



**HIGHER EDUCATION**

**STUDENT AFFAIRS**

**FORT HAYS STATE UNIVERSITY**

# PROGRAM HANDBOOK

**M.S. IN EDUCATION (HESA)**

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## Program Administration

### Program Coordinator

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**Ms. Amanda Frank** (Program Alumna; Academic Advisor in Advanced Education Programs)

**\*Dr. Dennis King** (Associate Vice President for Student Affairs)

**\*Dr. Joseph Linn** (Vice President for Student Affairs)

**\*Dr. Karen McCullough** (Director of Career Services)

**Dr. Kenton Olliff** (Associate Professor of Counseling; former Assistant Vice President for Student Affairs)

*Members on the Advisory Council who teach classes in the program are noted with an \* before their name.*

### Additional Adjunct Faculty Members

**Dr. Phillip Olt** (Assistant Professor, Higher Education)

**Dr. Joseph Bain** (General Counsel; Former Member of the Kansas Board of Regents)

**Dr. Vincent Bowhay** (President of Independence Community College)

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## Mission & Outcomes

### Mission Statements

- **HESA Program:** To prepare graduates with the broad knowledge, skills, and dispositions necessary to develop the “whole student” in diverse higher education environments. (This program is designed for aspiring, entry-level, and mid-career higher education professionals.)
- **Department of Advanced Education Programs:** To prepare 21st century global leaders who serve in educational and community settings. Degree programs focus on the interactions among innovative technologies, relevant content, diversity, and best practices.
- **College of Education:** Education professionals prepared at Fort Hays State University will have the technological, pedagogical and content knowledge, skills, and dispositions to lead, model, teach and collaborate in diverse settings.
  - *Note: Students in this program do not cover “pedagogy” nor learn to “teach.” This element in the CoE mission statement reflects other programming for K-12 educators.*
- **FHSU:** To provide accessible quality education to Kansas, the nation, and the world through an innovative community of teacher-scholars and professionals to develop engaged global citizen-leaders.

### Program Learning Outcomes

The program is designed around the ACPA / NASPA (the two largest professional organizations for the field of student affairs) [Professional Competency Areas for Student Affairs Educators](#).

1. **Personal and Ethical Foundations (PEF):** Involves the knowledge, skills, and dispositions to develop and maintain integrity in one’s life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one’s own wellness and growth. Personal and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal voice of care, and our own lived experiences. Our personal and ethical foundations grow through a process of curiosity, reflection, and self-authorship.
  - **Course Alignment:** HESA 818 – Student Personnel in Higher Education
2. **Values, Philosophy, & History (VPH):** Involves knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one’s current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of the profession’s history, philosophy, and values.
  - **Course Alignment:** HESA 818 – Student Personnel in Higher Education
3. **Assessment, Evaluation, & Research (AER):** Focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education.
  - **Course Alignment:** HESA 813 – Assessment, Evaluation, & Research in Higher Education
4. **Law, Policy, & Governance (LPG):** Includes the knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one’s professional practice.
  - **Course Alignments:** HESA 815 – Higher Education Law, HESA 816 – Governance & Finance of Higher Education

5. **Organization & Human Resources (OHR):** Includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources. This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.
  - **Course Alignments:** *HESA 816 – Governance & Finance of Higher Education, HESA 820 – Higher Education Leadership*
6. **Leadership (LEAD):** Addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members.
  - **Course Alignment:** *HESA 820 – Higher Education Leadership, AEP 675G Student Engagement & Leadership*
7. **Social Justice & Inclusion (SJI):** While there are many conceptions of social justice and inclusion in various contexts, for the purposes of this competency area, it is defined here as both a process and a goal which includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.
  - **Course Alignment:** *HESA 821 – Diversity in Higher Education*
8. **Student Learning & Development (SLD):** Addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice.
  - **Course Alignment:** *HESA 817 – Student Development Theory, AEP 675G Student Engagement & Leadership*
9. **Technology (TECH):** Focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Included within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities as a whole.
  - **Course Alignment:** *HESA 814 – Technology in Higher Education Student Affairs*
10. **Advising & Supporting (A/S):** Addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues.
  - **Course Alignment:** *HESA 819 – Supporting Student Success in Higher Education, AEP 675G Student Engagement & Leadership*

## Admissions Criteria

All applicants must meet the [general admissions requirements and procedures of the Graduate School](#). Additional requirements of the program are detailed below. Beyond the Graduate School requirements and procedures, the program requires that students submit a personal statement in order to be considered for admission. Specifically, this personal statement must be written in English and address the student's academic preparedness to succeed in this program & professional goals related to working with higher education.

