Academic Catalog

College of Continuing Professional Studies

Academic Year
2020-2021
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Student Consumer Information

Institutional Overview
Drury University is an institution of higher education offering masters, baccalaureate and associate degrees. The university enrollment is approximately 3,200 students. Programs are characterized by a focus on preparing students for satisfying and successful lives and careers. The programs prepare students for professional careers through careful attention to a liberal arts education with professional preparation. Drury is distinctive in its attention to the comprehensive preparation of graduates competent to assume leading roles in their professions and in their communities. Drury is particularly noted for its attention to excellence in teaching.

The university is comprised of Drury College (traditional day school), the College of Continuing Professional Studies (CCPS), and the College of Graduate Studies. Drury College of Drury University offers more than 50 majors for undergraduate students, most of whom are full-time. Degrees offered through this college are the Bachelor of Arts, the Bachelor of Business Administration, the Bachelor of Music Therapy, and the Bachelor of Science. A first professional degree, Master of Architecture, is offered through the Hammons School of Architecture. Additional information regarding Day School undergraduate programs may be obtained through the Day School catalog.

The College of Continuing Professional Studies offers baccalaureate and associate programs to adult students who are continuing their education in the evenings, through online and at various program locations throughout the state. The Bachelor of Business Administration, the Bachelor of Science, the Bachelor of General Studies and the Associate of Science degrees offered by this college are particularly designed to meet the needs of part-time students and those whose schedules do not permit them to attend during the day in Springfield. Additional information regarding CCPS programs may be obtained through the continuing studies catalog.

The College of Graduate Studies offers Master’s degrees in business administration, communication, education, integrative leadership, nonprofit and civic leadership, and public service and safety leadership. Additional information regarding graduate programs may be obtained through the graduate programs catalog.

Drury University reserves the right to modify the terms of this catalog, including calendar, fees and tuition, without prior notice.
Introduction to the University
For more than 147 years, Drury University has prepared students for success in life and the professions. Drury’s founders recognized the need for a college that would bring the New England liberal arts tradition to a Midwestern setting. The tradition includes a commitment to helping students learn to serve their communities and the world.

At Drury, students gain the knowledge, experience and skills for graduate school, professional school and careers. Although Drury has grown in size and complexity since those early years, adding resources, graduate studies and a number of professional programs to the traditional liberal arts, the institution maintains its commitment to excellent teaching, a low student-faculty ratio, small class sizes and opportunities for students to engage in individual research. The hallmark of Drury University is a tradition of excellence integrating liberal and professional learning in the service of what Aristotle called phronesis, or practical wisdom.

Mission
Drury is an independent university, church-related, grounded in the liberal arts tradition, and committed to personalized education in a community of scholars who value the arts of teaching and learning. Education at Drury seeks:
• To cultivate spiritual sensibilities and imaginative faculties as well as ethical insight and critical thought;
• To foster the integration of theoretical and practical knowledge; and
• To liberate persons to participate responsibly in and contribute to life in a global community.

Goals
To ensure that liberal arts knowledge and understanding are central to the Drury experience and fundamental to all programs, the university maintains and strengthens its commitment to:
• Develop reading, writing, speaking, foreign language, and critical thinking skills;
• Cultivate creative capacities and aesthetic appreciation through participation in the arts;
• Expand logical thinking skills, and mathematical abilities, and apply inquiry based science to investigate the natural world;
• Examine the complexity of human experience through the study of historical and contemporary events, ideas, artifacts, and behavior;
• Engage in cross-cultural studies by applying global perspectives to diverse populations and contexts;
• Understand how globalization impacts, people, societies, ideas and natural processes;
• Develop personal, civic, and professional responsibility in order to participate ethically and sustainably in a larger community.

Drury University offers a remarkable variety of programs, including day and evening classes; master’s degrees in business administration, communication, nonprofit and civic leadership, and education; a professional master of architecture; and a strong liberal arts preparation for careers in the professions. While offering this variety of academic options that characterize universities, Drury also offers the personal attention, flexibility and supportive atmosphere that characterize a college. Students have the opportunity to build on personal strengths in preparing for their future of choice. The combination of excellent academic preparation and engaged learning experiences in service learning, internships, labs and studios gives each student a strong foundation on which to prepare for successful careers in the global economy and lives of meaning in the global community.
Family Education Rights and Privacy Act (FERPA) Policy

Drury University strictly adheres to the Family Education Rights and Privacy Act (FERPA). FERPA (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student records. FERPA rights transfer from the parent to the student when the student reaches the age of 18 or attends a postsecondary institution. These rights include:

- Students have the right to inspect and review their education record within 45 days of the request. The student must submit a written request to the University Registrar that identifies the record(s) the student wishes to inspect. The University Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.

- Students have the right to request, in writing, that Drury University correct records which they believe to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. If Drury University decides not to amend the record as requested, the student will be notified 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. After the hearing, if Drury University still decides not to amend the record, the student has the right to place a statement with the record setting forth their view about the contested information.

- The right to provide written consent before Drury University discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or equivalent purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Drury University to comply with the requirements of FERPA. Complaints should be submitted to:

  Student Privacy Policy Office
  U.S. Department of Education
  400 Maryland Avenue, SW
  Washington DC 20202-5920
  (800) 872-5327

Drury University may disclose, without consent, “directory” information. The following information is considered directory information: (1) name, (2) address, including e-mail address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) part-time/full-time enrollment status, (7) participation in officially recognized activities in sports, (8) weight and height of members of athletic teams, (9) dates of attendance (including matriculation and withdrawal dates), (10) academic classification by year, (11) prospective degrees, degrees awarded, and awards received, (12) the most
recent previous educational agency or institution attended by the student, and (13) student's photograph. Indications of religious preference along with names, addresses and telephone number of student's listing in the information are provided to the University Chaplain.

It is often the student’s wish that information be released to parents or other designated officials who may seek information from Drury University. All students are provided with an opportunity to submit an Information Release form online allowing them to designate the names of individuals to whom information may be released. This release is operable for the time of the student’s enrollment or until such time as the student revokes access.

**To access the Information Release form:**
Step 1: Go to MyDrury.
Step 2: Enter your Username and Password and click Login.
Step 3: Click on the Student Tab.
Step 4: Click on Information Release (links located on the left side of the page).

Students may revoke previously granted access to information, or request the school not disclose directory information by submitting a request through the same form.

Students are notified annually of their rights under FERPA via the student handbook, the academic catalog, and online at the following website: [https://www.drury.edu/academic-affairs/student-consumer-information](https://www.drury.edu/academic-affairs/student-consumer-information).

If you have any questions or inquiries about FERPA, please contact:

**Cindy Raney, M.B.A.**
University Registrar
(417) 873-7330
[craney@drury.edu](mailto:craney@drury.edu)
Penalties Associated with Drug-Related Offenses

Purpose: This policy will determine the process by which students are informed about the potential loss of Title IV aid due to drug-related offenses, the responsibilities of students to notify the Financial Aid Office of pertinent convictions, and methods for regaining Title IV aid eligibility following the loss of eligibility.

Policy: Pursuant to the Higher Education Act of 1965, Section 485(k), Drury University will provide students with information regarding the loss of Title IV aid following drug-related convictions. This policy will be published annually in the University catalog, providing students with a separate, clear, and conspicuous written notice advising them of penalties included in HEA 484.

Title IV aid eligibility is suspended for drug related offenses in two circumstances:
1. When a student is convicted under federal or state law of the sale or possession of drugs during a period of enrollment when the student is receiving federal aid, or
2. the student was denied federal benefits for drug trafficking by a federal or state judge.

