

STEPHENS  
COLLEGE

2025-2026  
Curriculum Catalog  
Undergraduate Programs

ESTABLISHED IN 1833

## Accreditation



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



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



National Council for  
State Authorization  
Reciprocity Agreements  
Approved Institution

See NC-SARA information and the list of authorized states in the Academic Regulations and Policies section of this catalog.

### Statement of Nondiscrimination

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

The information contained in this catalog is subject to change without published notice. This catalog does not establish a contractual relationship. Its purpose is to provide students with information regarding programs, requirements, policies and procedures to qualify for a degree from Stephens College. A student follows the degree requirements from the catalog in effect at the time of entry provided attendance is uninterrupted. When changes to program or degree requirements occur, either the catalog in effect at the time of entry or the latest revised catalog may be followed.

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

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Tower Hall

## Mission Statement

Learn. Grow. Lead.

## Vision Statement

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

## Values Statement

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

— Adopted June 2017

## Ten Ideals

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

The Ten Ideals are as follows:

1983 through today:

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



From 1921:

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

Sursum! Located in Journey Plaza

## President's Message

Welcome to Stephens College!

I'm honored to serve as the 25th president of this bold and historic institution. For generations, Stephens has been a place where students discover their voice, sharpen their vision, and step into the world with purpose. That spirit—of speaking up, standing out, and leading with confidence—comes through loud & clear in everything we do.



I've dedicated my career to expanding opportunities and helping students turn ambition into action. Before joining Stephens in June 2025, I served as Vice President of Programs and Operations at HERS (Higher Education Resource Services), where I led initiatives to develop strong, forward-thinking leaders across the country. I've also held academic and administrative roles at the University of Pennsylvania, Case Western Reserve University, and Elon University.

What drew me to Stephens is its commitment to immersive, hands-on learning and its long-standing mission to open doors for those ready to make their mark. This is a community that believes in the power of education to transform lives—and empowers students to rise, speak out, and lead with clarity and conviction.

Whether you're a prospective student, alum, partner, or visitor, I invite you to explore what makes Stephens so special. The future we're building here is bright—and it's being shaped loud & clear by the voices of those who dare to lead.

Warmly,

Dr. Shannon B. Lundeen

President, Stephens College

## Admission to the College

Stephens College offers academic programs designed for all students interested in pursuing post-secondary education and training, including students pursuing bachelor's and master's degrees in online and blended learning environments, students pursuing professional certificates in the sciences. Students may attend as full-time, part-time degree and non-degree seeking to the Undergraduate Residential Women's College to obtain the Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts degrees on campus. Separate from the Undergraduate Residential Women's College, the Conservatory for the Performing Arts and its four disciplines are co-ed. Similarly, the HIA program is 100% online undergraduate degree, therefore; also co-ed. All other undergraduate residential programs are for women only. All graduate programs are co-ed.

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

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

## Undergraduate Residential Women's College Eligibility

Consistent with our mission, admission and continued enrollment in our undergraduate residential women's college is restricted exclusively to women, including students who are legally identified as female and who self-identify as women; students who document an ongoing transition to female and who self-identify as women; and students who are legally identified as female but do not fit within the gender binary. The program will not admit or enroll students who self-identify as men or who are transitioning to male. Inquiries regarding this policy may contact the office of admissions.

## Application Procedure

For the most current information about the College's application process, please see its Admissions site for undergraduate residential enrollment at <https://www.stephens.edu/admission-aid/undergraduate/>, for HIA enrollment at <https://www.stephens.edu/academics/programs-of-study/sohas/bachelor-of-science-in-health-information-administration/>, for graduate enrollment at <https://www.stephens.edu/admission-aid/graduate/>, for Physician Assistant enrollment at <https://www.stephens.edu/academics/graduate-programs/master-in-physician-assistant-studies/> and part-time non-degree seeking at <https://www.stephens.edu/admission-aid/undergraduate/non-degree-students/>.

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

**Office of Admissions** (800) 876-7207  
Stephens College (573) 876-7237 Fax  
1200 E. Broadway [apply@stephens.edu](mailto:apply@stephens.edu)  
Columbia, MO 65215 [finaid@stephens.edu](mailto:finaid@stephens.edu)

## Readmission or Reinstatement of Former Students

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

### Active Duty Military Leave and Readmission Policy

Stephens College will readmit a service member with the same academic status they had when last attending the school or accepted for admission to the school. This requirement applies to any student who cannot attend school due to military service.

Should a student need to separate from their coursework due to call to active duty service for military purposes, they will be directed to contact the Registrar to complete either a course withdrawal, leave of absence paperwork or receive guidance on finishing coursework remotely or after service is completed.

Upon returning to school, provided it is within three years of completion of service that interrupted previous coursework, the student will need to provide a written intent to enroll with Stephens College. Should the student have been injured, made ill or hospitalized due to service, they must notify Stephens within two years of recovery of their intent to enroll. Any student who does not meet these timelines forfeits eligibility for readmission but is still eligible for Stephens established LOA policy and general practices.

Active duty or reservists whose active service has ended and are returning to Stephens, may contact the Center of Excellence for Veteran Student Success, Admissions or the Office of the Registrar. Stephens will promptly enroll the student in their academic program for which the student is studying, unless the student otherwise indicates a later date which they intend to enroll.

Students re-entering their initial academic program will be assessed their original tuition charges for their academic program unless their tuition assistance or veteran benefits will pay the higher tuition amount. Those students who are readmitted for a different program of study, will be assessed no more in tuition and fees than the existing student population of the same academic program of study.

Cumulative leave of absence and total absences due to military service that exceed five years are not subject to this policy. Only the time the student spends actually performs service is counted toward the 5 year maximum

If Stephens determines the student is not prepared to resume their academic program with the same academic status the left with or will not be able to complete the program, Stephens will make reasonable efforts at no cost to the student to ensure they can reenter the program prepared, unless: that there are no reasonable efforts it can take to prepare her to resume the program at the point where she left off or to enable her to complete the program, or that after it makes reasonable efforts (those that do not place an undue hardship on the institution), the student is not prepared to resume or complete the program.

### MACCStephens

A student applying to the dual admission program between Moberly Area Community College and Stephens College must apply to BOTH institutions and be accepted by BOTH institutions – undergraduate residential programs only. All financial aid runs through MACC. Ask the Admissions staff at BOTH institutions about MACCStephens requirements BEFORE applying. Women only. More information about the partnership can be found at <https://www.stephens.edu/admission-aid/undergraduate/transfer-students/maccstephens-partnership/> and the MACCStephens application at <https://stephens.tfaforms.net/217753>.

### MACC Students in the Stephens Scholars Program

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

### Second Degree

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

### Classification of Transfer Students

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

### Period of Deferral

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

### Campus Visits

The Office of Admissions is open Monday – Friday, 8 a.m. to 5 p.m., and on special weekends. We offer regular visits/tours M-F with some special Saturday Open Houses and visits. Please call (800) 876-7207 in advance or complete an online visit registration at <https://stephenscollege.secure.force.com/events/#/calendar> to make your visit as productive as possible.

## Academic Programs

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

### Degree Offerings

#### The Bachelor of Arts Degree

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

#### The Bachelor of Science Degree

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

#### The Bachelor of Fine Arts Degree

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

### Minors

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

### General Education Requirements

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

#### General Education Core Areas: Arts and Humanities

Students explore the world of the creative imagination. Learning outcomes:

- Explain how historical, intellectual, political, or cultural context influences the creation and interpretation of creative works, including applied arts.

#### Behavioral and Social Sciences

Students critically examine the nature of human behavior and human relations and demonstrate understanding of the diversity of human behavior and relations across cultures and through time. Learning outcomes:

- Analyze the behavioral, cultural, and environmental factors that both shape and reflect human activity and relations.
- Apply appropriate social-scientific methods of inquiry to analyze, evaluate, explain and/or solve problems in social relations and human behavior.

#### Communication

Students deliver effective formal communications. Learning outcomes:

- Students apply the pedagogy of communication to written, oral, or visual works.

#### Quantitative

Students develop quantitative reasoning and literacy skills. Learning outcomes:

- Apply fundamental arithmetical, algebraic, geometric, logic, measurement, statistical or technological methods to solve problems.
- Convert and use appropriate units to perform calculations.
- Use proportional reasoning (fractions, percentages, or decimals) to solve mathematical problems and make predictions.

#### Science

Students understand theories and methods of contemporary science along with implications of discoveries on society. Learning outcomes:

- Use empirical techniques of scientific inquiry, including aspects of the scientific method, such as formulating testable hypotheses.
- Access specific scientific information on a topic related to course material and discriminate among sources of information using peer-reviewed and non-refereed literature.

#### Electives

Six additional semester hours from the courses approved for the General Education program.

### General Education Requirements for students admitted to the Women's College (36 semester hours)

Arts and Humanities (A/H) = 9 semester hours; must include at least two different prefixes

Behavioral and Social Sciences (B/S) = 9 semester hours, must include at least two different prefixes; 3 hours must be WST

Communication (C) = 6 semester hours, must complete Composition I and Composition II

Quantitative (M) = 3 semester hours

Science (N) = 3 semester hours

Electives (any of the above) = 6 semester hours, all approved general education courses not used to fulfill another general education core area may be taken to meet this requirement.

### General Education Requirements for students admitted to the Conservatory for the Performing Arts (30 semester hours)

Arts and Humanities (A/H) = 12 semester hours; must include at least three different course prefixes

Behavioral and Social Sciences (B/S) = 9 semester hours, must include at least two different prefixes

Communication (C) = 3 semester hours, must complete Composition I

Quantitative (M) = 3 semester hours

Science (N) = 3 semester hours

### Majors and Minors available to students at the Women's College

#### Majors - Undergraduate Programs

Animal Behavior  
Apparel Studies  
Biology\*  
Business  
Communication Design\*  
Content Creation  
Creative Writing\*  
Education\* (Early Childhood)  
Education (Elementary)  
Education (Middle School English Language Arts)  
Education (Middle School Science)  
Education (Secondary Biology 9-12)  
Education (Secondary English 9-12)  
English\*  
Equestrian Studies\*  
Fashion Communication

Fashion Design and Product Development  
Fashion Marketing and Management Health Science  
Human Development  
Integrative Human Biology Nursing  
Psychology\*

\* Also available as a minor

#### Additional Minors:

Art  
Chemistry  
Design Arts  
Women's Studies

### Majors available to students at the Conservatory for Performing Arts

Acting  
Filmmaking  
Integrative Theatre Studies  
Musical Theatre  
Technical Theatre and Stage Management  
Theatrical Costume Design

### Special Majors

#### Student-Initiated Major (SIM) Women's College

The student-initiated major (SIM) is available for the student whose academic interests, abilities and career goals are not directed toward a traditional major. This non-traditional major is designed by the student with the assistance of a faculty planning committee. Student-initiated majors are drawn primarily from two programs offered as a major or minor at Stephens College. The SIM is named based on the programs chosen, e.g. Fashion-Art, Biology-Psychology, or Communication Design-Women's Studies. Transfer credit may be included in the required degree credits for a student-initiated major only when the courses are approved by the appropriate dean(s) to substitute for courses within the discipline that offers the major or minor. A student-initiated major may also incorporate study abroad coursework as long as it is within the program chosen for SIM majors.

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

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

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

Students are not allowed to combine coursework from both the Women's College and the Conservatory for Performing Arts into a SIM.

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

## Special Programs

### Stephens College-to-Career Program

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

### Stephens Scholars Program

This program challenges and supports highly motivated students. Scholars participate in extracurricular and community-building activities throughout the academic year and are offered special scholarship opportunities. Scholars are required to enroll in the Scholars Seminar in the spring semester of their freshman, sophomore and junior years (1 credit hour per semester: 3 credit hours total). Scholars who complete program requirements receive special recognition at Commencement and on their academic transcripts.

### Study Abroad

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

Stephens College has established affiliations with a wide array of providers to offer summer, semester, and full-year study-abroad programs around the world. While students may choose to enroll in foreign colleges or universities independently, the college's affiliations ensure that state and federal financial aid is applied correctly, bill payments continue through Stephens College, and academic credits are automatically accepted at Stephens.

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

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

Preparing for a study experience requires that you begin the planning process *at least a year in advance*. If you are considering study abroad, you should meet with the Stephens College Study Abroad Coordinator and your academic advisor to ensure that you understand what is expected of you. All students must apply to study abroad by filing a Stephens College Study Abroad Application with the Study Abroad Coordinator.

### Reserve Officer Training Corps

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

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

### Scholarships

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

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

### Qualifications

Requirement to enroll in freshman/sophomore year AFROTC are:

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

### Air Force Benefits

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

### Obligation

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

### Minor in Aerospace Studies (AERO)

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

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

### Aerospace Courses

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Army Program Overview

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

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

Scholarships

Students interested in applying for AROTC scholarships may apply at [goarmy.com/rotc](http://goarmy.com/rotc).

Qualifications

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

Army Benefits

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

Obligation

Your total service obligation will be eight years.

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

**Military Science Courses****MIL\_SC 1100 Foundations of Officership (1hr.)**

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

**MIL\_SC 1110 Introductory Military Science Laboratory I (1 hr.)**

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

**MIL\_SC 1120 Basic Leadership (1 hr.)**

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

**MIL\_SC 1130 Introductory Military Science Laboratory II (1 hr.)**

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

**MIL\_SC 2200 Individual Leadership Studies (2 hrs.)**

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

**MIL\_SC 2210 Intermediate Military Science Laboratory I (1 hr.)**

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

**MIL\_SC 2220 Leadership and Teamwork (2 hrs.)**

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

**MIL\_SC 2230 Intermediate Military Science Laboratory II (1 hr.)**

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

**MIL\_SC 3164 Nation Building through a Barrel of a Gun (3 hr.)**

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

**MIL\_SC 3165 "Chasing Ghost", The History Of Irregular Warfare (3 hr.)**

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

**MIL\_SC 3230 Leadership and Problem Solving (3 hrs.)**

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

**MIL\_SC 3240 Leadership and Ethics (3 hrs.)**

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

**MIL\_SC 3250 Leadership and Management (3 hrs.)**

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

**MIL\_SC 3260 Officership (3 hrs.)**

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

**MIL\_SC 3160 Death by a Thousand Cuts: Counterinsurgency/Insurgency the American Experience (3 hrs.)**

This course explores the problem of insurgency and counterinsurgency in terms of what we can learn from these conflicts. It examines counterinsurgency theory and practice, the Philippine Insurrection, Banana Wars, Vietnam War, Afghanistan, and Iraq. (Offered in the Fall and Spring semesters)

**MIL\_SC 3161 The American Experience in Vietnam (3 hrs.)**

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

**MIL\_SC 3162 Counterinsurgency in Asia (3 hrs.)**

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

**MIL\_SC 3163 U.S. Military History in the Western Tradition (3 hrs.)**

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

## Financial Aid

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

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

## Student Cost of Education (Residential Undergraduate Programs)

The cost of attendance (COA) refers to the total amount of education expenses (tuition, books and supplies, room and board, personal expenses, transportation expenses, loan fees, etc.) a student may incur during an academic year.

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

| <b>2025-2026</b>                   |                          |                 |                 |
|------------------------------------|--------------------------|-----------------|-----------------|
| <b>Cost of Attendance</b>          | <b>Fall &amp; Spring</b> | <b>Fall</b>     | <b>Spring</b>   |
| <b>Tuition</b>                     | \$27,800                 | \$13,900        | \$13,900        |
| <b>Fees</b>                        | \$1,650                  | \$825           | \$825           |
| <b>Living Expenses (on campus)</b> | \$13,413                 | \$6,707         | \$6,706         |
| <b>Books &amp; Supplies</b>        | \$1,290                  | \$645           | \$645           |
| <b>Transportation</b>              | \$2,985                  | \$1,493         | \$1,492         |
| <b>Personal Expenses</b>           | <u>\$1,950</u>           | <u>\$975</u>    | <u>\$975</u>    |
| <b>Total</b>                       | <u>\$49,088</u>          | <u>\$24,545</u> | <u>\$24,543</u> |

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

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

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

## How to Apply for Financial Assistance

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

Families may complete a FAFSA for the 2025-2026 academic year as early as December 31, 2024 using your 2023 federal tax return information. Families should complete the Free Application for Federal Student Aid (FAFSA) as soon as they can, and before April 15, 2024 if possible. Stephens College does not currently have a priority deadline for work study or the Federal Supplemental Opportunity Grant. For Missouri residents, the priority deadline for state aid is February 1. You may complete the FAFSA online at studentaid.gov. You may designate Stephens College as a recipient of the results of this FAFSA form by including the Stephens College school code: 002512.

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

Students may be selected for verification under federally mandated guidelines. Using the IRS Data Retrieval tool on the FAFSA helps eliminate the need for verification. If verification is needed you will be contacted by Inceptia, our third-party partner who assists us in completing the verification process. If you are selected for verification, please complete all requested documents as soon as possible to ensure timely processing of your financial aid.

## Sources of Financial Aid

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

In addition to its own funds, Stephens College participates in the following federal programs: the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work Study Program (FWS), and Federal Direct Loan including the Parent/Graduate PLUS Loan Program.

## Institutional Merit-Based Aid (Residential Undergraduate Programs Only)

### Freshmen Scholarships:

**Trustee Scholarship** - High school students who have scored a 26 or higher on the ACT, or a 1240 or higher on the SAT, and have a high school GPA of at least 4.00 are eligible. Those who do not submit a test score must have a high school GPA of at least 4.00. Minimum award is \$15,000. Students must maintain a 2.0 cumulative GPA for scholarship renewal.

**Presidential Scholarship** - High school students who have scored a 22-26 or higher on the ACT, or a 1110-1240 or higher on the SAT, and have a high school GPA of at least 3.75 are eligible. Those who do not submit a test score must have a high school GPA of at least 3.50. Minimum award is \$14,000. Students must maintain a 2.0 cumulative GPA for scholarship renewal.

**Dean's Scholarship** - High school students who have scored a 20-26 or higher on the ACT, or a 1040-1240 or higher on the SAT, and have a high school GPA of at least 3.50 are eligible. Those who do not submit a test score must have a high school GPA of at least 3.50. Minimum award is \$12,000. Students must maintain a 2.0 cumulative GPA for scholarship renewal.

**Stephens Scholarship** - High school students who have scored between a 17-26 or higher on the ACT, or a 930-1240 or higher on the SAT, and have a high school GPA of at least 3.25 are eligible. Those who do not submit a test score must have a high school GPA of at least 3.25. Minimum award is \$11,000. Students must maintain a 2.0 cumulative GPA for scholarship renewal.

**Stephens Award** - High school students who have scored between a 17-26 or higher on the ACT, or a 930-1240 or higher on the SAT. Minimum award is \$9,000. Students must maintain a 2.0 cumulative GPA for scholarship renewal.

|                                     |                |                             |                                              |
|-------------------------------------|----------------|-----------------------------|----------------------------------------------|
| Academic Merit Scholarship          | Up to \$25,000 | Renewable up to 8 semesters | Eligibility determined upon admission        |
| Out of State Incentive              | \$1,000        | Renewable                   | Must be a non-Missouri resident              |
| Honors Award                        | \$1,000        | Renewable up to 8 semesters | Must have a high school GPA of 3.5 or higher |
| Stephens Stars Athletic Scholarship | \$49,088       | Renewable up to 8 semesters | Awarded by Stars coaching staff              |

### Transfer Students Scholarships:

**Transfer Scholarship** - 12+ hours of transfer credit with college GPA of at least 3.75. Minimum award is \$14,000 per year. Students must maintain a 2.0 cumulative GPA for scholarship renewal.

Transfer Scholarship - 12+ hours of transfer credit with college GPA of at least 3.50. Minimum \$12,000 per year. Students must maintain a 2.0 cumulative GPA for scholarship renewal.

Transfer Scholarship - 12+ hours of transfer credit with college GPA of at least 3.00. Minimum \$11,500 per year. Students must maintain a 2.0 cumulative GPA for scholarship renewal.

Transfer Scholarship - 12+ hours of transfer credit with college GPA of at least 2.50. Minimum \$11,000 per year. Students must maintain a 2.0 cumulative GPA for scholarship renewal.

Transfer Scholarship - 12+ hours of transfer credit with college GPA of at least 2.49 or lower. Minimum \$10,500 per year. Students must maintain a 2.0 cumulative GPA for scholarship renewal.

## Institutional Aid

### Athletic Scholarships

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

### Stephens Study Abroad Scholarships

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

### Stephens Work Study

Awarded to students with financial need. Value varies. Paid Missouri minimum hourly wage every two weeks. Students must earn these funds.

## Federal Aid

### Federal Pell Grant

Enrolled undergraduate students meeting the federal Pell program requirements. Up to \$7,395 for the 2025-2026 academic year.

### Federal Supplemental Education Opportunity Grant

Undergraduate students with exceptional financial need who also receive the Pell Grant. Maximum FSEOG award per year is \$240 and is based on funding from the federal government.

### Federal Work Study Program

All students with proven financial need who indicated on the FAFSA they were interested in Work Study. Funds are awarded until exhausted. Paid Missouri minimum hourly wage every two weeks. Students must earn these funds.

### Federal Direct Student Loan Program (subsidized and unsubsidized)

Full- or half-time students meeting federal programming requirements. Undergraduate students may receive up to \$5,500 per year for freshmen; \$6,500 per year for sophomores; and \$7,500 per year for juniors and seniors in federal direct loans. Of that amount, up to \$3,500 per year for freshmen; \$4,500 per year for sophomores; and \$5,500 per year for juniors and seniors may be subsidized. The remaining eligibility is offered as unsubsidized loans.

Independent students may also receive up to \$5,000 more in unsubsidized loans for a total of up to \$6,000 per year for freshmen and sophomores and up to \$7,000 per year for juniors and seniors.

### Federal Direct Parent/Graduate Loans

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

## State-Administered Programs

### Access Missouri Grant Program

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

### Bright Flight Scholarship Program

Legal resident of Missouri who has a composite score on the ACT or SAT in either the top 3% of all Missouri students taking those tests, or the top 4<sup>th</sup> or 5<sup>th</sup> percentiles of all Missouri students taking those tests. Renewable with a 2.5 or

greater cumulative GPA. Amounts are determined by the Missouri Department of Higher Education and Workforce Development.

### Other Sources of Financial Aid

Veterans Administration (G.I. Bill)

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

Rehabilitation Commission

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

### Satisfactory Academic Progress, Probation, and Suspension (SAP)

Students receiving any financial aid must fulfill certain criteria to determine that they are in good standing and maintaining satisfactory progress in their course of study. For financial assistance purposes, undergraduate students must maintain satisfactory academic progress defined as successful completion of at least 66.7% of their attempted courses\* with a cumulative 2.0 GPA. Students must complete their degree requirements within 150% of the published timeframe for their degree program. At the end of each semester, a determination of continued eligibility for financial assistance is made. Transfer credit hours count in the total attempted/completed credit hours calculation. Incompletes and repetitions will be calculated as attempted hours in the semester in which they are graded and awarded.

SAP example:

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

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

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

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

In the event of loss of eligibility of financial assistance due to extenuating circumstances, the student may submit an appeal to for reinstatement of financial assistance eligibility. The student must complete the Satisfactory Academic Progress (SAP) Appeal Form by November 1<sup>st</sup> for fall, April 1<sup>st</sup> for spring, or July 1<sup>st</sup> for summer aid eligibility. Examples of extenuating circumstances, which must be documented by the student and which would be considered by SAP Appeals Committee, include but are not limited to; the death of a relative of the student or an injury or illness of the student.

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

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

*\*Attempted courses are defined as the total number of hours in which you are enrolled as of the end of the drop period.*

### Academic Standing Criteria for Scholarships and Awards

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

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

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

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

## Withdrawal from Stephens

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

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

## Return of Unearned Tuition Assistance (TA) Funds Procedure

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

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

## Official Notification Not Provided:

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

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

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

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

A LOA that is granted will ensure that they can continue their degree under the curricular requirements of the catalog under which they initially enrolled. If a LOA is granted the student returning is allowed to complete the coursework that she began prior to the LOA. LOA **may not** be granted for academic reasons in accordance with federal financial aid regulation 34 CFR 668.22(d). Stephens College **does not** provide a Title IV LOA. Any student who requests a LOA is treated as a withdrawal for financial aid purposes and a Return of Title IV Funds process will be run. Please see the Withdrawal from Stephens section for more information.

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

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

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

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

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

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

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

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

### Never Begins Attendance:

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

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

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

### Official Notification of enrollment status:

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

### Retention Information and the Student Right to Know Act

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

### Obligation of the College in the Event of Curtailment of Programs

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

## Tuition and Fees 2025-2026

Basic fees for 2025-2026 are explained below. These charges are subject to change at the discretion of the Stephens College Board of Trustees.

### Undergraduate Students Stephens Women's College:

#### Full-time Tuition:

For students entering in the 2025-2026 Academic year, tuition is \$13,900.00 per semester. Students entering before Fall 2019 keep the previous tuition rate of \$15,580.00 per semester, but also maintain their current scholarships/financial aid—with the assurance that they will not pay more than \$23,175.00 out of pocket for tuition per year.

An overload fee of \$829.00 per credit hour will be charged for additional credit hours above the maximum allowed.

A deposit fee of \$250 is charged for all new students for the 2025-2026 academic year, refundable through May 1, 2025, if a student cancels their enrollment for the Fall Semester.

A \$325 fee per semester is charged to cover technology, email, and student ID.

An Activities Fee of \$175 includes on-campus activities including Student Government Association membership, attendance at on-campus cultural events, and Programming Board. A Health and Wellness Fee of \$325 is charged for healthcare services (Boone Clinic), use of the student exercise facilities, counseling services, and wellness programming.

#### Part-time Tuition:

Tuition for 2025-2026 degree and non-degree seeking students enrolled for 1-11.9 hours is \$829.00 per credit hour.

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

#### Dropping Classes:

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

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

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

#### Room:

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

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

**Searcy**

|             |                    |            |
|-------------|--------------------|------------|
| Single      | Academic Year      | \$6,750.00 |
| Double      | Academic Year      | \$4,800.00 |
| Baby Single | Academic Year      | \$4,800.00 |
| Single      | 12 Month (50 Week) | \$7,950.00 |
| Double      | 12 Month (50 Week) | \$5,675.00 |

**Prunty:**

|             |                    |            |
|-------------|--------------------|------------|
| Single      | Academic Year      | \$7,320.00 |
| Double      | Academic Year      | \$5,200.00 |
| Baby Single | Academic Year      | \$5,200.00 |
| Single      | 12 Month (50 Week) | \$8,635.00 |
| Double      | 12 Month (50 Week) | \$6,145.00 |

**Tower:**

|                                       |                    |             |
|---------------------------------------|--------------------|-------------|
| Single                                | Academic Year      | \$7,955.00  |
| Double                                | Academic Year      | \$5,620.00  |
| Apt Single                            | Academic Year      | \$8,700.00  |
| Apt Single - With \$250 Flex/Semester | Academic Year      | \$8,700.00  |
| Single                                | 12 Month (50 Week) | \$9,385.00  |
| Double                                | 12 Month (50 Week) | \$6,630.00  |
| Apartment Single                      | 12 Month (50 Week) | \$10,355.00 |
| Mini Apartment                        | Academic Year      | \$8,400.00  |
| Mini Apartment                        | 12 Month (50 Week) | \$9,900.00  |

**Wood**

|                                       |                     |            |
|---------------------------------------|---------------------|------------|
| Single Occupancy Private Bath         | Academic Year       | \$7,725.00 |
| Suite Style Shared Bath               | Academic Year       | \$7,210.00 |
| Suite Style Shared Room & Shared Bath | Academic Year       | \$5,150.00 |
| Single Occupancy Private Bath         | 12 Month (50 Weeks) | \$9,270.00 |
| Suite Style Shared Bath               | 12 Month (50 Weeks) | \$8,650.00 |
| Suite Style Shared Room & Shared Bath | 12 Month (50 Weeks) | \$6,180.00 |
| Mini Apartment                        | Academic Year       | \$8,100.00 |
| Mini Apartment                        | 12 Month (50 Weeks) | \$9,500.00 |

**Columbia**

|                                                |                     |             |
|------------------------------------------------|---------------------|-------------|
| 2 Bed 1 Bath                                   | Academic Year       | \$9,035.00  |
| 2 Bed 1 Bath - Bundle With \$250 Flex/Semester | Academic Year       | \$9,035.00  |
| 4 Bed 2 Bath                                   | Academic Year       | \$8,300.00  |
| 4 Bed 2 Bath - Bundle With \$250 Flex/Semester | Academic Year       | \$8,300.00  |
| 2 Bed 1 Bath                                   | 12 Month (50 Weeks) | \$10,815.00 |
| 2 Bed 1 Bath - Bundle With \$500 Flex/Year     | 12 Month (50 Weeks) | \$10,815.00 |
| 4 Bed 2 Bath                                   | 12 Month (50 Weeks) | \$10,040.00 |
| 4 Bed 2 Bath - Bundle With \$500 Flex/Year     | 12 Month (50 Weeks) | \$10,040.00 |

**Board:**

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

|                                                   |            |              |
|---------------------------------------------------|------------|--------------|
| 12 meals/week and \$500 Flex Dollars [192 swipes] | \$2,460.00 | per semester |
| 14 meals/week and \$200 Flex Dollars [224 swipes] | \$2,460.00 | per semester |
| 16 meals/week and \$200 Flex Dollars [256 swipes] | \$2,710.00 | per semester |

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

Part-time students may use the dining facilities in Stamper Commons by paying the casual meal rate.

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

**Additional Fees (per semester)**

|                                           |                       |
|-------------------------------------------|-----------------------|
| Horse boarding (per month)                | \$600.00              |
| Horse show transportation fee (per show)  | Variable (\$50-\$300) |
| Horse riding fee (per course)             | \$975.00              |
| Pet fee (per pet, non-refundable)         | \$225.00              |
| Graduation fee (at time of graduation)    | \$125.00              |
| Vehicle registration (annual)             | \$90.00               |
| Replacement ID card                       | \$15.00               |
| Transcript (per request)                  | \$15.00               |
| Returned check fee (per check)            | \$25.00               |
| Deposit fee (one-time, new students)      | \$250.00              |
| Additional course fees                    | Variable              |
| Course audit fee                          | \$250.00              |
| Lab fee - music - per 1/5 lesson per week | \$380.00              |

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

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

Personal expenses are the responsibility of the student.

|                                              |                             |
|----------------------------------------------|-----------------------------|
| Lab Fee – Music – per ½ hour lesson per week | \$380 *Conservatory only    |
| Lab Fee – Student Riding                     | \$975 *Women’s College only |

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

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

Personal expenses are the responsibility of the student.

## Stephens Conservatory for the Performing Arts

### Current Fee schedule:

#### Full-time Tuition:

For students entering in the 2025-2026 Academic year, tuition is \$13,900.00 per semester. Students entering before Fall 2019 keep the previous tuition rate of \$15,580.00 per semester, but also maintain their current scholarships/financial aid—with the assurance that they will not pay more than \$23,175.00 out of pocket for tuition per year.

An overload fee of \$829 per credit hour will be charged for additional credit hours above the maximum allowed.

A deposit fee of \$250 is charged for all new students for the 2025-2026 academic year, refundable through May 1, 2025, if a student cancels their enrollment for the Fall Semester.

An Activities Fee of \$175 includes on-campus activities including Student Government Association membership, attendance at on-campus cultural events, and Programming Board. A Health and Wellness Fee of \$325 is charged for healthcare services (Boone Clinic), use of the student exercise facilities, counseling services, and wellness programming. A \$325 fee per semester is charged to cover technology, email, and student ID.

#### Part-time Tuition:

Tuition for 2025-2026 degree and non-degree seeking students enrolled for 1-11.9 hours is \$829 per credit hour.

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

### Dropping Classes:

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

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

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

**Room & Board:** See the Women’s College entries for Room and Board on page 24 and 25.

**Additional Fees (per semester):** See the Women’s College entries for Room and Board on page 24 and 25

|                                          |                          |
|------------------------------------------|--------------------------|
| Technology Fee:                          | \$300                    |
| Horse boarding (per month)               | \$530                    |
| Horse show transportation fee (per show) | variable (\$50 to \$300) |
| Horse riding fee (per course)            | \$975                    |
| Pet Fee (per pet, non-refundable)        | \$225                    |
| Graduation fee (at time of graduation)   | \$110                    |
| Vehicle registration (annual)            | \$90                     |

|                                              |                          |
|----------------------------------------------|--------------------------|
| Replacement ID card                          | \$15                     |
| Transcript (per transcript request)          | \$15                     |
| Returned check fee (per check)               | \$25                     |
| Deposit Fee (one-time, new students)         | \$250                    |
| Additional course fees:                      | variable                 |
| Course Audit Fee                             | \$280                    |
| Lab Fee – Music – per ½ hour lesson per week | \$380 *Conservatory only |
| Lab Fee – Student Riding                     | \$975                    |

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

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

Personal expenses are the responsibility of the student.

### Dropped Courses

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

#### 16-week classes

- 1-6 calendar days of class – students may drop with no charge
- 7-13 calendar days of class – students may drop with 50% refund

#### 8- or 10-week classes

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

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

### Payment Policy

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

- Full payment for all tuition, fees, room and board, and all other charges are due at the beginning of each term (fall, spring and summer).
- For registration and enrollment changes after the tuition due date, payment is due immediately. Payments may be made by check or credit card. The college accepts Mastercard, Visa, Discover, and American Express.

### Employer Reimbursement

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

### Tuition Payment Options

The College uses Nelnet (formerly known as Tuition Management Systems) which offers an interest-free monthly payment plan to pay for tuition, room and board. Contact Nelnet at 800-609-8056 or visit their website at [www.MyCollegePaymentPlan.com/stephens-college](http://www.MyCollegePaymentPlan.com/stephens-college). Nelnet charges a \$52 per term processing fee to participate in this program. If you choose the Nelnet option, you must be signed up prior to attending classes.

### Application of Financial Aid

The Accounting Office applies financial aid funds to student accounts in the following order:

Institutional aid  
Federal or State Grant funds  
Federal loan funds, including PLUS  
Outside Scholarship funds  
Alternative Loan funds

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

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

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

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

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

### Failure to Pay

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

Students with questions may direct them to:

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

## Transcripts and Replacement Diplomas

A transcript is an official copy of the student's permanent academic record bearing the College seal and the signature of the registrar. Official transcripts are available to students through the Office of the Registrar at <https://www.stephens.edu/for-faculty-staff/registrar/transcripts-replacement-diplomas/>. Copies of transcripts, official and unofficial, and replacement diplomas will not be released to students with an unpaid balance at Stephens College resulting from charges for tuition and fees, fines, or other assessments.

The fee charged for an official transcript is \$15, paid in advance. Transcripts are normally sent by the Office of the Registrar to the receiving institution. If a student requests an official transcript, the words "Issued to Student" will appear on it. A currently enrolled student may obtain an information copy (unofficial) of their transcript through My Stephens.

## Withdrawal Policy

### Enrollment cancellation prior to first day of class

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

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

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

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

### Complete withdrawal after 60% completion of the semester

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

### Summer Session Withdrawal Policy

The above policy also applies to the summer session.

### Refund of Lab or Miscellaneous Fees

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

## Returned Checks

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

## Student Experience

### On-Campus Living and Food Service Requirements

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

### Disabilities/Special Needs

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

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

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

### Health & Wellness Services

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

#### *Immunization*

All students are required to fill out an immunization form. This form must be completed and returned to the Office of Student Experience before classes begin. The required immunizations must be DATED as stipulated. All students, off and on campus, full-time and part-time, must have the measles/mumps/rubella (M/M/R) shot, and two shots are necessary. All residential students must have the meningitis vaccination, or a signed waiver is required. Students failing to comply may not move-in or participate in classes until this requirement has been met.

#### *Medical Care*

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

#### *Counseling Services*

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

#### *A Balanced Life*

Office of Student Experience champions a healthy lifestyle through providing students with the opportunities to maintain a balanced life. Stamper Commons has a fitness center equipped with cardio and weight machines. In addition, fitness classes are offered free to students each semester. A Balanced Life programming is designed to create opportunity to balance the five elements on self—coping, essential, creative, physical, and social.

## Campus Life

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

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

## Residential Life

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

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

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

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

## Student Government Association

Every student is automatically a member of the Student Government Association (SGA). Students who are elected to SGA positions gain experience in planning, administering and communicating cultural, social and recreational activities and in dealing with academic, residential and community problems.

## Student Identification Card

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

## Student Organizations

Many growth and leadership opportunities are available to students through the following organizations. Honoraries Tri Beta (Beta Beta Beta), national biology honorary; and Sigma Tau Delta, English and Creative Writing. Campus organizations include Association for Student Athletes; Black Women Enlighted; SOLS; Student Programming Council; Poets of Infinity; Student Government Association (SGA); Students Learning About Teacher Education (SLATE), along with other student organizations. Greek life includes Kappa Delta Sorority.

## Student Publications

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

## The Campus

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

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

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 store), the Office of Student Development, new Mac lab, and the Student Engagement Center.

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

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

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

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

### Other Buildings

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

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

## Academic Regulations and Policies

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

### Academic Policies

#### Academic Calendar

The Stephens College academic calendar consists of first semester (fall term) and second semester (spring term). Each semester includes four blocks and semester courses. The College's summer course offerings vary from year to year, but typically include courses offered both on campus and online; students in the Conservatory for the Performing Arts are required to enroll in summer coursework/programs to complete their degrees. Graduate and online programs offer a summer semester with a full selection of coursework.

#### Academic Integrity

Stephens College is a community of scholars committed to truth. The validity of a Stephens College degree depends upon the integrity of the work that it represents. Academic dishonesty violates the ethical standards of our community and stunts students' intellectual and personal development. Stephens has therefore adopted an academic dishonesty policy that imposes penalties for students who commit acts of academic dishonesty. Graduate students should reference the graduate catalog and Physician Assistant students should reference the Physician Assistant Student Handbook for program-specific policies.

#### Academic Dishonesty

Academic dishonesty includes but is not limited to the following:

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

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

1. An instructor suspecting academic dishonesty will first make a concerted effort to confer with the student.
2. If, after conferring with the student, or attempting to confer with the student, the instructor is convinced the student is not guilty of academic dishonesty, the matter will be dropped.
3. If, after conferring with the student, the instructor is convinced the student is guilty of academic dishonesty, the instructor will impose the penalty or penalties specified in the course syllabus. If the instructor has not stated a penalty or penalties in the syllabus, the penalty will be no more severe than a

grade of failure or no credit for the assignment in question. If the instructor imposes a failing grade for the course, the student will not be allowed to withdraw to avoid the penalty. The instructor is required to report all acts of academic dishonesty to the office of the Vice President for Academic Affairs. The report will be forwarded to the Academic Standing Committee. A record of every incident of academic dishonesty will be retained in the office of the VPAA.

4. If the student chooses to appeal the instructor's decision, she/he may request a hearing before the Academic Standing Committee by delivering a written request and all supporting evidence to the office of the VPAA within ten (10) business days of notification of the instructor's decision. Pending the outcome of the hearing the student should continue to attend the course.
5. Having received a request for a hearing from the office of the VPAA, the chair of the Academic Standing Committee will, in a timely manner, convene the committee for the hearing. The committee chair will notify the student and the instructor of the time and place of the hearing at least three (3) business days prior. The student and the instructor have the right to appear in person in front of the committee at the hearing. If he or she considers it advisable, the committee chair may invite other individuals to take part in the hearing. The hearing will provide a fair opportunity for both the student and the instructor to present fully the specific details of the case. Upon conclusion of the hearing, the Academic Standing Committee will rule by vote in closed session. The Committee will notify the student, the student's academic adviser, instructor, and VPAA of its decision in writing. The written notification will clearly outline the consequences of subsequent instances of academic dishonesty by the student. The Academic Standing Committee may decide:
  - a. To confirm the instructor's finding and impose the penalty or penalties specified in the course syllabus, or
  - b. To confirm the instructor's finding and in consultation with the instructor, impose a different penalty, or
  - c. To reverse the instructor's finding, impose no penalty and direct the instructor to impose no penalty.
6. In addition to the hearings described above, the Academic Standing Committee will separately review all cases in which a student is guilty of academic dishonesty on more than one occasion. In these cases, the Committee may recommend to the Vice President for Academic Affairs that the student be placed on disciplinary probation, be suspended from the College, or be expelled from the College.
7. In cases of academic dishonesty that affect a degree already conferred, the Academic Standing Committee will make a recommendation to the President of the College regarding revocation of the degree.
8. The only appeal of the decisions made by the Academic Standing Committee is to the President of the College.

## Sanctions

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

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

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

### Academic Honor Code

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

### Academic Appeals: General Policies

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

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

### Academic Appeals: Grade Appeals

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

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

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

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

### Attendance Policy

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

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

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

### Catalog Authority

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

### Code of Conduct Violations in Academic Settings

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

All students and faculty have the right to a learning environment free of verbal abuse, threats, intimidation, harassment, and other conduct that threatens or endangers the physical or mental health or safety of any member of the college community. Class discussions, both in the classroom and via electronic learning tools, should be conducted in the spirit of respect, tolerance, and the open exchange of ideas that are hallmarks of an effective and productive learning environment. Sarcasm, bullying, caustic or aggressive language, or disrespect expressed in tone/words will not be tolerated. Stephens College expects that students will construct their written communication in electronic format or hard copy carefully, being aware of challenges such as perceptions and interpretations of others.

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

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

**SUBSEQUENT OFFENSES:** The instructor will contact their supervisor and determine appropriate sanctions and next steps within a reasonable time. The supervisor may consult with the Vice President of Academic Affairs. Sanctions may include a two to ten-day removal from classes/collaboration areas, resubmitting the code of conduct policy agreement, completing an assignment related to the code of conduct, removal from the class and/or removal from the program. The sanction/s should reflect the level of violation and the number of times

the student has violated the code. Communication with the student should be in writing and a copy placed in the student's file.

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

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

### Cell Phone Use by Students

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

### Course Credit and Semester Hours

Stephens College follows the Carnegie Classification of Institutions of Higher Education for credit-hour determination. In general, undergraduate lecture courses require 50 minutes per week of class time per credit hour (a three-credit semester lecture would meet 150 minutes per week for 3.5 weeks), while studio/laboratory courses require 100 minutes per week of class time per credit hour (a three-credit semester course would meet approximately 300 minutes per week for 3.5 weeks). The same amount of instructional time is scheduled for courses receiving the same amount of credit, whether taught in the semester or session format. Credit transferred from other regionally accredited colleges or universities is converted into semester hours.

### Degree Plan

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

### Falsification of College Records

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

### Leave of Absence Policy

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

### Obligation of the College in the Event of Curtailment of Programs

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

### Retention Information and the Student Right to Know Act

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

### Withdrawal Policy

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

## Academic Courses and Credits

### Transfer Credit

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

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

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

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

### Transfer Guidelines for General Education Courses

Eligibility of transfer courses to fulfill General Education requirements is evaluated by the Registrar. Students who hold an Associate of Arts degree from an accredited college will be considered to have met all the College's general education requirements.

### Advanced Placement, International Baccalaureate Credit and Credit by Examination

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

Criteria:

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

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

### Military Credit for Transfer

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

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

One of the following items is required for Military credit evaluation:

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

### Credit for Prior Learning Portfolio Review

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

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

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

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

### How to Apply for a Portfolio Review

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

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

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

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

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

### Mid-Missouri Associated Colleges and Universities (MMACU)

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

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

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

### Independent Study

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

### Course Prerequisites

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

### Course Prefixes and Numbers

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

### Course Load

To be classified as full-time, a student must carry at least 12 semester hours per semester. A typical full-time student course load in a Bachelor of Arts or a Bachelor of Science program is 15-17 semester hours per semester. An additional fee is assessed for course loads in excess of 18 semester hours. Students may only exceed 18 hours per semester, including both campus-based and online courses, with the support of their academic adviser and permission of the relevant School Dean. In all cases, additional fees will be assessed for course loads in excess of 18 semester hours.

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

Additional hours, up to 12 semester hours, may be earned in the summer, providing courses are available. Tuition for courses offered by the Women's College are assessed according to the fee schedule in effect at the time.

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

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

### Auditing Courses

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

### Pass/Fail Courses

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

### Repeated Courses

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

### Adding and Dropping Courses

Approval to add courses must be obtained from the course instructor (if the course has started or is full) and the student's adviser. Approval to drop courses must be always obtained from the student's adviser. Add/Drop forms are available in the Registrar's office and online. The student must obtain all required on the add/drop form and file the form with the Registrar's office. The drop or add will not be registered until the form is filed with the registrar.

Students may add courses up to the end of the first week of the semester for semester long classes. Students may drop classes through the third week of the semester and may withdraw from courses through the ninth week of the semester for semester long classes. For block courses, two days are allowed to add a class and 15 days are allowed to drop a class. Drop-add and withdraw deadlines are published and distributed to all students and advisers in the on-line Academic Calendar on the Stephens website. Summer drop/add dates vary with the summer course length. It is the students' responsibility to know the drop/add deadlines for each course in which they enroll and meet these deadlines.

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

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

If a student completely withdraws from the College on or after the first day of a course, a grade of "W" will be recorded as a final grade for the current block and semester courses in which the student was enrolled.

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

## Academic Performance

### Assessment

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

### Grade Reports

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

## Grading Policies

Grades and grade points are assigned on the following basis: A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D+ = 1.33, D = 1.0, D- = .67, F = 0.0. Grades in the A range denote excellent achievement; the B range denotes above average achievement; the C range denotes average achievement; the D range denotes below average achievement (D- is the lowest passing mark); F denotes unacceptable (failing) work. An instructor may lower the student's final grade in a course for excessive absences. Faculty are required to discuss their grading system at the beginning of each course and include their grading policy in the course syllabus. Students should not hesitate to ask an instructor to explain the grading system employed in a class. Grades for pass/fail courses are recorded as "S" (Satisfactory) or "U" (Unsatisfactory). An "S" grade grants credit but no grade points. A "U" grade counts as an "F" in the grade point average.

An "I" (incomplete) mark may be assigned at the discretion of an instructor (see Grade of Incomplete below).

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

## Grade of Incomplete

A student who has completed three-quarters of the work in a course at a passing level but is unable to complete the work on time due to extenuating circumstances, may speak with the instructor to see if receiving an "I" (incomplete) mark is warranted. Up to one semester is allowed to complete the coursework unless the instructor sets an earlier deadline. If the work is not submitted by the deadline, the grade automatically becomes an F. If unusual circumstances indicate the need, the instructor may grant one additional semester to complete the course. An incomplete does not affect the GPA in the semester it is assigned. Students who receive incompletes are ineligible for a deans' list that semester.

## Grade Points

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

## Deans' Lists (Honors and High Honors)

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

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

## Graduation with Honors

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

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

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

## Academic Progress

### Classification of Students

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

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

### Satisfactory Academic Progress

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

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

### Academic Probation

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

### Academic Suspension

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

### Reinstatement to the College

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

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

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

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

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

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

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

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

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

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

Students receiving any financial aid must fulfill certain criteria to determine that they are in good standing and maintaining satisfactory progress in their course of study. For financial assistance purposes, a full-time student must maintain satisfactory academic progress defined as successful completion of at least 66.7% of their attempted courses with a cumulative 2.0 GPA. Students must complete their degree requirements within 150% of the published time-

frame for their degree program. At the end of each semester, a determination of continued eligibility for financial assistance is made. Any student who fails to meet the criteria will be placed on financial warning for one semester. Continued failure to meet the established criteria will result in financial assistance suspension and loss of all eligibility for financial assistance.

In the case of a student who made satisfactory progress after the semester on financial aid warning, but in a later semester fails to meet the criteria again, that student may receive one more semester on warning but will have her financial assistance suspended if any future semesters are below the established criteria. Students may not have two warning semesters in a row, and students will not receive more than two warning semesters in total, except in special circumstances, which will be determined on a case-by-case basis.

In the event of loss of eligibility of financial assistance due to extenuating circumstances, the student may appeal to The Director of Financial Aid for reinstatement of financial assistance eligibility. The student must complete the Financial Assistance Appeal Statement, which is available from the Financial Aid Office. Examples of extenuating circumstances, which must be documented by the student, and which would be considered by the Director of Financial Aid, include the death of a relative of the student or an injury or illness of the student.