## Program of Study

The program requires students to complete 36 graduate semester hours, of which a minimum of 30 must be completed through FHSU. No courses may be used if already applied to another completed degree program. At the discretion of the program coordinator, substitutions for course requirements may be approved. This will not be done based on student preference. Rather, such substitutions would be used for students who are out of sequence, have existing graduate-level coursework, or other such extenuating circumstances. Course prefixes, numbering, titles, and sequencing may vary due to changes during a specific academic year. Your advisor will keep you apprised of any such modifications from the list below.

### Program Requirements

- HESA 813 – Assessment, Evaluation, & Research in Higher Education
- HESA 814 – Technology in Higher Education Student Affairs
- HESA 815 – Higher Education Law
- HESA 816 – Governance & Finance in Higher Education
- HESA 817 – Student Development Theory
- HESA 818 – Student Personnel in Higher Education
- HESA 819 – Supporting Student Success in Higher Education
- HESA 820 – Higher Education Leadership
- HESA 821 – Diversity in Higher Education
- HESA 879 – Practicum (*6 credits; taken 2x for 3 credits each*)
- Graduate Elective *AEP 675G: Seminar in Education: Student Engagement & Leadership or another Graduate level course (advisor-approval required; content must be tied to program competencies)*

### Course Sequencing

Unless otherwise stated next to the course, courses listed will be offered both face-to-face and online. HESA 813 is taught every fall semester on-campus, and it will be taught online in the summer semester of even-numbered years. The Graduate Elective does not appear here, as there is no regularly-scheduled course associated with it. It may be taken any semester in which the student desires.

#### Fall Semester, Even Numbered Years

- HESA 813 – Assessment, Evaluation, & Research in Higher Education (*on-campus only*)
- HESA 817 – Student Development Theory
- HESA 818 – Student Personnel in Higher Education
- HESA 879 – Practicum

#### Spring Semester, Odd Numbered Years

- AEP 675G – Seminar in Education: Student Engagement & Leadership
- HESA 820 – Higher Education Leadership
- HESA 821 – Diversity in Higher Education
- HESA 879 – Practicum

#### Summer Semester, Odd Numbered Years

- HESA 879 – Practicum (*online only*)

### Fall Semester, Odd Numbered Years

- HESA 813 – Assessment, Evaluation, & Research in Higher Education (*on-campus only*)
- HESA 815 – Higher Education Law
- HESA 819 – Supporting Student Success in Higher Education
- HESA 879 – Practicum

### Spring Semester, Even Numbered Years

- AEP 675G – Seminar in Education: Student Engagement & Leadership
- HESA 814 – Technology in Higher Education Student Affairs
- HESA 816 – Governance & Finance in Higher Education
- HESA 821 – Diversity in Higher Education (*on-campus only*)
- HESA 879 – Practicum

### Summer Semester, Even Numbered Years

- HESA 879 – Practicum (*online only*)
- HESA 813 – Assessment, Evaluation, & Research in Higher Education (*online only*)

## Academic Policies

Students in the program must adhere to all FHSU academic policies & deadlines and [Graduate School](#) academic policies & deadlines. Further points specific to the program are detailed below.

### Academic Dishonesty

Students are expected to, as graduate-level students, be aware of (or educate themselves on) plagiarism, cheating, and other forms of academic dishonesty. Instructors in the program have the right to assign consequences for academic dishonesty. Consequences will be determined at the discretion of the instructor based on the circumstances of the infraction, and those consequences may go up to (but not limited to) a 0% for the assignment or a U – Unsatisfactory grade in the course.

