



**WILLIAM WOODS**  
UNIVERSITY



# GRADUATE CATALOG

## 2017 - 2018

## Table of Contents

<b>Mission</b> .....	6
<b>Goals</b> .....	6
<b>History: Roots of Compassion, Future of Growth</b> .....	6
<b>Recognition</b> .....	7
<b>Accreditation</b> .....	8
<b>Academic Policies</b> .....	10
<b>AAUP Statement</b> .....	10
<b>Academic Dismissal</b> .....	17
<b>Academic Grievance</b> .....	17
<b>Academic Integrity/Honesty</b> .....	17
<b>Academic Leave</b> .....	18
<b>Academic Warning/Probation/Suspension</b> .....	19
<b>Adaptation of Regulations to Varying Formats</b> .....	19
<b>Alcohol and Drug Policies and Programs</b> .....	20
<b>Applicability of Degree Requirements</b> .....	22
<b>Application for Graduation</b> .....	23
<b>Application for Readmission</b> .....	23
<b>Attendance Policy</b> .....	23
<b>Auditing</b> .....	24
<b>Books and Instructional Materials</b> .....	24
<b>Change in Degree Program</b> .....	24
<b>Changes in Policies, Procedures, and Programs</b> .....	24
<b>Concurrent Enrollment in Other Programs</b> .....	24
<b>Course Load and Overload</b> .....	25
<b>Degree Candidacy</b> .....	25
<b>Degrees</b> .....	25
<b>Disability Services</b> .....	25
<b>Doctoral Student Continuous Enrollment</b> .....	26
<b>Documentation of Graduate Work at Other Institutions</b> .....	26
<b>Enrollment in Courses Available for Either Graduate or Undergraduate Credit</b> .....	26
<b>Facilities Policies</b> .....	26
<b>Family Educational Rights &amp; Privacy Act</b> .....	27

William Woods University Graduate 2017 - 2018 Academic Catalog

General Requirement for Graduate Degree .....	28
Grade Appeal/Grade Changes .....	28
Graduate Admission .....	29
Graduate College Inclement Weather Policy .....	30
Graduate Grading Standard .....	30
Graduation/Commencement.....	31
Grievance Policy .....	31
Incomplete Coursework (Grades of I).....	32
Instructional Schedules and Formats .....	33
International Students .....	33
Program Prerequisites.....	34
Public Access to Doctoral Dissertations .....	34
Repeated Course .....	34
Resources for Learning.....	35
Satisfactory Academic Progress .....	37
Second Graduate Degree .....	39
Sexual Misconduct/Harassment Policy, Procedures and Resources.....	40
Standard of Student Responsibility .....	80
Statement of Nondiscriminatory Policies.....	80
Statement Regarding Human Subjects .....	81
Student Classifications .....	81
Time Limitations on Degree Completion .....	81
Transcripts .....	82
Transfer Credit.....	82
Undergraduate Enrollment for Graduate Credit.....	83
Withdrawal .....	83
Withdrawal from a Course .....	84
Cost of Attendance and Fees .....	85
Resources for Learning.....	85
Dulany Library .....	85
Technology Resources.....	85
Atomic Learning.....	85
SmartThinking .....	85

William Woods University Graduate 2017 - 2018 Academic Catalog

Graduate and Online Welcome Center .....	86
Student Services .....	86
Career Development Center .....	86
Disability Services .....	86
Instructional Schedules and Formats .....	88
Cohort Study .....	88
Instructional Calendar .....	88
Instructional Formats .....	88
International Students .....	88
Degree Programs .....	90
The Master Degree .....	90
The Education Specialist Degree .....	90
The Doctorate of Educational Leadership Degree .....	90
Majors .....	91
Education Leadership EDD .....	91
Education Leadership EDD .....	Error! Bookmark not defined.
Education Specialist - Administration EDS .....	93
Certifications .....	94
Education Specialist - Administration EDS .....	Error! Bookmark not defined.
Certifications .....	Error! Bookmark not defined.
Education Specialist - Admin Princ/Sup EDS .....	95
Certifications .....	97
Education Specialist - Curriculum Leadership EDS .....	98
Entrepreneurial Leadership (MBA) MBA .....	99
Education Administration MED .....	101
Certifications .....	103
Equestrian Education MED .....	104
Equestrian Education MED .....	Error! Bookmark not defined.
Education- Athletics/Activities Admin MED .....	106
Education- Teaching and Technology MED .....	107
Education- Teaching and Technology MED .....	Error! Bookmark not defined.
Education Curriculum and Instruction MED .....	110
Healthcare Administration MHA .....	112

William Woods University Graduate 2017 - 2018 Academic Catalog

**Graduate College Course Number System** ..... 114

**Course Descriptions**..... 115

**Athletic Training** ..... 115

**Business Management** ..... 118

**Education** ..... 123

**Equestrian Education** ..... 144

**Equestrian Science** ..... 146

## Mission

An independent voice in higher education, William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community.

Graduate College is the academic and administrative unit of the University charged with responsibility for the administration of post-baccalaureate programs directed toward adult learners.

## Goals

The primary goals of the Graduate College are:

- To provide respected, innovative and unique programs of study in a variety of formats;
- To serve the community beyond the residential campus throughout the state of Missouri and beyond;
- To create national and international links to the region;
- To foster integration of theoretical and practical knowledge;
- To provide the foundation for additional studies and higher degrees.

## History: Roots of Compassion, Future of Growth

### **Our Beginnings**

Our educational mission began more than 140 years ago in the aftermath of the Civil War in the year 1870. The Christian Church of Missouri, as a work of compassion, founded a school for girls who had been orphaned by the conflict. The Female Orphan School of the Christian Church of Missouri, as it was called, eventually moved to Fulton, our present home, and grew to include other young women in addition to war orphans.

Finances were always a challenge for this labor of love. In 1900, the school was saved from insolvency by a successful Missouri entrepreneur named Dr. William Stone Woods. Together with his wife, Dr. Woods wrote a check that redeemed the school's entire debt. In gratitude, the University has borne his name ever since.

### **Deeply Held Values**

We became a college officially in 1914. Our focus for the next fifty years was on training teachers, a profession built on compassion and the personal commitment to help others grow - values that we have held onto since the beginning. You can still see these values, stronger than ever, at work among faculty and students today. Our Education graduates continue to be outstanding teachers and leaders in the Missouri school system and beyond.

As we grew, we broadened our focus to encompass more of the liberal arts and other elements of higher education. Highlights along the way include the growth of an internationally recognized equestrian program, which offered the nation's first baccalaureate in equestrian science in 1972. We entered intercollegiate sports in 1974, with teams in basketball, softball, track, tennis and swimming.

### **From College to University**

1990 marked a significant milestone: the election of our first female president, Dr. Jahnae H. Barnett. Dr. Barnett's charter was to secure a 21st-century future for William Woods.

Within two years we began offering a wide variety of graduate-level degree programs, geared toward the working adult. We went coed. And we changed the name from William Woods College to William Woods University. With generous support from alumni, foundations and other benefactors, our campus, our programs, and our student body began to look like the William Woods University of today.

### **Our Graduate Programs**

William Woods University graduate and adult studies programs are designed to meet the needs of working adults and enroll graduate students all across the state. William Woods University graduate programs provide candidates with the opportunity to learn and apply various concepts and strategies to their current positions. Graduate business programs focus on entrepreneurial leadership and in this way benefit their companies as well as the Missouri economy. Graduate education programs particularly focus on the ties these students have to their current schools through required action research or field experience that require students to apply the skills they have acquired to their classroom or school.

### **Recognition**

William Woods University enjoys the best of both worlds when it comes to reputation - attracting students, faculty and partners nationally for signature programs, while making a significant impact locally and statewide in fields such as business and education.

## Accreditation

The country's most established colleges and universities routinely open their doors to peers for an accreditation process - a way of ensuring that students and families receive a quality return on their educational investment.

### **Higher Learning Commission**

William Woods University is accredited by the Higher Learning Commission (HLC) of the North Central Association, which is one of the six regional institutional accreditors in the United States:

Higher Learning Association, a Commission of the North Central Association  
230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604-1411  
Tel: 800.621.7440  
[www.hlcommission.org](http://www.hlcommission.org)

### **Accreditation Council for Business Schools and Programs**

The Accreditation Council for Business Schools and Programs (ACBSP) Baccalaureate/Graduate Degree Board of Commissioners awarded William Woods University, in Fulton, Missouri accreditation of its business programs and separate accreditation of its accounting program. ACBSP accreditation certifies that the teaching and learning processes within the undergraduate and graduate accounting and business programs offered at William Woods University meet the rigorous educational standards established by ACBSP.

Accreditation Council for Business Schools and Programs (ACBSP)  
11520 West 119th Street  
Overland Park, KS 66213  
Tel: 913.339.9356  
[www.acbsp.org](http://www.acbsp.org)

For more information regarding our accreditation please contact:

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573.592.4383 or 1.800.995.3159 ext.4383  
William Woods University  
One University Avenue  
Fulton, MO 65251

### **Additional external accreditations/certifications**

- Commission on Accreditation of Athletic Training Education (The program has been placed on probation as of February 19, 2016 by the CAATE, 6850 Austin Center Blvd, Suite 100, Austin, TX 78731-3101)

- Council on Social Work Education



- Missouri State Department of Elementary and Secondary Education
- Council for the Accreditation of Educator Preparation

**Memberships**

- American Association for Paralegal Educators
- American Association of Collegiate Registrars and Admissions Officers
- American Bar Association
- American Notary Association
- Baccalaureate Program Director's Association
- Campus Compact
- College Entrance Examination Board
- Commission for Accelerated Programs
- Council for Advancement and Support of Education
- Council of Independent Colleges
- Council on Social Work Education
- Independent Colleges and Universities of Missouri
- Mid-Missouri Associated Colleges and Universities
- Midwest College Placement Association
- Missouri Association of Financial Aid Personnel
- Missouri Colleges Fund, Incorporated
- Missouri Consortium of Social Work Education Programs
- Missouri Professors of Educational Administration
- Missouri School Counselors Association
- Missouri Society of Certified Public Accountants
- National Association of College Admissions Counselors
- National Association of College and University Business Officers
- Tuition Exchange, Inc.

## Academic Policies

### AAUP Statement

#### Statement on Government of Colleges and Universities

The statement that follows is directed to governing board members, administrators, faculty members, students, and other persons in the belief that the colleges and universities of the United States have reached a stage calling for appropriately shared responsibility and cooperative action among the components of the academic institution. The statement is intended to foster constructive joint thought and action, both within the institutional structure and in protection of its integrity against improper intrusions.

It is not intended that the statement serve as a blueprint for governance on a specific campus or as a manual for the regulation of controversy among the components of an academic institution, although it is to be hoped that the principles asserted will lead to the correction of existing weaknesses and assist in the establishment of sound structures and procedures. The statement does not attempt to cover relations with those outside agencies that increasingly are controlling the resources and influencing the patterns of education in our institutions of higher learning: for example, the United States government, state legislatures, state commissions, interstate associations or compacts, and other interinstitutional arrangements. However, it is hoped that the statement will be helpful to these agencies in their consideration of educational matters.

Students are referred to in this statement as an institutional component coordinate in importance with trustees, administrators, and faculty. There is, however, no main section on students. The omission has two causes: (1) the changes now occurring in the status of American students have plainly outdistanced the analysis by the educational community, and an attempt to define the situation without thorough study might prove unfair to student interests, and (2) students do not in fact at present have a significant voice in the government of colleges and universities; it would be unseemly to obscure, by superficial equality of length of statement, what may be a serious lag entitled to separate and full confrontation.

The concern for student status felt by the organizations issuing this statement is embodied in a note, "On Student Status," intended to stimulate the educational community to turn its attention to an important need.

This statement was jointly formulated by the American Association of University Professors, the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB). In October 1966, the board of directors of the ACE took action by which its council "recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations," and "commends it to the institutions which are members of the Council." The Council of the AAUP adopted the statement in October 1966, and the Fifty-third Annual Meeting endorsed it in April 1967. In November 1966, the executive committee of the AGB took action by which that organization also "recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations," and "commends it to the governing boards which are members of the Association." (In April 1990, the Council of the AAUP adopted several changes in language in order to remove gender-specific references from the original text.)

## 1. Introduction

This statement is a call to mutual understanding regarding the government of colleges and universities. Understanding, based on community of interest and producing joint effort, is essential for at least three reasons. First, the academic institution, public or private, often has become less autonomous; buildings, research, and student tuition are supported by funds over which the college or university exercises a diminishing control. Legislative and executive governmental authorities, at all levels, play a part in the making of important decisions in academic policy. If these voices and forces are to be successfully heard and integrated, the academic institution must be in a position to meet them with its own generally unified view. Second, regard for the welfare of the institution remains important despite the mobility and interchange of scholars. Third, a college or university in which all the components are aware of their interdependence, of the usefulness of communication among themselves, and of the force of joint action will enjoy increased capacity to solve educational problems.

## 2. The Academic Institution: Joint Effort

### a. Preliminary Considerations

The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort.

Joint effort in an academic institution will take a variety of forms appropriate to the kinds of situations encountered. In some instances, an initial exploration or recommendation will be made by the president with consideration by the faculty at a later stage; in other instances, a first and essentially definitive recommendation will be made by the faculty, subject to the endorsement of the president and the governing board. In still others, a substantive contribution can be made when student leaders are responsibly involved in the process. Although the variety of such approaches may be wide, at least two general conclusions regarding joint effort seem clearly warranted: (1) important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components, and (2) differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility of each component for the particular matter at hand, as developed hereinafter.

### b. Determination of General Educational Policy

The general educational policy, i.e., the objectives of an institution and the nature, range, and pace of its efforts, is shaped by the institutional charter or by law, by tradition and historical development, by the present needs of the community of the institution, and by the professional aspirations and standards of those directly involved in its work. Every board will wish to go beyond its formal trustee obligation to conserve the accomplishment of the past and to engage seriously with the future; every faculty will seek to conduct an operation worthy of scholarly standards of learning; every administrative officer will strive to meet his or her charge and to attain the goals of the institution. The interests of all are coordinate and related, and unilateral effort can lead to confusion or conflict. Essential to a solution is a reasonably explicit statement on general educational policy. Operating responsibility and authority, and procedures for continuing review, should be clearly defined in official regulations.

When an educational goal has been established, it becomes the responsibility primarily of the faculty to determine the appropriate curriculum and procedures of student instruction.

Special considerations may require particular accommodations: (1) a publicly supported institution may be regulated by statutory provisions, and (2) a church-controlled institution may be limited by its charter or bylaws. When such external requirements influence course content and the manner of instruction or research, they impair the educational effectiveness of the institution.

Such matters as major changes in the size or composition of the student body and the relative emphasis to be given to the various elements of the educational and research program should involve participation of governing board, administration, and faculty prior to final decision.

#### c. Internal Operations of the Institution

The framing and execution of long-range plans, one of the most important aspects of institutional responsibility, should be a central and continuing concern in the academic community.

Effective planning demands that the broadest possible exchange of information and opinion should be the rule for communication among the components of a college or university. The channels of communication should be established and maintained by joint endeavor. Distinction should be observed between the institutional system of communication and the system of responsibility for the making of decisions.

A second area calling for joint effort in internal operation is that of decisions regarding existing or prospective physical resources. The board, president, and faculty should all seek agreement on basic decisions regarding buildings and other facilities to be used in the educational work of the institution.

A third area is budgeting. The allocation of resources among competing demands is central in the formal responsibility of the governing board, in the administrative authority of the president, and in the educational function of the faculty. Each component should therefore have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budgetary projections. The function of each component in budgetary matters should be understood by all; the allocation of authority will determine the flow of information and the scope of participation in decisions.

Joint effort of a most critical kind must be taken when an institution chooses a new president. The selection of a chief administrative officer should follow upon a cooperative search by the governing board and the faculty, taking into consideration the opinions of others who are appropriately interested. The president should be equally qualified to serve both as the executive officer of the governing board and as the chief academic officer of the institution and the faculty. The president's dual role requires an ability to interpret to board and faculty the educational views and concepts of institutional government of the other. The president should have the confidence of the board and the faculty.

The selection of academic deans and other chief academic officers should be the responsibility of the president with the advice of, and in consultation with, the appropriate faculty.

Determinations of faculty status, normally based on the recommendations of the faculty groups involved, are discussed in Part 5 of this statement; but it should here be noted that the building of a strong faculty requires careful joint effort in such actions as staff selection and promotion and the

granting of tenure. Joint action should also govern dismissals; the applicable principles and procedures in these matters are well established.<sup>1</sup>

d. External Relations of the Institution

Anyone—a member of the governing board, the president or other member of the administration, a member of the faculty, or a member of the student body or the alumni—affects the institution when speaking of it in public. An individual who speaks unofficially should so indicate. An individual who speaks officially for the institution, the board, the administration, the faculty, or the student body should be guided by established policy.

It should be noted that only the board speaks legally for the whole institution, although it may delegate responsibility to an agent. The right of a board member, an administrative officer, a faculty member, or a student to speak on general educational questions or about the administration and operations of the individual's own institution is a part of that person's right as a citizen and should not be abridged by the institution.<sup>2</sup> There exist, of course, legal bounds relating to defamation of character, and there are questions of propriety.

3. The Academic Institution: The Governing Board

The governing board has a special obligation to ensure that the history of the college or university shall serve as a prelude and inspiration to the future. The board helps relate the institution to its chief community: for example, the community college to serve the educational needs of a defined population area or group, the church-controlled college to be cognizant of the announced position of its denomination, and the comprehensive university to discharge the many duties and to accept the appropriate new challenges which are its concern at the several levels of higher education.

The governing board of an institution of higher education in the United States operates, with few exceptions, as the final institutional authority. Private institutions are established by charters; public institutions are established by constitutional or statutory provisions. In private institutions the board is frequently self-perpetuating; in public colleges and universities the present membership of a board may be asked to suggest candidates for appointment. As a whole and individually, when the governing board confronts the problem of succession, serious attention should be given to obtaining properly qualified persons. Where public law calls for election of governing board members, means should be found to ensure the nomination of fully suited persons, and the electorate should be informed of the relevant criteria for board membership.

Since the membership of the board may embrace both individual and collective competence of recognized weight, its advice or help may be sought through established channels by other components of the academic community. The governing board of an institution of higher education, while maintaining a general overview, entrusts the conduct of administration to the administrative officers—the president and the deans—and the conduct of teaching and research to the faculty. The board should undertake appropriate self-limitation.

One of the governing board's important tasks is to ensure the publication of codified statements that define the overall policies and procedures of the institution under its jurisdiction.

The board plays a central role in relating the likely needs of the future to predictable resources; it has the responsibility for husbanding the endowment; it is responsible for obtaining needed capital and operating funds; and in the broadest sense of the term it should pay attention to personnel policy. In order to fulfill these duties, the board should be aided by, and may insist upon, the development of long-range planning by the administration and faculty. When ignorance or ill will threatens the institution or any part of it, the governing board must be available for support. In grave crises it will be expected to serve as a champion. Although the action to be taken by it will usually be on behalf of the president, the faculty, or the student body, the board should make clear that the protection it offers to an individual or a group is, in fact, a fundamental defense of the vested interests of society in the educational institution.<sup>3</sup>

#### 4. The Academic Institution: The President

The president, as the chief executive officer of an institution of higher education, is measured largely by his or her capacity for institutional leadership. The president shares responsibility for the definition and attainment of goals, for administrative action, and for operating the communications system that links the components of the academic community. The president represents the institution to its many publics. The president's leadership role is supported by delegated authority from the board and faculty.

As the chief planning officer of an institution, the president has a special obligation to innovate and initiate. The degree to which a president can envision new horizons for the institution, and can persuade others to see them and to work toward them, will often constitute the chief measure of the president's administration.

The president must at times, with or without support, infuse new life into a department; relatedly, the president may at times be required, working within the concept of tenure, to solve problems of obsolescence. The president will necessarily utilize the judgments of the faculty but may also, in the interest of academic standards, seek outside evaluations by scholars of acknowledged competence.

It is the duty of the president to see to it that the standards and procedures in operational use within the college or university conform to the policy established by the governing board and to the standards of sound academic practice. It is also incumbent on the president to ensure that faculty views, including dissenting views, are presented to the board in those areas and on those issues where responsibilities are shared. Similarly, the faculty should be informed of the views of the board and the administration on like issues.

The president is largely responsible for the maintenance of existing institutional resources and the creation of new resources; has ultimate managerial responsibility for a large area of nonacademic activities; is responsible for public understanding; and by the nature of the office is the chief person who speaks for the institution. In these and other areas the president's work is to plan, to organize, to direct, and to represent. The presidential function should receive the general support of board and faculty.

#### 1. The Academic Institution: The Faculty

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.<sup>4</sup> On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional

circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of faculty advice.

The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise, there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

The faculty should actively participate in the determination of policies and procedures governing salary increases.

The chair or head of a department, who serves as the chief representative of the department within an institution, should be selected either by departmental election or by appointment following consultation with members of the department and of related departments; appointments should normally be in conformity with department members' judgment. The chair or department head should not have tenure in office; tenure as a faculty member is a matter of separate right. The chair or head should serve for a stated term but without prejudice to reelection or to reappointment by procedures that involve appropriate faculty consultation. Board, administration, and faculty should all bear in mind that the department chair or head has a special obligation to build a department strong in scholarship and teaching capacity.

Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty.<sup>5</sup>

The agencies may consist of meetings of all faculty members of a department, school, college, division, or university system, or may take the form of faculty-elected executive committees in departments and schools and a faculty-elected senate or council for larger divisions or the institution as a whole.

The means of communication among the faculty, administration, and governing board now in use include: (1) circulation of memoranda and reports by board committees, the administration, and faculty committees; (2) joint ad hoc committees; (3) standing liaison committees; (4) membership of faculty

members on administrative bodies; and (5) membership of faculty members on governing boards. Whatever the channels of communication, they should be clearly understood and observed.

#### On Student Status

When students in American colleges and universities desire to participate responsibly in the government of the institution they attend, their wish should be recognized as a claim to opportunity both for educational experience and for involvement in the affairs of their college or university. Ways should be found to permit significant student participation within the limits of attainable effectiveness. The obstacles to such participation are large and should not be minimized: inexperience, untested capacity, a transitory status which means that present action does not carry with it subsequent responsibility, and the inescapable fact that the other components of the institution are in a position of judgment over the students. It is important to recognize that student needs are strongly related to educational experience, both formal and informal.

Students expect, and have a right to expect, that the educational process will be structured, that they will be stimulated by it to become independent adults, and that they will have effectively transmitted to them the cultural heritage of the larger society. If institutional support is to have its fullest possible meaning, it should incorporate the strength, freshness of view, and idealism of the student body.

The respect of students for their college or university can be enhanced if they are given at least these opportunities: (1) to be listened to in the classroom without fear of institutional reprisal for the substance of their views, (2) freedom to discuss questions of institutional policy and operation, (3) the right to academic due process when charged with serious violations of institutional regulations, and (4) the same right to hear speakers of their own choice as is enjoyed by other components of the institution.

#### Notes

1. See the 1940 "Statement of Principles on Academic Freedom and Tenure," AAUP, Policy Documents and Reports, 11th ed. (Baltimore: Johns Hopkins University Press, 2015), 13–19,, and the 1958 "Statement on Procedural Standards in Faculty Dismissal Proceedings," *ibid.*, 91–93. These statements were jointly adopted by the Association of American Colleges (now the Association of American Colleges and Universities) and the American Association of University Professors; the 1940 "Statement" has been endorsed by numerous learned and scientific societies and educational associations.

2. With respect to faculty members, the 1940 "Statement of Principles on Academic Freedom and Tenure" reads: "College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution" (*ibid.*, 14).

3. Traditionally, governing boards developed within the context of single-campus institutions. In more recent times, governing and coordinating boards have increasingly tended to develop at the multi-campus regional, system wide, or statewide levels. As influential components of the academic



community, these supra-campus bodies bear particular responsibility for protecting the autonomy of individual campuses or institutions under their jurisdiction and for implementing policies of shared responsibility. The American Association of University Professors regards the objectives and practices recommended in the "Statement on Government" as constituting equally appropriate guidelines for such supra-campus bodies, and looks toward continued development of practices that will facilitate application of such guidelines in this new context. [Preceding note adopted by the AAUP's Council in June 1978.]

4. With regard to student admissions, the faculty should have a meaningful role in establishing institutional policies, including the setting of standards for admission, and should be afforded opportunity for oversight of the entire admissions process. [Preceding note adopted by the Council in June 2002.]

5. The American Association of University Professors regards collective bargaining, properly used, as another means of achieving sound academic government. Where there is faculty collective bargaining, the parties should seek to ensure appropriate institutional governance structures which will protect the right of all faculty to participate in institutional governance in accordance with the "Statement on Government." [Preceding note adopted by the Council in June 1978.]

### Academic Dismissal

Academic Dismissal is an action initiated by the Vice President of Academic Affairs and the Dean of the Graduate College which revokes eligibility for continued enrollment in courses or programs conducted under the auspices of the University. Students who have been subjected to Academic Dismissal must apply for re-admission to the University. Readmission is infrequently allowed in instances involving Academic Dismissal.

### Academic Grievance

Students should be protected from prejudice and capriciousness in matters of academic policy and practice. They are entitled to a reasonable explanation of their performance in relation to the standards of a program or a course. Initial inquiries in academic matters should be directed to the course professor. Appeals should be addressed to the appropriate program manager. If the inquiry with the professor and the appeal to the program manager are not satisfactory, the student may file a formal grievance according to the guidelines listed under "Grade Appeal." A formal grievance must be in writing and it must be presented to the Graduate Academic Dean within 15 class days of the fall or spring semester immediately following the semester during which the matter of grievance occurred.

### Academic Integrity/Honesty

Founded on the principle of honesty, William Woods University has long endeavored to maintain an atmosphere of academic integrity. Students are expected to refrain from:

- Engaging in any academic work that is the product of joint effort, either inside or outside the classroom, not authorized by the instructor.
- Plagiarism

- Any deliberate misrepresentation or falsification to any instructor or University Official concerning academic work
- Any attempt to bribe an instructor
- Engaging in any other form of deceit or dishonesty.
- Any other attempt to gain an unfair advantage concerning academic work, such as unauthorized removal or defacing of material from any University room or service area or unauthorized use of equipment and/or technology.

### **Faculty Responsibility**

Faculty are strongly encouraged to report incidents of student academic misconduct so that the incident may be handled in a consistent, fair manner, and so that substantiated charges of misconduct may be noted in the student's record.

### **Complaint Procedures**

- Any member of the University community may file a complaint alleging a violation of the Academic Integrity Policy.
- The complaint shall be in writing and provide sufficient information for a review by the Program Director or appropriate Dean.
- The complaint shall be directed to the Program Director or appropriate Dean within thirty days of the discovery of the alleged violation of the Academic Integrity Policy.
- The Program Director or appropriate Dean shall review the allegation and, if it appears credible and further action is warranted, shall provide a copy of the allegation to the accused student and shall promptly schedule a meeting with the student.
- The Program Director or appropriate Dean (or his/her designee) shall promptly investigate the allegations. If the allegations are valid, the Vice President for Academic Affairs and Dean of the Graduate College shall impose a sanction.
- The sanction for violation of this policy shall be determined by the severity of the violation of this Academic Integrity Policy. Sanctions can range from a formal written reprimand, to failure of the course, and in serious cases, suspension or expulsion from the University.
- If an allegation is determined to be valid, a copy of that determination shall be retained with the student's official academic records. If a suspension or expulsion occurs, that shall be recorded on the student's transcript.

### **Academic Leave**

Graduate students granted "Academic Leave" may interrupt study for predetermined periods of time with the assurance of resuming study requirements in effect at the time of initial enrollment. A formal written request for Academic Leave must be submitted to the appropriate dean. The request must indicate the specific duration of the proposed leave, the clear intent to resume study, and a general

statement of the reasons for the leave. While every attempt is made to approve such requests, students are cautioned that program, division, and University circumstances, as well as division requirements regarding "Time Limitations on Degree Completion" may require the dean to refuse a request for leave. (Refusal does not mean that a student may not interrupt study. Refusal means only upon return the student may be subjected to new continuation and/or degree requirements.)

#### Academic Warning/Probation/Suspension

**Warning:** Any student who earns a grade of C in any course will receive notice of academic warning.

**Probation:** A student whose **cumulative** grade point average falls below 3.00 will be placed on academic probation.

**Suspension:** Students whose performance fails to meet program or University academic standards may be suspended for specified periods of time, after which an Application for Readmission must be submitted to the Vice President of Academic Affairs and Dean of the Graduate College.

Should the student receive a second suspension, the student will be dismissed.

**Appeal Process: Probation/Suspension:** Students may appeal academic probation or suspension if unusual and/or mitigating circumstances have affected academic progress. Examples of such circumstances are severe illness, an injury that has affected student performance, an illness or injury of a student's immediate family member, death of a relative, student deployment or activation into military service, or other circumstances that have caused a student not to meet academic progress requirements. All appeals must be in writing and sent to the Vice President of Academic Affairs and Dean of the Graduate College. The appeal should clearly address the circumstances that led to the action. Students must appeal within one (1) month of notification of academic probation or suspension.

#### Adaptation of Regulations to Varying Formats

Graduate College degree programs employ a variety of instructional delivery systems, formats, and schedules. These variations, commonly described as non-traditional delivery formats, are attributable to the University's commitment to maintaining programs which effectively accommodate students whose life and professional circumstances preclude participation in a traditional format program.

When maintaining non-traditional delivery formats intended to serve non-traditional students, the University maintains a proactive commitment to insuring that its graduate programs are conducted, without regard to delivery format or student circumstances, in a manner thoroughly consistent with standards commonly acknowledged within the American higher education community as appropriate or mandatory for graduate education.

The regulations stated herein are broadly stated, but are applicable to all graduate students of the University without regard to the specific delivery format employed by the program in which they are enrolled. Questions which arise regarding the applicability of specific regulations to specific delivery formats and programs may be addressed to the appropriate Dean or Program Director. The Deans/Program Directors are charged with responsibility for interpreting regulations to enable their consistent application in all Graduate College programs conducted under the auspices of the University.

### Alcohol and Drug Policies and Programs

In support of the educational mission of William Woods University, the following alcohol and drug policies are in place to create a safer campus environment that supports the academic and social success of all students.

