

STEPHENS
COLLEGE

2012-2013
Curriculum Catalog
Graduate Programs

ESTABLISHED IN 1833

Accreditation

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



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

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Graduate Study at Stephens College

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

Graduate Admissions

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

Stephens College does not discriminate on the basis of race, age, religion, sexual orientation, national/ethnic origin or disability in administration of its educational policies, admissions policies, scholarships and loans, and other College-administered programs. Stephens College is committed to meeting its obligations of nondiscrimination under Federal and State laws as they are currently written or as they may be amended from time to time.

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

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

Graduate Admission to the College

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

Application Procedure

The application process includes submission of the following:

- Completed and signed [Graduate Application](#)
- Non-refundable application fee of \$50
- Official transcript indicating conferred bachelor's degree from an accredited college or university
- Official transcripts for all undergraduate and graduate coursework, with a qualifying GPA of 3.0 for the last 60 credit hours of undergraduate and/or graduate coursework
- Three current letters of recommendation from professionals in the field
- A 300-500 Statement of Purpose explaining the personal characteristics that make the applicant an ideal candidate to study in the graduate program
- A current resume
- International students must submit scores from the TOEFL examination. International students are required to complete the TOEFL examination with a minimum score of 213 on the computer-based test or 79-80 on the Internet-based test.

Additional admission requirements include:

- For the M.Ed. in Curriculum & Instruction:
 - A 3.5 cumulative GPA in the last 60 credit hours of coursework taken or a 3.0 cumulative GPA with Portfolio Review done by Department
 - A personal interview
- For the M.Ed. in Counseling:
 - A criminal background check through the [Family Safety Care Registry](#) (FSCR) for applicants to the M.Ed in Counseling program
 - A personal interview
- For all programs:
 - A personal or phone interview

Applicants may submit application materials online or by mail to Stephens College, Graduate Studies, 1200 East Broadway, Box 2083, Columbia, Missouri 65215.

Admission Process

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

Transfer Credit

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

Students who have already earned an advanced degree and wish to pursue a second master's degree may transfer up to 50 percent (50%) of relevant, graduate-level coursework towards their program of study with approval of the program director. At no time should the number of credit hours transferred exceed 24 credit hours.

Period of Deferral

Acceptances are valid for the semester/session for which the student is accepted. A student who is unable to start the semester/session for which they are accepted will need to notify the program Admission Counselor and request approval of their deferral through the Program Chair. Acceptances are not guaranteed beyond the original semester/session.

Financial Aid

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

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

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

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

Veterans Administration Benefits

The Veterans Administration (VA) will notify the Stephens College Office of the Registrar of those students receiving VA benefits. The Stephens College Office of the Registrar verifies course enrollment and completion at the end of each semester. The student is responsible for contacting the VA regarding course load, completion deadlines and other policies that will apply. In order to comply with VA minimum standards, it will be necessary for students who receive VA benefits to check with the VA on guidelines and benefits that apply to the Graduate & Continuing Studies Program.

Tuition and Fees

Current Fee Schedule – Graduate program

Orientation (required for online & blended courses, one-hour)	\$ 380
Graduate tuition	\$ 380 per credit hour
Counseling Practicum Fee/Semester	\$ 200
Plus Student Graduate Course Enrollment	Current Graduate Tuition Rate
Application Fee, non-refundable, submit with application	\$ 50
Student Fee	\$ 20 per credit hour
Graduation Fee	\$ 100
Technology Fee	\$ 25 per credit hour
Leave of Absence Fee	\$ 40
Readmission Fee	\$ 50

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

You are responsible for payment of all charges.

- Full payment for all tuition, fees, and all other charges are due one week prior to the beginning of each term (fall, spring and summer).
- For registration and enrollment changes after the tuition due date, payment is due immediately.

Payments may be made by check or credit card. The college accepts MasterCard, Visa, Discover, and American Express.

Tuition Payment Options

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

Failure to Pay

If you do not pay your bill or make payment arrangements, you 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.

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](#).

Refund Policy for Dropped Courses

As long as students remain enrolled in at least one course, students may drop courses and receive a full tuition refund for the dropped courses within the first week of all eight-week courses and within the first two weeks of 16-week semester courses. Revisions to financial aid awards may occur, if needed. After these deadlines, no tuition will be refunded. For exact dates, students should refer to the current academic calendar for Graduate Studies. If a student drops all courses for that semester, a proration of charges and financial aid may need to occur. Please see Withdrawal and Refund Policy below.

Returned Checks

Writing a check with insufficient funds is a violation of state law, and the violator is subject to prosecution. A check returned to Stephens College due to insufficient funds will result in a \$25 charge plus the amount of the check.

Withdrawal and Refund Policy

Stephens will refund all of the student's tuition if he or she cancels enrollment from the College, prior to the first day of classes. After the first day of classes and prior to 60% of the completion of the semester, if a student officially withdraws from the program, or drops all coursework he or she was enrolled in for that semester, either voluntarily or at the request of the College, a proration of tuition is calculated based on the number of days attended compared to the total number of days in the semester. Calendar days (including weekends) are used, but breaks of at least five days are excluded. Tuition is credited and financial aid is charged back to the student's account according to this calculation.

Federally funded aid will be charged back in accordance with Federal regulations in the following order: Unsubsidized Federal Stafford loans, Subsidized Federal Stafford loans, Federal Perkins loans, Federal PLUS loans, and Federal Grants.

Official notification of withdrawal from the program must be given in writing to the Program Director in all cases of voluntary withdrawal. In cases where students are dropping all courses for a semester, but not officially withdrawing from the program, students must submit a drop form electronically via the Stephens College website. If no official notice is given (whether withdrawing from the program or dropping all courses for one semester) the documented last date of attendance will be used.

After the 60% point in the semester, a student will be charged 100% of the tuition and will be deemed to have earned 100% of his or her financial aid.

Academic Regulations and Policies

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

NEW STUDENTS entering Stephens College Graduate Studies will be expected to meet the degree requirements in effect upon their initial course enrollment. For continuing students in Stephens College 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 Studies Graduate Catalog will be updated online annually during the Summer semester. 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. Every effort will be made to keep the student informed of these changes.