Instructors will report instances of academic dishonesty to the Program Coordinator and the Department of Advanced Education Programs. Students in the program who have more than one instance of academic dishonesty may be removed from the program or other consequences at the discretion of the Program Coordinator. All proceedings of disciplinary measures will occur pursuant to [FHSU policies on academic dishonesty](#).

### GPA Requirements

Students must maintain a 2.0 GPA (cumulative and within each semester) and must have at least a 3.0 GPA by the point of their first Practicum and admission to candidacy. In order to graduate from the program, students must have a 3.0 GPA. No grades below a “C” may count toward program requirements.

### Grading Scale

All courses for the program will use the following grading scale. Students should be aware that courses offered outside the department (i.e., some Graduate Elective course options) are not bound to this scale.

- **A** (92.50% and above) = Demonstrates a thorough understanding of concepts and principles and provides insight into the inter-relatedness of the information. There is clear, convincing, and consistent evidence that the candidate demonstrates achievement. The evidence is comprehensive, thoughtful, and integrated.
- **B** (84.50%–92.49%) = Displays a complete and accurate understanding of concepts and principles; includes identification & discussion of key elements. There is clear evidence that the candidate knows what to do, and does it. The evidence is specific and reasonable. However, at times the evidence may be somewhat uneven, with specific features addressed more effectively than others.
- **C** (75.50%–84.49%) = Displays an incomplete understanding of concepts and principles and has some notable misconceptions. There is limited evidence that the candidate knows what to do, how to do it, or when to do it.
- **U** (75.49% and below) = Demonstrates severe misconceptions about concepts and principles. Candidate does not have a grasp of information; student cannot answer questions about the subject matter presented. There is little or no evidence that the candidate has demonstrated achievement.

## Language

This program is delivered completely in English, and all submissions for admission and coursework must be provided in English.

## Time to Completion

Students must complete the program within five years (as determined by a three-semester rotation of fall-spring-summer) from their first enrolled course after program admission.

## Transferring Credit

At the discretion of the Program Coordinator, up to 6 credits may be transferred in from a regionally accredited institution (or international equivalent). These credits must have been completed at the graduate level within the last 8 years from the semester of the student's first course in the program. These credits may not have been applied to a completed degree program. The credits must meet requirements of the program. Only credits with grades from B- to A+ may be transferred into the program.

All information provided about the transferability of courses into the program shall be considered preliminary until final approval is granted by the Graduate School and the courses have been listed on the student's FHSU transcript. All transfer determinations will be done in accordance with the published [policies and procedures](#) in the Graduate School catalog.

## Writing Style

The formatting and writing style used in all classes of the program will be the most recent guide for the American Psychological Association (APA). Courses offered outside the department (ex. Graduate Elective course) are not bound to this style.

## Practicums & Comprehensive Assessment

The program requirements include taking HESA 879 – Practicum twice for a total of 6 credits. The Graduate School requires that students complete a [comprehensive assessment](#), which is completed as part of the course requirements for the student's second HESA 879 – Practicum course.

Note that the Graduate School requires students to submit applications for certain elements ahead of specific deadlines. You can view the checklist in [#4 here](#) and the [deadlines here](#).

## Legacy Students

Students who have completed at least one Practicum course in the program prior to the Fall Semester 2021 will *not* follow the system outlined here. Rather, they will proceed with the prior system for the Program Culminating Learning Demonstration that was outlined in the Spring Semester 2019. This clause shall be terminated if the student exceeds five years from enrollment in the program.

## Practicums

Students in the program are required to complete two semesters of HESA 879 – Practicum (total of 6 credits). Students find their own Practicum placement site, though the Instructor will share site options for students. Students should start working with the Program Coordinator at least a month before the start of the Practicum course in order to begin their site placement planning. The Program Coordinator will work with students to provide support throughout the practicum course.