**Standards of Conduct involving alcohol and drugs:** William Woods University prohibits the unlawful possession, use, manufacture, distribution and sale of alcohol and illegal and prescription drugs by William Woods University students and employees on University owned or managed property and/or at University sponsored or supervised activities. Possession of paraphernalia associated with the use, possession or manufacture of illegal drugs, or associated with the rapid consumption of alcohol, is also prohibited. Appearing on campus under the influence of alcohol or drugs, such that an individual may endanger himself or other persons, damage property, or disrupt the living and learning environment of others, is also prohibited.

**Disciplinary Sanctions Pertaining to Alcohol & Drug Violations:** Violations of the standards of conduct regarding alcohol and illicit drugs can result in disciplinary action up to and including removal from the course and/or dismissal from the University. First time alcohol violations occurring at a course location or site will be adjudicated by the dean. The dean will take into consideration aggravating factors such as property destruction and disrespect to staff. Subsequent and/or extreme cases of non-compliance with the alcohol and drug policy or assessed sanctions will be handled by a committee called by the dean.

**Local, state, and federal sanctions for alcohol and drug violations:** Local, state, and federal laws prohibit the unlawful possession, use, distribution and sale of alcohol and illicit drugs. Criminal penalties for violation of such laws range from fines up to \$100,000 to imprisonment for terms up to and including life.

Missouri State law prohibits consumption or possession of alcoholic beverages by those less than 21 years of age. State law also prohibits the operation of a motor vehicle while in an intoxicated or drugged condition or with open containers of alcohol.

*Local Alcohol Ordinances: Reprinted from Drug and Alcohol Ordinance Booklet, Attorney General of Missouri, Oct. 1990*

**Selling to Minors:** It is illegal to sell or supply non-intoxicating beer or intoxicating liquor to any person under 21 years of age. This shall not apply to use of such non-intoxicating liquor for medical purposes when administered by a physician, or by the parent or guardian of a person for medicinal purposes. \* 4-13.

**Public Drinking:** It shall be unlawful for any person to drink intoxicating beer upon any public street, sidewalk, alley or public thoroughfare, or in any public building or parking lot. This section shall not apply to such consumption inside an establishment licensed to sell intoxicating liquor by the drink. \* 4-20.

**Penalties:** A fine of not more than \$500, imprisonment for not more than 90 days, or both such fine and imprisonment.

### ***Health Risks Related to Alcohol and Drugs***

**Alcohol** is a powerful depressant. Alcohol use decreases alertness and inhibitions. Accidents and/or risky behaviors may result in negative consequences such as disease transmission and sudden death. There is an increase in acquaintance rape and unsafe sex practices with alcohol intake. Long-term heavy drinking is linked to cancer, gastrointestinal problems, heart damage, psychological disorders and death. Tolerance as well as physical and psychological dependence develops.

**Tobacco** use in the form of cigarette smoking is linked to emphysema, lung cancer, heart disease, death, worsened asthma, and increased risk for upper respiratory illnesses. Physical and psychological dependence can develop. Smokeless tobacco use leads to cancer of the head and neck areas. Passive smoking increases the incidence of upper respiratory illnesses.

**Abuse of prescription drugs is the use of those medications for reasons or in amounts they were not prescribed and using medications prescribed to others. Pain killers, amphetamines, tranquilizers, sleeping pills and medications to treat ADHD are all examples of prescription drugs that are commonly abused. Health risks relate to each class of drug.**

**Anabolic Steroids** may produce aggressiveness, suicidal thoughts and attempts, fatigue, restlessness, and insomnia. Use by males may cause baldness, breast development, and impotence. Use by females may cause facial hair and breast size reduction. Serious health problems include liver and heart failure, cancer and death.

**Stimulants** increase the action of the central nervous system. There is risk of contracting hepatitis A, B, C and HIV infection with inhalation and intravenous use of any of these stimulants.

**Amphetamines** (uppers, Adderall) and Methamphetamine (Ice) cause violence, chronic psychosis, brain damage, depression, hallucinations and paranoia. Continued use of high doses may cause heart attack, malnutrition and sudden death.

**Methylphenidate** (Ritalin, Concerta) is a stimulant prescribed to control the symptoms of ADHD. Tolerance, psychological addiction may occur with abuse. Binge use, psychotic episodes and cardiovascular complications may occur with abuse.

**Cocaine and Crack** cause confusion, depression, and may result in physical dependence. Effects are unpredictable—convulsions, coma, cardiac arrest and sudden death are possible. Smoking causes lesions in the lungs.

**Sedative/hypnotics or tranquilizers** depress the central nervous system.

Barbiturates (Seconal, Nembutal), Benzodiazepines (Valium, Xanax) and methaqualone (Quaalude) may cause confusion and loss of coordination. Tolerance as well as physical and psychological dependence develops. Overdoses cause coma and death. Ingestion with alcohol heightens the sedative effects of these drugs and may cause coma or death. They are also used as “date rape” drugs to facilitate sexual assault. Withdrawal from chronic use may cause seizures and should only be done with medical supervision.

**Rohypnol** (roofies) cause sedation, feeling of well-being and memory loss. Due to increased effect when used with alcohol, it has become known as a “date rape” drug. Other drugs used to facilitate sexual assault are GHB (gamma hydroxybutyric acid) and ketamine.

**Cannabis** (Marijuana, Hash) alters moods and perception. Lowered inhibitions may result in accidents and/or risky behaviors with negative consequences such as disease transmission and sudden death. Marijuana may cause confusion and loss of coordination. Long-term use leads to tolerance and psychological dependence. Users may become comfortable with other more dangerous drug use.

**Hallucinogens** temporarily distort reality.

Lysergic Acid diethylamide (LSD) causes hallucinations and panic. Effects may recur (“flashbacks”) even after use is discontinued. Tolerance and psychological dependence develop.

**Phencyclidine** (PCP) causes depression, hallucinations, confusion, and irrational behavior. Tolerance develops. Overdoses cause convulsions, coma, and death.

**Mescaline, Ecstasy**, and other “Designer Drugs” cause muscle tension, tremors, blurred vision, and increased body temperature that can result in organ failure, coma and sudden death.

**Narcotics** lower perception of pain. Heroin, morphine, codeine, hydrocodone and opium cause lethargy, apathy, loss of judgment and self-control. Tolerances as well as physical and psychological dependence develop. Overdoses may cause convulsion, coma, and sudden death. Risks of use include malnutrition and when inhaled or taken intravenously hepatitis A, B, or C, and HIV infection.

**Inhalants** cause mental confusion. Aerosol products, lighter fluid, paint thinner, amyl nitrate, and glue cause loss of coordination, loss of bowel and bladder control, confusion, and hallucinations. Overdoses cause convulsion, cardiac arrest, and sudden death. Psychological dependence develops. Permanent damage to lungs, brain, liver, and immune system may occur. For further information, go to these web sites:

<http://www.factsontap.org>

<http://www.goaskalice.columbia.edu/Cat2.html>

<http://www.justthinktwice.com/drugfacts/>

**Alcohol and Drug Campus Resources:** Counseling Services on the main William Woods University campus has information regarding area resources that are available to students for drug and alcohol counseling, treatment, and/or rehabilitation.

### Applicability of Degree Requirements

The degree and continuation requirements in effect at the time of initial enrollment remain in effect as long as the student maintains sustained (uninterrupted) enrollment. If study is interrupted for any reason, including academic suspension, the student, when resuming study, may be subject to any or all new requirements instituted since initial enrollment. The appropriate dean determines the applicability of new requirements at the time the student resumes study.

Graduate students granted “Academic Leave” may interrupt study for predetermined periods of time with the assurance of resuming study under the degree and continuation requirements in effect at the time of initial enrollment. The request must be made to the appropriate dean and indicate the specific duration of the proposed leave, the clear intent to resume study, and a general statement of the reasons for the leave.

### Application for Graduation

Ed.D. and Online candidates are required to apply for graduation during the fall or spring registration period before their LAST semester of coursework. This application will prompt the registrar to review the graduation worksheet for missing requirements as well as check for overall hours and GPA. From this review, if students are determined to be “short” in hours or program requirements, they have time to adjust their final course schedule during the add/drop week. Students who fail to apply for graduation cannot expect a program audit, inclusion in the commencement program, or participation in graduation.

Cohort Candidates will be reviewed the semester prior to the final semester on the cohort calendar. Students who will not be completing the program as scheduled on the cohort calendar will need to submit an application for graduation.

Students who apply for graduation and who complete all degree requirements will be contacted regarding diplomas, academic regalia, and commencement. The graduation fee is added to the student's accounts receivable statement approximately one month prior to conferral date. Diplomas will not be released until this fee is paid.

Diplomas will be ordered with the information confirmed by the student. Should the student wish to have a name changed after the diplomas have been ordered, it will be at the expense of the student.

### Application for Readmission

Students who have withdrawn, departed without withdrawal, or been subjected to Academic Dismissal may seek readmission through the submission of an Application for Readmission. Readmission may be permitted, but the conditions of readmission may vary appreciably depending upon the manner in which the student left the institution.

For students who were suspended, once the suspension period is concluded, the student may submit a formal written Application for Readmission to the Vice President of Academic Affairs and Dean of the Graduate College. The application must:

1. Document the factors and circumstances which resulted in suspension; and
2. Provide evidence that the student has a plan for success. The Vice President of Academic Affairs and Dean of the Graduate College may accept the application or may continue the suspension and specify certain conditions before readmission.

Ordinarily, applications are considered within two weeks of submission.

### Attendance Policy

#### Graduate College Class Attendance Policy

The nature of the Graduate College model of instruction requires regular attendance and active student participation in classes and applied instructional activities. Attendance at all course meetings is considered mandatory for successful completion of the program. Students absent from class for two or more sessions will have their final course letter grade reduced by one full letter for each class missed

after the first absence. Any missed work will be due on the original due date (unless prior arrangements have been made with the facilitator) along with any make-up assignments given by the facilitator.

Online course students who do not communicate with instructors via class discussions, chat rooms, or emails for one week during the course will be required to complete make-up work as assigned by the instructor. Student course grades will be reduced by one letter grade for each subsequent week they do not participate.

### Auditing

Auditing a course is not allowed for any course offered through the Graduate College. If a student has approved transfer credit from another institution, they are not required to attend the class.

### Books and Instructional Materials

Students are required to purchase books and materials for each course by the first night of class. Required books for each course are listed in the course syllabus. Information regarding ordering books is provided to students when commencing their programs of study.

### Change in Degree Program

Students admitted to one graduate degree program of the University may not change to another graduate degree program of the University without first applying for admission to that program and satisfying all admission requirements for that program.

### Changes in Policies, Procedures, and Programs

Regulations are subject to change without prior notification. Changes are effective as of the date of publication unless another effective date is specified at the time of publication; such changes are immediately applicable to all graduate students of the University.

### Concurrent Enrollment in Other Programs

The University cannot effectively limit or prevent the concurrent enrollment of its graduate students at other graduate-level institutions. Graduate credit granted by other institutions under such circumstances may not be applied to University graduate program requirements unless prior approval for enrollment is received from the academic advisor. Credits received for the completion of graduate work not previously approved by the academic advisor will not be considered for acceptance. Graduate work completed at other institutions during periods of academic suspension will not be considered for acceptance.

If credits awarded during concurrent enrollment are to be employed by the student to satisfy prerequisites for University graduate programs, prior approval to ensure satisfaction of prerequisites requirements must be obtained from the academic advisor.



Work completed during periods of academic suspension may be used by the student to satisfy prerequisites for graduate programs if prior approval is obtained from the graduate program dean.

### Course Load and Overload

- Full-time status for the master's and specialist degrees is six credit hours per semester.
- Full-time status for the doctorate degree is three credit hours per semester. Additionally, for students pursuing doctorate degrees, one credit hour per semester for the writing of the dissertation is considered half-time and eligible for aid.
- Students may enroll for no more than six credit hours per eight week session.
- Students may enroll for no more than 12-13 credit hours per semester session.

### Degree Candidacy

Upon successful passage of the comprehensive exam for the Ed.D., the student is considered a candidate for the degree and is entitled to use the ABD designation (All But Dissertation).

### Degrees

The University awards six graduate degrees: the Master of Business Administration (M.B.A), Master of Healthcare Administration (M.H.A.), Master of Science in Athletic Training (M.S.A.T.), Master of Education (M.Ed), Specialist of Education (Ed.S.) and Doctorate in Education (Ed.D.). The M.Ed and Ed.S. culminate in six distinct programs: Curriculum and Instruction, Educational Administration, Athletics/Activities Administration, Teaching & Technology, Equestrian Education and Curriculum Leadership. The Ed.D is in Educational Leadership.

### Disability Services

William Woods University 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 applicable 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 University. Consistent with the law, William Woods University is not obligated to provide accommodations that are unduly burdensome or unreasonable, or that fundamentally alter the nature of the University's programs.

Students who choose to disclose a disability to the university and /or who request an accommodation must provide notice and documentation for the disability in accordance with the university's policy.

The university's policy requires the following:

- Students who choose to disclose a disability are responsible for notifying the Office of Students Disability Services of their disability on a timely basis.
- Students are responsible for requesting academic adjustments and/or special aids on a timely basis.

- Students are responsible for giving the university appropriate supporting evidence of their disability and the requested academic adjustments or special aids on a timely basis.

Consistent with the applicable law, William Woods University is also required to provide a description of the services and facilities available to students with disabilities. Examples of the services available to students with qualifying disabilities include, but are not limited to, various accommodations related to receiving class notes, extended time to complete exams, and receiving texts in an alternate format.

Additionally, a variety of facilities are available to students with qualifying disabilities. Examples of these facilities include academic buildings, instructional facilities, and living spaces that are accessible to individuals with physical disabilities.

Questions concerning this policy should be directed to the Office of Student Disability Services, which is located in room 107 of the Academic Building. They may be contacted at:

Office of Student Disability Services

William Woods University

One University Ave

Fulton, Mo 65251

573-592-1194

[ADA@williamwoods.edu](mailto:ADA@williamwoods.edu)

### **Doctoral Student Continuous Enrollment**

Doctoral students must maintain continuous enrollment throughout their dissertation process.

### **Documentation of Graduate Work at Other Institutions**

Official transcripts of graduate work issued by each institution granting graduate credit are the only documentation accepted by the University. A graduate transcript issued by one institution which includes or notes graduate work completed at another institution and applicable to its programs is relevant only for the coursework completed at the issuing institution. As part of the application process for a degree or certificate program, students must submit official transcripts from all undergraduate institutions attended. Transcripts issued directly to students are not accepted.

### **Enrollment in Courses Available for Either Graduate or Undergraduate Credit**

The academic departments of the University that maintain graduate programs of study may designate some graduate level courses as being open to undergraduate enrollment. Graduate students who elect such courses must enroll for graduate credit.

### **Facilities Policies**

William Woods University does not in any way authorize or encourage the use of any school district or company copy machine by any WWU student and/or instructor.

### Family Educational Rights & Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.

A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the university to amend a record should write the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the university decides not to amend the record as requested, the university 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.

- The right to provide written consent before the university discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The university discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including campus safety personnel and health staff); a person or company with whom the university has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

In an emergency, FERPA permits school officials to disclose without student consent education records, including personally identifiable information from those records, to protect the health or safety of students or other individuals. At such time appropriate information may be released to appropriate parties such as law enforcement officials, public health officials, and trained medical personnel. This exception is limited to the period of the emergency and does not allow for a blanket release of personally identifiable information from a student's education records. In addition, schools may disclose to parents if a health or safety emergency involves their son or daughter.

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 university. Upon request, the University may disclose education records, including disciplinary records, without consent to officials of another school in which a student seeks or intends to enroll.

The university may release non-directory education records to the student's parent under the following conditions:

- Written consent from the student
- Documentation provided that shows student is a dependent for tax purposes

The university may also inform parents of a student under the age of 21, if the student has violated any policies regarding the use/possession of alcohol or a controlled substance. More information regarding this policy can be found in the university's alcohol policy found in the Student Handbook.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University 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 20202-5901

### General Requirement for Graduate Degree

The final authority in determining fulfillment of graduation requirements for graduate degrees offered by the University is the Office of the Registrar.

### Grade Appeal/Grade Changes

#### **Grade Appeal:**

Students who wish to appeal a grade must submit a grade appeal to the instructor within two weeks after the receipt of a grade. If a mathematical, recording, or other technical error is discovered by the instructor, the instructor may recommend the appropriate grade change to the dean of the program and must accompany the recommendation with evidence which substantiates that such error had occurred. No other basis for change initiated by the instructor is acceptable. If substantive issues remain unsolved after the written correspondence with the instructor, the student should submit a copy of all written correspondence with the instructor to the dean of the program, along with a request for a grade change. If after meeting with the dean, the student still disputes his/her grade, step three is for a written appeal to the Vice President and Dean of Graduate College with copies of all written correspondence with the instructor and Dean/Program Director. The appeal must allege one of the following:

1. A computational, recording, or other technical error has been made but has not been acknowledged by the instructor; or,
2. The grade has been assigned in an arbitrary, capricious, or vindictive manner, or in a manner intended to inappropriately manipulate or control the student.

The Graduate Academic Dean will appoint a review committee to determine a final conclusion for the appeal.

#### **Grade Changes:**

Once grades have been submitted to the University Registrar, they may be changed for only one of three reasons:

1. To change an Incomplete to a letter grade
2. To correct a mathematical or clerical error, or
3. To accommodate a change resulting from an appeal

#### **Graduate Admission**

U.S. citizens and U.S. permanent residents wishing to be considered for admission to Regular or Provisional Standing must submit a completed application (paper or online) for admission to the Graduate College. A complete application for admission consists of the following:

1. A completed William Woods University Graduate Admission Application Form.
2. Official copies of qualifying transcripts verifying degree level and cumulative GPA as required for the program in which they intend to study.

Applicants seeking admission to a:

- Master degree – submit an official undergraduate level transcript as well as official transcript(s) from any graduate school(s) attended if transfer credit is desired.
- Specialist degree – submit an official master level transcript as well as official transcript(s) from any graduate school(s) attended if transfer credit is desired.
- Doctoral degree – submit an official specialist level transcript.

3. Additional requirements, such as letters of recommendation, summaries of professional experience, documentation of certification as required by various programs.

#### **Levels of Admission**

**Regular Admission:** The applicant meets all requirements for admission.

**Provisional Admission:** Students admitted provisionally need to do one or both of the following, as directed in their letter of admission:

1. Complete program prerequisites by the date provided in the letter of admission.

2. Earn grades no lower than a B in first nine hours of graduate degree requirements. This requirement may be assigned to students who do not meet all program admission requirements.

**Graduate Special – Non Degree Seeking:** Students who wish to take a course or two but do not want to complete a degree program may be admitted as a Graduate Special Classification. A prospective student must submit a completed Graduate Admission Application Form and an official transcript showing the appropriate degree to be eligible for course(s) desired. Graduate Special students should work with the Graduate Advisor to schedule/register for desired course(s).

#### Graduate College Inclement Weather Policy

Every reasonable effort should be made to have class when it is safe to do so. With sites located throughout the state, it is impossible to develop a weather policy that will work in all areas at all times. Therefore, it is the responsibility of the faculty facilitator and class representative to determine if weather conditions are widespread and severe enough to warrant cancellation.

Classes that are cancelled due to inclement weather will be required to be rescheduled.

Facilitators that are considering the cancellation of class for inclement weather may call the Administrative Assistant to the Executive Vice President of Academic Affairs for consultation if they feel the need to do so. (573) 592-1174

If weather conditions warrant cancellation of a class at a specific site, the established communication chain for the relevant group(s) will be activated. Facilitators who do cancel class should inform the Administrative Assistant to the Executive Vice President of Academic Affairs via phone (573)592-1174, or email at [Janice.Tate@williamwoods.edu](mailto:Janice.Tate@williamwoods.edu).

#### Graduate Grading Standard

Graduate students are expected to perform at a consistently high level, to demonstrate substantial mastery of required tasks, and to exhibit the capacity for flexibility and adaptiveness in applying concepts and skills to the definition and solution of new, non-routine, and highly complex programs. Demonstration of these attributes in graduate course work is acknowledged through the award of a grade of B or higher.

Grade Point Averages are used in determining suitability for continued study or for degree conferred. The Graduate College requires a graduate grade point average of 3.00 for program continuation and for degree conferral. The Graduate College awards the following grades: A, B, C, and F

A grade of F in any graduate course requires an interview with the program Dean. The Interview must be taken within 4 weeks of the end of the course that the student received an F.

A grade of C in any graduate course results in a letter warning the student that no more than three credit hours of C work may be applied toward degree credit hour requirements and that a cumulative 3.0 GPA is required for degree conferral. A second grade of C requires that the course be repeated as a condition of continuance, and the student is placed on Academic Probation until the second C is retaken with a B or higher grade. If the student does not receive a B or higher grade or the student received a subsequent C or lower grade, the student will be suspended for one calendar year and must complete and Application of Readmission.

Updated 8/17/2015

### Graduation/Commencement

All recipients of degrees awarded by the University are encouraged to participate in Commencement.

#### **Graduate Commencement Policy**

Graduate students who will have their degrees conferred in August may participate in the May commencement ceremony previous to degree conferral. August conferral students must notify the Office of the Executive Vice President of Academic Affairs of their intention to participate in the May ceremony and complete the graduation materials online. The request must be submitted before March 1st to ensure participation.

Graduate students who will have their degrees conferred in December will participate in the May commencement ceremony following the December degree conferral. December graduates must complete the graduation materials online as notification of intent to participate in the May ceremony prior to March 1st.

#### **Ed.D Candidates**

Candidates may participate in the commencement ceremony immediately following the date of the successful defense of their dissertation. Candidates must notify the Office of the Executive Vice President of Academic Affairs of their intention to participate and complete the graduation materials online prior to March 1st.

### Grievance Policy

Students have the right to request a review of academic and non-academic policies, programs, or incidents that are of a grievous nature and do not pertain to any other specific University policy. Issues involving sexual harassment and grades are dealt with through separate policies.

A grievance report (see criteria below) should be submitted to the Graduate Academic Dean if it is within one week of the reported incident. An initial effort will be made, within one week, to resolve the issue through dialogue and mutual consent. If this process does not provide for satisfactory resolution, a grievance committee will be formed and the matter will be forwarded to it.

Within one week of receipt, the grievance committee will review the issues outlined and will determine whether there is sufficient cause to warrant a committee hearing.

Should the determination be made that a hearing is warranted, the hearing will be held within two weeks from the committee's receipt of the documentation.

The grievance committee will be appointed as needed, and will be composed of representatives from various University divisions, departments, and constituencies including, but not limited to, the Director of Academic Advising, program administrators, and program faculty. If appropriate, the University Judicial Council or the conflict resolution procedures may be used.

Grievance criteria:

- Must be in written form.

- Must be dated and signed.
- Must contain specific details as to what the complaint is about and what results are requested.

Complaints may also be filed with the following (certain limitations may apply):

The Missouri Department of Higher Education serves as a clearinghouse for postsecondary student complaints. The MDHE complaint policy may be found at <http://www.dhe.mo.gov/documents/POLICYONCOMPLAINTRESOLUTION.pdf> This webpage contains information about the complaint process and includes instructions for how to file a formal complaint. Note that the policy provides that a student who wishes to file a complaint with the department must first exhaust all formal and informal avenues provided by the institution to resolve disputes.

William Woods University is accredited by the Higher Learning Commission <http://williamwoods.edu/about/accreditation.asp>. For information regarding an accreditation complaint please consult the Higher Learning Commission website at <http://www.ncahlc.org/Information-for-the-Public/complaints.html>.

Their contact information is as follows

The Higher Learning Commission,  
230 South LaSalle Street, Suite 7-500,  
Chicago, Illinois 60604-1413,  
Phone: 800.621.7440 / 312.263.0456.  
Fax: 312.263.7462  
[info@hlccommission.org](mailto:info@hlccommission.org)

### Incomplete Coursework (Grades of I)

The Incomplete may be issued only in special circumstances, defined as circumstances beyond the student's control, which, toward the end of the course, prevents the student from finishing a small portion of the work required to complete the course within the established course schedule. The Incomplete is never granted for purposes of convenience or to enable the submission of long overdue work.

The obligation to remove an incomplete grade rests exclusively with the student. The student must honor this obligation within four (4) weeks of the last class session in which the Incomplete was recorded. An Incomplete grade, which is not removed within four weeks of the last class session, will be converted to the grade that the student would have made at the end of the semester.

In extraordinary circumstances, those in which it can be unequivocally demonstrated physical or mental incapacity prevent the student from removing the Incomplete within the four-week period, the appropriate dean may extend the period in which the obligation might be satisfied for another three weeks; or subsequent to determining that incapacity will prevent the student from satisfying the obligation within such a period, the appropriate dean may authorize a withdrawal from the course. The determination to extend or to authorize a withdrawal may be made only if formally requested by the student or an authorized representative of the student. The obligation to seek such actions rests exclusively with the student.



## Instructional Schedules and Formats

### **Instructional Calendar**

During each academic year (1 July through 30 June) Graduate College programs are conducted in eight-week terms.

### **Instructional Formats**

Within the context of both term and semester schedules, Graduate College courses/classes are

**Semester Based:** Organized as semester-long courses, or eight week courses, conducted in the regular academic calendar of the University.

**Cohort and Online:** Organized as term courses conducted consecutively and culminating in program completion and degree.

### **International Students**

Foreign Graduate College students studying at William Woods University through the programs of the Graduate College may be admitted as independent international students or under the specific auspices of a formal agreement.

### International Students

The University actively encourages the involvement of international students in its graduate and undergraduate programs. The University is authorized under Federal Law to enroll non-immigrant alien students. International students must meet the same requirements and follow the same admissions procedures employed for U.S. nationals except that they must, unless English is their first language, [demonstrate sufficient knowledge](#) of the English language to benefit from their program of study.

### **Language**

International Applicants must ordinarily submit a TOEFL score of 550 or better, or a certificate of completion of level 109 from an ESL Language Center, or show proof of having successfully completed studies at another college or University in the United States for at least two full semesters.

### **Finances**

International students must also submit a certified letter of support from their bank, a sponsor, their family, or another source showing that they have funds to enable study at William Woods University. International students must demonstrate that they have adequate financial resources to provide for their educational and living expenses.

Since application materials come from several sources, the entire application cannot be submitted at once. Thus, prospective students are encouraged to coordinate the submission of materials so that #1 above (a completed William Woods University Graduate Admission Application Form) arrives at the University or the Graduate College first.

The Graduate College will acknowledge receipt of the graduate admission application form by email which will provide a quick link to a list of graduate programs and their admission requirements. An admission counselor will be in contact with the applicant to answer any questions and assist in the admission process. The application and other materials may be mailed to The Office of Admissions

William Woods University One University Avenue Fulton, MO 65251. The applicant may email [graduateadmissions@williamwoods.edu](mailto:graduateadmissions@williamwoods.edu) or call (800) 995-3199 with any questions.

Completed admission files are reviewed for admission eligibility. Students are notified of their official status and/or need for further information. Applicants who meet the required academic criteria as specified for the graduate program in which they intend to study are admitted to the Graduate College.

### Program Prerequisites

#### **MBA Prerequisites**

William Woods University takes pride in delivering the highest quality education and academic standards appropriate to Graduate level learning. In conjunction with this, the University maintains specific prerequisites in the Master of Business Administration (MBA) program. The MBA program has undergraduate prerequisites of at least three credit hours in accounting, economics and finance. It is the responsibility of the student to complete these prerequisites.

Temporary admission to the MBA program is allowed without the prerequisites; however, the prerequisites must be completed prior to enrolling in the fifth course, Economics for Managers (BMT 524). Failure to complete all prerequisites by this deadline will result in a delay in obtaining the MBA degree. For example, students enrolled in an on-ground cohort who fail to achieve college credit for these pre-requisite courses by the deadline will not be able to remain on their original time-line to graduation. Instead, they will need to complete the pre-requisite courses, then join another MBA cohort when one becomes available, or finish their degree online.

Satisfactory completion of the prerequisites can be met by the successful completion of most undergraduate accounting, economics and finance courses. However, you should contact your advisor before beginning any courses to ensure the ones you have selected included the correct content and rigor to satisfy the requirements. To simplify this process, eight-week online courses designed to meet these requirements are available through William Woods University.

Students should register for online sections of the prerequisite through their Academic Advisor. If the course is taken at another institution, an official transcript listing the course and final grade must be received in the Graduate College Office by the deadline described above.

### Public Access to Doctoral Dissertations

William Woods University requires that the dissertation be accessible to members of the public as a way of sharing applied research with the greater academic community. Applied research is useful to the development of strong leaders in the field of education.

Because of this commitment, students may not use research that restricts publication or public disclosure of these items or of the dissertation. Proprietary materials, private information, and material that are classified for security reasons are examples of research that might preclude publication.

### Repeated Course

Students must make a C or higher to receive credit for the course. Only one C grade will be allowed for a graduate degree. When such a course is repeated, only the credit hours and quality points earned in the latest attempt will be counted in grade point average and toward graduation

requirements. However, both the previous grade and the grade received in the repeated course will appear on the transcript.

## Resources for Learning

### **Dulany Library**

Dulany Library is open 89.5 hours per week during the academic year and contains a wide variety of materials, including almost 100,000 printed books and more than 10,000 DVDs and other non-print materials. The circulation period for most materials is 30 days and can be mailed directly to students.

The Library subscribes to a variety of digital resources including almost 200,000 e-books and 38,000 full-text journals. Additional digital resources are also available, such as dictionaries, atlases, encyclopedias, legal reference databases, and streaming videos. The Library provides a discovery service, called *Woods OneSearch* that retrieves journal articles, books, videos and other materials in a single search with the ability to refine searches using specific parameters, making it extremely easy to find the resources you need.

Reference services are available by calling the Library at 1-573-4289 or by clicking on "Ask the Librarian" on the Library main web page. All library resources are accessible through the Library's web site at [http://www.williamwoods.edu/current\\_students/library/index.html](http://www.williamwoods.edu/current_students/library/index.html)

William Woods University is a charter member of MOBIUS, a statewide consortium of academic libraries which provides WWU faculty and students with online access and borrowing privileges to twenty-four million items in Missouri's academic libraries as well as providing detailed information about the library materials housed on the WWU campus. Materials not available through the WWU Library or MOBIUS may be requested free through interlibrary loan; a form is available on the library's web site.