Academic Policies

Enrollment Status

Students are expected to enroll in a minimum of one course per semester (Fall, Spring and 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. Leaves of absence are strongly encouraged since it ensures that the student continues in the catalog which they entered.

Leave of Absence

Students may request a leave of absence (LOA) for up to one calendar year. The request must be sent to the Program Director. All courses currently in progress must be completed or dropped prior to the start of the leave of absence and payments on outstanding account balances with Stephens College must be continued. Leaves of absence are strongly encouraged since it ensures that the student continues in the catalog which they entered. Students may not enroll in Stephens College courses while on a leave of absence. At the end of the leave of absence, the student should work with their academic advisor to enroll in classes.

Withdrawal From College

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

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

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

A student who has been withdrawn may become active by reapplying for readmission. 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. 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, the student may be required to meet degree requirements outlined in that current year's catalog. If a student is withdrawn from the program because their tuition account was sent to a collection agency, the student may be readmitted upon full payment of the delinquent account.

Re-Admission

Students wishing to re-enter into active student status after withdrawal must submit a written request to the Graduate Studies Admissions Manager. 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.

Policies Governing Academic Matters

Academic honesty must be paramount in a community devoted to learning and the exchange of educational information.

Academic Integrity

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

Code of Conduct (Adopted September 1, 2011)

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 remedy violations of that commitment.

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 free of excessive sarcasm, bullying, caustic or aggressive language, or disrespect in tone/words. Students in online courses are to construct their written communication carefully, being aware of challenges such as perceptions and interpretations of others.

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

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

SUBSEQUENT OFFENSES: The instructor will contact the program chair 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.

1. An instructor suspecting academic dishonesty will first make a concerted effort to confer with the student.
2. If, after conferring with the student, or attempting to confer with the student, the instructor is convinced the student is not guilty of academic dishonesty, the matter will be dropped.
3. If, after conferring with the student, the instructor is convinced the student is guilty of academic dishonesty, the instructor will impose the penalty or penalties specified in the course syllabus. If the instructor has not stated a penalty or penalties in the syllabus, the penalty will be no more severe than a grade of failure or no credit for the assignment in question. If the instructor imposes a failing grade for the course, the student will not be allowed to withdraw to avoid the penalty. The instructor is required to report all acts of academic dishonesty to the office of the Vice President for Academic Affairs (VPAA). The report will be forwarded to the Graduate Council. A record of every incident of academic dishonesty will be retained in the office of the VPAA.
4. If the student chooses to appeal the instructor's decision she/he may request a hearing before the Graduate Council by delivering a written request and all supporting evidence to the office of the VPAA within ten (10) days of notification of the instructor's decision. Pending the outcome of the hearing the student should continue to attend the class.
5. Having received a request for a hearing from the office of the VPAA, the chair of the Graduate Council will, in a timely manner, convene the council for the hearing. The council chair will notify the student and the instructor of the time and place of the hearing at least three (3) days prior. The student and the instructor have the right to appear in person in front of the council at the hearing. If he or she considers it advisable, the council chair may invite other individuals to take part in the hearing. The hearing will provide a fair opportunity for both the student and the instructor to present fully the specific details of the case. Upon conclusion of the hearing, the Graduate Council will rule by vote in closed session. The Council will notify the student, the student's academic advisor and instructor of its decision in writing. The written notification will clearly outline the consequences of subsequent instances of academic dishonesty by the student. 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 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 renovation of the degree.
8. All decisions of the Graduate Council are final.

Falsification of College Records

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

Withdrawal from Classes

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. 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 respective school dean 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 3 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

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" will result in immediate dismissal from the program.

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 5 years ago. Students who audit the course will not register or pay for the course. 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 large assignments. No grade will be assigned for students who audit, however, the instructor will confer with the Program Director regarding the students understanding of the course material.

Course Load

A graduate student may enroll in a maximum of 12 credit hours for Fall and Spring semesters and 9 credit hours for summer semester. Full time equivalency is equal to 6 credit hours. A student can be enrolled in no more than 2

session courses concurrently. Students may request to enroll in additional credit hours by submitting a formal request (written letter) to the Program Director. Approval will be at the discretion of the Program Director.

Course Prerequisites

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

Independent Study

Policy

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

Independent studies are defined as studies undertaken in a manner by which the student receives a project and readings, or other stated goals to complete, and works independently under the guidance of an instructor. Independent studies are considered exceptions to the plan of study offered at the graduate level. Independent studies will only be offered as an alternative if, through no fault of their own, there is no other way a graduate student can complete his or her work in a timely manner. A maximum of two independent studies will be granted to a graduate student during his/her program.

Procedure

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

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

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

Academic Performance

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
I	= incomplete

RE	= no credit, no penalty, must re-enroll
F	= 0.0
W	= withdraw, no penalty
NC	= not completed

Grade of Incomplete

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

Grade Points

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

Academic Progress

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.

Academic Services

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

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.

Access to Student Records

The Office of the Registrar maintains an official folder of academic information for all current students. A permanent academic record card that shows credit attempted and the resulting grade point average is on file. Students may review their academic records by showing appropriate identification.

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 respective school dean.

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. A copy of the FERPA 1974 is available for review in the Registrar's office.

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.

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. Efforts will be made to notify the student when information is requested to comply with a judicial order or any lawful subpoena. Upon written request and payment of necessary fees, the Registrar's Office will issue statements of academic standing and official transcripts for students in good financial standing. If a fee is required, the student will bear the costs.

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 twice a year 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.



Lela Raney Wood Hall

Administrative Personnel

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

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

1989, University of Alabama; Stephens 2012.

Director of Library and Information Services, Corrie Hutchinson, B.S., 2001, Truman State University; M.A., 2003, University of Missouri-Columbia; M.A., 2009, University of Missouri-Columbia. Stephens 2006.

Vice President for Academic Affairs, Amette Digby, B.S., 1994, University of Missouri-Columbia. Stephens 2006.

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

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

Dean of the School of Humanities and Sciences, Tara Giblin, B.S., 1991, University of Illinois-Urbana; Ph.D., 1997, University of Missouri-Columbia. Stephens 2001.

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

Dean of the School of Organizational Leadership and Strategic Communication, Susan Bartel, B.S., 1980, M.Ed., 1981, Ed.D., 2012, University of Missouri-Columbia. Stephens 2006.