Convictions for drug-related offenses that do not include one of the two criteria above are not subject to this policy. A conviction for a drug-related offense that was reversed, set aside, or removed from the student’s record does not impact a student’s eligibility for Title IV aid. A conviction for a drug-related offense that occurred when a student was a juvenile does not impact a student’s eligibility for Title IV aid, unless the juvenile was tried as an adult.

Students self-certify their drug conviction status on the Free Application for Federal Student Aid. Failure to report a drug conviction accurately may impact a student’s eligibility for Title IV aid, so it is important to provide accurate information. If you fail to self-certify an applicable drug conviction, or if you are convicted after you submit the FAFSA form, eligibility for federal aid will be immediately terminated, and you may be liable for repayment of any financial aid you received during a period of ineligibility. The Financial Aid Office will notify students who become ineligible for federal aid due to a drug conviction.

The duration of a student’s ineligibility varies, and is determined by federal regulations. Students may regain eligibility for federal aid by successfully completing an approved drug rehabilitation program or by passing two unannounced drug tests administered by an approved drug rehabilitation program. Students who regain eligibility during the award year should notify the Financial Aid Office.
Catalog Policy
Courses and policies listed in this catalog are subject to change through normal channels. New courses, changes in existing coursework and new policies are initiated by the appropriate institutional departments, committees or administrators. Policy revisions are normally implemented in the next academic year following notification thereof. However, occasionally a policy must be changed and implemented in the same academic year. The university reserves the right to make changes that seem necessary or advisable, including course cancellations. A curriculum or policy change could be applied to matriculated students, and for this reason, this catalog should not be construed as constituting a contract between the university and any person.

To complete degrees, students are expected to meet requirements listed in the catalog that are in effect for the year of the student’s admission or readmission to the university. Students also must meet any additional degree requirement of which they have been officially advised.

Information contained in this publication is certified as correct in content and policy as of the date of publication in compliance with the Veterans Administration Circular 20-76-84 and Public Law 94-502.
Academic Calendar
The Academic Calendar may also be found online at http://www.drury.edu/academic-affairs/academic-calendar.

Fall Semester
August 2020
13-14, Thursday-Friday
International Student Orientation
17, Monday
New Faculty Orientation
Faculty Workshop
15-17, Saturday-Monday
Freshman Move-in Day
19, Wednesday
Registration Refinement
17-19, Monday-Wednesday
Freshman Orientation/FUSE 101 Begins
20, Thursday
Fall Semester Begins
26, Wednesday
Opening Convocation
Last Day to Add a Course-A Block @ 5pm
Last Day to Enroll-Full Semester @ 5pm
28, Friday
Deadline to Apply for December Degree (CCPS & Graduate Students Only)

September 2020
2, Wednesday
Last Day to Add a Course-Full Semester @5pm
Last Day for 100% Refund-A Block & Full Semester @5pm
7, Monday
Labor Day-University Closed
14, Monday
A Block Mid-term Grades Due @ 8am
25, Friday
Last Day to Withdraw from a Course-A Block @ 5pm

October 2020
5, Monday
Full Semester Mid-Term Grades Due @ 8am
14, Wednesday
A Block Ends
16, Friday
Deadline to Apply for May or August Degree (Day School Only)
16-18, Friday-Sunday
Online Course Break-No Online Classes
Fall Break-No Classes
19, Monday
A Block Final Grades Due @ 8am
B Block Begins
23, Friday
Last Day to Add a Course-B Block @ 5pm
Last Day for 100% Refund-B Block @ 5pm

November 2020
9, Monday
B Block Midterm Grades Due @ 8am
11, Wednesday
Advance Registration for Winter, Spring, & Summer Semesters
13, Friday
Last Day to Withdraw from a Course-Full Semester @ 5pm
26-29 Thursday-Sunday
Thanksgiving Break-No Classes
26-27, Thursday-Friday
Thanksgiving Holiday-University Closed
30, Monday
Last Day to Withdraw from a Course-B Block @ 5pm
December 2020
7-11, Monday-Friday Finals Week
11, Friday Fall Semester & B Block Ends
12, Saturday Winter Commencement @ 10am
14, Monday Full Semester & B Block Final Grades Due @ 8am
18, Friday Last Day to Enroll-Winter Term @ 5pm
20, Spring Semester & B Block Ends
24, Thursday Christmas Eve-University Closed
25, Friday Christmas-University Closed
31, Thursday New Year’s Eve-University Closed

Spring Semester
January 2021
1, Friday New Year’s Day-University Closed
6, Wednesday Last Day to Withdraw-Winter Term @ 5pm
15, Friday Winter Term Ends
15-18, Friday-Monday New Student Orientation and Registration
18, Monday Martin Luther King, Jr. Day-University Closed
19, Tuesday Spring Semester Begins
22, Friday Deadline to Apply for May or August Degree (CCPS & Graduate Students Only)
29, Friday Last Day to Add a Course-Full Semester @ 5pm

February 2021
1, Monday Winter Term Final Grades Due @ 8am
8, Monday A Block Midterm Grades Due @ 8am
26, Friday Last Day to Withdraw-A Block @ 5pm

March 2021
8, Monday Full Semester Midterm Grades Due @ 8am
12, Friday A Block Ends
13-21, Saturday-Sunday Spring Break-No Classes
15, Monday A Block Final Grades Due @ 8am
22, Monday B Block Begins
26, Friday Last Day to Add a Class-B Block @ 5pm

April 2021
2, Friday Good Friday-University Closed
12, Monday B Block Midterm Grades Due @ 8am
14, Wednesday Advance Registration for Fall Begins
16, Friday Last Day to Withdraw-Full Semester @ 5pm
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>30, Friday</td>
<td>Last Day to Withdraw-B Block @ 5pm</td>
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<tr>
<td><strong>May 2021</strong></td>
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<tr>
<td>10-14, Monday-Friday</td>
<td>Finals Week</td>
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<tr>
<td>14, Friday</td>
<td>Spring Semester Ends-Full Semester &amp; B Block</td>
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<td></td>
<td>May Commencement @ 6:30pm (CCPS &amp; Graduate)</td>
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<tr>
<td>15, Saturday</td>
<td>Day School Baccalaureate @ 9am</td>
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<td></td>
<td>May Commencement @ 11am (Day School)</td>
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<tr>
<td>17, Monday</td>
<td>Final Grades Due @ 8am</td>
</tr>
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<td></td>
<td>May Term International Travel and Special Projects Begin</td>
</tr>
<tr>
<td>21, Friday</td>
<td>Last Day to Enroll-May Term @ 5pm</td>
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<td></td>
<td>Last Day for 100% Refund-May Term @ 5pm</td>
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<tr>
<td>28, Friday</td>
<td>Last Day to Withdraw-May Term @ 5pm</td>
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<tr>
<td>31, Monday</td>
<td>Memorial Day-University Closed</td>
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<tr>
<td><strong>Summer Semester</strong></td>
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<tr>
<td>June 2021</td>
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<tr>
<td>4, Friday</td>
<td>May Term Classes End</td>
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<tr>
<td>7, Monday</td>
<td>May Term Final Grades Due @ 8am</td>
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<td></td>
<td>Summer Semester Begins-Full Term &amp; A Block</td>
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<tr>
<td>11, Friday</td>
<td>Last Day to Add a Course-Full Term &amp; A Block</td>
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<td></td>
<td>Last Day for 100% Refund-Full Term &amp; A Block</td>
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<tr>
<td>28, Monday</td>
<td>Full Term Midterm Grades Due @ 8am</td>
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<td><strong>July 2021</strong></td>
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<tr>
<td>2, Friday</td>
<td>Last Day to Withdraw from a Course-A Block @ 5pm</td>
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<tr>
<td>3-11, Saturday-Sunday</td>
<td>Full Term Summer Break</td>
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<tr>
<td>5, Monday</td>
<td>Independence Day (Observed)-University Closed</td>
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<tr>
<td>9, Friday</td>
<td>A Block Ends @ 5pm</td>
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<tr>
<td>12, Monday</td>
<td>A Block Final Grades Due @ 8am</td>
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<tr>
<td></td>
<td>B Block Classes Begin</td>
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<tr>
<td>16, Friday</td>
<td>Last Day to Add a Class-B Block @ 5pm</td>
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<tr>
<td></td>
<td>Last Day for 100% Refund-B Block @ 5pm</td>
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<tr>
<td><strong>August 2021</strong></td>
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<tr>
<td>6, Friday</td>
<td>Full Term Courses End</td>
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<td></td>
<td>Last Day to Withdraw-B Block @ 5pm</td>
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<tr>
<td>13, Friday</td>
<td>B Block Ends</td>
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<tr>
<td>16, Monday</td>
<td>Full Semester &amp; B Block Final Grades Due @ 8am</td>
</tr>
</tbody>
</table>

