





















































### Student ID

Accounting Office  
Campus Box: 2006  
Address: 206 Lela Raney Wood Hall  
Hours: Cashier window open 11 a.m.-3 p.m. M-F; 9 a.m.-3 p.m. on bi-weekly payday Fridays  
Phone: (573) 876-7105  
Campus Extension: 4105

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

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

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

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

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

### Parking

Director of Security  
Campus Box: 2091  
Address: Tower Hall  
Phone: (573) 876-7299; Campus Extension: 4299

Due to limited parking, all vehicles utilizing campus parking lots must be registered with the Accounting office. To register, complete a registration card with all vehicle information. A fee of \$90 is required to obtain a sticker. Mobility-impaired students with special parking needs should contact the Vice President for Student Services for special parking information. Motorcycles also must be registered and may not be brought into or stored inside buildings.

### Parking Fines and Towing

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

### Motor Vehicle and Bicycle Regulations

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

### Smoking Policy

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

### Gun Policy

Stephens College is a gun-free campus.

### Student Concerns Policy

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

### Academic Standing

#### Access to Student Records

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

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

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

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

#### Retention and Disposal of Student Academic Records

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

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

#### Graduation

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

#### Waiver of Academic/Degree Requirement

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

#### Information and Technology Services (I&TS)

All campus computers are connected to a local area network, which requires a network log-in for access. All students receiving a Stephens' e-mail account will agree to comply with an Acceptable Use Policy, which is provided upon

registration for the account. Internet and e-mail use are privileges and may be revoked at the discretion of the College.

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

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

### Printing

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

### Campus Computer Access

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

### Campus Network Access

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

### Computer Ethics and Security

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

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

### Passwords

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

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

### Violation of Computer Policies

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

### The Campus

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

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

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

The Hugh Stephens Resources Library is the central building of the Quadrangle. It is an open, informal space housing a variety of resources and offering students and staff comfortable study areas and computer access to enhance a pleasant, independent learning and research experience. The Library also offers other spaces to facilitate academic and

business meetings, such as the Penthouse and other meeting rooms. The Albert Schweitzer Collection area is a quiet nook tucked away in a corner of the Library—perfect as a quiet place for individual study or reflection.

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

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

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

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

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

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

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

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

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

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

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

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

### Other Buildings

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

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

### Family Educational Rights and Privacy Act (FERPA)

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

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

1. The right to inspect and review their education records within 45 days after the day Stephens College receives a request for access. A student should submit to the Office of the Registrar (LRW 248) a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the requested records are not maintained by the Registrar's Office, the Registrar or her designee shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.  
A student who wishes to ask Stephens College to amend a record should write the Registrar (or whatever school official is responsible for the record, as indicated by the Office of the Registrar) to clearly identify the part of the record the student wants changed and specify why it should be changed.

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

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

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

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

4. The right to withhold the disclosure of "Directory Information." FERPA allows Stephens College to disclose appropriately designated "directory information" upon request without a student's written consent. Directory information is information that is generally not considered harmful or an invasion of privacy if released, and includes:

- A student's name, address, telephone number, email address;
- A student's date and place of birth, dates of attendance and grade level;
- A student's major field of study, most recent educational agency or institution attended and degrees, honors and awards received;
- A student's photograph when the student is participating in officially recognized College activities and athletics;
- A student's weight and height as a member of an athletic team;

- A student's ID number, user ID or other personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (a student's SSN cannot be used for this purpose).

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

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

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

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

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

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

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

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

#### **Nature and Scope of Policy**

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

#### **Procedures: Identification and Accommodation**

##### **Identification**

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

**Accommodation**

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

**Academic Accommodations**

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

**A. Classroom Access**

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

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

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

**B. The Student Success Center and the ADA Coordinator**

The Student Success Center and the ADA/Section 504 Coordinator

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

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

**C. Assisted Registration Services**

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

**D. Auxiliary Services/Aids****1. Interpreter Services**

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

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

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

2. **Note Taker/Scribe Services**

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

3. **Reader Services**

Reader services will be provided for students with reading, visual, visual processing, or other disabilities, when deemed by the ADA/Section 504 Committee to be a reasonable accommodation. When available, electronic texts will be supplied by the ADA/ Section 504 Coordinator for students to use with text-to-speech software. When appropriate, students will be provided with readers for exams, when requested in a timely manner. These arrangements will be made by the course instructor and paid for by the Office of the ADA/Section 504 Coordinator.

4. **Tutoring Service**

Stephens College provides the services of peer and professional tutors through the Student Success Center for the benefit of all students, without discrimination on the basis of disability.

5. **Equipment**

The College will provide reasonable modifications of equipment utilized by students for class and study activities. Auxiliary equipment needed by students for classroom use will be made available upon request to the ADA/Section 504 Committee when such aids are determined to be a reasonable accommodation. Personal equipment such as tape recorders, hearing aids, etc. is the responsibility of the student.

E. **Course Load**

Students with certified disabilities may, upon recommendation of the ADA/Section 504 Committee, seek approval from the Academic Standards Committee to enroll in fewer than 12 credit hours per semester. Eligible students will be considered to have full-time status and will be eligible for all benefits available to other full-time students at the College.

F. **Course Withdrawal**

Upon recommendation from the ADA/Section 504 Committee, students with disabilities may apply to the Academic Standards Committee for course withdrawals after the deadline when extenuating circumstances involving a student's disability warrant withdrawal. Poor academic performance alone is insufficient reason to request a post-deadline course withdrawal.

G. **Attendance Accommodation Policy**

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

**Requesting an Accommodation for Attendance**

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

diagnose and treat the disability, supports the need for such a modification.

If the modification is approved, the student and ADA/Section 504 Coordinator will work together, in consultation with the documentation, to suggest an appropriate number of days the student be allowed to miss class. However, since the amount of days is “suggested” instructors can determine if the suggested amount of days will alter essential or fundamental academic requirements (see Information for Instructors section at the end of the policy). Instructors may determine the appropriateness of the “suggested” number of days by reviewing statements in the syllabus and course description regarding attendance, grading methods, whether student participation is an essential method for learning, the need or lack thereof for classroom interaction, and the impact, if any, which non-attendance will have on the educational experience of other students. If an instructor determines that the suggested number of days is not appropriate (see Information for Instructors section at the end of the policy), the ADA/Section 504 Coordinator asks that the instructor notify the Coordinator as soon as possible. This allows the Coordinator and student time to determine if there may be alternate ways to support the student in the class.

### ***Policies and Guidelines***

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

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

The student acknowledges that

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

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

### ***Information for Instructors***

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

- Though the ADA/Section 504 Coordinator encourages the instructor to be flexible with a class attendance policy, the instructor is not required to waive or alter any essential or fundamental academic requirements of a course regardless of the nature of the student’s disability.
- Depending on the nature of the course, flexible attendance may not be an appropriate accommodation. For example, if the course involves significant interaction and in-class participation, such as courses that rely on experiential learning, an attendance accommodation may not be appropriate.

- The U.S. Department of Education lists the following factors to be considered in determining whether attendance is an essential component of a class and therefore not open to accommodation. Instructors should consider these factors when making a determination regarding a student's attendance:
  - Does classroom interaction occur between the instructor and students and among students?
  - Do student contributions constitute a significant component of the learning process?
  - Does the fundamental nature of the course rely on student participation as an essential method for learning?
  - To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?
  - What are the classroom practices and policies regarding attendance as written in the course description and syllabus?

#### H. **Flexible Deadline Policy**

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

#### ***Requesting an Accommodation for Extended Deadlines***

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

#### ***Policies and Guidelines***

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

Please note that unexpected illness or injury, a recent diagnosis, onset, or change in condition rarely warrants accommodations in extension of assignment deadlines. Rather, these conditions could warrant a withdrawal or incomplete.

The student accepts responsibility for

- scheduling an appointment to meet with each instructor in order to discuss the extended deadline modification as soon as accommodations letters are sent to instructors each semester.
- contacting the instructor to inform the instructor of the need to use the extension of assignment deadlines for a disability-related necessity prior to the assignment deadline.
- contacting the ADA/Section 504 Coordinator immediately with any questions or concerns.

#### ***Information for Instructors***

If a student has provided an instructor with confirmation of a flexible deadline accommodation, the ADA/Section 504 Coordinator, with possible support from the ADA Committee, will have received

documentation to determine the accommodation is appropriate. Contact the ADA/Section 504 Coordinator immediately with any questions or concerns.

### Time Extensions

#### 1. Exams

If appropriate, the ADA/Section 504 Committee may provide an accommodation in the form of extended testing time for exams. In general, extended testing time shall not exceed twice the amount of time allocated for the original exam.

#### 2. Completion of Course Requirements

Upon the recommendation of the ADA/Section 504 Committee, the Vice President for Academic Affairs may authorize extensions for completing course requirements when progress is adversely affected by a disability.