Dean of the School of Performing Arts, Beth Leonard, B.S., 1972, University of Kansas; M.A., 1973, Central Missouri State University; M.F.A., 1984, University of Missouri-Kansas City. Stephens 1991.

Director of Institutional Research, Isaac Tuttle, B.S., 2004, University of Missouri-Columbia. Stephens 2011.

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

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

Director of Human Resources, TBD.

Director of Facilities Management, Greg Mankey, Stephens 1987.

Vice President of Strategic Enrollment Management, Suzanne Sharp, B.S., 1990, St. Cloud State University; M.S., 2000, Central Missouri State University. Stephens 2004.

Director of Enrollment Operations, Chris Collier, B.S., 1999, University of Missouri-Columbia. Stephens 2004.

Director of Financial Aid, Paul Gordon, B.S., 1986, Truman State University. Stephens 2010.

Vice President for Student Services, Director of Athletics, Deb Duren, B.S., 1973, Southwest Missouri State University; M.Ed., 1990, University of Missouri-Columbia. Stephens 1984.

Director of Residence Life, Ryan Smith, B.A., 2002, University of Missouri-Columbia. Stephens 2012.

Director of Health Services, TBD.

Director of Career Development, Amanda Roberts, B.A., 2003, Monmouth College, M.Ed., 2005, University of South Florida. Stephens 2007.

Director of Leadership, Programming, and Diversity, Yvonne Chamberlain, B.F.A., 2001, Stephens College. Stephens 2010.

Vice President for Marketing and Public Relations, Amy Gipson, B.J., 1994, University of Missouri-Columbia. Stephens 1995.

Vice President of Philanthropy, Shannon Blankenship Walls, B.F.A., 1993, Stephens College. Stephens 1995-2004, 2006.

Director of Alumnae and Donor Relations, Marissa Todd, B.A. 2002, J.D. 2005, University of Missouri-Columbia; M.B.A., 2010, Stephens College.

Director of Corporate and Foundations Relations, Betsey Shay, B.A., 1980 Wellesley College. Stephens 2011.

Director of Philanthropy, Jessie Kwatamdia, B.S., 1992, M.S., 1997, Kansas State University. Stephens 2012.

Director of Philanthropy, Jackie Walters, B.A., 2000, M.B.A., 2010, Stephens College. Stephens 2011.

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

Board of Trustees

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Robert C. Smith

Ann Wrobleski '73

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

Aulgur, Linda

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

Bartel, Susan

Dean, School of Organizational Leadership & Strategic Communication
B.S., 1980, M.Ed., 1981, Ed.D, 2012, University of Missouri-Columbia. Stephens 2006.

Batson, Zachary

Business
B.S., 2004, M.B.A., 2006, University of Missouri-Columbia. Stephens 2007.

Brandt, Ted

Business
A.A., Linn State Technical College, 1997; B.S., Columbia College, 2003; M.B.A., William Woods University, 2005. Stephens 2007.

Brooks, Constance

Counseling
B.A., 1996, University of Missouri-Columbia; M.A., 1998, Columbia College; Ph.D., 2007, University of Missouri-Columbia. Stephens 2007.

Brooks, David

Counseling
B.A., 1997, Harding University; M.S., 2000, Harding University. Stephens 2012.

Busche-Goodson, Dana

Counseling
B.A., 1995; M.A., 1998, Columbia College. Stephens 2005.

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

Crawford, Emily

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

Davis, Jennifer

Counseling
B.A., 1984, B.A., 1986, Central Missouri State University; M.S., 1992, Washington University. Stephens, 2012.

Davis, Joseph

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

Ehrhardt, Tina

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

Flanders, John

Business
B.S., 1971, Georgetown University; M.A., 1974, Stanford University. Stephens 2007.

Hackman, Sally

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B.S., 1992, Central Missouri State University; M.B.A., 1998, University of Missouri-Columbia. Stephens 2006.

Hazelrigg, Cindy

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Hessler, Richard

Counseling
B.A., 1963, Loyola University-Los Angeles; Ph.D., 1970, University of Pittsburg. Stephens 2006.

Hollingshead, Jennifer

Business
B.A., B. J., 1998, University of Missouri-Columbia; M.B.A., 2006, Columbia College. Stephens 2008.

Kersha, Leslie

Counseling
A.A., 1997, State Fair Community College; B.A., B.A., 2000, Columbia College; M.Ed., 2007, Stephens College. 2011.

Landes, Ann

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

Lawrence, Christine

Counseling
B.A., 1986, Washburn University, M.A., 1990, Ph.D., 1997, University of Missouri-Columbia. Stephens 2004.

Ostrow, Jill

Education
B.A., 1983, National College of Education; M.A.T., 1994, Lewis & Clark University; Ed.D. 2003, University of Maine. Stephens 2011.

Ozenberger, Alicia

Counseling
Stephens 2008.

Parker, Mary Jeanette

Counseling
Stephens 2012.

Parry, Melody

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

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B.S., 1976, M.A., 1983, Ph.D., 2003, University of Missouri-Columbia. Stephens 2006.

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

Robbins, John

Counseling
A.A., Crowder College; B.S., 1969, Kansas State University; M.S., 1980, Pittsburg State University. Stephens 2008.

Rohrer, David

Counseling
A.A., 2007, Valencia Community College; B.S., 2010, B.S. University of Central Florida; M.A., 2012, University of Missouri-Columbia. Stephens 2012.

Roof, Carolyn

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

Rulo, Anne

Counseling
B.S., 2003, M.A., 2004, University of Missouri-Columbia; M.Ed., 2010, Stephens College. Stephens 2012.

Sanders, Gina

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

Schneeberger, Sharon

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

Sikyta, Dorothy

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

Silver, Gillian

Business
B.F.A., B.A., 1982, Stephens College; M.A., 1989, Ph.D., 2008, University of Phoenix. Stephens 2009.

Small, John

Counseling
Stephens 2012.

Smith, Ann

Counseling
B.S., 1978, M.A., 1979, University of Missouri-Columbia; M.Ed., 2009, Stephens College. Stephens 2012.