Changes to the Academic Calendar may occur following the publication of this catalog. Please refer to [http://www.drury.edu/academic-affairs/academic-calendar](http://www.drury.edu/academic-affairs/academic-calendar) for the most up-to-date semester information.
Admissions

Admission Procedures

1. Complete the application for admission, available online at www.drury.edu/ccps/application.
2. Submit proof of high school completion and official transcripts from all colleges and universities attended.
   - First time freshmen: Official high school transcript, GED, or homeschool transcript
   - Transfer students: A final official high school transcript or GED equivalent, or conferred Associate of Arts degree earned as a post-secondary student. Official college transcripts from every college previously or currently attending.

Additional application materials may be required, including, but not limited to, a writing sample, letters of reference, and/or a successful residual ACT score. Full admission is based on the student’s academic record and may be conditional on additional steps by the student, including, but not limited to, the student’s enrollment in a reduced schedule (3 to 6 credit hours), completion of three semester hours of a college-level English composition course and a course in computer applications.

Students must be fully admitted in order to receive a degree from the university.

Students retain the right to appeal admission decisions.

No person is excluded from admission to Drury or otherwise treated differently on the basis of any legally protected classification, including gender, race, color, citizenship, national origin, religion, status as a disabled veteran, Vietnam veteran or other veteran status, pregnancy, exercise of legally protected rights, age, sexual orientation or any disability which Drury can reasonably accommodate without undue hardship and which does not create a direct threat to the person or any other person.

Students who wish to enroll in Continuing Studies courses but do not wish to pursue a degree are welcome at Drury. Drury encourages enrollment in classes for personal and professional enrichment. Acceptable credit earned may be applied toward a degree upon formal admission to the university. Students should seek admission to the university before completing 30 hours, including transfer hours. (Associate degree candidates must be admitted before completing 18 hours.) If a period of one year elapses during which an admitted student is not enrolled, the student must reapply for admission. Students receiving financial aid and/or students using veterans’ assistance must be admitted to the university prior to enrollment.
International Student Admission

To study for a degree in the U.S. in F-1 status, an international student must be admitted as a full-time student pursuing a specific educational objective such as a bachelor’s degree.

International Admission Procedures
Submit the following to the College of Continuing Professional Studies Admission Office at Drury University:

1. A completed Continuing Professional Studies application for admission form (available online at www.drury.edu/ccps/application).
2. All secondary school records: transcript of courses with grades or other evaluation marks, documentation of graduation or completion, and examination results where they apply.
3. An evaluation of your secondary school coursework completed outside the U.S. from a credential evaluating service such as World Education Services, Inc. (WES). Approximate cost through a credential evaluation service is U.S. $160.
4. Official transcripts from each post-secondary institution previously attended.
5. A course-by-course evaluation of any post-secondary coursework completed outside the U.S. from a credential evaluation service such as WES. Approximate cost through a credential evaluating service is U.S. $160.
6. English proficiency can be proven by submission of the following official documents:
   a. TOEFL (Test of English as a Foreign Language) minimum score of 60 (IBT), or 500 (paper), and TWE (Test of Written English) minimum score of 4.
   b. IELTS score of 5.5.
   c. SAT Critical Reading score of 500.

Students who apply and are accepted to Drury University's undergraduate Day School division must complete one semester as a day student before applying for admission to Continuing Professional Studies.

Readmission to Drury University as an International Student

International students seeking to return to Drury University’s Continuing Professional Studies program must apply and be accepted for readmission before registering for classes. Students who are readmitted to the university will be required to meet the requirements of the current university catalog.

Academic Credential Evaluation

Students will be required to submit their secondary school records and all other postsecondary study to an academic credential evaluation agency such as World Education Services, Inc. (WES) for evaluation in terms of U.S. semester credits, course equivalents, grade point average and authentication of documents.

Information about WES can be found at www.wes.org. Drury University reserves the right to interpret the evaluation report to be consistent with institutional admission policy guidelines. Admission to Continuing Studies cannot be completed without the credential evaluation.
English Language Proficiency

Proof of English language proficiency must be submitted to Drury University before students can be admitted and register for classes.

English proficiency can be demonstrated by submitting one of the following:

- Minimum Test of English as a Foreign Language (TOEFL) score of 72 and a minimum official TOEFL 60 (IBT) or 500 (paper)
- Test of Written English (TWE) score of 4.
- Minimum verbal Scholastic Aptitude Test (SAT) score of 500.
- Minimum composite American College Test (ACT) score of 18.

Applying for an I-20

Submit the following to Evening and Online Education Admissions Office at Drury University:

1. A letter of financial support.
2. Original financial documents showing you have at least U.S. $15,000 available for each year of your studies.
3. A deposit equal to 50 percent tuition and 100 percent fees for the first semester of studies. Students enrolling in 12 credit hours (minimum full-time course load) must deposit U.S. $1,505. Students enrolling in 15 credit hours must deposit U.S. $1,750.
4. Applicants transferring from another college or university within the United States must provide proof of admission to Drury University and request their previous school to transfer their Student and Exchange Visitor Information System (SEVIS) record to Drury University.

If the request for an I-20 is approved, an I-20 will be issued and sent to the student if outside the U.S. Submit the I-20, letter of acceptance, passport, and financial documents to the nearest U.S. Embassy or Consulate to apply for an F-1 (student) visa. Students inside the U.S. will receive their I-20 at International Orientation*.

*This does not apply to green card holder or DACA students.

Sample Letter of Financial Support

“We XX and YY, the parents of ZZ, are supporting ZZ in the amount of U.S. $15,000 each year or we will support ZZ in the amount of U.S. $16,500 each year. We will support ZZ in the amount of U.S. $82,500 during the five to six years of ZZ’s studies at Drury University.

In accordance with Drury University’s payment policies, tuition and fees will be paid in full the first day of the semester (approximately January 15, June 1 and August 15). We and ZZ understand that if tuition and fees are not paid in full by the end of the second week of classes, ZZ will be removed from class rosters and not allowed to attend classes, and in accordance with the U.S. federal regulations for F-1 students, ZZ will depart the United States.”

Financial Documentation

In order to issue an I-20, Drury University must have recent financial documents on file (30 days or less). The financial documents must be original (no photocopies or faxes are accepted).

The financial documents must be one of the following for each sponsor:

- An original letter from your bank (or your sponsor’s bank) stating you are a customer in good standing and that your account history shows you have at least U.S. $15,000
available for each year of your studies. This letter must be on bank letterhead with telephone and fax numbers, and be dated and signed.

- Three months’ original bank statements showing a balance of at least U.S. $15,000 each month.