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

## Title IX: Sexual Offenses Policy

### Introduction

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

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

### Statement of Policy

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

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

### Title IX Coordinator

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

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

### Contact the Title IX Coordinator:

Alex Bryan  
Stamper Commons, Office of Student Experience  
[abryan@stephens.edu](mailto:abryan@stephens.edu)

(573) 876-7230

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

- **Sexual Harassment**  
Sexual harassment is defined as unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive that it unreasonably interferes with, denies or limits someone’s ability to participate in or benefit from the Colleges educational program and/or activities. Sexual harassment may involve power differentials (quid pro quo), the creation of a hostile environment, or retaliation.
- **Non-Consensual Sexual Contact**  
Non-Consensual Sexual Contact (or attempts to commit same) is defined as any intentional sexual touching (including disrobing or exposure), however slight, with any object, by a man or a woman upon a man or a woman, that is without consent and/or by force.
- **Non-Consensual Sexual Intercourse**  
Non-Consensual Sexual Intercourse (or attempts to commit same) is defined as any sexual intercourse, however slight, with any object, by a man or woman upon a man or a woman, that is without consent and/or by force. Intercourse includes vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue or finger and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.
- **Sexual Exploitation**  
Occurs when a student takes non-consensual or abusive sexual advantage of another for her/his own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of any other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:
  - invasion of sexual privacy;
  - prostituting another student;
  - non-consensual video or audio-taping of sexual activity;
  - going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
  - engaging in voyeurism;
  - knowingly transmitting an STD or HIV to another student.
  - Sexually-based stalking and/or bullying may also be forms of sexual exploitation.
- **Domestic Violence**  
Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the State of Missouri, or by any other person against an adult or youth victim who is protected from that person’s acts under Missouri law. Domestic violence may include “intimate partner violence,” which may include physical violence, sexual violence, threats of physical or sexual violence, or emotional/psychological abuse.
- **Dating Violence**  
Dating violence refers to violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined by the length of the relationship, the type of relationship, and/or the frequency of interaction between the persons involved. Dating violence may include “intimate partner violence,” which may include physical violence, sexual violence, threats of physical or sexual violence, or emotional/psychological abuse.
- 5. **Stalking**  
Stalking refers a course of conduct directed at a specific person that would cause a reasonable person to fear for her or his safety or the safety of others, or suffer substantial emotional distress. It may include, but is not limited to, following a person, appearing at his or her home or place of business, making harassing phone calls, sending harassing electronic or written messages, or vandalizing a person’s property. For purposes of this policy “course of conduct” refers to two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person’s property.
- 6. **Reproductive coercion**  
Explicit male behaviors to promote pregnancy, including birth control sabotage (interference with contraception) or pregnancy coercion (telling a woman not to use contraception or threatening to leave her if she does not get pregnant).

#### *Additional Important Terms*

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

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

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

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

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

This policy also covers a person whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the ingestion of rape drugs. Possession, use and/or distribution of any of these substances, including Rohypnol, Ketomine, GHB, Burundanga, etc. is prohibited, and administering one of these drugs to another student is a violation of this policy. More information on these drugs can be found at [www.911rape.org](http://www.911rape.org).

Use of alcohol or other drugs is not a defense to a violation of this policy.

#### **Understanding Consent**

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

- Consent cannot be implied by attire or inferred from the spending of money on a date.
- Intentional use of alcohol/drugs by the accused is not an excuse for violation of the Sexual Offenses Policy.
- Consent lasts only for a reasonable time, depending on the circumstances.

#### Consent Cannot Be Given By:

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

#### Risk Reduction Tips

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

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

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

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

#### Reporting Procedures and Policies

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

- Leave the scene and get to a safe place as soon as possible.
- Call someone who can help and support you through this process, such as a close friend, a relative or a residential adviser. A victim advocate from the College is available to assist you and can be contacted by calling Counseling Services at the Health & Wellness Center, (573) 876-7157, Campus Extension: 4157. Counselors are available on an emergency basis.
- Get medical attention right away. Even if you do not want to report the event to the police, you may have hidden internal injuries, sexually transmitted infections, or a pregnancy that requires medical care. Having the

evidence collected in this manner will help to keep all options available to you but will not obligate you to any course of action. Collecting evidence can assist the authorities in pursuing criminal charges, should you decide later to choose that option. Medical care, including emergency contraception (a way to prevent pregnancy after unprotected sex), is available at local hospital emergency rooms, as well as the Planned Parenthood Columbia Health Center at 711 North Providence Road.

- Do not shower, drink, eat, brush your teeth, or change your clothes. Such activities destroy physical evidence that could be useful in the possible prosecution of the alleged perpetrator. If you have already done so, which is a normal response, you should still seek medical care, as these activities do not necessarily prevent the collection of evidence. If you have changed clothing since the assault, bring the clothing you had on at the time of the assault with you to the hospital in a clean, sanitary container such as a clean paper grocery bag or wrapped in a clean sheet (plastic containers do not breathe, and may render evidence useless). If you have not changed clothes, bring a change of clothes with you to the hospital, if possible, as they will likely keep the clothes you are wearing as evidence.
- Consider contacting campus or community resources, including the Counseling Center, (573) 876-7157, or Campus Extension: 4157. Counseling services are available 24 hours a day on an emergency basis. Campus Security is also available to assist you and may be reached by calling (573) 876-7299 or Campus Extension: 4299.
- Consider contacting law enforcement. If you go to the hospital, law enforcement will automatically be called, but you are under no obligation to speak with them.
- Write down everything that you remember. Even if the detail seems minute to you, it may be important.

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

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

### Confidential Support Persons vs. Mandatory Reporters

When an individual is affected by an incident involving sexual harassment, including sexual misconduct, there are some people within the College community she/he can talk to with who can provide completely confidential advice and assistance. In most cases, College employees are required to disclose reports of sexual misconduct to appropriate individuals within the College; however, there are some specific individuals who are not subject to this requirement. The distinction between those who are required to report and those who can maintain confidentiality can be confusing.

**Therefore, below are descriptions that clarify confidential support persons vs. mandatory reporters, and the protocol to follow when reporting sexual misconduct.** Talking to any of the individuals listed as “confidential support persons” does not constitute making a formal report of the incident to the College, though the College may still be obligated to report the incident (with no identifying information) in statistical information required by the federal government. This means that if the report is made only to a confidential support person, the College will not be in a position to respond to the report by initiating disciplinary or other proceedings discussed in this policy. While the decision about reporting sexual misconduct rests with the survivor/victim, Stephens College strongly encourages all survivors/victims of sexual misconduct to make a formal report to the College.

### Confidential Support Persons

Students who wish to maintain confidentiality should speak with campus mental health counselors, campus health service providers or off-campus rape crisis counselors, all of whom have the right to maintain confidentiality. Campus counselors are available to help you free of charge (See Counseling Services on page 130 in *“Within the Ivy”* for more information) and can be seen on an emergency basis. In addition, students may speak with off-campus members of the clergy and chaplains, who will also keep reports made to them confidential. If you are unsure of someone’s duties and ability to maintain your privacy, ask them before you talk to them. They will be able to tell you, and help you make decisions about who can best help you.

### Mandatory Reporters (Faculty & Staff)

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

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

### Investigation and Adjudication Guidelines

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

- Any member of the College community, guest, visitor or other interested party may make a formal report of an alleged violation of the College's Sexual Offenses Policy. Complaints should be in writing and should be submitted to one of the College's "responsible employees," (as defined in this policy), including but not limited to Dr. Overton, the College's Title IX Coordinator. While there is no time limit for filing such an allegation, failure to file a timely complaint with the Title IX Coordinator may adversely affect the ability of the College to take any remedial measures under this policy.
- After the College receives a report of a potential violation of the College's Sexual Offenses Policy, the Title IX Coordinator will meet with the victim (referred to as the "complainant") to determine the nature of the complaint. If the Title IX Coordinator determines that the complaint may constitute a violation of the Sexual Offenses Policy, the Title IX Coordinator will outline the options available to the complainant, including:
  - The complainant's right to notify law enforcement, to file a criminal complaint, and/or to seek an order of protection from the court system;
  - The availability of College authorities to assist the complainant in notifying law enforcement;
  - The complainant's right to request intermediate and/or protective measures from the College;
  - The complainant's right to determine if she/he wishes to pursue formal College disciplinary proceedings against the accused (referred to as the "respondent");
  - The procedures for the College's investigation of violations of the College's Sexual Offenses Policy and related disciplinary proceeding;
  - The possible outcomes of the College's disciplinary process.
- The Title IX Coordinator will provide the complainant with a copy of this policy, which explains the complainant's rights and options. In addition, the Title IX Coordinator will provide the complainant with written information about existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, and other services available for victims both within the College and in the community.
- If the complainant wishes to pursue formal College disciplinary proceedings against the respondent, complaints involving students will be referred to the Vice President for Student Development for investigation. Complaints involving employees of the College will be referred to the Director of Human Resources for investigation (see Stephens College Employee Personnel Policies or contact the Director of Human Resources for information about the process involved in investigating allegations of employee misconduct).
- If the complainant requests confidentiality, the College will take all reasonable steps to investigate and respond to the complaint while respecting the complainant's request for confidentiality; however, complete confidentiality may not be possible.
- If the complainant requests that the College not pursue formal disciplinary proceedings against the respondent, the College may still be obligated to continue investigating the complaint and may even pursue disciplinary proceedings if the College believes that such action is necessary to protect the safety and well-being of the College community. The College will only make this determination after a careful review of the situation and will consult with the complainant about ways in which it may limit the investigation's impact on the complainant.
- Both the complainant and the respondent have the opportunity to be accompanied by an advisor of their choosing to any investigatory meetings or disciplinary proceedings. During any such meeting or proceeding, the advisor may only act in a support role, meaning the advisor will not be permitted to testify, serve as a witness, examine or cross-examine any witnesses, or provide a statement on behalf of the student.
- During the investigation, the respondent will be given a full opportunity to respond to the allegations and will have the opportunity to provide a statement.
- The investigation will also generally include interviews and written statements from witnesses, as well as consideration of any other evidence relevant to the incident.
- Mediation, restorative justice conferencing and other processes may be available in certain situations. These options can be requested by either the complainant or respondent or suggested by the Title IX Coordinator or Vice President for Student Development. These options may be used to avoid escalation of minor conflicts or in place of the Conduct Code hearing process in certain situations with the agreement of all involved parties

and with the approval of the Title IX Coordinator. If an agreement is not reached when used in lieu of the conduct process, the case will be referred back for adjudication. **Please be advised that non-consensual sexual intercourse or any other situation involving violence cannot be mediated.**