Smith, Christopher

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

Stanley, Bragg

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

Thalhuber, Lesley

Counseling
B.S., 2000, University of Missouri-Columbia; M.Ed., 2008, Stephens College. Stephens 2012.

Tichenor, Bart

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

Underwood, Gail

Education
B.S., 1991, M.Ed., 1997, University of Missouri-Columbia. Stephens 2008.

Willey, Leslie

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

School of Organizational Leadership and Strategic Communication

Dean: Susan Bartel, M.Ed., Ed.D.

Program Director, Graduate Business Program: Tina Ehrhardt, M.B.A.

Master of Business Administration

Program Purpose

The primary objective of the MBA program is to provide students with preparation for professional careers in business. The curriculum incorporates the necessary knowledge and competencies required of tomorrow's business leaders. Graduates of this program develop skills to handle diversity, analyze and solve problems using an integrated approach, and understand ethical, global and social issues. The ability to extend theory to application is expected with an emphasis on case and project work.

Program Requirements

The MBA Program is a 36 to 39 credit hour program consisting of core MBA and elective coursework, and a strategic integrated project.

Core courses make up 24 credit hours of the curriculum (BUS515 Strategic Fiscal Management may be waived if the student has previously taken undergraduate coursework in, accounting and finance receiving the grade of "B or above" in each of the two courses). Elective coursework totals twelve credit hours of coursework and a three credit hour Strategic Integrative Project is required at the end of the program. Courses are delivered in an online format.

BUS500G: Leadership Communication, should be taken in the first semester in the MBA program.

After completion of all coursework the program culminates with a customized strategic integrative project. Students will design their own strategic project under the close direction of a faculty member. Projects will vary given the industry and student's interest. The strategic integrative project may include:

- Business Research Project
- Thesis
- Practical problem solving in an applied setting
- Portfolio Project
- Comprehensive business plan
- Certification process
- Other appropriate comprehensive project

Online Orientation

Flexibility and quality are the hallmarks of the Stephens College Graduate Studies program. In an effort to stand by our mission and to assist new students in making a successful transition back into college, Stephens requires that all new students complete a one hour online orientation during the first four weeks of classes.

As part of the orientation, students will complete comprehensive assignments designed to familiarize them with all aspects of Blackboard as well as Stephens College policies and procedures as outlined in the graduate catalog.

MBA Graduate Core Coursework (24 credit hours)

BUS 500G: Leadership Communication (required first course)

BUS 510G: Strategic Management

BUS 515G: Strategic Fiscal Management (course may be waived if student has a total of six hours in accounting and finance as an undergraduate and earned at least a grade of B in each course)

BUS 520G: Managerial Economics

BUS 525G: Managerial Finance

BUS 535G: Managerial Accounting

BUS 540G: Strategic Human Resources

BUS 690G: Applied Business Research

Elective Coursework (12 credit hours required)

BUS 505G: Project Management

BUS 530G: Marketing Management

BUS 545G: Organizational Behavior & Theory

BUS 550G: Business Law

BUS 600G: Leadership Theory

BUS 635G: Business and Society

BUS 680G: Topics in Leadership

Project (3 credit hours)

BUS 695G: Strategic Integrative Project (all coursework listed above must be completed and student must have a cumulative g.p.a. of 3.0 to enroll)

Admission Requirements

Applications are accepted throughout the year with entry possible multiple times a year. Applicants must have a bachelor's degree from a regionally accredited institution with a minimum 3.0 cumulative GPA in the last 60 hours of undergraduate coursework. Admission is based on a combination of undergraduate GPA, Statement of Purpose, interview, recommendation letters, and TOEFL score, if applicable. Admission is not guaranteed.

Transfer Credits

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

Second Masters Degree

Students who have already earned an advanced degree and wish to pursue an MBA may transfer up to 18 hours of credit. Official transcripts must be submitted and reviewed by the Graduate Business Chair to determine acceptable courses. In no case will a student be granted more than 18 hours of transfer credit toward the MBA degree.

Graduation Requirements

To receive the Master of Business Administration degree, students must meet the following requirements:

- Complete all required coursework and maintain a 3.0 cumulative GPA or higher
- Complete BUS 695: Strategic Integrative Project and earn a satisfactory grade.

Master in Strategic Leadership

Program Purpose

The purpose of the Master in Strategic Leadership (MSL) is to provide students the opportunity to develop and improve their knowledge about strategic leadership and apply leadership skills across a variety of organizational settings. Students will increase their understanding of leadership and leaders and demonstrate enhanced conceptual knowledge and leadership development.

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

Upon graduation students will be able to demonstrate:

- an integrated knowledge of leadership theory, crisis and change management, organizational behavior theory, and communication theory to explain best practices in organizational leadership.
- practical and personal leadership skill development
- knowledge of planning, management, human resources, and core concepts of business.
- analysis of the impact of social responsibility, societal and ethical influences on organizations.
- a greater understanding of the range of perspectives and choices about leadership
- capacity to assist in organizational change initiatives, both from a theoretical and experiential standpoint

Program Requirements

The MSL is a 33 credit hour program intended for emerging and managerial leaders and will be delivered online with a required on-campus component and capstone project. Eighteen credit hours are core courses; 12 credit hours are elective coursework; three credit hours are strategic integrative project. The learning is focused on strategy, case studies, application and skill development.

Online Orientation

Flexibility and quality are the hallmarks of the Stephens College Graduate & Continuing Studies program. In an effort to stand by our mission and to assist new students in making a successful transition back into college, Stephens requires that all new students complete a one hour online orientation during the first four weeks of classes.

As part of the orientation, students will complete comprehensive assignments designed to familiarize them with all aspects of Blackboard as well as Stephens College policies and procedures as outlined in the graduate catalog.

MSL Graduate Core Courses (18 hours)

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

Elective Coursework (12 credit hours required)

BUS 505G: Project Management
BUS 515G: Strategic Fiscal Management
BUS 520G: Managerial Economics
BUS 530G: Marketing Management
BUS 540G: Strategic Human Resources
BUS 550G: Business Law
BUS 635G: Business and Society
BUS 680G: Topics in Leadership

Project

BUS 695G: Strategic Integrative Project (all coursework listed above must be completed and student must have a cumulative g.p.a. of 3.0 to enroll)

Admission Requirements

Applications are accepted throughout the year with admission possible multiple times per year. Applicants must have a bachelor's degree from a regionally accredited institution, and a minimum 3.0 cumulative GPA in the last 60 hours of undergraduate coursework. Admission is based on a combination of undergraduate GPA, Statement of Purpose, recommendation letters and TOEFL score, if applicable. Admission is not guaranteed.