### **Technology Resources**

#### **Atomic Learning**

All students at WWU have access to this on line tutorial program. Atomic Learning is a digital tutorial website with more than 1,500 hours of on line professional development and learning resources. This program will assist you in learning how to use different software programs.

Atomic Learning is accessed through OwlNet. Once logged into OwlNet, the Atomic Learning link is on the far right in the grey section under courses. The log in is your email user name and password. If you have any questions or concerns you can contact the UIT helpdesk at [helpdesk@williamwoods.edu](mailto:helpdesk@williamwoods.edu).

#### **SmartThinking**

Online assistance for English, Math, and most other academic subjects is also available 24/7 through SmartThinking, our e-tutoring service provider. Just click on the "Tutoring" tab at the top of your OwlNet main page and follow the simple directions to connect with a dedicated personal tutor!

No separate login is required. You will see a list of basic subjects, and a field to do a subject search. For most subjects there are two options, "Drop-in tutoring" and "Offline questions." Drop-in allows you to chat live with a tutor, and offline allows you to submit a question; They email you back the answers. The system is very user friendly. However, if you are confused by the navigation of the system, please contact the Academic Advising Office at [bcarr@williamwoods.edu](mailto:bcarr@williamwoods.edu).

## **Graduate and Online Welcome Center**

New Graduate and Online students are invited to visit the Graduate and Online Welcome Center. The welcome center may be accessed via the [Current Students](#) web page on [www.williamwoods.edu](http://www.williamwoods.edu). New students are counseled to visit the portal by their admissions counselor following official university acceptance. Students also receive reminders to visit the welcome center via success coach contacts and communications. The welcome center was designed to provide consistent information that is conducive to a positive orientation experience for new graduate and online students. While this portal is designed for new students, it may be accessed on an unlimited bases.

## **Student Services**

### **Career Development Center**

The mission of the William Woods University Office of Career Services is to educate and empower students and alumni in the development of lifelong career strategies for a diverse world.

Career Services is designed to help students and alumni at all stages in the career development process. As the university mission states Career Services strives to be 'student-centered and professions-oriented' by helping students answer the questions: *Who Am I? Where Am I Going? How Do I Get There?*

Services:

- Career exploration
- Career planning
- Interest inventories
- Resume and cover letter development
- Internship searches and obtaining
- Interview preparation
- Job searches
- LinkedIn
- Networking and social media

### **Student Disability Services**

The Director of Disability Services organizes support services to enable students with disabilities to achieve their academic potential. Available services include alternative testing and information about external support services and resources. The Director of Disability Services is the institution's Americans with Disabilities Act officer.

William Woods University does not discriminate on the basis of race, color, age, religion, sex, ethnicity, nationality, disability or veteran status in the recruitment and admission of any student. This pertains to all of the rights, privileges, programs and activities generally accorded or made available to students at

the school, including administration of William Woods University's educational policies, admission policies, scholarship and loan programs, and athletic and other school-related programs.

Students are not required to disclose a disability when applying to the university or at any other time. Students who choose to disclose a disability to the university and/or who request accommodation or special aids (when applying for admission or at other times) must provide notice and documentation of the disability in accordance with the university's policy. The university's policy requires the following:

Students who choose to disclose a disability are responsible for notifying the university of their disability on a timely basis.

Students must direct any such notice to the Disability Services Coordinator.

Students are responsible for requesting specific academic adjustments and/or special aids on a timely basis.

Students are responsible for giving the university appropriate supporting evidence of their disability and the requested academic adjustments or special aids on a timely basis.

For additional information regarding the university's policy, please contact the university's Americans with Disabilities Act officer.

**Satisfactory Academic Progress**

Students must make Satisfactory Academic Progress towards earning a degree as stipulated in the chart below to receive financial aid at William Woods University from all Federal, State and institutional programs. Academic Scholarships funded by WWU are renewed based on the renewal criteria outlined on the Scholarships and Awards Program information you received at the time of your initial award notification.

Minimum Cumulative GPA	3.0
Minimum % of total hours completed	70
Maximum total hours attempted allowed to complete degree requirements for current primary program of study	150% of the specified degree programs published length of completion

**Title IV SAP Evaluation**

1. Title IV SAP is calculated after each semester/payment period following the student's first term of enrollment as a regular degree-seeking student, including new students who are admitted on academic probation.
2. Quantitative (hours attempted and earned) and qualitative (cumulative GPA) SAP progress is measured.

## William Woods University Graduate 2017 - 2018 Academic Catalog

3. Students meeting the standards listed above when calculated are in Title IV SAP good standing. If either the quantitative or qualitative measures are not met, the student is not in good SAP standing
4. Rules are applied uniformly to all students for all periods of enrollment whether or not aid has been previously received.
5. Students who are on academic dismissal are not Title IV eligible. (See appeals).
6. Title IV Eligibility is reestablished after the student improves their academic record to meet the minimum standards or an appeal due to unusual and/or mitigating circumstances is approved.
7. Students are notified by a letter from the Office of Student Financial Services if Title IV eligibility is in question. Please contact the SFS Office if questions arise.

### Grades

1. All courses taken at WWU are counted as hours attempted. This includes courses which end as incompletes, failed, or withdrawn. Repeat courses will show in attempted hours once. Dropped courses will not be reflected in attempted hours.
2. Only courses successfully completed are recognized by the WWU Registrar's Office as acceptable for progressing toward degree completion are counted as earned. This means hours earning grades of A, B, C, D, or P.
3. Courses not successfully completed are considered hours attempted and not earned. Unsuccessfully completion of credit hours means earning grades of F or W.
4. All courses designated as repeated for grade improvement count as hours attempted, but only count once if passed as hours earned.
5. Courses attempted repetitively for credit count as both hours attempted and passed as hours earned.
6. Audit and no-credit classes are ineligible for financial aid and do not count in Title IV SAP calculations.
7. The official institution GPA determined by WWU Registrar's Office is used for all qualitative measures.

### Additional Earned Credits

1. All credit hours applicable to the current degree pursuit attempted through study abroad programs, off-campus programs, and through consortium agreements with other institutional count in both attempted and earned calculations.

### Transfer Students

1. Transfer students with no grade history at WWU will enter on SAP Good Standing.

2. Transfer students with grade history at WWU may be evaluated upon re-admittance.
3. Complete academic transcripts for work attempted at other institutions are expected to be submitted to the Office of Enrollment Services before the beginning of the first semester at WWU. A standard SAP calculation including this work and WWU hours will be run by the next scheduled increment.
4. All accepted transfer hours will show as hours attempted and earned.
5. Students failing SAP will be placed on SAP Suspension and they are ineligible for financial aid during the period of suspension. (See appeals)

#### Re-admit Students

1. Former WWU students who were not enrolled at WWU for the most recent semester will re-enter at the Title IV SAP status earned at the end of their last WWU enrollment.

#### Appeals and Reinstatement

1. SAP Suspension may be appealed if unusual and/or mitigating circumstances affected academic progress. Such circumstances may include a severe illness or injury to the student or an immediate family member, the death of a student's relative, student activation into military service or other circumstances as deemed appropriate for consideration by the SAP Appeals Committee.
2. To appeal the student must submit a letter to the Student Financial Services Office no later than 15 business days before the beginning of the semester for which reinstatement is desired. This should explain in detail why they failed to meet the minimum academic standards, what unusual and/or mitigating circumstances caused the failure and how their situation has improved.
3. The SAP Appeals committee decision result will be sent to the student by mail or electronic means.
4. Appeal approvals will give the conditions and timeframe for maintaining aid eligibility.
5. Students with approved appeals will be placed on SAP probation for the next enrollment period. At the end of that enrollment period, the student's SAP status will be reevaluated. In order for the student to remain eligible for financial aid, the student must be meeting the SAP standards or successfully following the academic plan provided in the SAP probation letter.
6. SAP Appeals committee decisions cannot be appealed to another source.
7. Students who raise their cumulative standards to equal or exceed the minimum requirements should contact the Director of Student Financial Services to see if they may be reinstated to SAP Good Standing from that point forward.

#### Second Graduate Degree

William Woods University does, under specified circumstances and conditions, admit students to study for a second Master or Specialist degree. A second Master or Specialist degree, in addition to other

requirements, requires the possession of a completed Master/Specialist degree prior to admission and no less than 21 credit hours of academic work subsequent to the award of the first degree.

The University does not permit, under any circumstances or conditions, simultaneous study for two graduate degrees. Students who pursue two MED/EDS majors simultaneously would be considered a double major under pursuit of one degree. A double major does not constitute a double degree or a second degree.

### Sexual Misconduct/Harassment Policy, Procedures and Resources

It is the policy of William Woods University that discrimination, harassment, sexual assault, domestic violence, dating violence, and stalking are not acceptable conduct at the University. The University is committed to maintaining a learning and working environment for its students, faculty, and staff that is free from discrimination, harassment, and sexual violence. In compliance with Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and other federal and state laws and regulations, the University does not discriminate or permit discrimination on the basis of any status or condition protected by applicable federal or state law, including race, religion, gender, nationality, ethnicity, age, sexual orientation, marital status, veteran status, or disability, in the administration of its educational policies, admission, financial assistance, employment, educational programs, or activities. The University also strictly prohibits harassment that is based on any of these characteristics, including Sexual Harassment and Sexual Violence as defined in this policy. The University will take reasonable steps to prevent and respond to reported violations of this policy as described herein, where the conduct reported may impact the educational, residential, or employment environment of members of the William Woods University community.

This policy applies to all faculty, staff, and students of the University. The procedures for addressing complaints and reports of discrimination, harassment, and Sexual Violence are included in this policy and are designed to consider the rights of both the complainant and respondent, the safety and well-being of all members of the William Woods University community, and applicable state and federal mandates. This policy covers conduct that occurs on or near property owned or operated by the University, at or in connection with a University-related event, or off-campus, if such conduct adversely affects the campus environment.

### **Definitions**

**Sexual Harassment:** Sexual Harassment is defined as unwelcome conduct of a sexual nature, which may include, but is not limited to, unwelcome sexual advances, requests for sexual favors, sexual violence, and other unwelcome verbal or physical conduct of a sexual nature. Whether conduct is “unwelcome” is determined on a case-by-case basis. Examples of Sexual Harassment may include, but are not limited to, the following:

- Attempting to coerce an unwilling person into a sexual relationship;
- Repeatedly subjecting a person to egregious, unwelcome sexual attention;
- Punishing a refusal to comply with a sexually-based request;
- Conditioning a benefit on submitting to sexual advances;
- Gender-based bullying;



- Unwelcome sexual advances, including an invitation (even subtle) intended to result in a sexual liaison; invitations to dinner or social events when refusal results in the loss of a promotion or other adverse employment or educational action; and propositioning an employee or student;
- Unwelcome verbal conduct of a sexual nature, including sexually provocative or explicit speech, publicly expressed sexual fantasies, jokes of a sexual or crude nature, derogatory comments directed to males or females as a group, demeaning comments, threats for not agreeing to submit to sexual advances, and writing sexually explicit memos;
- Unwelcome physical conduct of a sexual nature, including grabbing or twisting an individual's arm; any unwarranted touching; sexually offensive pranks; drawing sexually explicit cartoons, other drawings or graffiti; gestures indicating sexual behavior, suggestive winks, and kissing; and
- Sexually exploitative behavior, which may include capturing or viewing, through any means, images of sexual activity, sexually explicit images, or another person's nudity without that person's consent.

Sexual Harassment is not limited to conduct by males toward females or faculty members toward students. For purposes of this policy, sexual harassment may occur between any or all of the following:

- Student and faculty member;
- Student and staff member;
- Faculty member and staff member;
- Male and male;
- Female and female; and
- Male and female.

**Sexual Assault:** Sexual Assault is defined as actual or attempted sexual contact (or threats of) with another person without that person's consent. Examples include, but are not limited to, the following:

- Intentional touching of another person's intimate parts without that person's consent, including, but not limited to, fondling, kissing, groping, or other deliberate physical sexual contact with an individual's intimate parts without that person's consent;
- Coercing, forcing, or attempting to coerce or force a person to touch another person's intimate parts without that person's consent;

- Rape, which is penetration, no matter how slight, of (1) the vagina or anus of a person by any body part of another person or by an object, or (2) the mouth of a person by a sex organ of another person, without that person's consent;
- Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law; and
- Non-forcible sexual intercourse with a person who is under the statutory age of consent.

The definition of Sexual Assault is not intended to prohibit the use of sexually explicit materials in or outside of the classroom, when, in the judgment of a reasonable person, the materials are related to the academic mission and appropriate to learning.

**Consent:** Consent is defined as words or actions that show a knowing and voluntary agreement to willingly engage in agreed-upon sexual activity. Consent cannot be gained by force, requires communication between all involved individuals, and must be obtained one step at a time, e.g., consent for oral sex does not constitute consent for intercourse. Silence, non-communication, passivity, or lack of resistance should not be interpreted as an indication of consent. Previous consent does not imply consent to any future form of sexual activity. Consent can be rescinded at any time.

Consent is not valid if: (a) it is given by a person who lacks the mental capacity to authorize the conduct and such mental incapacity is manifest or known to the actor; or (b) it is given by a person who by reason of youth, mental disease or defect, intoxication, a drug-induced state, or any other reason is manifestly unable or known by the actor to be unable to make a reasonable judgment as to the nature or harmfulness of the conduct; or (c) it is induced by force, duress, or deception.

*Note: Use of alcohol and/or drugs by either party is not an excuse for violation of this policy. An intoxicated or incapacitated person cannot provide informed consent to sexual activity. Evidence of incapacitation may include, but is not limited to, unconsciousness, slurred speech, blacking out, and unusual behavior.*

**Domestic Violence:** Domestic Violence is defined as a felony or misdemeanor crime of violence committed by:

- A current or former spouse or intimate partner of the victim;
- A person with whom the victim shares a child in common;
- A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;

- A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or
- Any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

**Dating Violence:** Dating Violence is defined as violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be based on the reporting party's statement, with consideration of length of relationship, type of relationship, frequency of interaction and, if applicable, the length of time since the relationship ended. Dating Violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating Violence does not include acts covered under the definition of Domestic Violence.

**Stalking:** Stalking is defined as engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for her or his safety or the safety of others, or suffer substantial emotional distress.

For purposes of this definition –

- "Course of conduct" means two or more acts, including, but not limited to, acts which the stalker directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person's property;
- "Substantial emotional distress" means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling; and
- "Reasonable person" means a reasonable person under similar circumstances and with similar identities to the victim.

Examples of Stalking may include, but are not limited to, the following:

- Repeated, unwanted, intrusive, and/or frightening communications from the perpetrator by phone, Internet, mail, text messages, social media, or email;
- Repeatedly leaving or sending the person unwanted items or gifts;
- Following or waiting for the person at places such as his/her home, school, work, or recreation locations;

- Making direct or indirect threats to harm the person or that person's children, relatives, friends, or pets;
- Damaging or threatening to damage the person's property;
- Posting information or spreading rumors about the person on the Internet, in a public place, or by word of mouth; and
- Obtaining personal information about the person by accessing public records; using on-line search services; hiring private investigators; going through the person's garbage; following the person; or contacting the person's friends, family, work, neighbors, etc.

For links to definitions of Missouri State Laws see Appendix A.

**Sexual Violence:** For purposes of this policy, Sexual Violence collectively refers to the terms "Sexual Assault," "Domestic Violence," "Dating Violence," and "Stalking," as defined in this policy.

**Complainant:** A complainant is an individual filing a complaint or report pursuant to this policy. Complainants are typically members of the William Woods University faculty, staff, or student population; however, there may be other third parties eligible to file violations within this policy. Examples include, but are not limited to, Westminster College students, guests, and visitors. There may be some cases where a person who is reporting a violation of this policy and/or who is the victim of conduct alleged to violate this policy does not want to participate as a complainant. In that case, the University may continue the investigation and adjudication process under the policy without a complainant.

**Respondent:** A respondent is an individual whose alleged conduct is the subject of a complaint or report filed and/or being investigated pursuant to this policy.

### **Reporting Discrimination, Harassment, and Sexual Violence to University Officials**

Members of the University community may report violations of this policy, including any alleged discrimination, harassment, or Sexual Violence, to the Title IX Coordinator/Director of Human Resources (DIR HR). The Title IX Coordinator is the administrator designated to oversee this policy and the University's compliance with responsibilities relevant to Title IX and can be contacted as follows:

**Margie Bramon**  
**Title IX Coordinator**  
**Director of Human Resources**

William Woods University  
Academic Building, Room 103  
Fulton, MO 65251

[hr@williamwoods.edu](mailto:hr@williamwoods.edu)

573-592-1111

In addition to the Title IX Coordinator, reports also may be made to the following Designated Officials:

For complaints against students – the Vice President and Dean of Student Life (VPSL) and/or the Director of Intercollegiate Athletics, both of whom serve as Deputy Title IX Coordinators for complaints against students

**Venita M. Mitchell, Ph.D.**

Deputy Title IX Coordinator for Students  
Vice President and Dean of Student Life (VPSL)  
William Woods University  
McNutt Campus Center, Room 121  
Fulton, MO 65251

[venita.mitchell@williamwoods.edu](mailto:venita.mitchell@williamwoods.edu)

573-592-4239

**Jason Vittone**

Deputy Title IX Coordinator for Students  
Director of Intercollegiate Athletics  
William Woods University  
Helen Stephens Sports Complex  
Fulton, MO 65251

[jason.vittone@williamwoods.edu](mailto:jason.vittone@williamwoods.edu)

573-592-4387

For complaints against employees – the Assistant Director of Human Resources, who serves as the Deputy Title IX Coordinator for complaints against employees

**Andrea Whelan**

Deputy Title IX Coordinator for Employees Assistant Director of Human Resources

William Woods University

Academic Building, Room 103

Fulton, MO 65251

[andrea.whelan@williamwoods.edu](mailto:andrea.whelan@williamwoods.edu)

573-592-4308

For complaints against faculty – the Vice President and Dean of Academic Affairs

**Aimee Sapp, Ph.D.**

Vice President and Dean of

Academic Affairs

William Woods University

Academic Building, Room 106

Fulton, MO 65251

[aimee.sapp@williamwoods.edu](mailto:aimee.sapp@williamwoods.edu)

573-592-4391

For complaints against vendors – the Chief Financial Officer

**Julie Houseworth**

Chief Financial Officer

William Woods University

Academic Building, Room 101

Fulton, MO 65251

[julie.houseworth@williamwoods.edu](mailto:julie.houseworth@williamwoods.edu)

573-592-4260

For complaints against any Executive Cabinet Member – the President

**Jahnae H. Barnett, Ph.D.**

President

William Woods University

Academic Building, Room 215

Fulton, MO 65251

[jahnae.barnett@williamwoods.edu](mailto:jahnae.barnett@williamwoods.edu)

573-592-4216

Faculty and staff may also file complaints with the President relating to the conduct of the Title IX Coordinator or the Designated Officials. In that case, the President may appoint an alternate individual to serve, as appropriate.

Though the University encourages students and employees to bring reports of discrimination, harassment, and Sexual Violence to the attention of the University for further investigation pursuant to this policy, individuals who wish to maintain confidentiality may contact the following resources:

Traditional on-campus students can make confidential reports to:

**The Counseling and Health Services Office**

*(including the office manager, counselor, and nurse practitioner)*

Jenn Burton, Office Manager

William Woods University

Stone-Campbell Apartments (Apt. A)

Fulton, MO 65251

[health.services@williamwoods.edu](mailto:health.services@williamwoods.edu)

573-592-4222

**The University Chaplain**

**Office of Faith Services**

William Woods University

Stone-Campbell Apartments (Apt. A)

Fulton, MO 65251

573-592-4222

Unlike reports of discrimination, harassment, and Sexual Violence made to other University officials (which must be reported to the Title IX Coordinator), absent the student's consent and/or situations where they perceive a serious risk or threat of injury to any person or property, reports to or conversations with the above confidential resources will not be reported to the Title IX Coordinator or other University officials for further investigation pursuant to this policy.

Students and employees can also report crimes confidentially at [williamwoods.edu/SilentWitness](http://williamwoods.edu/SilentWitness) and/or may speak confidentially with the following:

- Off-campus rape crisis counselors
- Off-campus members of the clergy and chaplains

See the Confidentiality and Support and Services sections of this policy for more information.

With the exception of staff at the Counseling and Health Services Office and the University Chaplain, all faculty and staff, including residential life employees (i.e., community advisors and chapter advisors) and graduate assistants who have reasonable cause to believe an incident of discrimination, harassment, Sexual Violence, or other potential violation of this policy occurred are required to report this information to the Title IX Coordinator, Deputy Title IX Coordinators, or other Designated Official.

When reporting alleged violations of this policy, the reporting party should include relevant details about the incident, including names of the involved parties (if known), any witnesses, and any other relevant facts including the date, time, and specific location of the alleged incident.

The University recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time an incident of Sexual Violence occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct.

The University strongly encourages students to report incidents of Sexual Violence to campus officials. A bystander reporting in good faith or a victim reporting Sexual Violence to University officials or law enforcement will not be subject to disciplinary procedures for violations of the University's Alcohol and Drug Policies occurring at or near the time of the Sexual Violence.

### **Discrimination, Harassment, and Sexual Violence Investigation and Adjudication Process**

Complaints or reports of conduct that may constitute a violation of this policy will be documented with the Title IX Coordinator. Complaints or reports may be made verbally or in writing and will ultimately need to be recorded in writing by the complainant or a staff member involved with the investigation and adjudication process. Making a report as soon as possible following the alleged misconduct or policy violation is encouraged but not required.

Upon receipt of a complaint or report of conduct that may constitute a violation of this policy, the University will initiate the following process:

#### **Initial Steps:**

1. Following a complaint or report of Sexual Violence, the Title IX Coordinator, Deputy Title IX Coordinators, or designee will:
  - Assess the immediate safety needs of the complainant;
  - Provide the complainant with access to medical care if appropriate;



- Provide the complainant with contact information for the local police department and assist the complainant with contacting local police if the complainant requests;
  - Inform the complainant of the availability of counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, and other services on and/or off campus;
  - Provide the complainant with written instructions on how to apply for a protective order; and
  - Provide the complainant with a copy of this policy and inform the complainant regarding timeframes for inquiry, investigation, and resolution.
1. Individuals reporting violations of this policy may request interim measures or accommodations, which may include, but are not limited to, no-contact orders; no-trespass notices; academic accommodations, such as course changes or other appropriate arrangements; residential accommodations (i.e., new housing or temporary housing); changes in transportation and employment arrangements as appropriate; assistance with accessing counseling, disability services, safety escorts, etc.; and information and assistance with filing a report with appropriate law enforcement and/or seeking restraining orders. A no-contact order would restrict contact and communication between the complainant and the respondent. A no-trespass notice would prohibit the presence of the individual who is issued the notice on any University property or properties where University programs are occurring. The Title IX Coordinator or designee will assess the need to implement any such accommodations and/or interim protective measures and will provide these accommodations and/or interim protective measure if they are reasonably available and requested by the complainant. The University will work with local law enforcement to implement these accommodations and/or interim protective measures to the extent appropriate. Refusal to follow and adhere to any interim protective measures may result in disciplinary action. Accommodations and protective measures may be taken even if a complainant declines to pursue a complaint under this policy.
  2. Prior to proceeding with the investigation and adjudication process, the Title IX Coordinator or designee will determine whether the report or complaint alleges conduct that may be prohibited by this policy. If the Title IX Coordinator or designee believes that the allegations, if proven, would not constitute a violation of this policy, the complainant will be advised of other available judicial and support options as appropriate, and no further investigation will be pursued under this policy. If new information is later provided to the Title IX Coordinator or designee, this decision may be reevaluated. If the Title IX Coordinator or designee believes that the allegations, if proven, would constitute a violation of this policy, the investigation and adjudication process described herein will be followed.
  3. Prior to proceeding with the investigation and adjudication process, the University will notify the complainant that the investigation and adjudication process is being pursued. If the complainant does not wish to proceed with the investigation and adjudication process or does not consent to the disclosure of his/her name or other identifiable information to the respondent, the University's ability to respond to the complaint may be limited. The University will take all reasonable steps to investigate and respond to the complaint consistent with the complainant's request for confidentiality, but the University may not be able to comply with this request. The

University will inform the complainant if it cannot ensure confidentiality. See the Confidentiality section of this policy for more information.

**Investigation:**

1. If the Title IX Coordinator or designee determines that the University should proceed with the investigation and adjudication process provided in this policy, the Title IX Coordinator or designee will notify the respondent of the complaint and will designate an individual to conduct an investigation that is appropriate under the circumstances, prompt, thorough, fair, equitable, objective, and impartial. The Title IX Coordinator or designee has discretion to designate either an internal investigator or an investigator from outside the University. When an external investigator is used, the Title IX Coordinator may appoint a Designated Facilitator (DF) to serve as the University liaison with the external investigator and to coordinate the investigation. For complaints against students, the Title IX Coordinator will typically designate the Director of Residential Life and Campus Safety (DRL/CS) as the investigator. For complaints against employees, the Title IX Coordinator/Director of Human Resources (DIR HR) will typically serve as the investigator.
2. The investigator is authorized to contact any and all individuals with potentially relevant information and access and/or request records or any additional evidence, outside of those legally protected as confidential or privileged, relevant to the complaint. The nature and scope of the investigation is within the discretion of the investigator and/or the DF.
3. To the extent permitted by law, the complainant and respondent will be afforded the same rights and opportunities throughout the investigation, including the right to receive timely notice of meetings in which they are a participant; the right to receive timely and equal access to information relied on as part of the investigation; and the opportunity to recommend witnesses and submit evidence. The complainant and respondent will be asked to identify all relevant evidence they would like the investigator to consider, as well as witnesses they would like the investigator to interview. Both the complainant and the respondent may provide, if they wish, a list of questions they would like the investigator to ask of particular witnesses or of each other. The complainant and respondent will not be permitted to question or cross-examine each other during the course of the investigation. The investigator will consider all evidence he/she deems necessary to complete a prompt, thorough, and impartial investigation, but may not interview all witnesses identified by the complainant or respondent or ask the questions provided by the complainant or respondent. However, in determining whether to interview witnesses or ask particular questions, the investigator should consider such factors as equity, fairness, and impartial treatment of both parties.
4. Complainants and respondents are entitled to the same opportunities to have an advisor of their choice present at any interviews or meetings related to the investigation and adjudication process provided under this policy. The role of the advisor is solely to support the individual. The advisor is not permitted to ask or answer questions, serve as a witness, or make a statement on behalf of the complainant or respondent. The University is not responsible for providing the complainant or the respondent with an advisor. The

investigator, the DF, or other University official may terminate meetings and proceed with the investigation based on information otherwise available if advisors refuse to comply with these requirements.

5. If at any point during the investigation, the respondent acknowledges that he/she engaged in the conduct at issue in the complaint and accepts responsibility for violating this policy, the investigator may refer the matter to the University Judicial Council or the DIR HR for a determination regarding sanction(s), discipline, and/or other action(s) in accordance with this policy.
6. All participants in the investigation are expected to cooperate fully by providing complete, accurate, and truthful information. This policy prohibits intentionally making a false report or providing false or misleading information in any investigation under this policy. Complainants will not be deemed to have provided false or misleading information under this policy if their factual allegations are intended to be truthful and are made in good faith, regardless of whether the conduct complained of is ultimately found to constitute a policy violation. Participants in the investigation will be expected to keep the content of the interview and investigation confidential. Should a complainant or respondent fail to cooperate with the investigator, the investigation may proceed, a finding may be reached, and sanction(s) and/or disciplinary action(s) may be imposed based on the information available.
7. In cases where an evidentiary or procedural question arises in connection with the investigation, the investigator or DF may make a determination or refer the matter to the Title IX Coordinator or designee for a decision.
8. The investigation ordinarily will be completed within forty-five (45) days from the time a report or complaint is made to the Title IX Coordinator. This time period may be shorter or longer, depending on the circumstances, including, but not limited to, the complexity of the case, the academic calendar, and the availability of witnesses and other relevant individuals. If either the complainant or respondent would like to request an extension of this time frame, a request with a description of the reasons for the request should be directed to the investigator and/or DF. The investigator and/or DF will notify the other party, make a decision, and inform the parties and any other individual who needs to know of that decision. If extenuating circumstances are present, the DF may also decide independently to extend this forty-five (45)-day time frame, and will inform the complainant and respondent, and any other individual who needs to know, of any such decision.
9. At the conclusion of the investigation, the complainant and respondent may review the witness statements and other relevant materials. This includes the statements of both the respondent and complainant. Both will have an opportunity to respond to this information in writing within seven (7) calendar days. If at any stage following the submission of these responses new relevant evidence is gathered, it will be shared with both parties, who will have an opportunity to submit a written response within a time frame determined by the investigator or DF.
10. The complainant may request that an investigation be discontinued at any time. The University will attempt to honor the wishes of the complainant. However, to accommodate cases where compelling evidence suggests significant individual or community safety concerns, the decision

to discontinue an investigation is the sole decision of the University. For more information, see the Confidentiality section of this policy.

11. If a complainant or respondent is concerned that the investigator, DF, or other University official involved in the investigation and/or adjudication process may be biased or have a conflict of interest, the person should inform the Title IX Coordinator or Deputy Title IX Coordinators of that concern immediately. The Title IX Coordinator or designee will consider this concern and determine whether any bias or conflict of interest exists. If a complainant or respondent is concerned that the Title IX Coordinator may be biased or have a conflict of interest, the person should notify the Vice President of Enrollment Services and Marketing at McNutt Campus Center, 573-592-1106, who will then consider this concern and determine whether any bias or conflict of interest exists or appoint an alternate individual to do so.