In alignment with guidelines put forward by the Council for the Advancement of Standards in Higher Education, each semester must consist of a unique work placement situation (i.e. they may not be the same office/duties) and 150 hours of placement work (for 300 total placement hours across both Practicums). A maximum of one practicum may be done as part of the student's regular work responsibilities if they are a *full-time employee* at a higher education institutions and those duties would meet the Practicum requirements.



Students must address four of the ten competencies in each practicum, and no competency may be addressed in both practicums. Students *must* address the AER competency in their practicum portfolio and/or comprehensive exam.

Practicums may be completed with one's current higher education employer or any other appropriate higher education setting (at the discretion of the instructor). Students must get practicum site approval by the program coordinator prior to the start of that semester. For up-to-date details on Practicums, students should refer to course syllabus, which may be requested from the instructor. However, such details may change from semester-to-semester (i.e. a syllabus looked at in 2023 does not bind the requirements of a Practicum to be done in 2026).

**In order to begin** their first HESA 879 – Practicum course, the student must have:

- Completed all conditions of admission, including any deficiency work
- Completed at least 12 graduate credit hours in this graduate degree program
- A 3.0 GPA throughout the graduate degree program to date

### **Comprehensive Assessment**

**In order to begin** their second HESA 879 – Practicum course and complete their comprehensive assessment, the student must have:

- No more than 6 credits remaining in their program of study
- A 3.0 GPA throughout the graduate degree program to date

In order to meet their requirements for the comprehensive assessment and in partial fulfillment of their second HESA 879 – Practicum course requirements, **students must submit the following** (*the artifacts and reflections should only cover the two competencies not otherwise covered in their first or second practicum*):

- **Artifacts**
  - *1 academic artifact* from a class associated with the competency (see Mission & Outcomes>Program Learning Outcomes)
  - *1 new artifact* in response to the following prompts (each artifact should be 2-3 pages of content—no more or less, contain at least one scholarly reference, and be APA-formatted):
    - PEF: Describe your personal ethical framework and how it does / will guide your professional practice.
    - VPH: Taken generally and of the profession as a whole, what are the values of student affairs?
    - AER: What are the greatest strengths and limitations of quantitative and qualitative data (each) as they are used in our AER activities?
    - LPG: Define the three areas of this competency (law, policy, and governance) as they pertain to higher education and explain how they function in relation to each other.
    - OHR: Why is it important to maintain an institution's physical plant resources?
    - LEAD: Explain a leadership theory and how it could be put into practice in the context of your current or future-desired employment scenario in higher education
    - SJI: The "Big 3" of sociology are race, socioeconomic class, and gender. Which of those three do you think plays the most significant role in American higher education? Why?
    - SLD: Describe one of the student development theories covered in HESA 817 and how you can put it into practice in the context of your current or future-desired employment scenario in higher education.
    - TECH: How is social media used effectively by those with senior positional authority in higher education today (i.e. presidents, provosts, vice presidents of student affairs)?
    - A/S: Describe one of the theories for advising and supporting students (ex. from HESA 819) and how you can put it into practice for advising and supporting in the context of your current or future-desired employment scenario in higher education. This may not be the same theory as used for the SLD prompt.

- As students select their two artifacts, they need to ensure they address each component of compound competencies (ex. LPG has multiple distinct elements of law, policy [local and public], and governance)
  - Students are encouraged to work ahead on the above artifacts and reflections, which may be completed even prior to the start of this practicum course. If the student has not completed an associated course for one or more of the competencies when they begin their second Practicum, they should consult with their instructor on how to proceed (either before or immediately after the start of the course).
- **Reflections**
    - For each of the two new *competencies* being covered (not each artifact), you will submit one reflection (APA-formatted; no more or less than 1-3 pages), utilizing Bloom's Taxonomy as below:
      - REMEMBERING... What did you do during your program with this competency?
      - UNDERSTANDING... How do your artifacts align with the broad concept of this competency?
      - APPLYING... How do your artifacts reflect an ability to apply your knowledge to practice (as opposed to, say, just doing things)?
      - ANALYZING... How do these activities demonstrate my proficiency with this competency?
      - EVALUATING... How could you improve these artifacts or the activities they represent (academic and professional artifacts only, not the new artifact)?
      - CREATING... How will you continue to improve with regard to this competency?
    - As with the artifacts, students may complete the reflections prior to starting their second Practicum course.