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

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

## Academic and Student Services

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

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

### Academic Advising

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

### Student Success Center

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

### Transcripts

A transcript is an official copy of the student's permanent academic record delivered either electronically as a secured, blue-ribbon .pdf transcript, or as a paper transcript bearing the College seal and the signature of the registrar. Official transcripts are available to students through the Office of the Registrar upon receipt of an electronic order. Copies of transcripts, official and unofficial, will not be released to students with an unpaid balance at Stephens College resulting from charges for tuition and fees, fines, or other assessments.

The fee charged for an official transcript is \$15 and must be paid in advance. Transcripts may be sent electronically or on paper and are normally sent by the Office of the Registrar to the receiving institution. If a student requests an

official paper copy of her transcript for herself, the words "Issued to Student" will appear on it. A currently enrolled student may obtain an information copy (unofficial) of their academic transcript through [My Stephens](#).

### Americans with Disabilities Act

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

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

### Nature and Scope of Policy

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

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

### Procedures: Identification and Accommodation

#### Identification

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

#### Accommodation

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

#### Academic Accommodations

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

- A. **Classroom Access**  
The College may relocate classes to facilities that are accessible to a disabled student. Examples of access challenges can include:
  - buildings without ramps or elevators.

- locations temporarily inaccessible due to construction.
- classes held in locations too distant for the student to reach in the time available.
- classes held in locations with inadequate acoustics or lighting.

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

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

The Margaret Campbell 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 and Scribe Services**

Note-takers, typically identified from among the other students in a course, 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 Margaret Campbell 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 used 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 and hearing aids, 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 number of days is *suggested*, instructors can determine if the suggested number 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 for classroom interaction, and the impact, if any, that 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 course.

**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 the student is absent, the instructor may wish the student to interact with the class via video 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 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 will 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 use 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 number of days for extension and the amount of days for notice are *suggested* instructors can determine if the suggested number 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 grade of incomplete.

The student accepts responsibility for

- scheduling an appointment to meet with each instructor 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 reason 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. Please consult Within the Ivy (*insert link here*), the student handbook, for more detailed information regarding the College's ADA policies.

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

Stephens College complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended, which is 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 Registrar's office (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 record 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 whichever school official is responsible for the record, as indicated by the Office of the Registrar) to 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 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 interest. 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 personally identifiable information 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 the 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 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 Social Security number cannot be used for this purpose).

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

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

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

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

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

### Gun Policy

Stephens College is a gun-free campus.

### Statement of Nondiscrimination

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

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

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

Stephens College also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution.

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

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

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

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

Sex- and Gender-based Discrimination and Harassment

Title IX Coordinator  
Stamper Commons Student Development Suite, Office 202  
(573) 876-7250 or Campus Ext. 4250  
Campus Box 2033  
[titleix@stephens.edu](mailto:titleix@stephens.edu)  
[www.stephens.edu/titleix](http://www.stephens.edu/titleix)

Disability-based Discrimination and Accommodations

Sady Mayer Strand  
ADA/504 Coordinator  
Hugh Stephens Library, Office 216

(573) 876-7240 or Campus Ext. 4240  
Campus Box 2111  
[smayer@stephens.edu](mailto:smayer@stephens.edu) or [adacoordinator@stephens.edu](mailto:adacoordinator@stephens.edu)  
[www.stephens.edu/ada](http://www.stephens.edu/ada)

All other forms of discrimination and harassment

Director of Diversity, Equity and Inclusion  
Stamper Commons Student Development Suite, Office 203  
(573) 876-2321 or Campus Ext. 4321  
Campus Box 2033  
[diversityandinclusion@stephens.edu](mailto:diversityandinclusion@stephens.edu)  
[www.stephens.edu/dei](http://www.stephens.edu/dei)

OR

Director of Human Resources  
[mbates@stephens.edu](mailto:mbates@stephens.edu)  
(573) 876-7172 or Ext. 4172  
Campus Box 2036  
LRW, Suite 311

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

External inquiries may be made to:

Office for Civil Rights (OCR)  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-1100  
Customer Service Hotline #: (800) 421-3481  
Facsimile: (202) 453-6012  
TDD#: (877) 521-2172  
Email: [OCR@ed.gov](mailto:OCR@ed.gov)  
Web: <http://www.ed.gov/ocr>

Office for Civil Rights, Kansas City Office  
U.S. Department of Education  
One Petticoat Lane  
1010 Walnut Street, Suite 320  
Kansas City, MO 64106

Telephone: (816) 268-0550  
Facsimile: (816) 268-0559  
Email: [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov)

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

## **General Degree Requirements: Bachelor of Arts, Bachelor of Fine Arts and Bachelor of Science Degrees**

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

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

### **Academic Residency Requirement**

Academic residency for the residential program is met by one of the following: full-time enrollment for at least seven semesters, full-time enrollment for at least six semesters if at least 12 hours of advance placement (AP) or college hours earned before initial enrollment, or full-time enrollment for at least three semesters for transfer students. Part-time students must earn 24 semester hours through Stephens College to meet the academic residency requirement. The last 15 semester hours of credit in all degree programs must be earned through Stephens College or its programs.

### **Application for a Degree, Graduation**

Degree candidates must file a graduation application and a completed degree plan check sheet with the Registrar by the dates posted by the Registrar's office. A graduation fee of \$105.00 will be charged. Undergraduate degrees are conferred in December, May and August to students who qualify academically and have met their financial obligations. Commencement is held in May and December of each academic year. Students who file a plan with the registrar that enables them to graduate the following August may participate in May Commencement.

### **Waivers of Degree Requirements or Other Academic Policies**

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

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

## **Degree Completion**

### **Number of Courses and GPA**

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

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

### The Bachelor of Arts Degree

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

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

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

### The Bachelor of Science Degree

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

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

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

### The Bachelor of Fine Arts Degree

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

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

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

### Minors

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

### Double Majors and Dual-Degree Programs

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

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

### Associate in Arts Degree

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

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

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

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

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



Lela Raney Wood Hall

## Administrative Personnel

**President, 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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| David Fleming – Columbia, MO                    |                                           |
| Katherine Dietzen '86 – New York, NY            |                                           |
| Lisa Havens – Dallas, TX                        |                                           |
| Eryca Neville – Columbia, MO                    |                                           |

## Faculty

### Aguilar, Leslie

Education  
B.S., 2002, University of Central Missouri; M.A., 2006, Bennington College

### Barger, Michael

Dean, School of Women's College / Biology  
B.S., 1994, University of Nebraska-Lincoln; M.S., 1997, University of Nebraska-Lincoln; Ph.D., 2001, Wake Forest University

### Blakemore, Megan

Physician Assistant  
M.S., 2007, Missouri State University; Ph.D., 2013, University of Phoenix

### Boftsi, Maria

Health Sciences / Biology  
B.S., 2015, Aristotle University – Thessaloniki Greece; Ph.D., 2021, University of Missouri-Columbia

### Brescia, Lisa

Interim Dean, Conservatory for the Performing Arts  
A.A., 1992, American Academy of Dramatic Arts; B.A., 2008, Empire State College; M.F.A., 2014, George Washington University

### Capra-Thomas, Caylin

English/Creative Writing  
B.A., 2009, University of Vermont; M.F.A., 2015, University of Montana; Ph.D., University of Missouri-Columbia

### Carlson, Montana

Theatrical Design  
B.A., 2018, Truman State University; B.A., 2018, Truman State University; M.F.A., 2023, Western Illinois University

### Chance-Hetzler, Janet

Nursing  
A.D.N., 1986, Tarleton State University; B.S.N., 2009, M.S.N., 2012, D.N.P., 2015, University of Missouri-Columbia

### Evans, Christopher

Theatrical Design  
B.F.A., 2017, University of Central Oklahoma; M.F.A., 2020, Yale University

### Fifield, Andrea

Counseling  
B.A., 1997, Truman State University, Missouri; 2002, M.A.Ed., Truman State University, Missouri; Ph.D. 2010, Auburn University, Alabama

### Floyd, Corinne

Nursing  
A.D.N., Columbia College, 2007 Columbia, MO, B.S.N., 2011, and M.S.N., 2014, University of Central Missouri, Warrensburg, MO, and Ph.D., 2020, University of Missouri, St. Louis, MO.

### Grisham Jamey

Acting  
B.F.A., 2007, Roosevelt University; M.F.A., 2011, Brown University

### Haskins, Mary Amanda

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

### Hemphill, John

Acting  
B.A., 1997, University of Washington

### Irvin, Sarah

Counseling  
Ph.D., 2021, University of Holy Cross

### Jalisatgi, Satish

Health Sciences / Chemistry  
B.S., 1983, University of Bombay, India; M.S., 1987, University of Bombay, India; Ph.D., 1993, University of Bombay, India

### Kelly, Emma

Children's School  
B.S., 2020, Stephens College

### Kite, Kristin

Fashion  
A.A. Ellsworth Community College, Iowa; B.S., Oral Roberts University, OK; M.S., Texas Women's University, TX; Ph.D., Texas Women's University, TX

### Kissinger, Daniel

Counseling  
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.

### LaChance, Kristin

Nursing  
A.S.N., 2015, Mercy College of Nursing and Health Sciences; B.S.N., 2020, University of Missouri-Columbia; M.S.N., 2023, University of Missouri-Columbia

### Linde-Patel, Sara

Equestrian  
B.S., 2002, Stephens College, Missouri, M.S., 2022, Midway University, Kentucky

### Luebbering, Shana

Nursing  
A.S.N., 2015, Lincoln University; B.S.N., 2020, University of Missouri - Columbia; M.S.N., 2023, University of Missouri - Columbia

### Lucas, Kaneshya

Business Administration  
B.A., 2010, University of Missouri-Columbia. M.Ed., William Woods University 2018. Stephens 2023

**Mansat, Crina**

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

**Marx, Eric**

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

**McMurry, Monica**

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

**Midgley, Taylor**

Children's School  
B.S., 2012, Stephens College; M.A., 2013, Stephens College (Curriculum and Instruction)

**Monroe, Heidi**

Nursing  
B.S., 2005, M.S., 2010, DNP, 2017, University of Missouri-Columbia

**Moore, Nollie**

Music  
B.S., 1991, University of Missouri-Columbia; M.Ed., 2000, University of Missouri-Columbia

**Norris, Lezlie**

Physicians Assistant  
B.H.S., 1997, University of Missouri, Columbia; M.S., 2000, A.T. Still University

**Peth, Mara**

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

**Richardson, Miranda**

Communication Design  
B.A., 2009, M.F.A., 2014, University of Missouri-Columbia

**Sapp, Merrill**

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

**Shoge, Kendra**

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

**Somerville, Kris**

English and Creative Writing  
B.A., 1987, College of the Ozarks; M.A., 2000, University of Missouri

**Stilley, Stephanie**

Children's School  
B.S., 1992, Hannibal-LaGrange College; M.Ed., 2006, William Woods University

**Taylor, Scott**

Business  
B.S., 1989, Missouri State University-Springfield; M.P.A., 1999, University of Missouri-Columbia; D.B.A., 2021, California Southern University

**Thomas, Elizabeth**

Education  
B.S., 2012, Stephens College; M.A.T., 2016, Columbia College; Ph.D., 2022, University of Missouri-Columbia

**Thompson, Chase**

Film  
B.S., 2005, Columbia College; MFA, Stephens College, 2017

**Villareal, Jill**

Animal Behavior  
B.A., 1997, Florida Atlantic University; Ph.D., 2006, Indiana University-Bloomington (Major: Biology, Behavior & Neuroscience; Minor: Developmental Psychology; Certificate: Animal Behavior)

**Watson, Elizabeth**

Education  
B.S., 2003, Stephens College; M.Ed., 2008, Ph.D. 2023, University of Missouri

**Weaver, Adelaide**

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

**Williams, Jared**

Math/Physics  
B.S., 2018, Central Michigan University (Mathematics & Physics, concentration in Astronomy); M.S., 2020, Ph.D., 2024, University of Missouri-Columbia

**Wilson, Hilary**

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

**Wilson, Stephen**

Biology  
B.S., 2006, University of Missouri-Columbia; Ph.D., 2016, University of Kentucky-Lexington

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

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

## Conservatory for the Performing Arts

Dean: Lisa Brescia , MFA

Programs of Study:

Majors:

Acting, BFA  
Filmmaking, BFA  
Interdisciplinary Theatre Studies, BFA  
Musical Theatre, BFA  
Technical Theatre and Stage Management, BFA  
Theatrical Costume Design, BFA

### CONSERVATORY FOR THE PERFORMING ARTS MISSION STATEMENT:

CREATE. INSPIRE. IMPACT.

The Conservatory for the Performing Arts at Stephens College cultivates these guiding principles within a safe, collaborative, and supportive environment.

- Creating a strong community of artist-citizens
- Encouraging critical thinking and creative exploration
- Instilling an impeccable work ethic through rigorous training
- Building skills for industry success
- Guiding artists who are agents for social change
- Promoting lifelong learning and artistic expression

### Degrees offered by the Conservatory of the Performing Arts:

The Conservatory for the Performing Arts at Stephens College offers one of the most unique and competitive undergraduate training programs in the nation. Under the Conservatory umbrella, students can choose a variety of BFA majors:

- ACTING
- FILMMAKING
- INTERDISCIPLINARY THEATRE STUDIES
- MUSICAL THEATRE
- THEATRICAL COSTUME DESIGN
- TECHNICAL THEATRE/ STAGE MANAGEMENT

### Acting

The Bachelor of Fine Arts in Acting is an accelerated, intensive three-year, two-summer program that offers East and West Coast acting training, while celebrating the essence of each individual actor. Students will receive intensive Stanislavski – based acting training for both stage and on-camera work. In addition, emphasis will be placed on audition technique and the “business of the business.”

As an Acting major in the Conservatory for the Performing Arts at Stephens College, students will have many opportunities to train and perform. Students will:

- Have the opportunity to take part in several productions during the academic year and in the summer.
- Participate in the Summer Performing Arts Intensive
- Spend the second summer at Okoboji Summer Theatre, an intensive summer stock theatre experience in Spirit Lake, Iowa.
- Fully investigate and prepare for the business aspect of the industry

### Filmmaking

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

### Interdisciplinary Theatre Studies

This is a non-audition based major, that is designed to provide students with focused training in Acting, Directing, Technical Theatre, Stage Management, and Costume Design. Students will be immersed in a diverse and well-rounded curriculum, which will give them foundational skills to pursue a multitude of avenues upon graduation.

### Musical Theatre

The Bachelor of Fine Arts in Musical Theatre is an accelerated, intensive three-year, two-summer program that offers East and West Coast acting training while celebrating the essence of each individual actor. Students will receive intensive training in voice, acting, dance, audition technique and the "business of the business."

As a Musical Theatre major in the Conservatory for the Performing Arts at Stephens College, students will have many opportunities to train and perform. Students will:

- Have the opportunity to take part in several productions during the academic year and in the summer.
- Participate in the Summer Performing Arts Intensive
- Spend the second summer at Okoboji Summer Theatre, an intensive summer stock theatre experience in Spirit Lake, Iowa.
- Fully investigate and prepare for the business aspect of the industry

### Theatrical Costume Design

The Bachelor of Fine Arts in Theatrical Costume Design is an accelerated and intensive three-year, two-summer program that along with extensive course work in costume design. Course work and practical assignments create a highly valuable and experiential learning environment. Working alongside students, faculty and guest artists makes for truly professional theatre training.

All technical theatre, stage management and costume design students spend two summers as part of the Okoboji Summer Theatre (OST) in Spirit Lake, Iowa. Producing nine shows in ten weeks each summer, students work with professional actors, directors, and designers from around the country. OST also produces the Boji Bantam Children's Theatre, which presents four shows each season. OST is experiential training at its best and creates opportunities for students to have leadership and fully realized design opportunities.

### Technical Theatre/Stage Management

The Bachelor of Fine Arts in Technical Theatre and Stage Management is an accelerated and intensive three-year, two-summer program that challenges students in a hands-on experiential model. Course work and practical assignments in all technical and design areas gives the student an outstanding skill base to move them easily into the professional world and/or graduate school.

All technical theatre, stage management and costume design students spend two summers as part of the Okoboji Summer Theatre (OST) in Spirit Lake, Iowa. Producing nine shows in ten weeks each summer, students work with professional actors, directors, and designers from around the country. OST also produces the Boji Bantam Children's Theatre, which presents four shows each season. OST is experiential training at its best and creates opportunities for students to have leadership and fully realized design opportunities.

The Conservatory program at Stephens College maintains a national reputation as evidenced by the hundreds of alumnae working in every major city across the country. There are Stephens- trained artists on Broadway, in Film & Television, and at top regional theatres across the United States.

**Program Director: Lisa Brescia, MFA**

**Requirements for the B.F.A. Major in Acting**

The Bachelor of Fine Arts in Acting requires completion of general education requirements and courses as specified below. Minimum credits for a B.F.A. are 120 semester hours of which 36 semester hours must be upper-level coursework (300 level or above). B.F.A. requirements include one summer in the Summer Performing Arts Intensive (SPAI) and one in Okoboji Summer Theatre, six production crew assignments over three years and two strikes per semester. A B.F.A. Acting major is expected to complete the first summer session requirement in order to continue in the B.F.A. sequence, unless an exception is granted by the Theatre Faculty.

Because of the rigorous nature of the performing arts program, students are expected to demonstrate a level of dedication, effort and ethical behavior consistent with that demanded within the profession. Any student who, in the collective judgment of the program faculty and administration, fails at any time to meet these standards may be required to withdraw from the B.F.A. program.

Acting majors must achieve at least a B- in all courses required for the BFA in Acting to receive credit for that course, or to be allowed to enroll in any courses for which it is a prerequisite.

**Required Courses – 66 hrs.**

DAN 381: Social Dance Through the Ages (3 hrs.)  
 MTHA 126: Intro into the Profession/Audition Techniques (2 hrs.)  
 MTHA 490: Musical Theatre Senior Showcase (3 hrs.)  
 THA 122: Acting I: Acting Foundations (3 hrs.)  
 THA 124: Acting II: American Realism (3 hrs.)  
 THA 128: Voice and Speech for the Actor (2 hrs.)  
 THA 201: Improvisation (3 hrs.)  
 THA 205: Makeup for Theatre (1 hr.)  
 THA 213: Introduction to Stagecraft (1 hr.)  
 THA 227: Introduction to Stage Management (1 hr.)  
 THA 232: Directing I (3 hrs.)  
 THA 251: Intro to Costuming (1 hr.)  
 THA 275: Acting III: Styles (3 hrs.)  
 THA 313: Theatre History I (3 hrs.)  
 THA 314: Theatre History II (3 hrs.)  
 THA 320: Directing II (2 hrs.)  
 THA 328: Voice and Speech for the Actor III (3 hrs.)  
 THA 335: Acting IV: Contemporary (3 hrs.)  
 THA 340: Movement for Actors (3 hrs.)  
 THA 365: Dramatic Literature (3 hrs.)  
 THA 370: On-Camera Fundamentals (3 hrs.)  
 THA 376: Devised Theatre (3 hrs.)  
 THA 420: The Business of the Business (2 hrs.)  
 THA 421: Acting V: Shakespeare (3 hrs.)  
 THA 423: Acting VI: Acting for the Camera (3 hrs.)  
 THA 426: Acting VII: Naturalism/Realism (3 hrs.)

Plus 6 production crew assignments over 3 years (at least three must be prep crews) and 2 strikes per semester.

**Summer Performing Arts Intensive – 12 hrs. (on-campus housing required)**

THA 223: Acting for the Camera/Self Tape – Audition Techniques (3 hrs.)  
 THA 238: Voice and Diction II (3 hrs.)  
 THA 258: Stage Movement (3 hrs.)  
 THA 259: Acting Workshop (3 hrs.)

**Okoboji Summer Theatre 12 hrs. (may be repeated once)**

THA 360: Acting Workshop II (6 hrs.)  
 THA 361: Production Workshop II (3 hrs.)  
 THA 363: Theatre Management II (3 hr.)

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

The Bachelor of Fine Arts in Filmmaking requires completion of 30 hours of general education requirements, 90 semester hours in the major as specified below. An overall GPA of at least 2.0 in all DFM courses listed in the major is required. Upon entering the film program, students will be required to buy their own personal hard drive for storing and editing their movies. Please consult with a film faculty member before making any purchase. As a core part of hands-on learning curriculum, all students participate in Stephens Film Institute (SFI).

### Required Courses

DFM 108: Digital Photography (3 hrs.)  
DFM 125: Filmmaking I (3 hrs.)  
DFM 175: Stephens Film Institute I (3 hrs.)  
DFM 212: Digital Filmmaking Practicum (3 hrs.)  
DFM 225: Filmmaking II (3 hrs.)  
DFM 230: Screenwriting I - TV (3 hrs.)  
DFM 275: Stephens Film Institute II (3 hrs.)  
DFM 300: Directing for Film (3 hrs.)  
DFM 308: Advanced Digital Photography (3 hrs.)  
DFM 310: Advanced Post-production (3 hrs.)  
DFM 319: Sound Design (3 hrs.)  
DFM 325: Filmmaking III (3 hrs.)  
DFM 330: Screenwriting II (3 hrs.)  
DFM 335: Major Filmmakers (3 hrs.)  
DFM 340: The Business of Film (3 hrs.)  
DFM 362: Women in Film (3 hrs.)  
DFM 370: International Cinema (3 hrs.)  
DFM 375: Stephens Film Institute III (3 hrs.)  
DFM 382: Experimental Film (3 hrs.)  
DFM 410: Senior Project I (3 hrs.)  
DFM 420: Senior Project II (3 hrs.)  
DFM 425: Filmmaking IV (3hrs.)  
DFM 490: Portfolio (3 hrs.)  
THA 122: Acting I/Acting Foundations (3hrs)  
THA 136: Intro Design/Production (3hrs)  
THA 218: Theatrical Lighting I (lighting/sound) (3 hrs.)  
THA 232: Directing I (3hrs)  
THA 317: Advanced Scenic Design (3 hrs.)  
THA 370: On-Camera Fundamentals (3hrs)  
THA 423: Acting VI: Acting for the Camera (3 hrs.)

Program Director: Lisa Brescia, MFA

## Requirements for the B.F.A. Major in Interdisciplinary Theatre Studies

The Bachelor of Fine Arts in Interdisciplinary Theatre Studies requires completion of general education requirements and courses as specified below. Minimum credits for a B.F.A. are 127 semester hours of which 36 semester hours must be upper-level coursework (300 level or above). B.F.A. requirements include two summers at the Okoboji Summer Theatre, six production crew assignments over three years and two strikes per semester. A B.F.A. Interdisciplinary Theatre Studies major is expected to complete the first summer session requirement in order to continue in the B.F.A. sequence, unless an exception is granted by the Theatre Faculty.

Because of the rigorous nature of the performing arts program, students are expected to demonstrate a level of dedication, effort and ethical behavior consistent with that demanded within the profession. Any student who, in the collective judgment of the program faculty and administration, fails at any time to meet these standards may be required to withdraw from the B.F.A. program.

Theatre majors must achieve at least a B- in all Theater major classes to receive credit for that class or to be allowed to enroll in any class for which it is a prerequisite.

### Required Courses – 73 hrs.

DAN 381: Social Dance Through the Ages (3 hrs.)  
 MTHA 126: Intro to Profession/Audition Technique (2hrs)  
 MTHA 315: History of Musical Theatre (3hrs)  
 THA 122: Acting I/Acting Foundations (3hrs)  
 THA 124: Acting II (3hrs)  
 THA 128: Voice I (2hrs)  
 THA 136: Intro Design/Production (3hrs)  
 THA 201: Improvisation (3hrs)  
 THA 205: Makeup for Theatre (1hr)  
 THA 213/227: Intro to Stagecraft/Stage Management (2hrs)  
 THA 228: Stage Management II (3hrs)  
 THA 232: Directing I (3hrs)  
 THA 235: Scene Painting (3hrs)  
 THA 251: Intro to Costuming (1hr)  
 THA 275: Acting Styles (3hrs)\*\*  
 THA 312: Practicum: Assistant to Director (3hrs)  
 THA 313: Theatre History I (3hrs)  
 THA 314: Theatre History II (3hrs)  
 THA 320: Directing II (2hrs)  
 THA 328: Voice & Speech for the Actor III (3hrs)  
 THA 340: Movement for the Actor (3hrs)  
 THA 365: Dramatic Literature (3hrs)  
 THA 370: On-Camera Fundamentals (3hrs)  
 THA 372: Entertainment Design/Colab Process (3hrs)  
 THA 376: Devised Theatre (3hrs)\*\*  
 THA 412: Practicum: Box Office Management (1hr)  
 THA 420: Business of the Business (2hrs)  
 THA 425: Sr. Production Seminar (3hrs)  
 THA 427: Project Pro/DSN (3hrs)

Plus 6 production crew assignments over 3 years (at least three must be prep crews) and 2 strikes per semester.

\*\*= Students will select THA 275: Acting Styles **OR** THA 376: Devised Theatre

### Okoboji Summer Theatre I

THA 360: Acting Workshop II (6 hrs.)  
 THA 361: Production Workshop II (3 hrs.)  
 THA 363: Theatre Management II (3 hr.)

### Okoboji Summer Theatre II

THA 360: Acting Workshop II (6 hrs.)  
 THA 361: Production Workshop II (3 hrs.)  
 THA 363: Theatre Management II (3 hr.)

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

Coordinator: Lisa Brescia, MFA

The Bachelor of Fine Arts in Musical Theatre requires completion of general education requirements and courses as specified below. Minimum credits for a B.F.A. are 120 semester hours of which 36 semester hours must be upper-level coursework (300 level or above). B.F.A. requirements include one summer in the Summer Performing Arts Intensive and one in Okoboji Summer Theatre, six production crew assignments over three years and two strikes per semester. A B.F.A. Musical Theatre major is expected to complete the first summer session requirement in order to continue in the B.F.A. sequence, unless an exception is granted by the Theatre Faculty.

Because of the rigorous nature of the performing arts program, students are expected to demonstrate a level of dedication, effort and ethical behavior consistent with that demanded within the profession. Any student who, in the collective judgment of the program faculty and administration, fails at any time to meet these standards may be required to withdraw from the B.F.A. program.

Musical Theatre majors must achieve at least a B- in all courses required for the BFA in Musical Theatre to receive credit for that course, or to be allowed to enroll in any courses for which it is a prerequisite.

### Theatre courses (32 hours)

MTHA 126: Intro into the Profession/Audition Techniques (2 hrs.)  
MTHA 275: Acting III: Acting Through Song (3 hrs.)  
MTHA 315: History of Musical Theatre (3 hrs.)  
THA 122: Acting I: Acting Foundations (3 hrs.)  
THA 124: Acting II: American Realism (3 hrs.)  
THA 213: Intro to Stagecraft (1 hr.)  
THA 328: Voice and Speech for the Actor III (3 hrs.)  
THA 335: Acting IV: Contemporary (3 hrs.)  
THA 340: Movement for Actors (3 hrs.)  
THA 420: The Business of the Business (2 hrs.)  
THA 421: Acting V: Shakespeare (3 hrs.)  
THA 423: Acting VI: Acting for the Camera (3 hrs.)

### Dance courses (19 hours)

DAN 112: Ballet and Jazz Fundamentals (3 hrs.)  
DAN 113: Ballet I/Jazz I (3 hrs.)  
DAN 231: Ballet II (2 hrs.)  
DAN 233: Ballet III (2 hrs.)  
DAN 247: Tap I (2 hrs.)  
DAN 347: Tap II (2 hrs.)  
DAN 351: Ballet IV/Musical Theatre Dance (3 hrs.)  
DAN 353: Dance Synthesis (2 hrs.)

### Music courses (15 hours)

APM 102/103: Private Voice Lesson (2 hrs.)  
APM 202/203: Private Voice Lesson (2 hrs.)  
APM 302/303: Private Voice Lesson (2 hrs.)  
MTHA 490: Senior Showcase (3 hrs.)  
MUS 110: Music Theory I (3 hrs.)  
MUS 124: Sight Singing (3 hrs.)

Plus 6 production crew assignments over 3 years (at least three must be prep crews) and 2 strikes per semester.

### Summer Performing Arts Intensive (on-campus housing required)

THA 223: Acting for the Camera/Self Tape – Audition Techniques (3 hrs.)  
THA 238: Voice and Diction (3 hrs.)  
THA 258: Stage Movement (3 hrs.)  
THA 259: Acting I Intensive (3 hrs.)

### Okoboji Summer Theatre (may be repeated once)

THA 360: Acting Workshop II (6 hrs.)  
THA 361: Production Workshop II (3 hrs.)  
THA 363: Theatre Management II (3 hrs.)

## Requirements for the B.F.A. in Technical Theatre and Stage Management

The Bachelor of Fine Arts in Technical Theatre and Stage Management requires completion of general education requirements and courses as specified below. Minimum credits for a B.F.A. are 120 semester hours of which 36 semester hours must be upper-level coursework (300 level or above). B.F.A. requirements include two summers as a student company member at Okoboji Summer Theatre, two production crew assignments and two strikes per semester. A B.F.A. theatre major must complete the first summer session requirement in order to continue in the B.F.A. sequence unless an exception is granted by the Theatre Faculty.

Because of the rigorous nature of the performing arts program, students are expected to demonstrate a level of dedication, effort and ethical behavior consistent with that demanded within the profession. Any student who, in the collective judgment of the program faculty and administration, fails at any time to meet these standards may be required to withdraw from the B.F.A. program.

Theatre majors must achieve at least a B- in all Theater major classes to receive credit for that class or to be allowed to enroll in any class for which it is a prerequisite.

### Required Courses (50 hours)

THA 136: Intro to Theatrical Design and Production (3 hrs.)  
 THA 205: Makeup for Theatre (1 hr.)  
 THA 210: Drafting/Vectorworks (theatre graphics) (3 hrs.)  
 THA 211: 3-D Modeling & Rendering (3 hrs.)  
 THA 213: Introduction to Stagecraft (1 hr.)  
 THA 215: Rendering for the Theatre (3 hrs.)  
 THA 216: Introduction to Scenic Design (3 hrs.)  
 THA 218: Theatrical Lighting I (lighting/sound) (3 hrs.)  
 THA 227: Introduction to Stage Management (1 hr.)  
 THA 228: Stage Management II (3 hrs.)  
 THA 235: Scene Painting (3 hrs.)  
 THA 236: Properties Design and Production (3 hrs.)  
 THA 251: Intro to Costuming (1 hr.)  
 THA 312: Practicum (every semester) (1-3 hrs.)  
 THA 313: Theatre History I (3 hrs.)  
 THA 314: Theatre History II (3 hrs.)  
 THA 317: Advanced Scenic Design (3 hrs.)  
 THA 318: Advanced Lighting (3 hrs.)  
 THA 372: Entertainment Design & Collaborative Process (3 hrs.)  
 THA 427: BFA Project Production or Design (3 hrs.)

Plus 2 production crew assignments and 2 strikes per semester.

### Okoboji Summer Theatre – Summer 1 (12 hours):

THA 361: Production Workshop II (9 hrs.)  
 THA 363: Theatre Management II (3 hrs.)

### Okoboji Summer Theatre – Summer 2 (12 hours):

THA 361: Production Workshop II (9 hrs.)  
 THA 363: Theatre Management II (3 hrs.)

## Requirements for the B.F.A. Major in Theatrical Costume Design

The Bachelor of Fine Arts in Theatrical Costume Design requires completion of general education requirements and courses as specified below. Minimum credits for a B.F.A. are 120 semester hours of which 36 semester hours must be upper-level coursework (300 level or above). B.F.A. requirements include two summers as a student company member at Okoboji Summer Theatre, two production crew assignments and two strikes per semester. A B.F.A. theatre major must complete the first summer session requirement in order to continue in the B.F.A. sequence unless an exception is granted by the Theatre Faculty.

Because of the rigorous nature of the performing arts program, students are expected to demonstrate a level of dedication, effort and ethical behavior consistent with that demanded within the profession. Any student who, in the collective judgment of the program faculty and administration, fails at any time to meet these standards may be required to withdraw from the B.F.A. program.

Theatre majors must achieve at least a B- in all Theater major classes to receive credit for that class or to be allowed to enroll in any class for which it is a prerequisite.

### Required Courses

#### Theatre Courses 54 hrs.

THA 136: Intro to Theatrical Design (3 hrs.)  
 THA 148: Figure Drawing (3 hrs.)  
 THA 205: Makeup for Theatre (1 hr.)  
 THA 212: Beginning Production Design & Management Practicum (1-3 hrs.)  
 THA 213: Introduction to Stagecraft (1 hr.)  
 THA 215: Rendering for the Theatre (3 hrs.)  
 THA 222: Digital Rendering Techniques (3 hrs.)  
 THA 227: Introduction to Stage Management (1 hr.)  
 THA 252: Costume Design I (3 hrs.)  
 THA 312: Intermediate Production Design & Management Practicum (1-3 hrs.)  
 THA 313: Theatre History I (3 hrs.) – *Writing Intensive*  
 THA 314: Theatre History II (3 hrs.)  
 THA 352: Intermediate Costume Design (3 hrs.)  
 THA 372: Entertainment Design & Collaborative Process (3 hrs.)  
 THA 412: Advanced Production Design & Management Practicum (1-3 hrs.)  
 THA 415: Advanced Costume Design (3 hrs.)  
 THA 425: Senior Production Seminar (3 hrs.)  
 THA 427: BFA Project Production or Design (3 hrs.)

#### Costume Construction courses

THA 111: Foundations of Costume Construction (3 hrs.)  
 THA 207: Draping (3 hrs.)  
 THA 217: Patternmaking (3 hrs.)  
 THA 278: Intermediate Costume Construction (3 hrs.)

#### Okoboji Summer Theatre (may be repeated once) – 12 hrs.

THA 361: Production Workshop II (9 hrs.)  
 THA 363: Theatre Management II (3 hrs.)

#### Okoboji Summer Theatre (may be repeated once) – 12 hrs.

THA 361: Production Workshop II (9 hrs.)  
 THA 363: Theatre Management II (3 hrs.)

Plus 6 crew assignments and 2 strikes per semester

**General Education Conservatory courses:**

*Please note that if a general education course is offered as section "C" it is limited to Conservatory students only.*

**ARH 209: Modernism and Post Modernism in Arts**  
(3 hrs.)

(Open to Conservatory students. Meets General Education Arts & Humanities core) This course explores the arts in Europe and America from the beginning of the 20th century to the present. We focus on important styles and movements, examining both the artistic products of each and the public statements of the participants. We pay particular attention to the interconnectedness of the arts in various media. Artists featured include painters, sculptors, architects, composers, playwrights, performance artists, filmmakers, and choreographers.

**BHS 110: Stress Management**  
(3 hrs.)

(Open to Conservatory students. Science general education core requirement.) Helps students gain an awareness of stress and its effects, practice management techniques to reduce personal stress, and implement those techniques in their daily lives and the lives of others. Topics include psychophysiology of stress, stress and disease, cognitive restructuring, and relaxation techniques.

**BUS 205: Personal and Family Finance**  
(3 hrs.)

(Open to Conservatory students. Meets General Education Quantitative core requirement.) Examination and application of basic economics and finance principles as they relate to the individual. Topics include budgets, banking, housing, taxes, insurance, and investments. Offered every semester.

**BUS 206: Business Essentials**  
(3 hrs.)

(Open to Conservatory students. Meets the General Education Quantitative Core requirement) This course reviews the essentials of business, designed to provide the Conservatory student with an understanding of Business Trends in the US and Globally, Small Business and Entrepreneurship, Business Management and Leadership principles. In addition, through the McGraw Hill text, students will learn the principles of Human Resources, Marketing, Business Information (Accounting/Financial Information) and Managing Financial Resources.

**ENG 107: Composition I**  
(3 hrs.)

(Open to Conservatory students. Meets General Education Quantitative Analysis core requirement.) This course provides students with opportunities to sharpen their reading, writing, research, and reasoning skills. At the same time, the course encourages students to develop their own distinct writing and speaking voices. The format of the course will include guest speakers, class discussions, small group presentations, individual presentations, formal and informal papers, writing exercises, and peer reviewing. Students must earn a C- or better to fulfill their requirements.

**ENG 345: Shakespearean Literature**  
(3 hrs.)

(Open to Conservatory students. Prerequisites: ENG 107 or ENG 207; and one 3 hour 200-level ENG course, junior

standing, or permission of instructor. Meets General Education Arts & Humanities core requirement.) A study of the plays of Shakespeare in their historical theatrical context and in light of new readings in performance studies and in the representations of gender, race, class, and nationality.

**ENG 376: Contemporary Literature**  
(3hrs.)

(Open to Conservatory students. Meets General Education Arts & Humanities core requirement. Prerequisites: ENG 107 or ENG 207 and one 3-hour 200 level ENG course, junior standing, or permission from instructor). This course identifies and examines emerging trends in recent literature.

**ENG 382: Major Authors: Modernism to Contemporary**  
(3 hrs.)

(Open to Conservatory students. Meets General Education Arts & Humanities core requirement.) An intensive introduction to the range and depth of one or more writers from the literary periods: Modernism to Contemporary such as Margaret Atwood, Sylvia Plath & Ted Hughes, Gertrude Stein and her circle, Adrienne Rich, or others. Recommended prerequisite: completion of Composition

**MUS 156: Rock and Roll Music**  
(3 hrs.)

(Open to Conservatory students. Meets General Education Arts and Humanities core requirement.) This course offers students an introductory survey of the history of Rock & Roll music, from its initial Golden Age of the 1950s to the digital revolution of the late 1990s. Through lecture, discussion, listening, writing and individual presentations, students will explore a wide range of Rock & Roll styles, musicians, works, and ideas, always with an eye to how this music reflects the cultural context of its time.

**PSY 111: Intro to Psychology**  
(3 hrs.)

(Open to Conservatory students. Meets the General Education Behavioral & Social Sciences core requirement.) An introduction to the major sub-fields of contemporary psychology. Emphases on the diversity of psychology as a discipline and how psychological principles pertain to everyday life.

**PSY 301: The Psychology of Gender**  
(3 hrs.)

(Open to Conservatory students. Meets the General Education Behavioral & Social Sciences core requirement.) This course examines psychological theory and research pertaining to the concepts of gender and gender development. Biological and cultural influences on gender expression as it relates to self-concept and well-being in students' lives will be emphasized.

**THA 365: Dramatic Literature**  
(3 hrs.)

(Open to Conservatory students. Prerequisites: ENG 107 and sophomore standing; meets the Arts and Humanities general education core requirement.) This course will investigate what sets drama apart from other prominent literary genres and the purpose of drama for various cultures. Selected readings will help students explore the literary elements of character, language, spectacle, plot, and theme, as well as the nature and function of world drama in historical, political and social contexts. Topics will vary and may focus on a historical period, a selected theme, style, or playwright. This course is writing intensive.

### Applied Music courses:

#### APM 101: Voice Class

(1 hr.)

(Prerequisite: Permission of Instructor)

Covers fundamentals in vocal production and breath support, technical and practice skills, musical terminology, and musical and textural analysis. May be repeated for credit.

#### APM 102/103: Private Voice Lesson

(1 hr.) (Fees: \$360 per credit)

(Prerequisite: 16-bar vocal audition with piano accompaniment for music department faculty)

One half-hour private lesson per credit per week. Regular practice required of student as assigned by instructor and required final performance jury.

#### APM 202/203: Private Voice Lesson

(1 hr.) (Fees: \$360 per credit)

(Prerequisite: Permission of Instructor)

One half-hour private lesson per credit per week. Regular practice required of student as assigned by instructor and required final performance jury.

#### APM 302/303: Private Voice Lesson

(1 hr.) (Fees: \$360 per credit)

(Prerequisite: Permission of Instructor)

Advanced study. One half-hour private lesson per credit per week. Regular practice required of student as assigned by instructor and required final performance jury.

(1 credit = ½ hour private lesson per week: Fee: \$360)

### Dance courses:

#### DAN 112: Ballet and Jazz Fundamentals

(3 hrs.)

An introduction to the theory and practice of Jazz and ballet technique.

Emphasis will be placed on proper alignment, strength, flexibility, coordination, musicality and vocabulary, and style.

#### DAN 113: Ballet I/Jazz I

(3 hrs.)

This course will emphasize techniques in Ballet and Jazz as well as flexibility and strength, coordination, and control.

#### DAN 231: Ballet II

(2 hrs.)

Continuation of DAN 113 involving the development of space-time coordination in more complex dance phrases with more advanced technical demands.

#### DAN 233: Ballet III

(2 hrs.)

A continuation of DAN 231.

Emphasis on the theory and practice of ballet technique, proper alignment, strength, flexibility, coordination, musicality and vocabulary, and style.

#### DAN 247: Tap I

(2 hrs.)

(Prerequisites: DAN 112 or audition.)

This class is designed to acquaint the dancer with the tradition of musical theatre and rhythm tap dance. Warm-up and exercises in tap technique with attention to proper use of weight, balance, articulation of footwork and full upper body involvement will be taught in order to prepare

the dancer for auditions and work in musical theatre and tap companies.

#### DAN 347: Tap II

(2 hrs.)

(Prerequisites: DAN 247 or permission of instructor, may be repeated for credit)

This tap class is designed to further the dancer's training in musical theatre and rhythm tap dance. Warm-up and exercises include advanced time steps and turns. More intricate combinations will be taught in order to prepare the dancer for auditions.

#### DAN 351: Ballet IV & Musical Theatre Styles

(3 hrs.)

(Prerequisite: DAN 233 or permission of instructor)

Continuation of DAN 233, with emphasis on the development of individual style and artistry. Students are expected to be able to learn more complex phrases quickly and bring them to performance level in the class. This course is designed to be the final preparation for the professional world.

#### DAN 353: Dance Synthesis

(2 hrs.)

Emphasis on the development of individual style and artistry. Students are expected to be able to learn more complex phrases quickly and bring them to performance level in the class. This course is designed to be the final preparation for the professional world.

#### DAN 381: Social Dance Through the Ages

(3 hrs.)

This course will explore "social dancing" through the ages, as well as physical alignment through ballet technique.

### Filmmaking courses:

#### DFM 101: Introduction to Digital Media

(3 hrs.)

(Open to all students; lab fee charged)

This course is an introduction to the language and technology of digital media, including digital media history, industry trends and production requirements. Students will learn and apply, basic design principles for the web, capturing and editing digital images, capturing, and editing digital audio, capturing and editing digital video and interactive multimedia.

#### DFM 105: Filmmaking for Non-Majors

(3 hrs.)

This course offers Non-DFM Major students an introduction to the practices and concepts of digital filmmaking. Students will gain hands-on experience through several collaborative projects involving pre-production, production and post-production. Students will perform a variety of filmmaking techniques designed to provide a solid foundation with experience including camera, audio, lighting, and editing.

#### DFM 108: Digital Photography

(3 hrs.)

(Prerequisite: Open to all students; lab fee charged.)

This course introduces students to the basic principles of digital photography as a medium for current digital literacy. Students learn storytelling techniques with still images through street photography, portraiture, and experimental photography. Topics covered include digital camera controls, exposure, lighting, aperture, as well as digital workflow for photography.

**DFM 125: Filmmaking I**

(3 hrs.)

(Open to all students; lab fee charged.)

The course introduces the student to the aesthetic and technical aspects of narrative filmmaking and documentary filmmaking, non-linear editing, and field and studio production. Includes practical experience in operating a variety of audio and field equipment, as well as experience in post-production editing equipment.

**DFM 140: Film History I**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

This course offers an overview of cinema history from 1895 to 1945. The class will explore major movements and concepts in film, technical developments that have changed the way we view films and familiarity with the basic film language of film analysis (editing, mise-en-scene, lighting, acting, etc.). In addition, students will examine theories specific to film (auteur theory, documentary, genre, the star system, etc.) and gain a broader understanding of cinema's social and historical impact.

**DFM 150: Film History II**

(3 hrs.)

(Open to all students, Meets General Education Arts & Humanities core requirement.)

This course offers an overview of cinema history from 1945 to the present. We will examine the history of filmmaking after the Second World War with changes in technology, studios, directors, performers and narrative structure. We will also examine the relationship between film and culture and the impact films have had in shaping history up to the present day.

**DFM 175: Stephens Film Institute I**

(3 hrs.)

(Open to all students; lab fee charged. May be repeated for credit.)

This course develops the basic skills in technical filmmaking through class lectures and crew work on a film project. This course is a study of general principles and accepted practices in film production, examining and performing every role in a film production. Graded as S/U.

**DFM 210: Digital Video Editing**

(3 hrs.)

(Prerequisite: DFM 125 with grade of C- or better or permission of instructor; lab fee charged.)

This course guides students through digital post-production process from video capture to output of edited work. Topics include converting, editing audio, editing video, organizing digital media, outputting to different media formats, and using editing software for media creation. Along with technical skills, this course focuses on editing and storytelling methods.

**DFM 212: Digital Filmmaking Practicum**

(1-3 hrs.)

(Prerequisite: Permission of instructor; may be taken for either S/U or A-F credit. May be taken two times for credit; lab fee charged.)

Open to film majors working on a department-sponsored film project. Work to be evaluated by appropriate faculty adviser.

**DFM 225: Filmmaking II**

(3 hrs.)

(Prerequisites: DFM 125 with a grade of C- or better, or permission of instructor; lab fee charged.)

This is a comprehensive, hands-on filmmaking course that explores elements of the theoretical and practical application of preproduction, production, and postproduction techniques. There will be an emphasis on camerawork and lighting as elements that enhance storytelling.

**DFM 230: Screenwriting I**

(3 hrs.)

(Open to all students)

This workshop course introduces the theory and practice of writing screenplays for film with an emphasis on the narrative structure. Students will learn techniques for finding and developing story ideas and developing them into script format, writing original scripts and learning to critique and analyze stories and scripts in the process.

**DFM 235: Introduction to Documentary Film**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

This course examines the history of documentary films up to the present-day rise of non-fiction film. We will discuss the cultural contexts of the films and the theoretical questions they raise, including the blurry line between fiction and nonfiction.

**DFM 275: Stephens Film Institute II**

(3 hrs.)

(Open to all students; lab fee charged. May be repeated for credit)

This course continues to build on the skills developed in DFM 175 Stephens Film Institute I in technical filmmaking through class lectures and crew work on a film project. This course is a study of general principles and accepted practices in film production, examining and performing every role in a film production. Graded as S/U

**DFM 275: Stephens Film Institute II**

(3 hrs.)

(Open to all students; lab fee charged. May be repeated for credit)

This course continues to build on the skills developed in DFM 175 Stephens Film Institute I in technical filmmaking through class lectures and crew work on a film project. This course is a study of general principles and accepted practices in film production, examining and performing every role in a film production. Graded as S/U

**DFM 300: Directing for Film**

(3 hrs.)

(Prerequisite: DFM 125 with grade of C- or better or permission of instructor; lab fee charged.)

This course examines directing techniques to develop a personal directing style in filmmaking. Students learn how to direct a film, from the pre-production stage through the shooting process and post-production, by directing individual short films. Genres can vary each semester.

**DFM 308: Advanced Digital Photography**

(3 hrs.)

(Prerequisite: DFM 108 with a grade of C- or better or permission of instructor; lab fee charged.)

This course focuses on turning abstract thoughts into complex images and themes. Students will edit RAW images and learn the best practices for printing on high-resolution printers. With an emphasis on color and light theory, students will aim to create gallery-ready photographs.

**DFM 310: Advanced Postproduction**

(3 hrs.)

(Prerequisites: DFM 125 with a grade of C- or better or permission of instructor; lab fee charged.)

This class will build on the skills learned in DFM210. Students will use a variety of software to build post-production skills. Students will learn to more about color correction, sound mix, and motion graphics, and learn new skills in compositing.

**DFM 311: Directing the Documentary**

(3 hrs.)

(Prerequisite: DFM 125 with a grade of C- or better or permission of instructor; lab fee charged.)

Documentary has changed significantly since its origins. We now have technology that early documentary filmmakers could only dream of. However, the challenge is still the same, how do we represent truth? This course will provide you with exercises to fine tune your skills with field equipment and prepare you for being a well-rounded, independent, documentary filmmaker. This is an advanced production class, and students will be held to a higher standard than in previous classes.

**DFM 319: Sound Design**

(3 hrs.)

(Prerequisite: DFM 125 with grade of C- or better or permission of instructor; lab fee charged.)