Transfer Credits

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

Second Masters degree

Students who have already earned an advanced degree and wish to pursue an MSL may transfer up to 18 hours of credit. Official transcripts must be submitted and reviewed by the Graduate Business Chair to determine acceptable courses. In no case will a student be granted more than 18 hours of transfer credit toward the MSL degree.

Graduation Requirements

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

- Complete all required course work and maintain a 3.0 or higher cumulative GPA
- Complete BUS695G and earn a satisfactory grade.

Social Media Emphasis

Program Purpose

There is an increasing desire among companies to hire or train employees with business-case knowledge of social media tools, tactics, strategy development and measurement. The social media emphasis is designed to provide new and current students with innovative and timely courses that can better equip them to be successful in the rapidly changing technology environment of organization communication.

Program Requirements

Students enrolled in the MBA or MSL programs may add a social media emphasis. Coursework will include an additional 9 credit hours (three courses) of coursework resulting in a 45-51 credit hour program. One three-hour course may serve as the elective for the MBA or MSL program and students should take BUS695GB-Strategic Integrative Project in Social Media as their final course.

Social Media Coursework (12 hours)

BUS 511G: Social Media Strategy

BUS 512G: Social Media Measurement and Analysis

BUS 513G: Social Media Planning

BUS 695G: Strategic Integrative Project (focus must be in Social Media)

Graduate Business Courses

BUS 500G: Leadership Communication

(3 hrs.)

(Must be taken first session.)

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

BUS 505G: Project Management

(3 hrs.)

Course discusses practical methods and techniques for managing projects. Includes project breakdown analysis, task network scheduling, resource allocation, and assessment/evaluation of project performance. Focus is on using management information systems in project management.

BUS 510G: Strategic Management

(3 hrs.)

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

BUS 511G: Social Media Strategy

(3 hrs.)

(Prerequisite: BUS 500G)

This course will focus on developing trends in internal and external communication. Students will learn how to apply social media in a strategic business setting; understand how social media shifts traditional and crisis communication models and methods; understand how to identify and profile audiences for social media; learn how to develop internal social media communications plans and policies; discover ways to stay up-to-date with current trends through research; and discuss ethical considerations in business social media use.

BUS 512G: Social Media Measurement and Analysis

(3 hrs.)

(Prerequisites: BUS 500G, BUS 511G)

The course will help students identify how and why to measure social media, and how to turn the data into actionable information to affect marketing and business strategy and decisions. Students will apply this knowledge to a client case to measure success and make recommendations.

BUS 513G: Social Media Planning

(3 hrs.)

(Prerequisites: BUS 500G, BUS 511G, BUS 512G)

Students in this course will integrate and synthesize their knowledge as they develop a complete social media plan, including audience, objectives, goals, tactics, timeline and measurement. Students will also work to integrate their social media plan into a larger marketing or business plan. This course is a hands-on course that will provide students the basis of social media portfolio. The use of virtual in project planning will be explored.

BUS 515G: Strategic Fiscal Management

(3 hrs.)

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

BUS 520G: Managerial Economics

(3 hrs.)

This course is designed to provide students with an advanced understanding of microeconomics and with the ability to apply this understanding to any business setting. Topics include: statistical analysis, demand analysis, market structure analysis and estimation, and long-term investment decisions.

BUS 525G: Managerial Finance

(3 hrs.)

(Prerequisite: BUS 515G)

This course is designed to provide students with an understanding of financial issues that face business concerns. It is also designed to provide students with an opportunity to use financial techniques to address issues in financial statement analysis, working capital management, capital budgeting, long-term financing and capital structure. The course will be conducted with assigned readings and cases, responses to posted discussion questions, and two proctored exams.

BUS 530G: Marketing Management

(3 hrs.)

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

BUS 535G: Managerial Accounting

(3 hrs.)

(Prerequisite: BUS 515G)

This course is designed to provide students with an advanced understanding of product costing systems for service and manufacturing entities. It is also designed to provide students with an opportunity to use accounting techniques to solve management problems in planning, controlling and decision making. Emphasis will be placed on such topics as: activity-based costing, just-in-time philosophy, total quality management, and continuous improvement.

BUS 540G: Strategic Human Resources

(3 hrs.)

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

BUS 545G: Organizational Behavior and Theory

(3 hrs.)

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

BUS 550G: Business Law

(3 hrs.)

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

BUS 600G: Leadership Theory

(3 hrs.)

(Prerequisite: BUS 500G)

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

BUS 625G: Change Management and Crisis Leadership

(3 hrs.)

(Prerequisite: BUS 600G)

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

BUS 635G: Business and Society

(3 hrs.)

(Prerequisite: BUS 510G)

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

BUS 680G: Topics in Leadership

3 hrs.

(May be repeated twice with different topics.)

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

BUS 690G: Applied Research in Business

(3 hrs.)

Introduction to the core concepts, methods and values involved in doing business research and program evaluation. Students will examine the distinction between quantitative and qualitative research techniques and how and when they should be used, and combines theoretical issues with topical case examples from a number of work-related fields (such as management, strategy, and marketing).

BUS 695GA: Strategic Integrative Project

(3 hrs.)

(Prerequisite: All coursework listed above and a 3.0 cumulative g.p.a.; Must be taken in last session of program and immediately following BUS690G. This course may be repeated up to two times for academic credit.)

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

Master of Education in Counseling

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

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

Emphasis Areas: Licensed Professional Counseling
Marriage & Family Therapy
School Counseling
School Psychological Examiner

Program Purpose

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

Mission Statement

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

Program Requirements

The Master of Education in Counseling degree is a minimum of 49 credit hours. Students pursuing only School Counseling or Licensed Professional Counseling are required to complete 49 credit hours of coursework. Students pursuing dual licensure in School Counseling and Licensed Professional Counseling shall be required to complete 55 credit hours of coursework. Students pursuing dual licensure in Marriage and Family Therapy and Licensed Professional Counseling shall complete 58 credit hours of coursework. Students pursuing all three tracks shall be required to complete 70 credit hours of coursework.