- If a case of alleged sexual misconduct is not resolved informally, the matter will be scheduled for a hearing before a Hearing Panel of the Student Conduct Code Hearing Board (consistent with the policies of the SCC). The Hearing Panel will be comprised of individuals who receive annual training on the issues related to dating violence, domestic violence, sexual assault, and stalking and on how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.
- Both parties have a right not to have their unrelated past sexual histories discussed in the hearing. The Chair of the SCC Hearing Panel will determine whether proposed testimony regarding past sexual history between or of either of the parties is related to the case at issue and may be introduced during the hearing. This determination will be made with the recognition that the mere fact of a current or previous consensual dating or sexual relationship between the complainant and respondent does not itself imply consent or preclude a finding of sexual misconduct.
- The complainant and the respondent are both permitted, but not required, to be present throughout the hearing. The complainant or respondent may choose to be physically separated from the other individual during hearing proceedings. This choice should be made at least two (2) business days prior to the hearing and communicated to the Administrative Assistant to the President so that the College may make the necessary arrangements.
- Neither the complainant nor the respondent may question the other directly, but both may submit questions to the Hearing Panel and the Chair of the SCC Hearing Panel will determine whether to ask any of the submitted questions.
- In accordance with this Policy, a Hearing Panel of the Student Conduct Hearing Board is empowered to hear allegations of, and to impose sanctions for, sexual misconduct and any violations of the College's Student Code of Conduct pending against the respondent directly related to the alleged sexual misconduct or any alleged violations of this Policy.
- The Department of Education's Office of Civil Rights has interpreted Title IX to require schools to evaluate reports of alleged sexual misconduct under a "preponderance of the evidence" standard and that is the standard adopted by this policy. A preponderance of the evidence exists when a reasonable person, after a careful balancing of available information, would conclude a violation has occurred and the student/organization charged is responsible for the violation.
- The Vice President for Student Development will provide contemporaneous written notice to both the complainant and the respondent regarding the outcome of the disciplinary proceedings, including any sanction(s) imposed. The notice will also include the College's procedures for either the complainant or respondent to appeal the outcome. Both the complainant and respondent have equal rights of appeal (see page 117 of the Student Code of Conduct).
- Students who appear before the Student Conduct Hearing Panel, whether as parties to the proceedings or as witnesses, are expected to provide truthful testimony. All information associated with the proceedings is completely confidential; individuals believed to have violated confidentiality will be subject to disciplinary action.
- It is a violation of College Policy to retaliate against any person making a report of sexual misconduct or against any person cooperating in the investigation of (including testifying as a witness to) any allegation of sexual misconduct. "Retaliation" includes intimidation, threats, or harassment against any such reporting party or third party. Retaliation should be reported promptly to the Vice President for Student Development and may result in disciplinary action independent of the sanction or interim measures imposed in response to the underlying allegations of sexual misconduct.

### Sanctions

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

### Effect of Criminal Proceedings

Because sexual misconduct may constitute both a violation of College Policy and criminal activity, the College encourages persons to report alleged sexual misconduct promptly to campus or local law enforcement agencies. Criminal investigations may be useful in the gathering of relevant evidence, particularly forensic evidence. Because the

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

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

### Frequently Asked Questions

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

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

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

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

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

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

#### **Will my parents be told?**

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

#### **Will the respondent/accused student know my identity?**

Yes, if you file a formal complaint. Sexual misconduct is a serious offense and the accused student has the right to know the identity of the complainant/alleged victim. If there is a hearing, the College does provide options for

questioning without confrontation, including closed-circuit testimony, Skype, using a room divider or using separate hearing rooms.

**Do I have to name the perpetrator?**

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

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

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

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

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

**What about legal advice?**

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

**Can I get a restraining order against the perpetrator?**

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

**What about changing residence hall rooms?****What other accommodations can the College offer?**

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

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

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

No. The severity of the infraction will determine the nature of the College's response, but whenever possible, the College will respond educationally rather than punitively to the illegal use of drugs and/or alcohol. The seriousness of

sexual misconduct is a major concern and the College does not want any of the circumstances (e.g., drug or alcohol use) to inhibit the reporting of sexual misconduct.

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

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

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

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

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

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

**Guests and Visitation Policy**

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



Lela Raney Wood Hall

## Administrative Personnel

**President, Shannon B. Lundeen**, B.A., 1999, Colgate University; M.A., 2004, Ph.D., 2005, Stony Brook University. Stephens 2025.

**Chief of Staff & Secretary to the Board**, Shannon Blankenship Walls, B.F.A., 1993, Stephens College. Stephens 1995-2004, 2006.

**Associate Vice President for Marketing**, Sarah Salmons, B.A., 2001, Truman State University; M.F.A., 2009, Lindenwood University. Stephens 2023.

**Creative Director**, Jennifer Cropp, B.F.A., 2001, University of Central Missouri. Stephens 2012.

**Associate Vice President / Director of Athletics**, Betty Vilalobos, 1996, Lincoln University; B.S., 2006, William Woods University; M.Ed.

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

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

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

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

**Registrar**, Colette M. Whelan, B.S., 2006, William Woods University; M.B.A., 2009, William Woods University. Stephens 2024.

**Dean of the Women's College**, Michael Barger, B.S., 1994, M.S., 1995, University of Nebraska-Lincoln, Ph.D. 2001, Wake Forest University. Stephens 2021.

**Interim Dean of the Conservatory for the Performing Arts**, Lisa Brescia, A.A., 1991, American Academy of Dramatic Arts, B.A., 2008 Empire State College, M.F.A. 2014, Academy for Classic Acting at George Washington University. Stephens 2022.

**Dean of Workforce Development and Continuing Education**, R. Scott Taylor, B.S., 1989, Missouri State University; MPA, 1999, University of Missouri-Columbia; DBA, 2021, California Southern University-Irvine. Stephens 2018.

**Vice President for Enrollment Management**, Christi Hopkins, B.S., 1988, Southwest Baptist University; M.A., 2015, Baker University, Stephens 2025.

**Director of Admissions**, Gerica Curry, B.S., 2018, Stephens College. Stephens 2022.

**Associate Vice President of Financial Aid**, Keri Gilbert, B.A., 2014, Cameron University; CPA, 2019, Stephens 2024

**Interim Chief Financial Officer**, Kari Gruenberg, B.S., 1979, Miami University; M.S.M., 1997, Perdue University. Stephens 2024.

**Controller**, Kari Gruenberg, B.S., 1979, Miami University; M.S.M., 1997, Perdue University. Stephens 2024.

**Director of Human Resources**, Tina Fisher, B.B.A., 2007, William Woods University

**Vice President for Facilities Management and Auxiliary Services**, Laura Stevens, B.A., 1991, Greenville College; M.B.A., 2019, Maryville University. Stephens 2021.

**Chief Information Officer**, Aron Gish. Stephens 2023.

**Vice President for Advancement, Kelley Marchbanks**, B.S., 2002, University of Missouri; M.P.A, 2007, Truman School of Public Affairs

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

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

**Associate Vice President for Student Experience**, Alexandra Bryan, B.S., 2010, M.Ed. University of Missouri-Columbia. Stephens 2021.

**Director of Security**, Demond Tauber, B.S., 1995, Columbia College. Stephens 2024.

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

**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.

**Dean Emerita**, Gail Humphries; B.A., Allegheny College, 1972; M.A., American University, 1979; Ph.D., American University, 2002. Stephens 2014.

**Board of Trustees**

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Jennifer Wilder '94 – Fairfax Station, VA

Jennifer Flaks '03 – Phoenix, AZ

Carol Grove '87 – Columbia, MO

Lindsey Weber '08 – Saint Louis, MO

David Fleming – Columbia, MO

Katherine Dietzen '86 – New York, NY

Lisa Havens – Dallas, TX

Eryca Neville – Columbia, MO



## Faculty

### **Blakemore, Megan**

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

### **Fifield, Andrea**

Counseling  
B.A., 1997, M.A., 2004, Truman State University; Ph.D., 2010, Auburn University. Stephens 2023.

### **Irvin, Sarah**

Counseling  
B.S., 2012, Mississippi State University; M.Ed. 2014, Delta State University; Ph.D., 2020, University of Holy Cross. Stephens 2021.

### **Kissinger, Daniel**

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

### **Norris, Lezlie**

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

### **Peth, Mara**

Physician Assistant  
B.S., 2014, Iowa State University of Science and Technology; M.S., 2016, Saint Ambrose University. Stephens 2023.

### **Sapp, Merrill**

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

### **Shoge, Kendra**

Counseling  
B.S., 2010, M.S. 2014, Missouri State University; Ph.D., 2019, University of Arkansas. Stephens 2022.