The university regrets that U.S. government financial assistance is unavailable for students who are not citizens or legal permanent residents of the United States or its possessions.

International Support Services
International Support Services (ISS) provides services for international students including immigration advice and assistance and cultural adjustment counseling. The director also coordinates the mandatory international student health insurance plan. ISS is located at the Main Campus in Springfield, MO on the lower level of the Findlay Student Center, room 113. The office may be reached by phone at (417) 873-7885, fax at (417) 873-7885 and on the Web at drury.edu/iss.

Notes to F-1 International Students
In addition to the responsibility of observing the regular Drury University rules and regulations, non-immigrant international students are also responsible for abiding by the terms of their immigration status. The International Student Handbook, available from ISS, is a valuable source of information for international students.

The director of International Support Services is available to provide assistance and answer questions concerning the Department of Homeland Security (DHS) and the applicable rules and regulations.

Remember: Immigration laws are subject to frequent change. Read correspondence and e-mails from ISS for updates.

Full-Time Status
Immigration regulations require undergraduate students in F-1 or J-1 status to maintain full-time status (minimum 12 semester hours) throughout each fall and spring semester. Students are not required to register for classes during the annual vacation period (summer). Dropping courses may cause F-1 and J-1 students to violate their immigration status.

Transfer from Another U.S. School
To be eligible to transfer from one institution to another, students must have maintained full-time enrollment at the previous institution and must otherwise be in status. To transfer to Drury University from another institution, students must provide proof of admission to Drury and request their Student and Exchange Visitor Information System (SEVIS) record be transferred to Drury University. Transfer students must present both the previous school’s I-20 and the original Drury University I-20 to International Student Services within the first fifteen days of class to affect a transfer with the Department of Homeland Security (DHS). Students should bring these documents to International Orientation.

Extension of Program Completion Date
F-1 students are admitted to the U.S. for the duration of their studies (D/S) to complete the academic program by the program end date stated on the I-20, item 5. This “completion date” is the stated date by which the student is expected to complete her/his studies. If a student’s academic program cannot be completed within the prescribed time period for valid academic or documented medical reasons, a request for program extension must be filed before the completion date.
**Period of Stay**
A non-immigrant student may stay in the U.S. only as long as she or he is in compliance with her/his non-immigrant status. By definition, a non-immigrant is any alien whose reason for coming to the U.S. involves a temporary stay that will end when the purpose of the trip has been accomplished and who has no intention of abandoning her/his homeland. Normally a student is allowed to remain in the U.S. for duration of studies (D/S) which is the time period it takes to complete one’s educational program and any practical training authorized by the Department of Homeland Security (DHS) plus 60 days.
Readmission
Any evening and online student who has not been enrolled for one year must apply and be accepted for readmission. Final decisions regarding readmission cannot be made until all transcripts of college coursework attempted since the student last attended Drury have been reviewed.

Students are readmitted to the university under the requirements of the university catalog current for the semester of their readmission.
Transfer Student Policy
Drury maintains a policy that a student from a regionally accredited college may apply for admission as a transfer student. The student should be in good standing with the previous college attended and eligible to return to that institution.

In addition to the required application, the transfer applicant is required to submit:

1. A final official high school transcript or GED equivalent, or conferred Associate of Arts degree earned as a post-secondary student.
2. Official college transcripts from every college previously or currently attending.

Statements concerning the possibility of transfer and the applicability of specific credit toward any of the degree programs at Drury are made after thorough study of the official credentials.

Credit for courses equivalent to those at Drury University may be transferred if the student has earned a “C” or better in the course, and then only if the course is applicable to a degree program at Drury University.

To be eligible for a baccalaureate degree, transfer students must complete at least the senior year, the last 30 semester hours, in residence. To be eligible for an associate degree, transfer students must complete the last 15 hours in residence.

Students should seek admission to the university before completing 30 hours, including transfer hours. (Associate degree candidates must be admitted before completing 18 hours.)

A maximum of 31 hours are applicable toward a bachelor’s degree resulting from credit awarded from any combination of extension or correspondence coursework, proficiency testing, military courses, credit from successful completion of College Level Examination Program (CLEP) examinations, and Dantes examinations. Military personnel who have completed one year of active duty may receive an award of four semester hours for physical education. Military personnel who have completed two years of active duty may receive an award of eight semester hours for physical education, first aid and personal health.

Those students who have obtained an Associate of Arts degree from a regionally accredited two-year college will be awarded 42 semester hours of general education and enter with junior year status in the Bachelor of Science program.

Any student who has previously attended another institution of higher education but fails to include such information in the application for admission to Drury Continuing Studies thereby forfeits the right to be a Drury student.

While a student is working toward a degree at Drury University, prior approval is required before enrolling at any other institution for any coursework for which the student would receive transfer credit.
**Dual Enrollment and Dual Credit**

Drury University offers dual credit courses to junior- and senior-level high school students in selected high schools. Students receive high school- and college-level credit simultaneously.

Drury welcomes current high school students to enroll in a selection of lower-division courses offered through CCPS. Parental permission is required.

Dual enrollment and dual credit students are subject to all relevant policies and procedures applicable to Drury University students. These include policies regarding change of schedule, drop/add, grading and scholastic action. Coursework is applicable to Drury degrees in the same manner as native credit.

Drury also accepts dual credit courses in transfer when they are presented on official transcripts from other regionally accredited institutions. Grades must be C or better. Drury does not limit the number of credits that can be earned in dual credit programs and treats coursework earned in dual credit programs the same as credit earned on a college or university campus.
Academic Affairs

Degrees

Undergraduate Degrees
Bachelor of Arts*
Bachelor of Arts with Honors*
Bachelor of Business Administration
Bachelor of Business Administration with Honors*
Bachelor of General Studies
Bachelor of Music Therapy*
Bachelor of Music Therapy with Honors*
Associate of Arts
Associate of Science
Bachelor of Science
Bachelor of Science with Honors*
Master of Architecture*
Master of Architecture with Honors*

Graduate Degrees
Master in Business Administration**
Master in Education Curriculum and Instruction**
Master in Education Integrated Learning**
Master in Education Instructional Leadership**
Master in Education Instructional Technology**
Master in Education Special Education**
Master in Education Special Reading**
Master in Integrative Leadership**
Master in Public Service and Safety Leadership**
Master of Arts in Communication**
Master of Nonprofit and Civic Leadership**

The responsibility for understanding and meeting graduation requirements rests entirely with the student.

Each degree (BBA, BS, BGS, AS, etc.) can be earned only once. After graduation, a student may add the equivalent of an additional major or minor to be added as note on the transcript, but a previously earned degree will not be conferred a second time.

*Available in Day School only. Degree programs are described in the Day School catalog.
**Available in Graduate Studies only. Degree programs are described in the Graduate Studies catalog.
Bachelor of Business Administration:
Business Administration**

Bachelor of General Studies:
General Studies**

Bachelor of Science:
Behavioral and Community Health**
Communication**
Criminal Justice**
Elementary Education
Emergency Management**
English and Writing***
General Biology
Graphic and Digital Design*
Health Services Management**
History**
Human Services**
Law Enforcement*
Middle School Language Arts Education
Middle School Science Education
Middle School Social Science Education
Organizational Leadership Studies**
Psychology**
Psychology-Resilience and Performance Optimization**
Secondary Education* (second major only; requires subject area)
Sociology**

Minor:
Minors are only available to students pursuing a Bachelor-level degree.
Addiction Studies**
Business and Entrepreneurship**
Special Education**

Credential:
Credentials are only available to students pursuing a Bachelor-level degree.
Child and Adolescent Development**
Corporate Conflict Resolution**
International Conflict**
Project Management**

Associate of Arts
General Studies**

Associate of Science:
Behavioral Science**
Business Administration**
Communication**
Criminal Justice**
Emergency Management**
Emergency Medical Science
English and Writing**
Foundations in Education
General Studies**
Health and Wellness
Law Enforcement
Organizational Leadership Studies**
Paralegal Studies**
Psychology**
Radiologic Technology
Surgical Technology

Certificate:
Business Essentials**
Law Enforcement Studies
Substance Use and Behavioral Addictions**
Trauma and Resilience**
Workforce Essentials**

*Available in Springfield only.