This course is a hands-on audio adventure in the design and technology of sound for film. Students will explore all facets of sound design for film: music (underscoring and incidental), sound effects (atmospheric, Foley and specific), and dialogue (on set and post-production). Students will learn to use various microphones, recording techniques, playback devices, and non-linear editing to give their stories the full dynamic range that only sound can provide. The course will be primarily project driven accompanied by lectures and film analysis.

**DFM 320: The Reel World: Contemporary Documentary Film Studies**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

This course examines current documentary trends within the industry and looks at the experimental "edges" documentary artists are exploring today. Along with exploring topics and trends, we will also examine contemporary issues and investigate challenges and advantages facing documentary filmmakers today.

**DFM 325: Filmmaking III**

(3 hrs.)

(Prerequisites: DFM 225 with a grade of C- or better, or permission of instructor; lab fee charged.) Building on concepts and production values from Filmmaking II, this is a comprehensive, hands-on filmmaking course that explores elements of the theoretical and practical application of preproduction, production, and postproduction techniques. There will be an emphasis on camera movement and lighting, directing, and strong story structure.

**DFM 330: Screenwriting II**

(3 hrs.)

(Prerequisites: DFM 230 with a grade of C- or better or permission of instructor)

Screenwriting II is an intermediate-level course focusing on linear storytelling for the screen. Students will deepen their knowledge and experience with previously introduced screenwriting tools, including structure, character, conflict, action, dialogue, and visual storytelling. Adaptation and non-traditional story structures for film will be introduced.

**DFM 333: Special Project**

(2 hrs.)

Students independently develop and produce a film project of personal significance. Emphasis is placed on creative exploration, initiative, and completion. Final works are shared in a class showcase or public screening.

**DFM 335: Major Filmmakers**

(3 hrs.)

(Prerequisite: Junior standing or permission of instructor. Meets General Education Arts & Humanities core requirement. May be repeated for credit with a different topic.)

This course will explore the lifework of a director that has made significant contributions to the art of filmmaking. By studying the earlier works of this filmmaker and discovering what was happening in his or her world, students will gain valuable insight into the decisions that created this masterful filmmaker and how these films are seen within the wider perspective of film history.

**DFM 340: Business of Film**

(3 hrs.)

(Prerequisite: Must be a DFM major with Junior standing or permission of instructor.)

This course studies the business of film including film financing, business strategies, audience analysis, distribution strategies and preparing a business plan.

**DFM 360: Cinema and Social Change**

(3 hrs.)

(Prerequisites: Junior standing or permission of instructor. Meets General Education Arts & Humanities core requirement.)

This course examines how documentary and narrative filmmaking can affect social change. We will examine the effects of cinema on social movements in the United States and worldwide. We will ask whether media can, in fact, change society at all, and whether those changes are controllable by the artist/producer, the audience or the state. We will ask whether these changes can backfire or produce unexpected results.

**DFM 362: Women in Film**

(3 hrs.)

(Prerequisite: Junior standing or permission of instructor; Meets General Education Arts & Humanities core requirement.)

This course focuses on the study of women in the film industry from early cinema to their role in today's industry. Through focusing on female filmmakers, we will examine the art and the business of filmmaking from a feminist perspective. We will study women working in a variety of genres including experimental, narrative, and documentary filmmaking. We will also examine women working in a variety of contexts including the Hollywood studio system as well as independent and international film industries.

**DFM 369: LGBTQ Cinema**

(3 hrs.)

(Prerequisites: Junior standing or permission of instructor. Meets General Education Arts & Humanities core requirement.)

In this course, students will be introduced to LGBTQ film in a wide range of historical and cultural contexts. We will examine documentary, narrative, mainstream and independent films, with the aim of investigating relationships of queer representation from silent film to the present era, different genres, and at different political landscapes in history. Students will study societal attitudes that shape cultural representation and analyze the relationship between audience interpretation and the filmmakers' intentions.

**DFM 370: International Cinema**

(3 hrs.)

(Prerequisites: Junior standing or permission of instructor; meets General Education Arts & Humanities core requirement.)

This course will trace the major trends and movements that have emerged from various national cinemas and contributed to the historical development of film as an international art form. We will view selected films and consider how they reflect their own cultural and historical context and reflect global creative confluences. Along with studying international film in our class and textbook, students will research national cinema and industry, presenting their findings to the class and in a final research project. This course is writing intensive.

**DFM 375: Stephens Film Institute III**

(3 hrs.)

(Prerequisite: DFM 175 or permission of instructor; lab fee charged. May be repeated for credit)

Development of intermediate skills in technical filmmaking through class lectures and crew work on a variety of film projects. This course is a study of general principles and accepted practices in film production, examining every role in film production. Graded as S/U.

**DFM 380: Topics in Film**

(3 hrs.)

(Prerequisite: Junior standing or permission of instructor. May be repeated for credit with a different topic.)

Topics in film offered in rotation and in response to interest. The course may be repeated with a different topic.

**DFM 382: Experimental Film**

(3 hrs.)

(Prerequisite: Junior standing or permission of instructor; lab fee charged. Meets General Education Arts & Humanities core requirement.)

This is a unique course designed especially for students who want to ... experiment! Throughout our semester together, we will experience, study, and create work in a variety of media. The underlying goal for the class is to encourage you to discover new ways of making art, engage in creative problem-solving, and push yourself to take bold risks and create great work. Specifically, you will be asked to produce a series of projects ("experiments") over the course of the semester, culminating in a more intensive, self-directed final project.

**DFM 385: The Critic**

(3 hrs.)

(Prerequisite: Junior standing or permission of instructor. Meets General Education Arts & Humanities core requirement.)

Since the history of film, men have dominated film criticism and determined the film canon. This class adds much-needed new voices and perspectives to film and media criticism by training the critics of today and tomorrow, ultimately rewriting the canon. We will examine key texts and contexts in critical and cultural theory. We will apply (or reject) these theories through analyzing contemporary film, television, and new media. Students will research and develop an area of expertise, critiquing film and media for the Citizen Jane multimedia blog. Through essays, podcasts, and video essays, students will examine film and media from an alternative feminist perspective. Together this class will create content and edit an ongoing multimedia website for new voices in film.

**DFM 390: Film Festival Production**

(3 hrs.)

(Prerequisites: Junior standing or permission of instructor. Lab fee charged.)

This is a special course designed for students interested in working on the development of the Citizen Jane Film Festival. Students develop programming skills and work on a specific project that will help develop the festival, while also reading and discussing trends in the film industry to contextualize the project work. Most of the class activities work towards the programming of the films for the fall festival. Experience and/or interest in film analysis and film theory is required. Student projects also require skills in marketing and public relations or writing about film. Students without this background but a strong interest and desire to learn more can also be successful in this class.

**DFM 410: Senior Project I**

(3 hrs.)

(Prerequisite: Junior standing or permission of instructor; lab fee charged.) This extensive production course constitutes the capstone courses in the major and requires the development and production of a short film. Students will pre-produce and work on production of their short film during this semester. Spring only.

**DFM 412: Digital Filmmaking Practicum**

(1-3 hrs.)

(Prerequisite: Permission of instructor; can be taken for either S/U or A-F credit. May be taken two times for credit; lab fee charged.)

Open to film majors working on a department-sponsored film project. Work to be evaluated by appropriate faculty adviser. Offered every semester.

**DFM 420: Senior Project II**

(3 hrs.)

(Prerequisite: DFM 410 with a grade of C- or better; lab fee charged.)

This course builds on the film project created in DFM 410. Students focus on post-production and exhibition of their short film, develop outreach materials, and plan the senior film showcase. Completed films will be exhibited at the end of the fall semester at the senior film showcase open to the public. A jury of industry professionals will assess final films. Fall only.

### DFM 425: Filmmaking IV

(3 hrs.)

(Prerequisites: DFM 325 with a grade of C- or better, or permission of instructor; lab fee charged.) Building on the concepts and production values introduced in Filmmaking III, this advanced production course provides students with the opportunity to collaborate on a shared project aligned with their areas of emphasis. Using studio sets, students will be given prompts and must work together to deliver a film of festival-quality by the final. Set design, art direction, directing, sound design, cinematography and lighting, and post-production must work in concert—along with the creators—for the films to be successful.

### DFM 490: Portfolio

(3 hrs.)

(Prerequisite: Senior standing, or permission of instructor; lab fee charged.)

Emphasis on finished work of original films for the student's final portfolio, which includes a résumé, a reel of student work, and a press kit for the senior film project. This class is not only about putting together final work, but will also discuss outreach plans, screenings, marketing, film festival research and submitting to film festivals. Students will learn how to create dynamic reels and promotional materials, organize screenings, research career opportunities, and discuss film distribution strategies.

### DFM 491: Master Class

(3 hrs.)

Visiting industry professionals teach in different areas of filmmaking as an Artist in Residence.

## Musical Theatre courses:

### MTHA 126: Intro into the Professional/Audition Technique

(2 hrs.)

This course is designed to introduce beginning theatre students to fundamental audition techniques in both acting and musical theatre.

### MTHA 275: Acting III: Acting Through Song

(3 hrs.)

(Prerequisites: THA 122, 124)

This course will explore Acting through Song techniques while investigating scene work from the Contemporary and Traditional Musical Theatre cannon.

### MTHA 315: History of Musical Theatre

(3 hrs.)

(Open to all Conservatory students)

An overview of the historical development of music theatre from its earliest beginnings to the 21st century. Students view films and listen to music, analyzing the work of important directors, choreographers, composers and librettists. Important milestones are included and examined in the context of the trajectory of the musical theatre field.

### MTHA 332: Acting V: Musical Theatre Scene Study (3 hrs.)

(Prerequisites: THA 122, 124, 335, MTHA 275)

This course will focus on "acting the song" in both solo and scene work. Students will explore and apply acting techniques to material post 1970. Students will also explore process of seamless integration between dialogue and song.

### MTHA 490: Musical Theatre Senior Showcase

(3 hrs.)

Designed to offer third year BFA Musical Theatre Majors and BFA Acting Majors an opportunity to synthesize and showcase their Acting, and or Singing and Dancing skillsets.

## Music courses:

### MUS 110: Music Theory I

(3 hrs.)

(Open to all Conservatory students)

Study of basic techniques and vocabulary of music, including melody, rhythm, harmony and texture. Students will work with scales, modes, keys, intervals, triads, basic harmonic progressions and part-writing techniques, standard notational practices, melodic structures and rhythmic patterns. Approached through lecture, discussion, performance, written and aural analysis, and written compositional exercises.

### MUS 124: Sight Singing

(3 hrs.)

(Open to all Conservatory students)

Introduces skills vital to hear and perform melodies from musical notation. Students will sing simple diatonic melodies at sight, count intermediate rhythms, and sing from memory diatonic intervals and scales. Students will recognize diatonic intervals and chord qualities by ear. Dictation of melodies and rhythmic patterns will be introduced.

## Theatre Arts Courses

### THA 111: Foundations of Costume Construction

(3 hrs.)

Students work with a variety of different materials, textiles and techniques to develop samples and designs. Experimentation is emphasized so students become familiar with materials that will challenge them. Students will practice elementary 2D and 3D techniques for costume construction. Lab fee charged.

### THA 122: Acting I: Acting Foundations

(3 hrs.)

A course designed to provide beginning theatre students an understanding of the senses and an awareness of self, others and the world in order to develop basic acting skills.

### THA 124: Acting II: American Realism

(3 hrs.)

(Prerequisite: THA 122 with a B- or better, open only to Acting and Musical Theatre majors)

Provides the tools necessary for breaking down the script, making effective choices and communicating the intent of the scene in a dramatic and effective way.

### THA 128: Voice and Speech for the Actor (2 hrs.)

(Open to all students)

Designed to give students the tools to develop vocal quality and speech standards for performance in theatre, film, television, and radio.

### THA 136: Introduction to Theatrical Design and Production

(3 hrs.)

(Open to all students) This course is designed to give the student a foundation in theatrical design that includes a vocabulary of design terminology used by all designers, technicians, actors and directors. Utilizing knowledge of the elements and principles of design all students will experience the collaborative process, analyze a play from a designer's perspective, and translate a play analysis into visual terms.

**THA 148: Figure Drawing**

(3 hrs.)

(Lab fee charged)

Introductory course in drawing the human figure focuses on understanding of the human body, its proportions, contours, and characteristic periphery of movement through the exploration of composition, perspective, mood, and the effect of light. Single and multiple figure compositions in perspective will be addressed. Students will be exposed to, and practice different drawing techniques and specific skills required for subsequent fashion illustration, portfolio, and retail design courses. Introduction to the clothed/dressed figure and exploration of different textures, fabrics/motifs for costume design.

**THA 201: Improvisation**

(3 hrs.)

This course investigates how to create full character development through improvisational exercises and scene work. Actors will be introduced to fundamental improvisational theory and technique and how it directly applies to scripted work.

**THA 205: Makeup for Theatre**

(1 hr.)

(Lab fee charged)

Study of basic techniques of designing and applying stage makeup for straight, character and stylized roles.

**THA 207: Draping**

(3 hrs.)

Basic principles of garment draping: bodice, skirt and dress. Draping muslins, transferring to paper patterns and finished garment will provide a comprehensive understanding the draping process.

**THA 210: Drafting/Vectorworks (theatre graphics)**

(3 hrs.)

Advancing from hand-drafting to CAD. An introduction to the use of tools, menu commands, and drawing organization found in Vectorworks software. Core Concepts, use of 2D and 3D modeling techniques and correct workflows to help master the Vectorworks platform.

**THA 211: 3-D Modeling & Rendering**

(3 hrs.)

Introduction to basic mechanical drawing for theatrical design and construction.

**THA 212: Beginning Production Design and Management Practicum**

(1-3 hrs.)

(Prerequisite: permission of instructor; may be repeated for credit.)

Hands on practical application of technical knowledge through projects or positions of responsibility on department or warehouse productions. Typically, an assistant or smaller warehouse assignment.

**THA 213: Introduction to Stagecraft**

(1 hr.)

Lecture, demonstration, and practical work assignments to develop skills in production techniques.

**THA 215: Rendering for the Theatre**

(3 hrs.)

This introductory course has a lecture component and requires research for all projects. Students will learn the techniques of rendering in watercolor, pencil, charcoal and other media. Life drawing, architecture studies, costume and scenic rendering, are the focused skills which will prepare students for upper-level design study.

**THA 216: Introduction to Scenic Design**

(3 hrs.)

(Prerequisite: THA 211 with a B- or better, or permission of instructor)

Introduction to the theory and practice of stage design, including drawing of floor plans, elevations, detail drawings and beginning rendering.

**THA 217: Patternmaking**

(3 hrs.)

Basic principles of flat patternmaking; bodice, skirt, and dress. Students learn ideation processes, patternmaking and fitting, and realize original garment.

**THA 218: Theatrical Lighting (lighting/sound)**

(3 hrs.)

Introduction to the theory and practice of stage lighting, including light plots, focus charts and schedules, hookups, the creation of lighting cues and functions and qualities of light.

**THA 222: Digital Rendering Techniques**

(3 hrs.)

This course is designed to give students a basic understanding of creative software used in the theatre and other creative industries. In addition to using software, gain an understanding of Hardware to make educated decisions about technology needs.

**THA 223: Acting for the Camera/Self Tape – Audition Technique (SPAI)**

(3 hr.)

Part of the Summer Performing Arts Intensive. Students will prepare and refine self-taping and editing skills and acquire fundamentals necessary for Acting for the Camera.

**THA 227: Introduction to Stage Management**

(1 hr.)

Lecture, demonstration, and practical work assignments to develop basic production skills and provide a base knowledge of various areas of theatre production. Introduction to the contemporary practice of stage management.

**THA 228: Stage Management II**

(3 hrs.)

(Prerequisite: THA 227 with a B- or better, and by permission of instructor)

A course designed to improve the student's knowledge of the role of the stage manager in all phases of the production process including pre-production, rehearsal, and performance. A major focus will be on the skills needed to assemble a complete production script.

**THA 232: Directing I**

(3 hrs.)

(Prerequisites: a B- or better in THA 124 and THA 227 or permission of instructor)

A study of the function of the director and basic theories of composition, stage pictures and movement. Practical staging assignments. Development of practical skills as directors through classroom discussion and the direction of scenes. Assembly of a complete director's script for a final project.

**THA 235: Scene Painting**

(3 hrs.)

(Open to all Conservatory students) Introduction to basic techniques used in the painting of stage scenery.

**THA 236: Properties Design and Production**

(3 hrs.)

Students will learn design requirements of theatrical space (arena, thrust, proscenium); become familiar with sketching process as communication tool; skill in areas of craft construction and upholstery; be able to write script analysis with a properties chart; be able to design, create and procure props for script and for a directors parameters.

**THA 238: Voice and Diction II (SPAI)**

(3 hr.)

This course offers various techniques for voice and speech training. In addition to exploration of techniques for optimum vocal health, actors will focus on standard American speech and/or dialects.

**THA 251: Intro to Costuming**  
(1 hr.)

(Open only to Conservatory students; lab fee charged)  
Study of beginning costuming skills through class discussions and laboratory work.

**THA 252: Costume Design I**  
(3 hrs.)

(Prerequisite: THA 251 with a B- or better, or permission of instructor; lab fee charged)

An introduction to costume design through the study of script and character analysis. Period styles and rendering techniques.

**THA 258: Stage Movement (SPAI)**  
(3 hrs.)

An investigation of Viewpoints, Laban, La Coque, and/or other movement for the actor techniques and how to apply them to "the work".

**THA 259: Acting Intensive (SPAI)**  
(3 hrs.)

Continued development of acting skills through focus that includes intense study of Stanislavsky-based techniques.

**THA 275: Acting III: Styles**  
(3 hrs.)

(Prerequisite: THA 124 with a B- or better.) Introduces different styles and period pieces to broaden the student's perspective. Scene study is to be the basic means used to develop the technique required to create the style and ambiance of a period.

**THA 278: Intermediate Costume Construction**  
(3 hrs.)

A laboratory course exploring sewing techniques of clothing construction and production. Emphases include sewing on a variety of fabrics, learning the function and operation of different sewing machines (including industrial models), costing and quality control. Students complete samples, then construct a garment of their choice that fulfill class requirements.

**THA 280: Topics in Theatre Arts**  
(3 hrs.)

(Open to all Conservatory students)  
Topics courses are devoted to special subjects that may not be covered in depth in other courses, to issues of current interest or to the newest research available in a discipline.

**THA 296: Summer Internship**  
(1 hr.)

(Prerequisite: Completion of SPAI and Faculty approval)  
This internship offers students experience at a live summer theatre with Stephens College/Okoboji Summer Theatre or at a theatre outside of Stephens College. All internships must be approved and overseen by a faculty member.

**THA 300: Theatre Acting Practicum**  
(1 hr.)

Practical application of acting technique learned in the classroom. Performance experience is developed while working collaboratively to mount a theatre production. Students have opportunity to practice the technique and essentials of their particular interest in a realized endeavor.

**THA 310: Theatre Technical Practicum**  
(1 hr.)

Practical application of technique learned in the classroom. Technical/Design/Crew experience is developed while working collaboratively to mount a theatre production. Students have opportunity to practice the technique and essentials of their particular interest in a realized endeavor.

**THA 312: Intermediate Production Design and Mgmt Practicum**  
(1-3 hrs.)

(Prerequisite: permission of instructor; may be repeated for credit)

Hands on practical application of technical knowledge through projects or positions of responsibility on department or warehouse productions. Typically, an assistant position or a major warehouse position.

**THA 313: Theatre History I**  
(3 hrs.)

(Open Conservatory students)

A study of the theatre of ancient Greece and Rome, dealing primarily with the development of the physical theatre structures, production methods and major theatrical figures. Continuing with the study of theatre from 1100 to 1700 dealing primarily with the development of physical theatre structures, production methods and major theatrical figures. This course is writing intensive.

**THA 314: Theatre History II**  
(3 hrs.)

(Prerequisite: THA 313 with a B- or better, or permission of instructor.)

A study of theatre from 1700 to 1875 dealing primarily with the development of physical theatre structures, production methods and major theatrical figures. Continuing with a study of "modern" theatre, from the emergence of realism (ca. 1875 to the present), dealing primarily with styles, production methods and major theatrical figures.

**THA 317: Advanced Scenic Design**  
(3 hrs.)

(Prerequisite: THA 216 with a B- or better, or permission of instructor; lab fee charged)

A course designed to assist the student in developing proficiency as a designer of stage scenery through research, classroom discussion and design projects.

**THA 318: Advanced Lighting**  
(3 hrs.)

(Prerequisite: THA 218 with a B- or better, or permission of instructor)

A course designed to assist the student in developing proficiency as a designer of stage lighting through research, classroom discussion and design projects.

**THA 320: Directing II**  
(2 hrs.)

(Prerequisite: THA 232 with a B- or better, or permission of instructor)

Advanced study in directing techniques, including theories concerning the director's choices regarding scenery, lighting and costuming. Each student directs a one-act play.

**THA 328: Voice and Speech for the Actor III**  
(3 hrs.)

(Prerequisite: THA 238 with a B- or better).

This course builds upon the skill set developed in THA 238 for comprehensive vocal work. Students will synthesize theory and practice for deeper investigation and application. This work involves developing proficiency and understanding of the International Phonetic Alphabet and stage dialects.

**THA 335: Acting IV: Contemporary**  
(3 hrs.)

(Prerequisite: THA 124 with a B- or better).

Exploration in theory and in practice of plays from the later mid-twentieth century to the present. Scene work and monologues from playwrights such as, but not limited to, Tracy Letts, Will Eno, Rajiv Joseph, Annie Baker, and Paula Vogel will be explored.

**THA 340: Movement for Actors**

(3 hrs.)

(Prerequisite: THA 332 with a B- or better,)  
This movement class will cover the basic Viniyoga principles, including yoga postures, breath work, meditation techniques and tools for using yoga to enhance flexibility and concentration

**THA 352: Intermediate Costume Design**

(3 hrs.)

(Prerequisite: THA 252 with a B- or better,)  
Continuation of THA 252 Costume Design I.

**THA 360: Acting Workshop II (Okoboji)**

(6 hrs.)

(Prerequisites: THA 332 with a B- or better, and program approval)  
Students learn through practical experience, performing roles as assigned during a 10-week summer stock season at the Okoboji Summer Theatre.

**THA 361: Production Workshop II (Okoboji)**

(3-9 hrs.)

(Prerequisites: 27 hours in Theatre Arts and program approval)  
Students learn through practical experience, participating in crew work for a 10-week summer stock season at the Okoboji Summer Theatre.

**THA 363: Theatre Management II (Okoboji)**

(3 hrs.)

(Prerequisites: 27 hours in Theatre Arts and program approval)  
Students learn more advanced principles and practices of theatre management through classes and work assignments during a 10-week summer stock season at Okoboji Summer Theatre.

**THA 365: Dramatic Literature**

(3 hrs.)

(Prerequisites: ENG 107 and sophomore standing.)  
This course will investigate what sets drama apart from other prominent literary genres and the purpose of drama for various cultures. Selected readings will help students explore the literary elements of character, language, spectacle, plot, and theme, as well as the nature and function of world drama in historical, political, and social contexts. Topics will vary and may focus on an historical period, a selected theme, style, or playwright. This course is writing intensive.

**THA 370: On-Camera Fundamentals**

(3 hrs.)

This course is designed to explore foundational on-camera techniques and vocabulary, with emphasis on on-camera auditions, preparation for auditions and filming, sitcoms, and commercials. Actors will explore both sides of the camera in an on-campus film studio.

**THA 372: Entertainment Design & Collaborative Process**

(3 hrs.)

Using theatre design skills, this course bridges the world of commercial design such as theatre, theme parks, restaurants, malls, interactive kiosks, museums, film, television, and industrial shows that are all centered around telling a story or selling a concept. But there are challenges involving time, equipment, integration, longevity, and audience base which the theatrical designer must embrace.

**THA 376: Devised Theatre**

(3 hrs.)

This course invites actors to conceive, design, and direct interdisciplinary projects.

**THA 380: Topics in Theatre Arts**

(3 hrs.)

(Prerequisites: see current course schedule)  
Topics courses are devoted to special subjects that may not be covered in depth in other courses, to issues of current interest or to the newest research available in a discipline.

**THA 412: Advanced Production Design and Management Practicum**

(1-3 hrs.)

(Prerequisite: permission of instructor; may be repeated for credit)  
Hands on practical application of technical knowledge through projects or positions of responsibility on department or warehouse productions. Typically, a major department production position.

**THA 415: Advanced Costume Design**

(3 hrs.)

(Prerequisites: THA 251, THA 252, THA 352)  
This course is a continuation of Costume Design III. It is a research and project driven course designed to provide upper and advanced level instruction in costume design, production, and research for Theatrical Design Majors.

**THA 420: Business of the Business**

(2 hrs.)

An intensive course where actors develop the fundamental business skills, materials and marketing techniques necessary for a career in the entertainment industry.

**THA 421: Acting V: Shakespeare**

(3 hrs.)

(Prerequisite: THA 335 with a B- or better, or permission of instructor)  
Shakespeare for the actor. Voice, movement, and script analysis in classical drama.

**THA 423: Advanced Acting VI: Acting for the Camera**

(3 hrs.)

(Prerequisite: THA 332 with a B- or better, or permission of instructor)  
Acting for camera in TV and film.

**THA 425: Senior Production Seminar**

(3 hrs.)

(Prerequisites: senior standing and one of the following with a B- or better: THA 312, 317, 318, or 412)  
A required course for all theatre production/design and management students. The production seminar is an intensive course to prepare students looking to enter the working world of theatre or gain acceptance to a graduate program. The core of the course is the development and refinement of both a digital and practical portfolio for presentation/interviews during the semester. The course includes readings, discussions, and interviews with theatre professionals about practical, moral and ethical issues that students encounter in professional theatre today.

**THA 426: Acting VII: Naturalism/Realism**

(3 hrs)

Exploration in theory and in practice of monologues and scenes from playwrights such as Strindberg and Ibsen. An exploration of naturalism and realism.

**THA 427: B.F.A. Project in Production or Design**

(3 hrs.)

(Prerequisites: 300 level course in one of the design areas)  
The B.F.A. Project is a capstone project for all design, production, and management students in the Performing Arts. Students may complete a realized design, act in a supervisory capacity for a production, stage manage a production or complete a research project in a focused area. A proposal must be completed by each student and approved by the faculty in the semester prior to the project.

## School of Health Sciences

Dean: Michael Barger,  
Ph.D.

### Programs of Study:

**Majors:**

Animal Behavior, BS  
Biology, BS  
Biology, BA  
Equestrian Studies, BS  
Health Science, BS  
Human Development, BS  
Integrative Human Biology, BS  
Nursing, BS  
Psychology, BS

**Minors:**

Biology  
Chemistry  
Equestrian Studies  
Psychology

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

### Animal Behavior

An Animal Behavior degree prepares students for careers in a wide variety of professional settings, including in Training and Shelter Facilities, Veterinary Clinics, Equine Facilities, Welfare Organizations, Research Institutions, Zoos, Museums, and Wildlife and Conservation Organizations. Stephens College's superb equestrian facilities and commitment to the health and welfare of companion and service animals are foundational aspects of the program and provide the resources and support for students to achieve at the highest level. Students in the program synthesize insights from biology, psychology, animal science, and other disciplines into a comprehensive scientific understanding of animal behavior. Students are encouraged to tailor their program to suit their intellectual curiosity and professional goals, and they take part in numerous immersive and hands-on activities that promote their development as leaders in their disciplines.

### Biology

The Bachelor of Science and Bachelor of Arts in Biology involves comprehensive, rigorous study of life processes that underlie our biological world. The Biology major is designed to develop quantitative skills, critical thinking and engagement in the scientific method through the integrated study of math, chemistry, physics and sub-disciplines of biology. The Biology major provides ideal preparation for students interested in pursuing graduate work in the biomedical sciences, pre-health programs or veterinary medicine (Pre-Vet). The Biology major also provides excellent preparation for direct entry into careers as laboratory technicians, field biologists and technical writers.

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

### Equestrian Studies

The Stephens College equestrian studies major provides coursework designed to prepare students for careers in equine business, equine health and/or teaching and training. This major develops skills in equine business entrepreneurship and management. The major can be easily modified to emphasize equine health to accommodate a student wishing to enter veterinary medicine (Pre-Vet). The program also includes instruction for the multi-disciplined rider and prepares students for careers in training and riding instruction.

### Health Science

The Health Science major educates students in foundational sciences, human function, health research and service, and health policy. The Bachelor of Science in Health Science includes coursework in the physical, biological, behavioral, and social domains of health, thereby providing students with a balanced education in the fundamentals of health and

healthcare. Coursework covers competencies in each of the seven areas of responsibility for health education specialists, which includes health promotion and health education professionals working in many different settings including public and community-based health.

### Human Development

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

### Integrative Human Biology

The Integrative Human Biology major provides an interdisciplinary understanding of human health and disease from biological, psychological, societal and developmental perspectives. This broad-based, interdisciplinary major is designed to provide a framework for students preparing to enter careers in human medicine or research. Students will develop an understanding of the scientific basis for exercise, interdisciplinary human wellness, human performance, human behavior, and human disease states. The major provides flexible pre-health preparation for students wishing to pursue admission to programs in Doctor of Physical Therapy, Master of Physician Assistant Studies, Master's in Athletic Training, Master's in Public Health, Allopathic and Osteopathic Medicine, Master's in Genetic Counseling, Doctor of Occupational Therapy or entry-level clinical research assistant/associate and regulatory affairs positions.

### Nursing

The Bachelor of Science in Nursing program is a three-year (eight semester) program that prepares students for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). This is a direct entry program primarily designed for entry by high school seniors. The program will prepare students through classroom, clinical, laboratory, and simulated instruction to care for patients in the hospital and community settings. Applied learning experiences begin the first summer and continue throughout the program. Students engage with Boone Hospital for some of their clinical learning and use of the state-of-the-art Simulation Center.

Graduates of the program will be eligible to apply for licensure through their state board of nursing and are prepared for practice as an entry level nurse generalist. Graduates of the program are ready for graduate studies and careers as professional nurses. Graduation from a nursing program does not guarantee eligibility to take the licensure examination (Section 332.066, RSMo, of the Missouri Nursing Practice Act).

### Psychology

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

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

## School of Integrative Studies

Dean: Michael Barger, Ph.D.

### Programs of Study:

#### Majors:

Apparel Studies, BA  
Business Administration, BS  
Content Creation, BS  
Communication Design, BFA  
Creative Writing, BFA  
Education Early and Elementary, BS  
English, BA  
Fashion Communication, BFA  
Fashion Design & Product Development, BFA  
Fashion Marketing & Management, BFA

Middle School Education, Biology, BS  
Middle School Education, English Language Arts, BS  
Secondary Education, Biology, BS  
Secondary Education, English, BS

#### Minors:

Business Administration  
Communication Design  
Creative Writing  
Design Arts  
Digital Filmmaking  
Education  
English  
Women's Studies

## School of Integrative Studies Mission Statement

Communicate. Collaborate. Create.

The School of Integrative Studies cultivates these guiding principles within a safe, positive, and supportive environment.

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

### Business Administration

The focus of the Business Administration major at Stephens College is on Conscious Capitalism, which is a way of teaching business principles that pursue a profit but remain aware of the effects of business decisions on all stakeholders. The core coursework provides students with a strong academic foundation in core business functions including business administration, marketing, management, accounting, economics, finance, and business research. This affords students the ability to think critically and creatively in order to plan, organize, lead, and support the financial, physical, and human resources that encompass a business. Business Administration students have an opportunity to participate in our student organization Collegiate DECA which prepares students for careers by integrating skills learned in the classroom into real world experiences. Collegiate DECA provides opportunities for personal and professional growth through leadership development, community involvement, and competitive events.

### Content Creation

The focus of the Content Creation major at Stephens College is to prepare students to develop valuable and engaging content for organizations, companies, and/or individuals that generates brand awareness, attracts new customers, and retains existing customers. A Content Creation degree will enable students to produce digital materials like blogs, e-books, social media posts, videos, and podcasts that a brand uses to communicate to its audience. Companies use these materials to market their products or services and to drive traffic to their business. Earning a degree in content creation will put students in a position to strategically analyze and produce content for digital media publications.

### Communication Design

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

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

## Education Program

The Stephens College Education Program is founded upon an expanding experience-based knowledge of the developmental stages of child and adolescent growth. Students can choose from several majors including Early Childhood Education, Elementary Education, Middle School Science, Middle School English Language Arts, Secondary English, or Secondary Biology. Coursework includes observations and work with children at the preschool and elementary levels in the Children's School at Stephens College, our on-campus laboratory school as well as in local PreK-12 schools. These certification programs lead to initial Missouri teacher certification.

### Early Childhood Education + Elementary Education

Coursework includes observations and work with children at the preschool and elementary levels in the Children's School at Stephens College, our on-campus laboratory school. Involvement with children begins in the freshman year and increases throughout the program. The public schools and other community settings are also integral parts of the ECE+EE program.

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

The Bachelor of Science in Education program includes a core of courses in child development, education, and psychology that provide the basis for specialization in early childhood education and elementary education. These certification programs in early childhood education (birth through third grade) and in elementary education (grades 1 through 6) lead to initial Missouri teacher certification.

### Secondary Education

The Bachelor of Science major in Education with certification in Secondary English or certification in Biology is a teacher preparation program for grades 9-12. Each Secondary Certificate requires a general education subject matter concentration of at least 42 semester hours including the following areas: language arts, the arts (e.g., theater, music, fine art, mathematics, natural sciences, and the social sciences). Additionally, students must also successfully complete program and state exit assessment requirements. Majors work in secondary classrooms beginning their first year at Stephens College.

## English/Creative Writing

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

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

## Fashion Program

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

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

In addition, the Fashion Program is an invited member of the Fashion Scholarship Fund (FSF). FSF supports rising talent through a series of case studies to be completed by students for scholarship awards. All students in the Fashion Program can participate in the Fashion Scholarship Fund program. In 2019, the Fashion Program was ranked 22nd best in the world and one of the top six fashion schools in the nation by The Business of Fashion, a London-based fashion-press resource. FashionSchools.com has ranked our programs as some of the best in the Midwest and in the nation. CEOWORLD Magazine ranked the fashion design program at #14 in the world and 4th highest in the United States in 2023.

### Fashion Communication

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

Fashion Communication graduates can expect to work in fashion journalism, reporting and editing, advertising, public relations, styling, publicity, visual merchandising, store planning, special event coordination and fashion photography. Students who maintain a commitment to fashion communication will find themselves among the most well-prepared undergraduates in the job market.

### Fashion Design and Product Development

Fashion is one of America's leading industries. A major in fashion at Stephens is further distinguished and enriched by a liberal arts foundation. Through our program, Stephens' students prepare themselves for a wide variety of positions in fashion design. Our alumnae can be found in all aspects of the global fashion industry. The program provides a strong foundation in technical skills while building a creative point of view for design development.

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

### Fashion Marketing and Management

The Fashion Marketing and Management program provides a unique opportunity for students to succeed in fashion careers in retail, marketing and merchandising. Fashion marketing and management involves knowledge of the ever-changing fashion industry and needs/desires of the customer to create a successful shopping experience. The program is significant in its emphasis on necessary specialized skills, within the larger context of the liberal arts offerings of the College. Housed within the School of Integrative Studies and supported by courses in fashion, business and strategic communication, the Fashion Marketing and Management program allows students to master the skills necessary for professional success by applying learned expertise to instances of critical decision-making and hands-on, real industry projects in classroom and internship experiences.

Fashion Marketing and Management at Stephens College gives the student many options. These combinations increase the student's competitive edge when seeking employment at managerial levels. Career options for our graduates have included: manufacturer's representative, visual merchandiser, store manager, merchandise buyer, public relations, product developer and planner, to name a few. Stephens encourages a student to consider entrepreneurial goals as well. Students who maintain a commitment to fashion marketing and management throughout their education at Stephens will be among the most well-prepared undergraduates in the country.

### Apparel Studies

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

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

## Requirements for the B.S. Major in Animal Behavior

An Animal Behavior degree prepares students for careers in a wide variety of professional settings, including in Training and Shelter Facilities, Veterinary Clinics, Equine Facilities, Welfare Organizations, Research Institutions, Zoos, Museums, and Wildlife and Conservation Organizations. Stephens College's superb equestrian facilities and commitment to the health and welfare of companion and service animals are foundational aspects of the program and provide the resources and support for students to achieve at the highest level.

Students in the program synthesize insights from biology, psychology, animal science, and other disciplines into a comprehensive scientific understanding of animal behavior. Students are encouraged to tailor their program to suit their intellectual curiosity and professional goals, and they take part in numerous immersive and hands-on activities that promote their development as leaders in their disciplines.

### Required Courses 55-60 hrs.

#### Core: (14 hrs.)

BIO 120 Life Sci. in Block (4 hrs.)

BIO 181 Principles I (4 hrs.)

PSY 111 Introduction to Psychology (3 hrs.)

PSY 380 Human-Animal Int (3 hrs.)

#### Life Science (choose 3 courses): (9-11 hrs.)

BIO 182 Principles of Biology II (4 hrs.)

BIO 385 Genetics (3 hrs.)

BIO 375 Human Parasitology (3 hrs.)

BIO 384 Comparative Evolution of the Vertebrates (3 hrs.)

BHS 220 Public Health (3 hrs.)

#### Psychology (choose 4 courses): (12 hrs.)

PSY 235 Evolution Psychology (3 hrs.)

PSY 331 Cognitive (3 hrs.)

PSY 335 Principles of Learning and Behavior (3 hrs.)

PSY 430 Biological Psychology (4 hrs.)

#### Applied Animal Behavior (choose 4 courses): (11-12 hrs.)

EQS 110 Horse Handling (2 hrs.)

EQS 114 Understanding Equine Behavior (3 hrs.)

EQS 130 Equine Management I (3 hrs.)

EQS 137 Equine Management II (3 hrs.)

EQS 230 Understanding Equine Assisted Activities (3 hrs.)

EQS 301 Equine Nutrition (3 hrs.)

EQS 340 Equine Anatomy and Mechanics of Motion (3 hrs.)

EQS 411 Equine Ethics, Welfare, and Law (3 hrs.)

#### Professional Preparation (2 elective courses): (6-8 hrs.)

Students planning careers in:

- Equine and/or small animal facilities should take 2 more courses in Applied Animal Behavior.
- Animal science, behavior, or cognition (incl. research-based graduate programs) should take 2 upper division courses in biology, psychology, or courses required for professional school.
- Veterinary or allied animal health careers should consult the entry requirements to their professional program and also consider additional coursework in Business, e.g., Bus 225 Principles of Management, Bus 305 Human Resource Management, Bus 325 Intro to Entrepreneurship, Bus 352 Business Law.

#### Internship or Research Project (3 hrs.)

\*Must take PSY 207 Stats in General Education

## Requirements for the B.A. Major in Apparel Studies

The Bachelor of Arts major in Apparel Studies requires the completion of the 36-hour general education program, 32 semester hours in FAS and BUS, plus 10-13 semester hours of required electives for a total of 42-45 hours in the major, as well as the completion of (1) the industry-specific internship, and (2) the senior FAS capstone/seminar coursework. Students must earn a C- or better in all required courses within the Bachelor of Arts in Apparel Studies degree. Students may not continue to the next level class until the prerequisite class is passed with a C- or better. An overall G.P.A. of at least 2.0 in all major courses is required.

### Required Courses 42-45 hrs.

#### Fashion and Business Courses: (32 hrs.)

BUS 171: Foundations of Business (3 hrs.)  
BUS 250: Principles of Marketing (3 hrs.)  
FAS 150: Creative Process (3 hrs.)  
FAS 170: Fashion Perspectives (3 hrs.)  
FAS 203: Textiles (3 hrs.)  
FAS 232: Technology for Fashion Presentation (3 hrs.)  
FAS 303: Product Development (3 hrs.)  
FAS 315: History and Culture of Dress and Fashion (3 hrs.)  
FAS 375: Dress and Fashion: 1900 to Present (3 hrs.)  
FAS 492: Internship (3 hrs.)  
FAS 493: Senior Seminar (3 hrs.)  
FAS 496: Post-Internship Seminar (1 hr.)

#### Choice Classes (10-13 hrs.):

Choose from FAS or DSN courses (all prerequisites apply)

#### Internship/Capstone

Industry-specific internship  
Senior FAS capstone/seminar coursework.

## Requirements for the B.A. Major in Biology

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

### Required Courses (33 hours)

BIO 120: Life Sciences in the Block (4 hrs.)  
BIO 181: Principles of Biology I, plus lab (4 hrs.)  
BIO 182: Principles of Biology II (4 hrs.)  
BIO 493: Senior Project Capstone (3 hrs.) – Writing Intensive  
BIO 496: Research/Clinical Internship (3 hrs.)  
CHM 111: General Chemistry I, plus lab (4 hrs.)  
CHM 112: General Chemistry II (4 hrs.)  
MAT 207: Statistics (3 hrs.)  
PHY 211: College Physics I (4 hrs.)

plus the following:

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

## Requirements for the B.S. Major in Biology

The Bachelor of Science in Biology requires completion of general education requirements and of required courses, plus electives (BIO, CHM, SCI, PHY). A grade of C or better must be earned in courses in the 30-credit hour required core (BIO, CHM, SCI, PHY) to graduate. All pre-professional students (pre-med, pre-vet, pre-PA, etc.) are strongly advised to work with their advisor to select the appropriate pre-requisite coursework to gain entry into the specific professional programs of study the student wishes to apply to. Students should select a math course that is consistent with their career goals.

### Major requirements (61 hours)

#### Life Science Core (24 hours):

BIO 120: Life Science in the Block (4 hrs.)

BIO 493: Senior Project Capstone (3 hrs.)

Two (2) 100-level biology courses with labs (8 hrs.)

One (1) 100-level chemistry course with lab (4 hrs.)

One (1) 100-level physics course with lab (4 hrs.)

#### Quantitative Literacy (9 hours):

Three (3) courses, including one statistics (MAT 207 recommended) and one research methods (BHS 330 recommended). Other courses include any math at the calculus level or higher, any CIS course, and any topics course with a quantitative focus.

#### Major Elective Focus (28 hours):

No fewer than 28 hrs. in life sciences (BIO, CHM, PHY, MAT, CIS) of which:

- no more than two courses at 100 or 200-level
- at least 20 hrs. in BIO and CHM
- no more than one course from BHS (BHS 220, 311, or 426) allowed
- no more than one course from EQS (EQS 301 or 340) allowed
- at least one tailored immersive experience (1-4 hrs. each; no more than 12 hrs)

#### Tailored Immersive Experiences:

Each student is required to complete one of the following. Students can complete up to three of these as elective credit in the BIO major, with no more than two from one category. Up to four credit hours are awarded for each and no more than twelve total credit hours can be applied to the major. Credit is awarded via internship (BIO 496) or Independent Study (BIO 399) depending on the type of TIE.

1. **Mentored Independent Research (MIR)**
  - i. Successful completion of WiSR program.
  - ii. NSF REU Site Program research
  - iii. Research-based internship or employment in local, state, or federal agency, or at a company, corporation, or nonprofit relevant to your degree, including abroad
  - iv. Mentored research with a Stephens faculty member resulting in a platform presentation at the Spring Health Science Research Conference.
2. **Education, Service, and Sustainability (ESS)**
  - i. Start-up of a new, discipline-relevant, ESS program at Stephens or in the surrounding community.
  - ii. Implementation of a new chapter of an ESS program in the surrounding community.
  - iii. Completion of a tailored ESS program in consultation with program faculty lasting no less than 24 months.
  - iv. Completion of a study abroad program approved by your adviser.
3. **Student Professional Development (SPD)**
  - i. Presentation of research findings at regional, national, or international professional conference.
  - ii. Completion of preparatory programs for professional school admissions or certification in the field of study or career skills.
  - iii. Submission of manuscript on research project to peer-reviewed journal.
  - iv. Completion of at least one (1) internship in a field relevant to career goals.
4. **Technical Expertise in Science (TES)**
  - i. Completion of a pre-approved technical training program in a field relevant to your discipline and/or profession, e.g., the New England BioLabs Summer Molecular Biology Workshop.
  - ii. Completion of at least one (1) upper division science course at a biological or marine field station.
  - iii. Completion of a Laboratory Skills Challenge in consultation with faculty.

## Requirements for the B.S. Major in Business Administration

The Bachelor of Science in Business Administration requires completion of 36 hours of general education requirements, 42 hours in the major and 18 hours in an associated concentration, plus an additional 24 elective hours to total 120 hours. Majors can customize their Business Administration degree by adding multiple concentrations when utilizing their elective hours. Majors must earn at least fifteen hours of major courses from Stephens College.

Students studying Business Administration can customize their degree program by choosing from multiple concentration options. Concentration options include entrepreneurship, event management, management, and marketing. Given the additional 24 elective hours, students may elect to concentrate in additional business administration concentration courses or focus on a minor in another discipline.

The focus of the Business Administration major at Stephens College is on Conscious Capitalism, which is a way of teaching business principles that pursue a profit but remain aware of the effects of business decisions on all stakeholders. The core coursework provides students with a strong academic foundation in core business functions including business administration, marketing, management, accounting, economics, finance, and business research. This strong foundation affords students the ability to create think critically and creatively to plan, organize, lead, and support the financial, physical, and human resources that encompass a business. Business Administration students have an opportunity to participate in our student organization Collegiate DECA which prepares students for careers by integrating skills learned in the classroom into real world experiences. Collegiate DECA provides opportunities for personal and professional growth through leadership development, community involvement, and competitive events.

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

### Required Core Courses: (42 hrs.)

BUS 171: Foundations of Business (3 hrs.)  
 BUS 210: Microeconomics (3 hrs.)  
 BUS 215: Macroeconomics (3 hrs.)  
 BUS 225: Principles of Management (3 hrs.)  
 BUS 230: Accounting I (3 hrs.)  
 BUS 250: Principles of Marketing (3 hrs.)  
 BUS 262: Professional/Business Communications (3 hrs.)  
 BUS 330: Accounting II (3 hrs.)  
 BUS 350: Principles of Finance (3 hrs.)  
 BUS 352: Business Law and Ethics (3 hrs.)  
 BUS 365: Conscious Culture: Business Ethics and Diversity (3 hrs.)  
 BUS 400: Business Research & Analytics (3 hrs.)  
 COMD 110: Design Technology (3 hrs.)  
 MAT 207: Introduction to Statistics (3 hrs.)

The Bachelor of Science in Business Administration requires completion of the Core classes, plus one 18 hr. concentration with a grade of C- or better.

Business majors are to declare their chosen concentration in the Registrar's office by the end of the student's second semester at Stephens.

### Entrepreneurship Concentration (18 hrs.)

A concentration in entrepreneurship is designed to prepare students to start and manage a business with sound business knowledge and a concentrated understanding of entrepreneurship. This concentration prepares students to be innovative, calculated risk takers by providing a robust business background with a strong focus on the various aspects of starting and managing a business.

BUS 305: Human Resource Management  
 BUS 325: Introduction to Entrepreneurship  
 BUS 375: Small Business Management  
 BUS 355: Business Law for Entrepreneurs  
 BUS 354: Consumer Behavior or BUS331 Integrated Marketing Communication  
 BUS 495: Business Capstone

### Event Planning & Management Concentration (18 hrs.)

A concentration in Event Planning and Management is designed to prepare students for careers in the growing field of event planning with sound business knowledge and a concentrated understanding of effectively planned activities. This concentration prepares students to be effective event planners by providing a robust business background with a strong focus on the various aspects planning, organizing, and managing events of all types and sizes. Potential careers for graduates include event planner, conference planner, project manager, planning consultant, and more.

ECM 240: Introduction to Event Planning and Management  
ECM 245: Event Operations and Production  
ECM 330: Adv. Events Planning and Management  
ECM 350: Event Marketing and Promotion  
BUS 340: Planning and Project Management  
BUS 495: Business Capstone (or BUS 492 Internship)

### Management Concentration (18 hrs.)

A concentration in Management is designed to prepare students for careers in the diverse field of management with companies, institutions, organizations, and non-profits where sound business knowledge and a concentrated understanding of planning, organizing, leading, and control are essential. This concentration prepares students to be leaders in the field of management by providing a robust business background with a strong focus on the various aspects of managing and leading. Potential careers for graduates include project manager, sales manager, human resource specialist, business analyst, account executive, management consultant, operations manager, and more.

