues including Medicaid and Medicare.

PAS 536: Evidence Based Medicine 2

(2 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)

This course is designed to reinforce the principles of evidence based medicine and engage students in the processes of searching, evaluating, and applying research literature in clinical decision-making. The course will also provide students with a foundational education in public health, health promotion, and quality improvement in the healthcare setting. Assignments and check points for the Capstone Project will be included.

PAS 611: Introduction to the Clinical Phase

(4 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)

This four-week course will promote students' transition from the didactic phase of the program to the clinical phase. It will include an introduction to participating in the clinical environment as well as certification and skills required prior to participation in SCPEs.

PAS 612: Supervised Clinical Practice Experience 1 (SCPE)

(6 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)

The Supervised Clinical Practice Experience (SCPE) is a series of eight 6-week clinical rotations designed to provide students with sufficient patient exposure to allow each student to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, pre- and post-hospital care), and within a wide variety of environments. Areas covered in the 8 clinical rotations are Family Medicine, Internal Medicine, Women's Health, Pediatric Medicine, Emergency Medicine, General Surgery, Behavioral Health and an Elective clinical.

PAS 613: Supervised Clinical Practice Experience 2 (SCPE)

(6 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)

The Supervised Clinical Practice Experience (SCPE) is a series of eight 6-week clinical rotations designed to provide students with sufficient patient exposure to allow each student to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, pre- and post-hospital care), and within a wide variety of environments. Areas covered in the 8 clinical rotations are Family Medicine, Internal Medicine, Women's Health, Pediatric Medicine, Emergency Medicine, General Surgery, Behavioral Health and an Elective clinical.

PAS 614: Supervised Clinical Practice Experience 3 (SCPE)

(6 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)

The Supervised Clinical Practice Experience (SCPE) is a series of eight 6-week clinical rotations designed to provide students with sufficient patient exposure to allow each student to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, pre- and post-hospital care), and within a wide variety of environments. Areas covered in the 8 clinical rotations are Family Medicine, Internal Medicine, Women's Health, Pediatric Medicine, Emergency Medicine, General Surgery, Behavioral Health and an Elective clinical.

PAS 615: Supervised Clinical Practice Experience 4 (SCPE)

(6 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)

The Supervised Clinical Practice Experience (SCPE) is a series of eight 6-week clinical rotations designed to provide students with sufficient patient exposure to allow each student to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, pre- and post-hospital care), and within a wide variety of environments. Areas covered in the 8 clinical rotations are Family Medicine, Internal Medicine, Women's Health, Pediatric Medicine, Emergency Medicine, General Surgery, Behavioral Health and an Elective clinical.

PAS 616: Supervised Clinical Practice Experience 5 (SCPE)

(6 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)

The Supervised Clinical Practice Experience (SCPE) is a series of eight 6-week clinical rotations designed to provide students with sufficient patient exposure to allow each student to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, pre- and post-hospital care), and within a wide variety of environments. Areas covered in the 8 clinical rotations are Family Medicine, Internal Medicine, Women's Health, Pediatric Medicine, Emergency Medicine, General Surgery, Behavioral Health and an Elective clinical.

PAS 617: Supervised Clinical Practice Experience 6 (SCPE)

(6 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)

The Supervised Clinical Practice Experience (SCPE) is a series of eight 6-week clinical rotations designed to provide students with sufficient patient exposure to allow each student to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, pre- and post-hospital care), and within a wide variety of environments. Areas covered in the 8 clinical rotations are Family Medicine, Internal Medicine, Women's Health, Pediatric Medicine, Emergency Medicine, General Surgery, Behavioral Health and an Elective clinical.

PAS 618: Supervised Clinical Practice Experience 7 (SCPE)

(6 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)

The Supervised Clinical Practice Experience (SCPE) is a series of eight 6-week clinical rotations designed to provide students with sufficient patient exposure to allow each student to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, pre- and post-hospital care), and within a wide variety of environments. Areas covered in the 8 clinical rotations are Family Medicine, Internal Medicine, Women's Health, Pediatric Medicine, Emergency Medicine, General Surgery, Behavioral Health and an Elective clinical.

PAS 620: Healthcare Leadership Rotation

(4 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)

The Leadership Rotation will provide students with an experiential learning opportunity in an area of research, education, advocacy, administration, or service related to the practice of medicine.

PAS 670: Capstone

(2 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)

The three-week Capstone Course is the culminating experience of the Stephens College PA Program. During this course, students will present their capstone projects, complete program assessments.

PAS 680: Supervised Clinical Practice Experience 8 (SCPE)

(6 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)

The Supervised Clinical Practice Experience (SCPE) is a series of eight 6-week clinical rotations designed to provide students with sufficient patient exposure to allow each student to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, pre- and post-hospital care), and within a wide variety of environments. Areas covered in the 8 clinical rotations are Family Medicine, Internal Medicine, Women's Health, Pediatric Medicine, Emergency Medicine, General Surgery, Behavioral Health and an Elective clinical.