**Available entirely online.

***Available in Springfield and St. Robert only.
Requirements for Graduation

Bachelor of Business Administration
Bachelor of General Studies
Bachelor of Science

To be recommended for one of the degrees listed above, a candidate must satisfy the following conditions:

- The declaration of major must be finalized prior to earning 60 hours.
- The successful completion of 124 hours the required minimum number of credit hours for a bachelor’s degree.
- At the time of graduation the average cumulative grade must be at least a “C” (2.0).
- The successful completion of a major (study-in-depth). The major shall require not less than three or more than six semester hours of senior seminar, research or other designated capstone requirement.
- The successful completion of all general-education requirements.
- At least 36 hours of the total number of hours required for graduation must be in upper-division undergraduate courses numbered 300 or higher.
- The last 30 semester hours must be taken in residence.
- Prior to course registration, students are responsible for reviewing their requirements to make certain that progress is being made toward completion of the degree.
- Commencement ceremonies occur in December and May each year. Latin Honors will not be printed in the program, as coursework is not yet final at the time of the ceremony, but will be read at commencement, and students will wear cords, based on hour completion and GPA once A Block grades are finalized for the semester. Students must have a clear financial status for the semester in order to participate in the commencement ceremony.
  - Students eligible to participate in the December ceremony must have applied for graduation, completed a graduation audit, and be on track for degree conferral in December.
  - Students eligible to participate in the May ceremony must have applied for graduation, completed a graduation audit, and be on track for degree conferral in May or August. Financial holds applied as a result of charges incurred for summer semester registrations only will not prevent a student from participating in the May ceremony.
To be recommended for the degree listed above, a candidate must satisfy the following condition:

- The successful completion of a major (study-in-depth).
- The successful completion of all general-education requirements.
- The successful completion of 62 hours the required minimum number of credit hours for an associate’s degree.
- At the time of graduation the average cumulative grade must be at least a “C” (2.0).
- The last 15 semester hours must be taken in residence.
- Prior to course registration, students are responsible for reviewing their requirements to make certain that progress is being made toward completion of the degree.
- Commencement ceremonies occur in December and May each year. Latin Honors will not be printed in the program, as coursework is not yet final at the time of the ceremony, but will be read at commencement, and students will wear cords, based on hour completion and GPA once A Block grades are finalized for the semester. Students must have a clear financial status for the semester in order to participate in the commencement ceremony.
  - Students eligible to participate in the December ceremony must have applied for graduation, completed a graduation audit, and be on track for degree conferral in December.
  - Students eligible to participate in the May ceremony must have applied for graduation, completed a graduation audit, and be on track for degree conferral in May or August. Financial holds applied as a result of charges incurred for summer semester registrations only will not prevent a student from participating in the May ceremony.
Notes on Majors (studies-in-depth):

Required Hours of Study:
Requirements for majors and minors are developed by each department. All bachelor degree majors require at least 24 hours in a field of study. All associate degree majors require at least 18 hours, but not more than 24 hours, in a field of study. All minors require at least 15 hours in a field of study.

Required Capstone of Study:
Majors shall require not fewer than three semester hours of senior seminar or research.

Required Approvals to Study:
The declaration of major(s) and minor(s) must be filed in the Registrar’s Office prior to the completion of 60 credit hours of coursework.

Maximum Programs of Study
Students may complete up to 3 majors, 3 minors, and 3 credentials.

The responsibility for understanding and meeting graduation requirements rests entirely with the student.
Regalia Policy
Only appropriate academic regalia provided by the university, and adornment provided by academic
departments or student organizations, such as stoles, badges, and cords, are allowed. Approved stoles,
badges, and cords are listed below. No scarves, jewelry, or corsages may be worn on the outside of the
gown. This policy is set and maintained by the Academic Affairs Committee. Petitions for change to this
policy must be submitted to the Registrar no later than the second week of the semester in which the
change is requested.

Undergraduate Degree Regalia
All students must wear the undergraduate cap, gown, and tassel provided by the university. The regalia
is to be adorned in keeping with the following:
• Master of Architecture degrees will wear a hood provided by the university.
• Students who earn Degrees with Distinction will wear red and grey honor cords provided by the
  university.

Stoles
• Members of Mortar Board may wear the stole corresponding to that honor society.
• Students may wear the traditional Kente cloth stole corresponding to the BUIC organization.
• International students may wear a stole representing their home country.

  Note: all international stoles must be approved by the International Support Services Office.

Badges
Students who have studied abroad may wear the badge in recognition thereof.

Cords
• Students may wear cords available from organizations and societies who recognize student
  membership and achievement during their time at the university.
• Military cords are provided by the university to graduates who are service members.
Requirements for Certificate Completion

Business Essentials
Law Enforcement Studies
Substance Use and Behavioral Addictions
Trauma and Resilience
Workforce Essentials

To be awarded a certificate listed above, students must satisfy the following conditions:

• The successful completion of all certificate requirements.
• At the time of completion the average cumulative grade must be at least a “C” (2.0).
• The last 12 semester hours of coursework required for the certificate must be taken in residence.
• Prior to course registration, students are responsible for reviewing their requirements to make certain that progress is being made toward completion of the certificate.
• Students must have a clear financial status for the semester in order to obtain a certificate.
**Academic Excellence**

Drury recognizes academic excellence in several ways.

*Dean’s List*

To be included in the dean’s list for a given semester, a student must be degree-seeking and maintain a grade point average for that semester of 3.6 in continuing studies with a course load of eight or more semester hours.

*Honors at Graduation*

Honors at graduation are determined entirely on hours and grades earned through coursework taken at Drury University.

*Degrees with Distinction*

The degrees of Bachelor of Business Administration, Bachelor of Science, and Bachelor of General Studies is awarded with merit in three grades: with distinction, cum laude; with high distinction, magna cum laude; and with highest distinction, summa cum laude.

- Candidates will be recommended for the degree cum laude if they have completed not fewer than 60 semester hours at Drury University and have attained a standing of a 3.6 GPA.
- Candidates will be recommended for the degree magna cum laude if they have completed not fewer than 60 semester hours at Drury University and have attained a standing of a 3.75 GPA.
- Candidates will be recommended for the degree summa cum laude if they have completed not fewer than 90 semester hours at Drury University and have attained a standing of a 3.9 GPA.

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<tr>
<th>GPA</th>
<th>Hours at Drury</th>
<th>Honors</th>
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<tbody>
<tr>
<td>3.600 - 3.749</td>
<td>60</td>
<td>cum laude</td>
</tr>
<tr>
<td>3.750 - 3.899</td>
<td>60</td>
<td>magna cum laude</td>
</tr>
<tr>
<td>3.900 - 4.000</td>
<td>90</td>
<td>summa cum laude</td>
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*Departmental distinction*: Students who have completed at least 15 hours of upper division work in one department at Drury with “A” and “A-” grades will be awarded departmental distinction.

*Graduation with Merit*: Candidates for associate degrees who distinguish themselves academically will be graduated with the notation “Graduation with Merit.” This notation will appear on the Drury transcript of Associate of Science degree recipients who have completed at least 30 hours at Drury University with a minimum grade point average of 3.75 on Drury work.
Academic Planning
Advisors are available during regular office hours, at every local campus office. If a student cannot meet with an advisor during regular office hours, the staff will arrange a time that is convenient to the student’s schedule. To ask for assistance, students may call or email from a Drury account (which protects student privacy).