**Determination:**

For cases involving complaints or reports against students, the following process will be followed after the investigation is complete:

1. The investigator and/or DF will submit a final report to the University Judicial Council (UJC). The final report will include a summary of the evidence considered and the investigator's recommended finding on whether a violation of this policy occurred. This recommended finding will be based on the preponderance of evidence standard (i.e., whether it is more likely than not that the policy was violated).
2. After review of the investigator's report and recommended finding, the UJC shall issue a determination as to whether a violation of this policy occurred. The UJC's determination will be based on a preponderance of the evidence standard (i.e., whether it is more likely than not that the policy was violated). The UJC is not bound by the investigator's report. The UJC may accept or reject the investigator's recommended finding in whole or in part. Before making a determination, the UJC may request additional relevant information and may consult with other individuals as appropriate. In addition, prior to the UJC's determination, the complainant or respondent may choose to meet individually with the UJC. If either the complainant or respondent requests to meet with the UJC, the other party will be notified of this request and will also be given the opportunity to meet separately with the UJC. The UJC may also request individual meetings with both the complainant and the respondent.
3. If the UJC finds that a student has engaged in conduct that violates this policy, the UJC will determine the appropriate sanction(s) and/or other action(s). Prior conduct may be taken into account in this determination. Sanction(s) and/or disciplinary action(s) could include warnings, written reprimands, probationary status, official suspension, or expulsion from any or all University program(s) in which the student is enrolled or participating. It may also include other action as deemed appropriate under the circumstances (e.g., long-term protective measures to address the needs of the complainant, including but not limited to room changes, class changes, building restrictions, extracurricular activity restrictions, modification of no-contact orders, and other actions deemed necessary to maintain a safe environment for the complainant and/or

other members of the University community). Failure to comply with any sanction or other action issued by the UJC may be grounds for further discipline.

4. The UJC's determination regarding whether a violation of this policy occurred and the appropriate sanction(s) and/or other action(s) (if any) will ordinarily be issued within ten (10) days after receipt of the investigator's report. The ten-day (10)-day period may be extended if the UJC determines that further information or investigation is needed.
5. For investigations following complaints or reports of Sexual Violence against students, the complainant and the respondent will be simultaneously notified in writing of the determination of the investigation and adjudication process, any sanction(s) or other action(s) imposed, the right to appeal, any changes to the result of investigation and adjudication process, and when such results become final. For investigations following complaints or reports of a crime of violence or non-forcible sex offense (as defined in 34 C.F.R. § 99.39) against students, the complainant will be notified of the name of the respondent (if not already known), the determination of the investigation and adjudication process, and any sanction(s) or other action(s) imposed. For investigations following all other complaints or reports of discrimination or harassment against students, the complainant and the respondent will be notified in writing of the determination of the investigation and adjudication process, any sanction(s) or other action(s) imposed (the complainant will only be notified of those that directly relate to the complainant, like an order that the accused stay away from the complainant), and the right to appeal.

For cases involving complaints or reports against employees, the following process will be followed after the investigation is complete:

1. If the investigator is someone other than the DIR HR, the investigator and/or DF will submit a final report to the DIR HR. The final report will include a summary of the evidence considered and the investigator's recommended finding on whether a violation of the policy occurred. This recommended finding will be based on the preponderance of evidence standard (i.e., whether it is more likely than not that the policy was violated).
2. After review of the investigator's report and recommended finding, the DIR HR shall issue a determination as to whether a violation of the policy occurred. The DIR HR's determination will be based on a preponderance of the evidence standard (i.e., whether it is more likely than not that the policy was violated). The DIR HR is not bound by the investigator's report. The DIR HR may accept or reject the investigator's recommended finding in whole or in part. Before making a determination, the DIR HR may request additional relevant information and may consult with other individuals as appropriate. In addition, prior to the DIR HR's determination, the complainant or respondent may choose to meet individually with the DIR HR. If either the complainant or respondent requests to meet with the DIR HR, the other party will be notified of this request and will also be given the opportunity to meet separately with the DIR HR. The DIR HR also may request individual meetings with both the complainant and respondent.

3. If the DIR HR is the investigator, he/she shall prepare a final report that includes a summary of the evidence considered and his/her finding on whether a violation of the policy occurred. This determination will be based on a preponderance of the evidence standard (i.e., whether it is more likely than not that the policy was violated).
4. If the DIR HR finds that a staff or faculty member has engaged in conduct that violates this policy, the DIR HR will make a recommendation regarding discipline or other appropriate action to the appropriate cabinet-level supervisory authority for the area. After review of the DIR HR's recommendation, the supervisory authority may impose disciplinary action, including verbal warnings, written warnings, written reprimands, suspension, termination of employment, or other action as deemed appropriate under the circumstances. If the supervisory authority decides to terminate the employment of a tenured faculty member or a faculty member with a three-year contract, the termination and appeal procedures in Chapter 9 of the Faculty Handbook will be followed. Failure to comply with any discipline or other action issued by the appropriate supervisory authority may be grounds for further discipline.
5. The DIR HR's determination regarding whether a violation of this policy occurred and his/her recommendation regarding discipline or other appropriate action ordinarily will be issued within ten (10) days after receipt and/or completion of the investigator's or DIR HR's report. The ten-day (10)-day period may be extended if the DIR HR determines that further information or investigation is needed.
6. For investigations following complaints or reports of Sexual Violence against employees, the complainant and the respondent will be simultaneously notified in writing of the determination of the investigation and adjudication process, any disciplinary or other action(s) imposed, the right to appeal, any changes to the result of investigation and adjudication process, and when such results become final. For investigations following all other complaints or reports of discrimination or harassment against employees, the complainant and the respondent will be notified in writing of the determination of the investigation and adjudication process, any disciplinary or other action(s) imposed (the complainant will only be notified of those that directly relate to the complainant, like an order that the accused stay away from the complainant), and the right to appeal.

**Appeal:**

For cases involving complaints or reports against students, the complainant and/or respondent may appeal the outcome of the investigation and adjudication process discussed above as follows:

1. An appeal must be filed within five (5) days of receipt of the UJC's determination. The appeal should be filed in writing with the VPSL who is responsible for handling the appeal, unless the sanction was a suspension or expulsion, in which case the appeal should be filed with and handled by the President. The President will follow the same process described below.
2. The appeal must describe the grounds for appeal and outline of any evidence supporting the appeal. Appeals are accepted on the basis of one or more of the following:

- Previously unavailable, relevant evidence that could significantly impact the outcome of the investigation and adjudication process has since become available (Note: Prior omission of factual information by the appealing party is not grounds for an appeal, unless the Title IX Coordinator or designee determines that good cause exists to consider such information);
  - The investigation and adjudication process was not conducted in conformity with the prescribed procedures and the error was prejudicial to the appealing party; or
  - The sanction(s), discipline, or other action(s) imposed were not appropriate for the violation.
1. Except in cases involving complaints or reports of Sexual Violence, the right of appeal is available only to a respondent or complainant who participated in the investigation and adjudication process.
  2. Prior to the deadline for submission of the appeal, the complainant and/or respondent may request the investigator's report.
  3. Upon receipt of a properly filed appeal, the University official responsible for handling the appeal (the Appeal Official) will review the written appeal, as well as the records from the investigation and adjudication process. The Appeal Official may contact the UJC for an informational response to the appeal. The non-appealing party will also be notified of the appeal and will be given the opportunity to respond to the appeal. The Appeal Official may also contact the original investigator, or a new investigator, or any other relevant individual, as necessary.
  4. If one or more of the appeal grounds have been met, the Appeal Official may uphold the UJC's decision, reduce or increase the sanction(s) or other action(s) imposed, or remand the matter back to the UJC for further review. Should this occur, the Appeal Official would determine which aspects of the case merit a new review.
  5. Absent extenuating circumstances, the decision of the Appeal Official ordinarily will be issued within fifteen (15) days after receipt of the appeal. The decision of the Appeal Official is final.
  6. For appeals involving complaints or reports of Sexual Violence or a crime of violence or non-forcible sex offense (as defined in 34 C.F.R. § 99.39) against students, the complainant and the respondent will be simultaneously notified in writing of the result of the appeal and any changes in the sanction(s) or other action(s) imposed. For appeals involving all other complaints or reports of discrimination or harassment against students, the complainant and the respondent will be notified in writing of the result of the appeal and any changes in the sanction(s) or other action(s) imposed (the complainant will only be notified of changes that directly relate to the complainant, like an order that the accused stay away from the complainant).

For cases involving complaints or reports against a tenured faculty member or a faculty member with a three-year contract, the complainant and/or respondent may appeal a decision to terminate the respondent's employment pursuant to the appeal procedures in Chapter 9 of the Faculty Handbook.

For cases involving complaints or reports against any employee who is not a tenured faculty member or a faculty member with a three-year contract, the complainant and/or respondent may appeal a decision to terminate the respondent's employment as follows:

1. An appeal must be filed within five (5) days of receipt of the outcome of the investigation and adjudication process discussed above. The appeal should be filed in writing with the President, who is responsible for handling the appeal.
2. The appeal must describe the grounds for appeal and outline of any evidence supporting the appeal. Appeals are accepted on the basis of one or more of the following:
  - Previously unavailable, relevant evidence that could significantly impact the outcome of the investigation and adjudication process has since become available (Note: Prior omission of factual information by the appealing party is not grounds for an appeal, unless the Title IX Coordinator or designee determines that good cause exists to consider such information);
  - The investigation and adjudication process was not conducted in conformity with the prescribed procedures and the error was prejudicial to the appealing party; or
  - Termination of employment is not the appropriate disciplinary action for the violation.
1. Except in cases involving complaints or reports of Sexual Violence, the right of appeal is available only to a respondent or complainant who participated in the investigation and adjudication process.
2. Prior to the deadline for submission of the appeal, the complainant and/or respondent may request the investigator's report.
3. Upon receipt of a properly filed appeal, the President will review the written appeal as well as the records from the investigation and adjudication process. The President may contact the supervisory authority and/or the DIR HR for an informational response to the appeal. The non-appealing party will also be notified of the appeal and will be given the opportunity to respond to the appeal. The President may also contact the original investigator, or a new investigator, or any other relevant individual, as necessary.
4. If one or more of the appeal grounds have been met, the President may uphold the decision to terminate the employee, reduce the discipline or other action(s) imposed, or remand the matter back to the DIR HR for further review. Should this occur, the President would determine which aspects of the case merit a new review.
5. Absent extenuating circumstances, the decision of the President ordinarily will be issued within fifteen (15) days after receipt of the appeal. The decision of the President is final.
6. For appeals involving complaints or reports of Sexual Violence against employees, the complainant and the respondent will be simultaneously notified in writing of the result of the appeal and any changes in the sanction(s) or other action(s) imposed. For appeals involving all other complaints or reports of discrimination or harassment against employees, the complainant and the respondent will be notified in writing of the result of the appeal and any changes in the sanction(s) or other action(s) imposed (the complainant will only be notified



of changes that directly relate to the complainant, like an order that the accused stay away from the complainant).

### **Withdrawal During Pendency of Investigation and Adjudication Process and Any Subsequent**

#### **Appeals:**

If a student withdraws while the investigation and adjudication process or any subsequent appeal is pending, the student will give up any opportunity to return to William Woods University. Notation will be made in the student's permanent file that the student has withdrawn with a disciplinary matter pending, or with an appeal of a disciplinary outcome pending, as appropriate. The VPSL may, after appropriate consultation, a review of the case, and consideration of the University's best interests, grant permission for a student to withdraw from University when a disciplinary matter is pending without giving up the opportunity to return to William Woods University. Should the student be readmitted, the disciplinary matter must be resolved either before or immediately upon the student's return.

#### **Emergency Withdrawal, Suspension, or Expulsion (Students):**

The University reserves the right, notwithstanding and apart from the procedures described above, on an emergency basis, to temporarily or permanently suspend, expel, or require to withdraw any student whose presence is determined by University authorities (e.g., VPSL, DRL/CS, President) to pose a danger to the community or its members or to be unduly disruptive of University life, or who appears to be unwilling or incapable of effectively and/or safely participating in academic or other programs and/or the residential life of the University. In cases of emergency suspension or required withdrawal, the conditions and procedures for readmission will be determined and communicated in writing to the student once the circumstances surrounding the student's departure have been clarified.

#### **Training:**

Individuals conducting investigations, making determinations, and/or handling appeals under this policy will receive training annually on the issues related to sexual assault, domestic violence, dating violence, and stalking, and on how to conduct a fair, impartial and equitable investigation and adjudication process that protects the safety of complainants and promotes accountability. These individuals also receive training on handling complaints of sexual harassment, these policies and procedures, and the confidentiality requirements.

#### **Retaliation**

There will be no retaliation against or adverse treatment of any individual who in good faith reports an incident under any part of this policy or against any individual who participated in the investigation or adjudication process related to this policy. Retaliation includes, but is not limited to, pressuring the

person to drop or not support the complaint or to provide false information; engaging in conduct that may reasonably be perceived to adversely affect an individual's educational, living, or work environment; and/or threatening, intimidating, or coercing the individual or otherwise discriminating against any individual using their rights or responsibilities under this policy. Reports of retaliation should be reported immediately to the Title IX Coordinator or Deputy Title IX Coordinators. Any reports or complaints of retaliation will be investigated and appropriate action will be taken.

## **Confidentiality**

### **Confidential Reporting:**

The decision to come forward and report incidents covered in this policy can be difficult, and individuals may want to seek assistance from someone who can provide support and assure that what is disclosed will not be acted upon. Certain individuals can serve as confidential resources and are ethically and legally obligated to keep all information shared with them confidential, except in certain circumstances noted below.

Though the University encourages students and employees to bring reports of discrimination, harassment, and Sexual Violence to the attention of the University for further investigation pursuant to this policy, individuals who wish to maintain confidentiality may contact the following resources:

Traditional on-campus students can make confidential reports to:

#### **The Counseling and Health Services Office**

*(including the office manager, counselor, and nurse practitioner)*

Jenn Burton, Office Manager  
William Woods University  
Stone-Campbell Apartments (Apt. A)  
Fulton, MO 65251  
[health.services@williamwoods.edu](mailto:health.services@williamwoods.edu)  
573-592-4222

#### **The University Chaplain**

##### **Office of Faith Services**

William Woods University  
Stone-Campbell Apartments (Apt. A)  
Fulton, MO 65251  
573-592-4222

Unlike reports of discrimination, harassment, and Sexual Violence made to other University officials (which must be reported to the Title IX Coordinator), absent the student's consent and/or situations where they perceive a serious risk or threat of injury to any person or property, reports to or conversations with the above confidential resources will not be reported to the Title IX Coordinator or other University officials for further investigation pursuant to this policy.

Students and employees can also report crimes confidentially at [williamwoods.edu/SilentWitness](http://williamwoods.edu/SilentWitness) and/or may speak confidentially with the following:

- Off-campus rape crisis counselors
- Off-campus members of the clergy and chaplains

Please note that, in some cases, medical and mental health professionals may be required by state law to report certain crimes to law enforcement (e.g. allegations of abuse of a person under 18).

**Confidentiality in the Investigation and Adjudication Process:**

The University will handle information related to alleged violations of this policy and any subsequent investigation and adjudication process with sensitivity and discretion. However, to conduct an extensive, fair, and impartial investigation and adjudication process, the University may need to disclose information relating to an incident, including the identity of the individuals involved, witnesses and others, and will do so in accordance with this policy and applicable law.

Information related to alleged violations of this policy and any subsequent investigation and adjudication process will be treated as confidential and will be shared with others on a need-to-know basis to the extent they are involved in the investigation and adjudication process and/or directly responsible for the University's response to the incident. Participants in the investigation and adjudication process must keep the content of the interview, investigation, and/or adjudication confidential.

When individuals report a violation of this policy but ask that it remain confidential or request that no investigation into the incident be conducted and that no disciplinary action be taken, the University will evaluate the request against its responsibility to provide a safe environment, not only for the complainant, but for all students, faculty, and staff. Individuals should keep in mind that requests for confidentiality limit the ability of the University to investigate the incident and/or pursue disciplinary action against the respondent if appropriate.

The Title IX Coordinator and Deputy Title IX Coordinators are responsible for evaluating requests for confidentiality and/or requests that an incident not be investigated. In considering these requests, these individuals may consult with other University employees as appropriate. Factors considered in determining whether confidentiality may be maintained include:

- Seriousness of the reported conduct;
- Risk of repeated conduct, including knowledge of other complaints of against the respondent, history of arrests or reports indicating prior violence of the respondent, and threats of further Sexual Violence or other violence against the complainant or others;
- Whether the alleged incident was committed by multiple individuals;
- Whether the alleged incident involved the use of a weapon; and/or
- Whether the complainant was a minor.

There may be times when a request for confidentiality and/or a request that an incident not be investigated cannot be accommodated. When this occurs, the University will, extenuating circumstances aside, inform the complainant prior to the investigation, and will, to the extent possible, only share information on a need-to-know basis with those involved in the investigation and adjudication process and/or directly responsible for the University's response to the incident. Complainants will not be required to participate in the investigation or adjudication process.

Whether the University can accommodate a request for confidentiality and/or a request that an incident not be investigated pursuant to this policy, the University may still provide accommodations and/or protective measures if they are reasonably available and requested by the complainant. The University will maintain as confidential any accommodations or protective measures provided to the complainant to the extent that maintaining such confidentiality will not impair the ability of the University to provide the accommodations or protective measures.

When complying with the requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the University will not include names or other identifying information in publicly available reports.

### **Law Enforcement and Criminal Charges**

There are times when the University may need to report an incident reported pursuant to this policy to local law enforcement. These circumstances may include, but are not limited to, incidents that potentially impact the health and safety of the complainant and/or the University community. Complainants also may decide to notify local, state, or federal law enforcement directly themselves or may request that the University assist with off-campus reporting. The University will not wait for conclusion of a criminal investigation or proceeding to resolve complaints or begin the investigation and

adjudication process described in this policy. The University will, however, comply with valid requests by law enforcement for cooperation in a criminal investigation. This may result in temporary delays of the University's investigation and adjudication process while law enforcement evidence is gathered, but the University will resume the investigation and adjudication process described in this policy when law enforcement has finished its evidence gathering. Any delays in the investigation and adjudication process described in this policy will not impact any accommodations and/or interim measures the University has provided to promote the safety and well-being of the complainant or the community.

### **Rights of Complainants and Respondents**

#### **Rights of Complainants:**

1. They will be treated with sensitivity and respect and in an unbiased manner by University officials and investigators involved in the investigation and adjudication process.
2. They will be informed that their complaint is being investigated in accordance with this policy.
3. They will be provided a copy of this policy, which includes definitions of prohibited conduct; expectations of confidentiality; information about counseling and health services, both on and off campus; and options for assistance with changing academic, living, transportation, and work environments if requested by the complainant and reasonably available.
4. They will have the same rights and opportunities as the respondent throughout the investigation and adjudication process, including any subsequent appeal.
5. They will be given periodic status updates throughout the investigation and adjudication process.
6. They will have access to available University and/or off-campus resources for counseling and health services.
7. They may choose to pursue a formal complaint with appropriate law enforcement at any time.
8. They may invite an advisor of their choice to accompany them at all meetings regarding the investigation and adjudication process, or any subsequent appeal.
9. They will be informed in writing of the outcome of the investigation and adjudication process, as well as the outcome of any appeal, to the extent permitted by this policy and applicable law.
10. They will have the right to appeal the outcome of the investigation and adjudication process, to the extent permitted by this policy.

#### **Rights of Respondents:**

1. They will be treated with sensitivity and respect and in an unbiased manner by University officials and investigators involved in the investigation and adjudication process.

2. They will be informed that a complaint of discrimination, harassment, and/or Sexual Violence has been filed and that this complaint is being investigated in accordance with this policy.
3. They will be provided a copy of this policy.
4. They will have the same rights and opportunities as the complainant throughout the investigation and adjudication process, including any subsequent appeal.
5. They will be given periodic status updates throughout the investigation and adjudication process.
6. They will have access to available University and/or off-campus resources for counseling and health services.
7. They may invite an advisor of their choice to accompany them at all meetings regarding the investigation and adjudication process, including any subsequent appeal.
8. They will be informed in writing of the outcome of the investigation and adjudication process, as well as the outcome of any appeal, to the extent permitted by this policy and applicable law.
9. They will have the right to appeal the outcome of the investigation and adjudication process, to the extent permitted by this policy.

### **Support and Services for Victims of Discrimination, Harassment, and Sexual Violence**

The University offers support for victims of discrimination, harassment, and Sexual Violence separate from the investigation and adjudication process discussed above.

The University will assist a victim of Sexual Violence or other alleged criminal behavior in contacting the local police department to report the alleged behavior if requested by the victim. Regardless of whether a victim elects to pursue a criminal complaint or contact local law enforcement, the University will assist victims of Sexual Violence and will provide each victim with a written explanation of their rights and options under this policy.

Seeking medical attention and discussing the situation with trained professionals can often help victims gain closure more rapidly and feel more effective in their reactions.

### **Medical Treatment:**

Seeking medical treatment is essential to treat any physical injuries and to assess and treat any sexually transmitted disease or pregnancy. A medical examination is essential for gathering and preserving evidence for those individuals considering reporting to local law enforcement. This ideally should occur within twenty-four (24) hours of the incident. The Coalition Against Rape and Domestic Violence (CARDV), a local Fulton, Missouri resource, is available for support, transportation, or as an advocate.

Even though the medical exam is key to any legal repercussions, it does NOT mean that charges will be filed. This can be discussed with appropriate law enforcement if applicable.

**Medical Services – On-Campus (for traditional on-campus students):**

A nurse practitioner is available in the health services clinic to help students. The nurse practitioner can provide medical attention, pregnancy tests, and testing and treatment for sexually transmitted diseases. The nurse practitioner also can provide information on medical exams, counseling, and off-campus referrals, if necessary. On-campus students may contact the nurse practitioner as follows:

**Counseling and Health Services (traditional on-campus students)**

Jenn Burton, Office Manager  
William Woods University  
Stone-Campbell Apartments (Apt. A)  
Fulton, MO 65251  
[health.services@williamwoods.edu](mailto:health.services@williamwoods.edu)  
573-592-4222

*Note: On-campus medical exams do not include gathering and preserving evidence.*

**Medical Services – Off-Campus:**

Some students, faculty, and staff prefer or need to seek medical services off campus or after clinic hours. For a list of local health care facilities off campus see Appendix C.

**Counseling Services – On-Campus (for traditional on-campus students)**

A counselor is available on campus. Professional support can help with anxiety and grief related to the crisis situation. In addition, the counselor can provide information on options involving safety, medical exams, University disciplinary action, and legal options. On-campus students may contact the counselor as follows:

**Counseling and Health Services (traditional on-campus students)**

Jenn Burton, Office Manager  
William Woods University  
Stone-Campbell Apartments (Apt. A)  
Fulton, MO 65251  
[health.services@williamwoods.edu](mailto:health.services@williamwoods.edu)  
573-592-4222

On-campus students may also contact the University Chaplain as follows:

**The University Chaplain**

**Office of Faith Services**

William Woods University  
Stone-Campbell Apartments (Apt. A)  
Fulton, MO 65251  
573-592-4222

**Counseling Services – Off-Campus**

The local sexual violence advocacy organization is the Coalition Against Rape and Domestic Violence (CARDV). Their trained staff provides private and confidential information and referral for medical, legal (e.g. ex parte), and recovery issues twenty-four (24) hours a day, seven (7) days a week. CARDV also provides ongoing counseling services. Contact CARDV at 573-642-1418 or toll free at 866-642-4422.

**Education**

As part of its effort to prevent Sexual Violence, the University is dedicated to educating the University community about dating violence, domestic violence, sexual assault, and stalking. The University offers various programs and resources to students, faculty, and staff discussing these important issues. For information on the University's primary and on-going efforts at prevention and awareness, as well as information on risk reduction and options for bystander intervention, please see Appendices E, F, and G.

**Policy access**

This policy is available online via the university's web page at [williamwoods.edu/sexual\\_misconduct](http://williamwoods.edu/sexual_misconduct). Printed copies of the policy are also available upon request from the Office of Student Life, the Office of Human Resources and the Campus Safety Office. This policy may be amended when appropriate. The amended policy, as published on the University website, shall supersede wholly any prior versions of the policy. Reasonable accommodations will be provided for persons with disabilities who need assistance in reviewing this policy and/or filing or pursuing a complaint under the policy, upon request.

Students registered with the Director of Disability Services can request accommodations to ensure their full and equal participation in any investigation or adjudication process provided by this policy. Accommodation requests also may be made directly to the judicial officer of the UJC, and/or the Title IX Coordinator or Deputy Title IX Coordinators. Accommodations are determined on an individual basis in consultation with the Director of Disability Services. Employees with disabilities may contact Human Resources.



## Appendix A

### Missouri Revised Statutes

#### Definition of Consent

**556.061.** In this code, unless the context requires a different definition, the following terms shall mean:

(5) "Consent": consent or lack of consent may be expressed or implied. Assent does not constitute consent if:

(a) It is given by a person who lacks the mental capacity to authorize the conduct charged to constitute the offense and such mental incapacity is manifest or known to the actor; or

(b) It is given by a person who by reason of youth, mental disease or defect, intoxication, a drug-induced state, or any other reason is manifestly unable or known by the actor to be unable to make a reasonable judgment as to the nature or harmfulness of the conduct charged to constitute the offense; or

(c) It is induced by force, duress, or deception.

#### Definitions of Harassment, Sexual Assault, Domestic Violence, and Stalking For Purposes of Orders of Protection

**455.010.** As used in this chapter, unless the context clearly indicates otherwise, the following terms shall mean:

(1) "Abuse" includes but is not limited to the occurrence of any of the following acts, attempts or threats against a person who may be protected pursuant to this chapter, except abuse shall not include abuse inflicted on a child by accidental means by an adult household member or discipline of a child, including spanking, in a reasonable manner:

(a) "Assault", purposely or knowingly placing or attempting to place another in fear of physical harm;

(b) "Battery", purposely or knowingly causing physical harm to another with or without a deadly weapon;

(c) "Coercion", compelling another by force or threat of force to engage in conduct from which the latter has a right to abstain or to abstain from conduct in which the person has a right to engage;

(d) "Harassment", engaging in a purposeful or knowing course of conduct involving more than one incident that alarms or causes distress to an adult or child and serves no legitimate purpose. The course of conduct must be such as would cause a reasonable adult or child to suffer substantial emotional distress and must actually cause substantial emotional distress to the petitioner or child. Such conduct might include, but is not limited to:

a. Following another about in a public place or places;

b. Peering in the window or lingering outside the residence of another; but does not include constitutionally protected activity;

(e) "Sexual assault", causing or attempting to cause another to engage involuntarily in any sexual act by force, threat of force, or duress;

(f) "Unlawful imprisonment", holding, confining, detaining, or abducting another person against that person's will;

(2) "Adult", any person seventeen years of age or older or otherwise emancipated;

(3) "Child", any person under seventeen years of age unless otherwise emancipated;

(4) "Court", the circuit or associate circuit judge or a family court commissioner;

(5) “Domestic violence”, abuse or stalking committed by a family or household member, as such terms are defined in this section;

(6) “Ex parte order of protection”, an order of protection issued by the court before the respondent has received notice of the petition or an opportunity to be heard on it;

(7) “Family” or “household member”, spouses, former spouses, any person related by blood or marriage, persons who are presently residing together or have resided together in the past, any person who is or has been in a continuing social relationship of a romantic or intimate nature with the victim, and anyone who has a child in common regardless of whether they have been married or have resided together at any time;

(8) “Full order of protection”, an order of protection issued after a hearing on the record where the respondent has received notice of the proceedings and has had an opportunity to be heard;

(9) “Order of protection”, either an ex parte order of protection or a full order of protection;

(10) “Pending”, exists or for which a hearing date has been set;

(11) “Petitioner”, a family or household member who has been a victim of domestic violence, or any person who has been the victim of stalking, or a person filing on behalf of a child pursuant to section **455.503** who has filed a verified petition pursuant to the provisions of section **455.020** or section **455.505**;

(12) ) “Respondent”, the family or household member alleged to have committed an act of domestic violence, or person alleged to have committed an act of stalking, against whom a verified petition has been filed, or a person served on behalf of a child pursuant to section **455.503**;

(13) “Stalking”, is when any person purposely and repeatedly engages in an unwanted course of conduct that causes alarm to another person when it is reasonable in that person’s situation to have been alarmed by the conduct. As used in this subdivision:

(a) “Alarm”, means to cause fear of danger of physical harm;

(b) "Course of conduct" means a pattern of conduct composed of repeated acts over a period of time, however short, that serves no legitimate purpose. Such conduct may include, but is not limited to, following the other person or unwanted communication or unwanted contact; and

(c) "Repeated", means two or more incidents evidencing a continuity of purpose.

### **566.031. Sexual Assault**

1. A person commits the offense of rape in the second degree if he or she has sexual intercourse with another person knowing that he or she does so without that person's consent.

2. The offense of rape in the second degree is a class C felony.

### **565.225. Stalking**

1. As used in this section, the following terms shall mean:

(1) "Course of conduct", a pattern of conduct composed of two or more acts, which may include communication by any means, over a period of time, however short, evidencing a continuity of purpose. Constitutionally protected activity is not included within the meaning of course of conduct. Such constitutionally protected activity includes picketing or other organized protests;

(2) "Credible threat", a threat communicated with the intent to cause the person who is the target of the threat to reasonably fear for his or her safety, or the safety of his or her family, or household members or domestic animals or livestock as defined in [section 276.606](#) kept at such person's residence or on such person's property. The threat must be against the life of, or a threat to cause physical injury to, or the kidnapping of, the person, the person's family, or the person's household members or domestic animals or livestock as defined in [section 276.606](#) kept at such person's residence or on such person's property;

(3) "Harasses", to engage in a course of conduct directed at a specific person that serves no legitimate purpose, that would cause a reasonable person under the circumstances to be frightened, intimidated, or emotionally distressed.

2. A person commits the crime of stalking if he or she purposely, through his or her course of conduct, harasses or follows with the intent of harassing another person.

3. A person commits the crime of aggravated stalking if he or she purposely, through his or her course of conduct, harasses or follows with the intent of harassing another person, and;

(1) Makes a credible threat; or

(2) At least one of the acts constituting the course of conduct is in violation of an order of protection and the person has received actual notice of such order; or

(3) At least one of the actions constituting the course of conduct is in violation of a condition of probation, parole, pretrial release, or release on bond pending appeal; or

(4) At any time during the course of conduct, the other person is seventeen years of age or younger and the person harassing the other person is twenty-one years of age or older; or

(5) He or she has previously pleaded guilty to or been found guilty of domestic assault, violation of an order of protection, or any other crime where the other person was the victim.