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

Orientation

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

Emphasis in Licensed Professional Counseling

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

Course List

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

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

Elective Course Work

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

Emphasis in School Counseling

The school counseling emphasis prepares students to become certified as school counselors. The program requires 43 credit hours of coursework and 6 credit hours of practicum experience. Students who do not have a valid Missouri teaching certificate must complete two education courses prior to certification.

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

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

Course List

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

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

EDU 476: Foundations of the Teaching-Learning Process
EDU 464: Education and Psychology of the Exceptional Child

Dual Emphasis in Licensed Professional Counseling and School Counseling

The completion of emphases in both professional counseling and school counseling allows students to work in both settings. Students are required to complete 46 hours of coursework and nine hours in a practicum setting for a total of 55 credit hours. Two of the required practica shall be in a school setting; one in an agency setting. (Requirements are subject to change based on revisions to state license requirements.)

Course List

COUN 500: Counselor as a Professional
COUN 505: Theories & Techniques in Counseling
COUN 510: Foundations of School Counseling
COUN 515: Psychological Diagnostics & Treatment Planning
COUN 520: Group Procedures
COUN 525: Ethical & Legal Issues in Counseling (School)

COUN 530: The Practice of Counseling
COUN 535: Behavior Management for School Counselors
COUN 540: Assessment
COUN 545: Human Development
COUN 550: Career Development
COUN 555: Multicultural Issues in Counseling
COUN 560: Advanced Research Methods
COUN 565: Family and Community for School Counselors
COUN 610: Practicum I (School)
COUN 615: Comprehensive Guidance Program Management and Evaluation
COUN 620: Practicum II (School)
COUN 640: Practicum (Dual)
COUN 690: Capstone in Professional Counseling

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

EDU 476: Foundations of the Teaching-Learning Process
EDU 464: Education and Psychology of the Exceptional Child

Dual Emphasis in School Counseling and School Psychological Examiner

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

Course List

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

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

EDU 476: Foundations of the Teaching-Learning Process

Dual Emphasis in Marriage & Family Therapy and Licensed Professional Counseling

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

Course List

COUN 500: Counselor as a Professional
COUN 505: Theories & Techniques in Counseling
COUN 515: Psychological Diagnostics & Treatment Planning
COUN 520: Group Procedures
COUN 540: Assessment

COUN 545: Human Development
COUN 550: Career Development
COUN 555: Multicultural Issues in Counseling
COUN 560: Advanced Research Methods
COUN 690: Capstone in Professional Counseling
MFT 500: Foundations of Marriage & Family Therapy
MFT 510: Theories & Techniques in Marriage & Family Therapy
MFT 520: Family Life Cycle
MFT 525: Ethical & Legal Issues in Marriage & Family Therapy
MFT 530: The Practice of MFT
MFT 610: Practicum I
MFT 615: Advanced Family Therapy
MFT 625: Advanced Couples Therapy
MFT 620: Practicum II
MFT 640: Practicum III

School Psychological Examiner Certification

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

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

Course List

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

Post Graduate Coursework

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

Admission Requirements

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

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

Transfer Credit

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

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

Retention, Assessment, Remediation and Dismissal Policy

Academic Performance

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

Professional & Ethical Performance

The Stephens College Counselor Education program has an obligation to the counseling profession (American Counseling Association Code of Conduct 1995 (F.8.a., F.7.b., F.5.b.) and Council for Accreditation of Counseling and Related Educational Programs (CACREP Section II.F. and standards define fitness) Standards 2001) to guarantee to the best of our ability that students are prepared and demonstrate core counseling competencies; that students are prepared to perform as ethical and effective professional counselors; and that students are objectively and fairly evaluated throughout the program affording them developmental opportunities when remediation is warranted.

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

COUN 500 Counselor as a Professional
COUN 505 Theories & Techniques in Counseling
COUN 510 Foundations of School Counseling (when applicable)
COUN 515 Psychological Diagnostics & Treatment Planning
COUN 520 Group Procedures
COUN/MFT 525 or COUN 526 Ethical & Legal Issues in Counseling
COUN/MFT 530 The Practice of Counseling/MFT (when applicable)
COUN535 Behavior Management for School Counselors (when applicable)
COUN/MFT 610 or COUN 611 Practicum I
COUN/MFT620 or COUN 621 Practicum II
COUN/MFT640 or COUN 641 Practicum III (when applicable)

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

- Communicates nonjudgmental warmth and acceptance of others without regard to ethnic group, race, religion, gender, sexual orientation, age, and/or disability
- Communicates concern for and accurate understanding of the thoughts and feelings of others
- Complies with the Code of Ethics of the identified professional track and abides by accepted social/moral codes of behavior.
- Seen by others as utilizing interactions and communications that are facilitative.
- Consults with peers, supervisors and instructors and makes appropriate changes in dispositions and behavior resulting in accurate self-evaluation.
- Engages in learning activities to enhance knowledge and skill.
- Seen by others as a model of functional human behavior and adaptive coping processes.

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

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

- Ability to develop a therapeutic relationship that is genuine and authentic
- Ability to manage therapeutic sessions
- Ability to set appropriate boundaries with clients, peers and faculty
- Ability to manage transference and countertransference with clients, peers and faculty
- Ability to practice self-care

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

Personal Development Plan (PDP)

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

The PDP will include, at a minimum:

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

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

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

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

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

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

Process

1. Upon observation of concerns, the faculty member will attempt to resolve the concern. Any interventions will be documented, copied to the department chair and placed in the student's file.
2. If the interventions above are unsuccessful, the faculty member will make a formal request to the department chair for faculty review to initiate the PDP. This request will include specific behaviors to be addressed and a summary of intervention strategies to-date.
3. Notification shall be provided to the student by the department chair that a PDP has been requested. A meeting shall be set between the department chair, faculty representative and student to develop the PDP.
4. Upon the deadline set by the PDP, a final formal review shall be conducted by the program faculty. The disposition of the review may be:
 - a. Termination of the PDP
 - b. Continuance of the PDP

- c. Modification of the PDP
 - d. Dismissal of the student from the program
5. The student shall be notified in writing of the final disposition of the PDP.
 6. The student may appeal the faculty decision to the Graduate Council.