An academic advisor is an advocate for the student. Advisors can help students understand how courses prior to attending Drury may count for current degree requirements and what courses are needed in upcoming semesters.
**Registration**

Students must register for classes prior to each semester. Drury provides the support students need when making decisions about how to meet educational goals at each stage of their education.

Current students are encouraged to consult their advisor before registering each semester.

To be classified as a freshman, you must meet the entrance requirements. To become a sophomore, you must have earned 30 semester hours; to be classified as a junior, you must have 60 semester hours; and as a senior, 90 semester hours.

Before you are entitled to attend class, you must complete all registration procedures.

Student status is determined by course load (undergraduate credit hour enrollment) each semester.

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 or more</td>
<td>Full-time</td>
</tr>
<tr>
<td>9</td>
<td>Three-quarter-time</td>
</tr>
<tr>
<td>6</td>
<td>Half-time</td>
</tr>
<tr>
<td>&lt;6</td>
<td>Less-than-half-time</td>
</tr>
</tbody>
</table>

See the academic calendar for specific dates to add and drop courses.

After the end of the first week of the semester, a change in your registration can only be made by filing an official drop and add form in the Office of the Registrar. If you wish to drop a class, it is important that the drop and add form be filed with the Registrar as soon as this decision is made. Failure to officially drop a class you are not attending will result in a grade of F for the course. Failure to officially add a class you are attending will result in no credit.

Responsibility for drop and add belongs solely to the student. A verbal indication of intent to drop given to either a faculty member or to the Registrar’s Office is insufficient; the correct procedure must be completed online (only at times when web access to drop/add process is made available) or by submitting the correct drop/add form to the Registrar. Students cannot enroll in a semester after the first week of classes and cannot add a course after the second week of classes.

Courses are subject to the following drop policies:

Prior to the first day of class and until the last day to add for each term/subterm, a student may drop with no transcript notation.

After the last date for add in each term/subterm through 75% of term, the student can drop courses or withdraw with grade notation “W” which is non-punitive. The ending period for “W” notation is based on a 75% percentage of term rather than actual number of days since terms (summer, blended, semester, block, May Term, Winter Term, etc.) can vary widely in actual number of days.

Beginning the week of the last 25% of term, the student is committed to receiving a grade. Beginning at the same time, the faculty member is committed to grading the student.

A student with a documented incidence of injury or illness may be granted a medical withdrawal at any time during the term and will receive the non-punitive grade of W. Medical withdrawal requires approval of the Vice President of Student Affairs.
At any time during or after the term, the faculty member has the right to fail the student who has been proven to have behaved in a dishonest or unethical manner relating to class performance. In that instance, a student cannot avoid a failing grade by attempting to drop the course.

Credit is assigned on the basis of one hour for each lecture or recitation hour a week, or its equivalent in laboratory hours, for a semester of 15 weeks. The amount of credit for each course is indicated on current course schedules. The student is responsible for checking his or her own records to make sure that he or she does not repeat a course.

Credit cannot be given for a course for which you are not officially registered, nor can credit be claimed more than once for the same course unless the course is designated as one that can be repeated.

Students are not admitted to the university for purposes of earning academic credit after the first full week of classes.

**Overload**

Request for overload is only available in the fall and spring semesters. More than 17 hours in a full-term (or more than 7 hours in a block period) is considered an academic overload. Students who wish to enroll in an academic overload should have a cumulative grade average of 3.0 or higher and must obtain the approval of their academic advisor. The deadline to submit this approval is the last day to add as listed in the Academic Calendar. Students with a grade average below 3.0 must also obtain approval from the Office of Academic Affairs. Registration for more than 21 hours in full-term (or 9 in a block period) is considered an excessive overload and requires approval by the Office of Academic Affairs before the semester begins. Excessive overload approvals will not exceed more than 10 hours in any block period, and no more than 22 hours total (including block) in any fall or spring term.

Credit hour overloads are not permitted during the Summer, May, or winter terms. Maximum credit allowed for summer is 13 semester hours. No more than 3 semester hours can be earned in either May or winter terms.
**Directed Study**
To allow flexibility in students’ schedules, the university offers courses by directed study. With the appropriate approvals, a student may register for directed study for courses listed in the catalog. This study will be pursued under the guidance of the instructor. The usual syllabus of the course will be followed and the standards will be the same as when the course is being offered as a class. Directed studies are available to degree-seeking students only and constitute a regular part of the academic load. The regulations regarding registration, tuition and fees apply.

**Research**
Many academic departments offer special research or investigative projects beyond the regular catalog offering. Significant responsibility lies with the student to work independently to develop a proposal for study that must be approved by a faculty mentor and the appropriate department chair. The faculty member will provide counsel through the study and will evaluate the student’s performance.

Sophomores, juniors and seniors are eligible.

Students must register for research (291, 391 or 491) to receive credit and are required to fill out a Permission to Register for Special Coursework form. Each hour of research credit requires 12.5 hours of documented work. Research is available to degree-seeking students only. No more than 6 hours of research are applicable to a major. It is recommended that students complete not more than 12 hours of research to apply toward the baccalaureate degree.

**Selected Topics and Mini-Courses**
Selected Topics are courses of an experimental nature that provide students a wide variety of study opportunities and experiences. Selected Topics offer both the department and the students the opportunity to explore areas of special interest in a structured classroom setting. Selected Topics courses (course numbers 290, 390, 490) will have variable titles and vary in credit from 1-3 semester hours. Selected Topic courses may not be taken as a Directed Study offering.

One credit hour selected topics courses are considered mini-courses (courses numbered 199). Mini-courses are graded on a satisfactory/unsatisfactory basis and only four hours of credit earned for completion of mini-courses are applicable toward degrees. Mini-courses cannot be used to satisfy general education and major requirements in a degree program. The credit earned from mini-courses is elective credit only to be used as hours toward the graduation requirement. Enrollment in mini-courses is open to all students, regardless of academic classification.
Internships
The three primary goals of Drury’s internship program are:
(1) To help the student clarify educational and career objectives;
(2) To expand the student’s understanding of classroom theory by applying their training in some practical way; and
(3) To introduce the student to the world of work in terms of responsibilities and employer-employee relationships.

In addition to completing the on-site internship, the student may be asked to complete additional coursework as assigned by the faculty sponsor. Grades are assigned by the Faculty Sponsor and are based on performance at the internship site and other assigned coursework.

Students become eligible to complete an internship for credit when they meet the following criteria:
1. 60 or more credit hours earned.
2. 2.5 grade point average or higher, or department chair approval.
3. Have completed coursework appropriate for the internship experience.
4. Have selected an internship experience related to their field of study.

The student is required to complete paperwork and submit it to Career Planning and Development prior to the beginning of the work experience and before the deadline to add a course for credit.

Credit will not be granted retroactively.

In order to receive credit for the internship, the student must be registered in coursework designated for internship credit. Each course carries three or six semester hours of credit. It is recommended that students complete not more than 6 hours of internship to apply toward the baccalaureate degree. Internships cannot be undertaken without all approvals being given and formal arrangements having been made. Student interns must work at least 135 hours for a three credit hour internship or 270 hours for a six credit hour internship. All hours must be completed during the semester in which they are receiving credit.

Tuition rates for internship are the same as all other academic courses.

For more information: www.drury.edu/career/internships
Concurrent Credit Policy

Concurrent credit makes it possible for academically qualified and motivated students to begin their master’s degree while still an undergraduate student. With appropriate advising and fulfillment of academic standards, students can complete a bachelor’s and fast-track completion of a master’s degree.