4. The crime of stalking shall be a class A misdemeanor unless the person has previously pleaded guilty to or been found guilty of a violation of this section, or of any offense committed in violation of any county or municipal ordinance in any state, any state law, any federal law, or any military law which, if committed in this state, would be chargeable or indictable as a violation of any offense listed in this section, in which case stalking shall be a class D felony.

5. The crime of aggravated stalking shall be a class D felony unless the person has previously pleaded guilty to or been found guilty of a violation of this section, or of any offense committed in violation of any county or municipal ordinance in any state, any state law, any federal law, or any military law which, if committed in this state, would be chargeable or indictable as a violation of any offense listed in this section, aggravated stalking shall be a class C felony.

6. Any law enforcement officer may arrest, without a warrant, any person he or she has probable cause to believe has violated the provisions of this section.

7. This section shall not apply to activities of federal, state, county, or municipal law enforcement officers conducting investigations of violation of federal, state, county, or municipal law.

## **Appendix B**

### **Contact Information for Filing Complaints**

#### **Margie Bramon**

**Title IX Coordinator**

**Director of Human Resources (DIR HR)**

William Woods University

Academic Building, Room 103

[hr@williamwoods.edu](mailto:hr@williamwoods.edu)

573-592-1111

#### **Venita M. Mitchell, Ph.D.**

Deputy Title IX Coordinator for Students

Vice President and Dean of Student Life (VPSL)

William Woods University

McNutt Campus Center, Room 121

Fulton, MO 65251

[venita.mitchell@williamwoods.edu](mailto:venita.mitchell@williamwoods.edu)

573-592-4239

#### **Jason Vittone**

Deputy Title IX Coordinator for Students

Director of Intercollegiate Athletics

William Woods University

Helen Stephens Sports Complex

Fulton, MO 65251

[jason.vittone@williamwoods.edu](mailto:jason.vittone@williamwoods.edu)

573-592-4387

**Andrea Whelan**

Deputy Title IX Coordinator for Employees

Assistant Director of Human Resources

William Woods University

Academic Building, Room 103

Fulton, MO 65251

[andrea.whelan@williamwoods.edu](mailto:andrea.whelan@williamwoods.edu)

573-592-4308

**Aimee Sapp, Ph.D.**

Vice President and Dean of Academic Affairs

William Woods University

Academic Building, Room 106

Fulton, MO 65251

[aimee.sapp@williamwoods.edu](mailto:aimee.sapp@williamwoods.edu)

573-592-4391

**Julie Houseworth**

Chief Financial Officer

William Woods University

Academic Building, Room 101

Fulton, MO 65251

[julie.houseworth@williamwoods.edu](mailto:julie.houseworth@williamwoods.edu)

573-592-4260

**Jahnae H. Barnett, Ph.D.**

President

William Woods University

Academic Building, Room 215

Fulton, MO 65251

[jahnae.barnett@williamwoods.edu](mailto:jahnae.barnett@williamwoods.edu)

573-592-4216

**Mike Wills**

Director of Residential Life and Campus Safety (DRL/CS)

William Woods University

McNutt Campus Center, Room 204

Fulton, MO 65251

[mike.wills@williamwoods.edu](mailto:mike.wills@williamwoods.edu)

573-592-1191

**Fulton Police Department**

Fulton, MO 65251

573-593-3100

**Steven Mitchell**

Office for Civil Rights – Region 7

U.S. Department of Health and Human Services

601 East 12th Street - Room 353

Kansas City, MO 64106

Voice Phone 800-368-1019

FAX 816-426-3686

TDD 800-537-7697



## Appendix C

### University, Local, and Other Resources

#### Medical and Counseling Services *(for traditional on-campus students):*

##### Counseling and Health Services (Traditional On-Campus Students)

Stone-Campbell Apartments (Apt. A)

573-592-4222

Jenn Burton, Office Manager

[health.services@williamwoods.edu](mailto:health.services@williamwoods.edu)

##### Chaplain

Office of Faith Services

Stone-Campbell Apartments (Apt. A)

573-592-4222

##### Director of Disability Services

Academic Building, Room 109

573-592-1194

##### Medical Services – Off Campus

Local facilities include, but are not limited to:

##### Fulton Medical Center

10 Hospital Drive, Fulton

##### University Hospital

One Hospital Drive, Columbia

**Women's and Children's Hospital**

404 Keene Street, Columbia

**Boone Hospital Center**

1600 East Broadway, Columbia

**St. Mary's Health Center**

2505 Mission Drive, Jefferson City

**Audrain Medical Center**

620 E. Monroe, Mexico

**Counseling Services – Off Campus**

**Coalition Against Rape and Domestic Violence (CARDV)**

573-642-1418 or toll free at 866-642-4422.

Trained staff provides private and confidential information, counseling, and referral for medical, legal, and recovery issues 24 hours a day, seven (7) days a week.

**National Sexual Assault Hotline**

800-656-HOPE(4673)

**Legal Assistance**

**Mid-Mo Legal Services**

120 West Broadway

Columbia, MO 65203

573-442-0116

800-568-4931

## Appendix d

### Excerpt From Faculty Handbook

#### Chapter 9-Non Reappointment-Appeals

This appeal procedure is applicable only when recommendations for non-reappointment or termination of a three-year contract or tenured appointment are made.

- **Recommendations regarding the action (meaning termination or non-reappointment) are made initially by the Academic Dean. The faculty member may request that the recommendation be in writing.**
- Within three days after making the recommendation regarding the action, the Academic Dean must confer with the faculty member. During this conference, the Academic Dean must state specifically the reason(s) for this recommendation. The Academic Dean must also inform the faculty member of his or her right to appeal this recommendation regarding the action and ensure that the faculty member involved understands the procedure he or she must follow to appeal. To ensure that the faculty member understands his or her rights, the chair of the Personnel Committee must be available to meet with the person at his or her request to further explain the appeal process.
- If the faculty member agrees that the recommendation regarding the action is justified and/or does not wish to appeal the decision, the matter shall end, the recommendation shall stand and the action shall be taken.
- If the faculty member does not accept the Academic Dean's recommendation regarding the action, the faculty member must send a written request for appeal to the chair of the Faculty Personnel Committee with informational copies to the Academic Dean and the faculty member's division chair. The written request for appeal must be received by the chair of the Faculty Personnel Committee within ten days of the day of the Academic Dean's conference with the faculty member.
- Once the request for an appeal has been received, the chair of the Faculty Personnel Committee shall send a memorandum to the Academic Dean, the faculty member and all members of the

Faculty Personnel Committee that includes a copy of the appeal, establishes a date, time and place for the hearing, and sets forth any other matters deemed advisable by the chair. The date of the hearing must be scheduled no later than ten school days following the date of the request from the faculty member.

- In cases of non-reappointment of three-year contracts, the jurisdiction of the committee is limited solely to a determination as to whether the proper procedure was followed. That is to say, the committee's sole function is to determine whether the requirement of timely notice to the faculty member has been followed as set forth in this handbook. The committee does not have jurisdiction to review any substantive matters such as whether the reason(s) given for the action are appropriate or are supportable.
- The hearing shall be conducted in a manner determined by the committee chair in consultation with the members of the committee. The faculty member and the dean or his or her representative are entitled to be present. The faculty member and the Academic Dean may send a written notice to the chair no later than five business days prior to the hearing indicating that they expect to call certain persons to appear before the committee as witnesses. All persons to be directly involved in the hearing and persons who have been requested to appear as witnesses shall be notified in writing by the chair at least three business days prior to the hearing date. The hearing process will continue for the period determined by the committee until the committee in its opinion has accumulated information and supporting data sufficient to render a recommendation in the case. The sole jurisdiction of the faculty committee shall be either to endorse the dean's recommendation or to recommend that said decision be reversed.
- The decision of the committee must be announced in writing within two school days after the hearing has been concluded in a written memorandum from the committee chair to the faculty member, the division chair, the Academic Dean, and the President. The President shall review the recommended decision of the committee and render a final decision endorsing the committee recommendation or overruling it. Except as described in the next sentence, the decision of the President is final and non-appealable. In the case of the termination of a tenured faculty member only, a faculty member who is aggrieved by the decision of the President shall have a right to a final appeal to the executive committee of the Board of Trustees.
- In the event of an appeal to the Executive Committee of the Board as noted in the preceding section, the time, date and place of such a hearing shall be arranged by the President in consultation with the Chair of the Executive Committee. The hearing will be conducted in a manner to be determined by the Chair of the Executive Committee in consultation with the Committee members. The decision of the Executive Committee will be determined by majority vote and will be announced in a memorandum sent by the President no later than two business days after the decision of the Committee. The memorandum of the President shall be addressed to the faculty member, the Academic Dean, and to all members of the Personnel Committee. The decision of the Executive Committee is final and non-appealable.

## Appendix E

## Education

Campus safety and security are matters of significant importance on the William Woods University campus, and the University is dedicated to educating the University community about dating violence, domestic violence, sexual assault, and stalking.

Campus Safety personnel provide safety information to the campus and also work with the local police department to provide safety programs for the students and employees. The focus of this educational programming effort is to increase awareness of safety issues and to provide students and employees with information about campus security procedures. New students and employees receive security/safety information during orientation sessions and are encouraged to report safety concerns, emergencies, and/or crimes to the safety office.

The Student Life staff, other university staff, and student organizations also sponsor educational programs dealing with issues such as sexual assault, including rape and acquaintance rape, alcohol awareness, substance abuse, etc. Topics are addressed through a variety of measures including campus flyers and promotional materials, speakers, videos, curriculum, etc. In addition, hall meetings are held to address hall safety procedures and security issues identified by the Student Life staff.

For a list of specific programs offered, please see the University's Annual Security Report at [williamwoods.edu/safetyreport](http://williamwoods.edu/safetyreport).

## Appendix F

### Risk Reduction

Campus safety and security are matters of significant importance on the William Woods University campus. Campus Safety officers are available to escort employees and students across campus after hours. For Campus Safety, dial 4357 (HELP) from a University phone or (573) 592-4357 from a cell phone. When you need the police, fire, or an emergency response, dial 9-911 from any University phone, or 911 from a cell or off-campus phone. Also, emergency phones have been installed in six strategic locations around campus. Also referred to as "blue phones," they have an attention-getting blue strobe mounted atop the units. The blue light is continually lit, and the strobe is activated when the emergency button is pressed. The phones contain two buttons:

- A red emergency button, which calls 911, used for emergencies ONLY
- A black button, which calls the WWU switchboard to summon assistance for non-emergency situations such as lock-outs and dead batteries.

All students, faculty, and staff also are encouraged to sign up for Woods Alert, an emergency notification system that uses text messaging and email. Information can be sent to your cell phone, wireless PDA or computer. Information includes the following categories:

- Emergency Information
- Campus Closings/Cancellations
- Important Announcements

Members of the campus community are encouraged to make safety a priority for themselves and the University. The following are some strategies to reduce one's risk of sexual assault or harassment (taken from Rape, Abuse, & Incest National Network, [www.rainn.org](http://www.rainn.org))

1. Be aware of your surroundings. Knowing where you are and who is around you may help you to find a way to get out of a bad situation.
2. Try to avoid isolated areas. It is more difficult to get help if no one is around.
3. Walk with purpose. Even if you don't know where you are going, act like you do.
4. Trust your instincts. If a situation or location feels unsafe or uncomfortable, it probably isn't the best place to be.
5. Try not to load yourself down with packages or bags as this can make you appear more vulnerable.
6. Make sure your cell phone is with you and charged and that you have cab money.
7. Don't allow yourself to be isolated with someone you don't trust or someone you don't know.
8. Avoid putting music headphones in both ears so that you can be more aware of your surroundings, especially if you are walking alone.
9. When you go to a social gathering, go with a group of friends. Arrive together, check in with each other throughout the evening, and leave together. Knowing where you are and who is around you may help you to find a way out of a bad situation.
10. Trust your instincts. If you feel unsafe in any situation, go with your gut. If you see something suspicious, contact law enforcement immediately (local authorities can be reached by calling 911 in most areas of the U.S.).
11. Don't leave your drink unattended while talking, dancing, using the restroom, or making a phone call.  
If you have left your drink alone, just get a new one.

12. Don't accept drinks from people you don't know or trust. If you choose to accept a drink, go with the person to the bar to order it, watch it being poured, and carry it yourself. At parties, don't drink from the punch bowls or other large, common open containers.
13. Watch out for your friends, and vice versa. If a friend seems out of it, is way too intoxicated for the amount of alcohol they have had, or is acting out of character, get him or her to a safe place immediately.
14. If you suspect you or a friend have been drugged, contact law enforcement immediately (local authorities can be reached by calling 911 in most areas of the U.S.). Be explicit with doctors so they can give you the correct tests (you will need a urine test and possibly others).
15. If you need to get out of an uncomfortable or scary situation, here are some things that you can try:
  - a. Remember that being in this situation is not your fault. You did not do anything wrong; it is the person who is making you uncomfortable that is to blame.
  - b. Be true to yourself. Don't feel obligated to do anything you don't want to do. "I don't want to" is always a good enough reason. Do what feels right to you and what you are comfortable with.
  - c. Have a code word with your friends or family so that if you don't feel comfortable you can call them and communicate your discomfort without the person you are with knowing. Your friends or family can then come to get you or make up an excuse for you to leave.
  - d. Lie. If you don't want to hurt the person's feelings, it is better to lie and make up a reason to leave than to stay and be uncomfortable, scared, or worse. Some excuses you could use are: needing to take care of a friend or family member, not feeling well, having somewhere else that you need to be, etc.
1. Try to think of an escape route. How would you try to get out of the room? Where are the doors? Windows? Are there people around who might be able to help you? Is there an emergency phone nearby?
2. If you and/or the other person have been drinking, you can say that you would rather wait until you both have your full judgment before doing anything you may regret later.

## Appendix G

### Bystander Intervention

Bystanders play a critical role in the prevention of sexual violence. They are "individuals who observe violence or witness the conditions that perpetuate violence. They are not directly involved but have the choice to intervene, speak up, or do something about it." We want to promote a culture of community accountability where bystanders are actively engaged in the prevention of violence without causing further harm. We may not always know what to do even if we want to help. Below is a list of some ways to be an active bystander.

1. Watch out for your friends and fellow students/employees. If you see someone who looks like they could be in trouble or need help, ask whether they are ok.
2. Confront people who seclude, hit on, and try to make out with, or have sex with people who are incapacitated.
3. Speak up when someone discusses plans to take sexual advantage of another person.
4. Believe someone who discloses sexual assault, abusive behavior, or experience with stalking.
5. Refer people to on- or off-campus resources listed in this document for support in health, counseling, or with legal assistance.

If you or someone else is in immediate danger, call 911. This could be when a person is yelling at or being physically abusive towards another and it is not safe for you to interrupt.

### Standard of Student Responsibility

Every graduate student is expected to observe the highest standards of personal and academic conduct. The University cannot accept the responsibility for the education of any student who is not in sympathy with the purposes and regulations of the University or whose conduct is disruptive to the education of others.

The University reserves the right to exclude any student whose conduct or academic standing it regards as undesirable. Any fees due or which may have been paid in advance to the University will not be remitted or refunded in whole or in part. Neither the University nor its officers shall be under any liability whatsoever for such exclusion. Such exclusions are termed "disciplinary suspension." Any student under disciplinary suspension shall be persona non grata on campus or at off-campus class/course locations except for official business.

Graduate students are expected to read and to comply with printed program and University regulations. Enrollment in a graduate program of the University carries with it the implication that the student has reviewed and agrees to comply with applicable regulations.

The regulations stated herein are broadly stated, but are applicable to all graduate students of the University without regard to the specific delivery format employed by the program in which they are enrolled. Questions which arise regarding the applicability of specific regulations to specific delivery formats and programs may be addressed to the Vice President and Dean of the Graduate College, who is charged with responsibility for interpreting regulations to enable their consistent application in all Graduate College programs conducted under the auspices of the University.

### Statement of Nondiscriminatory Policies

William Woods University does not discriminate in its educational programs or activities on the basis of race, color, national or ethnic origin, ancestry, age, religious creed, disability or handicap, sex or gender, gender identity and/or expressions (including a transgender identity), sexual orientation, military or veteran status, generic information, or any other characteristic protected under applicable federal, state and local law. Retaliation is also prohibited. William Woods University will comply with state and federal laws such as Title IX, Title VI and Title VII of the Civil Rights Act, the Americans with Disabilities



Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and other similar laws that prohibit discrimination. Unlawful discrimination has no place at William Woods University and offends the University's core values which include a commitment to equal opportunity and inclusion. All William Woods University employees, faculty members, students and community members are expected to join with and uphold commitment.

Any member of the William Woods University community has the right to raise concerns or make a complaint regarding discrimination under this policy without fear of retaliation. Any and all inquiries regarding the application of this statement and related policies may be referred to: Human Resources, Title IX Coordinator, at 573-592-4308 at One University Avenue, Fulton, Mo 65251, or at [hr@williamwoods.edu](mailto:hr@williamwoods.edu). As set forth in our policies, individuals may also file complaints with administrative agencies such as the U.S. Department of Education, Office for Civil Rights ("OCR").

### Statement Regarding Human Subjects

The University adheres to the [Code of Federal Regulations Title 45 Part 46: Protection of Human Subjects](#). All research performed by University faculty, staff, or students that will be publically communicated or published must be reviewed and approved by the Institutional Review Board.

The guidelines and forms are available on the website at the following:

[http://www.williamwoods.edu/institutional\\_research/irb.html](http://www.williamwoods.edu/institutional_research/irb.html)

### Student Classifications

#### **Graduate Regular:**

A student who has satisfied all requirements and prerequisites for admission to a graduate program and intends a sustained pattern of study for the purpose of completing a graduate degree.

#### **Graduate Provisional:**

A student who has satisfied all requirements for admission to a graduate program but lacks certain undergraduate course prerequisites and intends a sustained pattern of study for the purpose of completing both those prerequisites and a graduate degree awarded by the University.

#### **Graduate Special:**

A student who holds a baccalaureate or graduate degree from an accredited institution and who intends to enroll for a specific course or courses

Or, a student intending to qualify for Regular or Provisional Standing who has yet to complete the application process but who documents possession of a baccalaureate degree and qualifying grade point average from an accredited institution.

### Time Limitations on Degree Completion

The integrity, coherence, and quality of advanced degrees are determined in part by currency of content. Rapid advancements in knowledge, professional practice, analytical structures, and technological applications to scholarship and professional practice require continuous adaptation and change in graduate programs. University graduate programs emphasize preparing skilled, systematic,

and informed practitioners equipped to employ and assess contemporary and emerging methods, techniques, and technologies.

Consequently, admitted graduate students are expected to complete their degree programs within five years of the onset of study. Students continuing beyond five years may be required to repeat course work or to complete course work not required at the time of their initial admission. Students are cautioned that ordinarily, the applicability of graduate course work to graduate degrees awarded by the University expires five years after completion.

Doctoral students must complete all degree requirements five years from the date of successful passage of the comprehensive exam.

Waivers of the Five-Year Rule may be made by the Vice President of Academic Affairs and the Dean of the Graduate College upon the recommendation of the appropriate dean. Waivers relate only to the currency and applicability of work completed.

### Transcripts

Transcript requests are submitted electronically through Transcripts on Demand by SCRIP-SAFE. Telephone and email requests are not accepted. Payment of the processing fee is required prior to release of all transcripts. A transcript cannot be released until all personal and financial obligations have been cleared.

Transcript requests will be processed within 3-5 business days following clearance from the Office of Student Financial Services.

Questions may be directed to the Registrar's Office at 573.592.4248 or by email at [Registrar.Office@williamwoods.edu](mailto:Registrar.Office@williamwoods.edu)

#### **Request a transcript:**

If you do not recall your OwlNet login information or have never had an account visit [iwantmytranscript.com/williamwoods](http://iwantmytranscript.com/williamwoods) to request your transcript.

If you do recall your OwlNet login information- log in to [Owlnet](#) to request your official transcript. After you have logged into OwlNet, you can use the Request my Official Transcript option (under Current Students or Alumni) to request an official transcript or you can print a copy of your unofficial transcript directly.

### Transfer Credit

To preserve the integrity, coherence, and quality of advanced degrees granted by the University, restrictions are placed upon the acceptance of graduate work completed at other institutions of higher education. Each graduate program determines the number of graduate credits earned at other institutions that may be applied toward the degree offered by the program. Additional qualifications and restrictions may be placed upon the applicability of credit earned elsewhere to specific program requirements.

Ordinarily no more than nine hours completed elsewhere will be accepted as applicable to graduate degrees granted by the University. Additionally, only graduate work with grades of A or B may be accepted as applicable toward University graduate degrees.

Only graduate work completed at another institution before initial admission to graduate study may be considered for transfer, except in instances in which admitted current graduate students secure prior approval from their academic advisor before taking a graduate course at another institution. Credits received for the completion of graduate work not previously approved by the academic advisor will not be considered for acceptance.

Only graduate work completed at graduate level institutions accredited by an agency recognized by the USDE (U.S. Department of Education) and CHEA (Council for Higher Education Accreditation), may be accepted as applicable to University graduate programs.

The Academic Advisor, with the assistance of appropriate program personnel, determines the acceptability of credit granted by other graduate level institutions.

Transfer credit is not granted for the capstone course in any graduate degree program.

The delivery system or format is not considered by the University in the evaluation of coursework from other institutions for possible transfer credit.

Ordinarily graduate work completed at other institutions must have been completed within three calendar years of anticipated initial enrollment to be considered for applicability to University graduate degrees.

### Undergraduate Enrollment for Graduate Credit

Undergraduates may not enroll for graduate credit. Undergraduates may apply for the MBA in Five program that includes several graduate courses taken during the senior year for undergraduate credit. Upon completion of the baccalaureate degree and enrollment in the William Woods University MBA program, these courses are eligible for graduate credit.

### Withdrawal

#### **Withdrawal**

Withdrawal from a course or a graduate program is a formal process initiated by the student and received and documented by the University. As a formal academic transaction, withdrawals are formally noted on the graduate transcript.

Students may drop an eight week course through the end of the fifth week of the course with a W grade. Students who are enrolled in a course on or after the first scheduled day will be charged full tuition for courses dropped after the first week (5<sup>th</sup> business day).

Courses cannot be dropped for the following circumstances:

1. For a course which has been completed but for which a final grade has yet to be issued;

2. For a course for which an Incomplete has been recorded, except in extraordinary circumstances;  
or
3. For a program when an academic action that may result in Academic Suspension is pending.

All Notifications of Withdrawal must be submitted in writing to the Academic Advisor (e-mails are accepted). Notifications will neither be accepted nor approved by the academic advisor under the three circumstances specified previously. Withdrawals are executed through the submission of a Notification of Withdrawal to the Registrar by the academic advisor.

Withdrawal from a course does not constitute withdrawal from a program or disassociation from the Graduate College. A student who has withdrawn from a course may continue study during the next scheduled course without penalty. If a student withdraws from a course and does not intend or expect to continue study, a program withdrawal should be initiated.

Withdrawal from a program constitutes disassociation from the Graduate College and the University. Students who have withdrawn from a program must apply for readmission to resume study. If program or degree requirements have changed since the student's initial enrollment, the student will be required to satisfy the new requirements upon re-admission.

#### **Departure Without Withdrawal**

Final grades are issued in each course for each enrolled student who has not withdrawn from the course. Students who terminate attendance without formally withdrawing from a course are assigned a grade of F. The consequence of a failing grade issued as a consequence of Departure Without Withdrawal is Academic Dismissal. Students who depart from a program without formally withdrawing effectively terminate their affiliation with the University. Such students may subsequently reapply for admission to graduate study. The nature of their departure may be considered as a factor in the readmission decision. If program or degree requirements have been changed since the student's initial enrollment, the student will be required to satisfy all new requirements upon readmission.

#### **Withdrawal from a Course**

Students who wish to withdraw from a course must notify their academic advisor in writing (email). A grade of "W" will be entered. W grades do not count in the student's semester or cumulative GPA. The withdrawal is not official until the paperwork is processed through the Office of the Registrar. A student who simply stops going to class or who fails to notify the advisor according to the deadline will receive a letter grade based upon the entire semester/term's work.

The scheduled deadline to drop a course for the 16 week semester long courses is approximately 10 weeks into the course. Comparably, students in 8 weeks courses will have through the end of the 5th calendar week of the course to withdrawal with a W grade. Students who attended or participated in the course on or after the first scheduled day will be charged full or a prorated tuition for courses dropped after the first week (5th business day).

## Cost of Attendance and Fees

[http://www.williamwoods.edu/admissions/graduate/tuition\\_and\\_fees.html](http://www.williamwoods.edu/admissions/graduate/tuition_and_fees.html)

## Resources for Learning

### Dulany Library

Dulany Library is open 89.5 hours per week during the academic year and contains a wide variety of materials, including almost 100,000 printed books and more than 10,000 DVDs and other non-print materials. The circulation period for most materials is 30 days and can be mailed directly to students.

The Library subscribes to a variety of digital resources including almost 200,000 e-books and 38,000 full-text journals. Additional digital resources are also available, such as dictionaries, atlases, encyclopedias, legal reference databases, and streaming videos. The Library provides a discovery service, called Woods OneSearch that retrieves journal articles, books, videos and other materials in a single search with the ability to refine searches using specific parameters, making it extremely easy to find the resources you need.

Reference services are available by calling the Library at 1-573-592-4289 or by clicking on "Ask the Librarian" on the Library main web page. All library resources are accessible through the Library's website at [http://www.williamwoods.edu/current\\_students/library/index.html](http://www.williamwoods.edu/current_students/library/index.html)

William Woods University is a charter member of MOBIUS, a statewide consortium of academic libraries which provides WWU faculty and students with online access and borrowing privileges to twenty-four million items in Missouri's academic libraries as well as providing detailed information about the library materials housed on the WWU campus. Materials not available through the WWU Library or MOBIUS may be requested free through interlibrary loan; a form is available on the library's website.

### Technology Resources

#### Atomic Learning

All students at WWU have access to this online tutorial program. Atomic Learning is a digital tutorial website with more than 1,500 hours of online professional development and learning resources. This program will assist you in learning how to use different software programs.

Atomic Learning is access through OwlNet. Once logged into OwlNet, the Atomic Learning link is on the far right in the grey section under courses. The login is your email user name and password. If you have any questions or concerns, you can contact the UIT Helpdesk at [helpdesk@williamwoods.edu](mailto:helpdesk@williamwoods.edu).

#### SmartThinking

Online assistance for English, Math, and most other academic subjects is also available 24/7 through the SmartThinking, our e-tutoring service provider. Just click on the "Tutoring" tab at the top of your OwlNet main page and follow the simple directions to connect with a dedicated personal tutor!

No separate login is required. You will see a list of basic subjects, and a field to do a subject search. For most subjects there are two options, "Drop-in Tutoring" and "Offline Questions." Drop-in allows you to chat live with a tutor, and offline allows you to submit a question; they email you back the answers. The system is very user friendly. However, if you are confused by the navigation of the system, please contact the Academic Advising Office at [bcarr@williamwoods.edu](mailto:bcarr@williamwoods.edu).

### Graduate and Online Welcome Center

New Graduate and Online students are invited to visit the Graduate and Online Welcome Center. The welcome center may be accessed via the Current Students web page on [www.williamwoods.edu](http://www.williamwoods.edu). New students are counseled to visit the portal by their admissions counselor following official university acceptance. Students also receive reminders to visit the welcome center via success coach contacts and communications. The welcome center was designed to provide consistent information that is conducive to a positive orientation experience for new graduate and online students. While this portal is designed for new students, it may be accessed on an unlimited basis.

## Student Services

### Career Development Center

The mission of the William Woods University Office of Career Services is to educate and empower students and alumni in the development of lifelong career strategies for a diverse world.

Career Services is designed to help students and alumni at all stages in the career development process. As the university mission states Career Services strives to be 'student-centered and professions-oriented' by helping students answer the questions: "Who Am I? Where Am I Going? How Do I Get There?"

#### Services:

- Career exploration
- Career planning
- Interest inventories
- Resume and cover letter development
- Internship searches and obtaining
- Interview preparation
- Job searches
- LinkedIn
- Networking and social media

### Disability Services

William Woods University 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 applicable 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 University. Consistent with the law, William Woods University is not obligated to provide accommodations that are unduly burdensome or unreasonable, or that fundamentally alter the nature of the University's programs.

## William Woods University Graduate 2017 - 2018 Academic Catalog

Students who choose to disclose a disability to the university and/or who request an accommodation must provide notice and documentation for the disability in accordance with the university's policy. The university's policy requires the following:

- Students who choose to disclose a disability are responsible for notifying the Office of Students Disability Services of their disability on a timely basis.
- Students are responsible for requesting academic adjustments and/or special aids on a timely basis.
- Students are responsible for giving the university appropriate supporting evidence of their disability and the requested academic adjustments or special aids on a timely basis.

Consistent with the applicable law, William Woods University is also required to provide a description of the services and facilities available to students with qualifying disabilities include, but are not limited to, various accommodations related to receiving class notes, extended time to complete exams, and receiving texts in an alternate format.

Additionally, a variety of facilities are available to students with qualifying disabilities. Examples of these facilities include academic buildings, instructional facilities, and living spaces that are accessible to individuals with physical disabilities.

Questions concerning this policy should be directed to the Office of Student Disability Services, which is located in room 107 of the Academic Building. They may be contacted at:

Office of Student Disability Services  
William Woods University  
One University Ave  
Fulton, MO 65251  
573-592-1194  
ADA@williamwoods.edu

## Instructional Schedules and Formats

### Cohort Study

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Students seeking the M.B.A., M.Ed., Ed.S and Ed.D. degrees with a face to face modality, may follow schedules organized in a cohort format. The format has a number of features that make it particularly well-adapted for individuals to pursue advanced study while simultaneously working as full time professionals.

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Within the cohort format, students generally take courses consecutively, one course at a time, rather than several courses simultaneously. Classes in the cohort format meet weekly (for periods of from six to twelve weeks, depending upon the course or degree sequence).

;

An additional unique feature of the cohort format is that students move through the sequence of courses within the cohort, with the same students with whom they started study. Thus, a cohort consists not only of a series of courses, but also of a specific group of students who have moved through the set of courses together as a cohesive unit. The cohort format requires a high degree of student involvement, rigorous student participation, and sustained student contributions.