### **Weaver, Adelaide**

Physicians Assistant  
B.S., 2016, Arizona State University & Barrett Honors College; M.S., 2019, Stephens College

### **Welch, Rosanne**

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

### **Wilson, Hilary**

Physicians Assistant  
Ph.D., 2012, University of Kentucky; M.S./B.S., 2007, University of Missouri

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

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

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

### Authorized States

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

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

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

- California
- Massachusetts

**Dispute/Complaint Resolution**

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

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

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



National Council for  
State Authorization  
Reciprocity Agreements

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Approved Institution

## Master of Education (M.Ed.) in Counseling

Program Director: Daniel B. Kissinger, Ph.D., LPC-S

**Specialization Areas:** School Counseling (SC)  
Clinical Mental Health Counseling (CMHC)

### Program Purpose

The Master of Education in Counseling program trains students to become professional counselors in school and/or community-based mental and behavioral health settings (public/private mental health centers, hospitals, & non-profit agencies). The 60 credit School Counseling (SC) concentration has been approved by the Missouri Department of Elementary and Secondary Education (DESE) for professional school counselor certification. The 60 credit Clinical Mental Health Counseling (CMHC) concentration meets the Missouri Committee for Professional Counselor's educational requirements for licensure as a professional counselor (PLPC/LPC).

### Vision Statement

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

### Mission Statement

The mission of the Stephens College Counseling program is to prepare ethically, culturally, and clinically competent professional counselors through curriculums grounded in current, evidence-based counseling skills, theory, technique, professional counselor identity, and ethics. Program graduates are well prepared to work with diverse clientele across the lifespan within school and mental/behavioral health systems as well as for-and non-profit public and private settings.

## Program Requirements: Master of Education in Counseling

The Master of Education in Counseling (M.Ed.) program offers three (3) degree plan options. The Clinical Mental Health Counseling (CMHC) specialization offers a 60 credit hour degree plan, while the School Counseling (SC) specialization area offers 45 and 60 credit hour degree plans.

### School Counseling Specialization(SC)

The School Counseling specialization degree prepares students to become eligible for certification as a school counselor in the State of Missouri. Students can select from a 45 and 60\* credit hour degree plan, both of which are approved by the Missouri Department of Elementary & Secondary Education (DESE).

#### 45-CREDIT HOUR DEGREE PLAN (DESE-Approved)

The 45-credit hour School Counseling degree plan requires 6 credits of practicum (100 clock hours) and internship (300 clock hours) in a school setting. The internship must be split between a K-8 and 7-12 setting to earn a K-12 professional certificate from the Missouri Department of Elementary and Secondary Education (DESE). Prior to completing the application for certification, students must register and pass content and performance assessments as outlined by DESE for Professional School Counselors. Currently, these assessments include the Praxis and the MEES, although requirements are subject to change based on revisions to state certification requirements. Graduates of the 45-credit hour degree plan are eligible for certification as a school counselor in Missouri.

Students without a valid Missouri teaching certificate must also complete two additional education courses prior to certification: EDU 464: Psychology & Education of the Exceptional Child and EDU 476: Foundations of Teaching – Learning Process.

#### 60-CREDIT HOUR DEGREE PLAN (DESE-Approved)

The 60-credit hour School Counseling degree plan requires 9 credits of practicum (100 clock hours) and internship (600 clock hours) experiences in a school setting. The internship must be split between a K-8 and 7-12 setting to earn a K-12 professional certificate from the Missouri Department of Elementary and Secondary Education (DESE). Graduates of the 60 credit-hour degree plan are eligible for certification as a school counselor in Missouri. Prior to completing the application for certification, students must register and pass content and performance assessments as outlined by DESE for Professional School Counselors. Currently, these assessments include the Praxis and the MEES, although requirements are subject to change based on revisions to state certification requirements.

Students without a valid Missouri teaching certificate must also complete two additional education courses prior to certification: EDU 464: Psychology & Education of the Exceptional Child and EDU 476: Foundations of Teaching – Learning Process.

### **60-Credit Hour Degree Plan (Licensure Option)**

The 60-credit hour School Counseling degree plan with a licensure option requires 12 credits of practicum and internship experience. In this degree plan, students complete 3-credit practicum (100 clock hours) and 3-credit internship (300 clock hours) experiences. The SC internship must be split between a K-8 and 7-12 setting to earn a K-12 professional certificate from the Missouri Department of Elementary and Secondary Education (DESE). Following completion of the school counseling internship, students complete 6 credits of internship (600 clock hours) in a clinical mental health setting. Graduates of the 60-credit hour degree plan are a) eligible for certification as a school counselor in Missouri and b) eligible for licensure as a professional counselor in Missouri.

Prior to completing the application for certification as a school counselor, students must register and pass content and performance assessments as outlined by DESE for Professional School Counselors. Currently, these assessments include the Praxis and the MEES, although requirements are subject to change based on revisions to state certification requirements. Additionally, students without a valid Missouri teaching certificate must also complete two additional education courses prior to certification: EDU 464: Psychology & Education of the Exceptional Child and EDU 476: Foundations of Teaching – Learning Process.

### **Licensure Option Requirements:**

- The School Counseling student receives applies for and receives permission from the full Counseling faculty to begin the CMHC clinical sequence (i.e., COUN 607: CMHC Internship I & COUN 608: CMHC Internship II) in the next available semester following successful completion of the COUN 602: SC Practicum & Behavioral Strategies and COUN 603: SC Internship I sequence.
- The School Counseling student substitutes COUN 607: Clinical Mental Health Counseling Internship I (3cr) for COUN 575: Human Sexuality in Counseling.
- The School Counseling student substitutes COUN 608: Clinical Mental Health Counseling Internship II (3cr) for COUN 604: SC Internship II (3cr)

Note: A passing score on the National Counselor Examination (NCE) is required for licensure as a professional counselor (PLPC/LPC) in the State of Missouri (See: Committee for Professional Counselors (mo.gov)). The NCE is not a graduation requirement, but students are encouraged to register and sit for the NCE as it can often aid in facilitating the state licensure application process.

### **School Counseling: 45 Credit, DESE-Approved**

#### **Core Curriculum**

COUN 500: Core Counseling Skills (3)  
COUN 501: Professional Orientation & Ethics (3)  
COUN 505: Theories of Counseling (3)  
COUN 520: Group Counseling (3)  
COUN 540: Assessment (3)  
COUN 545: Advanced Human Development (3)  
COUN 550: Career Counseling & Development (3)  
COUN 555: Multicultural Counseling (3)  
COUN 560: Research Methods (3)  
COUN 600: Child & Adolescent Counseling (3)  
COUN 630: Crisis & Trauma Counseling (3)

#### **School Counseling Specialization Curriculum**

COUN 655: SC Foundations & Program Development (3)  
COUN 660: Comprehensive SC Program Delivery (3)

#### **School Counseling Clinical Sequence**

COUN 602: SC Practicum & Behavioral Strategies (100 hrs/3 credits)  
COUN 603: SC Internship I (300 hrs./3 credits)

\*Students who do not hold a bachelor's degree in education and/or a valid Missouri teaching certificate are also required to complete EDU 464 Psychology & Education of the Exceptional Child.

**School Counseling: 60 Credit, Licensure Option****Core Curriculum**

COUN 500: Core Counseling Skills (3)  
COUN 501: Professional Orientation & Ethics (3)  
COUN 505: Theories of Counseling (3)  
COUN 515: Diagnosis & Treatment Planning (3)  
COUN 520: Group Counseling (3)  
COUN 535: Introduction to Marriage & Family Counseling (3)  
COUN 540: Assessment (3)  
COUN 545: Advanced Human Development (3)  
COUN 550: Career Counseling & Development (3)  
COUN 555: Multicultural Counseling (3)  
COUN 560: Research Methods (3)  
COUN 590: Intro to Substance Abuse & Process Addictions (3)  
COUN 600: Child & Adolescent Counseling (3)  
COUN 630: Crisis & Trauma Counseling (3)

**School Counseling Specialization Curriculum**

COUN 655: SC Foundations & Program Development (3)  
COUN 660: Comprehensive SC Program Delivery (3)

**School Counseling Clinical Sequence**

COUN 602: SC Practicum & Behavioral Strategies (100 hrs/3 credits)  
COUN 603: SC Internship I (300 hrs./3 credits)

\*Students who do not hold a bachelor's degree in education and/or a valid Missouri teaching certificate are also required to complete EDU 464 Psychology & Education of the Exceptional Child & EDU 476: Foundations of Teaching-Learning Process

**Clinical Mental Health Counseling Coursework**

COUN 607: Clinical Mental Health Internship I (300 hrs/3)  
COUN 608: Clinical Mental Health Internship II (300 hrs/3)

**Clinical Mental Health Counseling Specialization (CMHC)**

The Clinical Mental Health Counseling (CMHC) specialization meets the educational requirements set forth by the Missouri Committee for Professional Counselors to qualify for the Professional Counselor license (PLMHP/LPC). The program requires a minimum of 60 credit hours of coursework, including three semesters/nine (9) credit hours of practicum and internship coursework/field experience. CMHC concentration requirements are subject to change based on revisions to state license requirements and/or accreditation.