Drury University’s Concurrent Credit program allows for students to enroll in 600 level graduate courses while still pursuing a bachelor’s degree. Through the program, eligible undergraduate students may enroll in graduate courses and earn both graduate and undergraduate credit simultaneously.

Any student seeking to pursue a 3+1 or 4+1 program must adhere to the guidelines set forth by the academic department applicable to their specific area of study. Students pursuing the concurrent credit program may apply a maximum of 12 graduate hours toward the 124 hours required for a bachelor’s degree at Drury University. Although a maximum of 12 credit hours may be taken, many programs have lower limits. See the Graduate Catalog for more information.

Students registering for concurrent credit must complete the Permission to Register for Concurrent Credit. This form must be completed and submitted to the Office of the Registrar by the “last day to enroll” as stated in the Academic Calendar for each semester in order to finalize registration.

Student Eligibility for Early Graduate Admission:

Students must apply for the desired 4+1 master’s program after completing 75 hours of coursework. Minimum academic requirements for early acceptance to a qualifying master’s program are:

- 78 undergraduate credits, 30 of which must have been completed at Drury
- Two (2) upper-division courses in the major area of study
- Overall GPA of 3.5
- Working in conjunction with a program director, students will complete and file a program of study with the Registrar’s Office. Graduate course credit may be applied to the curriculum requirements for an undergraduate major or it may only apply toward the total hour and upper division requirements. The plan of study must be approved by the student’s advisor, the appropriate graduate program director, the department chair or dean of the student’s major area of study, and the Dean of the College of Graduate Studies.
- Students must meet GPA requirements to stay in the program. If a student earns a C in a graduate course, he/she will be placed on probationary status. A student can be dismissed from the graduate program for failing to maintain a minimum cumulative grade point average of 3.0. Students failing to remove themselves from scholastic probation within one semester in residence after being placed on scholastic probation may be dismissed.

Early Admission Application Requirements:

- Complete the online application for admission to the College of Graduate Studies no later than the end of the student’s junior year
- Submit a personal statement that explains career goals and reasons applying for the +1 master’s program
- Submit a letter from the appropriate graduate program director stating that he/she has agreed to serve as the student’s faculty advisor for graduate work
- Two (2) letters of recommendation, one of which must be from a university faculty member
- Upon completion of the bachelor’s degree, student must fulfill all program-specific admission requirements (pre-requisites and satisfactory GRE or GMAT exam score)
Transcripts of Credit
Transcripts of credit will be issued by the Office of the Registrar to all present and former students subject to certain conditions. In order to assure that records are confidential, Drury University issues official transcripts only upon written authorization of the student. Financial obligations to the college must be satisfied.

There is an $8.00 fee for a transcript ordered online through http://www.studentclearinghouse.org.

The fee is $12.00 when ordered through the Registrar’s Office.
Class Attendance
Students are expected to attend all classes and laboratory periods for which they are enrolled. There is no university-wide policy defining conditions under which an instructor should or should not excuse an absence, other than university-sanctioned absences (academic and athletic competitions, class field trips, etc.). Instructors are responsible for the maintenance of standards and quality of work in their classes. Absences occurring for any reason, other than university-sanctioned activities, is an individual matter between student and instructor. Students are directly responsible to instructors for class attendance and for work missed during an absence for any cause.

Enrollment is verified in the third week of each semester (second week in block terms). Students that have not begun attendance by that timeframe will be administratively withdrawn from the course.

Cancellation of Course Policy
The university reserves the right to cancel any course as deemed advisable.
The Grading System

A grade of “C” represents a satisfactory level of performance that can be expected of any Drury student who gives a reasonable amount of time, effort and attention to the work of the course. Such satisfactory performance should include familiarity with the content of the course as shown by an acceptable mastery of the information, concepts or skills involved, as well as regular participation in the work of the class.

A grade of “B” indicates a higher level of performance than the satisfactory standard defined for a grade of “C.” It involves excellence in some aspect of the work, such as completeness, accuracy, detail of knowledge or effective independent work.

A grade of “A” involves a level of performance that is conspicuously excellent in the factors indicated in the definition of “B.”

A grade of “D” indicates below-standard performance; it is acceptable toward graduation only if offset by superior work in other courses.

A grade of “S” (Satisfactory) indicates the attainment of a “C” level or better. A grade of “F” or “U” indicates an unacceptable level of performance.

Incomplete
An “I” grade (incomplete) is assigned at the discretion of the faculty member, and only if illness or other unavoidable causes prevent the student from completing the course. The student must work with the faculty member to determine what must be done to remove the “I” grade. Coursework must be completed and the “I” grade replaced with a final grade by the end of the first week of the regular semester (fall or spring) immediately following the semester in which the incomplete was assigned. Graduating students receiving an incomplete in their final semester must complete the coursework and have a final grade assigned within two weeks following the end of that same semester. The faculty member granting the incomplete, or the department chair in his or her absence, is required to report to the registrar a grade for the permanent record by the end of the period indicated. A grade of “I” not removed within the time period allowed, will automatically be changed to an “F.”

A request for extension to move the deadline for replacement of an incomplete to a final grade to the end of the current semester, may be requested by the faculty member who assigned the incomplete. No more than two extensions (two semesters) will be granted for an incomplete. Until the grade has been formally recorded, the course will not be considered as hours attempted and thus will not be a part of the cumulative grade point average.

A “W” indicates that the student has withdrawn from a course before the point in the term at which the faculty member is required to assign a final grade. Generally, that point falls when 75% of the term has been completed; see the Academic Calendar for official drop dates in each term. The “W” grade is non-punitive.

Any student who unofficially drops a course or unofficially withdraws from college will receive an F in the course or courses.
Credit point averages will be computed as follows: each hour of A counts as 4.0; each hour of A- counts 3.7; each hour of B+ counts 3.3; each hour of B counts 3.0; each hour of B- counts 2.7; each hour of C+ counts 2.3; each hour of C counts 2.0; each hour of C- counts 1.7; each hour of D+ counts 1.3; each hour of D counts 1.0; and each hour of D- counts 0.7.

The grade point average is based only on academic courses taken at Drury University. The computation is made by dividing the total number of credit points earned by the total number of semester hours attempted. Grades of “F” are included when computing grade point averages and carry a value of zero points.

Course Repeat Policy
A student may repeat any course taken at Drury University. All attempts of the course will appear on the transcript. The grade point average will be computed using the highest grade earned in all attempts. No other grades associated with the course are included in the calculation. Grades from repeated courses that are not calculated as part of the grade point average are replaced with an RP (passed, repeated), RF (failed, repeated), or RU (unsatisfactory, repeated).

Grade reports, including class rank, are accessible on MyDrury to current students at the end of each semester or term.

Mid-semester grades are made available to all students at Drury University. The academic dean, dean of students or associate dean of students may request other scholarship reports at any time.