Revised 06/27/2012

### Instructional Calendar

During each academic year (1 July through 30 June) Graduate College programs and courses employ the following instructional schedule:

Term: Courses and/or programs are conducted in eight (8) week periods.

Updated 02/23/2016

### Instructional Formats

Within the context of both term and semester schedules, Graduate College courses/classes are:

Semester Based: Organized as semester-long courses, or eight week courses, conducted in the regular academic calendar of the University.

Cohort: Organized as term courses conducted consecutively and culminating in program completion and degree.

Revised 4/19/2012

### International Students

Foreign Graduate college students studying at William Woods University through the programs of Graduate College may be admitted as independent international students or under the specific auspices of a formal agreement.



Updated 06/27/2012

## Degree Programs

### The Master Degree

William Woods University confers the following Master degrees: Master of Business Administration (MBA), the Master of Education (MED) in Athletic Administration, Elementary or Secondary Administration, Curriculum and Instruction, Equestrian Education, and Teaching and Technology, the Master of Healthcare Administration (MHA), and the Master of Science in Athletic Training (MSAT).

The MBA, MED, MHA, and MSAT degrees are designed for students who have successfully completed an academic program at the baccalaureate level and who desire to continue study at a higher level. The degree generally requires a higher level of responsibility and independence from the student. This is reflected in course projects, research in the field, working with teams, individual projects, and the successful completion of capstone presentations and field experience. The degree requires a high level of understanding of the theoretical foundations of the discipline, a specificity of focus on a specific area of knowledge, as well as the ability to apply theory to practice. The degree also demands a high level of critical thinking and evaluation skills.

Degree programs can be completed in 2 years if students remain continuously enrolled at full-time status.

### The Education Specialist Degree

William Woods University offers the Education Specialist degree (Ed.S.). The Ed.S. is a master plus thirty-hour program that builds upon the skills developed in the MED degree. The degree is designed for advanced leadership training for those who desire to become leaders for change in the classroom or in the administration of a school district. In general, this degree has all of the expectations of the Master Degree with more emphasis on critical problem solving in a K-12 setting. In addition, the degree requires a deeper understanding of the legal and ethical issues facing K-12 education. This program meets state and national standards.

Degree programs can be completed in 2 years if students remain continuously enrolled at full-time status.

### The Doctorate of Educational Leadership Degree

At William Woods University, the degree Doctor of Educational Leadership is awarded to students who have successfully completed all requirements for the degree. In general, the doctorate level of study requires the student to research the latest theories in educational leadership, determine how those theories apply to current leadership issues, and contribute to the field of educational leadership. The doctorate requires independent motivation, the ability to evaluate the literature related to the area of research, and the completion of a dissertation that is successfully defended before a committee of graduate faculty.

Degree programs can be completed in 2 years if students remain continuously enrolled at full-time status. Students must complete and defend their dissertation within 5 years after passing the Comprehensive Exam.

## Majors

### Education Leadership EDD

Qualifications:

1. Education Specialist degree from a regionally accredited college or university;
2. Graduate grade point average of 3.6 on a 4.0 scale;
3. Two years experience working as an educator;
4. Prerequisite coursework: Research Methods/Design and Research Statistics.

Dissertation Handbook

[http://www.williamwoods.edu/academics/graduate/docs/dissertation\\_handbook.pdf](http://www.williamwoods.edu/academics/graduate/docs/dissertation_handbook.pdf)

### ADMISSION PROCEDURES

No candidate will be considered for admission until the following are submitted and assessment is completed.

The following must be submitted before consideration for admission:

1. Graduate Application

[https://owl.net.williamwoods.edu/ICS/Apply\\_for\\_Admission.jnz?portlet=Apply\\_Online\\_2012-05-09T10-43-56-560&formname=Graduate+College](https://owl.net.williamwoods.edu/ICS/Apply_for_Admission.jnz?portlet=Apply_Online_2012-05-09T10-43-56-560&formname=Graduate+College)

2. Official transcripts showing masters and specialist degrees. Only transcripts received in a sealed envelope directly from the sending school will be considered official. Students graduating from William Woods University's masters and/or specialist programs do not need to submit new copies of transcripts already on file.

3. Two academic letters of reference from professionals who can address the candidate's academic ability, potential for success in strenuous scholarly work, and past performances as an educator in the field. One letter must be from a supervisor. Applicants waive the right to disclosure of letters

4. Professional vita

5. Philosophy of Leadership statement highlighting the applicant's personal leadership characteristics and past professional leadership experiences, as well as the applicant's purpose in pursuing the doctoral degree and expectation of the benefit of obtaining the doctorate. This statement must be at least 750 words.

William Woods University Graduate 2017 - 2018 Academic Catalog

Materials: All students will need access to a laptop computer for each course. Note: The Ed. D. program requirements are not aligned with any DESE certification.

Documents should be submitted to:

Mail

82

Graduate College

William Woods University

One University Ave.

Fulton, MO 65251

Or

Email

Graduateadmissions@williamwoods.edu

Fax

573.592.1164

If you have additional questions regarding the program, please contact Dr. Doug Ebersold, doug.ebersold@williamwoods.edu or 573-592-4339.

Total Hours Required: 25.00

Education Leadership Major Course list

Course Code	Course Description	Credit Hours	Required / Elective
EDU 710	Aspects of Leadership	3.00	Required
EDU 720	Quantitative Analysis II	3.00	Required
EDU 730	Effective Educational Systems	3.00	Required
EDU 740	Exploration of Qualitative Research	3.00	Required
EDU 750	Organizational Learning & System Change	3.00	Required
EDU 760	Program Evaluation & Strategic Plan	3.00	Required
EDU 780	Dissertation Proposal Seminar	3.00	Required
EDU 781	Dissertation Seminar	3.00	Required

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### Education Specialist - Administration EDS

Qualifications:

1. Bachelor and/or Master degree from a regionally accredited college or university;
2. Grade point average of 3.0 or higher on a 4.0 scale;
3. Copy of teaching certificate;
4. Copy of Missouri Educator Profile Results;
5. Complete the student achievement form outlining your accomplishments as they relate to student achievement and signed by you and your direct supervisor.  
[https://www.williamwoods.edu/academics/graduate/docs/achievement\\_form.pdf](https://www.williamwoods.edu/academics/graduate/docs/achievement_form.pdf)

### ADMISSION PROCEDURES

No candidate will be considered for admission until the following are submitted and assessment is completed.

1. Graduate Application  
[https://owl.net.williamwoods.edu/ICS/Apply\\_for\\_Admission.jnz?portlet=Apply\\_Online\\_2012-05-09T10-43-56-560&formname=Graduate+College](https://owl.net.williamwoods.edu/ICS/Apply_for_Admission.jnz?portlet=Apply_Online_2012-05-09T10-43-56-560&formname=Graduate+College)
2. Official transcripts showing Bachelor and/or Master degree. Only transcripts received in a sealed envelope directly from the sending school will be considered official.
3. Copy of teaching certificate.
4. Copy of Missouri Educator Profile Results.
5. Student achievement form.

Documents should be submitted to:

Mail

Graduate College

William Woods University One University Ave.

Fulton, MO 65251

Or

Email

[Graduateadmissions@williamwoods.edu](mailto:Graduateadmissions@williamwoods.edu)

Fax 573.592.1164

**William Woods University Graduate 2017 - 2018 Academic Catalog**

Total Hours Required: 30.00

Education Specialist - Administration Major Course list

Course Code	Course Description	Credit Hours	Required / Elective
EDU 600	Issues in School Superintendency	3.00	Required
EDU 610	Utilizing Statistical Procedures in Educational Research & Evaluation	3.00	Required
EDU 620	Effective School- Community Relation	3.00	Required
EDU 640	Human Resources in Education	3.00	Required
EDU 650	School District Finance	3.00	Required
EDU 653	School Plant & Facilities Development/Safety & Security	3.00	Required
EDU 673	Educational Reform and Urban Educational Issues	3.00	Required
EDU 680	Advanced School Law and Policy Development	3.00	Required
EDU 690	Differentiated & Supplemental Program	3.00	Required
EDU 697	Superintendent Field Experience & Portfolio Development	3.00	Required

**Certifications**

**Elem Ed Cert EDSA**

Elementary Administration Certification - 9 Credits

Total Hours Required: 9.00

Elem Ed Cert EDSA Certification Course list

Course Code	Course Description	Credit Hours	Required / Elective
EDU 535	Elementary Administration	3.00	Elective
EDU 545	Elementary Curriculum	3.00	Elective
EDU 551	Supplementary Elementary Administration	3.00	Elective

William Woods University Graduate 2017 - 2018 Academic Catalog

EDU 553	Supplementary Elementary Curriculum	3.00	Elective

Education Specialist - Admin Princ/Sup EDS

Qualifications:

1. Bachelor and/or Master degree from a regionally accredited college or university;
2. Grade point average of 3.0 or higher on a 4.0 scale;
3. Copy of teaching certificate;
4. Copy of Missouri Educator Profile Results;
5. Complete the student achievement form outlining your accomplishments as they relate to student achievement and signed by you and your direct supervisor.  
[https://www.williamwoods.edu/academics/graduate/docs/achievement\\_form.pdf](https://www.williamwoods.edu/academics/graduate/docs/achievement_form.pdf)

ADMISSION PROCEDURES

No candidate will be considered for admission until the following are submitted and assessment is completed.

1. Graduate Application  
[https://owl.net.williamwoods.edu/ICS/Apply\\_for\\_Admission.jnz?portlet=Apply\\_Online\\_2012-05-09T10-43-56-560&formname=Graduate+College](https://owl.net.williamwoods.edu/ICS/Apply_for_Admission.jnz?portlet=Apply_Online_2012-05-09T10-43-56-560&formname=Graduate+College)
2. Official transcripts showing Bachelor and/or Master degree. Only transcripts received in a sealed envelope directly from the sending school will be considered official.
3. Copy of teaching certificate.

4. Copy of Missouri Educator Profile Results.

5. Student achievement form.

Documents should be submitted to:

Mail

Graduate College William Woods University

One University Ave.

Fulton, MO 65251

Or

Email

[Graduateadmissions@williamwoods.edu](mailto:Graduateadmissions@williamwoods.edu)

Fax 573.592.1164

33 hour Education Specialist Degree (Administration) plus 9 hours of elementary, secondary or special education Master's coursework.

Total Hours Required: 0.00

Education Specialist - Admin Princ/Sup Major Course list

Course Code	Course Description	Credit Hours	Required / Elective
EDU 600	Issues in School Superintendency	3.00	Required



**William Woods University Graduate 2017 - 2018 Academic Catalog**

EDU 610	Utilizing Statistical Procedures in Educational Research & Evaluation	3.00	Required
EDU 620	Effective School- Community Relation	3.00	Required
EDU 640	Human Resources in Education	3.00	Required
EDU 650	School District Finance	3.00	Required
EDU 653	School Plant & Facilities Development/Safety & Security	3.00	Required
EDU 673	Educational Reform and Urban Educational Issues	3.00	Required
EDU 680	Advanced School Law and Policy Development	3.00	Required
EDU 690	Differentiated & Supplemental Program	3.00	Required
EDU 697	Superintendent Field Experience & Portfolio Development	3.00	Required

**Certifications**

**Elementary Adm Cert w/FE**

Elementary Administration Certification - 9 Credits

Total Hours Required: 9.00

Elementary Adm Cert w/FE Certification Course list

Course Code	Course Description	Credit Hours	Required / Elective
EDU 598	Field Experience for Elementary Administration	3.00	Required
EDU 535	Elementary Administration	3.00	Elective
EDU 545	Elementary Curriculum	3.00	Elective
EDU 546	Secondary Curriculum	3.00	Elective
EDU 551	Supplementary Elementary Administration	3.00	Elective
EDU 553	Supplementary Elementary Curriculum	3.00	Elective
EDU 554	Supplementary Secondary Curriculum	3.00	Elective

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Education Specialist - Curriculum Leadership EDS

Qualifications:

1. Bachelor and/or Master degree from a regionally accredited college or university;
2. Grade point average of 3.0 or higher on a 4.0 scale.

ADMISSION PROCEDURES

No candidate will be considered for admission until the following are submitted and assessment is completed.

1. Graduate Application

[https://owlnet.williamwoods.edu/ICS/Apply\\_for\\_Admission.jnz?portlet=Apply\\_Online\\_2012-05-09T10-43-56-560&formname=Graduate+College](https://owlnet.williamwoods.edu/ICS/Apply_for_Admission.jnz?portlet=Apply_Online_2012-05-09T10-43-56-560&formname=Graduate+College)

2. Official transcripts showing Bachelor and/or Master degree. Only transcripts received in a sealed envelope directly from the sending school will be considered official.

Documents should be submitted to:

Mail

Graduate College

William Woods University

One University Ave.

William Woods University Graduate 2017 - 2018 Academic Catalog

Fulton, MO 65251

Or

Email

Graduateadmissions@williamwoods.edu

Fax 573.592.1164

Total Hours Required: 30.00

Education Specialist - Curriculum Leadership Major Course list

Course Code	Course Description	Credit Hours	Required / Elective
EDU 603	Curriculum Auditing & Mapping	3.00	Required
EDU 605	Issues in Curriculum Leadership	3.00	Required
EDU 610	Utilizing Statistical Procedures in Educational Research & Evaluation	3.00	Required
EDU 635	Curriculum Leadership	3.00	Required
EDU 645	Application of Learning Frameworks	3.00	Required
EDU 655	Instruction and Assessment Design	3.00	Required
EDU 673	Educational Reform and Urban Educational Issues	3.00	Required
EDU 680	Advanced School Law and Policy Development	3.00	Required
EDU 690	Differentiated & Supplemental Program	3.00	Required
EDU 696	Curriculum Leadership Practicum	3.00	Required

**Entrepreneurial Leadership (MBA) MBA**

Qualifications:

1. Bachelor degree from a regionally accredited college or university; 2. Undergraduate grade point average of 2.5 or higher on a 4.0 scale; 3. Three hours of undergraduate coursework in Accounting, Economics and Finance.

#### ADMISSION PROCEDURES

No candidate will be considered for admission until the following are submitted and assessment is completed.

1. Graduate Application

[https://owlnet.williamwoods.edu/ICS/Apply\\_for\\_Admission.jnz?portlet=Apply\\_Online\\_2012-05-09T10-43-56-560&formname=Graduate+College](https://owlnet.williamwoods.edu/ICS/Apply_for_Admission.jnz?portlet=Apply_Online_2012-05-09T10-43-56-560&formname=Graduate+College)

2. Official transcripts showing Bachelor degree. Only transcripts received in a sealed envelope directly from the sending school will be considered official. Documents should be submitted to:

Mail

Graduate College William Woods

University One University Ave

Fulton, MO 65251

Or Email [Graduateadmissions@williamwoods.edu](mailto:Graduateadmissions@williamwoods.edu)

Fax 573.592.1164

Total Hours Required: 30.00

Entrepreneurial Leadership (MBA) Major Course list

**William Woods University Graduate 2017 - 2018 Academic Catalog**

Course Code	Course Description	Credit Hours	Required / Elective
BMT 517	Human Resources & Organizational Behavior	3.00	Required
BMT 524	Economics For Managers	3.00	Required
BMT 538	Accounting For Managers	3.00	Required
BMT 539	Legal Environment of Business, Government and Society	3.00	Required
BMT 545	Managerial Ethics	3.00	Required
BMT 552	Business Strategies	3.00	Required
BMT 566	Financial Decisions	3.00	Required
BMT 569	Entrepreneurial Planning and Design	3.00	Required
BMT 580	Management Systems	3.00	Required
BMT 590	Applied Case Project (Business Prj)	3.00	Required

**Education Administration MED**

Qualifications:

1. Bachelor degree from a regionally accredited college or university;
2. Undergraduate grade point average of 2.5 or higher on a 4.0 scale;
3. Copy of teaching certificate;
4. Copy of Missouri Educator Profile Results;
5. Complete the student achievement form outlining your accomplishments as they relate to student achievement and signed by you and your direct supervisor.

[https://www.williamwoods.edu/academics/graduate/docs/achievement\\_form.pdf](https://www.williamwoods.edu/academics/graduate/docs/achievement_form.pdf) ADMISSION PROCEDURES

**William Woods University Graduate 2017 - 2018 Academic Catalog**

No candidate will be considered for admission until the following are submitted and assessment is completed.

1. Graduate Application

[https://owl.net.williamwoods.edu/ICS/Apply\\_for\\_Admission.jnz?portlet=Apply\\_Online\\_2012-05-09T10-43-56-560&formname=Graduate+College](https://owl.net.williamwoods.edu/ICS/Apply_for_Admission.jnz?portlet=Apply_Online_2012-05-09T10-43-56-560&formname=Graduate+College)

2. Official transcripts showing Bachelor degree. Only transcripts received in a sealed envelope directly from the sending school will be considered official

. 3. Copy of teaching certificate.

4. Copy of Missouri Educator Profile Results.

5. Student achievement form.

Documents should be submitted to:

Mail

Graduate College

William Woods University One University Ave.

Fulton, MO 65251

Or

Email

Graduateadmissions@williamwoods.edu

Fax 573.592.1164

Total Hours Required: 27.00

Education Administration Major Course list

Course Code	Course Description	Credit Hours	Required / Elective
EDU 500	Current Issues InTeaching /Learning	3.00	Required
EDU 520	Research Design	3.00	Required
EDU 525	Foundations of Educational Administration	3.00	Required
EDU 570	Supervision	3.00	Required
EDU 580	Educational Technology	3.00	Required
EDU 585	Schools & Law	3.00	Required
EDU 590	Appraisal Of Student Learning	3.00	Required
EDU 597	Field Experience II, Portfolio, School Improvement	3.00	Required

**Certifications**

**Elementary Admin**

Elementary Administration Certification - 6 Credits

Total Hours Required: 6.00

Elementary Admin Certification Course list

Course Code	Course Description	Credit Hours	Required / Elective
EDU 535	Elementary Administration	3.00	Elective
EDU 545	Elementary Curriculum	3.00	Elective
EDU 551	Supplementary Elementary Administration	3.00	Elective

EDU 553	Supplementary Elementary Curriculum	3.00	Elective

### Equestrian Education MED

William Woods University, a nationally recognized institution within the field of Equestrian studies, offers an advanced degree to compete in the 21st century. With an emphasis in equestrian education, the online Masters of Equestrian Education program is ideal for the working professional in today's field. As the first degree of its kind, this program offers the foundation for the modern day equestrian with a focus on skills for many avenues especially to teach in a college level program. Individuals will have an advantage within the fields of equine education services, national equestrian organizations, undergraduate instruction and industry leadership. The flexibility that this program offers is well suited for anyone looking to be a sustainable leader in the horse industry.

#### Qualifications:

1. Bachelor degree from a regionally accredited college or university;
2. Undergraduate grade point average of 2.5 or higher on a 4.0 scale;
3. Equestrian Experience.

#### ADMISSION PROCEDURES

No candidate will be considered for admission until the following are submitted and assessment is completed.

1. Graduate Application  
[https://owl.net.williamwoods.edu/ICS/Apply\\_for\\_Admission.jnz?portlet=Apply\\_Online\\_2012-05-09T10-43-56-560&formname=Graduate+College](https://owl.net.williamwoods.edu/ICS/Apply_for_Admission.jnz?portlet=Apply_Online_2012-05-09T10-43-56-560&formname=Graduate+College)
2. Official transcripts showing Bachelor degree. Only transcripts received in a sealed envelope directly from the sending school will be considered official.
3. A curriculum vitae demonstrating proficiency in, and understanding of, equestrian experiences. This may include samples such as certifications, professional memberships, your student accomplishments in the field, your professional accomplishments in the field, or a sample video.

#### Teaching Philosophy

20-30 minute video of their teaching required in the arena or in a classroom setting.



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Documents should be submitted to:

Mail

Graduate College

William Woods University

One University Ave.

Fulton, MO 65251

Or

Email

Graduateadmissions@williamwoods.edu

Total Hours Required: 30.00

Equestrian Education Major Course list

Course Code	Course Description	Credit Hours	Required / Elective
EDU 543	Teaching and Learning in the New Digital Landscape	3.00	Required
EQE 530	Equestrian Academic Instruction	3.00	Required
EQE 546	Applied Instructional Theories	3.00	Required
EQE 550	Equestrian Curriculum Development	3.00	Required
EQE 562	Equestrian Educational Events & Competitions Management	3.00	Required
EQE 574	Management of Facility & Resources	3.00	Required
EQE 576	Development of Instructional Resources	3.00	Required
EQE 582	Current Issues in Equestrian Education	3.00	Required
EQE 587	Equestrian Education Capstone Project	6.00	Required

Education- Athletics/Activities Admin MED

Qualifications:

1. Bachelor degree from a regionally accredited college or university; 2. Undergraduate grade point average of 2.5 or higher on a 4.0 scale.

ADMISSION PROCEDURES

No candidate will be considered for admission until the following are submitted and assessment is completed.

1. Graduate Application

[https://owlnet.williamwoods.edu/ICS/Apply\\_for\\_Admission.jnz?portlet=Apply\\_Online\\_2012-05-09T10-43-56-560&formname=Graduate+College](https://owlnet.williamwoods.edu/ICS/Apply_for_Admission.jnz?portlet=Apply_Online_2012-05-09T10-43-56-560&formname=Graduate+College)

2. Official transcripts showing Bachelor degree. Only transcripts received in a sealed envelope directly from the sending school will be considered official. Documents should be submitted to:

Mail

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William Woods University

One University Ave.

Fulton, MO 65251

Or Email [Graduateadmissions@williamwoods.edu](mailto:Graduateadmissions@williamwoods.edu) Fax 573.592.1164

Total Hours Required: 36.00

Education- Athletics/Activities Admin Major Course list

**William Woods University Graduate 2017 - 2018 Academic Catalog**

Course Code	Course Description	Credit Hours	Required / Elective
EDU 503	Sports Law	3.00	Required
EDU 508	Practical Aspects of Athletic/Activities Administration	3.00	Required
EDU 509	Athletic Admin Field Experiences	3.00	Required
EDU 521	Introduction to Interscholastic/Intercollegiate Athletics/Activities Administration	3.00	Required
EDU 523	Supervision of the Athletics/Activities Program	3.00	Required
EDU 524	Current Issues/Common Challenges in Athletics/Activities Administration	3.00	Required
EDU 525	Foundations of Educational Administration	3.00	Required
EDU 526	Athletics/Activities Administration: Developing Character & Citizenship	3.00	Required
EDU 527	Athletics/Activities Program Promotion	3.00	Required
EDU 528	Financing the Athletics/Activities Program	3.00	Required
EDU 522	Software Applications for the Athletics/Activities Program Environment	3.00	Elective
EDU 544	Software Applications in the Athletic/Activities Environment	3.00	Elective

**Education- Teaching and Technology MED**

The Master of Education degree in Teaching and Technology is intended to provide the student with the advanced skills necessary to plan and deliver the most effective instructional unit through the integration of technology in teaching and learning. Aligned to the National Board of Professional Teaching Standards (NBPTS) and the International Society for Technology in Education Teacher Standards (ISTE-T), the degree program incorporates instructional design with technology, integrating academic application, and multimedia production with the latest applied theories of learning. Teachers currently holding eMINTS certification may apply for up to nine hours of Credential Learning credit, based on the level of the certificates they hold.

Credentialed Learning credit for eMINTS Certification

If student comes in with Comprehensive eMINTS certification, we will transcript Credentialed Learning credits for up to 9 credit hours on the following courses:

- EDU558 Software Application for Academic Programs ? TRA500 EMINTS I
- EDU530 Applied Instructional Theories and Strategies Using Technology ? TRA500 EMINTS II
- EDU571 Integration of Multimedia Production and Curriculum ? TRA500 EMINTS III

If student comes in with eMINTS4All certification, we will transcript Credentialed Learning credits for 3 credit hours on the following course:

- EDU530 Applied Instructional Theories and Strategies Using Technology ? TRA500 EMINTS II

Students will be charged the per credit hour fee for Credentialed Learning credits.

Course sequence

- Students will take EDU543 as the first course of the program. Students who do not pass the course with a final grade of B or higher may be required to repeat the course before continuing on in the program.
- EDU589 is designed as the capstone course and should be taken after all other program courses are completed.

Qualifications:

1. Bachelor degree from a regionally accredited college or university;
2. Undergraduate grade point average of 2.5 or higher on a 4.0 scale;
3. This degree aligns with the National Board of Professional Teaching Standards and National Education Technology Standards. Teachers currently certified in the enhancing Missouri's Instructional Networked Teaching (eMINTS) program may apply for up to nine hours of credential learning credit based on their level of certification.

#### ADMISSION PROCEDURES

No candidate will be considered for admission until the following are submitted and assessment is completed.

1. Graduate Application  
[https://owlnet.williamwoods.edu/ICS/Apply\\_for\\_Admission.jnz?portlet=Apply\\_Online\\_2012-05-09T10-43-56-560&formname=Graduate+College](https://owlnet.williamwoods.edu/ICS/Apply_for_Admission.jnz?portlet=Apply_Online_2012-05-09T10-43-56-560&formname=Graduate+College)

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2. Official transcripts showing Bachelor degree. Only transcripts received in a sealed envelope directly from the sending school will be considered official.

Documents should be submitted to:

Mail

Graduate College

William Woods University

One University Ave.

Fulton, MO 65251

Or

Email

Graduateadmissions@williamwoods.edu

Total Hours Required: 30.00

Education- Teaching and Technology Major Course list

Course Code	Course Description	Credit Hours	Required / Elective
EDU 520	Research Design	3.00	Required
EDU 543	Teaching and Learning in the New Digital Landscape	3.00	Required
EDU 558	Software Applications for Academic Programs	3.00	Required
EDU 559	Current Issues in Teaching and Learning	3.00	Required
EDU 561	Instructional Design w/ Technology	3.00	Required
EDU 571	Integration of Multimedia Production and Curriculum	3.00	Required
EDU 589	Teaching and Technology Capstone Project	6.00	Required
EDU 590	Appraisal Of Student Learning	3.00	Required

William Woods University Graduate 2017 - 2018 Academic Catalog

EDU 530	Improvement Of Instruction	3.00	Elective
EDU 563	Applied Instructional Theories and Strategies Using Technology	3.00	Elective

Education Curriculum and Instruction MED

Qualifications:

1. Bachelor degree from a regionally accredited college or university;
2. Undergraduate grade point average of 2.5 or higher on a 4.0 scale.

ADMISSION PROCEDURES

No candidate will be considered for admission until the following are submitted and assessment is completed.

1. Graduate Application

[https://owl.net.williamwoods.edu/ICS/Apply\\_for\\_Admission.jnz?portlet=Apply\\_Online\\_2012-05-09T10-43-56-560&formname=Graduate+College](https://owl.net.williamwoods.edu/ICS/Apply_for_Admission.jnz?portlet=Apply_Online_2012-05-09T10-43-56-560&formname=Graduate+College)

2. Official transcripts showing Bachelor degree. Only transcripts received in a sealed envelope directly from the sending school will be considered official.

Documents should be submitted to:

Mail

Graduate College

William Woods University One University Ave.

**William Woods University Graduate 2017 - 2018 Academic Catalog**

Fulton, MO 65251

Or

Email

Graduateadmissions@williamwoods.edu

Fax 573.592.1164

Total Hours Required: 33.00

Education Curriculum and Instruction Major Course list

Course Code	Course Description	Credit Hours	Required / Elective
EDU 500	Current Issues InTeaching /Learning	3.00	Required
EDU 520	Research Design	3.00	Required
EDU 530	Improvement Of Instruction	3.00	Required
EDU 540	Literacy Instruction	3.00	Required
EDU 550	Curriculum Construction	3.00	Required
EDU 585	Schools & Law	3.00	Required
EDU 590	Appraisal Of Student Learning	3.00	Required
EDU 510	Advanced Learning Theories	3.00	Elective
EDU 563	Applied Instructional Theories and Strategies Using Technology	3.00	Elective
EDU 580	Educational Technology	3.00	Elective
EDU 581	Integrating Technology into the Curriculum	3.00	Elective
EDU 586	Action Research Capstone	6.00	Elective
EDU 596	Action Research II	3.00	Elective

**Healthcare Administration MHA**

The Master’s in Healthcare Administration (MHA) is a direct path to healthcare leadership. More and more, healthcare businesses are looking for administrators who are experienced leaders. They’re looking for professionals who are driven to pursue quality in a healthcare climate that is diverse, dynamic and demanding. The modern healthcare administrator must have the ability and willingness to take calculated risks and build smart, agile teams, that deliver results. You can expect to develop these talents as you complete the William Woods University Master’s in Healthcare Administration program.

This degree is designed to fit the schedules of working professionals and can be completed in two years or less through the online courses. You can expect rigorous coursework with real-world relevance, designed and taught by professionals who have proven their expertise in the healthcare industry. The MHA degree’s strong theoretical background is balanced by a required practicum experience that culminates in a research project that will benefit an actual healthcare facility.