**Clinical Mental Health Counseling**

COUN 500: Core Counseling Skills (3)  
COUN 501: Professional Orientation & Ethics (3)  
COUN 505: Theories of Counseling (3)  
COUN 515: Diagnosis & Treatment Planning (3)  
COUN 520: Group Counseling (3)  
COUN 535: Introduction to Marriage & Family Counseling (3)  
COUN 540: Assessment (3)  
COUN 545: Advanced Human Development (3)  
COUN 550: Career Counseling and Development (3)  
COUN 555: Multicultural Counseling (3)  
COUN 560: Research Methods (3)  
COUN 575: Human Sexuality in Counseling (3)  
COUN 600: Child & Adolescent Counseling (3)  
COUN 590: Introduction to Substance Abuse & Process Addictions (3)  
COUN 630: Crisis and Trauma Counseling (3)

**Clinical Mental Health Counseling Specialization**

COUN 635: Counseling Theory & Methods (3)  
COUN 608: Special Topics in Counseling (3)

**Clinical Mental Health Counseling Clinical Sequence**

COUN 601: Counseling Practicum (100 hrs/3)  
COUN 607: Clinical Mental Health Internship I (300 hrs/3)  
COUN 608: Clinical Mental Health Internship II (300 hrs/3)

### Post Graduate Coursework

The program offers a post-graduate option for individuals interested in completing requirements for certification as a school counselor in Missouri at the elementary and secondary levels. Admission to complete post-graduate work in school counseling is contingent on program enrollment/availability as determined by the program director and requires a) prior completion of a minimum 45 credit-hour graduate degree in school counseling from Stephens College or regionally-accredited school counseling program, b) formal application to the program, including submission of all graduate transcripts, c) a face-to-face interview with SC clinical director and program director, and d) a minimum of one professional reference/support letter from an individual knowledgeable about applicant's job performance/professionalism in a school setting. Final admission is based on the approval of Counseling program's Admission Committee. Courses required to complete post-graduate work in the school counseling area will be determined by the school counseling clinical coordinator in consultation with the program director.

In terms of academic requirements for post-graduate coursework, students who do not have a valid Missouri teaching certificate must complete one additional course prior to certification-EDU 464 Psychology & Education of the Exceptional Child. Stephens College requires 100 hours of practicum experience as well as 300 hours of internship experience to be conducted in a K-8 and a 7-12 setting, respectively, for a total of 600 internship hours to certify in K-12. Upon completion of the program, students will apply for the school counselor grades K-12 professional certificate from the Missouri Department of Elementary and Secondary Education (DESE), which is valid for a period of five (5) years. Prior to completing the application for certification, students must register and pass content and performance task assessments as outlined by DESE for Professional School Counselors. (Requirements are subject to change based on revisions to state certification requirements.)

### Admission Requirements

The Counseling program accepts applications year-round, with the program review of applications for the Fall cohort beginning on February 1st of each year. Applicants must have a bachelor's degree from a regionally accredited institution with a minimum cumulative GPA of 3.0 in the last 60 hours of undergraduate coursework. A minimum of nine credit hours of coursework in the social sciences or allied human services disciplines is strongly preferred to gain admission into the program. Admission is based on a combination of undergraduate GPA, Statement of Purpose, personal and professional references, in-person interview, official transcripts from all previous academic institutions attended, and TOEFL score, if applicable. The Graduate Records Examination (GRE) is not a requirement for admission.

Students applying for admission to the Counseling program must also complete a criminal record check at their own expense through the Family Safety Care Registry (FSCR). This investigation meets statutory requirements and ensures that students have not previously committed violent crimes against persons. The Counseling program director will verify registration with the FSCR and review each student's registry status prior to admission. A second background check is required for students within 45 days of the official enrollment date of their practicum (COUN 601 or COUN 602 semester).

### Transfer Credit

Graduate students may transfer a maximum of nine semester hours of equivalent graduate credit toward core coursework required in the 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.

Individuals who have earned a master's degree in counseling who wish to complete coursework in a second concentration area must provide official transcripts of the completed graduate degree in counseling from a regionally accredited college or university. To begin coursework toward completion of a specific concentration area (i.e., clinical mental health counseling or school counseling), the individual will be required to be admitted to the Counseling program, complete an acceptable plan of study, and complete all coursework required for completion in the selected concentration area. In addition:

- Counseling faculty reserve the right to require an applicant to complete one or more courses despite an applicant having previously completed a course similar in content.
- If the student is pursuing a concentration in school counseling, COUN 655: SC Foundations & Program Development Foundations of School Counseling-or its equivalent as determined by the program's SC clinical coordinator-and/or COUN 660: Comprehensive School Counseling Program Delivery-or its equivalent as determined by the SC
- Clinical coordinator-must have been completed at an accredited institution within the state of Missouri or the course must be repeated.
- Regardless of specialization area or previous course completion, COUN 500 Core Counseling Skills, COUN 501: Professional Orientation & Ethics-and all specialization practicum and internship coursework- must be completed at Stephens College.
- The Counseling program's Admissions, Recruitment, & Retainment Committee (ARRC) may use unofficial transcripts for initial admission interview process. However, official transcripts must be submitted to the Stephens College Admissions office and reviewed by the program's Admissions, Recruitment, and Retention Committee for the student to be officially fully admitted to the Counseling program. Decisions by the ARRC regarding acceptable courses (including courses requested for transfer/substitution) are final.

### Retention, Assessment, Remediation and Dismissal Policy

#### Academic Performance

Students are always subject to the Counseling program's Retention, Assessment, Remediation, and Dismissal Policy which addresses program and professional matters related to the student's academic requirements/performance, clinical requirements/performance, and student personal and professional disposition, up to and including student dismissal from the program.

Students must receive a letter grade of "B" or better in all courses and maintain a cumulative 3.0 GPA. A student earning a grade of "C" or "D" is required to retake the course along with other remedial tasks as determined by the program's Professional Review Committee and outlined in a Personal Development Plan (PDP). Students earning any combination of more than two "C" or "D" grades will be automatically placed on a PDP and required to attain or maintain a minimum 3.0 GPA by the next semester or face automatic program dismissal. A failing grade ("F") in any course may result in automatic program dismissal as determined by the Program Review Committee.

Personal & Professional Disposition

The Stephens College Counselor Education program has an obligation to students, the counseling profession (American Counseling Association Code of Ethics; American School Counselor Association Ethical Standards;), and the communities in which we serve to:

- ensure to the best of our ability that students are prepared and demonstrate core counseling competencies
- ensure that students are prepared to perform as ethical and effective professional counselors
- ensure that students are objectively and fairly evaluated throughout the program affording them developmental opportunities when remediation is warranted.

Students admitted into the at Stephens College Counseling program shall be regularly assessed by faculty and provided feedback on issues related to 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 personal and professional skills and dispositions.

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

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

10. **Leadership** *which empowers others*

M.Ed. Counseling students display leadership skills that advocate for clients and the profession. They act as leaders by holding themselves to high standards of personal integrity through trustworthiness and dependability.

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

Becoming a successful counseling student involves several components, of which academic success is only one aspect. Stephens College Counseling Program faculty are tasked as gatekeepers for the counseling profession and as such must observe student fitness for the program, the profession, and those we serve. To that end, students will be held to the standards of the American Counseling Association's (ACA) current *Code of Ethics* and/or the current ethical standards of the American School Counseling Association (ASCA), both of which codifies the ethical and personal behavioral standards for counselors. Several non-academic conditions may also result in dismissal from the program should they impede the student's ability to work with others in class, practicum, or internship settings. These include but are not limited to: (1) personal issues or psychopathology, (2) interpersonal relationship issues (with other students, faculty, or personal life such as it affects counseling performance), (3) personal attitudes or value systems that conflict with ethical/legal mandates of the counseling profession, (4) unethical/illegal behavior, and (5) unprofessional behavior toward (a) fellow students and/or (b) toward faculty that include and are not limited to: sexual harassment, physical intimidation, physical or sexual assault, and emotional, mental, or academic intimidation/manipulation. In all cases, such behaviors include those conducted on any/all social media/technology-based platform). Students who demonstrate potential to act in a manner that does not align with the current and expected ethical mandates of the ACA and/or ASCA and/or state law may, depending on the severity of the violation, face disciplinary actions as designed in a formal Personal Development Plan (PDP).

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 Counseling 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 the following:

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

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

#### Process

1. Upon observation of concerns, the faculty member will attempt to resolve the concern. All discussions with the student-along with any suggested interventions and student response will be documented, copied to the program director, and placed in the student's file. Note: the faculty member may attempt more than one intervention prior to engaging step 2.
2. If the intervention(s) above is/are unsuccessful, the faculty member will make a formal request to the program director for a full faculty review to consider initiating a PDP. This request will include specific behaviors to be addressed, a summary of intervention strategies to-date, and the reasons for requesting the use of a PDP.
3. Notification shall be provided to the student by the program director that a PDP has been requested. A meeting shall be set between the program director, 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 by the program director.
6. The student may appeal the faculty decision to the Graduate Council.

#### Practicum/Internship Fee

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

#### 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 to be granted permission to enroll in practicum (COUN 601/CMHC or COUN 602/SC, respectively).

The Counseling program's Degree Candidacy Committee shall evaluate the student's readiness for degree candidacy. Evaluation strategies may include the student's academic record, videotape review, personal and professional conduct up to this point based upon the current American School Counselor Association and/or American Counseling Associations Codes of Conduct, and faculty evaluation of student readiness at key assessment points in the program.

Students who receive a favorable evaluation may proceed to degree candidacy within the counseling program. After acceptance into degree candidacy, the student must continue to 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 required to enter 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, will not be allowed to proceed to practicum and may face additional evaluation/disciplinary action, including termination from the program.

### Background Checks

Students applying for admission to the Counseling program must complete a criminal record check through the Family Safety Care Registry (FSCR). Admissions staff will verify registration with FSCR and review each student's registry status prior to admission. This investigation meets statutory requirements and ensures that students have not previously committed violent crimes against persons.