BUS 305: Human Resource Management  
BUS 386: Global Markets  
BUS 340: Planning and Project Management  
BUS 364: Organizational Behavior  
BUS 425: Organizational Change  
BUS 495: Business Capstone (or BUS 492 Internship)

### Marketing Concentration (18 hrs.)

A concentration in Marketing is designed to prepare students for careers in the high demand field of marketing with companies, institutions, organizations, and non-profits where sound business knowledge and a concentrated understanding of promotion are essential. This concentration prepares students to be leaders in the field of marketing by providing a robust business background with a strong focus on the various aspects of the marketing mix. Potential careers for graduates include project manager, brand manager, promotions and marketing specialist, and more.

Required:  
BUS 331: Integrated Marketing Communications  
BUS 354: Consumer Behavior  
BUS 495: Business Capstone (or BUS 492 Internship)

Students must take a minimum of 3 courses from the following:

BUS 321: Sales and Negotiation  
BUS 333: Social Media Marketing  
BUS 345: E-commerce  
BUS 386: Global Markets  
COMD 355: Creative Ink (up to 2 semesters)

## Requirements for the B.F.A. Major in Communication Design

The Bachelor of Fine Arts in Communication Design requires completion of 36 hours of general education requirements, 70 hours in the major and additional electives to total 120 hours. An internship experience is required before enrollment in COMD 494 – Senior Portfolio. Majors must earn at least fifteen hours of major courses from Stephens College.

Students studying communication design have opportunities to create multiple types of messages/information – graphic design, media design, book/publication, advertising, interactive and digital campaigns, print and direct marketing materials and campaigns, magazines, websites and more.

Core coursework includes fundamentals of marketing, communications, design thinking and leadership, providing a well-rounded experience. This strong foundation affords students the ability to create a comprehensive system of complex information that is understandable and actionable in all communication environments using all types of communication tools. Communication design students have an opportunity to work in our student-run agency. “The Agency” operates as a professional full-service design agency, bringing students into projects, networks and contacts with clients, professional mentors, and guest speakers.

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

### Required Courses:

#### Core Courses – 21 hrs.

COMD 110: Design Technology (3 hrs.)  
COMD 120: 2D Design (3 hrs.)  
COMD 201: Creative Process: Conceptual Workflow for Visual Communication (3 hrs.)  
COMD 205: Principles of Communication Design (3 hrs.)  
COMD 210: Design, Media, and Society (3 hrs.)  
COMD 235: Editorial Photography (3 hrs.)  
COMD 275: Copywriting (3 hrs.)

#### Communication Design – 34 hrs.

COMD 310: Website Design (3 hrs.)  
COMD 320: Typography (3 hrs.)  
COMD 335: Illustration (3 hrs.)  
COMD 340: Publication Design (3 hrs.)  
COMD 350: Motion Design (3 hrs.)  
COMD 360: Packaging Design (3 hrs.)  
COMD 393: Design Research (3 hrs.)  
COMD 396: Internship (1 hr.)  
COMD 475: Professional Practice (3 hrs.)  
COMD 493: Convergence Studio Senior Capstone (3 hrs.)  
COMD 494: Senior Portfolio (3 hrs.)  
Plus at least one semester of COMD 312 or COMD 355 (3 hrs.)

#### Integrated Marketing – 9 hrs.

BUS 105: Business Computer Applications (3 hrs.)

Plus two additional BUS courses (6 hrs)

## Requirements for the B.S. Major in Content Creation

The Bachelor of Science in Content Creation requires completion of 36 hours of general education requirements, 63 hours in the major and 21 elective hours to total 120 hours. Majors must earn at least fifteen hours of major courses from Stephens College.

The focus of the Content Creation major at Stephens College is to prepare students to develop valuable and engaging content for organizations, companies, and/or individuals that generates brand awareness, attracts new customers, and retains existing customers. A Content Creation degree will enable students to produce digital materials like blogs, e-books, social media posts, videos, and podcasts that a brand uses to communicate to its audience. Companies use these materials to market their products or services and to drive traffic to their business. Earning a degree in content creation will put students in a position to strategically analyze and produce content for digital media publications.

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

### Required Core Courses: (63 hrs.)

BUS 105: Business Computer Applications (3 hrs.)  
 BUS 171: Foundations of Business (3 hrs.)  
 BUS 225: Principles of Management (3 hrs.)  
 BUS 250: Principles of Marketing (3 hrs.)  
 BUS 340: Project Management (3 hrs.)  
 BUS 331: Integrated Marketing Communications (3 hrs.)  
 BUS 333: Social Media Marketing (3 hrs.)  
 BUS 345: E-commerce (3 hrs.)  
 BUS 354: Consumer Behavior (3 hrs.)  
 BUS 490: Internship (3 hrs.)  
 COMD 110: Design Technology (3 hrs.)  
 COMD 210: Design Media, and Society (3 hrs.)  
 COMD 235: Editorial Photography (3 hrs.)  
 COMD 275: Copywriting (3 hrs.)  
 COMD 310: Website Design (3 hrs.)  
 COMD 350: Motion Design (3 hrs.)  
 COMD 355: Creative Ink (6 hrs.)  
 COMD 494: Senior Portfolio (3 hrs.)  
 DFM 125: Filmmaking I (3 hrs.)  
 DFM 225: Filmmaking II (3 hrs.)

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

The Bachelor of Fine Arts in Creative Writing requires completion of the general education requirements and 67-69 hours in ENG, including 15 hours of foundational writing and literature courses, 1-3 hours working on Harbinger Literary Magazine, 9 hours of Applied Writing Workshops, 6 hours chosen from Early Literatures, 6 hours chosen from Later Literatures, 6 hours chosen from Genre Literatures, and a 3-hour Capstone Project. In addition, the student takes WST 210: Women's Voices, Women's Vision for 3 credit hours. BFA students must complete at least 18 hours of Creative Writing Workshops, including a minimum of four genres chosen from fiction, memoir, poetry, playwriting, and audio drama. The remainder of the Workshops may be selected from the Writing & Craft Workshops. At least 15 hours in the major must be at or above the 300 level.

Creative Writing majors must earn a C or better in the required courses and must maintain a C average over all courses in the major. A student earning less than a C in a required course must repeat the course to improve their grade. Creative Writing majors are also required to attend the on-campus Writer's Retreats as well as readings and presentations by departmental students, faculty, and guests.

### Foundations in Writing & Literature -- 15 hrs. required

|         |                                                                     |   |
|---------|---------------------------------------------------------------------|---|
| ENG 120 | Literature: Traditions and Timelines                                | 3 |
| ENG 125 | Introduction to Story, Scripts, & Playwriting                       | 3 |
| ENG 130 | Intro to Creative Writing I: Fiction, Creative Nonfiction, & Poetry | 3 |
| ENG 231 | Intro to Creative Writing II: Narrative, Poetry & Criticism         | 3 |
| ENG 327 | Ekphrasis: Literature, Art, & Culture                               | 3 |

### Literary Magazine - Minimum of one class. May be repeated for credit as electives.

|         |                       |   |
|---------|-----------------------|---|
| ENG 296 | HARBINGER: Intro/Edit | 3 |
| ENG 396 | HARBINGER: Advanced   | 3 |

### Applied Writing Workshops -- 9 hrs. required

|         |                                                              |   |
|---------|--------------------------------------------------------------|---|
| ENG 305 | Writing About Everything: Arts & Travel, Fashion & Food      | 3 |
| ENG 306 | Writing About Everything: Nature & Leisure, Science & Health | 3 |

### Women's Studies -- 3 hrs. required

|         |                                 |   |
|---------|---------------------------------|---|
| WST 210 | Women's Voices, Women's Visions | 3 |
|---------|---------------------------------|---|

### Capstone required

|         |                  |   |
|---------|------------------|---|
| ENG 307 | Passion Projects | 3 |
| ENG 490 | Senior Capstone  | 3 |

### Early Literatures: Renaissance to Naturalism -- 6 hrs. required

|         |                                          |   |
|---------|------------------------------------------|---|
| ENG 269 | American Literatures I                   | 3 |
| ENG 271 | English Literary Traditions I            | 3 |
| ENG 332 | Virginia Woolf: Life & Literature        | 3 |
| ENG 341 | Fairytales and Folklore                  | 3 |
| ENG 345 | Shakespeare                              | 3 |
| ENG 349 | Gothic Literature                        | 3 |
| ENG 355 | Literature of American Wars: Love & Loss | 3 |
| ENG 370 | Austen & the Brontës                     | 3 |
| ENG 378 | Major Authors: Renaissance to Naturalism | 3 |

**Later Literatures: Modernism to Contemporary -- 6 hrs. required**

|         |                                                   |   |
|---------|---------------------------------------------------|---|
| ENG 220 | Scripting Change                                  | 3 |
| ENG 251 | Fashion in Literature: Clothes Make the Character | 3 |
| ENG 261 | Coming of Age Literature: Youth Quake             | 3 |
| ENG 262 | BFF's On The Page                                 | 3 |
| ENG 270 | American Literatures II                           | 3 |
| ENG 272 | Global Voices                                     | 3 |
| ENG 303 | Funny Women                                       | 3 |
| ENG 309 | African American Women Playwrights                | 3 |
| ENG 319 | Contemporary Poetry                               | 3 |
| ENG 320 | Our Bodies, Our Stories                           | 3 |
| ENG 326 | All That Jazz: Literature of the 1920s            | 3 |
| ENG 369 | American Novels                                   | 3 |
| ENG 371 | Bold Women in Literature                          | 3 |
| ENG 376 | Contemporary Literature                           | 3 |
| ENG 382 | Major Authors: Modernism to Contemporary          | 3 |

**Genre Literature -- 6 hrs. required**

|         |                               |   |
|---------|-------------------------------|---|
| ENG 252 | Fiction, Fact, & Film         | 3 |
| ENG 253 | Haunted Literature            | 3 |
| ENG 254 | Memoir: The Language of Truth | 3 |
| ENG 255 | Literary Studies              | 3 |
| ENG 260 | Afrofuturism                  | 3 |
| ENG 263 | Time Travel Literature        | 3 |
| ENG 325 | Speculative Women             | 3 |
| ENG 347 | Women's Detective Fiction     | 3 |

**Creative Writing Workshops: Writing & Craft -- 18 hrs. required**

Must include a minimum of four genres; workshops may be repeated by enrolling in both the intermediate and advanced levels.

|         |                                                            |   |
|---------|------------------------------------------------------------|---|
| ENG 241 | Memoir Workshop: Intermediate                              | 3 |
| ENG 243 | Fiction Workshop: Intermediate                             | 3 |
| ENG 244 | Intermediate Creative Writing: Poetry                      | 3 |
| ENG 245 | Playwriting Workshop: Intermediate                         | 3 |
| ENG 259 | Writing for Podcasts                                       | 3 |
| ENG 280 | Topics in Writing, Language and Literatures                | 3 |
| ENG 297 | Audio Drama I                                              | 3 |
| ENG 310 | Flash: Big Works/Few Words                                 | 3 |
| ENG 311 | Fiction Workshop: Advanced                                 | 3 |
| ENG 313 | Poetry Workshop: Advanced                                  | 3 |
| ENG 314 | Creative Writing Workshop: Memoir                          | 3 |
| ENG 330 | Freelancing: Writing for Love, Writing for Money           | 3 |
| ENG 333 | Characters & Their Worlds                                  | 3 |
| ENG 335 | Playwriting Workshop: Advanced                             | 3 |
| ENG 380 | Topics in Writing, Language and Literatures                | 3 |
| ENG 387 | Writing Through Performance: Literature and Auto/biography | 3 |
| ENG 397 | Audio Drama Workshop: Advanced                             | 3 |

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

The Bachelor of Science major with certification in Early Childhood and Elementary Education is a teacher preparation program for infancy through elementary grade 6. The Early Childhood/Elementary Certificate requires a general education subject matter concentration of at least 42 semester hours including all of the following areas: language arts, the arts (e.g., theater, music, fine art, mathematics, natural sciences, and the social sciences. Admission to and completion of the program and state exit assessment requirements, including a passing score on the MOGEA (Missouri General Education Assessment or a 20 composite score on the ACT and passing scores on the Missouri Content Assessment and the Missouri Educator Evaluation System (MEES, a cumulative GPA no lower than 2.75, and a minimum grade of B in each of the 300-level methods courses, qualifies a graduate to be recommended for the initial Missouri Early Childhood Education and Elementary Education Certificates.

### Required Education Courses

EDU 114: Lifespan Development (3 hrs.)  
 EDU 176: Introduction to the Teaching-Learning Process (3 hrs.)  
 EDU 214: Advanced Child Development: Cross-Cultural Perspective (3 hrs.)  
 EDU 218: Explorations in Education (3 hrs.)  
 EDU 225: Integrating the Arts into the Classroom (2 hrs.)  
 EDU 276: Foundations of the Teaching-Learning Process (3 hrs.)  
 EDU 318: Inquiry Into Education (3 hrs.)  
 EDU 355: Literature for Children: Person, Place, Time (3 hrs.)  
 EDU 363: Education and Psychology of the Exceptional Child (3 hrs.) – Writing Intensive  
 EDU 375: Parameters of Early Learning I (3 hrs.)  
 EDU 376: Parameters of Early Learning II (3 hrs.)  
 EDU 382: Classroom Management (3 hrs.)  
 EDU 383: Helping Children Develop Skills in Science, Social Studies, and Language Arts (3 hrs.)  
 EDU 384: Methods of Curriculum and Instructional Planning (3 hrs.)  
 EDU 385: Helping Children Develop Skills in Literacy I (3 hrs.)  
 EDU 386: Helping Children Develop Skills in Literacy II (3 hrs.)  
 EDU 387: Helping Children Think Mathematically (3 hrs.)  
 EDU 388: Professional Standards (3 hrs.)  
 EDU 413: Family and Community (3 hrs.)  
 EDU 417: Using Assessment Results in the Service of Learning (3 hr.)  
 EDU 421: Student Teaching in Early Childhood Education (9 hrs.)  
 EDU 441: Student Teaching in the Elementary School (12 hrs.)  
 EDU 483: Professional Practice: Demonstrating Professional Competence (3 hrs.)  
 EDU 484: Senior Seminar: Professional Issues in Education (3 hrs.)

Students must successfully complete the Stephens College required 36 semester hour General Education program (included in the 42 credits of general education credits described above). Students must also meet all Missouri Department of Elementary and Secondary Education requirements for Elementary Teacher Certification approved at the time of completion of the program.

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

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

The Bachelor of Science major in Education with Early Childhood Certification is a teacher preparation program for infancy through the primary grades (grade 3). The Early Childhood Certificate requires a general education subject matter concentration of at least 42 semester hours including all of the following areas: language arts, the arts (e.g., theater, music, fine art), mathematics, natural sciences, and the social sciences. Admission to and completion of the program and state exit assessment requirements, including a passing score on the MOGEA (Missouri General Education Assessment) or a 20 composite score on the ACT and passing scores on the Missouri Content Assessment and the Missouri Educator Evaluation System (MEES), a cumulative GPA no lower than 2.75, and a minimum grade of B in each of the 300-level methods courses, qualifies a graduate to be recommended for the initial Missouri Early Childhood Education Certificate.

### Required Education Courses

EDU 114: Lifespan Development (3 hrs.)  
EDU 176: Introduction to the Teaching-Learning Process (3 hrs.)  
EDU 214: Advanced Child Development: Cross-Cultural Perspective (3 hrs.)  
EDU 218: Explorations in Education (3 hrs.)  
EDU 225: Integrating the Arts into the Classroom (2 hrs.)  
EDU 276: Foundations of the Teaching-Learning Process (3 hrs.)  
EDU 318: Inquiry Into Education (3 hrs.)  
EDU 355: Literature for Children: Person, Place, Time (3 hrs.)  
EDU 363: Education and Psychology of the Exceptional Child (3 hrs.) – *Writing Intensive*  
EDU 375: Parameters of Early Learning I (3 hrs.)  
EDU 376: Parameters of Early Learning II (3 hrs.)  
EDU 382: Classroom Management (3 hrs.)  
EDU 383: Helping Children Develop Skills in Science, Social Studies, and Language Arts (3 hrs.)  
EDU 384: Methods of Curriculum and Instructional Planning (3 hrs.)  
EDU 385: Helping Children Develop Skills in Literacy I (3 hrs.)  
EDU 386: Helping Children Develop Skills in Literacy II (3 hrs.)  
EDU 387: Helping Children Think Mathematically (3 hrs.)  
EDU 388: Professional Standards (3 hrs.)  
EDU 413: Family and Community (3 hrs.)  
EDU 417: Using Assessment Results in the Service of Learning (3 hr.)  
EDU 421: Student Teaching in Early Childhood Education (6 hrs.)  
EDU 441: Student Teaching in the Elementary School (12 hrs.)  
EDU 483: Professional Practice: Demonstrating Professional Competence (3 hrs.)  
EDU 484: Senior Seminar: Professional Issues in Education (3 hrs.)

Students must successfully complete the Stephens College required 36 semester hour General Education program (included in the 42 credits of general education credits described above). Students must also meet all Missouri Department of Elementary and Secondary Education requirements for Elementary Teacher Certification approved at the time of completion of the program.

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

## Requirements for the B.S. major in Education: Certification in Elementary Education

The Bachelor of Science major in Education with Elementary Certification is a teacher preparation program for the elementary grades (1-6). The elementary certificate requires a general education subject matter concentration of at least 42 semester hours including all of following areas: language arts, the arts (e.g., theater, music, fine art), mathematics, natural sciences, and the social sciences. Admission to and completion of the program and state exit assessment requirements, including a passing score on the MOGEA (Missouri General Education Assessment) or a 20 composite score on the ACT and passing scores on the Missouri Content Assessment and the Missouri Educator Evaluation System (MEES), a cumulative GPA no lower than 2.75, and a minimum grade of B in each of the 300-level methods courses, qualifies a graduate to be recommended for the initial Missouri Elementary Education Certificate.

### Required Education Courses

EDU 114: Lifespan Development (3 hrs.)  
EDU 176: Introduction to the Teaching-Learning Process (3 hrs.)  
EDU 214: Advanced Child Development (3 hrs.)  
EDU 218: Explorations in Education (3 hrs.)  
EDU 225: Integrating the Arts into the Classroom (2 hrs.)  
EDU 276: Foundations of the Teaching-Learning Process (3 hrs.)  
EDU 318: Inquiry Into Education (3 hrs.)  
EDU 355: Literature for Children: Person, Place, Time (3 hrs.)  
EDU 363: Education and Psychology of the Exceptional Child (3 hrs.) – *Writing Intensive*  
EDU 375: Parameters of Early Learning I (3 hrs.)  
EDU 376: Parameters of Early Learning II (3 hrs.)  
EDU 382: Classroom Management (3 hrs.)  
EDU 383: Helping Children Develop Skills in Science, Social Studies, and Language Arts (3 hrs.)  
EDU 384: Methods of Curriculum and Instructional Planning (3 hrs.)  
EDU 385: Helping Children Develop Skills in Literacy I (3 hrs.)  
EDU 386: Helping Children Develop Skills in Literacy II (3 hrs.)  
EDU 387: Helping Children Think Mathematically (3 hrs.)  
EDU 388: Professional Standards (3 hrs.)  
EDU 413: Family and Community (3 hrs.)  
EDU 417: Using Assessment Results in the Service of Learning (3 hr.)  
EDU 421: Student Teaching in Early Childhood Education (9 hrs.)  
EDU 441: Student Teaching in the Elementary School (12 hrs.)  
EDU 483: Professional Practice: Demonstrating Professional Competence (3 hrs.)  
EDU 484: Senior Seminar: Professional Issues in Education (3 hrs.)

Students must successfully complete the Stephens College required 36 semester hour General Education program (included in the 42 credits of general education credits described above). Students must also meet all Missouri Department of Elementary and Secondary Education requirements for Elementary Teacher Certification approved at the time of completion of the program.

### Admission to the Teacher Education Programs

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

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

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

1. completed 30 semester hours of college course work with a minimum 2.75 cumulative GPA;
2. successfully completed ENG 107: Composition I or an equivalent;
3. completed EDU 276: Foundations of the Teaching-Learning Process with a minimum grade of B;

4. received satisfactory recommendations from the program faculty; and met the State of Missouri Department of Elementary and Secondary Education basic competency requirements as follows:
  - a. attained the minimum required score on all parts of the MOGEA (Missouri General Education Assessment). Students have two years to retake the subtests they did not pass before they are required to retake the entire test. Information about test administration dates and application procedures will be given during the Introduction to the Teaching-Learning Process course (EDU 176). The information is also available in the education program office.
    - i. If a student earned a 21 composite score on the ACT, the MOGEA requirement will be waived.
  - b. documented a score on the American College Test (ACT) or the Scholastic Aptitude Test (SAT) as an entering Stephens freshman.

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

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

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

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

## Requirements for B.S. Major in Education: Certification in Middle School English Language Arts

The Bachelor of Science major in Education with certification in Middle School English Language Arts is designed for students to obtain an initial Missouri teacher certification to teach English Language Arts in grades 5-9. This major requires: 36 general education credits, admission to and completion of the program, a cumulative GPA no lower than 2.75, a minimum grade of B in each of the 300-level methods courses, a passing score on the Missouri Educator Evaluation System (MEES).

Once a graduate has completed the above requirements, as well as the state assessment requirements, the Stephens College Certification Officer will recommend them for the initial certification in Middle School English Language Arts Certification with Missouri's Department of Elementary and Secondary Education (DESE).

The following General Education courses are highly encouraged: MAT 105: (M) Mathematics for Elementary Teachers I

### Secondary Education Course (53 credit hours)

EDU 114: Lifespan Development (3 hrs.)  
 EDU 176: Intro. To the Teaching-Learning Process (3 hrs.)  
 EDU 218: Explorations in EDU (3 hrs.)  
 EDU 245: Reading and Writing in the Content Area (3 hrs.)  
 EDU 276: Foundations of the Teaching-Learning Process (3 hrs.)  
 EDU 314: Adolescent Development (3 hrs.)  
 EDU 350: Secondary Methods of Teaching English (3 hrs.)  
 EDU 360: Instructional Interventions for Students with Reading Deficits (3 hrs.)  
 EDU 363: Education and Psychology of the Exceptional Child (3 hrs.)  
 EDU 382: Classroom Management (3 hrs.)  
 EDU 388: Professional Standards (3 hrs.)  
 EDU 413: Family and Community (3 hrs.)  
 EDU 415: Assessment of -and for- Learning (3 hrs.)  
 EDU 445: Student Teaching in Secondary Education (12 hrs.)  
 EDU 483: Professional Practice (3 hrs.)  
 EDU 484: Senior Seminar: Professional Issues in Education (2 hrs.)

### Required Content Courses (Minimum of 24 hours)

ENG 382: Teaching of Writing (3 hrs.)  
 ENG 125: Intro to Story, Scripts, and Playwright (3 hrs.)  
 ENG 130: Intro to Creative Writing: Narrative, Poetry, and Criticism (3 hrs.)  
 ENG 305: Writing about Everything: Arts & Travel, Fashion & Food (3 hrs.)  
 ENG 306: Writing about Everything: Nature & Leisure, Science & Health (3 hrs.)  
 ENG 366: History of English Language (3 hrs.)  
 ENG 350: Grammar and Language (3 hrs.)  
 ENG 260: Afrofuturism (3 hrs.)  
 ENG 261: Coming of Age Literature: Youth Quake (3 hrs.)  
 ENG 262: BFFS on the Page (3 hrs.)  
 ENG 269: American Literatures I (3 hrs.)  
 ENG 270: American Literatures II (3 hrs.)  
 ENG 309: African American Women Playwrights (3 hrs.)  
 ENG 369: American Novels (3 hrs.)  
 ENG 341: Fairy Tales and Folklore (3 hrs.)  
 ENG 272: Global Voices (3 hrs.)  
 ENG 332: Virginia Woolf: Life and Literature (3 hrs.)  
 ENG 345: Shakespeare (3 hrs.)  
 ENG 370: Austen & The Brontes (3 hrs.)

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

## Requirements for B.S. Major in Education: Certification in Middle School Science

The Bachelor of Science major in Education with certification in Middle School Science is designed for students to obtain an initial Missouri teacher certification to teach Science in grades 5-9. This major requires: 36 general education credits, admission to and completion of the program, a cumulative GPA no lower than 2.75, a minimum grade of B in each of the 300-level methods courses, a passing score on the Missouri Educator Evaluation System (MEES).

Once a graduate has completed the above requirements, as well as the state assessment requirements, the Stephens College Certification Officer will recommend them for the initial certification in Middle School Science Certification with Missouri's Department of Elementary and Secondary Education (DESE).

The following General Education courses are highly encouraged: MAT 105: (M) Mathematics for Elementary Teachers I

### Secondary Education Course (53 credit hours)

EDU 114: Lifespan Development (3 hrs.)  
 EDU 176: Intro. To the Teaching-Learning Process (3 hrs.)  
 EDU 218: Explorations in EDU (3 hrs.)  
 EDU 245: Reading and Writing in the Content Area (3 hrs.)  
 EDU 276: Foundations of the Teaching-Learning Process (3 hrs.)  
 EDU 314: Adolescent Development (3 hrs.)  
 EDU 350: Secondary Methods of Teaching English (3 hrs.)  
 EDU 360: Instructional Interventions for Students with Reading Deficits (3 hrs.)  
 EDU 363: Education and Psychology of the Exceptional Child (3 hrs.)  
 EDU 382: Classroom Management (3 hrs.)  
 EDU 388: Professional Standards (3 hrs.)  
 EDU 413: Family and Community (3 hrs.)  
 EDU 415: Assessment of -and for- Learning (3 hrs.)  
 EDU 445: Student Teaching in Secondary Education (12 hrs.)  
 EDU 483: Professional Practice (3 hrs.)  
 EDU 484: Senior Seminar: Professional Issues in Education (2 hrs.)

### Required Content Courses (Minimum of 24 hours)

BIO 181: Principles of Biology I with Lab (4 hrs.)  
 BIO 182: Principles of Biology II with Lab (4 hrs.)  
 BIO 211: Medical Microbiology (4 hrs.)  
 BIO 385: Genetics (3 hrs.)  
 BIO 320: Anatomy and Physiology I with Lab (4 hrs.)  
 BIO 321: Anatomy and Physiology II with Lab (4 hrs.)  
 BIO 330: Pathophysiology (3 hrs.)  
 BIO 384: Comparative Evolution of the Vertebrates (4 hrs.)  
 BIO 392: Cellular and Molecular Biology (4 hrs.)  
 BHS 220: Principles of Public Health (3 hrs.)  
 BHS 225: Introduction to Nutrition (3 hrs.)  
 BHS 311: Nutrition and Human Performance (3 hrs.)  
 BHS 330: Research Methods and Health Communication (3 hrs.)  
 BHS 426: Social Epidemiology and Health Disparities (3 hrs.)  
 CHM 111: General Chemistry I with Lab (4 hrs.)  
 CHM 112: General Chemistry II with Lab (4 hrs.)  
 CHM 341: Organic Chemistry I with Lab (4 hrs.)  
 CHM 342: Organic Chemistry II with Lab (4 hrs.)  
 CHM 381: Environmental Chemistry (3 hrs.)  
 CHM 410: Biochemistry (3 hrs.)  
 PHY 211: College Physics I with Lab (4 hrs.)  
 PHY 212: College Physics II with Lab (4 hrs.)  
 BIO 112: Inquiry Based Learning in the Life Sciences (3 hrs.)  
 BIO 150: Intro to Botany (3 hrs.)  
 SCI 120: Intro to Earth Science (3 hrs.)  
 SCI 211: Environmental Science (3 hrs.)

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

## Requirements for B.S. Major in Education: Certification in Secondary English

The Bachelor of Science major with certification in Secondary English is a teacher preparation program for grades 9-12. The Secondary English Certificate requires a general education subject matter concentration of at least 42 semester hours including all the following areas: language arts, the arts (e.g., theater, music, fine art, mathematics, natural sciences, and the social sciences. Admission to and completion of the program and state exit assessment requirements, including a passing score on the MOGEA (Missouri General Education Assessment or a 20 composite score on the ACT and passing scores on the Missouri Content Assessment and the Missouri Educator Evaluation System (MEES, a cumulative GPA no lower than 2.75, and a minimum grade of B in each of the 300-level methods courses, qualifies a graduate to be recommended for the initial Missouri Secondary Education English 9-12 Certificate.

### Secondary Education Course (53 credit hours)

EDU 114: Lifespan Development (3 hrs.)  
EDU 176: Intro. To the Teaching-Learning Process (3 hrs.)  
EDU 218: Explorations in EDU (3 hrs.)  
EDU 245: Reading and Writing in the Content Area (3 hrs.)  
EDU 276: Foundations of the Teaching-Learning Process (3 hrs.)  
EDU 314: Adolescent Development (3 hrs.)  
EDU 350: Secondary Methods of Teaching English (3 hrs.)  
EDU 360: Instructional Interventions for Students with Reading Deficits (3 hrs.)  
EDU 363: Education and Psychology of the Exceptional Child (3 hrs.)  
EDU 382: Classroom Management (3 hrs.)  
EDU 388: Professional Standards (3 hrs.)  
EDU 413: Family and Community (3 hrs.)  
EDU 415: Assessment of -and for- Learning (3 hrs.)  
EDU 445: Student Teaching in Secondary Education (12 hrs.)  
EDU 483: Professional Practice (3 hrs.)  
EDU 484: Senior Seminar: Professional Issues in Education (2 hrs.)

### English Content Courses (33 Credits)

#### Required Content Courses (12 hours)

ENG 107 Composition (3 hrs.)  
ENG 382: Teaching of Writing (3 hrs.)  
ENG 366: History of English Language (3 hrs.)  
ENG 350: Grammar and Language (3 hrs.)

#### Required Content Courses (Choose 2 = 6 hours)

ENG 125 Introduction to Story, Scripts, & Playwriting (3 hrs.)  
ENG 130 Introduction to Creative Writing: Narrative, Poetry, & Criticism (3 hrs.)  
ENG 305 Writing About Everything: Arts & Travel, Fashion & Food (3 hrs.)  
ENG 306 Writing About Everything: Nature & Leisure, Science & Health (3 hrs.)

#### American Literature (Choose 2 = 6 hours)

ENG 260 Afrofuturism (3 hrs.)  
ENG 261 Coming of Age Literature: Youth Quake (3 hrs.)  
ENG 262 BFFS on the Page (3 hrs.)  
ENG 269 American Literatures I (3 hrs.)  
ENG 270 American Literature II (3 hrs.)  
ENG 309 African American Women Playwrights (3 hrs.)  
ENG 369 American Novels (3 hrs.)

**English and/or World Literature (Choose 2 = 6 hours)**

ENG 341 Fairy Tales and Folklore (3 hrs.)  
 ENG 272 Global Voices (3 hrs.)  
 ENG 332 Virginia Woolf: Life and Literature (3 hrs.)  
 ENG 342 World Mythologies (3 hrs.)  
 ENG 345 Shakespeare (3 hrs.)  
 ENG 370 Austen & The Brontes (3 hrs.)

**English Elective Credits (3 hours)**

Choose any 3 hours in ENG not already taken

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

## Requirements for the B.S. Major in Education with Certification in Secondary Biology

The Bachelor of Science major with certification in Secondary Biology is a teacher preparation program for grades 9-12. The Secondary English Certificate requires a general education subject matter concentration of at least 42 semester hours including all of following areas: language arts, the arts (e.g., theater, music, fine art), mathematics, natural sciences, and the social sciences. Admission to and completion of the program and state exit assessment requirements, including a passing score on the MOGEA (Missouri General Education Assessment) or a 20 composite score on the ACT and passing scores on the Missouri Content Assessment and the Missouri Educator Evaluation System (MEES), a cumulative GPA no lower than 2.75, and a minimum grade of B in each of the 300-level methods courses, qualifies a graduate to be recommended for the initial Missouri Secondary Education English 9-12 Certificate.

### Secondary Education Course (53 credit hours)

- EDU 114: Lifespan Development (3 hrs.)
- EDU 176: Intro. To the Teaching-Learning Process (3 hrs.)
- EDU 218: Explorations in EDU (3 hrs.)
- EDU 245: Reading and Writing in the Content Area (3 hrs.)
- EDU 276: Found. Teaching-Learning (3 hrs.)
- EDU 314: Adolescent Development (3 hrs.)
- EDU 351: Methods of Teaching Science (3 hrs.)
- EDU 360: Instructional Interventions for Students with Reading Deficits (3 hrs.)
- EDU 363: Education and Psychology of the Exceptional Child (3 hrs.)
- EDU 382: Classroom Management (3 hrs.)
- EDU 413: Family and Community (3 hrs.)
- EDU 415: Assessment of – and for – Student Learning (3 hrs.)
- EDU 425: Student Teaching in Secondary Education (12 hrs.)
- EDU 483: Professional Practice: Demonstrating Professional Competence (3 hrs.)
- EDU 484: Senior Seminar: Professional Issues in Education (2 hrs.)

### Required Content Courses (DESE requires 35 hours)

- BIO 112: Inquiry Based Learning in the Life Sciences (3 hrs.)
- BIO 150: Introduction to Botany (3 hrs.)
- BIO 181: Introduction to Biology with Lab (4 hrs.)
- BIO 182: Principles of Biology II with Lab (4 hrs.)
- BIO 384: Comparative Evolution of the Vertebrates with Lab (4 hrs.)
- BIO 385: Genetics (3 hrs.)
- BIO 392: Cellular and Molecular Biology (4 hrs.)
- SCI 120: Introduction to Earth Science (3 hrs.)
- SCI 211: Environmental Science (3 hrs.)
- CHM 111: General Chemistry I with Lab (4 hrs.)
- PHY 211: College Physics I with Lab (4 hrs.)

### Required Electives Choose 10 hours

- BIO 211: Medical Microbiology with Lab (4 hrs.)
- BIO 320: Anatomy and Physiology I with Lab (4 hrs.)
- BIO 321: Anatomy and Physiology II with Lab (4 hrs.)
- BIO 330: Pathophysiology (3hrs.)
- BIO 410: Biochemistry (3 hrs.)
- BHS 220: Principles of Public Health (3 hrs.)
- BHS 225: Introduction to Nutrition (3 hrs.)
- BHS 330: Research Methods and Health Communication (3 hrs.)
- BHS 426: Social Epidemiology and Health Disparities (3 hrs.)
- CHM 112: General Chemistry I with Lab (4 hrs.)
- CHM 341: Organic Chemistry I with Lab (4 hrs.)
- CHM 342: Organic Chemistry II with Lab (4 hrs.)
- PHY 212: College Physics II with Lab (4 hrs.)

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

## Requirements for the B.A. Major in English

The Bachelor of Arts in English requires completion of the general education requirements and 46-48 hours in ENG, including 15 hours of foundational writing and literature courses, 1-3 hours working on Harbinger Literary Magazine, 6 hours of Applied Writing Workshops, 6 hours chosen from Early Literatures, 9 hours chosen from Later Literatures, 3 hours chosen from Genre Literatures, and a 3-hour Capstone Project. In addition, the student takes WST 210: Women's Voices, Women's Vision for 3 credit hours. At least 15 hours in the major must be at or above the 300 level.

English majors must earn a C or better in the required courses and must maintain a C average over all courses in the major. A student earning less than a C in a required course must repeat the course to improve their grade. English majors are also required to attend the on-campus Writer's Retreats as well as readings and presentations by departmental students, faculty, and guests.

### Required Courses

#### Foundations in Writing & Literature -- 15 hrs. required

|         |                                                                     |   |
|---------|---------------------------------------------------------------------|---|
| ENG 120 | Literature: Traditions and Timelines                                | 3 |
| ENG 125 | Introduction to Story, Scripts, & Playwriting                       | 3 |
| ENG 130 | Intro to Creative Writing I: Fiction, Creative Nonfiction, & Poetry | 3 |
| ENG 231 | Intro to Creative Writing II: Narrative, Poetry, & Criticism        | 3 |
| ENG 327 | Ekphrasis: Literature, Art, & Culture                               | 3 |

#### Literary Magazine - Minimum of one class. May be repeated for credit as electives

|         |                       |   |
|---------|-----------------------|---|
| ENG 296 | HARBINGER: Intro/Edit | 3 |
| ENG 396 | HARBINGER: Advanced   | 3 |

#### Applied Writing Workshops -- 6 hrs. required

|         |                                                              |   |
|---------|--------------------------------------------------------------|---|
| ENG 305 | Writing About Everything: Arts & Travel, Fashion & Food      | 3 |
| ENG 306 | Writing About Everything: Nature & Leisure, Science & Health | 3 |

#### Women's Studies -- 3 hrs. required

|         |                                 |   |
|---------|---------------------------------|---|
| WST 210 | Women's Voices, Women's Visions | 3 |
|---------|---------------------------------|---|

#### Capstone required

|         |                  |   |
|---------|------------------|---|
| ENG 307 | Passion Projects | 3 |
| ENG 490 | Senior Capstone  | 3 |

#### Early Literatures: Renaissance to Naturalism -- 6 hrs. required

|         |                                          |   |
|---------|------------------------------------------|---|
| ENG 269 | American Literatures I                   | 3 |
| ENG 271 | English Literary Traditions I            | 3 |
| ENG 332 | Virginia Woolf: Life & Literature        | 3 |
| ENG 341 | Fairytales and Folklore                  | 3 |
| ENG 345 | Shakespeare                              | 3 |
| ENG 349 | Gothic Literature                        | 3 |
| ENG 355 | Literature of American Wars: Love & Loss | 3 |
| ENG 370 | Austen & the Brontës                     | 3 |
| ENG 378 | Major Authors: Renaissance to Naturalism | 3 |

#### Later Literatures: Modernism to Contemporary -- 9 hrs. required

|         |                                                   |   |
|---------|---------------------------------------------------|---|
| ENG 220 | Scripting Change                                  | 3 |
| ENG 251 | Fashion in Literature: Clothes Make the Character | 3 |
| ENG 261 | Coming of Age Literature: Youth Quake             | 3 |
| ENG 262 | BFF's On The Page                                 | 3 |
| ENG 270 | American Literatures II                           | 3 |
| ENG 272 | Global Voices                                     | 3 |
| ENG 303 | Funny Women                                       | 3 |
| ENG 309 | African American Women Playwrights                | 3 |

|         |                                          |   |
|---------|------------------------------------------|---|
| ENG 319 | Contemporary Poetry                      | 3 |
| ENG 320 | Our Bodies, Our Stories                  | 3 |
| ENG 326 | All That Jazz: Literature of the 1920s   | 3 |
| ENG 369 | American Novels                          | 3 |
| ENG 371 | Bold Women in Literature                 | 3 |
| ENG 376 | Contemporary Literature                  | 3 |
| ENG 382 | Major Authors: Modernism to Contemporary | 3 |

**Genre Literature -- 3 hrs. required**

|         |                               |   |
|---------|-------------------------------|---|
| ENG 252 | Fiction, Fact, & Film         | 3 |
| ENG 253 | Haunted Literature            | 3 |
| ENG 254 | Memoir: The Language of Truth | 3 |
| ENG 255 | Literary Studies              | 3 |
| ENG 260 | Afrofuturism                  | 3 |
| ENG 263 | Time Travel Literature        | 3 |
| ENG 325 | Speculative Women             | 3 |
| ENG 347 | Women's Detective Fiction     | 3 |

**Creative Writing Workshops: Writing & Craft-available as electives for ENG majors**

|         |                                                            |   |
|---------|------------------------------------------------------------|---|
| ENG 241 | Memoir Workshop: Intermediate                              | 3 |
| ENG 243 | Fiction Workshop: Intermediate                             | 3 |
| ENG 244 | Intermediate Creative Writing: Poetry                      | 3 |
| ENG 245 | Playwriting Workshop: Intermediate                         | 3 |
| ENG 259 | Writing for Podcasts                                       | 3 |
| ENG 280 | Topics in Writing, Language and Literatures                | 3 |
| ENG 297 | Audio Drama I                                              | 3 |
| ENG 310 | Flash: Big Works/Few Words                                 | 3 |
| ENG 311 | Fiction Workshop: Advanced                                 | 3 |
| ENG 313 | Poetry Workshop: Advanced                                  | 3 |
| ENG 314 | Creative Writing Workshop: Memoir                          | 3 |
| ENG 330 | Freelancing: Writing for Love, Writing for Money           | 3 |
| ENG 333 | Characters & Their Worlds                                  | 3 |
| ENG 335 | Playwriting Workshop: Advanced                             | 3 |
| ENG 380 | Topics in Writing, Language and Literatures                | 3 |
| ENG 387 | Writing Through Performance: Literature and Auto/biography | 3 |
| ENG 397 | Audio Drama Workshop: Advanced                             | 3 |

## Requirements for the B.S. Major in Equestrian Studies

The Bachelor of Science in Equestrian Studies requires completion of 36 semester hours of general education courses, and 31 semester hours of core equestrian studies courses, 24 semester hours of business courses and 8 semester hours of riding courses for a total of 62 semester hours in the major. Requirements for the degree include a minimum of 120 semester hours, a grade of "C" or better in each of the required courses and a cumulative GPA of at least 2.0.

- Equestrian Studies majors are offered four riding disciplines: Hunter/Jumper, Saddle Seat, Western, and Driving. Students wishing to enroll in a specific discipline will meet with the Program Chair to determine appropriate seat based on rider experience. The Equestrian Program offers a course in Equine Behavior and Handling and Basics of Groundwork for students who wish to pursue a specific discipline but have had limited riding experience. All students are welcome and encouraged to take the Equine Behavior and Handling course and Basics of Groundwork as it enhances horsemanship skills using a wide range of breeds and behaviors regardless of riding ability.
- Equestrian Studies students are evaluated each semester by the faculty to encourage their skill development. Equestrian Studies is a highly professional program that demands a strong work ethic, personal and professional discipline, and a high level of proficiency.
- The vigorous nature of the equestrian program requires that students stay fit and healthy in order to succeed and eventually become employed. The equestrian faculty will meet with each student twice during the year to evaluate progress in the major and provide feedback for improvement. Each student is required to follow the requirements outlined under policies on the Equine Studies Academic Page on the website: [Equestrian Studies Application Process \(stephens.edu\)](https://stephens.edu/equestrian-studies-application-process)
- The Equestrian Faculty strongly recommends that students gain experience and establish a professional network by working in the equestrian industry during each summer break. Students find successful and rewarding summer experiences in working with faculty to plan for summer experiences and employment.

### Required Core courses (31 hours, plus 8 hrs. Applied Riding)

EQS Applied Riding courses – 4 semesters required (8 hrs.)  
 EQS 114: Understanding Equine Behavior (3 hrs.)  
 EQS 130: Equine Management I (3 hrs.)  
 EQS 137: Equine Management II (3 hrs.)  
 EQS 200: Methods of Teaching Horsemanship (1 hr.)  
 EQS 205: The Equine Industry Past, Present and Future (3 hrs.)  
 EQS 230: Understanding Equine Assisted Activities (3 hrs.)  
 EQS 301: Equine Nutrition (3 hrs.)  
 EQS 310: Stable Management (3 hrs.)  
 EQS 340: Equine Anatomy and Mechanics of Motion (3 hrs.)  
 EQS 411: Equine Ethics, Welfare, and Law (3 hrs.)  
 EQS 415: Equine Practicum (3 hrs.)

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

#### Equine Science track: (27 hrs.)

All core courses, plus the following:

BIO 181: Principles of Biology I (1\*)  
 BIO 182: Principles of Biology II (4 hrs.)  
 BIO 284: Vertebrate Zoology (4 hrs.)  
 BIO 290: Genetics (3 hrs.)  
 BIO 392/392: Cellular/Molecular Biology, plus lab (4 hrs.)  
 CHM 111/111L: General Chemistry I, plus lab (4 hrs.)  
 CHM 341: Organic Chemistry I (4 hrs.)  
 CHM 410: Biochemistry (3 hrs.)  
 MAT 207: Intro to Statistics (\*)

\*Credits are applied to gen ed science and quantitative core requirements

### Equine Business track: (24 hrs.)

#### All core courses, plus the following:

BUS 171: Foundations of Business (3 hrs.)  
 BUS 230: Accounting I (3 hrs.)  
 BUS 250: Principles of Marketing (3 hrs.)  
 BUS 325: Introduction to Entrepreneurship (3 hrs.)  
 BUS 355: Business Law for Entrepreneurs (3 hrs.)  
 EQS 318: Equine Marketing, Sales, and Negotiation (3 hrs.)  
 EQS 401: Management of Equestrian Events (3 hrs.)  
 EQS 405: Equestrian Business Practices (3 hrs.)

See academic plan for recommended electives

#### EQS Applied Riding courses – 8 hrs. required (4 courses)

Driving, Saddle Seat, Hunter/Jumper, and Western  
 EQS 110: Horse Handling  
 EQS 111: Basics of Groundwork

Riding Classes: The fee for riding is **\$975** per class each semester. All riding and driving courses require an approved safety helmet with neck harness and chin strap. All riding classes may be repeated three (3) times for credit. At the beginning of each semester: *all riders shall keep a current copy of insurance and medical information in the Equestrian office.* All students must follow all catalog information and Equestrian Handbook rules and regulations in order to ride and participate in the equestrian studies major, minor and or any activity at the stables.

### Clinics

Stephens College offers clinics and workshops throughout the year in all four disciplines of riding. The clinicians that the program has hosted over the years include David O'Connor, Lynne Coates-Holmes, Melanie Smith Taylor, Paul Cronin, Christian and McKrell Baier, Molly Hunt, Brittany Harpool, Bennie Sargent, Kendra Weis, Tommy Sheets, Smith Lilly, Bret and Susi Day, and Tj Santaferria.

### Horse shows

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

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

### Equestrian Studies Industry Internships

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

### Equestrian Studies Policies

Students are responsible for their own medical insurance.

- Students are required to wear ATM/SEI approved helmets, with their name labeled inside, while riding and driving on campus. All riders must provide their own rated helmet and must not share helmets.
- Students must abide by the Equestrian program dress code that reflects a traditional professional appearance at all times when in and around the stable complex and while attending all equestrian events.
- For student safety hoop body and facial piercings are discouraged while at the stables.
- Horseback riding requires muscle coordination, balance, mental alertness, and the ability to follow directions promptly and accurately. In the interest of safety, the Equestrian Studies faculty and staff reserve the right to bar

any student who is mentally or physically unfit or under the influence of drugs or alcohol from riding or handling horses. Any student found violating this policy will be escorted off the Equestrian Center premises immediately.

- The Equestrian program observes a strict weight policy in which no student should weigh more than 20% of the horse's weight. Student weight includes all horse tack. Any student entering the program with a physical requirement for a certain type or size of horse will be accommodated as much as possible. However, if the college is unable to find the appropriate horse to meet a student's physical needs, the student may enroll in Equine Behavior and Handling or Basics of Groundwork.
- Students must be able to lift a minimum of 50 lbs. without assistance and work around 1,000 lb. animals in small quarters. Therefore, students with limitations to movement, sight or hearing may find it difficult to meet all course requirements. A student must be able to gauge an animal's body language and hear the animal coming up behind them. Students are advised to discuss their plans for entrance into this major with their family physician if they have severe allergies to hay, straw, shavings and/or other limitations or concern.
- Since horses can be unpredictable in their behavior, a degree of risk is inherent in working with these animals. The student is required to sign a waiver of liability at the time of entrance into the program.

### Recommended Minors for Equestrian Studies majors

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

- Psychology
- Biology or Chemistry
- Communication Design

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

### Career Opportunities

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

#### Management & Administrative

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

#### Shows

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

#### Equine Health & Breeding

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

#### Communications & Advertising

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

#### Occupations connected to Equestrian Industry

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

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

The Bachelor of Fine Arts in Fashion Communication requires the completion of the 36-hour general education program, 43 semester hours in FAS, 27 semester hours in BUS/DFM/COMD, 3 semester hours of required electives, as well as the completion of the required College-to-Career seminars, an industry-specific internship, and the senior FAS capstone coursework for a total of 73 hours in the major. Students must earn a C- or better in all required courses within the Bachelor of Fine Arts in Fashion Communication degree. Students may not continue to the next level class until the prerequisite class is passed with a C- or better. An overall G.P.A. of at least 2.0 in all major courses is required.