Total Hours Required: 0.00

Healthcare Administration Major Course list

Course Code	Course Description	Credit Hours	Required / Elective
BMT 501	Orientation to Healthcare Systems	3.00	Required
BMT 505	Healthcare Administration	3.00	Required
BMT 519	Legal Aspects of Health Care Administration	3.00	Required
BMT 527	Human Resource Management in Healthcare	3.00	Required
BMT 540	Ethics in Healthcare	3.00	Required
BMT 541	Healthcare Systems Financial Management	3.00	Required
BMT 547	Medical Terminology for the Healthcare Manager	3.00	Required
BMT 570	Healthcare Marketing	3.00	Required
BMT 581	Healthcare Technology	3.00	Required
BMT 585	Exploration of Healthcare Administration Issues	3.00	Required
BMT 591	Healthcare Industry Practicum	3.00	Required
BMT 599	Capstone Thesis	3.00	Required





## Graduate College Course Number System

Course Numbering	Degree Level
500-599	Master Level Coursework
600-699	Specialist and Doctorate Level Coursework
700-799	Doctorate Level Coursework

## Course Descriptions

### Athletic Training

#### **ATR 511                      Interventions II: Manual Therapies**

Lecture course to introduce the future clinician to the concepts of manual therapy. Topics include mechanical and neurological adaptations to injury and responses to specific treatments. Theories and treatment rational for interventions will be discussed and will include: massage, myofascial manipulation, joint manipulation, instrument assisted soft tissue mobilization, kinesiology taping and dry needling. Successful completion of this course and licensure as an athletic trainer will also allow for certification in Graston Technique (M1-Basic) and kinesiology taping. Prerequisite: ATR431 Corequisite: ATR512

Credits: 4.00

#### **ATR 512                      Interventions II: Manual Therapies - Lab**

Lab course to develop psychomotor skills in the application of manual techniques including: massage, myofascial manipulation, joint manipulation, instrument assisted soft tissue mobilization, kinesiology taping and dry needling. Successful completion of this course and licensure as an athletic trainer will also allow for certification in Graston Technique (M1-Basic) and kinesiology taping. Colleagues will complete 4 case-based practical examinations. Corequisite: ATR511

Credits: 0.00

#### **ATR 515                      Clinical II: Lower Extremity Intensive**

Lecture/lab component will review conditions of the lumbar spine and lower extremity. Colleagues will complete 4 case-based practical examinations differentiating central vs peripheral conditions. Clinical component will consist of practice of athletic training specific skills including evaluation of the lower extremities, taping/bracing and application of modalities under the supervision of a certified athletic trainer, occupational therapist or physical therapist for a minimum of 100 and a maximum of 150 hours. Prerequisite: ATR405 and Must be Preliminarily Approved for the MSAT program Corequisite: ATR511

Credits: 3.00

#### **ATR 520                      Administration in Athletic Training**

Lecture course to introduce administrative, managerial and leadership in healthcare. Topics will include documentation, coding and billing, liability, developing a budget and professional development.

Prerequisite: ATR443 with a C or better

Credits: 3.00

**ATR 531 Interventions III: Therapeutic Exercise**

Lecture course allows future clinicians the opportunity to integrate previous examination and intervention techniques into a complete treatment plan for acute, chronic, and post-surgical conditions. Review of techniques will include joint manipulations, neural mobilizations, and stretching. Advanced techniques will introduce isometrics, progressive resistance exercise, plyometrics, and sports-specific activities. Prerequisite: ATR511 Corequisite: ATR532

Credits: 4.00

**ATR 532 Interventions III: Therapeutic Exercise Lab**

Lab course to develop psychomotor skills in the application of isometrics, progressive resistance exercise, plyometrics and sports-specific activities for acute, chronic and post-surgical cases to restore function. Future clinicians will complete 5 case-based practical examinations. Corequisite: ATR531

Credits: 0.00

**ATR 545 Clinical III: Upper Extremity Intensive**

Lecture/Lab component will review conditions of the cervical spine and upper extremity, Future Clinicians will complete 4 case-based practical examinations differentiating central vs peripheral conditions. Clinical component will consist of practice of athletic training specific skills including evaluation of the lower extremities, taping/bracing and application of modalities under the supervision of certified athletic trainer, occupation therapist or physical therapist for a minimum of 150 and a maximum of 200 hours. Prerequisite: ATR515 Corequisite: ATR531

Credits: 3.00

**ATR 550 Research II: Introduction to Case Studies**

The future clinician will learn research skills necessary to find relevant research and critically appraise it in preparation for the capstone project consisting of writing a case study. Colleagues will participate in a peer discussion to assist in the critiques of case studies. Prerequisite: ATR450 with a C or better

Credits: 2.00

**ATR 570 Research III: Research Presentation**

The future clinician will collect and interpret data, produce a written manuscript and present oral and poster presentations of a capstone project consisting of a case study or original research. Colleagues will participate in a peer-review process to assist in the creation of the case study or original research. Corequisite: ATR585

Credits: 2.00

**ATR 571                      Interventions IV: General Medical Procedures**

Lecture component that will address common medical procedures such as laparoscopic procedures for the abdominal cavity, both medically necessary and elective, and their prognosis. Other procedures will include advanced emergency medical techniques, pharmacology, and wound care. Corequisite: ATR 572 and ATR585

Credits: 4.00

**ATR 572                      Interventions IV: General Medical Procedures Lab**

Lab component that will address common medical procedures such as laparoscopic procedures for the abdominal cavity, both medically necessary and elective, and their prognosis. Other procedures will include advanced emergency medical techniques, injections and IVs, and suturing including sterile techniques. Corequisite: ATR571 and ATR585

Credits: 0.00

**ATR 580                      Current Topics in Healthcare**

Lecture component that will address the rapidly changing landscape of healthcare. Possible topics will include scope of practice concerns, continuing education, interactions with healthcare team, advances in concussion management, new interventions, and Affordable Care Act. This course will allow majors to enter the profession and successfully navigate healthcare policies. Prerequisite: ATR520

Credits: 3.00

**ATR 585                      Clinical IV: General Medical Intensive**

Lecture/Lab component will review medical conditions. Future clinicians will complete 4 case-based practical examinations differentiating musculoskeletal and medical diagnoses. Clinical Component will consist of practice of athletic training specific skills including evaluation of the lower extremities, taping/bracing and application of modalities under the supervision of a certified athletic trainer, physician assistant, nurse practitioner or physician for a minimum of 200 and a maximum of 250 hours Prerequisite: ATR545

Credits: 3.00

**ATR 590                      Exit Exams**

The future clinician will review all prior coursework in order to pass a Board of Certification practice exam. This is a pass/fail course. Prerequisite: ATR585

Credits: 1.00

## Business Management

### **BMT 501                      Orientation to Healthcare Systems**

This is an overview course that sets the stage for the program. Through reading, reflective writing, and hands-on activities or practices, this course is designed to provide a foundation overview of the US health services system as well as that of other countries that provide free healthcare or no healthcare to their citizens.

Credits: 3.00

### **BMT 505                      Healthcare Administration**

This course is designed to provide a comprehensive survey of the current status of the United States health services system. Course studies encompass a macroscopic analysis of the healthcare industry and the major factors influencing the United States healthcare system. Specific topics include an overview of organization, management, and economic support structures, the development and deployment of organization recourses and the delivery component of the United States health system as well as recent developments regarding the Affordable Care Act. Prerequisite: BMT 501

Credits: 3.00

### **BMT 508                      Behavioral Health Policy**

This course provides an overview of the integration of behavioral health and primary care. The course will also discuss population health as it relates to the behavioral health industry. Students will learn about the Mental Health Parity and its effects on the behavioral healthcare industry. The course will give an overview on using Peer Specialists within the behavioral healthcare setting.

Credits: 3.00

### **BMT 509                      Quality Improvement in Behavioral Healthcare**

This course provides an overview of quality improvement within the behavioral health setting. The primary objective of the course is review the accreditation standards and requirements within a behavioral healthcare organization. CMS certification requirements as well as accreditation standards and life safety codes are discussed in regard to behavioral health. The course will review different standards and regulations as they pertain to behavior healthcare outcomes.

Credits: 3.00

### **BMT 517                      Human Resources & Organizational Behavior**

This course provides an overview of individual and group behavior within the context of an organization. The primary objective of the course is the development of each participants potential for becoming an effective member of an organization. The course will follow the basic outline of reviewing organizational behavior in

general, examining individual behavior within organizations, investigating group and social processes and analyzing organizational processes. Courses content also focuses on developing effective leadership skills, and provides students with the opportunity to begin to form the organizational framework for their proposed Capstone business.

Credits: 3.00

**BMT 519                      Legal Aspects of Health Care Administration**

Through reading, reflective writing, and hands-on activities or practices, this course is designed to immerse the student in the legal environment of the business of health care. Students will learn about a variety of laws that affect the health care industry today and how to identify legal issues involved in health care administration. The course will include an in-depth study of laws governing contracts, corporate liability, and the legal issues specific to various aspects of the health care industry. Prerequisites: BMT 519

Credits: 3.00

**BMT 524                      Economics For Managers**

This course will provide students with a general overview of basic economic concepts and their practical application to issues confronting them as managers, business leaders, business owners, employees, voters, and consumers in the marketplace. Throughout this course, students will practice the economic way of thinking by analyzing both micro and macro economic concerns of society as a whole. 3 Credits

Credits: 3.00

**BMT 527                      Human Resource Management in Healthcare**

This course provides an overview of individual and group behavior within the context of a healthcare organization. The primary objective of the course is the development of each participant's potential for becoming an effective member of an organization. A wide variety of topics and theories are discussed as they relate specifically to the types of positions needed to deliver healthcare services. The course will follow the basis outline of reviewing organizational behavior in general, examining individual behavior with organizations, investigating group and social processes and analyzing organizational processes. Prerequisites: BMT 501

Credits: 3.00

**BMT 538                      Accounting For Managers**

A study of financial statement preparation and analysis, accounting information systems and accounting principles as they apply to managers with emphasis placed on operations, investing and financial functions within the enterprise.

Credits: 3.00

**BMT 539                      Legal Environment of Business, Government and Society**

The law consists of rules that regulate the conduct of individuals, businesses, and other organizations within society. It is intended to protect persons and their property from unwanted interference from others. In other words, the law forbids persons from engaging in certain undesirable activities. Law, in its generic sense, is a body of rules of action or conduct prescribed by controlling authority, and having binding legal force. That which must be obeyed and followed by citizens subject to sanctions or legal consequences is a law. This course focus is that the legal environment of business and government, as well as business and society, takes an interdisciplinary approach, utilizing elements of law, political economy, international business, ethics, social responsibility, and management. The material in this course is focused on the managerial issues confronting executives as they plan, organize, staff, and control operations of a company.

Credits: 3.00

**BMT 540 Ethics in Healthcare**

A knowledge of the ethical issues that are specific to healthcare are explored in this course. In every industry, ethical decisions are made every day by management and by front line care-givers. This course provides a framework for students to develop their ethical standards and to apply these standards in their future healthcare endeavors. Prerequisite: BMT 501

Credits: 3.00

**BMT 541 Healthcare Systems Financial Management**

The purpose of this course is to familiarize the student with commonly used financial terminology, obtain a better understanding of the preparation and interpretation of financial statement data and provide a foundation which will better enable the student to utilize quantitative methods for financial decision making within the healthcare industry. Prerequisites: BMT 501

Credits: 3.00

**BMT 545 Managerial Ethics**

This course is designed to immerse the student in organizational ethical decision-making processes and issues, as well as an introduction to basic leadership theory and its role in ethical decision-making within organizations. This course is designed as an application-oriented ethics course.

Credits: 3.00

**BMT 547 Medical Terminology for the Healthcare Manager**

This course provides an opportunity for students to learn the language of business in the healthcare industry. Students will be able to converse with healthcare professionals by gaining an understanding of prefixes, suffixes, root words, and anatomical and other medical definitions. Prerequisite: BMT 501

Credits: 3.00



**BMT 548                      Organizational Leadership in Healthcare**

This course provides an overview of individual and group behavior within the context of a healthcare organization. The primary objective of the course is the development of each participant's potential for becoming an effective member of a behavioral healthcare organization. A wide variety of topics and theories are discussed as they relate specifically to the types of positions needed to deliver healthcare services. The course will follow the basic outline of reviewing organizational behavior in general, examining individual behavior within organizations, investigating group and social processes and analyzing organizational processes.

Credits: 3.00

**BMT 549                      Behavioral Healthcare Financing**

The purpose of this course is to familiarize the student with commonly used financial terminology, obtain a better understanding of the preparation and interpretation of financial statement data and provide a foundation which will better enable the student to utilize quantitative methods for financial decision making within the healthcare industry.

Credits: 3.00

**BMT 552                      Business Strategies**

This course will help train the student to perceive and define problems and/or opportunities important to enterprises and to devise action plans for solutions and implementation. This course emphasizes the need for and execution research activities to answer business questions.

Credits: 3.00

**BMT 566                      Financial Decisions**

The purpose of this course is to familiarize the student with commonly used financial terminology, obtain a better understanding of the preparation and interpretation of financial statement data and to provide a foundation which will better enable the student to utilize quantitative methods for financial decision making within the firm. By the completion of this class the student will have a completed and final copy of the financial component of their capstone project. Prerequisite: Finance at the Undergraduate Level

Credits: 3.00

**BMT 569                      Entrepreneurial Planning and Design**

We are living in a time of extraordinary change. The economic, technological and ecological threat is very clear. U.S. firms must not only design and produce better products and services, but also find innovative ways to market them. This demand challenges the way all firms define marketing management. Today's profit and non-profit firms face incredible challenges as they adapt to change. What once was "good enough" now is no longer competitive. What once were unlimited resources now must be used more efficiently. What once was contentment with domestic growth now dictates increased multi-national expansion for survival. These changes have important implications on the marketing decisions of any organization, including decisions made on design of

products and services, on prices, on promotional methods and distribution systems affected by new environmental constraints. This course will address these changes, putting you in the shoes of today's marketing professional.

Credits: 3.00

**BMT 570                      Healthcare Marketing**

This course will provide the student with an understanding of how to market a healthcare facility or service. students will be asked to choose a specific healthcare facility and create a comprehensive marketing plan for that company based on research of available media. The marketing plan will include content of the advertisements as well as a budget for various media selections. Prerequisite: BMT 501

Credits: 3.00

**BMT 580                      Management Systems**

This course will provide an overall vision, framework and pedagogy to understanding information systems in the workplace. It will provide students an essential core of guiding Information Systems principles to use as they face the career challenges ahead. The application of these principles to solve real-world problems is driven home throughout each class. The ultimate goal of the course is to develop effective, thinking, action-oriented employees by instilling them with principles to help guide their decision making actions. In addition, the course will give students exposure to a number of online Web 2.0 tools. The goal is to allow students the opportunity to experience first hand how these tools could be effective communication devices for collaboration in business today.

Credits: 3.00

**BMT 581                      Healthcare Technology**

This course will provide an overall vision, framework and pedagogy to understanding information systems used in healthcare facilities. It will provide students an essential core of guiding Information Systems principles to use as they face the career challenges ahead. The ultimate goal of the course is to develop effective, thinking, action-oriented employees who are well informed about the types of technology that healthcare facilities need. In addition, the course will give students exposure to a number of online tools. The goal is to allow students the opportunity to experience first-hand how these tools could be effective communication devices for collaboration in business today. Prerequisite; BMT 501

Credits: 3.00

**BMT 585                      Exploration of Healthcare Administration Issues**

This course is the first of three courses pertaining to the practicum experience that each MHA student must complete. In this course, students begin to explore local healthcare facilities who could benefit from a student practicum. The students will examine previous health-care related practicum projects and narrow their research interests until one facility and one project have been agreed upon by the student and the WWU administration. Prerequisites: BMT 501, 505, 519, 527, 540, 541, 547, 570, 581

Credits: 3.00

**BMT 590 Applied Case Project (Business Prj)**

This course represents the capstone course for the MBA-Entrepreneurial Leadership program. The culminating project requires that each student complete and then defend their written business plan and Power Point presentation as critiqued by a panel of business professionals.

Credits: 3.00

**BMT 591 Healthcare Industry Practicum**

This course is the second of three courses related to the practicum experience that every MHA student must complete. In this course, students are not required to attend class in the traditional manner, instead they spend a minimum of 40 hours at a healthcare facility shadowing a healthcare administrator. In addition, the student will be asked to journal their time in the facility and to note areas that need improvement. The student will also be asked to choose a topic of research for their capstone thesis. Prerequisites: BMT 585

Credits: 3.00

**BMT 599 Capstone Thesis**

This course is the third of three related to the practicum experience that every MHA student must complete. however, preparation for this course really begins on day one of the program. Students will use the research they completed during BMT 585 and BMT 591 as well as the theories and substantive knowledge gained throughout the program as the basis for these thesis projects. Students will complete a thesis with a clear question or problem and a proposed method of answering the question or solving the problem. The course may not be taken until all other courses within the program have been completed with a minimum GPA of 3.0. Prerequisite: BMT 591

Credits: 3.00

**Education**

**EDU 500 Current Issues InTeaching /Learning**

This course is designed to provide educators and non-educators with a broad understanding and better perspective of current and emerging issues that are faced by educators, trainers, and their learning institutions. The course will focus on issues related to curriculum, instruction, assessment, technology i education/training, innovation, and the big ideas on the horizon that could impact learning institutions. This course seeks to expand and enlighten the practitioner's outlook, thought processes, understanding, and repertoire of knowledge, attitudes, skills, and strategies when faced with a variety of issues that impact our learning environment.

Credits: 3.00

**EDU 503 Sports Law**

## William Woods University Graduate 2017 - 2018 Academic Catalog

This course will focus on laws, rules and regulations for sports and sporting competitions and related activities. Middle school to intercollegiate athletics and activities programs will be examined in relation to their embedded risk management, human resources, safety standards, compliance to the Americans with Disabilities Act, Title IX, student dress codes, conduct codes; plus embedded issues related to sexual harassment, hazing, drug testing and scholarship of athletic/activities program participants.

Credits: 3.00

### **EDU 507                      Org, Middle School Curri&Instr**

Credits: 3.00

### **EDU 508                      Practical Aspects of Athletic/Activities Administration**

Meeting participant eligibility standards, maintaining amateurism status, institutional contracts and planning for athletics contests, and the development of student athlete and coaching manuals will be covered through practical application activities in this course. Other applications include scheduling, delegation of tasks, conflict resolution and procurement of equipment and personnel. A major, final project will be the development of a comprehensive tournament plan or major activity event/conference plan (e.g. sport competition at the district or regional/state level, conference breakouts and workshops).

Credits: 3.00

### **EDU 509                      Athletic Admin Field Experiences**

This capstone course for the program will require completion of 110 hours of clinical field experiences in the form of a student internship, a program professional portfolio in electronic format and a comprehensive athletics/activities administrator manual. All three culminating projects will be required to be submitted for evaluation as a graduation requirement. A review for the CCA (Certified Athletic Administrator) examination will also be included in this course for students who desire this optional national certification after completion of this program.

Credits: 3.00

### **EDU 510                      Advanced Learning Theories**

This is an advanced learning and instructional theory, process, and structure course that introduces and reintroduces educators to the basic foundational theories, principles, and modern thought of human learning and cognition. This course will also provide for professional educative practice and application of these concepts for all learners in the academic community (birth to adult). This course also presents and compares contemporary theories of learning and addresses their application to learning. There are multiple theoretical perspectives in this course that include: behaviorism, cognitive learning processes, information processing, cognitive development, and social cognitive learning. These foundational concepts have been applied to more modern thought through the process and structure of instructional and learning practices in today's schools that have not yet been recognized as a theory per se. Modern theory, structures, and processes that will be investigated from

current educational environments in this class will include such topics as: brain-based research, multiple intelligences, learning styles, cooperative learning, adult learning processes, and systems thinking. Class learning methods will emphasize cooperative learning through collaborative inquiry teams as well as individual assignments to achieve individual and collective proficiency over stated learning outcomes. Application of these learning processes are focused not only on individual learner, but also as they apply to the role of an instructional leader in the position of a principal and/or curriculum leader role.

Credits: 3.00

**EDU 511 Educational Psychology**

Credits: 3.00

**EDU 512 Modern Educational Thought**

Modern Educational Thought addresses the work of fifty of the twentieth century's most significant contributors to the debate on education.

Credits: 2.00

**EDU 520 Research Design**

This course is designed for all emphasis majors in the M.Ed. It emphasizes knowledge of various issues and simple statistical procedures used in educational research and program evaluation. Equal emphasis is given to qualitative and quantitative techniques. Experimental, quasi-experimental and non-experimental designs will be used that include historical, naturalistic study and/or ethnography. Processes to determine and use basic statistical data through computations will also be introduced.

Credits: 3.00

**EDU 521 Introduction to Interscholastic/Intercollegiate Athletics/Activities Administration**

This course will examine the philosophical and organizational approaches to various athletic and activity programs; ranging from those starting at the middle school level to intercollegiate programs. Topics will include organizational structures, program budgeting, communications and leadership techniques. This course will also focus on organizational rules, services and membership of athletics associations such as the NCAA, the NAIA and the National Federation of State High School Activities Associations.

Credits: 3.00

**EDU 522 Software Applications for the Athletics/Activities Program Environment**

Practical applications using software will be taught; including how to use word processing, electronic spreadsheets, databases and the worldwide web to increase the efficiency and completion quality of normal administrative tasks.

## William Woods University Graduate 2017 - 2018 Academic Catalog

Students will be required to have Internet and specific software access (Microsoft Office™-Excel™, Power Point™ and Word™) to complete this online course using a personal computer.

Credits: 3.00

### **EDU 523                      Supervision of the Athletics/Activities Program**

This course will explore all facets of the athletics/activities supervision process as it pertains to managing and maintaining facilities; evaluating coaches and support staff; supervising and managing athletic contests, including techniques of spectator management.

Credits: 3.00

### **EDU 524                      Current Issues/Common Challenges in Athletics/Activities Administration**

This course will provide athletics/activities' directors with a broad understanding and better perception of current issues and common challenges they will face in the local and state educational community, as well as those evolving issues on the national and global levels. These include gender equity, emergency/crisis planning as well as issues regarding co-curricular and extra-curricular activities.

Credits: 3.00

### **EDU 525                      Foundations of Educational Administration**

This course is designed to offer prospective school leaders a balanced approach to the study of educational administration. The course examines the theoretical foundations of school organization and explores the multidimensional roles of the school administrator as educator, leader, manager, and reflective practitioner. Course content focuses on fundamental organizational principles; leadership and decision-making; local school district culture and communication; policy and governance, human resource management; and the values and ethics of school leadership. In learning content, heavy emphasis is placed on collaboration and problem-solving using cases or vignettes. The cases and vignettes were developed to enhance the ability of students preparing for school leadership positions to encounter new situations in educational administration, assess relevant factors, and decide on effective courses of action.

Credits: 3.00

### **EDU 526                      Athletics/Activities Administration: Developing Character & Citizenship**

This course will aid the athletics/activities administrator in building positive character and citizenship traits for participants in athletics and activities programs. Course content will focus on developing the traits of respect, responsibility, trustworthiness, integrity, sportsmanship, collaboration and fairness. In addition, issues on student motivation, cheating and characteristics of adolescent behavior will be examined.

Credits: 3.00

### **EDU 527                      Athletics/Activities Program Promotion**

## William Woods University Graduate 2017 - 2018 Academic Catalog

This course will focus on how to share the vision and mission of the program with future participants and community stakeholders. The course will emphasize developing positive relations with the public, speaking in public, communicating with various public media and raising money using fund development methods. Learners will also examine how to encourage community and student involvement with the program.

Credits: 3.00

### **EDU 528                      Financing the Athletics/Activities Program**

This course will involve the study of department/school finance, program budgeting, profit/loss formulas, bookkeeping, bidding processing for equipment and services procurement, plus the basics of contractual agreements and compensation for officials.

Credits: 3.00

### **EDU 530                      Improvement Of Instruction**

Students will utilize recent research on effective instruction and explore advanced classroom strategies and techniques designed to enhance their effectiveness in meeting the needs of diverse populations of learners. Students develop expert instructional skills and learn to diagnose and deliver the most appropriate instructional strategies for a variety of learning environments. Through a focus on the concepts of rigor and relevance, students will develop the ability to significantly enhance instructional opportunities for their learners. The students will design/enhance an instructional plan for implementation in her or his classroom, environment or program.

Credits: 3.00

### **EDU 535                      Elementary Administration**

Through reading, role-playing, and data-gathering, students will gain understanding of the following three areas of Elementary administration: (1) the role of the Elementary principal as leader and manager within school district, community, and legal frameworks; (2) the various management and leadership tasks performed by elementary school principals; and (3) several models for administrative decision-making and problem-solving

Credits: 3.00

### **EDU 536                      Secondary Administration**

Through reading, role-playing, and data-gathering, students will gain understanding of the following three areas of Secondary administration: (1) the role of the Secondary principal as leader and manager within school district, community, and legal frameworks; (2) the various management and leadership tasks performed by secondary school principals; and (3) several models for administrative decision-making and problem-solving

Credits: 3.00

### **EDU 537                      Special Education Administration**

This course is designed to provide the student with a knowledge and understanding of special education programs. The course targets the basic special education functions of program management including the following: 1. Writing the State Plan 2. Following State and Federal Compliance Procedures 3. Reviewing Special Education Models and Laws 4. A Knowledge and Understanding of Financing Special Education and an Understanding of Effective Budgeting Practices 5. A Knowledge and Understanding of the Function of Human Resources and Evaluation 6. A Knowledge and Understanding of the Importance of Good Public Relations 7. A Knowledge and Understanding of Monitoring Quality Professional Development as it Relates to Effective Teaching/Learning Practices for the Exceptional Child.

Credits: 3.00

**EDU 538 Leadership and Management of Instructional Curriculum in Special Education Programs**

This course is designed to provide the student with a knowledge and understanding of targeting, developing, training, and monitoring special education instructional results in district's instructing setting. Curricula programs, including differentiated and parallel curriculum for students with special needs will be reviewed. The student will have a knowledge and understanding of facilitating professional development for special education teachers.

Credits: 3.00

**EDU 540 Literacy Instruction**

This course focuses on enabling teachers to implement a thoughtful, balanced approach to teaching reading and writing across the disciplines. Focus on current resources in the field of literacy will be an integral part of the teaching/learning experience. Public school classroom practice of these techniques is expected.

Credits: 3.00

**EDU 543 Teaching and Learning in the New Digital Landscape**

This is an overview course to set the stage for the Teaching and Technology Master's program of study. Through reading, reflective writing, and hands-on activities or practice, this course is designed to introduce practitioners to 21st Century learners and the implications for the teaching/learning environment. Participants will investigate the skill sets that are needed for today's learners, apply technology integration frameworks, assess the potential use of mobile technologies in learning environments, design and implement personal/professional learning networks, emerging technologies, personal/professional learning networks, develop an understanding of digital citizenship, be introduced to emerging technologies, and develop a concept of the future of teaching and learning in the digital landscape.

Credits: 3.00

**EDU 544 Software Applications in the Athletic/Activities Environment**

This course will focus on the practical application of available software, web apps, and mobile apps within the athletic/activities environment. Students will investigate available web based and online tools to support program administration and provide efficiency within various programs, consider available productivity tools to support program administration, gain experience using software applications to enhance functionality and skill



development within athletic/activities programs, identify ways that collaboration can enhance the athletic/activities environment, and gain an understanding of how mobile apps can be leveraged to provide support for such programs. Access to a mobile device such as a tablet or smartphone and an applications package such as MS Office (Word, Excel, PowerPoint) or Mac productivity software (Pages, Numbers, Key Note) will be necessary for maximum benefit from the course.

Credits: 3.00

**EDU 545                    Elementary Curriculum**

Elementary Curriculum (EDU 545) will introduce the student to the knowledge, performance competencies, and strategies needed by curriculum planners. The course is designed to provide the student with historical background of the major programs and events that have shaped national and state curriculums. Students will be given the opportunity to research and gain knowledge on the various aspects of curriculum development.

Credits: 3.00

**EDU 546                    Secondary Curriculum**

Secondary Curriculum (EDU 546) will introduce the student to the knowledge, performance competencies, and strategies needed by curriculum planners. The course is designed to provide the student with historical background of the major programs and events that have shaped national and state curriculums. Students will be given the opportunity to research and gain knowledge on the various aspects of curriculum development.

Credits: 3.00

**EDU 550                    Curriculum Construction**

This course presents a dual focus on the philosophical and practical aspects of curriculum construction. Understanding of course content is developed through a variety of readings, presentations, projects, and class discussion. Key topics include developing curriculum aligned to Missouri's Show-Me Standards, the historical bases for traditional subject-area curricula, alternative curriculum structures, philosophical bases of curriculum development, social and cultural issues, and future trends.

Credits: 3.00

**EDU 551                    Supplementary Elementary Administration**

This course is available only to students seeking a second certification after completion of a MED course in secondary school administration. Through reading, role-playing, and data-gathering, students will gain understanding of the following three areas of elementary administration: (1) the role of the elementary principal as leader and manager within the school district, community, and legal frameworks; (2) the various management and leadership tasks performed by elementary school principals; and (3) several models for administrative decision-making and problem-solving. (Pre-req: EDU536)

Credits: 3.00

**EDU 552                      Supplementary Secondary Administration**

This course is available only to students seeking a second certification after completion of a MED course in elementary school administration. Through reading, role-playing, and data-gathering, students will gain understanding of the following three areas of elementary administration: (1) the role of the secondary school principal as leader and manager within the school district, community, and legal frameworks; (2) the various management and leadership tasks performed by secondary school principals; and (3) several models for administrative decision-making and problem-solving. (Pre-req: EDU535)

Credits: 3.00

**EDU 553                      Supplementary Elementary Curriculum**

This course is available only to students seeking a second certification after completion of a MED course in secondary school curriculum. Administration of instructional curriculum (for elementary curriculum at grades K-8) will introduce the student to the knowledge, performance competencies, implementation strategies, and evaluation criteria needed by school administrators. The course is designed to provide the student with current Missouri Department of Elementary and Secondary Education (DESE) informational guidelines relative to leadership of a quality curriculum needed for state accreditation. Administrative functions and responsibilities surrounding instructional curriculum; as well as horizontal and vertical alignment issues and their relation to student achievement will also be discussed.

Credits: 3.00

**EDU 554                      Supplementary Secondary Curriculum**

This course is available only to students seeking a second certification after completion of a MED course in elementary school curriculum. Administration of instructional curriculum (for secondary curriculum at grades 7-12) will introduce the student to the knowledge, performance competencies, implementation strategies, and evaluation criteria needed by school administrators. The course is designed to provide the student with current Missouri Department of Elementary and Secondary Education (DESE) informational guidelines relative to leadership of a quality curriculum needed for state accreditation. Administrative functions and responsibilities surrounding instructional curriculum; as well as horizontal and vertical alignment issues and their relation to student achievement will also be discussed.

Credits: 3.00

**EDU 555                      Interpersonal Relations**

This course focuses on a consistent overall approach to interpersonal relations translated into skills.

Credits: 2.00

**EDU 556                      Action Research I**

EDU 556 is designed for the student with an emphasis major in the M.Ed. and C&I. The student will select a topic, design and begin an action research project. Experimental, quasi-experimental and non-experimental designs will

be used that include historical, naturalistic study and/or ethnography. Process to determine and use basic statistical data through computations will be incorporated based on the course materials that are introduced in EDU520, Research Design. The student will also examine the literature of self-selected theoretical literature and their relevant pedagogical strategies for the purpose of designing an appropriate study that can be used in a school classroom or any educational setting. The student will write a report suitable for publication in an applied journal following APA style.