Prior to enrollment in practicum, students are required to pass a second formal background check within 45 days of the official start date of their intended practicum semester. Students will be provided the contact information for the appropriate background check company at the required practicum orientation meeting. Results of the background check will be sent directly to the student and student's concentration area clinical coordinator. Upon review of the background check results, clinical coordinator will notify the student that they are approved/not approved to enroll in practicum. If the background check reveals concerns, the clinical coordinator will notify program director and, in consultation with the program director, student, clinical coordinator, and (if necessary) appropriate college personnel (i.e., general counsel), will formally meet to develop a plan to address the concern(s). All concerns must be successfully resolved for the student to enroll in practicum.

Students also must meet all requirements of those agencies where Stephens College participates in clinical experiences. This may include a separate background check and/or drug screen.

### Graduation Requirements

To receive the Master of Education degree in Counseling, students must:

- Complete all required coursework for their selected concentration area (School Counseling, Clinical Mental Health Counseling)
- Maintain a minimum 3.0 cumulative GPA or higher.
- Receive a grade of "B" or higher in all coursework.
- Pass the Counselor Preparation Comprehensive Exam (CPCE).

### Course Re-Takes/Audits

The Counseling faculty has the right to require students to re-take a course for credit if they completed the required course more than five (5) years ago. Courses completed 10 or more years ago must be re-taken. Students retaking the course for credit are expected to meet all program and course requirements as detailed in this graduate catalogue and/or course syllabus, respectively.

Students who are auditing a course are expected to:

- Attend all class meetings and participate in discussions.
- Complete assigned readings and be an active participant in class discussion/activities.
- 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.

The following courses are not allowed to be audited and must be taken for course credit upon the decision of the counseling faculty.

- COUN 500: Core Counseling Skills
- CMHC Practicum (COUN 601), Internship I (COUN 607), & Internship II (COUN 608)
- SC Practicum & Behavioral Strategies (COUN 602), Internship I (COUN 603), & Internship II (COUN 604)

### Comprehensive Examination

All CMHC and SC students are required to pass the Counselor Preparation Comprehensive Exam (CPCE) as a graduation requirement. The CPCE is administered during the initial weeks of the semester in which they are enrolled in COUN 608 (CMHC) or COUN 604 (SC), respectively. The CPCE exam date will be set in advance, and it is the responsibility of the student to be present at the exam. A student may retake the CPCE a maximum of three (3) times. If a student is unable to pass the exam after the third attempt, the student shall meet with the program chair to discuss a Personal Development Plan (PDP). A student may re-take the CPCE one (1) time without paying a fee. If a third exam is required, the student is responsible for all costs associated with the third administration of the CPCE, including proctor fees.

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## Counseling Course Descriptions

**COUN 500: Core Counseling Skills**

(3 hrs.)

The helping relationship is explored using Ivey's microskills hierarchy model. Students will demonstrate understanding of and efficacy in the intentional use of the core counseling skills (microskills) through empirical readings and supervised role-play activities.

**COUN 501: Professional Orientation & Ethics**

(3 hrs.)

This introductory course integrates foundational, ethical, and legal perspectives in the field of counseling, offering valuable insights into the counseling profession and the laws and regulations governing practicing counselors. Students will be exposed to the historical, philosophical, societal, economic, and political dimensions of this profession while gaining an understanding of professional practices and the relationship between counseling ethical codes and state and federal laws.

**COUN 502: Foundations of Professional Counseling**

(3 hrs.)

This course explores the history, key tenets, and characteristics of the counseling profession and professional counselors. The course also examines the foundational elements of clinical mental health counseling, including treatment settings, advocacy/leadership, and ethical/legal considerations.

**COUN 505: Theories of Counseling**

(3 hrs.)

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

**COUN 510: Foundations of Professional School Counseling**

(3 hrs.)

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

**COUN 515: Diagnosis and Treatment Planning**

(3 hrs.)

This course will explore the current version of the DSM, concentrating on how to conceptualize and codify a formal diagnostic impression. The course will also address clinical interviewing and the use of the clinical interview to formulate a diagnostic impression and develop a proper treatment plan.

**COUN 520: Group Counseling**

(3 hrs.)

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

**COUN 525: Ethics and Legal Issues**

(3 hrs.)

(Prerequisites: Must be enrolled in the MEd Counseling program, must be taken concurrently with COUN 500)  
This course provides comprehensive coverage of ethical and legal issues of counseling within a multicultural society. The use of decision-making models applied to major ethical topics is emphasized.

**COUN 526: Ethical and Legal Issues in Counseling**

(3 hrs.)

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

**COUN 530: Foundations of Clinical Mental Health Counseling**

(3 hrs.)

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

**COUN 535: Foundations of Marriage & Family Counseling**

(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.

**COUN 540: Assessment**

(3 hrs.)

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

**COUN 545: Advanced Human Development**

(3 hrs.)

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

**COUN 550: Career Counseling & Development**

(3 hrs.)

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

**COUN 555: Multicultural Counseling**

(3 hrs.)

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

**COUN 560: Research Methods**

(3 hrs.)

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

**COUN 565: Family and Community Resources & Crisis Planning**

(3 hrs.)

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

**COUN 570: The Practice of School Counseling**

(3 hrs.)

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

**COUN 575: Human Sexuality in Counseling**

(3 hrs.)

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

**COUN 590: Introduction to Substance Abuse and Process Addictions**

(3 hrs.)

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

**COUN 591: Psychopharmacology and Substance Abuse**

(3 hrs.)

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

**COUN 592: Assessment of Substance Abuse and Process Addictions**

(3 hrs.)

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

**COUN 593: The Practice of Addictions Counseling**

(3 hrs.)

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

**COUN 600: Child & Adolescent Counseling**

(3 hrs.)

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

**COUN 601: Counseling Practicum**

(3 hrs.)

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

**COUN 602: School Counseling Practicum and Behavioral Strategies**

(3 hrs.)

(Prerequisites: Degree Candidacy Approval; Practicum Fee; Verified Background Check)

This course is designed as a 100-hour school counseling practicum. Course content also focuses on critical aspects of the school counselor's role in a school setting, including principles of classroom management, addressing student behavioral issues, and strategies for serving as a resource for staff and parents related to behavior strategies and interventions.

**COUN 603: School Counseling Internship I**

(3 hrs.)

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

Continued skill development in the broad range of roles required of the school counselor. Students will engage in supervised practice, videotape review and individual feedback at their practice site. Weekly in-class attendance, participation, and completion of course assignments are mandatory. Students will complete 300 hours of experience in a school setting while under supervision by an instructor and an on-site supervisor. Course is repeatable up to one additional semester if making satisfactory progress, (defined as completing a minimum of 150 hours in the current semester and required assignments). May be taken for 1 or 2 credit hours with approval of program director; course is repeatable up to 6 credit hours.

**COUN 604: School Counseling Internship II**

(3 hrs.)

(Prerequisites: Internship fee assessed.)

Continued skill development in the broad range of roles required of the school counselor. Students will engage in supervised practice, videotape review and individual feedback at their practice site. Weekly in-class attendance, participation, and completion of course assignments are mandatory. Students will complete the final 300 hours of experience in a school setting while under supervision by an instructor and an on-site supervisor. Course is repeatable up to one additional semester if making satisfactory progress, (defined as completing a minimum of 150 hours in the current semester and required assignments). May be taken for 1 or 2 credit hours with approval of program director; course is repeatable up to 6 credit hours.

**COUN 607: Clinical Mental Health Counseling Internship I**

(3 hrs.)

(Prerequisites: Internship fee assessed.)

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

**COUN 608: Clinical Mental Health Counseling Internship II**

(3 hrs.)

(Prerequisite: Internship fee assessed.)

Continued skill development in the broad range of roles required of the clinical mental health counselor. Students will engage in supervised practice, videotape review and individual feedback at their practice site. Weekly in-class attendance, participation, and completion of course assignments are mandatory. Students will complete the final 300 hours of experience in a community setting while under supervision by an instructor and an on-site supervisor. Course is repeatable up to one additional semester if making satisfactory progress, (defined as completing a minimum of 150 hours in the current semester and required assignments). May be taken for 1 or 2 credit hours with approval of program director; course is repeatable up to 6 credit hours.

**COUN 610: Practicum I (School)**

(3 hrs.)

(Prerequisites: Degree Candidacy Approval; Practicum fee assessed; Background Check.)

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: Degree Candidacy Approved; Practicum fee assessed; Background Check)

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

**COUN 613: Addictions Counseling Internship I**

(3 hrs.)

(Prerequisites: Internship fee assessed)

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

**COUN 615: School Counseling Program Management & Evaluation**

(3 hrs.)

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

**COUN 620: Practicum II (School)**

(3 hrs.)

(Prerequisites: Degree Candidacy; Practicum fee assessed; Background Check.)

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: Practicum fee assessed.)

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

**COUN 623: Addictions Counseling Internship II**

(3 hrs.)

(Prerequisites: Internship fee assessed)

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

**COUN 624: Current Issues in Counseling**

(3 hrs.)

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

**COUN 625: Counseling and the Expressive Arts**

(3 hrs.)

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

**COUN 630: Crisis and Trauma Counseling**

(3 hrs.)

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

**COUN 635: Counseling Theory and Methods**

(3 hrs.)

This course builds on the theoretical models explored in COUN 505, with a focus on student conceptualization skills across key counseling theories and the intentional selection and application of evidence-based interventions to promote positive therapeutic outcomes.