### Required Courses 73 hrs.

#### Fashion Courses: (43 hrs.)

FAS 150: Creative Process (3 hrs.)  
 FAS 170: Fashion Perspectives (3 hrs.)  
 FAS 185: Building a Fashion Brand (3 hrs.)  
 FAS 203: Textiles (3 hrs.)  
 FAS 232: Technology for Fashion Presentation (3 hrs.)  
 FAS 275: Fashion Communication (3 hrs.)  
 FAS 301: Trend Forecasting (3 hrs.)  
 FAS 303: Product Development (3 hrs.)  
 FAS 310: Fashion Presentation (3 hrs.)  
 FAS 315: History and Culture of Dress and Fashion (3 hrs.)  
 FAS 335: Fashion Journalism (3 hrs.)  
 FAS 345: Art Direction and Photo Styling (3 hrs.)  
 FAS 392: Internship I (1 hr.)  
 FAS 485: Fashion Communication Capstone Research (2 hrs.)  
 FAS 486: Fashion Communication Capstone Project and Portfolio (3 hrs.)  
 FAS 492: Internship (3 hr.)  
 FAS 493: Senior Seminar (3 hrs.)  
 FAS 496: Post-Internship Seminar (1 hr.)

### Required Business/Communication Design Courses: (24 hrs.)

BUS 250: Principles of Marketing (3 hrs.)  
 COMD 205: Principles of Communication Design (3 hrs.)  
 COMD 210: Design, Media, and Society (3 hrs.)  
 COMD 275: Copywriting (3 hrs.)  
 COMD 310: Website Design (3 hrs.)  
 COMD 320: Typography (3 hrs.)  
 COMD 340: Publication Design (3 hrs.)  
 COMD 350: Motion Design (3 hrs.)

### Choice Classes (3 hours):

*Choose from the following list:*

BUS 354: Consumer Behavior (3 hrs.)  
 COMD 475: Professional Practice (3 hrs.)  
 DSN 146: Drawing for Design Arts & Concept Development (3 hrs.)  
 DSN 205: Surface Design Color and Pattern (3 hrs.)  
 DSN 217: Artisan Studio I (1-3 hrs.)  
 DSN 317: Artisan Studio II (1-3 hrs.)  
 DSN 417: Artisan Studio III (1-3 hrs.)  
 ENG 210: Introduction to Creative Writing (3 hrs.)  
 FAS 305: Visual Merchandising and Display (3 hrs.)

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

The Bachelor of Fine Arts in Fashion Design and Product Development requires the completion of the 36-hour general education program and two industry-specific internships, and senior FAS capstone coursework for a total of 79 hours in the major. Students must earn a C- or better in all required courses within the level class until the prerequisite class is passed with a C- or better.

### Required Courses -- 79 hours

FAS 170: Fashion Survey & Trends (3 hrs.)  
 FAS 180: Elements of Construction (3 hrs.)  
 FAS 186: Patternmaking & Construction I (3 hrs.)  
 FAS 203: Textiles (3 hrs.)  
 FAS 210: Sustainable Fashion (3 hrs.)  
 FAS 232: Digital Photoshop & Illustrator (3 hrs.)  
 FAS 246: Fashion Drawing (3 hrs.)  
 FAS 247: Digital Color & Textile Surface Design (3 hrs.)  
 FAS 292: Patternmaking & Construction II (3 hrs.)  
 FAS 295: Draping & Patternmaking (3 hrs.)  
 FAS 302: Fashion Entrepreneurship (3 hrs.)  
 FAS 310: Fashion Show Production (3 hrs.)  
 FAS 315: Early History of Fashion (3 hrs.)  
 FAS 320: Digital Patterns & Grading (3 hrs.)  
 FAS 325: Computer Application - CLO (3 hrs.)  
 FAS 355: Specialized Sewing/Fit (3 hrs.)  
 FAS 375: Modern History of Fashion (3 hrs.)  
 FAS 382: Product Development (3 hrs.)  
 FAS 386: Studio - Denim (3 hrs.)  
 FAS 393: Studio - Knits (3 hrs.)  
 FAS 396: Fashion Curating (3 hrs.)  
 FAS 430: Senior Collection Concepts (3 hrs.)  
 FAS 435: Senior Collection Development (3 hrs.)  
 FAS 440: Senior Collection Production (3 hrs.)  
 FAS 445: Senior Collection Tech Pack (3 hrs.)  
 FAS 450: Senior Collection Portfolio (3 hrs.)  
 FAS 492: Internship (3 hr.)

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

The Bachelor of Science in Fashion Marketing and Management requires the completion of the 36-hour general education program, 43 semester hours in FAS, 15 semester hours in BUS, 3 hours of choice electives, plus the completion of the required College-to-Career seminars, two industry-specific internships, and the senior FAS capstone coursework for a total of 61 hours in the major. Students must earn a C- or better in all required courses within the Bachelor of Science fashion marketing and management program. Students may not continue to the next level class until the prerequisite class is passed with a C- or better.

### Required Courses 61 hrs.

#### Fashion/Business/Communication Design courses (58 hrs.)

BUS 225: Principles of Management (3 hrs.)  
 BUS 230: Accounting I (3 hrs.)  
 BUS 250: Principles of Marketing (3 hrs.)  
 BUS 321: Sales and Negotiation (3 hrs.)  
 BUS 331: Integrated Marketing Communications (3 hrs.)  
 FAS 170: Fashion Perspectives (3 hrs.)  
 FAS 201: Creative Process (3 hrs.)  
 FAS 203: Textiles (3 hrs.)  
 FAS 232: Technology for Fashion Presentation (3 hrs.)  
 FAS 270: Merchandising Math (3 hrs.)  
 FAS 285: Fashion Retail Management (3 hrs.)  
 FAS 301: Trend Forecasting (3 hrs.) OR FAS 305: Visual Merchandising and Display (3 hrs.)  
 FAS 303: Product Development (3 hrs.)  
 FAS 310: Fashion Presentation (3 hrs.)  
 FAS 314: Problem Solving for Fashion Marketing/Management (3 hrs.)  
 FAS 315: History and Culture of Dress and Fashion (3 hrs.)  
 FAS 392: Internship I (1 hr.)  
 FAS 483: Fashion Market Analysis (2 hrs.)  
 FAS 487: Applied Fashion Marketing/Management Project (3 hrs.)  
 FAS 492: Internship (3 hr.)  
 FAS 493: Senior Seminar (3 hrs.)

### Choice Classes (3 hours):

*Choose from the following list:*

BUS 105: Business Computer Applications (3 hrs.)  
 BUS 345: Internet Marketing (3 hrs.)  
 BUS 354: Consumer Behavior (3 hrs.)  
 BUS 362: Professional Communication (3 hrs.)  
 BUS 386: Global Markets (3 hrs.)  
 FAS 111: Design Studio I: Construction and Materials (3 hrs.)  
 FAS 375: 20<sup>th</sup>-Century Costume (3 hrs.)

## Requirements for the B.S. Major in Health Science

The Bachelor of Science major in Health Science requires completion of general education requirements and required courses, plus major electives in the areas of business, education, life sciences (BIO, CHM, HIA, PHY), and psychology. A grade of C or better must be earned in all required core courses graduate. A minimum grade of C- must be earned in the major electives chosen as part of the 24 hours required for the completion of the major. Students should select a math course that is consistent with their career goals.

### Required Core courses (34 hours)

BIO 120: Life Sciences in the Block (4 hr.)  
 BHS 212: Health Behavior (3 hrs.)  
 BHS 220: Principles of Public Health (3 hrs.)  
 BHS 275: Health Psychology (3 hrs.)  
 BHS 312: Health Program Management (3 hrs.)  
 BHS 330: Research Methods and Health Communication (3 hrs.) – *Writing Intensive*  
 BHS 426: Social Epidemiology & Health Disparities (3 hrs.)  
 BHS 481: Professional Development in Health Sciences (3 hrs.)  
 BHS 489: Health Sciences Capstone/Internship (6 hrs.)  
 SCI 365: Women, Science and Society (3 hrs.)

### Plus, the completion of 24 hours from the courses listed below:

Work with your advisor to make the appropriate elective selections if you plan to seek graduate programs.

BHS 110: Stress Management (3 hrs.)  
 BHS 128: Personal Health and Wellness: Women's Perspective (3 hrs.)  
 BHS 225: Introduction to Nutrition (3 hrs.)  
 BHS 280: Topics in Health Science (3 hrs.)  
 BHS 311: Nutrition and Human Performance (3 hrs.)  
 BHS 336: Behavioral Aspects of Weight Management (3 hrs.)  
 BHS 350: History of Health and Medicine (3 hrs.)  
 BHS 380: Special Topics (3 hrs.)  
 BIO 112: Inquiry Based Learning in the Life Sciences (3 hrs.)  
 BIO 181: Principles of Biology I with lab (4 hrs.)  
 BIO 182: Principles of Biology II with lab (4 hrs.)  
 BIO 201: Human Movement Science (3 hrs.)  
 BIO 280: Topics in Biology (3 hrs.)  
 BIO 320: Human Anatomy & Physiology I with lab (4 hrs.)  
 BIO 321: Human Anatomy & Physiology II with lab (4 hrs.)  
 BIO 380: Topics in Biology (3 hrs.)  
 CHM 101: Chemistry in Everyday Life (3 hrs.)  
 CHM 111: General Chemistry I with lab (4 hrs.)  
 CHM 112: General Chemistry II with lab (4 hrs.)  
 CHM 280: Topics in Chemistry (3 hrs.)  
 CHM 380: Advanced Topics in Chemistry (3 hrs.)  
 CHM 381: Environmental Chemistry (3 hrs.)  
 EDU 114: Lifespan Development (3 hrs.)  
 EDU 214: Advanced Child Development: Cross-Cultural Perspective (3 hrs.)  
 EDU 314: Adolescent Development (3 hrs.)  
 EDU 363: Education and Psychology of Exceptional Child (3 hrs.)  
 EDU 413: Family and Community (3 hrs.)  
 EXS 375: Health Fitness Management (3 hrs.)  
 EXS 432: Exercise Physiology (3 hrs.)  
 HIA 255: Medical Terminology (3 hrs.)  
 HIA 306: Organizational Management and HR in Healthcare (3 hrs.)  
 HIA 330: Legal and Ethical Issues in HIA (3 hrs.)  
 HIA 351: Health Information Systems (3 hrs.)  
 HIA 355: Integrated Quality Management (3 hrs.)  
 HIA 405: Principles of Healthcare Finance (3 hrs.)  
 MAT 207: Statistics (3 hrs.)  
 PSY 111: Introduction to Psychology (3 hrs.)  
 PSY 183: Psychology of Emotion (3 hrs.)  
 PSY 211: Educational Psychology (3 hrs.)  
 PSY 221: Psychology of Well-Being (3 hrs.)

PSY 225: Social Psychology (3 hrs.)  
PSY 230: Love and Longing Around the World (3 hrs.)  
PSY 235: Evolutionary Psychology (3 hrs.)  
PSY 301: Psychology of Gender (3 hrs.)  
PSY 320: Abnormal Psychology (3 hrs.)  
PSY 327: Moral Psychology and the Moral Domain (3 hrs.)  
PSY 331: Cognitive Psychology (3 hrs.)  
PSY 380: Topics in Psychology (3 hrs.)  
PSY 430: Biological Psychology (3 hrs.)  
WST 210: Women's Voices, Women's Visions (3 hrs.)  
WST 280: Topics in Women's Studies (3 hrs.)  
WST 310: Gender Across Cultures (3 hrs.)  
WST 325: The New Sexualities (3 hrs.)  
WST 375: Blood Passages (3 hrs.)  
WST 380: Topics in Women's Studies (3 hrs.)

## Requirements for B.S. Major in Human Development

### Child Study Track

Beyond completion of liberal arts requirements, the major requires 46 semester hours: 27 core course hours and 16 Child Study course hours and 3 hours of Psychology electives. A grade of C- or better must be earned in each of the required core courses.

#### Required Core Courses (27 hours)

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

#### Child Study Track Requirements (16 hours)

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

#### Plus one of the following:

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

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### Psychology Track

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

#### Required Core Courses (27 hours)

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

#### Psychology Track Requirements (18 hours)

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

## Requirements for the B.S. Major in Integrative Human Biology

The Integrative Human Biology major provides an interdisciplinary understanding of human health and disease from biological, psychological, societal, and developmental perspectives. This broad-based, interdisciplinary major is designed to provide a framework for students to prepare for graduate programs in disciplines related to the human medicine or research.

The Bachelor of Science in Integrative Human Biology requires completion of general education requirements and of required courses, plus a wide range of electives. A grade of C or better must be earned in all of the Core required courses, including the Upper and Lower-level Integrative courses, to graduate. Courses taken to meet the 21-25 hours of Major Electives must be passed with a grade of C- or better.

All pre-professional students (pre-med, pre-vet, pre-PA, etc.) are strongly advised to work with their advisor to select the appropriate pre-requisite coursework to gain entry into the specific professional programs of study to which the student wishes to apply.

### Major requirements (54-58 hours)

#### Core Required Courses (29 hours):

BIO 120: Life Sciences in the Block (4 hrs.)  
 BIO 181: Principles of Biology I (4 hrs.)  
 BIO 320: Human Anatomy and Physiology I (4 hrs.)  
 BIO 321: Human Anatomy and Physiology II (4 hrs.)  
 BIO 493: Senior Project Capstone (4 hrs.)  
 EDU 114: Lifespan Development (3 hrs.)  
 MAT 207: Statistics (3 hrs.)  
 PSY 111: Introduction to Psychology (3 hrs.)

#### Lower-level Integrative Course: Choose One:

BHS 212: Health Behavior (3 hrs.)  
 BHS 220: Principles of Public Health (3 hrs.)  
 BHS 275: Health Psychology (3 hrs.)

#### Upper-level Integrative course: Choose One:

BHS 426: Epidemiology and Health Disparities (3 hrs.)  
 EXS 432: Exercise Physiology (3 hrs.)  
 PSY 430: Biological Psychology (3 hrs.)

#### Major Electives: (21-25 hrs.)

BHS 110: Stress Management (3 hrs.)  
 BHS 117: Careers in Health & Helping Professions (1 hr.)  
 BHS 212: Health Behavior (3 hrs.)  
 BHS 220: Principles of Public Health (3 hrs.)  
 BHS 225: Introduction to Nutrition (3 hrs.)  
 BHS 275: Health Psychology (3 hrs.)  
 BHS 330: Research Methods (3 hrs.)  
 BHS 426: Epidemiology and Health Disparities (3 hrs.)  
 BHS 481: Seminar in Health Sciences (3 hrs.)  
 BIO 182: Principles of Biology II (4 hrs.)  
 BIO 201: Human Movement Science (3 hrs.)  
 BIO 211: Medical Microbiology (4 hrs.)  
 BIO 247: Essentials of Human Anatomy & Physiology I (3 hrs.)  
 BIO 248: Essentials of Human Anatomy & Physiology II (3 hrs.)  
 BIO 311/311L: Microbiology, plus lab (4 hrs.)  
 BIO 330: Pathophysiology (3 hrs.)  
 BIO 392: Cellular and Molecular Biology (4 hrs.)  
 BIO 410: Biochemistry (3 hrs.)  
 CHM 111: General Chemistry I, plus lab (4 hrs.)  
 CHM 112: General Chemistry II (4 hrs.)  
 CHM 341: Organic Chemistry I (4 hrs.)

CHM 342: Organic Chemistry II (4 hrs.)  
EXS 432: Exercise Physiology (3 hrs.)  
HIA 255: Medical Terminology (3 hrs.)  
NUR 330: Pharmacology (4 hrs.)  
NUR 410: Healthcare Policy & Advocacy (2 hrs.)  
PHY 211: College Physics I (4 hrs.)  
PHY 212: College Physics II (4 hrs.)  
PSY 345: Research Methods (3 hrs.)  
PSY 430: Biological Psychology (3 hrs.)

## Requirements for the B.S. Major in Nursing

The Bachelor of Science in Nursing program is a three-year (eight semester) program that prepares students for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The program prepares students through classroom, clinical, laboratory, and simulated instruction to care for patients in hospital and community settings. Applied learning experiences begin the first summer and continue throughout the program. Boone Hospital provides the majority of the clinical learning environments as well as a state-of-the-art Simulation Center. A student must achieve a grade of C or better in all required courses for the major and maintain a GPA of 2.5 or greater. Program and progression policies specific to the major are found in the [Nursing Student Handbook](#). Graduates of the program will be eligible to apply for licensure through their state board of nursing and are prepared for practice as an entry level nurse generalist. \*Graduates of the program are ready for graduate study and careers as professional nurses.

\*Please note that graduation from a nursing program does not guarantee eligibility to take the licensure examination (Section 332.066, RSMo, of the Missouri Nursing Practice Act). <https://pr.mo.gov/nursing-rules-statutes.asp>

### Required courses (89 hours)

#### Nursing courses: (60 hrs.)

NUR 130: Welcome to Stephens Nursing (3 hr.)  
 NUR 230: Nursing Science (1 hr.)  
 NUR 250: Health Assessment and Nursing Skills (4 hrs.)  
 NUR 255: Practicum I (3 hrs.)  
 NUR 310: Care of Adults I (3 hrs.)  
 NUR 315: Practicum II (2 hrs.)  
 NUR 330: Pharmacology (4 hrs.)  
 NUR 332: Mental Health Care (3 hrs.)  
 NUR 334: Care of Adults II (3 hrs.)  
 NUR 335: Practicum III (3 hrs.)  
 NUR 350: Care of Children (3 hrs.)  
 NUR 352: Care of Childbearing Women and Families (3 hrs.)  
 NUR 354: Nursing Seminar (2 hrs.)  
 NUR 355: Practicum IV (5 hrs.)  
 NUR 410: Healthcare Policy and Advocacy (2 hrs.)  
 NUR 412: Leadership (2 hrs.)  
 NUR 414: Quality and Safety (2 hrs.)  
 NUR 415: Practicum V (4 hrs.)  
 NUR 416: Critical Care (2 hrs.)  
 NUR 450: Senior Seminar (2 hrs.)  
 NUR 454: Global Health Nursing (2 hrs.)  
 NUR 455: Practicum VI and Capstone (4 hrs.)

#### Additional required courses: (41 hrs.)

BHS 220: Principles of Public Health (3 hrs.) \*  
 BHS 225: Nutrition (3 hrs.)  
 BHS 426: Epidemiology and Health Disparities (3 hrs.) \*  
 BIO 112: Inquiry Based Learning in the Life Sciences (3 hrs.) \*  
 BIO 181: Principles of Biology (3 hrs.)  
 BIO 211: Medical Microbiology (3 hrs.)  
 BIO 320: Human Anatomy and Physiology I (4 hrs.)  
 BIO 321: Human Anatomy and Physiology II (4 hrs.)  
 BIO 330: Pathophysiology (3 hrs.)  
 CHM 111: General Chemistry (3 hrs.)  
 EDU 114: Lifespan Development (3 hrs.) \*  
 MAT 207: Statistics (3 hrs.) \*  
 PSY 111: General Psychology (3 hrs.) \*

\*Credit for the following required courses be applied toward the 36 hours of required General Education:

BHS 220: Principles of Public Health (3 hrs.) will be counted as credit for General Education elective  
 BHS 426: Epidemiology and Health Disparities (3 hrs.) will be counted as credit for General Education elective  
 BIO 112: Inquiry Based Learning in the Life Sciences (3 hrs.) will be counted as credit for the Science requirement  
 EDU 114: Lifespan Development (3 hrs.) will be counted as Behavior and Social Science  
 MAT 207: Statistics (3 hrs.) will be counted as the Quantitative requirement  
 PSY 111: General Psychology (3 hrs.) will be counted as Behavior and Social Science

## Requirements for the B.S. Major in Psychology

The required courses in the Bachelor of Science in Psychology draw from each of the major areas of the field, and electives allow students to specialize in their areas of interest. A senior research capstone project ensures that students gain the research experience and skills they need to compete for graduate school admission or in the professional market.

The Bachelor of Science in Psychology requires the completion of at least 48 semester hours of psychology courses (48-50 hours required courses and at least 15 hours elective). Students must have at least 29 semester hours of Psychology at the 300 or 400 level to graduate. A grade of C- or better must be earned in each of the Psychology (PSY) courses listed as required below.

### Required Courses

EDU 114: Lifespan Development (3 hrs.)  
 PSY 111: Introduction to Psychology (3 hrs.)  
 PSY 207: Applied Statistics in Real Life (3 hrs.)  
 PSY 225: Social Psychology (3 hrs.)  
 PSY 301: Psychology of Gender and Sexuality (3 hrs.)  
 PSY 320: Abnormal Psychology (3 hrs.)  
 PSY 331: Cognitive Psychology (3 hrs.)  
 PSY 345: Psychological Research Methods (3 hrs.)  
 PSY 415: Psychology of Personality (3 hrs.)  
 PSY 430: Biological Psychology (3 hrs.)  
 PSY 440: Senior Research Project I (3 hrs.)

Additionally, students must complete at least 15 semester hours (and up to 24 hrs.) from the following list of elective courses including at least 6 hours at the 300 level or above.

### Elective Courses

Any course with a PSY prefix, plus:  
 BHS 275: Health Psychology (3 hrs.)  
 EDU 214: Advanced Child Development: Cross-Cultural Perspective (3 hrs.)  
 EDU 314: Adolescent Development (3 hrs.)  
 EDU 363: Education and Psychology of the Exceptional Child (3 hrs.)  
 PSY 212: Research Practicum (2 hrs.)  
 PSY 441: Senior Research Project II (3 hrs.) -- **required for students doing a year-long research project for their thesis.**

Students who major in Psychology or Human Development/Child Study will be required to complete a Senior Capstone in their senior year.

## Minors:

### Requirements for a Minor in Biology

A Biology minor requires completion of BIO 181 and BIO 182 and at least 4 additional courses in the Life Sciences (BIO, CHM, or PHY) coursework, with at least two courses at or above the 300 level. Only one of the following general education courses will count toward the minor: CHM 101, SCI 125, SCI 211. BIO 111 will not count toward a Minor in Biology.

### Requirements for a Minor in Business Administration

(Not open to Business Administration majors.)

A minor in Business Administration requires the completion of 18 to 24 hours of BUS or ECM courses. Only one course used in the student's major may also be included in the Business Admin minor.

Students must complete BUS 171: Foundations of Business (3 hrs.), plus a minimum of 15 additional hours of BUS or ECM courses; 6 hours of which must be 300-level or above.

### Requirements for a Minor in Chemistry

A Chemistry minor, for a biology major, requires the completion of CHM 341, CHM 342, CHM 381 and CHM/BIO 410, for a total of 14 hours. This is in addition to the chemistry courses required within the biology major.

For non-biology majors wishing to earn a chemistry minor, the minor requires completion of CHM 111–112, CHM 341–342, plus one of the following electives: CHM 381 or CHM 410/BIO 410, for a total of 19 hours. A chemistry minor is strongly recommended for all students considering graduate school or professional programs.

### Requirements for a Minor in Communication Design

Required courses:

COMD 110: Design Technology (3 hrs.)

COMD 205: Principles of Communication Design (3 hrs.)

Plus, an additional 9 credit hours, of which 6 semester hours must be at the 300-400 level.

### Requirements for a Minor in Creative Writing

A minor in Creative Writing requires completion of a minimum of 15 hours with a maximum of 24 hours.

Students must complete either:

ENG 125: Intro to Story, Scripts & Playwriting (3 hrs.) OR

ENG 130: Creative Writing: Narrative, Poetry & Criticism (3 hrs.)

Plus, an additional 12 credit hours in from the following list of Writing and Craft Workshops (6 hours or more must be 300-level or above)

- ENG 241     Memoir Workshop: Intermediate
- ENG 243     Fiction Workshop: Intermediate
- ENG 244     Intermediate Creative Writing: Poetry
- ENG 245     Playwriting Workshop: Intermediate
- ENG 259     Writing for Podcasts
- ENG 280     Topics in Writing, Language and Literatures
- ENG 297     Audio Drama I
- ENG 310     Flash: Big Works/Few Words
- ENG 311     Fiction Workshop: Advanced
- ENG 313     Poetry Workshop: Advanced
- ENG 314     Creative Writing Workshop: Memoir
- ENG 330     Freelancing: Writing for Love, Writing for Money
- ENG 333     Characters & Their Worlds
- ENG 335     Playwriting Workshop: Advanced
- ENG 380     Topics in Writing, Language and Literatures
- ENG 387     Writing Through Performance: Literature and Auto/biography
- ENG 397     Audio Drama Workshop: Advanced

### Requirements for a Minor in Design Arts

The Design Arts minor is particularly useful for students in the Fashion and Communication Design programs. The minor may also be used as part of a student-initiated major or for the Apparel Studies degree.

A minor in Design Arts requires completion of at least 15 semester hours, including at least 6 hours at the 300-level. All courses require a C- or better to become part of a Design Arts minor.

#### Ways to Include Design Arts as Part of a Major

Create a student-initiated major during the sophomore year of study that combines Design Arts with at least one other discipline such as Apparel Studies, Fashion Design, Strategic Communication, Theatre Arts or Digital Filmmaking for a B.A. or B.F.A. degree. The faculty of the combined disciplines work with students to create student-initiated majors that are presented to the full faculty from the related disciplines for approval.

#### Workshops

Workshops may be offered through the School of Integrative Studies and will be taught on or off campus. These artisanal classes will vary by topics and skills taught. All workshops will focus on design topics/techniques related to skills that will augment students in the fashion programs, communication design, and for general student interest and exposure to design and creative self-expression. Courses will be taught at the 200 – 400 levels.

#### Capstone Course

Student-initiated majors complete a capstone course comprising a written statement and a senior project usually culminating in a public exhibition/show. *December graduates must have completed DSN 494: Senior Project during the previous spring semester.*

### Requirements for a Minor in Education

The minor in education requires completion of at least 15 semester hours in education courses, including 6 semester hours of required course work (see below) and a minimum of 9 semester hours of EDU electives; 6 semester hours must be at or above the 300 level. Additional EDU courses to total 24 semester hours may be elected by the student. Students select their electives for this minor in consultation with Department of Education faculty.

#### Required Courses

EDU 114: Lifespan Development (3 hrs.)

EDU 276: Foundations of the Teaching-Learning Process (3 hrs.)

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

### Requirements for a Minor in English

A minor in English requires completion of a minimum of 15 hours with a maximum of 24 hours.

15 credit hours in English courses, at least 6 hours must be 300 level or above.

### Requirements for a Minor in Equestrian Studies

The Equestrian Studies minor is particularly useful for students in the Biology/Pre-Vet and Psychology programs. The minor is open to all students with no equine experience necessary.

The minor requires completion of a minimum of 15 semester hours in EQS, including the required courses listed below and at least 6 semester hours at or above the 300 level.

#### Required Courses

EQS 114: Equine Behavior (3 hrs.)

EQS 130: Equine Management I (3 hrs.)

**Requirements for a Minor in Psychology**

The minor in Psychology requires completion of a minimum of 15 semester hours in PSY, including the required course listed below and at least 6 semester hours at or above the 300 level.

**Required Course**

PSY 111: Introduction to Psychology (3 hrs.)

Plus 12 additional hours; 6 of which must be at or above the 300 level.

**Requirements for a Minor in Women's Studies**

A minor in women's studies requires the completion of 15 semester hours, including at least six hours at or above the 300 level.

**Required Course**

WST 210: Women's Voices, Women's Visions (3 hrs.)

*Plus 12 hours of Women's Studies courses; six hours of which must be at or above the 300 level.*

**Only one course used as part of the 36 hours of General Education may be included in the 15 hours required for the Women's Studies minor. Additionally, only one course used to meet a major requirement can also be used as part of a minor. These cannot be the same course.**

### Animal Behavior courses:

#### **ABE 101: Introduction to Animal Behavior**

(3 hrs.)

This course explores the science of animal behavior, focusing on key topics such as behavior development, genetics, neural processes, and survival adaptations. Students will be introduced to behavioral topics including feeding, communication, parental care, and social behavior, gaining a broad understanding of how animal behavior is studied across different disciplines.

#### **ABE 120: Animals and Society**

(3 hrs.)

Examines human-animal relationships across cultures and history, exploring roles in companionship, labor, agriculture, research, entertainment, and conservation. Covers animal welfare and policy, emphasizing ethical issues and the impact of human-animal interactions on individual and societal wellbeing.

#### **ABE 180: Topics in Animal Behavior**

(3 hr.)

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

#### **ABE 220: Animal Welfare Science**

(3 hrs.)

This course introduces the principles, history, and application of animal welfare science across species. Students will explore how animal welfare is scientifically assessed in diverse settings, emphasizing objective methods, critical thinking, and the ethical considerations involved in evaluating animal well-being.

#### **ABE 280: Topics in Animal Behavior**

(3 hr.)

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

#### **ABE 310: Animal Enrichment**

(3 hrs.)

This course explores environmental enrichment and its impact on animal welfare in zoos, shelters, labs, and homes. Students examine behavioral needs, species-specific challenges, and scientific methods for designing and assessing effective enrichment strategies.

#### **ABE 380: Topics in Animal Behavior**

(3 hr.)

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

#### **ABE 396: Animal Behavior Internship**

(1-6 hrs.)

Provides opportunities for students in Animal Behavior to gain professional experience under the supervision of a faculty member and in coordination with a local, regional, national, or international organization operating in an animal behavior field. May be repeated.

#### **ABE 410: Companion Animal Behavior**

(3 hrs.) Course Fee Applies.

(Prerequisites: ABE 220)

This advanced course explores the evolution, ecology, and behavior of companion animals. Topics include domestication, communication, cognition, enrichment, problem behaviors, and welfare. Students analyze research, engage in case studies, and apply evidence-based strategies to real-world issues.

### Art courses:

#### **ART 105: Beginning Drawing**

(3 hrs.)

(Open to all students; model and lab fee charged)  
Introduction to basic methods and media of drawing through exercises in contour, gesture, value, volume and space, perspective and composition. Still-life, landscape and life-model subjects as well as experimental studies.

#### **ART 110: Basic Design**

(3 hrs.)

Introduction to basic design theory, composition, symmetry and asymmetry, information and communication, type and image, two-dimensional problem solving. Media used in assignments will include hand illustration and collage. Lectures will present an overview of the history of visual communication, graphic design, and advertising graphics.

#### **ART 157: The Culture of Color**

(3 hrs.)

(Meets General Education Arts & Humanities core and Arts array requirement)

This course uses color as its investigative medium. Beginning with basic color theory and terminology, students consider the scientific, psychological, and symbolic aspects of color. Focusing on rites of passage, major religions, spirituality and celebrations, students investigate color and its meanings in various cultures.

#### **ART 201: Life Drawing**

(3 hrs.)

(Prerequisite: ART 105 with C- or better; model and lab fee charged)

Problems in drawing the figure: human anatomy and proportion, figure composition. Continuation of practice in drawing fundamentals such as contour, gesture, volume, and value.

#### **ART 203: Painting/Color**

(3 hrs.)

(Open to all students; lab fee charged)

The study of color relationships and systems of color composition, using the basic methods, materials, and media of painting. Problems using still life, landscape, and the human figure as a point of departure for development of creative expression. Discussion of contemporary directions in painting.

#### **ART 206: Color and Pattern on Fabric**

(3 hrs.)

(Prerequisites: ART 105 or DSN 146 or permission of instructor; ART 203 is strongly recommended. Lab fee charged. Cross listed as DSN 205)

Introduction to processes such as printing on fabric, linocut, woodcut, screen printing, engineered print, and photo printmaking. Process emphasized may change from semester to semester or year to year. Development will be encouraged in areas of technical control, graphic quality, marketability, and effective personal expression. Course may not be repeated for credit.

#### **ART 294: Workshop**

(1-3 hrs.)

(Prerequisites: ART 105 and approval of faculty)

A workshop experience completed off campus.

#### **ART 301: Advanced Drawing**

(3 hrs.)

(Prerequisite: ART 201 with C- or better; may be taken four times for credit; lab fee charged)

Emphasis on individual development of drawing skills with a variety of subjects. Development of the drawing as a finished work.

**ART 303: Advanced Painting**

(3 hrs.)

(Prerequisite: ART 203 with C- or better; ART 201 recommended; may be taken four times for credit; lab fee charged)

Emphasis on individual development and personal style. Exploration of media, imagery, and discussion of contemporary critical issues.

**ART 380: Topics in Art and Design**

(1-3 hrs.)

(Prerequisite: depends on topic offered; lab fee charged) Various topics in fine and applied art.

**ART 394: Art Workshop**

(1-3 hrs.)

(Prerequisites: ART 105 and approval of faculty).

A workshop experience completed off campus.

**ART 494: Senior Project**

(1-6 hrs.)

(Prerequisite: approval of faculty; lab fee when appropriate.)

A major body of independently conceived and produced work in the student's primary studio area. Evaluated by all art faculty. Offered spring semester only

**Art History courses:**

**ARH 101: Introduction to the History of Art**

(3 hrs.)

(Open to all students; meets General Education Arts & Humanities core and Arts array requirement)

Introduces students to the history of the visual arts and architecture. Students will become familiar with a wide range of artistic techniques and media and will acquire analytical tools for understanding and criticizing the arts. Students will learn to recognize the distinctive features of key periods in the history of western art from prehistory to the present day. The primary focus will be the art of the Mediterranean, Europe and post-colonial America, but the traditions of Asia, the Islamic world, Africa and ancient Mesoamerica will also be discussed. This course is intended to provide a foundation for more advanced study and to contribute to a life-long appreciation of art.

**ARH 102: Introduction to World Art**

(3 hrs.)

(Open to all students; meets General Education Arts & Humanities core and Arts array requirement)

This course explores the art and architecture of Africa, Asia, the Islamic world, the pre-Columbian Americas, the Pacific and contemporary art world. Students will acquire analytical tools and vocabulary for understanding art and architecture, will learn to recognize characteristics of key cultures and periods in several non-western traditions, and will build a foundation for more advanced study and life-long appreciation of art and architecture.

**ARH 201: Greek and Roman Art**

(3 hrs.)

(Prerequisite: sophomore standing or permission of instructor; meets General Education Arts & Humanities core and Arts array requirement)

Introduces students to the material remains of the ancient Greeks and Romans, the founders of western art and culture. Painting, sculpture, architecture, and the

decorative arts will be analyzed in the context of political, social and cultural institutions. Students will learn to recognize major period styles and understand how buildings and art objects functioned in Greek and Roman society.

**ARH 203: Medieval and Byzantine Art**

(3 hrs.)

(Prerequisite: sophomore standing or permission of instructor; meets General Education Arts array requirement)

Introduces students to the art and architecture of the Medieval and Byzantine worlds, from the Christianization of the Roman Empire in the 4th century to the brink of the Renaissance in the 14th century. We will explore sculpture, wall painting, the arts of the book, secular and religious architecture and the decorative arts (ceramics, metalwork, glass, textiles, and mosaics) in the context of political, social and cultural institutions.

**ARH 205: Renaissance and Baroque Art**

(3 hrs.)

(Prerequisite: sophomore standing or permission of instructor; meets General Education Arts & Humanities core and Arts array requirement)

Focuses on painting, sculpture and architecture from the 14th to the 17th centuries in Italy and Northern Europe—one of the most brilliant periods in the history of art. Students will analyze works of art in terms of technique, iconography, function and style, and (most importantly) in terms of their meanings in the contexts of their own times and for us today.

**ARH 207: Nineteenth-century Art**

(3 hrs.)

(Prerequisite: sophomore standing or permission of instructor; meets General Education Arts & Humanities core and Arts array requirement)

Concentrates on European and American painting, sculpture, and decorative arts in the nineteenth century. The major periods studied are Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism. Artists include David, Goya, Turner, Courbet, Manet, Monet, Cassatt, Degas, Van Gogh, Gauguin, and Cézanne.

**ARH 209: Modernism and Post-Modernism in the Arts**

(3 hrs.)

(Prerequisites: Open to all students; meets General Education Arts & Humanities core and Arts array requirement)

This course explores the arts in Europe and America from the beginning of the 20th century to the present. We focus on important styles and movements, examining both the artistic products of each and the public statements of the participants. We pay particular attention to the interconnectedness of the arts in various media. Artists featured include painters, sculptors, architects, composers, playwrights, performance artists, filmmakers, and choreographers.

**ARH 280: Topics in Art History**

(3 hrs.)

Topics courses are devoted to subjects that are not covered in depth in other ARH courses, especially non-Western art.

**ARH 317: Islamic Art and Culture**

(3 hrs.)

(Prerequisites: one ARH course and junior or senior standing, or permission of instructor; meets General Education Arts & Humanities core and Arts array requirement)

This course examines the art and architecture of Islam, a cultural heritage shared by one fifth of the world's population. We will investigate this subject from the perspective of the faith and traditions of

Islam and the history of the Muslim world from the time of Mohammed to the present day. Topics will include secular and religious architecture, miniature painting, calligraphy, and the decorative arts. Our investigation will proceed through illustrated lectures and discussion, supplemented by films and field trips.

**ARH 355: Seminar: Women in Art**

(3 hrs.)

(Prerequisite: one ARH course and junior or senior standing, or permission of instructor; Behavioral & Social Sciences core and Women's Studies array requirement) This course explores the contributions women have made to painting, sculpture and architecture from the Renaissance to the present.

**ARH 380: Topics in Art History**

(3 hrs.)

Topics courses are devoted to subjects that are not covered in depth in other ARH courses, especially non-Western art.

**American Sign Language courses:**

**ASL 101: American Sign Language I**

(3 hrs.)

(Open to all students)

This course introduces the skills and knowledge needed to communicate in American Sign Language. It focuses on basic sign language vocabulary and fingerspelling and includes a study of American Deaf culture and history as well as other relevant topics.

**ASL 102: American Sign Language II**

(3 hrs.)

(Prerequisites: ASL 101 or permission of instructor. May be repeated for credit.)

This course furthers the skills and knowledge needed to communicate in American Sign Language. It focuses on more advanced sign language vocabulary and finger spelling and includes a study of American Deaf culture and history as well as other relevant topics.

**BHS Health Science Courses:**

**BHS 110: Stress Management**

(3 hrs.)

(Open to all students; Meets General Education Science core requirement)

Helps students gain an awareness of stress and its effects, practice management techniques to reduce personal stress, and implement those techniques in their daily lives and the lives of others. Topics include psychophysiology of stress, stress and disease, cognitive restructuring, and relaxation techniques.

**BHS 117: Careers in Health and Helping Professions**

(1 hr.)

(Open to all students; required of BHS majors. Graded S/U) Presents an overview of various health science careers through interaction with professionals in the field. Covers a range of topics including current health concerns, historical developments, and future concerns in healthcare as well as ethical issues.

**BHS 128: Personal Health and Wellness: Women's Perspective**

(3 hrs.)

(Prerequisites: Open to all students; Meets Science general education core requirement)

This course explores a broad range of issues and information relating to personal health including the physical, social, emotional, intellectual, spiritual, and environmental influences on health choices, particularly as they pertain to women. Topics include, but are not limited to nutrition, physical fitness, stress, weight management.

**BHS 212: Health Behavior**

(3 hrs.)

(Open to all students; Meets the General Education Behavioral & Social Sciences core requirement.)

Provides students with conceptual tools to analyze health-related behaviors and the social, cultural, and environmental context in which they occur. Concepts and theories drawn from psychological sociology are applied to programmatic examples from behavior change challenges in public health.

**BHS 220: Principles of Public Health**

(3 hrs.)

(Open to all students; Meets the General Education Behavioral & Social Sciences core requirement.) Introduction to the basic structures of the public health system in the U.S., this course will examine philosophy, purpose, history, organization, functions, tools, and activities. Factors that influence and shape our system are examined including financing, politics and global issues.

**BHS 225: Introduction to Nutrition**

(3 hrs.)

(Open to all students)

This course provides an overview of the principles of nutritional science. Topics include types of nutrients, requirements, food sources, digestion, effects of nutrient deficiencies, nutrient interactions, dietary guidelines, and the role of nutrition in health and disease.

**BHS 251: Foundations of Health Promotion and Education**

(3 hrs.)

(Open to all students)

Provides a fundamental understanding of the role of a Health Education Specialist in assessing, planning, implementing, and evaluating health education promotion programs. Review of the Unified Code of Ethics for Health Professionals and the seven Areas of Responsibilities for entry-level Health Education Specialists.

**BHS 275: Health Psychology**

(3 hrs.)

(Open to all students; Meets the General Education Behavioral & Social Sciences core requirement.)

This course will examine biological, psychological, behavioral, and social factors and their influence on health and illness across different populations. It will address the interactions between the cognition, emotions, and behaviors that influence the development, recovery, and prevention of illnesses.

**BHS 280: Topics in Health Science**

(3 hrs.)

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

**BHS 311: Nutrition and Human Performance**

(3 hrs.)

(Prerequisite: BHS 225)

Examines the role of nutrition in preparing humans for optimal performance. Review of nutritional practices and the associated physiologic mechanisms contributing to preparing athletes for events with various metabolic demands and assisting with their recovery from these performances.

**BHS 312: Health Program Management**

(3 hrs.)

(Prerequisite: BHS 212)

Provides a framework for addressing management problems in healthcare organizations. Emphasis will be placed on skills required to advocate for policies and procedures that improve health. Application of theoretical principles to program management and effective communication styles will be discussed.

**BHS 320: Environmental Health**

(3 hrs.)

(Open to all students)

Designed to provide an overview of the key areas of environmental health. An examination of the interaction of individuals and communities with the environment, the potential impact on health of environmental agents, and specific applications of concepts of environmental health.

**BHS 330: Research Methods and Health Communication**

(3 hrs.)

(Prerequisite: Junior standing; BHS 115. Course is writing intensive)

This course employs several projects to help students become capable of accessing, reading, critiquing, and summarizing primary literature: writing a proposal and analyzing collected data common to public health projects.

**BHS 336: Behavioral Aspects of Weight Management**

(3 hrs.)

(Prerequisite: BHS 225)

An examination of various behavioral aspects of weight loss and weight gain. Several approaches to weight loss and weight gain will be examined and insight will be provided into the medical recommendations associated with each technique.

**BHS 426: Social Epidemiology and Health Disparities**

(3 hrs.)

(Open to all students; Meets the General Education Behavioral & Social Sciences core requirement.)

Examination of population health and health disparities to provide students with an understanding of how social factors contribute to racial/ethnic, socioeconomic, and other disparities in health and health care. Exploration of how social processes influence the etiology of common diseases.

**BHS 481: Professional Development in Health Sciences**

(3 hrs.)

(Open to all students)

This course is a study of pertinent and current problems of research in health science. This reading-intensive course provides an overview of contemporary and often controversial health issues with analysis of selected problems of current concern to society.

**BHS 489: Health Sciences Internship/Capstone** (1-6

hrs; repeatable for up to 6 credit hours)

(Prerequisites: Junior standing, and BHS 330) Professional experience outside of the classroom to enhance personal effectiveness and professional success, this course culminates in a capstone experience or project.

**Biology courses:**

**BIO 111: Foundations of Life Sciences (with lab**

(3 hrs.)

(Open to all students; Meets the General Education Behavioral & Social Sciences core requirement; lab fee charged)

This course serves as an introduction to the study of cellular biology. Using the historical narrative of Henrietta Lacks, students will gain an appreciation of the origination

of the immortal HeLa cell line and the enormous impact this had on advancing biomedical research and shaping informed consent and current bioethical standards at the deep personal sacrifice of the Lacks family. From the scaffold of Henrietta's story five general themes will be discussed: 1) The structure and function of the eukaryotic cell; 2) Central dogma of DNA and basic genetics; 3) Evaluating evidence and scientific claims; 4) The ethics of medicine and science; 5) The scientific method. This course is intended for non-science majors only.

**BIO 112: Inquiry Based Learning in the Life Sciences**

(3 hrs.)

(Open to all students, meets the General Education Science core requirement.)

This course serves as a preparatory course for entering freshman biology, nursing, and health science majors. The course is designed to provide an opportunity for engagement with the foundational knowledge of the life sciences and foster an overall sense of scientific literacy. Focus will be on acquiring the fundamental skills for reading, writing and succinctly summarizing and presenting scientific information. Using the historical narrative of Henrietta Lacks, students will gain an appreciation of the origination of the immortal HeLa cell line and the enormous impact this had on advancing biomedical research and shaping informed consent and current bioethical standards at the deep personal sacrifice of the Lacks family. From the scaffold of Henrietta's story five general themes will be discussed: 1) The structure and function of the eukaryotic cell; 2) The influence of genetics and heredity on health and behavior; 3) Physiological adaptation and homeostasis; 4) The ethics of medicine and science; 5) The scientific method. This course is intended for students majoring in the sciences (Biology, Nursing, Health Science)

**BIO 115: Health for All: Disease and Public Health**

(3 hrs.)

(Open to all students; Meets the General Education Behavioral & Social Sciences core requirement; lab fee charged)

This is a non-biology course designed to give students an overview of important topics in microbiology through understanding basic scientific principles. Common microbes, our relationship to them and our treatment of them will be covered. Does not count in the major.

**BIO 120: Life Sciences in the Block**

(4 hrs.)

The course is an introduction to scientific inquiry that emphasizes immersive learning experiences preparing students for further life science-based coursework and personal and professional growth. The course includes block-long group and individual projects, invited speakers, field-trips (collection sites, core facilities, local life science entities, etc.), and assessments designed to encourage and reinforce scientific inquiry and collaboration. The course is organized by the course coordinator, with subject matter experts in the life sciences instructing individual modules.

**BIO 150: Introduction to Botany**

(3 hrs.)

A general examination of plant biology, including cellular, tissue, and whole plant structures and structural-functional relationships, plant forms, classification, life cycles, photosynthesis, evolution, and the ecological significance of plant life. An emphasis is placed on comparing and contrasting among major plant evolutionary groups and understanding the central role plant life plays in earth's ecosystem.

**BIO 181: Principles of Biology I (with lab)**

(4 hrs.)

(Meets the Science general education core requirement; Lab fee charged)

Emphasizes scientific inquiry and the process of discovery. Topics include structure and function of macromolecules, cellular communication, cycles and organelles, basis of inheritance, central dogma, gene regulation, viruses, bacteria and biotechnology. Lab experiences elucidate the principles and concepts covered.

**BIO 182: Principles of Biology II (with lab)**

(4 hrs.)

(Prerequisite: BIO 181 or permission of instructor; lab fee charged)

Emphasizes scientific inquiry and the process of discovery. Topics include Evolution and the origin of species, basic principles of animal form and function, nutrition, anatomy and physiology of body systems, and development. Lab experiences elucidate the principles and concepts covered.

**BIO 201: Human Movement Science**

(3 hrs.)

(Open to all students; Meets the General Education Behavioral & Social Sciences core requirement.)

This course will study human structure and function associated with body movement, with special emphasis on movements associated with dance training. The course will include a structural study of the bones, muscles, tendons and ligaments of the human body and a functional study of the resulting body movements. The course will also briefly examine other systems important in muscle movement, such as the cardiovascular and respiratory systems. Finally, this course will apply this knowledge of muscular function to performance and injury when training (using dance training as the model system). Offered periodically.

**BIO 211: Medical Microbiology (with lab)**

(4 hrs.)

(Must enroll in both lecture and lab)

The basic study of the morphology, physiology, genetics and ecology of important microorganisms of human health and disease and of environmental concern. Emphasis on bacteria and viruses and medical microbiology perspective.

**BIO 247: Anatomy & Physiology I**

(3 hrs.)

(Competency cannot be demonstrated through prior learning experience or challenge examination.)

This course introduces the structure and function of the human body to those students' pursuing careers in the allied health field. The emphasis is on the way in which normal body systems are maintained and how deviations result in illness and disease. The course progresses from a general organization of the human body and of cells, to that of tissues and organs, and then to organ systems. For each system, basic anatomical structures are identified and the fundamental ways in which these structures carry out the activities of that system are investigated. The organ systems explored include (1) skin and body membranes, (2) skeletal and muscular systems, and (3) nervous system and special senses. Underlying the study of these systems, the course will show the student connections between body systems, providing an understanding of the interactions of these systems in maintaining homeostasis.

**BIO 248: Anatomy & Physiology II**

(3 hrs.)