Credits: 1.00

**EDU 557                      Field Experience I**

The student and field experience on-site supervisor, a certificated building level administrator, will meet to discuss and plan the student's field experience. Course expectations and requirements will be discussed. The student will have the opportunity during the six month, 240 hour field experience to practice those attitudes, skills, and behaviors necessary to provide positive leadership in an elementary, middle or secondary school. In collaboration with the university course facilitator and a certificated building-level administrator acting as the field experience on-site supervisor, the student will start to plan for the six month field experience requirements, and the electronic portfolio and school improvement plan. Discussion with the on-site supervisor will allow the student to be responsible for all field experience requirements to be completed in a timely manner. (EDU557 is a pass/fail course)

Credits: 1.00

**EDU 558                      Software Applications for Academic Programs**

This course will investigate the use of a variety of instructional applications, mobile applications, software, and other online tools with a focus on utilizing these educational technologies to increase instructional effectiveness and improve learner engagement. Collaboration, productivity, and academic application will be a major focus.

Credits: 3.00

**EDU 559                      Current Issues in Teaching and Learning**

This course is designed to provide educators and non-educators with a broad understanding and better perspective of current and emerging issues that are faced by educators, trainers, and their learning institutions. The course will focus on issues related to curriculum, instruction, assessment, technology in education/training, innovation, and the big ideas on the horizon that could impact learning institutions. This course seeks to expand and enlighten the practitioner's outlook, thought process, understanding, and repertoire of knowledge, attitudes, skills, and strategies when faced with a variety of issues that impact out learning environments.

Credits: 3.00

**EDU 561                      Instructional Design w/ Technology**

This course is designed to provide educators/trainers with a survey of various systems/models of instructional design with a focus on the integration of eLearning and technology as a component of the design process. Essential frameworks will be introduced, including the concept of designing instruction around Essential

Questions, developing appropriate curriculum framing questions, and preparing appropriate instructional module objectives to guide the teaching/learning process.

Credits: 3.00

**EDU 563 Applied Instructional Theories and Strategies Using Technology**

Students review recent research on effective instruction and explore advanced classroom strategies and techniques designed to enhance their effectiveness in meeting the needs of diverse populations of learners. Examples include direct instruction, cooperative learning, dimensions of learning, creative problem solving, and applications of technology to thinking and learning. Students develop expert teaching skills and learn to diagnose and deliver the most appropriate instructional strategies for specific circumstances. Analysis of models and related research for the design and development of instructional programs is provided.

Credits: 3.00

**EDU 564 STEM - An Introduction**

This first course in the STEM program will focus on the research and pedagogy that makes STEM learning successful. Participants will discover and discuss the different methodology and engagement necessary for true STEM learning. STEM learning is a true integration of Science, Technology, Engineering and Math. This shift in teaching requires thorough understanding of the STEM system of learning.

Credits: 3.00

**EDU 565 STEM: Engineering Design**

An important component of STEM education is Engineering Design. However, this part of STEM is often misunderstood or disconnected from the other three components. This course will use discovery, activities, and discussions that will allow the participant to become comfortable with engineering design so that it can be easily integrated into almost every unit in their classroom.

Credits: 3.00

**EDU 566 STEM: Technology and Coding**

One of the most obvious pieces of STEM is often difficult to do implement in a meaningful way-technology. Most classrooms use technology but it does not always enhance learning. This course will focus on exciting ways to engage students in problem solving using technology. Participants will explore apps and coding technology that is available free of charge to any classroom. After discovering and practicing what you have learned, a coding unit will be designed.

Credits: 3.00

**EDU 567 STEM: Citizen Science Project Based**

The STEM process is most successful when students see a relevant connection or meaning to their learning. The course on citizen science will show participants low-stress ways to get students involved in real STEM research that is actually helping scientists. A variety of citizen science opportunities will be explored and time will be devoted to creating a unit with an embedded citizen science component.

Credits: 3.00

**EDU 570                      Supervision**

This course introduces educators to the theories, knowledge, skills, and techniques of supervision as applied to the instructional setting and focuses on the role of supervision in the improvement of instruction. The course is comprised of two parts, one focusing on the role of the teacher as practitioner in mentoring pre-service and beginning teachers, while the second focuses on the role of the principal/administrator in a supervisory and evaluative capacity. The evaluative process as it relates to supervision is also discussed. Several approaches to supervision, including the developmental and clinical models, will also be presented. Learning methodology will emphasize both individual and collaborative group activities and will include case study analysis, discussion, and classroom presentations.

Credits: 3.00

**EDU 571                      Integration of Multimedia Production and Curriculum**

This course is designed to provide educators, trainers, and professional developers with experience utilizing various multimedia tools and learning platforms to produce relevant instructional resources that support curriculum in traditional, blended learning, and online environments. Students will investigate a variety of multimedia applications and integrate them into an online platform that could be used to support educational/training efforts within their learning organization. Students will also investigate essential issues surrounding the use of multimedia in such a learning environment.

Credits: 3.00

**EDU 575                      Principles Of Secondary Education**

This course focuses on important issues confronting secondary education, planning for and organizing for learning in secondary education, and promoting and assessing learning and thinking in secondary education

Credits: 2.00

**EDU 580                      Educational Technology**

Through reading, reflective writing, and hands-on activities or practices, this course is designed to help practicing educators become aware of the current status of educational technologies for curricular enhancement, professional development, instructional management, administrative application, basic telecommunication infrastructure, and teaching tools.

Credits: 3.00

**EDU 581                      Integrating Technology into the Curriculum**

Today's educators need to be able to consistently integrate technology into their curriculum to transform student learning and meet the goals of the 21st Century. The course helps educators focus on assessing effective technology tools and teaching methods in order to develop the ability to effectively incorporate technology into the curriculum of any discipline. Participants will investigate the skill sets that are needed for today's learners, apply technology integration frameworks, assess the potential use of mobile technologies in learning environments, design and implement personal/professional learning networks, and examine technology integration techniques using various application tools, Web 2.0 tools, Mobile Apps, and instructional software. Collaboration, productivity, academic application, and development of instructional materials using technology will have a significant focus throughout the course.

Credits: 3.00

**EDU 585                      Schools & Law**

This course is organized to provide prospective as well as practicing educational leaders, policymakers, and teachers with the legal knowledge that will enable them to conduct and operate school organizations effectively within the boundaries of constitutional, statutory, and case law. The course will focus on the law related to public education. Relevant constitutional, statutory, and case law pertaining to various aspects of education and major legal issues and principles of law surrounding those aspects will be presented and discussed. The public school laws of Missouri will also comprise a learning component of this course.

Credits: 3.00

**EDU 586                      Action Research Capstone**

Provides for the study of issues related to effective instructional practices, action research and student achievement improvement. The student will examine the literature of self-selected theoretical literature and their relevant pedagogical strategies for the purpose of designing an appropriate study and carrying out in a school classroom or any educational setting. The student will then write a report suitable for publication in an applied journal following APA style (American Psychological Association, 6th Ed.). Electronic portfolios will also be completed during this capstone course.

Credits: 6.00

**EDU 588                      Writing Workshop (Special Topics)**

Credits: 3.00

**EDU 589                      Teaching and Technology Capstone Project**

The capstone is the culminating experience for students in the Master's Degree in Teaching and Technology. The capstone provides students with the opportunity to apply and integrate key concepts from each course in their program of study. Candidates will develop an interactive learning module, using an online environment, which can

be used to support their instructional/training objectives and goals. The demonstration curriculum must be hosted in an online format utilizing a website or LMS (Learning Management System), show evidence or integration of concepts and skills from the entire program of study, and be utilized by learners within the instruction/training environment. In addition, students will reflect upon their coursework and experience through regular, comprehensive, reflective postings and responses tied to NBPTS National Board for Professional Teaching Standards, ISTE-S Standards, and assigned readings. This is a 16-week capstone course. (6 credit hours)

Credits: 6.00

**EDU 590                      Appraisal Of Student Learning**

This course is designed to acquaint learners with the complex issues related to assessment and to provide first-hand experience in the development of high quality assessments, including the incorporation of a variety of technology tools in the assessment process. The course will investigate the purpose and application of assessments, the relationship between instructional outcomes and assessments, the development and implementation process for various types of assessments, the collection and use of assessment data, various scoring and grading methodologies, as well as concepts related to Next Generation Assessments. Participants will learn the uses and limitations of formative assessment, summative assessment, and diagnostic assessment.

Credits: 3.00

**EDU 591                      Filed Experience Capstone Personal Philosophy Special Education**

This course is designed to provide the student with the opportunity to practice those attitudes, skills, and behaviors necessary to provide positive and effective leadership at the school district and central office level. During the clinical experience, the student will be required to participate in 120 hours of field or clinical experience related to the special education directorship. In collaboration with the university's clinical experience supervisor and a special education director and/or certification building level administrator acting as the field site supervisor, the student will select and complete activities involving the concepts of educational administration, instructional programs and assessments, pupil personnel administration, and school community relations as they relate to special education administration and as they align with the Interstate School Leaders Licensure Consortium standards of effective leadership practice in education.

Credits: 3.00

**EDU 592                      Elementary & Secondary Field Experi**

Provides for the application of learned theories and practices associated with positive school leadership in an elementary, middle school, or secondary educational setting. The student is expected to complete 120 hours of field experience in a variety of areas including: concepts of educational administration; management of school operations and services; personnel management; instructional programs and assessments; pupil personnel administration; and school community relations. One in depth study related to a school improvement issue will also be required.

Credits: 6.00

**EDU 593                      Subject Material Tch Methodologies**

## William Woods University Graduate 2017 - 2018 Academic Catalog

This course provides the student with opportunities to practice current teaching strategies in focused subject areas. It should be taken concurrently with Internship (EDU 594).

Credits: 2.00

### **EDU 594 Internship**

This course provides the student with opportunities for formal observations and limited teaching experience in the public school classroom. It should be taken concurrently with Subject Matter Teaching Methodologies (EDU 593).

Credits: 2.00

### **EDU 595 Thesis**

Credits: 6.00

### **EDU 596 Action Research II**

Provides for the study of issues related to effective curriculum design and instructional practices. The student will examine the literature of self-selected theoretical issues and their relevant pedagogical strategies for the purpose of designing an appropriate study that can be carried out in the student's classroom. The student will then write a report suitable for publication in an applied journal following APA style (5th Ed.).

Credits: 3.00

### **EDU 597 Field Experience II, Portfolio, School Improvement**

This course is designed to provide the student with the opportunity to practice those attitudes, skills, and behaviors necessary to provide positive leadership in an elementary, middle, or secondary level. Utilizing the practical experiences performed and related literature, the student will address one school improvement issue through the completion of a formal paper. Finally, an electronic professional portfolio aligned to the proper standards will be developed and submitted to the William Woods University TK20 assessment system as a graduation requirement. (Prerequisite: No student may begin this Field Experience II/Portfolio/School Improvement Plan course unless all other M.Ed. program coursework has been completed prior to the first class session. If you have questions, contact your M.Ed. Academic Advisor immediately.)

Credits: 3.00

### **EDU 598 Field Experience for Elementary Administration**

This course is designed to provide the student with the opportunity to practice those attitudes, skills and behaviors necessary to provide positive leadership in an elementary, middle, or secondary school. During the experience, the student will be required to participate in three hundred (300) hours of field experience at the k-8 elementary level. Students are also reminded that the internship is not grade specific, but building level specific, and hours should be completed within the entire targeted certification level.



Credits: 3.00

**EDU 599                      Field Experience for Secondary Administration**

This course is designed to provide the student with the opportunity to practice those attitudes, skills and behaviors necessary to provide positive leadership in secondary school. During the experience, the student will be required to participate in three hundred (300) hours of field experience at the 7-12 secondary level. Students are also reminded that the internship is not grade specific, but building level specific, and hours should be completed within the entire targeted certification level.

Credits: 3.00

**EDU 600                      Issues in School Superintendency**

The purpose of this course is to familiarize students with the major technical and educational leadership functions of the superintendency. This course introduces foundational theory and practice of leadership skills, tasks, responsibilities and challenges as they are applied to school superintendents and central office administrators. Historical perspectives, issues and problems facing the superintendent will also be examined. Organizational culture, the dynamics and politics of the superintendency and Board of Education relationships, plus other impacting elements (legal issues, fiscal responsibilities, and governance) will be studied. Leadership in today's schools is not learned in isolation. This course assumes that learning is a social process and will attempt to use this social process as the students learn about the superintendency.

Credits: 3.00

**EDU 601                      Superintendency Practicum**

This 3-credit hour course is designed to introduce the student to those attitudes, skills, and behaviors necessary to provide effective leadership at the school district central office level. During the practicum, the student will be required to complete fifteen (15) contact hours observing, interviewing and gathering information about the administrative leadership of a school district. With the guidance of the university supervisor (the facilitator for EDU 600/601), the student will be exposed to and produce assignments involving concepts of educational administration, management of school operations, auxiliary services, personnel management, instructional programs assessment, pupil personnel services and school-community relations. Concurrent enrollment in EDU 600/Issues in the Superintendency is required.

Credits: 3.00

**EDU 602                      Administrative Mentoring Practicum**

Credits: 2.00

**EDU 603                      Curriculum Auditing & Mapping**

This is a class in curriculum mapping and auditing (evaluation). It is designed to provide the learner with knowledge of the connection of mapping and auditing to improve student achievement. During the course students will learn the necessary steps to follow to successfully implement change in curriculum writing. Students will also map a subject/course using the studied method.

Credits: 3.00

**EDU 605                      Issues in Curriculum Leadership**

Philosophical foundations of K-12 curriculum, and its design, implementation and evaluation are examined. Basic principles of curricular theory are introduced and applied to an examination of current curriculum issues and trends.

Credits: 3.00

**EDU 610                      Utilizing Statistical Procedures in Educational Research & Evaluation**

This course will focus on the knowledge, skills, and techniques necessary to effectively collect and interpret data related to school improvement issues. The course will include a discussion of basic statistical concepts that form the foundation for interpreting and analyzing the results of standardized tests and in using the results of this analysis for school improvement purposes. The course will also include procedures and skills necessary for critical review of educational research. Finally, the course will address specific assessment and research data relevant to the state of Missouri and provide the student the opportunity to implement knowledge and skills through case-based practice.

Credits: 3.00

**EDU 620                      Effective School- Community Relation**

This course is organized to provide practical, research-based information and skills development to help prepare administrators to work in the area of public relations. Effective communications with all district stakeholders relates to both internal communications with staff, as well as interrelationships of educators with students, parents, media, and others in the community. The course will provide a solid conceptual base for the development of an effective school public relations program, the development of effective written and oral communications, along with a focus on the interpersonal skills that are needed to build and maintain effective relationships within an organization and community. Within the context of this course, students will learn and apply the definition of conflict, how to manage a conflict constructively and how to resolve conflicts to create an even more effective organization.

Credits: 3.00

**EDU 625                      Modern Educational Thought**

Modern Educational Thought addresses the work of fifty of the twentieth century's most significant contributors to the debate on education.

Credits: 3.00

**EDU 630                      Development & Implementation of Educational Policy**

This course provides a basic understanding of educational policy and how it is made. It focuses on the proactive requirements necessary for school administrators to be effective leaders in policy development and implementation. Examination of major research findings, analytical frameworks, and important political theory will be studied; as well as the relationship between values and policy development at the federal, state, district, and building levels. The course also relates underlying theories of policy development to specific recommendations for practice.

Credits: 3.00

**EDU 635                      Curriculum Leadership**

Leadership skills needed to promote an active, accessible, relevant and rigorous K-12 curriculum are introduced. Students will build the capacity to transform existing curricula into one that is multicultural, diversified and inquiry-based.

Credits: 3.00

**EDU 640                      Human Resources in Education**

This course focuses on the various statutory and procedural issues involved with human resources administration. Human resources planning, recruitment, selection, professional development, and evaluation will be addressed. Motivational issues related to human resources administration and staff retention are also included; as are issues related to both formal and informal negotiations. Finally, legal and ethical issues related to human resources administration are explored.

Credits: 3.00

**EDU 645                      Application of Learning Frameworks**

Using foundations of instructional theory and the essentials of K-12 curriculum design, the student will apply learning framework models to result in a connected, active and aligned curriculum that can be applied to instructional delivery. Frameworks of inquiry, problem solving, differentiation, and core curriculum are examined for application to future design and implementation.

Credits: 3.00

**EDU 650                      School District Finance**

This course is designed to provide school leaders with a broad understanding and overview of school finance issues at the local, state, and national levels. The course will introduce various finance topics, detailing how they relate to local practice. In addition, specific finance practices such as fund accounting, payroll management, taxes, and tax rates, revenues and expenditures, and financial legal requirements will be examined.

Credits: 3.00

**EDU 653                      School Plant & Facilities Development/Safety & Security**

This course will incorporate planning, design, construction, management, safety, and maintenance involved in the innovative delivery of instruction as well as ongoing daily operations of district buildings and grounds. It will incorporate activities related to selecting architects, designing buildings for innovative instruction, construction and performance contracting, monitoring and tracking of maintenance, furnishing and equipping facilities, cleaning operations, and developing safe and secure buildings and grounds.

Credits: 3.00

**EDU 655                      Instruction and Assessment Design**

This course presents a dual focus on the philosophical and practical aspects of curriculum construction. Students will develop instruction that delivers understanding of content through varied processes in several context and conceptual frameworks. Understanding of course content is developed through a variety of readings, presentations, projects, and class discussion. Key topics include developing curriculum aligned to Missouri's Show-Me Standards, the historical bases for traditional subject-area curricula, alternative curriculum standards, philosophical bases of curriculum development, social and cultural issues, and future trends.

Credits: 3.00

**EDU 657                      Field Experience**

The student and field experience on-site supervisor, a certificated school district central office administrator, will meet to discuss field experience expectations and requirements. The student will have the opportunity during the required six-month, 240 hour field experience to be introduced to those attitudes, skills, and behaviors necessary to provide leadership at the school district central office level. With the guidance of the university supervisor and a certificated district-level administrator acting as the field experience on-site supervisor, the student will start to plan for the six month field experience requirements. With the on-site supervisor guidance, the student will be exposed to concepts of educational administration. Management of school operations, auxiliary services, personnel management, instructional programs assessment, pupil personnel services, and school-community relations. Such exposures will help the student develop a practical perception of what the tasks, duties, and responsibilities are inherent in district-level administrative positions.

Credits: 1.00

**EDU 673                      Educational Reform and Urban Educational Issues**

This course will help developing district leaders understand, facilitate and be proactive to the rapidly expanding scope of changes that are taking place in schooling and education. Basic principles of change, diffusion of innovations and research findings with case studies will be examined. Systemic change and leadership during times of change will be emphasized as well. School district leaders will study how the achievement gap, poverty and other urban educational issues impact student improvement, community perception and school reform. The course will also examine how social dynamics, cultural differences, pedagogy, physical/social environments and student resiliency play a part in making achievement gaps a lingering issue for educators.

Credits: 3.00

**EDU 680                      Advanced School Law and Policy Development**

The course provides advanced information, perspective, and knowledge to educational administrators, including experienced principals and superintendents of schools. It provides administrators with the necessary state and federal legal and practical operational background that will enable them to effectively conduct school business and to operate school organizations and related environments within the constraints of the law (including constitutional, statutory, administrative, and case law). This course also provides a basic understanding of educational policy and how it is made. It focuses on the proactive requirements necessary for school administrators to be effective leaders in policy development and implementation.

Credits: 3.00

**EDU 685                      Curriculum and Program Evaluation**

Paralleling the need for continuous school improvement, the student will learn techniques for the evaluation of K-12 curriculum and curricular programming. The student will complete a practice simulation of a content area curriculum and will prepare a report of the evaluation's findings.

Credits: 3.00

**EDU 690                      Differentiated & Supplemental Program**

This course is designed to expose the student to the many specialized state and federal programs currently in place to assist public schools. The history and purpose of each program will be examined. Specific program requirements will be detailed for each of the major differentiated programs. Programs reviewed will include the Federal Title programs, special education/at-risk; professional development; technology integration and grant-based initiatives. Upon completion of this course, students should possess the knowledge to effectively evaluate, select and administer differentiated and supplemental programs common to school districts.

Credits: 3.00

**EDU 696                      Curriculum Leadership Practicum**

This 3-credit hour (six week) capstone course is designed to provide the student with application and reflective opportunities using those attitudes, skills, and behaviors learned in previous Ed.S program curricular design and instructional leadership skills necessary for success at the central school district and administrative office and building levels. All written work will be developed individually, although required textbooks for this course. Rather, all the textbooks and references (i.e. APA Manual, 5th edition) used earlier in the other Ed.S. program courses will be referred to, as needed to complete to assignments in EDU 696. During the practicum, while the student completes the required assignments, they will simultaneously be completing activities (estimated to total about fifteen hours) that can be counted toward completion of the 40 total experience hours required for the Ed.S. program. The students will be in the "field" observing, interviewing and gathering information from instructional staff in a school building and from the administrative staff at the central office of a school district. With the guidance of the university facilitator for EDU696, the student will be exposed to, and produce, assignments involving concepts of administrative management of instructional programs and the development and moitoring of a school or district written curricula with student assessment. The final curriculum project (which will be

developed during this course via several sub-assignments) will be submitted at the end of this six-week course. This final project is a requirement for graduation and will apply previous learning and skills developed throughout this Ed.S. program for Instructional Leadership. The final product will be archived by the University (for accreditation review) for a period of seven years.

Credits: 3.00

**EDU 697 Superintendent Field Experience & Portfolio Development**

This course is designed to provide the student with the opportunity to practice those attitudes, skills, and behaviors necessary to provide positive and effective leadership at the school district and central office level. During the EDU657 Field Experience, the student is required to complete 240 hours of field experience to the district superintendency in collaboration with the university's supervisor (EDU657 and/or EDU697 course professor). The on-site supervisor must hold a superintendent certification and have at least two years experience as superintendent and/or assistant superintendent. The student will select, perform and complete activities involving concepts of educational administration, management of school operations and services, personnel management, instructional programs, professional development and assessment, pupil personnel administration, and school community relations as they align with the Interstate School Leaders Licensure Consortium (ISLLC) standards of effective leadership practice in education. Other Program of Education Standard bodies might also be required to make alignment to the student's work. The course will also assist the student in preparing for the certification examination, the School Superintendent's Assessment (SSA), required in Missouri to be a certificated Superintendent.

Credits: 3.00

**EDU 710 Aspects of Leadership**

As the world constantly changes, the expectations of leaders continue to increase. The effectiveness of a leader requires a high level of ability to work with others and respond to change. With the number of issues leaders continually face, the ability to create a vision of leadership and organize others into collective efforts to respond to the changing needs of society is a must. This course assumes that each individual has leadership potential and that leadership qualities can be developed through a series of experiences and reflections. Class activities will create opportunities to evaluate and assess leadership roles and practices along with documenting leadership experiences. Success in this course requires demonstrated mastery of theoretical concepts, capacity for collaborative work and the thoughtful integration of theory and practice.

Credits: 3.00

**EDU 720 Quantitative Analysis II**

This course will provide the educational practitioner with the support and further training to the quantitative skills needed for scientific research and data analysis. The course will include a review of basic statistical concepts as well as an introduction to the following statistical methodologies: Correlation, Regression, t-Test, ANOVA, Repeated Measures, Non-parametric test, Factor Analysis, and Categorical Data (Chi-Square). Series of practice problems, discussion, and weekly assessments from the textbook will take the students one step further on various experimental design and statistical test and data analysis. This course is designed with the dissertation in

mind to provide foundation of knowledge and skill if a student chooses to do a quantitative analysis for his/her final dissertation.

Credits: 3.00

**EDU 730                      Effective Educational Systems**

This course is designed to assist educational leaders in assessing needs and planning and communicating the importance and content of the effective school improvement plan. Building curriculum, designing instructional activities, maintaining positive school climate and assessing organizational performance through improvement planning are primary responsibilities of school/district leadership. This course will utilize an inquiry format into school effectiveness with students taking major responsibility for guiding the class discussion. The work will take a critical slant, interrogating traditional ideas about the means and ends of public education and proposing alternative solutions. This course is designed to encourage and assist students in deconstructing traditional ways of thinking about effectiveness and to critically examine traditional measures of effectiveness (i.e., assessment scores, dropout rates, etc.). The intent of the deconstruction and critical examination is not to diminish the importance of measuring school effectiveness, but rather to appreciate the inherent complexity of the issue and to understand and acknowledge relevant limitations in ways that can inform the work of scholarly practitioners.

Credits: 3.00

**EDU 740                      Exploration of Qualitative Research**

This course will introduce educational leaders to concepts and strategies in qualitative research in preparation for conducting independent research. Students will discuss future trends, issues, and problems in academic educational systems. Students will critically understand and develop a qualitative research design as it applies to an educational issue. Course topics will include the framing of research questions, identifying data and data sources, and using theory in the design process.

Credits: 3.00

**EDU 750                      Organizational Learning & System Change**

This course focuses on systems thinking, personal and organizational behaviors, and leadership approaches to the change process. Students will demonstrate ethical thinking and action in organizational settings by re-conceptualizing leadership roles and organizational structures. Students will learn concepts and theories and be able to apply them to their educational organizations. The design is to use case studies, experiential exercises, dialogue and group activities to interact with the pedagogy and concepts learned during the course.

Credits: 3.00

**EDU 760                      Program Evaluation & Strategic Plan**

This course will examine concepts, methods and approaches in the field of evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practices. This course will also incorporate strategic planning models, forecasting methods, trend analysis, and future planning. Students will

learn how to manage growth, change, and organizational improvement through the evaluation of educational programming.

Credits: 3.00

**EDU 780                      Dissertation Proposal Seminar**

The goal of this course is to help students through the next stage of their dissertation writing process—the dissertation proposal (the first three chapters of their dissertation). Students will draft and revise their proposal and receive individualized feedback from peers and the instructor(s). By the end of the course, students will have a concept paper and an outline of a dissertation proposal. Students will also have the opportunity to improve as a reader, writer, and researcher and gain an awareness of what works best in their own reading, writing and researching processes. Students will also receive training in defending their dissertation proposal.

Credits: 3.00

**EDU 781                      Dissertation Seminar**

The goal of this course is to help students through the final stages of their dissertation writing process—Institutional Review Board (IRB) approval, logistics of collecting data, developing the findings and creating the conclusions to the study (chapters four and five of their dissertation). Students will develop the survey instrument or their method of data collection, collect the data and begin assimilating the findings and conclusions. By the end of the course, the student will have collected the data and started the development of a rough draft for chapters four and five. Prerequisite: EDU780 with passing scores on written comps

Credits: 3.00

**EDU 790                      Research Seminar**

This course is designed to allow students time to continue in writing their dissertation. Students will enroll in the course every term until completion and defense of their dissertation. Prerequisites: EDU781

Credits: 1.00

**Equestrian Education**

**EQE 530                      Equestrian Academic Instruction**

An overview of equestrian academic instruction, which investigates different types of programs, online versus traditional classrooms, today's student, governmental requirements, and graduate marketability.

Credits: 3.00

**EQE 546                      Applied Instructional Theories**



This course is an overview of the pedagogical methods and strategies geared towards equestrian educators. Topics include the development of a teaching philosophy, mounted and unmounted lesson structure and content and group versus private lessons.

Credits: 3.00

**EQE 550                      Equestrian Curriculum Development**

This course focuses on an exploration of the equine-specific knowledge and skills that an equestrian graduate will need, and how this specific knowledge should be structured into program objectives and coursework.

Credits: 3.00

**EQE 562                      Equestrian Educational Events & Competitions Management**

This course will examine different methods of equestrian program promotion and/or revenue generation. Topics will include horse shows, clinics, residential or day camps, and horse sales. Working with institutional admissions and marketing departments will be explored.

Credits: 3.00

**EQE 574                      Management of Facility & Resources**

The student in this class will explore the many facets of equestrian academic and service programs. Through reflection papers, case studies, action plans and forum postings, the students will learn what is involved in running these programs. Topics covered include horse procurement and management, student recruitment and retention and facility management issues. Students will also investigate what types of faculty and staff are needed to keep a program running smoothly and to insure the institutional mission is met.

Credits: 3.00

**EQE 576                      Development of Instructional Resources**

This course focuses on the development of academic resources, which will supplement and augment instruction. Along with the traditional resources such as text books, library offerings and teaching visual aids, the course will explore creative teaching tools such as video, Power Points, and webpages.

Credits: 3.00

**EQE 582                      Current Issues in Equestrian Education**

This course is designed to provide educators with a broad understanding and better perspective of current issues that are facing equestrian education. The course will focus on a lively discourse and reflection of the many issues currently facing equestrian education. The course will serve as a platform for bridging the gap between goals, principles, theories, philosophies, and methodologies in the educational process and the real world of instruction and instructional components.

Credits: 3.00

**EQE 587                      Equestrian Education Capstone Project**

The capstone is the culminating experience for students in the Master's Degree in Equestrian Education. The capstone provides students with the opportunity to apply and integrate key concepts from each course in their program of study. Students will develop the curriculum for a semester-long course, complete with objectives, teaching formats and daily lesson plans. Students will identify not only useful outside resources but also create their own in a variety of formats.

Credits: 6.00

Equestrian Science

**EQS 500                      THERAPEUTIC HORSEMANSHIP**

Credits: 2.00

**EQS 503                      TEACHING IN THE CLASSROOM**

Credits: 2.00

**EQS 506                      EQUINE BUSINESS MANAGEMENT**

Credits: 3.00

**EQS 512                      TEACHING APPLIED RIDING I**

Credits: 1.00

**EQS 513                      METHODS OF SHOW COACHING**

Credits: 3.00

**EQS 521                      TEACHING APPLIED RIDING II**

Credits: 3.00

**EQS 523                    MANAGEMENT OF SCHOOL HORSES I**

Credits: 3.00

**EQS 524                    MANAGEMENT OF SCHOOL HORSES II**

Credits: 3.00

**EQS 591                    HISTORY AND THEORY OF EQUITATION**

Credits: 3.00

**EQS 600                    TEACHING THESIS**

Credits: 6.00