Practicum Fee

All students enrolled in a practicum course shall be assessed a practicum fee each semester.

Practicum Readiness

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

Degree Candidacy

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

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

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

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

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

Background Checks

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

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

Graduation Requirements

To receive the Master of Education degree, students must:

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

Course Audit

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

- Attend all class meetings and participate in discussions

- Complete reading assignments
- Complete minimal writing assignments to demonstrate understanding of the course material

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

Comprehensive Examination

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

Counseling Course Descriptions

COUN 500: Counselor as a Professional

(3 hrs.)

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

COUN 505: Theories and Techniques in Counseling

(3 hrs.)

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

COUN 510: Foundations of 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 school track may take this course.

COUN 515: Psychological Diagnostics & Treatment Planning

(3 hrs.)

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

COUN 520: Group Procedures

(3 hrs.)

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

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

(3 hrs.)

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

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

(3 hrs.)

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

COUN 530: The Practice of Counseling

(3 hrs.)

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

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

COUN 535: Behavior Management for School Counselors

(3 hrs.)

This course will focus on increasing the understanding of the application of educational psychology principles, specifically the behavioral management aspects of those principles. Only those students in the school track may take this course. It is recommended this course be taken concurrently with COUN 610 Practicum I (School).

COUN 540: Assessment

(3 hrs.)

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

COUN 545: Advanced Human Development

(3 hrs.)

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

COUN 550: Career Development

(3 hrs.)

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

COUN 555: Multicultural Issues in Counseling

(3 hrs.)

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

COUN 560: Advanced Research Methods

(3 hrs.)

(Prerequisite: undergraduate course in statistics or research methods)

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

COUN 565: Family & Community for School Counselors

(3 hrs.)

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

COUN 600: Child & Adolescent Therapies

(3 hrs.)

(Prerequisites: COUN 500, COUN 545)

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

COUN 605: Intelligence Assessment

(3 hrs.)

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

COUN 606: Analysis of Student Performance

(3 hrs.)

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

COUN 610: Practicum I (School)

(3 hrs.)

(Prerequisites: COUN 500, COUN 505, COUN 510, COUN 520 and COUN 525 or COUN 526; 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.

COUN 611: Practicum I (Licensed Professional Counseling)

(3 hrs.)

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

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

COUN 612: Psychological Examiner Practicum

(3 hrs.)

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

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

COUN 615: Comprehensive Guidance Program Management and Evaluation

(3 hrs.)

(Prerequisite: COUN 510)

This course is a study of the processes fundamental to the designing, implementing, evaluating, and enhancing of comprehensive guidance and counseling programs. The focus of the course will be the framework of the Missouri Comprehensive Guidance Program. It is recommended this class be taken concurrently with COUN 620 Practicum II (School).

COUN 620: Practicum II (School)

(3 hrs.)

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

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

COUN 621: Practicum II (LPC)

(3 hrs.)

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

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

COUN 625: Creative Therapies and Special Populations

(3 hrs.)

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

COUN 640: Practicum III (School)

(3 hrs.)

(Prerequisite: COUN 620; Practicum fee assessed)

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

COUN 641: Practicum for Dual Track LPC/School Counselors

(3 hrs.)

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

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

COUN 650: Results-based Evaluation

(1 hr.)

This course is for school guidance personnel interested in learning results-based guidance program evaluation. Requires participation in the Department of Elementary and Secondary Education (DESE) two-part webinar titled "Results-Based Evaluation."

COUN 680: Topics in Counseling

(3 hrs.)

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

COUN 690: Capstone in Professional Counseling

(1 hr.)

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

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

COUN 695: Thesis in Counseling

(3-9 hrs.)

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

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

Education Courses

EDU 464: Education and Psychology of the Exceptional Child

(3 hrs.)

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

EDU 476: Foundations of the Teaching-Learning Process

(3 hrs.)

This course is designed to integrate theory and practice for the professional and pre-professional teacher and/or school specialist. Guidance skills, understanding behavior, appropriate educational objectives and teaching methods are emphasized. The historical, philosophical, sociological and legal foundations of education are included in the course. (This course does not count for graduate level coursework.) (This course is needed for school counselor certification only by students who do not possess a bachelor's degree in education.)

EDU 505: Advanced Educational Psychology

(3 hrs.)

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

Marriage & Family Therapy Courses

MFT 500: Foundations of Marriage & Family Therapy

(3 hrs.)

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

MFT 510: Theories and Techniques of Marriage & Family Therapy

(3 hrs.)

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

MFT 520: Family Life Cycle

(3 hrs.)

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

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

(3 hrs.)

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

MFT530: The Practice of MFT

(3 hrs.)

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

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

MFT 610: Practicum I

(3 hrs.)

(Prerequisites: COUN 500, COUN 505, COUN 515, COUN 520, MFT 500, MFT 510, MFT 525, MFT 530; 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.

X = Required
E = Elective
PG = Post Grad

Course #	Course Title	School Counselor Track	School Psychological Examiner Track	Licensed Professional Counselor Track	Marriage and Family Therapy Track
COUN 500	Counselor as a Professional	X		X	X
COUN 505	Theories & Techniques in Counseling	X		X	X
EDU 505	Advanced Educational Psychology		X		
COUN 510	Foundations of School Counseling	X			
COUN 515	Psychological Diagnostics & Treatment Planning	X	X	X	X
COUN 520	Group Procedures	X		X	X
COUN 525	Ethical & Legal Issues in Counseling	X			
COUN 526	Ethical & Legal Issues in Counseling			X	
COUN 530	The Practice of Counseling			X	
COUN 535	Behavior Management for School Counselors	X			
COUN 540	Assessment	X	X	X	X
COUN 545	Advanced Human Development	X	X	X	X
COUN 550	Career Development	X		X	X
COUN 555	Multicultural Issues in Counseling	X		X	X
COUN 560	Advanced Research Methods	X	X	X	X
COUN 565	Family & Community for School Counselors	X		E	
COUN 600	Child & Adolescent Therapies			E	
COUN 605	Intelligence Assessment		X	E	
COUN 606	Analysis of Student Performance		X		
COUN 610	Practicum I	X			
COUN 611	Practicum I			X	
COUN 612	Psych Examiner Practicum		X		
COUN 615	Comprehensive Guidance Program Management & Evaluation	X			
COUN 620	Practicum II	X			
COUN 621	Practicum II			X	
COUN 625	Creative Therapies & Special Populations			E	
COUN 640	Practicum III	X			
COUN 641	Practicum III			X	
COUN 650	Results-Based Evaluation	E/PG			
COUN 680	Topics			E	
COUN 690	Capstone	X		X	X
COUN 695	Thesis			E	
MFT 500	Foundations of Marriage & Family Therapy			E	X
MFT 510	Theories & Techniques in MFT			E	X
MFT 520	Family Lifecycle			E	X
MFT 525	Ethical & Legal Issues in MFT				X
MFT 530	The Practice of MFT				X
MFT 610	Practicum I				X
MFT 615	Advanced Family Therapy				X
MFT 620	Practicum II				X
MFT 625	Advanced Couples Therapy				X
MFT 640	Practicum III				X