(Competency cannot be demonstrated through prior learning experience or challenge examination)

This course continues the study of the structure and function of the human body to those students' pursuing careers in the allied health field. The emphasis is on the way in which normal body systems are maintained and how deviations result in illness and disease. The course

progresses from a general organization of the human body and of cells, to that of tissues and organs, and then to organ systems. For each system, basic anatomical structures are identified and the fundamental ways in which these structures carry out the activities of that system are investigated. The organ systems explored include (1) the endocrine system, (2) blood and cardiovascular system, (3) lymphatic and immune systems, (4) the digestive system and metabolism, (5) respiratory system, (6) urinary system, and (7) the reproductive system. Underlying the study of these systems, the course will show the student connections between body systems, providing an understanding of the interactions of these systems in maintaining homeostasis.

**BIO 280: Topics in Biology**

(3 hrs.)

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

**BIO 385: Genetics**

(3 hrs.)

(Prerequisite: BIO 182 may be taken concurrently; lab fee charged)

An examination of the transmission, structure, and function of genetic material in plants and animals. Course content progresses from classical Mendelian genetics, including the chromosome theory of inheritance, structure and replication, organization, and regulation of genetic information of bacterial, eukaryotic and viral genes, to current topics and techniques in computational biology. Writing intensive. Offered Fall only.

**BIO 311/311L: Microbiology (with lab)**

(4 hrs.)

(Prerequisites: BIO 182, CHM 111, or permission of instructor; lab fee charged)

The study of the morphology, physiology, genetics, and ecology of important microorganisms of human health and disease, and of environmental concern. Emphasis on bacteria and viruses.

**BIO 315: Immunology**

(3 hrs.)

(Prerequisite: BIO 311 or permission of instructor; lab fee charged)

An advanced introductory course in a rapidly advancing field, using experimental design as a tool to elucidate immunological principles. Includes (1) an introduction to the cells and tissues of the immune system; (2) the molecular mechanisms used by the immune system to recognize antigens and the process of activation of the immune system that results from antigen recognition; (3) a description of the means by which the stimulated immune system eliminates foreign molecules, cells and organisms; and (4) an examination of clinical problems that are primarily immunologic. This course contains several laboratory experiences. Writing intensive. Offered periodically.

**BIO 320: Anatomy and Physiology I (with lab)**

(4 hrs.)

(Prerequisites: BIO 181 and BIO 182)

First of a two-part course covering human anatomy and physiology. Explores the systems comprising the body emphasizing physiologic mechanisms and an understanding of anatomy. Emphasis placed on the interrelatedness of the integumentary, skeletal, muscular, nervous, and endocrine systems.

**BIO 321: Anatomy and Physiology II (with lab)**

(4 hrs.)

(Prerequisites: BIO 181 and BIO 182)

Second of a two-part course covering human anatomy and physiology. Explores the systems comprising the body emphasizing physiologic mechanisms and an understanding of anatomy. Emphasis placed on the interrelatedness of the circulatory, respiratory, digestive, urinary, lymphatic, immune and reproductive systems.

**BIO 330: Pathophysiology**

(3 hrs.)

(Prerequisites: BIO 320 w/lab, BIO 321 w/lab)

This course is designed to provide students foundational knowledge on the pathological principles underlying most common disease states in humans across the lifespan.

The manifestation and mechanisms of disease as it relates to clinical practice will be emphasized. An integrated, multi-system approach will be utilized.

**BIO 375: Human Parasitology**

(3 hrs.)

(Prerequisite: BIO 181 and BIO 182 or permission of instructor) An examination of the role of parasitic disease in the health of individuals, and the healthcare, social welfare, economic, and political systems of nations. The course introduces students to the key parasitic players in human health on a global scale and leads to examinations of current and cutting-edge research, control, and treatment efforts around the world. Students will critically evaluate, compare, and contrast, and make recommendations regarding ongoing projects that aim to reduce the burden of parasitic disease.

**BIO 380: Topics in Biology**

(3 hrs.)

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

**BIO 384: Comparative Evolution of the Vertebrates**

(4 hrs.)

(Prerequisite: BIO 181, BIO 182 or permission of instructor; lab fee charged) An examination of the major events in the evolutionary history of vertebrate animals, with an emphasis on the evidence supporting hypotheses of vertebrate diversification, adaptation, and extinction. The anatomy, physiology, biochemistry, genetics, behavior, reproduction, and life history of major groups of vertebrates are studied in a comparative context, and the laboratory focuses on comparative anatomy of major forms, grades, and clades.

**BIO 392/392L: Cellular and Molecular Biology**

(4 hrs.)

(Prerequisites: BIO 181/181L, BIO 290)

Advanced understanding of the structure and function of life at the cellular and molecular level. This course includes in-depth study of the relationships between cell structure and the biochemical reactions that are necessary for cell growth, differentiation, survival and death. Provides didactic basis for the application of technical concepts within the laboratory section of the course.

**BIO 410: Biochemistry**

(3 hrs.)

(Prerequisite: BIO 182, BIO 292, CHM 341)

This course blends complex biological and chemical concepts. Advanced problem-solving skills are used to investigate amino acids/proteins, enzymes, protein purification, nucleic acids, flow of genetic information, analysis and cloning of genes, membranes, carbohydrates, and metabolic pathways.

**BIO 493: Senior Project Capstone**

(3 hrs.)

(Prerequisite: Senior standing or permission of instructor) Course assesses graduating students' ability to synthesize biology degree curricula employing experimental design and literature analysis. Students independently develop a research topic, analyze primary literature, write a manuscript, and give a public presentation. This course is writing and speaking intensive.

**BIO 496: Research/Clinical Internship**

(1-3 hrs.)

(Prerequisite: permission of instructor)

Provides opportunities for select junior and senior science majors to participate in a research program in biology under the supervision of a full-time professional scientific investigator in industry or shadow professionals in the student's chosen occupational field. Interns become familiar with all aspects of the research project, including the design, carrying out the research plan and analyzing and reporting the research results. Interns have opportunities to present papers at the Missouri Academy of Science and the Tri-Beta Biological Society meetings. Graded on Pass/Fail basis.

**BIO 497: Senior Project I/BIO 498: Senior Project II**  
(2 hrs. per semester)

(Prerequisite: senior standing or permission of instructor)

This two-semester course sequence assesses the ability of graduating students to assimilate diverse biological information into a meaningful synthesis. Course projects will be tailored to the interests and training of the student. During the first semester, students learn experimental design and data analysis strategies. During the second semester, students work independently during the semester to develop their research project, carry out the research, analyze it, write a manuscript and give a presentation to the department. Writing intensive.

**Business courses:**

**BUS 105: Business Computer Applications**

(3 hrs.)

(Open to all students; graded on pass/fail basis) A series of mini courses teaching the fundamentals of variety of technology used in business including MS Excel, PowerPoint, and Word. Students may request to test out of technologies they believe they have mastered.

**BUS 171: Foundations of Business**

(3 hrs.)

(Open to all students)

Overview of business concepts including a jet tour through management, marketing, and accounting. Introduces the concepts of product/service planning and production; supply chains; proprietary and intellectual property issues; product placement; product features; and competitive strategies. Introduces the concepts of operating and control systems, legal structures, and management planning. Introduces basic accounting concepts related to financial and managerial accounting practices.

**BUS 205: Personal and Family Finance**

(3 hrs.)

(Open to all students; Meets General Education Quantitative core requirement.)

Examination and application of basic economics and finance principles as they relate to the individual. Topics include budgets, banking, housing, taxes, insurance, and investments. Offered every semester.

**BUS 210: Microeconomics**

(3 hrs.)

(Prerequisite: sophomore standing or permission of instructor; meets General Education Behavioral & Social Sciences core requirement.)

Introduction to microeconomics, beginning with the historical development of market theory and continuing with an examination of contemporary models of market behavior and dynamics.

**BUS 215: Macroeconomics**

(Prerequisite: sophomore standing or permission of instructor) Introduction to the economics of Keynes and post-Keynesian theory. Includes fiscal and monetary theory and policy.

**BUS 225: Principles of Management**

(3 hrs.)

(Open to all students)

A study of the organization, its individuals, technology, planning, and organizing and control policies and procedures. Special attention given to leadership, motivation, communication, group dynamics, decision-making and women in management.

**BUS 230: Accounting I**

(3 hrs.)

(Open to all students; meets General Education Quantitative core requirement.)

This is a beginning course introducing fundamental principles of accounting. Course content includes the accounting cycle, analysis of the balance sheet and income statement, payroll, calculation of interest and discounts, depreciation, and recording of accrued and deferred items. A comprehensive practice set is used at the end of the course to summarize the learning process.

**BUS 250: Principles of Marketing**

(3 hrs.)

(Open to all students)

Beginning marketing course designed to provide the student with an understanding of basic marketing concepts, the role of marketing in society and the forms and various factors that influence marketing decision making. Offered every semester.

**BUS 305: Human Resource Management**

(3 hrs.)

(Prerequisite: BUS 225 and junior standing or permission of instructor.)

The principles and practices of personnel planning, recruitment, selection, training and development, career planning, performance evaluation, affirmative action, labor relations and salary administration.

**BUS 321: Sales and Negotiation**

(3 hrs.)

(Prerequisite: BUS 250)

The course focuses on the study of the work in the areas of contact with customers, sales and selling - from identification and contact establishment, communication, building and maintaining relationships, to the specifics of negotiation in a variety of settings.

**BUS 325: Introduction to Entrepreneurship**

(3 hrs.)

(Prerequisites: BUS 171 or BUS 225)

The study of the entrepreneurial process from conception to the birth of a new venture. This includes attributes of successful entrepreneurs, opportunity recognition, innovation, venture screening, risk management, identification of resources, and business planning to turn opportunities into a viable business.

**BUS 330: Accounting II**

(3 hrs.)

(Prerequisite: BUS 230)

This is a continued study of accounting principles and procedures. This study includes partnerships and corporations, revenue concepts and statement analysis, accounting for plant assets, and introduces managerial accounting concepts.

**BUS 331: Integrated Marketing Communications**

(3 hrs.)

(Prerequisites: BUS 250)

An in-depth study of promotional activities such as advertising, personal selling, sales promotions, public relations, and direct marketing (including use of the Internet). Emphasis is on strategic planning of promotional activities to communicate with customers to achieve marketing objectives. The relationship of integrated marketing communications to other elements of promotional activities is also explored.

**BUS 330: Accounting II**

(3 hrs.)

(Prerequisite: BUS 230)

This is a continued study of accounting principles and procedures. This study includes partnerships and corporations, revenue concepts and statement analysis, accounting for plant assets, and introduces managerial accounting concepts.

**BUS 333: Social Media Marketing**

(3 hrs.)

(Prerequisite: BUS 250)

This course examines how organizations capitalize on social media to support their marketing efforts. Students will get hands-on experience creating comprehensive social media strategies and crafting engaging content for active brands.

**BUS 340: Planning and Project Management**

(3 hrs.)

(Open to all students)

General introduction to strategic planning and project management relevant for any major and profession.

**BUS 345: E-commerce**

(3 hrs.)

(Prerequisite: BUS 250)

This course provides students with an opportunity to learn how organizations are using the Internet as a viable marketing tool. The course will also examine the increasing role electronic commerce is playing in the global economy.

**BUS 350: Principles of Finance**

(3 hrs.)

(Prerequisites: BUS 230, and BUS 210 or BUS 215)

An introduction to the concepts and techniques involved in providing funds for a business organization. Topics include capital budgeting, working capital management, financial ratio analysis, sources of funds and the cost of capital.

**BUS 352: Business Law**

(3 hrs.)

(Prerequisite: Junior standing or permission of instructor)

A study of the basic concepts of law as they relate to legal rights and remedies, with an emphasis on contracts and other facets of law relevant to business practice.

**BUS 354: Consumer Behavior**

(3 hrs.)

(Prerequisites: BUS 250 and junior standing, or permission of instructor)

Analysis of factors affecting purchase decisions in the marketplace. Theories and research findings from behavioral and social sciences are examined from the point of view of marketing management and buyer behavior. Attention given to exploration and evaluation of buyer behavior, the consumer decision process, and research on the development of marketing programs. Offered spring semester only.

**BUS 355: Business Law for Entrepreneurs**

(3 hrs.)

(Prerequisite: Junior Standing or Permission of Instructor).

This course provides the student with an understanding of the common legal issues encountered by an entrepreneur and business owner. The course examines the various legal business structures, government regulation, employment law, and personal, real, and intellectual property rights.

**BUS 362: Professional Communication**

(3 hrs.)

(Open to all students)

This course teaches the theory and skills necessary for understanding and practicing effective professional communication. It emphasizes effective oral and written communication in professional settings and provides the student with opportunities to practice skills that will allow successful communication in professional careers. Offered fall semester only.

**BUS 364: Organizational Behavior**

(3 hrs.)

(Open to all students)

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

**BUS 365: Conscious Capitalism: Business Ethics & Diversity**

(3 hrs.)

(Open to all students, meets General Education Behavioral & Social Sciences core requirement.)

This course introduces the concepts, principles, problems, and practices of creating a conscious business culture. Emphasis is on developing culture of self-awareness, accountability, empowerment, and respect for all stakeholders. Topics include organizational culture, business ethics, diversity, equity, and inclusion.

**BUS 370: Operations & Supply Chain Management**

(3 hrs.)

(Prerequisite: BUS 225 and junior standing or permission of Instructor)

This course introduces the concepts, principles, problems, and practices of operations management. The emphasis is on processes for effective operations in both goods-producing and service-rendering organizations. Topics include operations strategy, process design, capacity planning, forecasting, scheduling, inventory control, and quality assurance.

**BUS 375: Small Business Management**

(3 hrs.)

(Prerequisite: BUS 171 or BUS 225)

This course will teach aspiring business owners not only how to start a business but also how to manage and grow through the full business cycle. Emphasis on knowledge and skills students will need to manage their own small business.

**BUS 386: Global Markets**

(3 hrs.)

(Prerequisites: BUS 225; meets General Education Behavioral and Social Sciences core requirement) Provides insight into the contemporary foreign environment through a macro view of the world of the economic, political, social, and cultural environments; studies the problems encountered in business operations abroad and possible solutions; applies economic and trade theories to the role of foreign operations; and places special emphasis on the marketing and management activities of multinational business. Taught through lectures, case studies and research projects.

**BUS 400: Business Research and Analytics**

(3 hrs.)

(Prerequisite: BUS 250)

Introduction of the principles and techniques involved in conducting marketing research including primary and secondary research methods and measuring social media ROI through analytics.

**BUS 425: Organizational Change**

(3 hrs.)

(Prerequisite: BUS 364)

This course is designed to provide students with both the conceptual framework and the practical skills needed to design, implement, and evaluate effective organizational change and organizational development programs.

**BUS 492: Business Internship**

(1-3 hrs.)

(Prerequisites: Senior Standing or Permission of Instructor)

This course is designed to provide students real-life work experiences through on-the-job training with a field-related cooperating employer in the student's declared major. Students will be supervised by the business/industry sponsor and report to the Business Program Chair.

**BUS 495: Business Capstone**

(3 hrs.)

(Prerequisite: BUS 492)

Senior-level course that focuses on the development and implementation of strategy as a means to a successful business. This in-depth course is designed to give students the opportunity to integrate the various functional areas of business into one business organization.

**Chemistry courses:**

**CHM 101: Chemistry in Everyday Life**

(3 hrs.)

(Open to all students; Meets the General Education Science core requirement, lab fee charged)

This one-semester course, designed for non-science majors, will provide a broad view of the way in which chemistry affects people in their daily lives. Ordinarily, it will be taken by students who wish to meet the science requirement for graduation, and by students wishing to broaden their general scientific knowledge and understanding of the world around them. The course is appropriate for students who have had no chemistry in high school, or one year of chemistry. Students who have had more than one year of high school chemistry should not enroll. Does not count in the major.

**CHM 111/111L: General Chemistry I (plus lab)**

(4 hrs.)

(Prerequisite: two years of high school algebra or concurrent enrollment in MAT 111: College Algebra; approved eye protection required; lab fee charged)

First semester of the sequence covering the fundamental principles of chemistry. Topics include matter, chemical compounds and reactions, stoichiometry, thermodynamics, atomic structure, bonding and molecular geometry. Also emphasized are the accomplishments and contributions of women within the chemical sciences. The laboratory introduces students to basic skills and techniques.

**CHM 112: General Chemistry II (with lab)**

(4 hrs.)

(Prerequisite: CHM 111; approved eye protection required; lab fee charged)

Second semester of the sequence covering the fundamental principles of chemistry. Topics include chemical kinetics and equilibrium, properties of gases, liquids, solids and solutions, acid-base chemistry, electrochemistry, and nuclear chemistry.

**CHM 280: Topics in Chemistry**

(3 hrs.)

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

**CHM 340: Introduction to Organic Chemistry (with lab)**

(5 hrs.)

(Prerequisites: grade of C or better in CHM 111 or equivalent of instructor's consent; lab fee charged)

A survey of organic chemistry, including an introduction to structure and bonding, functional group chemistry,

principles of reactivity, reaction mechanisms, the molecules of life. Laboratory illustrates and augments the lecture material. 4 lectures, 1 lab per week.

**CHM 341: Organic Chemistry I (with lab)**

(4 hrs.)

(Prerequisite: CHM 112; approved eye protection required; lab fee charged)

First semester of the sequence covering the chemistry of carbon-containing compounds. Topics include orbitals and bonding, the nomenclature and physical properties of functional groups, conformations and stereochemistry, substitution and elimination reactions at  $sp^3$ -hybridized carbon, additional reactions to carbon-carbon multiple bonds and spectroscopy. The laboratory introduces basic skills and techniques.

**CHM 342: Organic Chemistry II (with lab)**

(4 hrs.)

(Prerequisite: CHM 341; approved eye protection required; lab fee charged)

Second semester of the sequence covering the chemistry of carbon-containing compounds. Topics include spectroscopy, addition and substitution reactions at the carbonyl group, enolates, aromatic compounds, radicals and pericyclic reactions. Studies in biochemical compounds such as amino acids, peptides and proteins may be included. Laboratory will focus on the investigations of important organic reactions.

**CHM 350: Synthetic Organic Chemistry**

(4 hrs.)

(Prerequisite: CHM 341 and CHM 342)

Students in the program synthesize insights from biology, psychology, animal science, and other disciplines into a comprehensive scientific understanding of animal behavior. Students are encouraged to tailor their program to suit their intellectual curiosity and professional goals, and they take part in numerous immersive and hands-on activities that promote their development as leaders in their disciplines.

**CHM 380: Advanced Topics in Chemistry**

(3 hrs.)

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

**CHM 381: Environmental Chemistry**

(3 hrs.)

(Prerequisites: CHM 111 and CHM 112)

Covers the fundamental principles of environmental chemistry. Topics include understanding the basic components of planet Earth, earth's soil and agriculture, earth's atmosphere, global warming and its effect on climate, chemistry of the troposphere and atmosphere, air and air pollutants, water resources, pollution and treatment, analysis of water and waste water, fossil fuels and nuclear power, exploring future energy sources, inorganic and organic metals in the environment, green chemistry, insecticides, herbicides and insect control, toxicology, asbestos and disposal of dangerous wastes.

**CHM 410: Biochemistry**

(3 hrs.)

(Prerequisites: BIO 182, BIO 292, CHM 341. Cross-listed as BIO 410)

This course blends complex biological and chemical concepts. Advanced problem-solving skills are used to investigate amino acids/proteins, enzymes, protein purification, nucleic acids, flow of genetic information, analysis and cloning of genes, membranes, carbohydrates, and metabolic pathways. Offered periodically.

**CHM 496: Research Internship**

(3 hrs.)

(Prerequisite: permission of instructor)

Select junior and senior science majors are able to participate in a research project in chemistry under the

supervision of a professional scientific investigator. Interns become familiar with all aspects of the research process, including project design, planning, experimentation, analysis and presentation. Opportunities to present data and results at meetings of professional societies, such as the American Chemical Society, are available.

**\*Computer Information Systems:**

**CIS 111: Introduction to Computer Programming**

(3 hrs.)

This course introduces students to the fundamentals of computer programming using Python. No experience with programming is required. Students will learn how to think algorithmically, and gain insight into the algorithms that surround us through modern technology.

**CIS 206: Introduction to Information Systems**

(3 hrs.)

(Prerequisite: Open to all HIA students – part of the HIA core courses. **Requires enrollment in the HIA degree program.**) An overview of computer concepts, including hardware, software, operating systems, and security considerations. The focus will be on creating and using spreadsheets, word processing and presentation software, and relational databases included in the Microsoft Office Suite.

**Communication Design courses:**

**COMD 110: Design Technology**

(3 hrs.)

(Open to all students)

This course teaches the fundamentals of Adobe Creative Cloud design software, including InDesign, Photoshop, Illustrator, Dimension, and After Effects.

**COMD 120: 2D Design**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

This course focuses on the basics of two-dimensional design and introduces the elements and the principles of organization that are the bases for expression and critical analysis of the visual arts and design.

**COMD 201: Creative Process: Conceptual Workflow for Visual Communication**

(3 hrs.)

An introductory course to acquaint students with the creative process for problem solving that cultivates creativity and original thinking. Ideation and experimentation are emphasized as students work with the design process to solve a common topical question with consumer-based outcomes.

**COMD 205: Principles of Communication Design**

(3 hrs.)

(Prerequisite: COMD 110 or FAS 232)

Introduction to concepts and theories of strategic communication, public relations, advertising, and social media and the components of strategic communication campaigns. The course emphasizes the communication design industry, including its history, functions, theories, ethics, and relations to marketing products, ideas, organizations, and people.

**COMD 210: Design, Media and Society**

(3 hrs.)

(Open to all students)

A study of the interplay of influences between design and society and the role media plays within that relationship. Students will rethink design principles and media practices while engaging with theories of feminism, anti-racism, inclusion, and nonbinary thinking.

**COMD 235: Editorial Photography**

(3 hrs.)

(Prerequisites: COMD 110 or FAS 232)

Editorial photography aims to tell a story or portray a creative concept. In this course, students will explore the history and uses of editorial photography and how best to communicate a message through photographic images. This course will also provide instruction on the basics of camera operation, lighting effects, set design, and digital editing techniques.

**COMD 275: Copywriting**

(3 hrs.)

This course offers students valuable experience in copywriting, the strategy of creating persuasive written content for advertising and marketing. Topics include long and short form copy using AP style. Open to students interested in any of the following fields: communications, design, writing, copy editing, fashion, filmmaking, business, and marketing.

**COMD 310: Website Design**

(3 hrs.)

(Prerequisite: COMD 110 or FAS 232; Lab fee charged) Students will learn how to create basic web sites including HTML, CSS and exposure to current software available in designing, building and managing websites. Focus is on practical applications.

**COMD 312: Stephens Life Magazine**

(3 hrs.)

(Prerequisites: Permission of instructor, references, portfolio, and interview required) This course is for students selected for various roles in Stephens Life Magazine. Open to students interested in any of the following fields: podcasting, design, writing, copy editing, social media, fashion, filmmaking, photography, and marketing. Work to be evaluated by the appropriate faculty adviser. Offered every semester. Course may be repeated for credit.

**COMD 320: Typography**

(3 hrs.)

(Prerequisite: COMD 110 or FAS 232) This course will focus on the use of typography in various design applications. The focus is on improving design knowledge and skills as it pertains to the use of text.

**COMD 335: Illustration**

(3 hrs.)

(Prerequisite: COMD 110 or FAS 232) In this course, students will build on their knowledge of composition and learn more about how to communicate concepts and messages through illustration. Topics covered include the history of illustration, drawing techniques, concept development, and industrial best practices. Both traditional art materials and digital tools will be used. The course will conclude with a case study of work, in an illustration style and concept of the student's choosing.

**COMD 340: Publication Design**

(3 hrs.)

(Prerequisites: COMD 110 or FAS 232; Lab fee charged) Students will concept, design and produce a variety of print publications and advertising materials such as brochures, magazines, posters, and others. Students will develop an understanding of design, layout and pre-press standard practices and the organization of information from initial concepts to final production. Lectures will cover history of marketing publications, information systems, modern publication design and integrated marketing strategies and executions, production standards and designer/art director role in publication concept, design, and production.

**COMD 350: Motion Design**

(3 hrs.)

(Prerequisite: COMD 110 or FAS 232)

Students will develop practical applications to solve motion design problems using ideation, research, execution, and presentation of projects. The course will emphasize developing a discerning eye and technical expertise in producing high-quality work in the field of motion design.

**COMD 355: Creative Ink**

(3 hrs.)

(Prerequisites: Permission of instructor, references, portfolio and interview.)

This course is for students selected for various roles in Creative Ink, the student-run creative agency. Open to students interested in any of the following fields: communications, design, writing, copy editing, filmmaking, photography, business, and marketing. Work to be evaluated by the appropriate faculty adviser. Offered every semester. The course may be repeated for credit.

**COMD 360: Packaging Design**

(3 hrs.)

(Prerequisite: COMD 110 or FAS 232)

Students will build on their knowledge of marketing tactics and design as they gain essential skills required to design packaging. Topics covered include industry practices, market research, concept development, as well as inclusive and sustainable design. The course will conclude with a case study of work, including market research and a design strategy of the student's choosing.

**COMD 393: Design Research**

(3 hrs.)

(Prerequisites: COMD 110, COMD 205)

This course expands on previous communication design knowledge learned while emphasizing research and analysis methodologies that lead to creative conceptualization and final design solutions.

**COMD 396: Internship Experience**

(1 hr.)

(Prerequisites: Completion of required number of College-to-Career seminars, signed internship contract with approval of academic dean / program coordinator and faculty sponsor.) Department-approved, faculty-supervised and industry-specific internship experience.

**COMD 475: Professional Practice**

(3 hrs.)

(Prerequisites: COMD 110 or FAS 232)

This course offers students valuable experience in understanding and applying professional practices and standards within the world of design. Topics covered include job application materials, interview practices, pricing of work and services, portfolio development, and philosophical guidance to assist students as they become professionals about to embark on their careers.

**COMD 494: Senior Portfolio**

(3 hrs.)

(Prerequisite: Senior standing; open COMD majors or by permission of instructor. Lab fee charged) Graduating students will develop and refine a comprehensive portfolio of original and independently produced work, as well as a professional résumé and other materials they may use to market themselves. Offered spring semester only.

## Conversational Language Courses:

### FRN 100: Conversational French

(2 hrs.)

(Open to all students)

This introductory course is for students who wish to develop the oral communication skills necessary for comfortable travel in French speaking countries. Students will develop the ability to speak the language using appropriate idiomatic constructions and appropriate conversational skills. Special focus will be given to values and culture of the appropriate countries. Students will be required to complete one additional hour a week reinforcing language skills.

### LANG 100: Conversational Language

(2 hrs.)

(Open to all students)

This introductory course is for students who wish to develop the oral communication skills necessary for comfortable travel in the countries which use the selected language as a first language. Students will develop the ability to speak the language using appropriate idiomatic constructions and appropriate conversational skills. Special focus will be given to values and culture of the appropriate countries. Students will be required to complete one additional hour a week reinforcing language skills. Possible language offerings include Chinese, Italian and German.

## Design Arts courses:

### DSN 146: Drawing for Design Arts & Concept Development

(3 hrs.)

(Open to all students; lab fee charged.)

Drawing skills and creative ideation techniques develop ideas used in a professional setting. This course explores visually dynamic methods to solve problems, communicate concepts and develop design-oriented presentations. Applications may include trend reports, design journal development, colorway and fabric story development.

### DSN 148: Figure Drawing

(3 hrs.)

(Prerequisite: DSN 146 with C- or better; model and lab fee charged)

Introductory course in drawing the human figure focuses on understanding of the human body, its proportions, contours, and characteristic periphery of movement through the exploration of composition, perspective, mood, and the effect of light. Single and multiple figure compositions in perspective will be addressed. Students will be exposed to and practice different drawing techniques and specific skills required for subsequent fashion illustration, portfolio, and retail design courses. Introduction to the clothed/dressed figure and exploration of different textures, fabrics/motifs for fashion and design.

### DSN 205: Surface Design – Color & Pattern

(1-3 hrs.)

(Prerequisites: Open to all students; lab fee charged. May be repeated for up to 6 hours.)

Introduction to processes such as printing on fabric, linocut, woodcut, screen printing, engineered print, and photo printmaking. Process emphasized my change from semester to semester or year to year. Development will be encouraged in areas of technical control, graphic quality, marketability, and effective personal expression.

### DSN 212: Exhibition & Design Practicum

(1-3 hrs.) (Prerequisite: permission of instructor)

Addresses the three-dimensional challenges faced by exhibition designers. Topics include space design; conceptual development of a thematic approach; and creation of a presentation system for products, artifacts, or artwork especially as related to historic dress.

### DSN 217: Artisan Studio I

(1-3 hrs.)

(Prerequisite: Depends on topic offered; lab fee charged)

Introduction to various topics in design arts. Can be offered on or off campus.

### DSN 280: Topics in Visual/Space Design

(1-3 hrs.)

(Lab fee may be charged and is dependent on the subject studied.)

Introduction to various topics in design arts.

### DSN 305: Advanced Color and Pattern on Fabric

(3 hrs.)

(Prerequisite: DSN 205 with a C- or better; lab fee charged.)

May be repeated four times for credit. Continued development of technical skills, personal style and marketability using a variety of methods to create color and pattern on fabric. Processes/skills taught may change from semester to semester or year to year.

### DSN 312: Exhibition & Design Practicum

(1-3 hrs.) (Prerequisite: DSN 212)

Develops an understanding of small- and large-scale projects and addresses the three-dimensional challenges faced by exhibition designers. Topics include space design; conceptual development of a thematic approach; and creation of a presentation system for products, artifacts, or artwork.

### DSN 317: Artisan Studio II: Pattern to Print

(3 hrs.)

(Prerequisite: FAS 320 and FAS 330 or permission of instructor; may be repeated for credit. Lab fee charged.)

Students create textile print collections, including both traditional repeats and engineered prints that will be digitally printed on a variety of fabrics. The class will utilize a variety of printing methods and trends and analyze results to learn best practices. Students will complete a variety of projects including garments and accessories.

### DSN 367: Surface Design and Beading

(1-3 hrs.) (Prerequisites: FAS 111 with C- or better; lab and supplies kit fees)

A studio design course whereby students are introduced to the inventive surface design techniques that resurface, reshape, restructure and reconstruct fabrics/textiles for a variety marketplace uses. May be repeated for up to 6 hours.

### DSN 380: Topics in Visual/Space Design

(1-3 hrs.)

(Lab fee may be charged and is dependent on the subject studied.)

Various topics in design arts.

### DSN 412: Exhibition & Design Practicum

(1-3 hrs.)

(Prerequisite: DSN 312 or permission of instructor) Further develops an understanding of small- and large-scale projects and addresses the three-dimensional challenges faced by exhibition designers. Topics include space design; conceptual development of a thematic approach; and creation of a presentation system for products, artifacts, or artwork.

### DSN 417: Artisan Studio III

(1-3 hrs.)

(Prerequisite: depends on topic offered; lab fee charged)

Various advanced topics in design arts.

### DSN 494: Senior Project for SIM

(1-6 hrs.)

(Prerequisite: approval of faculty; lab fee when appropriate.)

A major body of independently conceived and produced work in the student's primary design area. Evaluated by all School of Design faculty. Offered spring semester only.

**Education Courses:**

**EDU 114: Lifespan Development**

(3 hrs.)

(Open to all students. Meets the General Education Behavioral & Social Sciences core requirement.) This course explores the developmental periods of conception, infancy, early childhood, adolescence and adulthood with a focus on benchmarks in the areas of biological/physical, psychosocial and cognitive development. Opportunities to observe and interact with children help students gain a general understanding of life span development. This course also explores the cross-cultural differences and similarities in development emphasizing the interactions of race, social class, gender and religion.

**EDU 176: Introduction to the Teaching-Learning Process**

(3 hrs.)

(Open to all students)

This course is designed to be an introduction to the teaching and learning process, viewing education from a teacher's perspective. We will explore personal education experiences and examine the teaching/learning process. We will examine today's students, families and communities, standards and curriculum, begin developing a teaching philosophy, and teaching strategies.

**EDU 214: Advanced Child Development**

(3 hrs.)

(Prerequisite: EDU 114 or permission of instructor)

This course focuses on the development of children from birth through adolescence with an emphasis on the physical, social, cognitive, language and emotional areas. Further synthesis and integration of previous observational experiences and coursework allows students to explore child and adolescent development theories, concepts, research and the interactions of multiple cultural identities at an advanced level. Observations of young children will be arranged.

**EDU 218: Explorations in Education**

(1-3 hrs.)

This course is designed to deepen students' understanding of the professional teacher's role through practicum experiences with opportunities for learning, designing, evaluating, and implementing curriculum that addresses the Missouri Learning Standards.

**EDU 225: Integrating the Arts into the Classroom**

(2 hrs.)

(Prerequisite: EDU 114 or permission of instructor)

Future teachers gain an understanding of children's physical and cognitive development through integration of the arts throughout the curriculum. Students will design, plan and teach lessons that support learning through the arts. Course topics include how to integrate music, movement, art, and drama into classroom instruction throughout the curriculum. Opportunities to implement lessons in the classroom will be arranged.

**EDU 245: Reading and Writing in the Content Area**

(3 hrs.)

This course presents information on various aspects of content area literacy instruction as it applies to secondary instruction. The purpose of this course is to help pre-service teachers develop an understanding of the most effective research-based comprehension and writing strategies and how they are applied in classroom settings.

**EDU 276: Foundations of the Teaching-Learning Process**

(3 hrs.)

(Prerequisites: EDU 114 and sophomore standing)

The course is designed for students who will have direct participation with children in learning environments. Experience is provided in developing the understanding and competencies needed to work with youth. Topics to be emphasized: skills in guiding students, understanding student behaviors, knowing appropriate learning objectives, and developing an understanding of pedagogy. The historical, philosophical, sociological, and legal foundations of education are included in the course.

**EDU 314: Adolescent Development**

(3 hrs.)

(Open to all students. Meets the General Education Behavioral & Social Sciences core requirement.)

A study of human development and behavior from puberty to early adulthood, with an emphasis on physical, social, cognitive and emotional growth and development. A cross-cultural perspective including the interactions among various identities will be explored.

**EDU 318: Inquiry in Education**

(3 hrs.)

Students review theories and practices related to speech and language development, and complex emerging literacy. This course includes a special focus on English Language Learners and the practices related to their learning. Students design, facilitate and evaluate literacy experiences that support children in learning to read and write through inquiry projects that provide a forum for acquiring and demonstrating knowledge.

**EDU 340/HDE 340: Practicum**

(1-3 hrs.)

(May be repeated for a total of 6 hrs. credit.)

(Prerequisites: Permission of instructor)

Provides the opportunity for guided work with children, youth or families in such settings as day care, preschool, elementary or secondary classrooms, youth service center or program for hospitalized children.

**EDU 355: Literature for Children: Person, Place, Time**

(3 hrs.)

(Open to all students. Meets the General Education Arts & Humanities core requirement.)

(Prerequisite: Permission of instructor)

Students will read and critique literature from diverse cultures. Connections will be made between cultures by noting similarities and differences in person, place and time. Evaluation of the literature will be directed at the authenticity of images projected and the literary quality of the various types of literature for children.

**EDU 363: Education and Psychology of the Exceptional Child**

(3 hrs.)

(Open to all students)

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

**EDU 365: Designing Effective Assessments of Student Learning**

(1 hr.)

This course, the first in the educational-assessment sequence, focuses on foundational concepts and principles. The course emphasizes the competencies required to: align curriculum, instruction, and assessment; articulate measurable, observable achievement targets; and design effective formative, interim, and summative assessments.

**EDU 368: Developing and Utilizing Assessments of Student Learning**

(1 hr.)

(Prerequisite: EDU 365)

This course, the second in a series of three in the educational assessment sequence, focuses on the development and use of valid and reliable preschool and elementary classroom-level assessments. The course is designed to ensure that pre-service teachers can create/select and utilize effective formative, interim, and summative assessments of student learning.

**EDU 375: Parameters of Early Learning I**

(3 hrs.)

(Prerequisite: Admission to the Teacher Education Program or permission of instructor)

Students have the opportunity to develop skills and knowledge to effectively teach young children. Emphasis is given to planning and implementing an integrated curriculum in the areas of language arts and mathematics. This course also includes a focus on play-based and inquiry-based learning. Students gain knowledge and classroom experience in managing groups, lesson planning, teaching, evaluation and reflection.

**EDU 376: Parameters of Early Learning II**

(3 hrs.)

(Prerequisite: Admission to the Teacher Education Program or permission of instructor)

Students have the opportunity to develop skills and knowledge to effectively teach young children. Emphasis is given to planning and implementing an integrated curriculum in the areas of language arts, social studies and science. This course also includes a focus on play-based and inquiry-based learning. Students gain knowledge and classroom experience in managing groups, lesson planning, teaching, evaluation, reflection, and environmental organization.

**EDU 382: Classroom Management**

(3 hrs.)

(Prerequisite: Admission to the Teacher Education Program or permission of instructor.)

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

**EDU 383: Helping Children Develop Skills in Science, Social Studies, and Language Arts**

(3 hrs.)

(Prerequisites: Admission to the Teacher Education Program or permission of instructor.)

This course examines how teachers facilitate the teaching of science, social studies, and language arts. Consideration of various topics include inquiry-based learning, experiments, and teaching in the classroom. Coursework is enhanced through field experiences in local schools.

**EDU 384: Methods of Curriculum and Instructional Planning**

(3 hrs.)

(Prerequisite: Admission to the Teacher Education Program or permission of instructor.)

Students apply methodologies for teaching all content areas: science, social studies, math, and language arts in early childhood and elementary classrooms. Students continue to use knowledge about how children learn and how teachers create learning environments. Course work entails developing curriculum and planning lessons to teach in our on-campus laboratory school.

**EDU 385: Helping Children Develop Skills in Literacy I**

(3 hrs.)

(Prerequisite: Admission to the Teacher Education Program or permission of instructor.)

This course examines how teachers facilitate literacy development in young learners. It will include exploration and inquiry into such topics as: the development of reading and writing processes; facilitating growth in spelling, grammar, and punctuation; creating classrooms for readers and writers; assessing literate behaviors; and readers and writers with a difference.

**EDU 386: Helping Children Develop Skills in Literacy II**

(3 hrs.)

(Prerequisite: Admission to the Teacher Education Program or permission of instructor.)

This course examines how teachers can facilitate literacy development in young learners. As the follow-up class to Literacy I, it will include further exploration and inquiry into such topics as: the development of reading and writing processes, creating classrooms for readers and writers, assessing literate behaviors, and helping readers and writers with a difference. This class includes a field experience component.

**EDU 387: Helping Children Think Mathematically**

(3 hrs.)

(Prerequisites: Admission to the Teacher Education Program and two college mathematics courses or permission of instructor.)

Diagnostic, instructional, and evaluative processes for assisting development of numerical and spatial concepts in children are examined and applied in classroom settings. During the field experience component of the course, students identify children's conceptual levels and design appropriate learning experiences for them.

**EDU 388: Professional Standards**

(3 hrs.)

(Prerequisite: Admission to the Teacher Education Program or permission of instructor.)

This course provides an opportunity for the student to identify qualities of effective teachers and reflect on personal, professional growth. A professional portfolio will be created to demonstrate an understanding of the Missouri Standards for Professional Educators (MoSPE), display professional growth and outline goals.

**EDU 389: Professional Standards II**

(2 hrs.)

(Prerequisite: Admission to the Teacher Education Program or permission of instructor.)

This course provides an opportunity for the student to reflect on personal, professional growth, curriculum and instructional planning and develop goals specifically related to the content areas. The student's professional portfolio will be revised and updated to demonstrate a deeper understanding of the Missouri Standards for Professional Educators (MoSPE), display current professional growth and outline goals. Students must demonstrate they have met all expectations of the Stephens College Education Teacher Certification Program to qualify for student teaching.

**EDU 413: Family and Community**

(3 hrs.)

(Open to all students)

Students examine the importance of the professional relationship between the family, school and community. Course topics include interpersonal relationships, nature and the role of family relationships, methods of parent involvement, and identification and utilization of family and community resources.

**EDU 415: Assessment of – and for – Student Learning**

(3 hrs.)

This course is designed to ensure that preschool, elementary, and secondary pre-service teachers are prepared to utilize effective assessment and evaluation methodologies that serve and support their students' learning. Through a variety of authentic experiences, pre-service teachers develop competencies in aligning curriculum, instruction, and assessment—and in assessing and evaluating student achievement using theory-and research-based practices. Specifically, the course prepares pre-service teachers to: 1) deconstruct very general curriculum standards into specific, observable, and measurable learning targets, in order to articulate specific teachable and assessable outcomes; and 2) design, develop, administer, and score formative, interim, and summative assessments—including students' self-assessments—that yield valid and reliable measures of learning. The course also prepares future teachers to administer formal standardized achievement tests and to interpret and utilize the resultant data. Additionally, the course focuses on analyzing and communicating assessment data to various stakeholders and on utilizing assessment results to determine next instructional steps, in order to positively impact students' achievement.

**EDU 417: Using Assessment Results in the Service of Learning**

(1 hr.)

(Prerequisites: EDU 365, EDU 368)

This course, the third in the educational-assessments sequence, focuses on clearly communicating and effectively utilizing the results of formative, interim, and teaching practices and to support student learning.

**EDU 421: Student Teaching in Early Childhood Education**

(6-12 hrs.)

(Prerequisites: Admission to the Teacher Education Program, senior standing, substitute teaching certificate or permission of Dean.)

Student teachers involve themselves as participants in all aspects of the early childhood classroom: planning and implementing the daily program, participating in the full range of parent activities, and guiding the individual child and the group. Emphasis is placed on building the student teacher's personal repertoire of teaching skills (graded on S-U basis)

**EDU 441: Student Teaching in the Elementary School**

(6-12 hrs.)

(Prerequisites: Admission to the Teacher Education Program, senior standing, substitute teaching certificate or permission of Dean.)

Student teachers participate in all aspects of thea sharpened awareness of varied learning styles, refine personal teaching methods, and meet the challenges of group management while remaining sensitive to the needs of the individual child. (Graded on S-U basis)

**EDU 454: Emergent Language and Literacy**

(3 hrs.)

(Prerequisites: Admission to the Teacher Education Program, senior standing or permission of instructor.)

Students review theories and practices related to speech and language development, and complex emerging literacy. Emphasis will be given to practical applications of language and literacy development from birth through age eight. This course includes a special focus on English Language Learners and the practices related to their learning. Students design, facilitate and evaluate literacy experiences that support children in learning to read and write.

**EDU 483: Professional Practice: Demonstrating Professional Competence**

(2 hrs.)

(Prerequisites: Admission to the Teacher Education Program, senior standing or permission of instructor.)

This course provides an opportunity for the student to reflect on personal, professional growth, and develop goals. The student's professional portfolio will be revised and updated to demonstrate application of the Missouri Standards for Professional Educators (MOSPE), display current professional growth and outline future professional goals. Students must demonstrate knowledge and application of the Missouri Standards for Professional Educators while student teaching to be recommended for certification.

**EDU 484: Senior Seminar: Professional Issues in Education**

(3 hrs.)

(Prerequisite: concurrent enrollment in student teaching)

Students will learn about the role of collaboration and consultation with other education professionals as well as continued professional development. Students will evaluate the qualities of good practice and program administration and management.

**EDU 493/HDE 493: Senior Project**

(3 hrs.)

(Prerequisites: senior standing and permission of the department)

The student plans and implements a course of independent research or a project in child study/human development.

**English/Creative Writing courses:**

**ENG 107: Composition**

(3 hrs.)

(Open to all students; meets the General Education Communication core requirement.)

This course provides students with opportunities to sharpen their reading, writing, research, and reasoning skills. At the same time, the course encourages students to develop their own distinct writing and speaking voices. The format of the course will include guest speakers, class discussions, small group presentations, individual presentations, formal and informal papers, writing exercises, and peer reviewing. Students must earn a C- or better to fulfill requirement.

**ENG 108: Composition II**

(3 hrs.)

(Prerequisite: ENG 107 with a C- or better; meets the General Education Communication core requirement.) Students continue to sharpen their skills in critical reading, writing, and thinking with additional emphasis on the research process. Students must earn a C- or better to fulfill requirement.

**ENG 120: Literature: Traditions and Timelines**

(3 hrs.)

(Open to all students; Meets the General Education Arts & Humanities core requirement.)

Through the study of literary periods and movements, students develop the skills necessary to engage, analyze, and enjoy the literary genres of fiction, poetry, memoir, and drama. Students explore basic concepts of literary technique – including narrative, poetic and dramatic structure and innovation – as well as the thematic content and cultural context.

**ENG 125: Introduction to Story, Scripts, and Playwriting**

(3 hrs.)

(Open to all students; Meets the General Education Arts & Humanities core requirement.)

This course introduces story as a central factor in meaning making. Students examine the fundamental elements of story including character, conflict, dialogue, action, theme, and voice and then explore the art and craft of dramatic writing. This course emphasizes the discovery and growth of the writer's voice through developmental writing activities and completed stage plays and audio plays.

**ENG 130: Intro to Creative Writing I: Fiction, Creative Nonfiction, & Poetry**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

This course helps students discover and sharpen their skills as creative writers, readers, and editors. Concentrating on fiction, creative nonfiction, and poetry, the class establishes a creative writing community with each class member presenting work for responses and revision suggestions.

**ENG 180: Topics in Writing, Language and Literatures**

(1-3 hrs.)

(Prerequisite: ENG 107/108 and permission of instructor) Topics courses are devoted to special subjects that may not be covered in depth in other courses.

**ENG 209: Research Writing**

(1 hr.)

(Prerequisites: ENG 107 or ENG 207; may be repeated twice for credit) ENG 209 Research Writing focuses on skills necessary for academic research and research writing.

**ENG 210: Introduction to Creative Writing**

(3 hrs.)

(Open to all students; *required* of Creative Writing majors.)

This course helps students discover and sharpen their skills as creative writers, readers, and editors. Concentrating on nonfiction, poetry, and fiction, the class establishes a creative writing community with each class member presenting her work to the whole class, as well as to the instructor, for responses and revision suggestions. Students whose skills and experience in creative writing make a beginning-level course inappropriate may be advanced upon recommendation of the English/Creative Writing faculty.

**ENG 214: Introduction to Playwriting**

(3 hrs.)

Introduction to Playwriting offers students opportunities to explore the art and craft of dramatic writing. This course emphasizes the discovery and growth of the writer's voice through developmental writing activities and completed plays.

**ENG 220: Scripting Change**

(3 hrs.)

(Open to all students; Meets the General Education Behavioral & Social Sciences core requirement.) This course examines and explores scripts and scriptwriting that promote positive social change. Course includes a study of entertainment-education and the use of audio and television dramas as sources of influence about health, education, women's rights, and social issues globally. The course explores the dramatic literature of social justice and how it appears on stage and screen.

**ENG 240: Creative Nonfiction**

(3 hrs.)

The powerful expressive and persuasive impact of the essay has been recognized and celebrated by many of the greatest writers of the past and present. Women, especially, now publish substantial volumes of influential and moving essays. This course studies contemporary essays and provides practice (in a workshop setting) in the form and style of writing nonfiction prose. Recommended prerequisite: Composition completed or concurrent.

**ENG 241: Memoir Workshop: Intermediate**

(3 hrs.)

(Prerequisite: ENG 130 with a C or better) This course advances the creative writer in writing projects focused on autobiographical subjects. Emphasis is on both theoretical and craft issues surrounding the constitution of the gendered self through autobiographical writing such as sketches, journals, memoirs, and dream cycles.

**ENG 243: Fiction Workshop: Intermediate**

(3 hrs.)

(Prerequisite: ENG 130 with a C or better) This course provides opportunities for intermediate-level fiction writing, focusing on craft and technique and helping prepare students with some creative writing experience for the advanced, creative writing workshops. Students sharpen their writing, reading and revision skills as well as explore the structural and content possibilities of fiction.

**ENG 244: Poetry Workshop: Intermediate**

(3 hrs.)

(Prerequisite: ENG 130 with a C or better) This course provides opportunities for intermediate-level poetry writing, focusing on craft and technique and helping prepare students with some creative writing experience for the advanced, creative writing workshops. Students sharpen their writing, reading and revision skills as well as explore the structural and content possibilities of poetry.