**COUN 640: Practicum III (School)**

(3 hrs.)

(Prerequisite: 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: Degree Candidacy Approved; Practicum fee assessed; Background Check)

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

**COUN 655: School Counseling Foundations & Program Development (3 hrs.)**

This course will review the school counseling profession, including the history of the profession, state and national models of school counseling, and the roles of school counselors as leaders and advocates. Students will develop and apply sound interpersonal skills as they learn to plan, manage, deliver, and evaluate comprehensive school counseling programs that address students' academic, vocational, and social-emotional development. Multicultural, ethical, and legal considerations will be embedded throughout the course.

**COUN 660: Comprehensive School Counseling Program Delivery**

(3 hrs.)

Course addresses leadership and implementation of comprehensive school counseling programs that facilitate positive school culture and climate via utilization of individual and group counseling processes, interpersonal skills, student advocacy; curriculum development, delivery, and evaluation; and models and methods of consultation and collaboration that facilitate professional relationships with school/community stakeholders. Students will also learn the roles and responsibilities of school counselors in managing student/school wide crises. Students will research best practices for using data and technology to assess school/student needs; developing responsive, developmentally appropriate, and culturally sustaining programming and interventions that are legally and ethically sound and evaluating program outcomes.

**COUN 680: Topics in Counseling**

(1-3 hrs.)

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

**COUN 690: Capstone in Professional Counseling**

(2 hrs.)

(Prerequisite: To be taken in student's last semester in program. May be taken in conjunction with final coursework.) This course prepares the counseling student for graduation and post-graduate requirements in their chosen discipline. The capstone culminates in the passing of the Counselor Preparation Comprehensive Exam (CPCE) and successful oral defense of a case presentation. (Graded on a pass/fail basis).

**COUN 695: Thesis in Counseling**

(3-9 hrs.)

(May be taken in two semesters for up to nine hours total.)

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

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## 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 intellectual disability, learning disabilities, behavior disorders/emotional disturbance, speech and language disorders, hearing impairment, visual impairment, physical disabilities and giftedness.

**EDU 382: Classroom Management (3 hrs.)**

Students gain an understanding of individual and group motivation and behavior theories and strategies. Concentration is given to creating a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

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## Marriage & Family Therapy Courses

**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). Concentration is placed on becoming familiar with the primary assumptions of the theoretical models of MFT, and the application of theory to therapeutic practice with individuals, couples and families. As part of this course, students will continue the process of developing their own systemic model of change.

**MFT 520: Family Life Cycle**

(3 hrs.)

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

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

(3 hrs.)

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

**MFT 530: The Practice of MFT**

(3 hrs.)

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: Degree Candidacy Approved; Practicum fee assessed; Background Check)

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.)

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. Concentration is on assessment, intervention and treatment planning for systemic change.

**MFT 620: Practicum II**

(3 hrs.)

(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.)

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. Concentration is placed on assessment, intervention and treatment planning for relational and behavioral change.

**MFT 640: Practicum III**

(3 hrs.)

(Practicum fee assessed)

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

## Master of Physician Assistant Studies

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

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **Stephens College Physician Assistant Program** sponsored by **Stephens College**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **March 2031**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-stephens-college/>.

### Applying to the Master of Physician Assistant Studies:

The application cycle for August 2022 matriculation is currently open. See accreditation note above.

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

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

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

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

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## Requirements for the Master of Physician Assistant Studies

### Required Courses (120 hours)

- PAS 511: Clinical Skills 1 (4 hrs.)
- PAS 512: Clinical Medicine 1 (5 hrs.)
- PAS 513: Medical Pharmacology 1 (2 hrs.)
- PAS 514: Case-Based Medicine Seminar 1 (1 hr.)
- PAS 515: Human Anatomy (5 hrs.)
- PAS 516: Medical Physiology (3 hrs.)
- PAS 517: Molecular Medicine (1 hr.)
- PAS 521: Clinical Skills 2 (4 hrs.)
- PAS 522: Clinical Medicine 2 (9 hrs.)
- PAS 523: Medical Pharmacology 2 (2 hrs.)
- PAS 524: Case-Based Medicine Seminar 2 (1 hr.)
- PAS 525: Professional Practice 1 (2 hrs.)
- PAS 526: Public Health (2 hrs.)
- PAS 527: Diagnostic Medicine I (2 hrs.)
- PAS 531: Clinical Skills 3 (4 hrs.)
- PAS 532: Clinical Medicine 3 (9 hrs.)
- PAS 533: Medical Pharmacology 3 (2 hrs.)
- PAS 534: Case-Based Medicine Seminar 3 (1 hr.)
- PAS 535: Professional Practice 2 (2 hrs.)
- PAS 536: Evidence Based Medicine and Research (2 hrs.)
- PAS 537: Diagnostic Medicine II (1 hr.)
- PAS 611: Clinical Medicine IV (4 hrs.)
- PAS 612: Supervised Clinical Practice Experience 1 (SCPE) (6 hrs.)
- PAS 613: Supervised Clinical Practice Experience 2 (SCPE) (6 hrs.)
- PAS 614: Supervised Clinical Practice Experience 3 (SCPE) (6 hrs.)
- PAS 615: Supervised Clinical Practice Experience 4 (SCPE) (6 hrs.)
- PAS 616: Supervised Clinical Practice Experience 5 (SCPE) (6 hrs.)
- PAS 617: Supervised Clinical Practice Experience 6 (SCPE) (6 hrs.)
- PAS 618: Supervised Clinical Practice Experience 7 (SCPE) (6 hrs.)
- PAS 620: Healthcare Leadership Rotation (4 hrs.)

PAS 670: Graduation Seminar (2 hrs.)

PAS 680: Supervised Clinical Practice Experience 8 (SCPE) (6 hrs.)

## Physician Assistant Course Descriptions

### **PAS 511: Clinical Skills 1**

(4 hrs.)

(Prerequisite: Matriculation into the PA program)

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

### **PAS 512: Clinical Medicine 1**

(5 hrs.)

(Prerequisite: Matriculation into the PA program)

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

### **PAS 513: Medical Pharmacology 1**

(2 hrs.)

(Prerequisite: Matriculation into the PA program)

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

### **PAS 514: Case-Based Medicine Seminar 1**

(1 hr.)

(Prerequisite: Matriculation into the PA program)

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

### **PAS 515: Human Anatomy**

(5 hrs.)

(Prerequisite: Matriculation into the PA program)

This course in human anatomy for physician assistants will provide a foundation of essential anatomical knowledge required for professional practice. The course will focus on gross anatomy. Application of anatomical knowledge in clinical scenarios will be emphasized in lecture, lab, and problem-based learning. Anatomical concepts will be incorporated and may be assessed in the Clinical Skills and Medical Diagnosis and Treatment courses.

The course is organized into four sections using a regional approach to human anatomy: 1) back and thorax, 2) abdomen, pelvis, and perineum, 3) and lower limbs, and 4) head and neck. Over the course of the semester, students will conduct a full dissection of the human body. Study of surface anatomy and dissection will provide an anatomical basis for clinical procedures, physical exam, and assessment of injury or disease based on patient presentation.

### **PAS 516: Medical Physiology**

(3 hrs.)

(Prerequisite: Matriculation into the PA program)

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

### **PAS 517: Molecular Medicine**

(1 hr.)

(Prerequisite: Matriculation into the PA program)

This introductory course is designed to provide foundational knowledge of the genetic and molecular mechanisms of disease. The course will focus on the disease process from the disciplinary perspectives molecular biochemistry, genetics, and immunology.

Students are responsible for the instructional material in the assigned text readings, assigned articles, in-class discussion cases, and lectures. Students are also responsible for the cumulative material as it is presented in the course. Competency will be evaluated by written examinations covering material from assigned readings (texts, articles, and handouts), lectures, and discussion cases.

**PAS 521: Clinical Skills 2**

(4 hrs.)

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

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

**PAS 522: Clinical Medicine 2**

(9 hrs.)

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

Clinical Medicine 2 is the second in a series of courses designed to address diseases and disorders across the lifespan and commonly encountered in clinical practice. The course will include review of normal structure and function, pathophysiology, epidemiology, etiology, clinical presentation, progression, therapeutic management, prevention, laboratory medicine, imaging, and prognosis.

**PAS 523: Medical Pharmacology 2**

(2 hrs.)

(Prerequisite: PAS 513 Medical Pharmacology 1)

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

**PAS 524: Case-Based Medicine Seminar 2**

(1 hr.)

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

Case-Based Medicine 2 is the second course in a series of three courses designed to provide students with opportunities to integrate topics learned across the curriculum. The primary goal of the course is to promote the development, application, and continual improvement of critical thinking skills and professionalism in a team-based, patient case-based environment.

**PAS 525: Professional Practice 1**

(2 hrs.)

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

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

**PAS 526: Public Health**

(2 hrs.)

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

Public Health addresses individual-oriented and population-oriented preventive efforts, and interaction between the two. Four major components will be addressed: disease prevention, surveillance, reporting and intervention, clinical preventive services and health promotion, health systems and health policy, patient advocacy, maintenance of population health, and community aspects of practice. Case examples, service-learning, problem-based learning and community-oriented primary care learning experiences are incorporated into the course.

**PAS 527: Diagnostic Medicine I**

(2 hrs.)

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

This course introduces appropriate use and interpretation of clinical diagnostic testing. Students learn to select, interpret, and evaluate clinical laboratory imaging and diagnostic testing. Diagnostic testing includes radiologic imaging, EKG, clinical laboratory testing and other diagnostic tests used to treat and manage patients.