Master of Education in Curriculum & Instruction

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

Program: Leslie Willey, Ph.D.

Program Purpose

The M.Ed. in Curriculum & Instruction is designed to promote theoretical knowledge in education and the application of professional classroom practices. The major content areas of the elementary and early childhood curricula are examined through an emphasis on a broad, holistic approach to learning. The practicum component of the program supports the implementation of learning while providing students the opportunity to work on action research.

Program Requirements

The M.Ed. in Curriculum & Instruction program consists of 32 credit hours of coursework, which can be completed in 13 months. The coursework is offered in a cohort format with classes beginning in June and concluding in June of the next year. In the first June, students are required to participate in a two-week, on-campus program. Classes in Fall and Spring semesters are offered online. Students are then required to complete a one-week, on-campus session at the conclusion of the program.

Online Orientation

Flexibility and quality are the hallmarks of the Stephens College Graduate Studies program. In an effort to stand by our mission and to assist new students in making a successful transition back into college, Stephens requires that all new students complete a one hour online orientation during the first four weeks of classes.

As part of the orientation, students will complete comprehensive assignments designed to familiarize them with all aspects of Blackboard as well as Stephens College policies and procedures as outlined in the graduate catalog.

M.Ed. Curriculum & Instruction Core Coursework: 32 credit hours

EDU 500G: Inquiry into Science, Math

EDU 510G: Inquiry into History, Geography, Government, Economics

EDU 515G: Inquiry into Children's Literature, Music, Art

EDU 520G: Inquiry into Literacy (Reading, Writing, Language Arts)

EDU 525G: Assessment & Evaluation in the Classroom

EDU 530G: Trends and Issues in Teaching & Learning

EDU 540G: Developing a Classroom Community: Supporting Teaching & Learning

EDU 600G: Research in Curriculum & Instruction

Admission Requirements

Applications are accepted throughout the year for June admission. Applicants must have a bachelor's degree from a regionally accredited institution with a minimum 3.5 cumulative GPA in the last 60 hours of undergraduate coursework or a 3.0 cumulative GPA with a Portfolio Review conducted by the Department, participate in a personal review, hold a current teaching certificate and have access to children in a classroom setting in order to gain admission into the program. Admission is based on a combination of undergraduate GPA, Statement of Purpose, recommendation letters, on-campus interview, and TOEFL score, if applicable.

Transfer Credits

Graduate students may transfer a maximum of six semester hours of equivalent graduate credit toward core coursework required in the Stephens Master of Education (M.Ed.) in Curriculum & Instruction program. Due to the importance of the learning format in a cohort format, students who receive transfer credit for prior coursework shall be required to audit the course. Transfer credit shall only be given for coursework taken before starting the M.Ed. in Curriculum & Instruction at Stephens College.

Graduation Requirements

To receive the Master of Education degree, students must:

- Complete all required Curriculum & Instruction course requirements
- Maintain a 3.0 cumulative GPA or higher in the program courses.

M.Ed. in Curriculum & Instruction Courses

EDU 500G: Inquiry I – Science & Math

(4 hrs.)

This course explores the teaching and learning of science and math in the early childhood and elementary classroom. Emphasis is placed on increasing knowledge of math and science, curriculum development, teaching methods, and assessment and evaluation of student learning. Coursework will include application of current research, resources and materials.

EDU 510G: Inquiry II – History, Geography, Government & Economics

(4 hrs.)

This course examines the role of social studies in the curriculum. Current practices are explored and analyzed. A plan for integrating social studies concepts into the daily curriculum will be developed.

EDU 515G: Inquiry III – Children’s Literature, Music, Art

(4 hrs.)

This course explores the ways children’s literature, music, and art can be integrated throughout the curriculum to enhance learning. Various genres, mediums, and models of learning will be examined.

EDU 520G: Inquiry IV – Literacy (Reading, Writing & Language Arts)

(4 hrs.)

This course focuses on the development of an effective literacy program. An examination of current research will be used to lead to the development of classroom practices that are grounded in theory.

EDU 525G: Assessment & Evaluation in the Classroom

(4 hrs.)

This course highlights the role of assessment and evaluation in the classroom. Various formal and informal instruments and procedures of assessment and evaluation will be examined and applied. Implications of these practices are considered.

EDU 530G: Trends & Issues in Teaching and Learning

(4 hrs.)

This course is an intensive study of recent national, state and local trends and current issues in education. Research findings about these issues and trends will be considered. Effects of the trends and issues on daily practice will be evaluated.

EDU 540G: Developing a Classroom Community: Supporting Teaching and Learning

(4 hrs.)

This course focuses on designing and managing a successful classroom. Topics include development, design and organization of curriculum, selection of resources and materials, and strategies for supporting a positive learning community.

EDU 600G: Research in Curriculum & Instruction

(4 hrs.)

(Complete in four 1-hour segments over the length of the program; one-hour segment required for Summer I, Fall, Spring and Summer II sessions)

This course is an overview of the various research methods used in educational settings, with specific emphasis on qualitative research methodologies. Students will become familiar with resources, terms and techniques necessary to design and implement an applied research project. This is the capstone experience for the M.Ed. in Curriculum and Instruction; therefore, students will design and implement a research project with children in their classrooms.