**ENG 245: Playwriting Workshop: Intermediate**

(3 hrs.)

(Prerequisite: ENG 130 with a C or better) This course provides opportunities for intermediate-level playwriting, focusing on craft and technique and helping prepare students with some creative writing experience for the advanced, creative writing workshops. Students sharpen their writing, reading and revision skills as well as explore the structural and content possibilities of drama.

**ENG 251: Fashion in Literature: Clothes Make the Character**

(Open to all students; Meets General Education Arts & Humanities core requirement.) Through the reading and study of a wide array of literature from different genres, cultures, and historical periods, students will explore ways in which writers use "costume/dress" as a tool for characterization and verisimilitude in a text. Or as in some works such as Guy de Maupassant's "The Necklace" and Nikolai Gogol's "The Overcoat," it is the work's central subject. Students will practice close reading of texts, examine scholarly sources, and view cinematic adaptations of selected literature to discover elements of how authors use costume/dress to reveal identity, class, historical periods, gender roles, personality, and more. Recommended prerequisite: Composition

**ENG 252: Fiction, Fact, and Film**

(Open to all students; Meets General Education Arts & Humanities core requirement.) In this class, students study novels, novellas, stage plays, and nonfiction. As they examine themes within the literature, students explore how those works are adapted to film stories. Students explore the characters and stories and analyze similarities and differences in how emotions, meanings, and themes are communicated in the adaptation from one medium to another. Recommended prerequisite: Composition

**ENG 253: Haunted Literature**

(Open to all students; Meets General Education Arts & Humanities core requirement.) What haunts us? Who haunts us? How do ghosts from the past lead us to examine our humanity? Students in this course will explore how authors use ghosts, spirits, haunted houses, and haunted spaces to help us learn about fears and anxieties present our world.

**ENG 254: Memoir: The Language of Truth**

(Open to all students; Meets General Education Arts & Humanities core requirement.) The 21st century has seen a surge in the literary form referred to as memoir. It seems like everyone is writing one—politicians; chefs; celebrities; athletes; musicians; dogs; dog owners; victims and survivors; reformed convicts; the poor; the filthy rich; the old; the young. In this class, we will explore a variety of memoirs and investigate questions such as: What is the true story? Who owns the story? Whose memory is the correct memory—yours or mine? We will study the form, explore the texts as products of their respective social contexts, discuss it as a writer's craft, and play with our own experience of memory. Above all, we will immerse ourselves in the lives of others and, in turn, learn about ourselves—the ultimate gift of memoir.

**ENG 255: Literary Studies**

(3 hrs.)  
(Meets General Education Arts & Humanities core requirement. May be repeated for credit with different topic) This course presents a variety of topics with varying emphasis on themes, motifs, movements, and comparisons.

**ENG 259: Writing for Podcasts**

(3 hrs.)  
In this course, students will practice nonfiction narrative storytelling for an audio audience. They will engage in research, analyze sources, practice interview skills, and apply scriptwriting techniques to create scripted audio podcasts. Students will analyze effective oral communication in successful nonfiction podcasts while developing their own communication skills.

**ENG 260: Afrofuturism**

(3 hrs.)  
(Open to all students; Meets General Education Arts & Humanities core requirement.) In this class, students will study the history, philosophy, and artistic aesthetic of Afrofuturism, focusing on ways Afrofuturist Literature explores themes of feminism, alienation, technology, science, and liberation. Students will study ways in which writers of Afrofuturist Literature incorporate elements of the African diaspora to stories of a reimagined past and an inclusive, empowered future.

**ENG 261: Coming of Age Literature: Youth Quake**

(3 hrs.)  
(Open to all students; Meets General Education Arts & Humanities core requirement.) Youth subcultures are well represented in literature as authors seem compelled to explore the ways young people respond to the demands and pressures of the dominant society. Literature about youth culture captures the unique look, language, philosophy, and likes and dislikes inherent in the identity of these groups. Through an array of literature, this course explores the ongoing presence of youth subcultures, moving through the decades from the beginning of the twentieth century and onward.

**ENG 262: BFF's on the Page**

(3 hrs.)  
(Open to all students; Meets General Education Arts & Humanities core requirement.) Friendships between girls and friendships between women have long been a topic of focus and inquiry in literature. In this class, we will investigate the importance and evolving nature of female friendships as told through novels, memoirs, short stories, poems, and films. We will study the texts as products of their respective social contexts, as creation of the respective authors' art, and explore our own experience of friendship with other women.

**ENG 263: Time Travel Literature**

(3 hrs.)  
(Open to all students; Meets General Education Arts & Humanities core requirement.) While all literature allows us to travel through time to the world of the story, novels and short stories revolving around a character traveling through time offer the reader a different, wondrous window. Climbing through that window, readers discover ways to discuss questions of history, social justice, identity, and connection. While studying elements of literature, students will interpret texts and analyze ways authors use time travel to connect us to stories and drive us to explore the world of possibilities.

**ENG 269: American Literatures I**

(3 hrs.)  
(Prerequisite: ENG 107 or ENG 207; *required* of English and Creative Writing majors.) (Offered alternating Fall semesters)  
This course introduces students to a range of primary texts, usually in a number of genres, written before the 20th century and investigates the ways various circumstances in the writing and the reading processes, as well as in the culture at large, come together to make an "American Literature."

**ENG 270: American Literatures II**

(3 hrs.)  
(May be repeated for credit with a different topic up to 6 semester hours. Meets General Education Arts & Humanities core requirement. Prerequisite: ENG 107 or

ENG 207; *required* of English and Creative Writing majors.) (Offered alternating Spring semesters) Usually more narrowly focused than ENG 269, this course intensively studies a particular 20<sup>th</sup> or 21<sup>st</sup> century American literature. Depending on the individual instructor, the course will use an organizing principle such as a specific time, place, cultural movement, or event to bring together a set of related texts, often from a number of literary genres.

**ENG 271: English Literary Traditions I**

(3 hrs.)

(Prerequisite: ENG 107 or ENG 207; *required* of English and Creative Writing majors.)(offered alternating Fall semesters)

A study of early and early modern English literatures and language with emphasis on three historical and cultural contexts selected in part for their interest in light of new readings about women and popular culture, such as those on the representation of the warrior woman or the outsider.

**ENG 272: Global Voices**

(3 hrs.)

(Prerequisite: ENG 107 or ENG 207; *required* of English and Creative Writing majors.)(offered alternating Spring semesters)

A study of global Colonial and Post-Colonial literatures, written in English, including Colonial and Post-Colonial fiction, non-fiction, poetry, and drama arranged to consider the cultural politics of canons.

**ENG 280: Topics in Writing, Language and Literatures**

(3 hrs.)

(Prerequisite: ENG 107 or ENG 207 and permission of instructor)

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

**ENG 296: Harbinger Literary Magazine: Introduction to Editing and Production**

(3 hrs.)

Students learn introductory editing, design, production, and promotion skills for Harbinger, a magazine that includes the creative accomplishments of Stephens' artists, designers, and writers. This course includes a study of the "little magazine" as a genre. Recommended prerequisite: Composition.

**ENG 297: Audio Drama I**

(3 hrs.)

(Open to all students)

Students are introduced to the writing, development, and production of audio drama podcasts, working on both a collaborative project as well as individually written audio plays.

**ENG 303: Funny Women**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

What is funny? Who is funny? What is the role of humor in our lives? In this course, students investigate the power of comedy as they explore how "funny women" use humor to comment on the personal and the political, while challenging social norms. Students will focus on ways in which funny feminists deepen our understanding of our world through laughter, chuckles, and smiles.

Recommended prerequisite: Composition

**ENG 305: Writing About Fashion, Food, & Travel**  
(3 hrs.)

In this course, students explore the cultural connections between Fashion, Food, & Travel. They read and analyze contemporary creative nonfiction on these areas, using the writings as models for their own writing for publication. Students should have completed Composition.

**ENG 306: Writing About Everything: Nature & Leisure, Science & Health**

(3 hrs.)

Students read and analyze contemporary essays and literature on Nature & Leisure and Science & Health and use them as models for their own writing for publication in their field. Students strengthen their writing skills by attending local artistic community events and then writing carefully considered reviews. This course is writing intensive. Students should have completed Composition.

**ENG 307: Passion Projects**

(3 hrs.)

(Prerequisite: Junior Standing or Permission of Instructor) What intrigues you? Mystifies you? What questions beckon from the dusty recesses of your mind? In this class, students will discover how others have pursued passion projects and then explore ways to pursue their own. Students will engage in research, analysis, writing and creativity as they work on their Passion Project. Formal presentation will be part of the class.

**ENG 309: African American Women Playwrights**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

This course examines plays written by African American women playwrights. Through the study of dramatic literature, students experience ways in which these playwrights use character, language, spectacle, and plot to reveal family dynamics, social injustice, historical moments, and more. From the dramatic to the humorous, students may study playwrights such as Lorraine Hansberry, Ntozake Shange, Suzan-Lori Parks, Anna Deavere Smith, and Danai Gurira.

**ENG 310: Flash: Big Works/Few Words**

(3 hrs.)

At a time when premium value is placed on conveying meaning through quick, brief messaging, this class will hone your creative writing skills, especially word choice and syntax, through the sub-genre of Flash. You will continue to learn the craft and conventions of three genres -- fiction, creative nonfiction, and poetry, specifically prose poetry, as adapted to the conventions of flash. You will read and analyze the work of published authors who write in flash in various genres, create and share your own original written flash works in each of the genres, and participate in workshopping yours and your classmates' work. In the latter part of the class, you will have the opportunity to concentrate on one particular genre of your choosing. The class will culminate in submission of completed works to flash journals.

**ENG 311: Fiction Workshop: Advanced**

(3 hrs.)

(Prerequisite: ENG 130 or permission of instructor; May be repeated up to 6 semester hours)

This course advances the experienced creative writer to more sophisticated fictional projects. Reading published fiction as well as each other's work, students explore issues of form, craft and subject matter from the perspective of the fiction writer's position in contemporary culture.

**ENG 313: Poetry Workshop: Advanced**

(3 hrs.)

(Prerequisite: ENG 130 or permission of instructor; May be repeated up to 6 semester hours) (Offered alternate years)

This course advances the experienced creative writer to more sophisticated poetic projects. Reading published poetry as well as each other's work, students explore issues of form, craft, subject matter and audience from the perspective of the poet's position in contemporary culture.

**ENG 314: Creative Writing Workshop: Memoir**

(3 hrs.)

(Prerequisite: ENG 210 or permission of instructor; May be repeated up to 6 semester hours) (Offered alternate years)

This course advances the experienced creative writer to more sophisticated projects focused on autobiographical subjects. Emphasis is on both theoretical and craft issues surrounding the constitution of the gendered self through autobiographical writing such as sketches, journals, memoirs and dream cycles.

**ENG 319: Contemporary Poetry**

(3 hrs.)

In this course students study a wide range of poetry written in the 20<sup>th</sup> and 21<sup>st</sup> century. Depending on the instructor, the course may organize readings around a variety of themes, historical events, poetic movements, cultures, and/or categories. Students should have completed Composition.

**ENG 320: Our Bodies, Our Stories**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

In this class, we will immerse ourselves as readers into the lives of the authors and/or protagonists of the books we will be reading through the lens of the body. As put forth by Roxane Gay, the body is "inescapable;" "our bodies move us through our lives;" and within one's body one may feel agency or a lack thereof. Society projects onto people, especially women, their assumed story of another's body. In each of the books we'll read, the main character has a particular story to tell that is, in various ways, embedded within her body. In addition, we will study the form of various genres, explore the texts as products of their respective social contexts, discuss them as a writer's craft, and explore the stories our own bodies have to tell.

**ENG 321: Reading and Writing Fiction**

(3 hrs.)

(Prerequisites: ENG 210 or permission of instructor)

ENG 321 explores literary fiction from both the writer's and the reader's perspective. Students read published examples of contemporary fiction as well as write and revise their own fictional pieces in a workshop setting.

**ENG 325: Speculative Women**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

Women writers have invented new worlds and populated them with engaging characters since the earliest days of speculative fiction. In this course, students will explore these strangely familiar worlds. Students will learn about the women who created these worlds, pushed literary boundaries, and challenged societal expectations and social injustices. Students will look through a feminist lens at ways in which Speculative Women offer warnings,

lessons, and hope. Recommended prerequisite: Composition.

**ENG 326: All That Jazz: Literature of the 1920's**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

The 1920s. During this era, we see the rise of women, the prohibition of alcohol, codification of jazz, the dissemination of Freud's ideas, the expansion of the movie industry, new freedoms in fashion, and more. In this class we will study nine major literary and artistic figures of the 1920s—F. Scott and Zelda Fitzgerald, Ernest Hemingway, Dorothy Parker, Louise Brooks, Josephine Baker, Edna Ferber, Nancy Cunard, and Christopher Isherwood—both through their own work and commentary about them. We will explore the period and its iconic stars through an array of genres: short fiction, novels, plays, poetry, films, literary journalism, and academic criticism.

**ENG 327: Ekphrasis: Literature, Art, & Culture**

(Open to all students; Meets General Education Arts & Humanities core requirement.)

An ekphrasis (pl. ekphrases) is literature inspired by a work of visual art. By describing and reflecting on a work of art, the writer amplifies and expands its meaning, using it as a catalyst for her own imagination. In the first part of the course, students will read, analyze, and discuss ekphrases in contemporary literature. For their final project, students will write and revise their own original works and choose one for publication in a course anthology online.

**ENG 330: Freelancing: Writing for Love, Writing for Money**

(3 hrs.)

(Prerequisite: ENG 107 or ENG 207)

This course offers a practicum in writing articles for magazines. In it students identify topics, research markets, draft, edit, and copy edit their own articles, write queries and proposals, and study standard practice and intellectual property rights.

**ENG 332: Virginia Woolf: Life & Literature**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

Through her life story and life's work, Virginia Woolf (1882-1941), feminist and writer, offers the reader and writer a model for how to construct a life of letters in the midst of serious obstacles and challenges, including society's expectations for a woman, mental illness, a drive to create, and an impulse to live a life true to her intelligence, passions and convictions, in spite of society's restrictive norms. Through the reading of Virginia Woolf's diaries, letters, essays and novels, this class will immerse the reader and writer in the life and work of a critically important feminist voice.

**ENG 333: Characters & Their Worlds**

(3 hrs.)

In this writing craft workshop, students will explore, analyze, and create characters and their worlds through in-depth studies of elements of fiction and non-fiction. Course may be focused on different genres, such as: Examining Post-Apocalyptic Worlds; Upstairs-Downstairs: Exploring Class; Real People, Real Places; Historical Settings & Characters). Course may be repeated for credit under different topic.

**ENG 335: Playwriting Workshop: Advanced**

(3 hrs.)

(Prerequisite: ENG 245 or permission of instructor)

In this course students develop more sophisticated scriptwriting projects while examining and exploring the history, theory, and practice of writing scripts for performance. This course includes examination of advanced script structures, character development, dialogue, adaptation, and research for writing scripts.

**ENG 341: Fairy Tales and Folklore**

(3 hrs.)

(Prerequisite: ENG 107 or ENG 207. Meets General Education Arts & Humanities core requirement.) (Offered alternate years)

This course takes an historical and cross-cultural approach to the many forms of folklore including fairy tales, urban legends, folksongs and jokes. Students study the importance of folklore in culture and gain direct experience in the methods of folklore collection and performance.

**ENG 343: Grammar and Language**

(3 hrs.)

In this course students will explore English language grammar, structure, and usage. Students will examine sentence patterns and sentence parts and apply these patterns and concepts to real-world applications in writing. Required for Secondary English Language Arts majors.

**ENG 345: Shakespeare**

(3 hrs.)

(Prerequisites: ENG 107 or ENG 207; and one 3 hour 200-level ENG course, junior standing or permission of instructor. Meets General Education Arts & Humanities core requirement.)

A study of the plays of Shakespeare in their historical theatrical context and in light of new readings in performance studies and in the representations of gender, race, class, and nationality.

**ENG 347: Women's Detective Fiction**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

Using the theme of Women's Detective Fiction, students explore the world of literature as a form of communication and empowerment. Students examine fictional stories of women investigators and girl sleuths written by women authors and analyze ways fictional characters are used to shed light on social injustices, to challenge stereotypes, and to influence readers. Recommended prerequisite: Composition

**ENG 349: Gothic Literature**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

Pulling back the shadowy veil of mystery and suspense, students examine the shocking horror and gloomy romance of gothic literature: the elements of the genre, the history, and how past gothic literature influences contemporary fiction. Students may study works by Mary Shelley, Edgar Allan Poe, Bram Stoker, and more. Recommended prerequisite: completion of Composition

**ENG 355: Literature of American Wars: Love & Loss**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

This course explores an overview of American wars, focusing on underrepresented voices from the frontlines as well as the home front, set within the context of war years. Students will examine non-fiction texts as well as fictional works inspired by American wars.

**ENG 366: History of the English Language (3 hrs.)**

In this course students explore the origins of the English language, how it has evolved historically, and how it continues to evolve. Students will examine historical and cultural influences on the language and on the changes in grammar and vocabulary.

**ENG 369: American Novels**

(3 hrs.)

(Prerequisites: ENG 107 or ENG 207 and one 3 hour 200-level ENG course, junior standing or permission of instructor)

The compelling power of American novels comes from the ability to give speech to the many and varied voices of American life and thus to provide a space for the literary representation of cultural conflict. Organized historically or thematically, this course explores the possibilities and problems of the genre, both for writers and for readers, inside an American cultural context. Readings may include works from North, Central, and South America when thematically appropriate.

**ENG 370: Austen and the Brontës**

(3 hrs.)

Whether they involve humor, hauntings, romance or revenge, the works of 19th century authors Jane Austen and Charlotte, Emily, and Anne Brontë offer readers engaging characters and interesting storylines that continue to appeal to contemporary readers and audiences. In this class, students will explore the works of these writers and examine how these women addressed the challenges they faced as women and as writers. Students should have completed Composition.

**ENG 371: Bold Women of Literature**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

Throughout history women have been afforded more or less power and freedom, yet there have always been those who have forged original, independent lives both within and outside of social strictures and norms. Whether they were political leaders, cultural figures, or standout artists, these bold women share noticeably similar qualities such as courage, creativity, tenacity, adaptability, intelligence, and self-possession. By looking at portrayals of their lives in drama, fiction, nonfiction, and poetry, interesting narratives emerge that transcend the particulars of time and place to speak to universal female experience, typically the ordeals of family, love, identity, vocation and ultimately authority. The literature shows that some women have paid a high price for their independence while others have found ways to thrive despite socially enforced limitations. Ultimately all of them lived on their own terms and at the ends of their lives were openly unapologetic. Recommended prerequisite: completion of Composition

**ENG 376: Contemporary Literature**

(3 hrs.)

(Prerequisites: ENG 107 or ENG 207 and one 3 hour 200-level ENG course, junior standing or permission of instructor)

This course identifies and examines emerging trends in recent literature.

**ENG 378: Major Authors: Renaissance to Naturalism (3 hrs)**

An intensive introduction to the range and depth of one or more writers from the literary periods: Renaissance to Naturalism, such as George Eliot, Emily Dickinson, Edith Wharton, Ralph Waldo Emerson, Henry David Thoreau, or others. Recommended prerequisite: completion of Composition.

**ENG 380: Topics in Writing, Language and Literatures**

(3 hrs.)

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

**ENG 381: Teaching Writing**

(3 hrs.)

In this course students will explore the pedagogy of writing, review key concepts in the field, and develop their own approach to the teaching of writing and the assessment of writing. Students will engage in the writing process, including drafting, revising, and editing their work. Students will also study the research process and the connections between reading and writing and speaking and writing.

**ENG 382: Major Authors Modernism to Contemporary**

(3 hrs.)

An intensive introduction to the range and depth of one or more writers from the literary periods: Modernism to Contemporary such as Margaret Atwood, Sylvia Plath & Ted Hughes, Gertrude Stein and her circle, Adrienne Rich, or others. Recommended prerequisite: completion of Composition

**ENG 387: Writing Through Performance: Literature and Auto/biography**

(3 hrs.)

(Prerequisite: ENG 210 or ENG 214; or permission of the instructor)

This course focuses on the writing of scripted adaptations for the stage through performance. Adaptations will include folklore, literature, poetry, autobiography, and biography. Students will develop skills in critical reading, writing, listening, speaking and analysis of performance as they study the communicative power of oral and literary texts.

**ENG 395: Outreach and Engagement Internship**

(1-3 hrs.)

This internship develops leadership and professional skills through outreach, engagement, and mentorship. Students serve as liaisons with prospective/new students, gaining experience in communication, relationship management, event planning, and community building. Skills transfer to education, communications, human resources, public relations, and social services. Permission of instructor or chair required.

**ENG 396: Harbinger Literary Magazine: Advanced Editing & Production**

(3 hrs.)

Students learn advanced editing, design, production, and promotion skills for Harbinger, a magazine that includes the creative accomplishments of Stephens' artists, designers, and writers. This course includes a study of the "little magazine" as a genre. Recommended prerequisite: Composition.

**ENG 397: Audio Drama Internship: Advanced**

(1-3 hrs.)

(May be repeated up to 7 semester hours)  
Students learn to write, develop, and produce collaborative and solo audio drama projects while studying trends and opportunities in contemporary audio drama. This course includes the writing and production of a season of an audio drama.

**ENG 490: Senior Essay or Project**

(3 hrs.)

(Prerequisite: permission of program director. Offered fall.)

In consultation with an evaluation committee, students research, develop, write and revise a creative writing project with a scholarly introduction OR research, write, and revise a scholarly essay. All students must present their capstone work.

**Equestrian courses:**

Riding Classes: The fee for riding is \$975 per class each semester. All riding and driving courses require an approved safety helmet with neck harness and chin strap. All riding classes may be repeated for credit. At the beginning of each semester: *all riders shall keep a current copy of insurance and medical information in the Equestrian office.* All students must follow all catalog information and Equestrian Handbook rules and regulations in order to ride and participate in the equestrian studies major, minor and or any activity at the stables.

**EQS Riding courses:**

**Saddle Seat**

(2 hrs.)

(Prerequisite: Permission of instructor)

EQS 117: Riding: Beginning Saddle Seat

EQS 217: Riding: Intermediate Saddle Seat

EQS 317: Riding: Intermediate/Advanced Saddle Seat

EQS 417: Riding: Advanced Saddle Seat

**Western**

(2 hrs.)

(Prerequisite: Permission of instructor)

EQS 120: Riding: Beginning Western

EQS 220: Riding: Intermediate Western

EQS 320: Riding: Intermediate/Advanced Western

EQS 420: Riding: Advanced Western

**Hunter/Jumper**

(2 hrs.)

(Prerequisite: Permission of instructor)

EQS 125: Riding: Beginning Hunt Seat

EQS 126: Riding: Beginning/Intermediate Hunt Seat

EQS 225: Riding Intermediate Hunt Seat

EQS 325: Riding: Intermediate/Advanced Hunt Seat

EQS 425: Riding: Advanced Hunt Seat

**Driving**

(2 hrs.)

EQS 110: Horse Handling

(2 hrs.)

(EQS 114 may be taken concurrently. Lab fee charged)

This course is designed to teach all students the basics of horse handling and safety and to serve as a platform to develop the skills needed to be successful in other Equine classes.

**EQS 111: Basics of Groundwork**

(2 hrs.)

(Prerequisite: EQS 110 or permission of instructor. Lab fee charged)

This course is designed to build upon skills learned in EQS 110. Students will further develop skills to successfully work a variety of horses from the ground. Topics include desensitizing, lunging, ground driving and showmanship. Fulfills a riding requirement.

**EQS 218: Riding: Driving**

(2 hrs.)

(Prerequisites: Permission of instructor)

This course is designed to allow the student to gain experience in various types of driving techniques for the horse. The student will have the opportunity to ground drive a horse as well as drive a horse to cart. Various harnessing techniques and their potential outcomes will be covered. Care of the harness and carts will be discussed. Each student will have the opportunity to fit a harness to a horse, hook the horse to a cart and drive the horse.

**EQS Lecture courses:**

**EQS 114: Understanding Equine Behavior**

(3 hrs.)

(Open to all students; may be taken concurrently with EQS 110)

This course is designed to teach all students the importance of cross-species communication. Understanding Equine Behavior is critical to successful horse handling. This course will focus on understanding the equine brain and the human brain. Focus will be on understanding how to build a successful team between predator and prey. Moving forward students will look at how horses learn, imitate, solve problems, and remember. In addition, students will learn how horses perceive the world differently than humans through sights, sounds, smells, taste, touch, and awareness of body. This sets the student up for a successful second half of the course which involves observation of herd dynamics and exercises involving the use of horses to perceive behavioral reactions to various stimuli. This course is to serve as a platform to develop the skills needed to be successful in other equine courses. This course is open to all students.

**EQS 130: Equine Management I**

(3 hrs.)

(Open to all students; fall only)

Designed to introduce students to the horse and its basic care. Subject matter includes daily care and management, vital signs and first aid, wound management, colic, vaccinations, and infectious diseases.

**EQS 137: Equine Management II**

(3 hrs.)

(Prerequisites: EQS 130, spring semester only.)

This course is designed to further expand upon subject matter introduced in EQS 130. Subject matter includes a review of all vital signs and first aid, conformation of the horse and associated faults and blemishes, lameness, and treatments.

**EQS 180: Topics in Equestrian**

(3 hrs.)

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

**EQS 200: Methods of Teaching Horsemanship I**

(1 hr.)

(Prerequisite: EQS 130 and Junior Standing)

This course explores the anatomy of the equine digestive system, the nutritional requirements of the equine and the products that equines consume. Management of equine feeding programs for various ages, uses, and needs of pasture and stall kept horses will be discussed. Examination of the variety of forages, hays, grains, and supplements used to meet the nutritional requirements. Students will learn the importance of nutrition and feeding practices and how they affect the overall appearance and performance of the equine.

**EQS 202: Teaching and Training Practicum**

(2 hrs.)

(Prerequisite: EQS 200. Course is repeatable for credit)

This class is designed to provide the student with the opportunity of assisting instructor/faculty in riding classes. This course will put into practice teaching techniques taught in EQS 200. This course provides students who have an interest in teaching and training hands on practicum experience under the supervision of faculty in an arena setting with horses and riders.

**EQS 205: The Equine Industry Past, Present and Future**

(3 hrs.)

This interdisciplinary course offers a comprehensive exploration of the horse industry through historical, contemporary, and future-focused lenses. Students will examine the evolution of the horse's role in human society, from its origins as a vital mode of transportation and work to its current status in sports, recreation, and therapy. The course will also investigate emerging trends, technologies, and challenges that are shaping the future of the industry and the job market.

**EQS 230: Understanding Equine Assisted Activities**

(3 hrs.)

(EQS 114 is recommended prior to enrollment in this course) This course will focus on the growing field of Equine Assisted Activities and how horses are being utilized as resources in human healthcare. Over the years, equine assisted therapy and activities have become increasingly recognized by consumers and referents. This surge in popularity has established equine assisted activities and therapy as a viable treatment option in the views of the public. Students will learn the importance of differentiating between Equine Assisted Activities and Equine Assisted Therapy and what is required for each from a professional standpoint. This course will cover a range of activities and therapies in which the horse assists in the physical and mental healing of humans. Topics to be covered are equine assisted activities, equine assisted counseling, equine assisted learning, equine assisted mental health, and hippotherapy. The course will cover current research and studies conducted in the various fields of equine assisted activities. Students will learn of various opportunities to utilize the horse as educators within the field of equine assisted learning and equine guided leadership education. This course will benefit students who are interested in both the business and science field of equine studies.

**EQS 250: Competitive Judging**

(3 hrs.)

(Prerequisite: EQS 130)

This course is an overview of equestrian competitions and will develop potential horse show officials. It will acquaint the student with the mechanics of judging both in hand and under saddle/over fences, horses, and riders in a competitive setting. If qualified, students will attend and judge competitively at NAIA judging contest

**EQS 280: Topics in Equestrian**

(3 hrs.)

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

**EQS 301: Equine Feeding and Nutrition**

(3 hrs.)

(Prerequisite: EQS 130 and Junior Standing)

This course explores the anatomy of the equine digestive system, the nutritional requirements of the equine and the products that equines consume. Management of equine feeding programs for various ages, uses, and needs of pasture and stall kept horses will be discussed. Examination of the variety of forages, hays, grains, and supplements used to meet the nutritional requirements. Students will learn the importance of nutrition and feeding practices and how they affect the overall appearance and performance of the equine.

**EQS 302: Methods of Teaching Horsemanship III**

(2 hrs.)

(Prerequisite: EQS 202)

This class is designed to continue the teaching process under an instructor with the added responsibility of preparation of horse and rider for shows and clinic.

**EQS 310: Stable Management I**

(3 hrs.)

(Prerequisite: EQS 130; fall only)

This course will provide the hands-on experience in the everyday operation of a stable. Topics covered will be horse facilities; equipment; tractors; truck and trailer; loading and hauling horses; ordering supplies; preparation for horse shows; fencing and pasture management; and managing the stalled horse.

**EQS 315: Interim Equine Practicum**

(1-6 hrs.)

This practicum will enhance the hands-on opportunities and experiences for the students. The student will be given a string of horses to care for on a day-by-day basis. Student will also complete a research project using some type of data collection or experiment. Topic must be approved by the program director. Permission of Equestrian faculty is required.

**EQS 318: Equine Marketing, Sales, and Negotiations**

(3 hrs.)

(Prerequisite: BUS 250)

This course involves discussions of the economic, structural, cultural, and political factors impacting marketing functions in equine business enterprises. Advertising and promotion, determining prices for breeding fees, boarding, and training services, as well as the application of market research design and methodology in establishing equine-related businesses. Students will experience the opportunity to market and present a mock sales presentation of a college owned horse to current industry professionals who are actively looking for horses to enhance their business operations. This course introduces students to professionals virtually from around the country who are active in the equine sales and negotiations.

**EQS 330: Introduction to Therapeutic Riding**

(3 hrs.)

(Prerequisite: EQS 310; fall only. Lab fee charged)

Focus is on learning and introducing students to the history of therapeutic horsemanship. Current aspects of therapeutic riding and instruction will also be covered. Students will get hands on experience volunteering at a local accredited center.

**EQS 335: Therapeutic Riding Instruction and Practicum**

(3 hrs.)

(Prerequisite: EQS 330; spring only. Lab fee charged)

This class will allow students to fulfill one part of the NARHA certification process by completing 25 hours of student teaching at a local accredited center. Students will learn to assess and train horses used for therapeutic riding and become familiar with adaptive equipment. Students will develop lesson plans, games and exercises appropriate for riders with a variety of special needs.

**EQS 340: Equine Anatomy and Mechanics in Motion**

(3 hrs.)

(Prerequisites: EQS 130 and Junior Standing)

A course designed to teach the student the basic principles of farrier science. Includes anatomy, physiology and biomechanics of the leg and foot; evaluation of a properly and improperly shod hoof; principles of trimming; and cold, hot, corrective, and pathological shoeing.

**EQS 380: Topics in Equestrian**

(3 hrs.)

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

**EQS 401: Management of Equestrian Events**

(3 hrs.)

(Prerequisite: EQS 340 and BUS 171)

This course will teach the student the aspects of show and event management. Students learn about the larger breed shows management styles. Show Mangers are required to hire Judges and Stewards and check their credentials for each type of show they are managing. Procedures to hire the different breed and discipline Judges and Stewards will be thoroughly discussed. The course will discuss the rules and regulations of the major breed associations that pertain to show management.

**EQS 405: Equestrian Business Practices**

(3 hrs.)

(Prerequisites: BUS 171 and BUS 230)

This course is designed to further prepare the student in all aspects of equestrian management. Students will learn record keeping, marketing, public relations, buying, selling, pre-purchase exams and contracts. This course culminates with the production and presentation of an Equestrian business plan.

**EQS 411: Equine Ethics, Welfare, and Law**

(3 hrs.)

(Prerequisite: EQS 310)

This course is designed to present rational exploration of the ethical and welfare issues inherent in all aspects of the equine industry.

**EQS 415: Equine Practicum**

(3 hrs.)

(Prerequisites: EQS 310, EQS 340 and Senior Standing)

The equine practicum is designed to enhance the hands-on experience of everyday operations in an equine facility. Students will be assigned specific areas within the Stephens Stables operation in order to gain a wide range of hands-on experiences. Areas include horse husbandry, equipment operation and maintenance, health record keeping, and herd management. Upon completion students will be evaluated on a personal assessment portfolio and presentation.

**Event & Convention Management courses:**

**ECM 100: Professional Seminar**

(3 hrs.)

(Open to ECM majors only)

In this first-year seminar students will explore careers in events, concepts of using events in organizations, learn from professionals in the field and begin to develop their practical experience and professional development plan.

**ECM 112: Practicum: Social Events**

(1 hr.)

(Open to ECM majors only)

Students will develop knowledge and experience in planning, implementing, and evaluating social events of different types.

**ECM 201: Creative Process**

(3 hrs.)

(Prerequisite: ECM 100 with a C- or better)

An introductory course to acquaint students with the creative process for problem solving that cultivates creativity and original thinking. Ideation and experimentation are emphasized as students work with the design process to solve a common topical question with consumer-based outcomes.

**ECM 212: Practicum: Fundraising Events**

(3 hrs.)

(Open to ECM majors only)

Students will develop knowledge and experience in planning, implementing, evaluating, and motivating volunteers for fundraising events.

**ECM 240: Introduction to Event Planning & Management**

(3 hrs.)

(Open to all students.)

An introduction to the special events, meeting, and convention industry. Students will be exposed to functions such as planning, budgeting, negotiating, registering and the scheduling of an event.

**ECM 245: Event Operations and Production**

(3 hrs.)

(Prerequisites: ECM 240)

The study of event operations, production elements, themes, décor, post-production evaluation, entertainment, vendor negotiation, destination, and advanced logistics.

**ECM 312: Practicum: Sports & Entertainment Productions**

(3 hrs.)

(Open to ECM majors only)

Students will develop knowledge and experience in planning, implementing, and evaluating sports & entertainment production events of different types.

**ECM 330: Advanced Events Planning and Management**

(3 hrs.)

(Prerequisite: ECM 240)

The purpose of this course is to acquire an in-depth knowledge about the specialized field of event management and to become familiar with management techniques and strategies required for successful planning, promotion, implementation, and evaluation for special events within any context.

**ECM 335: Financial and Risk Management**

(3 hrs.)

(Prerequisites: BUS 230 and ECM 330; open to ECM majors only)

This course focuses on the management of budgets, planning for risk and contract and vendor negotiations. This course is writing intensive.

**ECM 350: Event Marketing and Promotion**

(3 hrs.)

(Prerequisite: ECM 240 or permission of instructor)

This course reviews the concepts and tools used to design and implement a successful event marketing strategy. The focus of the course is on applying contemporary principles of strategic marketing and promotion to the process of event management.

**ECM 412: Practicum: Corporate Events**

(3 hrs.)

(Open to ECM majors only)

Students will develop experience in planning and implementing corporate meetings, events and conventions.

**ECM 455: Hotel and Destination Management**

(3 hrs.)

(Prerequisite: ECM 240; open to ECM majors only, or permission of instructor)

Students will develop advanced knowledge in hotel management, how to select tours, transportation, entertainment, and local rules of etiquette in global settings and destination meetings, including environmental "green" meetings and post evaluation techniques.

**ECM 493: Professional Practicum**

(3 hrs.)

(Prerequisite: Senior standing; completion of CCPD 200/201)

Students will work in an event or convention setting to fulfill the requirements of an internship as they begin mastery of event management.

**ECM 495: Professional Practicum/Capstone**

(3 hrs.)

(Prerequisites: ECM 493 or concurrent enrollment, senior standing)

Students will work in an event or convention setting to fulfill the requirements of an internship and develop a major capstone project demonstrating mastery of event management.

**Exercise Science courses:**

**EXS 217: First Aid and Injury Care**

(3 hrs.)

(Open to all students)

Focuses on prevention, and care of injuries and illnesses associated with activity, including emergency procedures, legal aspects, injury prevention and care. Instruction and certification in Standard First Aid and preventing disease transmission with certification offered through the American Red Cross.

**EXS 333: Stress Testing and Exercise Prescription**

(3 hrs.)

(Prerequisite: EXS 332)

Presents practical and theoretical knowledge about various modes and protocols used in exercise testing and exercise prescription. Provides guidelines for exercise testing and prescription methodologies and application to

apparently healthy clients as well as those with various medical conditions.

**EXS 375: Health Fitness Management**

(3 hrs.)

(Open to all students)

Provides a foundation for developing skills required to manage day-to-day operations within a fitness facility with exposure to many management ideas, theories and applications. Application of theoretical principles to program management and effective communication styles will be discussed.

**EXS 460: Exercise and Special Populations**

(3 hrs.)

(Prerequisite: EXS 332)

Study of changes that occur due to acute and chronic exercise and the influence of aging on these processes. Examination of physiologic differences among those individuals with various medical conditions. Behavioral modification counseling skills for various populations will be developed.

**EXS 432: Exercise Physiology**

(3 hrs.)

(Prerequisites: BIO 320, BIO 321, may be taken concurrently) This course is designed to provide the student with a foundation for understanding physiological changes and adaptations corresponding to exercise. Bioenergetics, musculoskeletal, cardiorespiratory, neural and hormonal aspects of exercise will be discussed as well as the benefits of various types of physical training and the impact of nutrition, age, disease, gender, and the environment. Emphasis will be placed on the integrative aspects of the acute response and chronic adaptation to exercise in humans.

**Fashion courses:**

**FAS 105: Fashion Presentation: Modeling**

(1 hr.)

(Open to all students; required for first-time Modeling Group members)

A modeling course that benefits anyone interested in good carriage and an ability to move with assurance and poise. A "performance" class in which students learn runway modeling.

**FAS 111: Design Studio I: Construction and Materials**

(3 hrs.)

(Sewing proficiency required and permission of instructor; lab fee charged)

Students work with a variety of different materials, textiles, and techniques to develop samples and designs. Experimentation is emphasized so students become familiar with materials that will challenge them. Students will practice elementary 2D and 3D techniques for fashion.

**FAS 150: Creative Process**

(3 hrs.)

(Open to all students; lab fee charged.)

An introductory course to acquaint students with the creative process for problem solving that cultivates creativity and original thinking. Ideation and experimentation are emphasized as students work to define their own design identity and process.

**FAS 170: Fashion Survey and Trends**

(3 hrs.)

This course offers a comprehensive exploration of the fashion industry's evolving trends and market dynamics. Students will gain a deep understanding of the processes behind fashion forecasting, trend analysis, and the factors influencing the global economy.

**FAS 181: Elements of Construction**

(3 hr)

The elements of construction in fashion include fabric selection, pattern making, sewing, fitting, and finishing. Key aspects like silhouette, embellishments, closures, and color choices define the garment's structure, aesthetics, and functionality, with artistic design.

**FAS 185: Building a Fashion Brand**

(3 hrs.)

(Prerequisite: FAS 150; requires concurrent enrollment in FAS 170)

Study of brand anatomy and strategy as applied to fashion brands, including the elements of the brand story. Course is designed as a launchpad for student-makers develop appropriate products and positioning as well as develop personal branding concepts.

**FAS 186: Patternmaking and Construction I**

(3 hr.)

(Prerequisites: FAS 180 with a C- or better)

This foundational course teaches the basics of patternmaking and garment construction, focusing on creating flat patterns, taking measurements, and sewing simple garments. Students will learn how design, fit, and fabric selection influence the construction process.

**FAS 201: Fashion Creative Process**

(3 hrs.)

(Prerequisite: FAS 170 with a C- or better.)

An introductory course to acquaint students with the creative process for problem solving that cultivates creativity and original thinking. Ideation and experimentation are emphasized as students work with the design process to solve a common topical question with consumer-based outcomes.

**FAS 203: Textiles**

(3 hrs.)

The Textile Methods course covers essential techniques, including weaving, knitting, dyeing, printing, and embroidery. It emphasizes technical proficiency through a lecture-based format, providing students with a solid understanding of fabric creation and decoration processes.

**FAS 210: Sustainable Fashion**

(3 hr.)

Sustainable Fashion explores eco-friendly design, production, and consumption practices. Students learn about ethical sourcing, sustainable materials, waste reduction, and ecoconscious production processes, equipping them to create fashion solutions that prioritize environmental impact, social responsibility, and sustainability in the industry. Creating garments are required by using sustainable fashion projects.

**FAS 214: Patternmaking I**

(3 hrs.)

(Prerequisites: FAS 170 with a C- or better and sewing proficiency; lab fee charged)

Basic principles of flat patternmaking; bodice, skirt, and dress. Students learn ideation processes, patternmaking, and fitting, and realize original garment. Original student designs may be critiqued for eligibility to Jury of Selection.

**FAS 216: Draping & Advanced Techniques for Design**

(3 hrs.)

(Prerequisite: FAS 170 with a C- or better; concurrent enrollment in FAS 214; lab fee charged)

Basic principles of garment draping, and 3D design. Students will practice draping fabrics, transferring to paper patterns, and applying professional construction techniques. Original student designs may be critiqued for eligibility to Jury of Selection show availability.

**FAS 230: Pre-Studies Abroad in Fashion**

(2 hrs.)

(Prerequisites: completion of one or more courses of the following prefix(es) with a C- or better: FAS, DSN, and ARH and a 3.0 or higher GPA)

A tour preparation course for the fashion study abroad programs. Designed to provide the student with a cultural, historical and practical background that supports an international educational experience.

**FAS 232: Digital Photoshop and Illustrator**

(3 hrs.)

Digital Photoshop & Illustrator teaches students essential Photoshop tools for image editing and digital illustrator. Topics include layers, masks, filters, and custom brushes, preparing students to create polished artwork for print and digital media in professional creative fields.

**FAS 246: Fashion Drawing**

(3 hrs.)

The Fashion Drawing course introduces students to essential sketching techniques for fashion design, focusing on the accurate representation of garments, proportions, and fabric textures. Through hands-on practice, students will develop the ability to create detailed fashion illustrations, from basic croquis to complete design concepts. The course emphasizes creativity and precision, providing a foundation for visual communication in the fashion industry.

**FAS 247: Digital Color and Textile Surface Design**

(3 hr.)

(Prerequisites: FAS 232 with a C- or better)

Digital Color & Textile Surface Design focuses on using digital tools to create color palettes, patterns, and textile designs. Students will learn techniques in Adobe Illustrator and Photoshop to develop custom surface designs for fabrics, incorporating color theory and design principles. The course emphasizes creativity and technical skills, preparing students to produce professional digital textile designs for fashion.

**FAS 248: Advanced Fashion Drawing and Illustration**

(3 hrs.)

(Prerequisite: FAS 246 with a C- or better; lab fee charged) Focuses on fashion illustration and may include study of proportions as well as fabrics and designs appropriate for men's and children's wear. Live models used extensively to gain better understanding of fashion figures. Exploration of graphic design principles, layout and different media for advertising, promotion and fashion presentation.

**FAS 270: Merchandising Math**

(3 hrs.)

(Open to all students; course meets General Education Quantitative core requirement.)

An introductory course that provides an overview of fashion retailing functions. Focus is placed on retail math and students will learn to analyze profit factors and apply mathematical concepts to solve real-world merchandising problems.

**FAS 275: Fashion Communication**

(3 hrs.)

(Prerequisite: FAS 170 and COMD 101 with a C- or better grade; lab fee charged)

A study of the marketing and promotional strategies used within the fashion communication field. Students will study the purposes, procedures, methods and techniques used in various fashion promotional activities. Special attention will be given to the unique language of fashion advertising and its specific applications.

**FAS 280: Topics in Fashion**

(1 - 3 hrs.)

(Prerequisite: dependent on topic being offered; taught at irregular intervals; lab fee may be charged)

Courses developed to fit current trends in fashion design, product development, marketing and management.

**FAS 285: Fashion Retail Management**

(3 hrs.)

(Prerequisites: FAS 201, FAS 270 and BUS 230 or concurrent enrollment; must receive a C- or better in all prerequisite courses)

A study of the principles involved in the management of the functional areas of any retail organization: planning, management, merchandising, promotion, sales and personnel with special emphasis on merchandise operation and control functions including the six-month buying plan.

**FAS 290: Fashion Tours**

(1 hr.)

(Prerequisite: completion of one FAS course, an overall 3.0 GPA or higher, or permission of tour instructors) New York Tour (spring break). Study and research in the New York fashion market, theaters, museums and more. Every other year in January or February fashion trip to MAGIC in Las Vegas. Fee charged. Trips to other venues or cities on a pre-announced basis.

**FAS 292: Patternmaking and Construction II**

(3 hr.)

(Prerequisites: FAS 185 with a C- or better)

Patternmaking & Construction II builds on foundational patternmaking skills, focusing on more advanced techniques for creating complex garment designs. Students will learn to draft patterns for structured garments, master fitting adjustments, and refine construction methods. The course emphasizes practical application, helping students develop the skills needed to bring detailed designs to life with professional-level construction techniques.

**FAS 295: Draping and Patternmaking**

(3 hr.)

(Prerequisites: FAS 292 with a C- or better)

Draping and Patternmaking teaches students the art of creating garment patterns through direct manipulation of fabric on a dress form. The course focuses on draping techniques to develop three dimensional designs, which are then translated into flat patterns. Students will gain hands-on experience in transforming creative ideas into wearable garments, mastering both the draping process and patternmaking skills for professional design work.

**FAS 301: Trend Forecasting**

(3 hrs.)

(Prerequisites: FAS 232, FAS 203, and COMD 245 with a C- or better)

A course that looks at trend development as part of the human emotional, physical and psychological landscape to shape forecasting trends to affect and anticipate what is new and next in the world. Emphasis on what understanding what drives and motivates consumers in order to bring successful products and ideas to market.

**FAS 302: Fashion Entrepreneurship**

(3 hr.)

This course teaches students how to start and manage a fashion business, covering business planning, branding, marketing, financial management, and legal aspects. Students will develop a business plan, create a fashion brand, and explore strategies for success in the fashion industry.

**FAS 303: Product Development**

(3 hrs.)

(Prerequisites: FAS 203 with a C- or better; Junior standing)  
Focus on utilizing fashion skills to develop and market branded lifestyle products. A variety of fashion-related goods are analyzed from conception to distribution. Domestic and foreign markets are explored, and global trade issues are discussed. Group projects involve role playing and problem solving.

**FAS 305: Visual Merchandising and Display**

(3 hrs.)

(Prerequisite: FAS 275 or FAS 285 with a C- or better.) The study of display techniques and visual merchandising employed by the fashion industry. This course will examine the tools, techniques, principles and elements of display that sell merchandise. An important component of this course will be "hands-on" activities. Individual creativity will be strongly encouraged.

**FAS 310: Fashion Show Production**

(3 hrs.)

The Fashion Show Production course equips students with the skills needed to plan and produce a professional fashion show. Key topics include event coordination, stage design, model management, and handling lighting and sound. Students will gain practical experience in organizing and executing a live fashion event, learning to manage every detail for a successful presentation.

**FAS 314: Problem Solving for Fashion Marketing/Management**

(3 hrs.)

(Prerequisites: BUS 250, FAS 232 and FAS 285 must receive a C- or better in all prerequisite courses)  
A course designed to interpret fashion marketing and management principles through the case analysis method. Students encouraged to analyze and develop alternative courses of action for a variety of situations. Includes discussion of moral and ethical issues in the fashion industry.

**FAS 315: Early History of Fashion**

(3 hrs.)

(Meets General Education Arts & Humanities core requirement.)  
The Early History of Fashion course explores the development of clothing and style from ancient times through the medieval period. Students will explore how fashion evolved in response to cultural, social, and economic factors, examining key garments, textiles, and fashion practices from various civilizations. The course highlights the role of fashion in expressing identity and status throughout history.

**FAS 316: Patternmaking II**

(3 hrs.)

(Prerequisites: FAS 214 with a C- or better or concurrent enrollment; lab fee charged)  
Students strengthen and broaden patternmaking skills by applying acquired techniques to a wide variety of garment silhouettes. Tailored, loose-fitting, stretch, and bias-cut garments will be studied. Original student designs may be critiqued for eligibility to Jury of Selection.

**FAS 320: Digital Patterns and Grading**

(3 hrs.)