Students who do not pass their comprehensive assessment will have a maximum of one possible re-take, which may *not* be completed in the same semester as the original. If the student is grandfathered into the former Program Culminating Learning Demonstration (PCLD) system, the re-take *must* include the student successfully addressing all major deficiencies as noted by the PCLD chair (which may or may not include doing the presentation again, re-writing reflections, adding artifacts, editing, etc.). If the student is in the new comprehensive assessment system, they will re-do the content for the same two competencies. The previous academic artifact may remain the same (if the program coordinator / practicum course instructor has not determined that to be part of the deficiency), and the reflections may also remain the same (if not part of the deficiency) or be re-submitted with appropriate edits. The new essays will, however, respond to a new prompt related to the competency as relayed by the program coordinator / practicum course instructor. If a student doing the new comprehensive assessment did not pass their second practicum, the comprehensive assessment re-take will be done as part of the course requirements for re-taking the second practicum; however, if the student did still pass the practicum course, they will need to complete the comprehensive assessment in a subsequent semester separate of practicum course enrollment.

## Legal Notices

**Accessibility Services** (<https://www.fhsu.edu/health-and-wellness/accessibility/>): FHSU offers reasonable accommodations to students with documented learning, physical, and/or psychological disabilities. If you have one or more documented disabilities that affects your ability to learn or participate in a campus program or service, we are here to help support your needs. You are required to register with Student Accessibility Services, identify your needs, and provide documentation in order to be considered eligible for reasonable accommodations at Fort Hays State. We will review your documentation and visit with you to determine accommodations and approaches that will be effective for your learning and/or engagement.

**Non-Discrimination:** Fort Hays State University does not discriminate on the basis of gender, race, religion, national origin, color, age, marital status, sexual orientation, disability or veteran status in its educational programs, employment and all other activities. In addition, the university does not discriminate on the basis of a person's genetic information. FHSU is committed to an environment in which students, faculty, administrators, and staff work together in an atmosphere free from all forms of discrimination, harassment, exploitation and intimidation, including, but not limited to, verbal, physical, or written behavior directed toward or relating to an individual or group on the basis of their protected class status.

Individuals who believe they have been discriminated against or harassed on the basis of their protected class status or are victims of sexual harassment should report such acts to the university Equal Employment Opportunity Officer who will assist the grievant in seeking redress through the appropriate procedure. The university's Discrimination and Harassment Complaint Procedure applies to grievances involving students, administrators, faculty or staff. The EEO Officer may be contacted at 600 Park Street, Hays, KS 67601, (785) 628-4033.

**Title IX** (<https://www.fhsu.edu/president/Compliance-Office/Title-IX-Policy/index>): Title IX of the Education Amendments of 1972, 20 U.S.C. Sec. 1681, et. Seq., prohibits discrimination on the basis of sex in any federally funded education program or activity. Any of the following actions, when taken on the basis of gender, may constitute a violation of Title IX and this policy, and could give rise to a complaint and investigation pursuant to this policy:

- Sexual violence, which is a physical sexual act perpetrated against a person's will or where a person is incapable of giving consent, and may include rape, sexual assault and sexual battery;
- Sexual harassment, as defined elsewhere in this policy;
- Threatening or causing physical harm, extreme verbal abuse, or other conduct which threatens or endangers the health or safety of any person;
- Discrimination, defined as actions that deprive members of the university community of educational or employment access, benefits or opportunities;
- Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another;
- Hazing, defined as acts likely to cause physical or psychological harm or social ostracism to any person within the university community, when related to the admission, initiation, pledging, joining, or any other group-affiliation activity;
- Bullying, defined as repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control or diminish another person, physically or mentally;
- Violence between those in an intimate relationship or partnership;
- Stalking, defined as a repetitive and/or menacing pursuit, following, harassment and/or interference with the peace and/or safety of a member of the university community; and,
- Retaliation.

Complaints of actions in violation of this policy should be directed to one of the University's Title IX Officers.