**PAS 531: Clinical Skills 3**

(4 hrs.)

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

**PAS 532: Clinical Medicine 3**

(9 hrs.)

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

**PAS 533: Medical Pharmacology 3**

(2 hrs.)

(Prerequisite: PAS 523 Medical Pharmacology 2)

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

**PAS 534: Case-Based Medicine Seminar 3**

(1 hr.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)  
Case-Based Medicine 3 is the third course in a series of three courses designed to provide students with opportunities to integrate topics learned across the curriculum. The primary goal of the course is to promote the development, application, and continual improvement of critical thinking skills and professionalism in a team-based, patient case-based environment.

**PAS 535: Professional Practice 2**

(2 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)  
This course is designed to aid the student in the transition into the medical profession and serves as an introduction to professional issues. Areas of discussion include licensing and credentialing, legal issues relevant to the PA profession, malpractice, health care delivery, and reimbursement issues including Medicaid and Medicare.

**PAS 536: Evidence Based Medicine and Research**

(2 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)  
This course will introduce the concept of evidence-based medicine. Students will learn to search, evaluate, and apply research literature in clinical decision-making.

**PAS 537: Diagnostic Medicine II**

(1 hr.)

This course introduces appropriate use and interpretation of clinical diagnostic testing. Students learn to select, interpret, and evaluate clinical laboratory imagine and diagnostic testing. Diagnostic testing includes radiologic imaging, EKG, clinical laboratory testing and other diagnostic tests used to treat and manage patients.

**PAS 611: Clinical Medicine IV**

(4 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)  
This six-week course will promote students' transition from the didactic phase of the program to the clinical phase. The students will complete the pediatric and emergency medicine modules of clinical medicine and then will proceed to an introduction to the clinical environment as well as certification and skills required prior to participation in SCPEs.

**PAS 612: Supervised Clinical Practice Experience 1 (SCPE)**

(6 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)  
The Supervised Clinical Practice Experience (SCPE) is a series of eight 6-week clinical rotations designed to provide students with sufficient patient exposure to allow each student to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over

a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, pre- and post-hospital care), and within a wide variety of environments. Areas covered in the 8 clinical rotations are Family Medicine, Internal Medicine, Women's Health, Pediatric Medicine, Emergency Medicine, General Surgery, Behavioral Health and an Elective clinical.

**PAS 613: Supervised Clinical Practice Experience 2 (SCPE)**

(6 hrs.)

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

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

**PAS 614: Supervised Clinical Practice Experience 3 (SCPE)**

(6 hrs.)

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

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

**PAS 615: Supervised Clinical Practice Experience 4 (SCPE)**

(6 hrs.)

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

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

**PAS 616: Supervised Clinical Practice Experience 5 (SCPE)**

(6 hrs.)

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

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

**PAS 617: Supervised Clinical Practice Experience 6 (SCPE)**

(6 hrs.)

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

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

**PAS 618: Supervised Clinical Practice Experience 7 (SCPE)**

(6 hrs.)

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

The Supervised Clinical Practice Experience (SCPE) is a series of eight 6-week clinical rotations designed to provide students with sufficient patient exposure to allow each student to gain experience and develop competency in

interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, pre- and post-hospital care), and within a wide variety of environments. Areas covered in the 8 clinical rotations are Family Medicine, Internal Medicine, Women's Health, Pediatric Medicine, Emergency Medicine, General Surgery, Behavioral Health and an Elective clinical.

**PAS 620: Healthcare Leadership Rotation**

(4 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)  
The Leadership Rotation will provide students with an experiential learning opportunity in an area of research, education, advocacy, administration, or service related to the practice of medicine.

**PAS 670: Graduation Seminar**

(2 hrs.)

(Prerequisites: Completion of the prior semester of the PA program or permission from the program director)  
The three-week Capstone Course is the culminating experience of the Stephens College PA Program. During this course, students will present their capstone projects, which were developed through structured processes in Evidence Based Medicine and Research during the didactic year and carried out in collaboration with a faculty mentor during the clinical phase of the program. The students will complete the end of curriculum testing necessary to graduate from the program. Additionally, time in this course will be dedicated to student-directed preparation for the comprehensive exam and the PANCE.

**PAS 680: Supervised Clinical Practice Experience 8 (SCPE)**

(6 hrs.)

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

## Master of Fine Arts in TV and Screenwriting

Program Executive Director, Dr. Rosanne Welch

The Stephens College Low-Residency MFA in Television and Screenwriting is a mentor-based program, which focuses on giving MFA candidates the craft, inspiration, and insight to develop careers as successful writers of television, film, web series and video games. The focus of the program is to inspire and develop original voices and prepare candidates for a career writing for television and film with the overall mission of bringing more female and underrepresented voices – and more female-focused stories – into mainstream media.

It is based around two intensive ten-day workshops which occur each August and January in Los Angeles. The workshops feature lectures by working writers, screenings of those writer's films and television shows, and instruction on story structure, character development, breaking a television story, and much more. Following each workshop, students work one-on-one with a mentor on-line developing a screenplay, and with another on-line mentor on a television script. The second year of the program continues to feature two ten-day workshops and the one-on-one work with mentors, but with an increased focus on the business side of the film industry. Agents, managers, studio, and development executives visit the workshops to.

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

### Leave of Absence policy

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

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

### Required Courses (48 hours)

SWR 500: Residency Workshop I: Craft and Character (3 hrs.)  
SWR 505: Writing the Screenplay: Outline and Beginning (3 hrs.)  
SWR 510: Writing the Spec: Drama or Sitcom (3 hrs.)  
SWR 515: History of Screenwriting I (3 hrs.)  
SWR 550: Residency Workshop II: Creativity and Authenticity (3 hrs.)  
SWR 555: Writing the Screenplay: First Draft and Revision (3 hrs.)  
SWR 560: Writing the Pilot (3 hrs.)  
SWR 565: History of Screenwriting II (3 hrs.)  
SWR 600: Residency Workshop III: Consciousness and Community (3 hrs.)  
SWR 605: Writing the Screenplay: Outline and Beginning (3 hrs.)  
SWR 610: Writing the Thesis Project I (3 hrs.)  
SWR 615: History of Screenwriting III (3 hrs.)  
SWR 650: Residency Workshop IV: Collaboration and Connection (3 hrs.)  
SWR 655: Writing the Screenplay: First Draft and Revision (3 hrs.)  
SWR 660: Writing the Thesis Project II (3 hrs.)  
SWR 665: History of Screenwriting IV (3 hrs.)

### Elective courses (additional tuition fees are charged these courses)

SWR 592 Internship (1 hr.)  
SWR 670: Special Studies Summer Workshop (3 hrs.)

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## Course Descriptions

### SWR 500: Residency Workshop I: Craft and Character

(3 hrs.)

This intensive 10-day workshop emphasizes story structure and character. At the core of the workshop is a foundational class on Screenplay Structure. It presents the basic elements of the three-act structure, which underlies all of film and television writing. Hand in hand with structure comes an examination of how to write rounded and

riveting characters; the two are inseparable. During this workshop, the issues of structure and character are reinforced through guest lectures on the structure of one-hour television drama, as well as half-hour comedy and web series. Guest speakers who have created indelible characters share their process, and there are field trips to working writers rooms in studios.

**SWR 505: Writing the Screenplay: Outline and Beginning**

(3 hrs.)

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

**SWR 510: Writing the Spec: Drama or Sitcom**

(3 hrs.)

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

**SWR 515: History of Screenwriting I**

(3 hrs.)

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

**SWR 550: Residency Workshop II: Creativity and Authenticity**

(3 hrs.)

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

**SWR 555: Writing the Screenplay: First Draft and Revision**

(3 hrs.)

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

**SWR 560: Writing the Pilot**

(3 hrs.)

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

**SWR 565: History of Screenwriting II**

(3 hrs.)

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

**SWR 592: Internship**

(1 hr.)

(May be taken 3 times for credit; additional tuition fees are charged.)

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

**SWR 600: Residency Workshop III: Consciousness and Community**

(3 hrs.)

This intensive 10-day workshop focuses on the arc of stories in an original series, and how writers work together to create story arcs over an entire season of a television show or web series. Students will pitch ideas for an original series, which may be hour-long, half-hour, web series, or close-ended cable series. With feedback from mentors, they

will begin creating their own original series, which will become their thesis project. In addition, guest speakers will focus on the story arc of characters over time, and how to achieve a productive writing room.

**SWR 605: Writing the Screenplay: Outline and Beginning**

(3 hrs.)

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

**SWR 610: Writing the Thesis Project I**

(3 hrs.)

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

**SWR 615: History of Screenwriting III**

(3 hrs.)

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

**SWR 650: Residency Workshop IV: Collaboration and Connection**

(3 hrs.)

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

**SWR 655: Writing the Screenplay: First Draft and Revision**

(3 hrs.)

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

**SWR 660: Writing the Thesis Project II**

(3 hrs.)

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

**SWR 665: History of Screenwriting IV**

(3 hrs.)

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

**SWR 670: Summer Workshop**

(3 hrs.)

(Prerequisite: Permission from the Executive Director and chosen Mentor. A separate tuition fee is charged.)

An additional optional workshop class offers a 2<sup>nd</sup> year MFA candidate the opportunity of working on one more script with a chosen mentor above and beyond the 48 hours of credit required for graduation. This can include writing a script from scratch or undertaking a full rewrite of one previously written.