(Prerequisite: FAS 295 with a C- or better; lab fee charged)  
Digital Patterns & Grading teaches students how to create and manipulate digital garment patterns using industry-standard software. The course covers techniques for drafting, modifying, and grading patterns to different sizes, with a focus on accuracy and efficiency. Students will gain practical skills in digital pattern-making, preparing them for modern fashion design and production processes.

**FAS 325: Computer Application - CLO**

(3 hrs.)

(Prerequisites: FAS 247 and FAS 320 216 with a C- or better; lab fee charged.)  
The Computer Application-CLO course focuses on using CLO 3D software to create digital fashion designs and virtual garment prototypes. Students will learn to simulate fabric textures, construct 3D models, and visualize designs in a digital environment. The course provides hands-on experience with digital design tools, helping students streamline the design process and enhance their fashion presentations.

**FAS 330: Design Studio II: Form & Function**

(3 hrs.)

(Prerequisite: FAS 248 and FAS 316 with a C- or better; lab fee charged)  
This course introduces students to collection development with an emphasis on function. Students will create a minimum of two ensembles that will show learned skills in concept development, textiles, surface design, patternmaking, draping and computer aided design. This course teaches the basics of working with different materials and different markets such as swim, active, contemporary, etc. Students will also fit real people.

**FAS 335: Fashion Journalism**

(3 hrs.)

(Prerequisites: FAS 275, COMD 275 with a C- or better grade; lab fee charged)  
Writing intensive course in which students research and write a variety of types of stories, from editorial to factual to promotional. Emphasis on researching, reporting and editing fashion stories. Types of written communication covered may include business stories, features, essays, commentary/opinion, interviews, trend forecasts, show reviews, product reviews.

**FAS 345: Art Direction and Photo Styling**

(3 hrs.)

(Prerequisite: DFM 108, COMD 320, FAS 301 or FAS 305 with a C- or better grade; lab fee charged)  
Lab course in which students conceive and execute photo shoots in order to tell visual stories, accompany written work or sell products. Students study and practice creating concepts for a variety of editorial and advertising shoots. Tasks discussed and practiced include location, merchandise and photographer selection; casting; styling; sourcing props and accessories; set creation; project management; garment organization systems; directing; photo editing.

**FAS 355: Specialized Sewing/Fit**

(3 hr.)

The Specialized Sewing/Fit course focuses on advanced sewing methods and mastering garment fit. Students will learn to work with different fabrics, utilize professional tools, and make precise fitting adjustments to ensure a perfect fit. Through hands-on practice, students will enhance their garment construction skills, emphasizing both design quality and functional fit.

**FAS 375: Modern History of Fashion**

(3 hrs.)

The Modern History of Fashion course examines the evolution of fashion from the late 19th century to the present. Students will explore key movements, designers, and cultural shifts that shaped contemporary fashion, focusing on how societal changes, technological advancements, and globalization influenced styles. The course highlights the dynamic relationship between fashion, identity, and modern culture.

**FAS 380: Topics in Fashion**

(1 - 3 hrs.)

(Prerequisite: dependent upon topic being offered; lab fee may be charged)

Taught at irregular intervals. Includes courses developed to fit current trends in fashion design, marketing, and management. Topics may include: children's wear; menswear; design problem solving; plus sizes; evening wear; advanced illustration; knitwear design; visual merchandising; ethnic costume and wholesale distribution, retail math, Excel.

**FAS 382: Product Development**

(3 hr.)

This course covers the process of creating and bringing fashion products to market, from concept to production. Students will learn key aspects of fashion product development, including trend forecasting, design, and production management. Emphasis is placed on sustainability and ethical practices in the fashion industry. By the end of the course, students will be able to develop a fashion collection, manage production timelines and budgets, and understand the role of sustainability in the development process.

**FAS 386: Studio: Denim**

(3 hr.)

Studio: Denim - Streetwear course explores the design and production of denim and streetwear garments. Students will learn about fabric selection, garment construction, and the creative process behind these two popular fashion categories. Through hands-on studio work, students will develop original denim and streetwear collections, focusing on style innovation, fit, and the integration of current trends.

**FAS 390: International Study Program**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

This course explores arts, applied arts, and humanities through study tours, connecting real-world experiences to history, culture, and identity. Students engage with creative works through visits, discussions, and projects that promote active learning and critical thinking.

**FAS 392: Internship I**

(1 hr.)

(May be repeated for credit)

The student must complete 140 hours of substantive work in an approved fashion internship with a retail and/or marketing communication emphasis. Work must include consumer interactions. Students will complete a journal with weekly reflections and final project based on a prompt. Available summer only. May be repeatable for credit.

**FAS 393: Studio: Knits**

(3 hr.)

Studio: Knits - Swimwear course focuses on the design and construction of knitwear and swimwear. Students will learn about fabric selection, pattern making, and the technical considerations for creating these specialized garments. Through practical studio projects, students will develop original collections, with an emphasis on fit, functionality, and creative design.

**FAS 396: Fashion Curating**

(3 hr.)

The Fashion Curating course focuses on the skills and processes involved in curating fashion collections for exhibitions. Students will learn how to select, interpret, and display fashion pieces in a way that highlights their historical, cultural, and artistic significance. The course emphasizes storytelling through fashion, preparing students to design impactful, informative exhibits for museums or galleries.

**FAS 430: Senior Collection Concepts**

(3 hrs.)

(Prerequisite: FAS 385, FAS 393 with a C or better)

The Sr. Collection Concept course guides students in developing a cohesive fashion collection from concept to execution. Focusing on creative research, design development, and market analysis, students will create a unique collection that reflects their personal vision while considering current trends and consumer needs. The course emphasizes the importance of technical skill, and presentation, preparing students to present a professional collection for the fashion industry.

**FAS 435: Senior Collection Development**

(3 hrs.)

(Prerequisite: FAS 385, FAS 393 with a C or better)

The Sr. Collection Foundations course covers the practical aspects of producing a fashion collection, from fabric sourcing to garment construction. Students will gain hands-on experience in patternmaking, sample development, and quality control, learning how to manage the production process and bring their designs to life. The course prepares students for the complexities of producing a professional collection for the fashion industry.

**FAS 440: Senior Collection Production**

(3 hrs.)

The Sr. Collection Production course builds on the skills learned in the previous production course, focusing on the final stages of bringing a fashion collection to market. Students will refine their production techniques, oversee sample fittings, manage timelines, and ensure that the collection meets quality standards. The course emphasizes production management, preparing students to navigate the complexities of manufacturing, distribution, and the final presentation of their collection.

**FAS 445: Senior Collection Tech Pack**

(3 hrs.)

The Sr. Collection Tech Pack course teaches students how to create detailed technical specifications for their fashion collections. Students will learn to develop comprehensive tech packs, including flat sketches, materials, measurements, construction details, and production timelines. The course emphasizes accuracy and communication, preparing students to effectively convey their design concepts to manufacturers and production teams.

**FAS 450: Senior Collection Portfolio**

(3 hrs.)

(Prerequisite: FAS 385, FAS 393)

The Sr. Collection Portfolio course guides students in creating a professional portfolio that showcases their final fashion collection. Students will learn how to present their designs through high-quality images, technical sketches, and concept development, highlighting their creative process and design skills. The course focuses on portfolio presentation, preparing students to effectively market themselves to potential employers or clients in the fashion industry.

**FAS 468: Portfolio Development**

(2 hrs.)

(Prerequisite: FAS 466 with a C- or better; lab fee charged)

Emphasis on finished work of original designs for the final portfolio, which includes a résumé and letter of application. May be critiqued by a fashion industry professional at formal presentation.

**FAS 480: Topics in Fashion**

(1-3 hrs.)

(Prerequisite: dependent upon topic being offered; lab fee may be charged)

Previous topic offered: retail entrepreneurship.

**FAS 483: Fashion Marketing Analysis**

(2 hrs.)

(Prerequisite: BUS 250 and FAS 232 with a C- or better, FMM major or permission of instructor)

Students complete in-depth market research in preparation for the Fashion Marketing and Management capstone experience. Topics include industry and target market research, physical and Web location research and a thorough analysis of competition.

**FAS 485: Fashion Communication Capstone Research**

(2 hrs.)

(Prerequisites: FAS 275, 335, & 345, COMD 340, COMD 290; concurrent enrollment with FAS 493; FCO major senior standing; lab fee charged)

The student conceives, researches and proposes a capstone project to be completed during spring semester. The project should incorporate skills and knowledge gained during the FCO course of study. Both written and visual research methods are utilized when preparing the proposal. Each proposal will be presented to a committee for approval.

**FAS 486: Fashion Communication Capstone Project and Portfolio**

(3 hrs.)

(Prerequisite: FAS 485 with C- or better, FCO major senior standing; lab fee charged)

This course is the senior capstone for all graduating FCO majors. The student designs and produces (or realizes) a

capstone project and presents it to a committee for review and evaluation. Suggestions from the FAS 485 committee must be incorporated. The student also creates a comprehensive body of work to be used when seeking employment or admission to graduate school. Contents may include both new work and previous work, as directed by the instructor.

**FAS 487: Applied Fashion Marketing/Management Project**

(3 hrs.)

(Prerequisites: FAS 285, FAS 314 and FAS 483) This in-depth capstone course for the FMM degree is designed to give students the opportunity to integrate the various functional areas of the industry into one retail organization. This could include resource and merchandise planning, financial and organizational development, marketing and promotion planning into a viable and cogent merchandising unit.

**FAS 492: Internship**

(3 hr.)

The Summer Fashion Internship provides students with hands-on experience in the fashion industry, working with companies or designers in areas like design, marketing, and production. This course allows students to apply their knowledge in a professional setting while building valuable industry skills and connections.

**FAS 493: Senior Seminar**

(3 hrs.)

(Prerequisites: FAS 492 with C- or better and student must have completed 140 hours of substantive work at an approved fashion-related business.)

The course blends study of current issues in the fashion industry, internship reflection, advanced communication skill practice, career preparation and personal development. Students prepare and deliver oral/visual presentations about their FAS 492 internships.)

**FAS 494: Internship**

(2 hrs.)

(Prerequisites: Completion of required College-to-Career seminars, signed internship contract with approval of academic dean / program coordinator and faculty sponsor.)

The student must complete 240 hours of substantive work in an approved internship with a fashion-oriented firm and complete an internship portfolio.

**FAS 496: Post-Internship Seminar**

(1 hrs.)

(Prerequisites: FAS 492 with a C- or better, and student must have completed 140 hours of substantive work at an approved fashion-oriented firm)

Examination of case studies on the internship experience. A seven-week course in which the student reflects on her personal internship experience and shares the internship experiences of fellow learners. Emphasis is placed on the student's assessment of her own work performance, the employment environment and the internship employer. Critical thinking through effective problem solving is encouraged through the analysis and development of case studies based on the internship experience. Additionally, moral and ethical issues confronted in the work environment are examined. The student will explore post-graduation opportunities for employment that build on her internship experience.

**Global Studies courses:**

**GLS 180: Topics in Global Studies**

(3 hrs.)

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

**GLS 218: Government and Economics**

(3 hrs.)

(Prerequisite: ENG 107 and sophomore standing; Meets the General Education Behavioral & Social Sciences core requirement.)

This course focuses on the national and trans-national relationships among governments, especially the United States government, and economic systems, corporations, institutions, and agreements. This course helps students learn about some of the most powerful forces in the world and gives students the opportunity to sharpen their reading, writing, researching, reasoning, and speaking skills.

**GLS 219: Global Village**

(3 hrs.)

(Prerequisite: ENG 107 or ENG 207 and sophomore standing; Meets the General Education Behavioral & Social Sciences core requirement.)

This course involved students in three broad topics: global resource management, global economics and global conflict and cooperation. The world is a surprisingly small place, and most of our activities directly or indirectly connect us with people in distant lands. This course seeks to make students more aware of these global connections and empower students to act consciously and responsibly as global citizens. Students have the opportunity to sharpen their reading, writing, researching, reasoning, and speaking skills.

**GLS 280: Topics in Global Studies**

(3 hrs.)

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

**GLS 350: Global Ethics**

(3 hrs.)

(Prerequisite: GLS 218 or 219; Meets General Education Arts & Humanities core requirement.)

This course looks at a broad spectrum of global issues – from global climate change and sustainability to human rights and gender discrimination – with a particular focus on girls and women. The class uses concepts in economics, philosophy, political science, history, sociology, and anthropology in its attempt to analyze global problems and decide how best to address them.

**GLS 380: Topics in Global Studies**

(3 hrs.)

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

**History courses:**

**HIS 172: Unruly Women** (3 hrs.)

(Meets the General Education Behavioral & Social Sciences core requirement.)

Students in this course study the history of women through the perspectives of women that challenged the norms of society through their actions, lifestyles, race, and gender.

**HIS 175: 20th-century U.S. – A Global Perspective**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

Students in this course will study America's growth from the turn of the century through the 1980s. Particular focus will be given to immigration, roles of women, human rights, the Cold War and America's place in the world, acknowledging the influences of radicalism, conformity, liberalism, and conservatism. The importance of gender, race, and religion are investigated as broad topics that shaped America during the 20th century.

**HIS 176: 20th-century Europe**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

This course will study Europe's involvement in the world through the lenses of human rights, race, roles of women and gender, poverty, the environment and globalization. Ranging from European colonialism to Soviet communism, this course will focus on the impact of the states and citizens of Europe upon the world.

**HIS 178: Ten Days That Shook the World**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

This introductory history class explores ten days in the 20th-century that shaped the world as we know it. They range from the beginning of colonialism to the dawning of freedom in countries like India and South Africa.

**HIS 179: Global Cold War Crises**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

From the end of the Second World War to the fall of the Berlin Wall in 1989, the world was locked in a deadly conflict between the "Communist World" led by the Soviet Union and the "Free World" led by the United States. With both sides possessing nuclear weapons, the world was on the brink of destruction. This introductory course will examine the crises (such as the Cuban Missile Crisis) that threatened to unleash a deadly Third World War and explore how they were defused.

**HIS 180: Topics in History**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

This course introduces students to aspect of American History through a specific perspective such as Colonial America or Religion in America. The significance of race, class, gender and religion will be examined in relation to world view of the given time period.

**HIS 220: Women and American Government**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

This course will provide an overview of U.S. government, policymaking process, and party politics by exploring the participation of women in American politics, as activists, citizens, voters, and public officials. We will consider the topics of the mobilization of women into politics through the suffrage movement; the role of gender in shaping laws, public opinion, and electoral behavior; women's activities and representation in political parties; the experiences of women as candidates and office holders; and policymaking on gender issues. This course follows a largely chronological trajectory, beginning with the Seneca Falls Convention in the mid-nineteenth century and concluding with the presidential election of 2016. Throughout the course we will consider the meaning and nature of gender equality and analyze the way gender intersects with other categories such as race, class, ethnicity, and culture.

**HIS 272: The U.S.A. and the World**

(3 hrs.)

(Open to all students; Meets General Education Arts & Humanities core requirement.)

This course studies the interaction with the world of the USA and its citizens from the turn of the 20th century to the end of the Cold War. Particular attention will be given to the response of foreign countries and their citizens to American influence and presence in the world. Topics covered include the Spanish-American War, the Vietnam War and American cultural imperialism.

### Interdisciplinary courses:

#### **INT 180: Intensive Seminar**

(1 hr.)

The Intensive Seminar provides students with an opportunity to study a particular topic in a focused and concentrated way, usually involving two or three days of classroom interaction with a visiting scholar/lecturer/performer. Requirements will include preparation before the Seminar and responses after it concludes.

#### **INT 280: Intensive Seminar**

(1 hr.)

The Intensive Seminar provides students with an opportunity to study a particular topic in a focused and concentrated way, usually involving two or three days of classroom interaction with a visiting scholar/lecturer/performer. Requirements will include preparation before the Seminar and responses after it concludes.

#### **INT 396: Summer Internship**

(1-6 credits)

The goal of the internship is to provide a student with the opportunity to apply knowledge gained in the classroom to solve practical real world problems in a professional setting. A student will work together with their supervisor in a professional setting and coordinate with the internship office at Stephens College while doing so.

#### **INT 380: Intensive Seminar**

(1 hr.)

The Intensive Seminar provides students with an opportunity to study a particular topic in a focused and concentrated way, usually involving two or three days of classroom interaction with a visiting scholar/lecturer/performer. Requirements will include preparation before the Seminar and responses after it concludes.

#### **INT 480: Intensive Seminar**

(1 hr.)

The Intensive Seminar provides students with an opportunity to study a particular topic in a focused and concentrated way, usually involving two or three days of classroom interaction with a visiting scholar/lecturer/performer. Requirements will include preparation before the Seminar and responses after it concludes.

### Mathematics courses:

#### **MAT 105: Mathematics for Elementary Teachers**

(3 hrs.)

This course is designed to make prospective elementary school teachers aware of the beauty, meaning, and relevance of mathematics. Topics are taken from those areas of mathematics that are related to the elementary school curriculum. These topics include acquiring a foundation in numeration systems, number theory and properties of the natural numbers, integers, rational, and the real number system and skills in problem solving and critical thinking. Emphasis is placed on clearing up common misunderstandings of mathematical concepts and results.

#### **MAT 111: College Algebra**

(3 hrs.)

(Prerequisite: two years of high school algebra; meets General Education Quantitative Analysis core requirement.)

Study of functions, equations, and graphs with emphasis on linear, quadratic and exponential functions.

#### **MAT 111L: College Algebra Lab**

(1 hr.)

(Requires concurrent enrollment in MAT 111)

This course is a supplement to MAT 111 - College Algebra. Students will discuss topics covered in MAT 111 and general problem-solving strategies. Students will work example problems with instructor guidance. This course is for any student in MAT 111 who wants extra instruction and practice with the material.

#### **MAT 112: Thinking Quantitatively**

(3 hrs.)

(Open to all students; meets General Education Quantitative Analysis core requirement.)

This course demonstrates how numbers are used to communicate in today's world and teaches math reasoning skills helpful in making good decisions and being informed citizens.

#### **MAT 207: Introduction to Statistics**

(3 hrs.)

(Prerequisite: two years high school algebra; meets General Education Quantitative Analysis core requirement.)

This course offers an introduction to statistical methods used in social, natural, and health sciences, education, and business. Topics include data organization, descriptive statistics, binomial and normal distributions, sampling distributions, statistical inference, chi-square, t-test, ANOVA, correlation, and linear regression.

#### **MAT 207L: Introduction to Statistics Lab**

(1 hr.)

This course is an optional supplement to MAT 207 - Introduction to Statistics. In this lab students will apply the concepts in MAT 207 to real word data. Students will use Excel to perform statistical analyses and make data visualizations.

#### **MAT 208: Statistical Analysis Practicum**

(1 hr.)

(Requires concurrent enrollment in MAT 207. Students will learn how to apply the statistical knowledge acquired in MAT 207 to novel data and situations, conduct analyses using SPSS (Statistical Package for Social Sciences), and interpret and communicate the findings.

**MAT 211, MAT 212, MAT 213: Calculus I, II, III**

(3 hrs. each)

(Prerequisites: for MAT 211: three years of high school mathematics; for MAT 212: MAT 211; for MAT 213: MAT 212.)

MAT 211 meets General Education Quantitative Analysis core requirement)

Study of the concepts and applications of derivatives and integrals, developed numerically, graphically, and algebraically.

**MAT 220: Form and Beauty in Math**

(3 hrs.)

(Open to Stephens Scholars Program students only. Meets General Education Quantitative Analysis core requirement.)

This course introduces some of the most important and interesting ideas in mathematics in an engaging and mind-opening experience, encouraging students to discover the mathematics in the world around them.

**MAT 280: Topics in Mathematics**

(3 hrs.)

This course introduces some of the most important and interesting ideas in mathematics in an engaging and mind-opening experience, encouraging students to discover the mathematics inherent in the world around them.

**MAT 305: Multivariate Calculus**

(3 hrs.)

(Prerequisite: MAT 213)

The calculus of functions of more than one variable, including vector geometry, partial differentiation, multiple integration and applications.

**MAT 311: History of Mathematics**

(3 hrs.)

(Prerequisites: a grade of "B" or better in MAT 111; or "C" or better in MAT 211; or three years high school mathematics with a "B" average, and junior standing or permission of instructor.)

An introduction to the growth and development of mathematics through the centuries with emphases on the pre-18th century cultures involved, the contributions of women, and the evolution of problem-solving techniques. Writing Intensive.

**MAT 326: Linear Algebra**

(3 hrs.)

(Prerequisite: MAT 213)

A study of fundamental concepts and techniques of linear algebra, including vector spaces, matrices, and linear transformations.

**MAT 338: Differential Equations**

(3 hrs.)

(Prerequisite: MAT 213)

Mathematical modeling applications with differential equations. Topics include first-order equations, second-order linear equations and systems of equations.

**MAT 380: Topics in Mathematics**

(1-3 hrs.)

(Prerequisite: dependent on topic)

Taught to meet special interests of faculty and students. Offered at irregular intervals.

**MAT 410: Abstract Algebra**

(3 hrs.)

(Prerequisite: MAT 213 or permission of program)

An introduction to the fundamental concepts of modern abstract algebra, including groups, rings and fields.

**Music courses:**

**MUS 154: World Music**

(3 hrs.)

World Music is an interdisciplinary course that unites the study of world cultures and music. This course involves the examination of music drawn from myriad cultural traditions, with particular focus given to how music reflects the culture that brings it to life.

**MUS 161: Groundbreaking Women in U.S. Music**

(3 hrs.)

(Open to all students)

This course offers students an introductory survey of the history of women's roles in the development of the music of the United States of America. Lectures, discussion, active listening, presentations, and essays will ask students to examine work in its cultural context.

**Nursing courses:**

**Enrollment in all Nursing courses requires acceptance into the B.S. in Nursing degree.**

**NUR 130: Welcome to Stephens Nursing**

(3 hr.)

An immersive orientation to the nursing program and foundation for the major. Gain an understanding of theories and the science that guides nursing practice, including socialization into the professional values, dispositions, and social context of modern nursing.

**NUR 150: Medical Math Calculations**

(1 hr.)

Designed to enhance the math skills of students essential for the safe administration of medications. This course includes a review of basic math including fractions, percentages, ratios, the metric system, apothecary and household systems, conversions within each system, conversions from one system to another and dosage calculations of oral and parenteral medications. The students will achieve competence in common medication calculations including dosage calculations based on weight and safe dose ranges, intravenous fluids, and medication.

**NUR 250: Health Assessment and Nursing Skills**

(4 hrs.)

(Prerequisites: NUR 130 and NUR 230, Corequisite: NUR 255)

Students learn the foundations for nursing through the framework of the nursing process. Major emphasis is on developing the skills, attitudes, and knowledge to provide nursing care and a comprehensive health assessment including history taking, inspection, palpation, percussion, and auscultation. Interpretation of findings based on presentation, age, culture and race, and determinants of health are considered. Meets infection control requirements for licensure.

**NUR 255: Practicum I**

(3 hrs.)

(Corequisite: NUR 250)

In this applied learning course, students are guided in the practice of foundational nursing skills and health assessment. Students will complete modules in basic human care, principles of medication administration, physical assessment, and surgical nursing. Students will have both direct and indirect care experiences in the nursing lab, simulation center, hospital and community locations.

**NUR 310: Care of Adults I**

(3 hrs.)

(Prerequisites: NUR 250, NUR 255, and BIO 321)

This course prepares the professional nursing student for the safe and effective delivery of nursing care for adult patients. Primary focus is on social determinants of health, health patterns and nursing process for patient is common health conditions associated with medical and surgical management of care, through the continuum from acute to chronic care issues.

**NUR 315: Practicum II**

(2 hrs.)

(Prerequisites: NUR 250, NUR 255, Corequisite: BIO 330)

In this practicum course students explore nursing care for the adult using a determinants of health framework in laboratory, simulation, acute, and community settings. This is a performance-based course associated with NUR 310 Care of Adults I.

**NUR 330: Pharmacology**

(4 hrs.)

(Prerequisites: MAT 207, BIO 311, Corequisite: NUR 335)

This course prepares professional nursing students for their role in the safe and effective delivery of care centered around pharmacotherapeutics. Students develop pharmacological knowledge of the mechanism of action, drug effects, therapeutic uses, side effects, and adverse effects emphasizing common and emerging drugs for the treatment of common conditions. Consideration of treatment decisions based on patient choices, culture, lifespan, and setting.

**NUR 332: Mental Health Care**

(3 hrs.)

(Prerequisites: NUR 310, NUR 315, Corequisite: NUR 335)

Students engage in the professional role of the nurse in the area of psychiatric and mental health care. Students apply the determinants of health, nursing process, and holistic approaches to mental health and psychiatric needs. Explore theories, treatments, and evidence-based care plans for clients with psychiatric and mental health issues, to include psychosocial concepts, cultural, ethical, and legal influences and wellness of individuals, groups, families, and communities.

**NUR 334: Care of Adults II**

(3 hrs.)

Prerequisites: NUR 310, Corequisite: NUR 335)

Students expand their understanding of adult healthcare needs to more complex and less frequent health conditions. Students gain an understanding of professional issues around community and health systems and the role of the nurse.

**NUR 335: Practicum III**

(3 hrs.)

(Corequisites: NUR 330, NUR 332, NUR 334)

This is an applied learning course focusing on the Care of Adults in acute care, long-term care, and community-based setting. Emphasis is on adult health, pharmacotherapeutics, therapeutic communication, mental health and psychiatric healthcare.

**NUR 350: Care of Children**

(3 hrs.)

(Prerequisite: NUR 335, Corequisite: NUR 355)

This course focuses on the social determinants of health, nursing process, and holistic approaches to the care to support children and families. Students will gain knowledge of social, cultural, and developmental considerations with children and families and diverse members of the healthcare team.

**NUR 352: Care of Childbearing Women and Families** (3 hrs.)

(Prerequisite: NUR 352, Corequisite: NUR 355)

This course focuses on the nursing care of women and families during the reproductive and childbearing cycles. Students apply determinants of health, nursing process, and holistic approaches to care of the family, woman, and infants.

**NUR 354: Nursing Seminar**

(2 hrs.)

(Prerequisites: BHS 220, NUR 315, Corequisites:

BHS 426, NUR 355)

This interactive seminar course focuses on bioethics, public health, social justice, and evidence-based practice. The students will explore key nursing concepts around professionalism and nursing values through a systems lens.

**NUR 355: Practicum IV**

(5 hrs.)

(Prerequisite: NUR 335, Corequisites: NUR 350, NUR 352, NUR 354)

In this applied learning experiential course, students will rotate through experience in pediatrics and childcare, as well as adult health experiences in both the acute care and community-based settings. Focus is on the nurses' role in interdisciplinary collaboration and working in complex systems.

**NUR 410: Healthcare Policy and Advocacy**

(2 hrs.)

(Prerequisite: BHS 426)

This course will help prepare students to be aware of their professional role in advocacy and advancing policy with their communities of interest. Emphasis is on developing a strong professional voice with well-reasoned arguments grounded in evidence.

**NUR 412: Leadership**

(2 hrs.)

(Prerequisite: BHS 426)

This course examines leadership roles and functions of the nurse. Focus is on nursing values as a foundation to build strong leadership and an empowered profession.

**NUR 414: Quality and Safety**

(2 hrs.)

(Prerequisites: NUR 352, NUR 355)

Students will use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

**NUR 415: Practicum V**

(4 hrs.)

(Prerequisite: NUR 355, Corequisite: NUR 416)

Students will apply the knowledge and skills developed in the care and advocacy for patients. Students have applied learning experiences in critical care, advocacy and legislative processes, and organizational quality, patient safety, and leadership.

**NUR 416: Critical Care**

(2 hrs.)

(Prerequisite: NUR 355, Corequisite: NUR 415)

Students synthesize knowledge and advance skills in caring for individuals and families experiencing crisis and physical instability.

**NUR 450: Senior Seminar**

(2 hrs.)

(Prerequisites: NUR 415, NUR 416)

This seminar course focuses on senior students' transition to graduate nurse. Particular focus is on licensing preparation and professional issues.

**NUR 451: Illuminations: Student-Driven Projects**

(1-4 hrs.)

(Prerequisite: NUR 355)

Students will gain a deeper understanding of the theory, concepts, and issues relevant to a specialization in nursing through completion of a nursing certification course or approved projects.

**NUR 454: Global Health Nursing**

(2 hrs.)

(Prerequisites: BHS 426, NUR 412, NUR 415)

The purpose of this course is to introduce students to global health care systems and models and their influence on health disparities and the delivery of healthcare.

**NUR 455: Practicum VI and Capstone**

(4 hrs.)

(Prerequisites: NUR 414, NUR 415, NUR 416)

In this final practicum and capstone course students will work side-by-side with a nurse in the clinical setting providing direct patient care taking on the full role of the nurses. In addition, students complete a final senior project.

**Physical Science courses:**

**PHY 115: Physical Science: How Things Work**

(3 hrs.)

(Open to all students; meets the General Education Science core requirement; lab fee charged)

General Education class for non-science majors and education majors. A comprehensive, hands-on laboratory science course on experiments in Life Science, physical science, earth science as well as basic content in all three areas. Does not count in the major.

**PHY 211: College Physics I (with lab)**

(4 hrs.)

(Prerequisite: MAT 111 or MAT 211 or the equivalent, or permission of instructor; lab fee charged)

Topics include statics, kinematics, dynamics, oscillations, work, energy, gravitation, thermodynamics and sound. Includes scholarship by and about women and ethnic minorities.

**PHY 212: College Physics II (with lab)**

(4 hrs.)

(Prerequisite: PHY 211 or permission of instructor; lab fee charged)

Continuation of PHY 211. Includes electricity and magnetism, optics, matter, waves and particles.

**Psychology courses:**

**PSY 111: Introduction to Psychology**

(3 hrs.)

(Open to all students; Meets the General Education Behavioral & Social Sciences core requirement.)

An introduction to the major sub-fields of contemporary psychology. Emphases on the diversity of psychology as a discipline and how psychological principles pertain to everyday life.

**PSY 183: Psychology of Emotion**

(3 hrs.)

(Open to all students)

This course is geared towards undergraduate students who have not previously studied psychology. Students will address questions of what we mean by emotion, where emotions come from, how they affect the formation of memory, how they affect decision-making, and to be aware of their presence and how to regulate them in order to improve physical and mental health.

**PSY 208: Statistical Analysis Practicum**

(1 hr.)

(Offered every fall semester)

(Requires concurrent enrollment in MAT 207.)

Students will learn how to apply the statistical knowledge acquired in PSY/MAT 207 to novel data and situations, conduct analyses using SPSS (Statistical Package for Social Sciences), and interpret and communicate the findings.

**PSY 211: Educational Psychology**

(3 hrs.)

(Prerequisites: PSY 111 and sophomore standing)

This course surveys the nature and conditions of human learning. We examine methods of assessing intellectual and personality characteristics as well as social dynamics, as pupils enter the learning process.

**PSY 212: Research Practicum**

(1-2 hrs.)

(Prerequisite: PSY 111 and permission of Psychology Faculty)

For this practicum, students will gain first-hand knowledge of psychological research methods by assisting in a research study. Students enrolled in this course should expect weekly participation in active research duties in a psychology lab or study. Responsibilities may include (but are not limited to) assistance with locating resources/instruments related to the research project; IRB or grant-writing assistance; data collection; data entry; and data analysis. (May be repeated for up to 4 semester hours.)

**PSY 221: Psychology of Well-Being**

(3 hrs.)

In this course, students learn about and reflect upon the principal components of personal well-being and a flourishing and satisfying life. Students identify the aspects of a well-lived life that are most important to them and build well-being skills.

**PSY 224: Your Story, Your Self: Personal Identity Through Psychology**

(3 hrs.)

Through insights from narrative psychology and identity psychology and positive psychology, students will learn to examine and reflect upon their personal identity and self-concept, and upon their own personal narrative -- their story -- of their past, present, and future selves.

**PSY 225: Social Psychology**

(3 hrs.)

(Prerequisite: PSY 111) (Offered every spring semester)  
Social psychology is the study of the influences on and consequences of social interaction. It is concerned with the relationships between the individual and other persons or groups of people. This course presents a survey of theory and research in social psychology. We will explore the various ways people think about, affect and relate to one another. The course will cover topics such as the social self-concept, social judgment, attitudes, persuasion, conformity, aggression, helping behavior, prejudice and interpersonal relationships.

**PSY 230: Love and Longing Around the World**

(3 hrs.)

(Open to all students; Meets the General Education Behavioral & Social Sciences core requirement.)

This course examines, within and across cultures (and species), the nature and expression of passionate attraction – both emotional and physical – through the lens of various perspectives, including linguistic, evolutionary, historical, biological, psychological/social, and gender.

**PSY 235: Evolutionary Psychology**

(3 hrs.)

(Open to all students)

This course will explore the basic tenets of Evolutionary Psychology. The course will use relevant biological theories to analyze psychological topics such as sensation and perception, consciousness, emotion and motivation, cognition, learning, individual differences, and various other aspects of social behavior.

**PSY 240: Music and Psychology: How Music Makes Us (More) Human**

(3 hrs.)

(Open to all students)

This course explores the origins of music in humans, how we perceive and understand music, how music affects us emotionally, psychological, and social influences on musical preferences, development of musical ability, and music performance. No musical training is required.

**PSY 245: Cultural Psychology**

(3 hrs.)

(Open to all students; Meets the General Education Behavioral & Social Sciences core requirement.)

This course will provide a comprehensive introduction to general theories and methods related to culture and diversity. We will survey a broad range of topics in cultural psychology, emphasizing psychological research that links culture to mental processes and behavior.

**PSY 280: Topics in Psychology**

(3 hrs.)

(Open to all students)

Topics courses are devoted to special subjects that may not be covered in depth in other courses. Topics offered may include Health Psychology, Positive Psychology.

**PSY 301: Psychology of Gender and Sexuality**

(3 hrs.)

(Open to all students; Meets the General Education Behavioral & Social Sciences core requirement.)

This course examines psychological theory and research pertaining to concepts of gender and sexuality in the development of personal identity. Biological and cultural influences on gender and sexuality expression in relation to self-concept and well-being in students' lives will be emphasized.

**PSY 320: Abnormal Psychology**

(3 hrs.)

(Prerequisites: PSY 111) (Offered every fall semester) Survey of basic areas of abnormal psychology, history of mental disorders, survey of extent and severity of problems today. Emphases in biological, psychological, and social approaches to explaining mental disorders.

**PSY 327: Moral Psychology and the Moral Domain**

(3 hrs.)

(Open to all students)

This course introduces concepts and research in moral psychology and moral development. Emphasis is placed on the development of personal foundations of conscience and moral identity, and moral ideas such as right/wrong, justice (including social justice), and responsibility.

**PSY 330: Forensic Psychology**

(3 hrs.)

(Open to all students)

This course is intended for students interested in the interactive relationship between psychology and law. The student will explore the many aspects of criminal and civil law and how psychological research, theory, and practice assist the legal system and influence public policy.

**PSY 331: Cognitive Psychology**

(3 hrs.)

(Prerequisite: PSY 111) (Offered every fall semester)

An introduction to the study of cognition and learning through an examination of issues fundamental to the structure and function of cognitive theory, including mind and mental function, memory, attention, perception, reasoning, language, conceptual development, and decision making.

**PSY 335: Principles of Learning and Behavior**

(3 hrs.)

(Prerequisite: PSY 111)

The course will enable students to gain mastery of the basic concepts, and theory of learning and conditioning. The learning principles to be discussed include habituation, Pavlovian and instrumental conditioning, discrimination learning, memory mechanisms, and contemporary research in comparative cognition.

**PSY 345: Behavioral Science Research Methods**

(3 hrs.)

(Prerequisites: PSY 111 and PSY or MAT 207)

(Offered every fall semester)

This course introduces students to the research methods used in behavioral sciences. Students learn research design and research ethics and design a research study and complete the corresponding literature review, guided by the instructor.

**PSY 346: Psychological Research/Writing Practicum**  
(1 hr.)

(Prerequisites: PSY 111, PSY/MAT 207, PSY/MAT 208, and concurrent enrollment in PSY 345) (Offered every fall semester)

Students will conduct a group research study and enter and analyze the data (in SPSS). Then, students will write a research report (Introduction, Method, Results, Discussion), including tables, graphs, and charts. Finally, students will prepare a poster presentation.

Students have an opportunity to take and score some of these assessments for themselves.

**PSY 355: Psychological and Mental Health Assessment**  
(3 hrs.)

This course covers assessment of basic psychological processes (e.g., personality, intellectual functioning, aptitude/interests) and mental health processes (e.g., well-being, psychological distress, psychological disorders).

**PSY 359: Counseling I**  
(3 hrs.)

(Prerequisites: PSY 320)

Introductory course in clinical counseling psychology. Discussion and assessment of a variety of counseling and therapeutic approaches for adjustment problems and mental disorders. Review of taped practice interviews under supervision of instructor.

**PSY 380: Topics in Psychology**  
(3 hrs.)

(Prerequisite: PSY 111)

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

**PSY 381: Internship**  
(1-4 hrs.)

(Prerequisites: PSY 111 and sophomore standing) Students must complete 126 hours of work in an agency or institution as a contributing member of the staff for each 3 semester hours of credit earned (or 42 hrs. per credit hour). Student carries on a wide a range of duties as she is qualified to execute under the direct supervision of a professional in the agency or institution. Each student will work with a Psychology Faculty member to complete an appropriate documentation and assessment of their internship. This may include a log of time, regular internship meetings, a journal, a summary of learning, and a paper on the history and scope of the agency.

**PSY 415: Psychology of Personality**  
(3hrs.)

(Prerequisites: PSY 111) (Offered every spring semester)

This course is grouped around the major theories and theorists in personality. Development of personality, structure of personality, motivation of personality, normal and abnormal personality characteristics will be examined.

**PSY 425: History and Philosophy of Psychology**  
(3 hrs.)

(Prerequisites: PSY 111)

This course is designed to give the student an in-depth exposure to the philosophical underpinnings and broad ontological background of theories developed throughout the history of psychology as a science. Specifically, this course gives a student perspective into science, a deeper understanding of the field of psychology, and greater knowledge about the directions psychology might take in the future. This course covers the history of psychology from Aristotle to the present. Writing intensive.

**PSY 430: Biological Psychology**  
(3 hrs.)

(Prerequisites: PSY 111) (Offered every spring semester)

This course uses current knowledge of the brain, nervous system and endocrine system to explore the roles of psychological factors in health, disease, behavior, emotions, and mental disorders.

**PSY 440: Senior Research Project I**  
(3 hrs.)

(Prerequisites: PSY 111, PSY/MAT 207, PSY/MAT 208, PSY 345, and PSY 346.) (Offered every fall semester)

Under the supervision of their capstone supervisor, students in this course will develop and write their senior capstone research proposal, submit the proposed project to the IRB (Institutional Review Board), and begin data collection when the project has been approved. Additionally, a literature review for the project will be completed. This course is writing intensive.

**PSY 441: Senior Research Project II**  
3 hrs.)

(Prerequisites: PSY 440) (Offered every spring semester)

Under the supervision of their capstone supervisor, students in this course will complete data collection for their capstone research project (data collection having begun in PSY 440), analyze the results, present the results publicly, and write the capstone thesis describing the research project and the results. This course is writing intensive.

### Science courses:

#### **SCI 101: Research Methods I: Experimental Design & Conduct**

(2 hrs.)

In support of their research experience, students in the WiSR program will learn key aspects of sound experimental design in the sciences while applying those lessons to their first experiments in the program.

#### **SCI 102: Research Methods II: Study Planning & Proposal Design**

(2 hrs.)

In support of their research experience, students in the WiSR program will use results of their initial study to plan future studies and write a proposal to conduct a small group project in the subsequent year.

#### **SCI 120: Introduction to Earth Science**

(3 hrs.)

An examination of the major events in the geological history of earth, and the major processes that govern changes in landforms, the earth's interior, the oceans, and the atmosphere. Specific topics may include rock types, minerals, plate tectonics, earth's age, landforms, ground water, erosion, oceans, currents and water masses, weather systems, wind-ocean interactions and climatology, other planets and moons, and the sun.

#### **SCI 125: Science of Beauty**

(3 hrs.)

(Open to all students; meets the General Education Science Core requirement; lab fee charged)  
General Education class for non-science majors. An introduction to the human body from the cell to whole organ systems. The course emphasizes the use of the scientific method, examines the perception of beauty and questions whether there is a scientific basis for beauty. The biological and chemical basis behind cosmetics and cosmetic surgical procedures are explored. Does not count in the major.

#### **SCI 211: Environmental Science**

(3 hrs.)

(Open to all students, meets the General Education Science Core requirement; lab fee charged)  
Students will look at many aspects of environmental issues such as the economic, cultural, historical and most important, the scientific basis. Study how the living and nonliving parts of an ecosystem work and interact to affect the environment or ecosystem. Study human influences on the environment from local to global scales. Understanding the scientific approach to evaluate environmental issues. Does not count in the major.

#### **SCI 280: Topics in Life Science**

(3 hrs.)

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

#### **SCI 301: Research Methods III: Scientific Communication & Technical Writing**

(2 hrs.) (Course Fee: \$200)

In support of their research experience, students in the WiSR program will complete 3 projects on scientific communication: a research report; a poster; and an oral presentation with slides. Each project will adhere to standards of communication expected in the student's discipline.

#### **SCI 333: Practicum (with lab)**

(1-3 hrs.)

(May be taken for either S/U or A-F credit; may be repeated for credit)

(Prerequisites: BIO 182 and permission of instructor, junior and senior standing preferred.)

Practical work experiences related directly to courses and/or program operations in the life sciences, supervised by an instructor of the student's choice.

#### **SCI 365: Women, Science and Society**

(3 hrs.)

(Prerequisite: junior or senior standing or permission of instructor; Meets the General Education Behavioral & Social Sciences core requirement.)

This course will broaden the student's understanding of the far-reaching impact that feminist analysis has had on all fields of knowledge, including the field of science. Students will learn that contemporary women in science are changing the way people think about science and practice it. Students in the course will benefit from exposure to cross-cultural analysis of science and some of the ways people from various cultures understand the human relationship to the world.

#### **SCI 380: Advanced Topics in Life Science**

(3 hrs.)

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

### Spanish courses:

#### **SPN 101: Intensive Elementary Spanish**

(3 hrs.)

(Open to all students with little or no previous study of Spanish; ordinarily not more than two units of high school Spanish)

Objectives: basic structures, acquisition of vocabulary, simple reading and writing, and development of basic conversational skills. Introduction to Spanish-speaking peoples and cultures.

#### **SPN 102: Elementary Spanish II**

(3 hrs.)

(Prerequisite: SPN 101 or at least two units of high school Spanish)

Continuation of SPN 101.

#### **SPN 110: Conversational Spanish**

(2 hrs.)

(Open to all students)

This introductory course is for students who wish to develop the oral communication skills necessary for comfortable travel in Spanish speaking countries. Students will develop the ability to speak the language using appropriate idiomatic constructions and appropriate conversational skills. Special focus will be given to values and culture of the appropriate countries. Students will be required to complete one additional hour a week reinforcing language skills.

#### **SPN 251: Intermediate Spanish Review**

(3 hrs.)

(Prerequisite: SPN 102 or at least three units of high school Spanish)

Designed to strengthen four language skills: comprehension, speaking, reading and writing. The study of structure and grammar is complemented by intermediate readings and conversation. Emphasizes the culture of the Spanish-speaking world.

#### **SPN 252: Intermediate Spanish II**

(3 hrs.)

(Prerequisite: SPN 251 or at least three units of high school Spanish)

Designed to teach the student more advanced concepts in Spanish comprehension, speaking, reading and writing. The study of structure and grammar is complemented by intermediate readings, writing, and conversation. Emphasizes the culture of the Spanish-speaking world.

### Women's Studies courses:

#### **WST 150: Becoming, Unapologetically: Stories to Build Upon**

(3 hrs.)

(Open to all students; Meets the General Education Behavioral & Social Sciences core requirement.) Through history, story, social analysis, and visioning, students will learn the stories of early feminism as well as the contemporary moment, the strategies past feminists used to create social change, and in doing so, expand their own sense of the possible, beginning their own stories as agents of change. Students will be introduced to the major topics and methods of inquiry in the academic discipline of Women's Studies, with a lens on the achievements of women within the Stephens community, in the Columbia community, nationally, and globally.

#### **WST 180: Women's Studies Topics**

(3 hrs.)

(Open to all students; Meets the General Education Behavioral & Social Sciences core requirement.) Study of specific topics that relate to women's issues and women's experience.

#### **WST 210: Women's Voices, Women's Visions**

(3 hrs.)

(Open to all students; Meets the General Education Behavioral & Social Sciences core requirement.) This course introduces the major areas and methods of inquiry in the academic discipline of Women's Studies. Contemporary issues that impact women's lives are examined in the contexts of work, education, the family, health systems, economics, government, and politics. The status of women in many cultures is explored historically and comparatively with emphasis on historical precedents of Women's Studies and international women's rights movements of the 20th century.

#### **WST 215: Women, Law and Justice**

(3 hrs.)

(Open to all students; Meets the General Education Behavioral & Social Sciences core requirement.) Criminal and civil law, feminist legal theory and jurisprudence, legal reasoning, current issues in the courts, torts and case briefs figure in this introductory course. Legal and allied professionals serve as guest speakers. Students write weekly reaction papers.

#### **WST 225: Kitchen Tables to Hashtags: Recipes 4 Revolution**

(3 hrs.)

(Open to all students; Meets the General Education Behavioral & Social Sciences core requirement.) For centuries women have gathered—around bonfires, across kitchen tables, and now on the internet—swapping stories of their everyday lives, conspiring over ways to make the world better. Women's Studies as a discipline is built on two pillars: theory and action, and the belief that each informs the other. In this class students will meet these storytellers and conspirators, the theorizers, and the social movements they started. We will focus on historical and contemporary issues impacting the lives of girls and women around the world today.

#### **WST 280: Women's Studies Topics**

(3 hrs.)

(Open to all students. Meets the General Education Behavioral & Social Sciences core requirement.) Study of specific topics that relate to women's issues and

women's experience. Recent topics include "Women in Pictures" and "Art and Activism."

#### **WST 310: Gender Across Cultures**

(3 hrs.)

(Open to all students; Meets the General Education Behavioral & Social Sciences core requirement.) Biography, autobiography, literature, and social science texts provide cross-cultural perspectives on the lives of girls and women around the world with special emphasis on human rights activism and sustainable development. Students explore ways in which attitudes toward women and girls shape their respective cultures.

#### **WST 311: Development of Feminist Thought**

(3 hrs.)

(Prerequisite: WST 210 or permission of instructor. Meets the General Education Behavioral & Social Sciences core requirement.) The evolution of feminist theory in its cultural and historical contexts, examined through early writings of women's movements.

#### **WST 312: Contemporary Feminist Thought**

(3 hrs.)

(Prerequisite: WST 210 or permission of instructor. Meets the General Education Behavioral & Social Sciences core requirement.) This course examines the theories and practices of second- and third-wave international women's movements, paying particular attention to the diversity of feminist perspectives and activism.

#### **WST 325: The New Sexualities**

(3 hrs.)

(Open to all students; Meets the General Education Behavioral & Social Sciences core requirement.) This course focuses on the study of women, gender, sex and sexuality and explores binary gender roles, gender performance, heteronormativity, transgender, transsexual, intersex and LGBT identities, politics and lifestyle as well as the ways gender and sexuality intersect with race, ethnicity, class, geography, age, and historical and cultural contexts.

#### **WST 370: Women, Activism, and the Arts**

(3 hrs.)

(Open to all students. Meets the General Education Behavioral & Social Sciences core requirement.) Students will study the work, voices, and activism of feminist artists of the 20th and 21st century who have paved the way for emerging feminist artists (our students) to be empowered artist activists with a voice for social change.

#### **WST 375: Blood Passages**

(3 hrs.)

(Open to all students; Meets the General Education Behavioral & Social Sciences core requirement.) Through texts, films and other feminist methods of inquiry, students will expand their knowledge – intellectual and experiential – of the multi-layered experience of the life passages for women that are defined by the presence and/or absence of blood passages.

#### **WST 380: Topics in Women's Studies**

(3 hrs.)

(Prerequisite: WST 210 or permission of instructor. Meets the General Education Behavioral & Social Sciences core requirement.) A study of specific topics that relate to women's issues and women's experience. Recent topics include "Women and the Military" and "Women and Religious Experience."