Satisfactory or Unsatisfactory
A student who is officially classified as a junior or senior may register for one course during a semester on a Satisfactory or Unsatisfactory basis, but must designate this option before the end of the second week of class. In order to receive a satisfactory grade, a student is expected to perform at the “C” level or better. With the exception of internships, teacher aiding, writing tutorial, community service (FREN 314) winter term and May term courses, only four undergraduate courses may be taken on a Satisfactory or Unsatisfactory basis. Courses in a student’s major and minor, courses taken to meet graduation requirements and honors courses (excluding community service) may not be taken on a Satisfactory or Unsatisfactory basis. A transfer student officially classified as a junior or senior by Drury University and in good academic standing may take a course on a Satisfactory or Unsatisfactory basis during the first semester at Drury. Satisfactory or Unsatisfactory courses are not to be included in the cumulative grade point average. A student receiving a grade of Unsatisfactory will not receive the credit toward graduation.
Appeal of Final Course Grade

Students should be protected from prejudice and capriciousness in the awarding of grades. They are entitled to a reasonable explanation of their performance in relation to the standards of the course. They also are entitled to a review of their grade by a responsible group of faculty members in cases where the student can establish a reasonable doubt that the grade was awarded fairly, as well as a reconsideration of the grade where prejudice or capriciousness is established. A student may appeal a final course grade by the following steps:

Step 1: If a student has a question concerning the final grade, he or she should discuss the matter with the faculty member within the first three weeks of the following semester. If the faculty member who awarded the grade is not on campus during the regular term, the student should contact the Office of Academic Affairs or the department chair. When the faculty member who awarded the grade is not available, the department chair or someone designated by the chair would, in normal circumstances, be responsible for reaffirming or adjusting the grade. The original faculty member would be consulted whenever possible. If no agreement is reached between the student and the faculty member, the student must file an appeal letter with the Office of Academic Affairs by the end of the fourth week.

Step 2: The chair of the department concerned then mediates negotiations between the faculty member and the student (normally for two weeks, or the fifth and sixth weeks of the term). If the department chair is the faculty member concerned, the Office of Academic Affairs will appoint a mediator.

Step 3: If mediated negotiations are unsuccessful, the student may file a formal written petition with the AAC before the end of the eighth week of the semester stating the reasons why he or she feels the grade was awarded in a prejudicial or capricious manner and presenting evidence to support the case. As with other petitions, the student may request the presence or absence of the AAC student representatives. The petitioning student will be responsible for presenting any papers, tests or exams that were returned to him or her. The faculty member will be responsible for making available any papers bearing on the case that were not returned to the student.

The AAC receives the petition and based on their experience as educators and their evaluation of the fairness of the grade, decides by a simple majority vote whether to hear the case. If they choose not to hear the case, the committee has completed its review of the appeal. If the AAC decides to hear the case, the student and the faculty member will present any evidence or other information that is required by the AAC. In those cases where a member of the committee is involved as the faculty member who awarded the grade, that member shall resign from the case and the Faculty Affairs Committee, serving as a nominating committee, shall appoint another faculty member to serve on the AAC to hear the case. The committee also may call for whatever other information members deem significant to their decision, including testimony from the mediating faculty member from step two. The mediating faculty member also will be heard if he or she so desires.

The AAC will then decide if prejudice or caprice was involved in determining the final grade. A two-thirds majority vote is required to establish prejudice or caprice, in which case the grade will be reconsidered. In the absence of a two-thirds majority vote, the case is closed.

Step 4: In reconsidering the original grade, the department chair, in consultation with the AAC, should review all pertinent materials. If a change in grade is deemed warranted, the new grade will be established by the department chair in consultation with the AAC. If the department chair is the faculty
member who awarded the grade, the same person who functioned as mediator will determine the grade.

Step 5: All decisions of the committee on such petitions will be subject to automatic review by the Office of Academic Affairs and thereafter move into the normal channels of the university.
Satisfactory Academic Standing

Drury students are expected to maintain the highest level of scholarship of which they are capable, and to make consistent progress towards graduation. Satisfactory academic standing is determined at the end of each fall and spring semester and requires that students:

1) Earn a semester GPA of 2.0 or higher and
2) Maintain a cumulative GPA of 2.0 or higher

Probation
Probation serves as an alert that students are not in satisfactory academic standing and are not adequately progressing towards graduation. Students placed on probation must improve the quality of their work in order to remove the risk of suspension from the university.

Students on probation should carry a reasonable academic load—developed with the help of all available counseling and advising—about which activities to drop (because they interfere with studying) and which to retain (because they play an important part in personal need or development). Participation in extra-curricular activities requires good academic standing; however, students on academic warning or probation may still be eligible based upon standards for each particular activity.

Suspension
Students are suspended from the university when their work merits probation for three consecutive semesters, or earlier if the pattern of their work merits such action.

Students suspended from the university for academic reasons may appeal to the Office of Academic Affairs for reinstatement for the following semester. Successful appeals will meaningfully address the reasons for previous academic difficulty, and present a plan for improved performance. Appeals must be received no later than one week prior to the start of the following semester.

Students with successful appeals are reinstated on probation, and must achieve satisfactory academic standing by the end of the semester or be suspended.

Students who are not successful in appealing may apply for readmission to the university in a future semester, and should contact the Office of Admissions. Readmission is not automatic, and scholarships and financial aid are not guaranteed to students who are readmitted. Additional action may be required to receive aid, and students should contact the Financial Aid Office to determine their eligibility after readmission. Academic success in courses taken while separated from Drury is encouraged.
Undergraduate Transfer Credit Policy

Determination of Transferability
Drury awards credit in transfer for undergraduate courses completed at colleges and universities accredited through regional accrediting associations recognized by the Council for Higher Education Accreditation (CHEA).

To be accepted, coursework must have been completed at an institution after it received accreditation or during the time it was granted candidacy status for accreditation from one of these accrediting associations, and having earned a grade of C- or higher. A maximum of 94 hours of transfer credit will be awarded toward any bachelor degree.

In addition, transfer credit is:
- awarded for courses completed at colleges and universities outside the United States that are accredited or approved by the Ministry of Education (or other appropriate governmental agency) of the country in which they are located. Credit placement decisions are based on recommendations of World Education Services (WES). Students who already have an evaluation other than WES can submit it for review, but may be required to obtain a WES to receive transfer credit.
- only accepted in the teacher education program for professional education institutions accredited by the Council for the Accreditation of Educator Preparation (CAEP) and/or education programs approved for teacher certification by the state departments of elementary and secondary education.
- generally not awarded for courses completed at institutions not accredited or approved as indicated above.
- not awarded for remedial or developmental courses.
- awarded and posted to transcripts only for students who enroll at Drury subsequent to completing coursework at the other institutions. Advanced Standing Report (preliminary evaluation) is available by transfer counselor request, under certain circumstances.

Course Equivalencies
Transfer equivalencies are based on current policies and generally reflect course numbers from the Drury catalog at the time the evaluation is conducted. Drury courses and course numbers are subject to change; thus, transfer equivalencies are subject to change as well. Current Drury students who plan to take courses at other institutions are required to consult with relevant departments to confirm transferability of such courses prior to enrolling with the other institution. Current students must submit a Request for Transfer of Credit/Senior Residency Waiver and gain approval before enrolling in coursework at another institution.

Initial Determination of Course Equivalencies
Initial review of transfer credit equivalencies is managed by the Office of the Registrar through a comparison of course descriptions and/or course titles. The ultimate authority for transfer of credit rests with the head of the department through which similar courses are offered at Drury. If substantial similarity exists between a course taken at another institution and a Drury course, transfer credit will be awarded for the Drury course. If substantial similarity does not exist, but the course is in a subject
matter taught at Drury under a specific department, elective credit will be awarded under that
department (e.g. MATH electives for a mathematics course).

On occasion, coursework may be earned as lower division credit at another university, but evaluated as
meeting the same requirement as an upper division course at Drury. In that case, the student will meet
the same degree requirement, but receive lower division transfer credit. Conversely, if the transfer
coursework is earned as upper division credit, but evaluated as equivalency to a lower division course at
Drury, the student will meet the same degree requirement, but receive upper division transfer credit.

If the content of a course does not provide sufficient information to assign the credit to a specific prefix,
general elective credit will be awarded. Elective credits awarded for upper-division courses taken at
four-year colleges and universities will be designated as upper-division and apply to the upper-division
requirement for graduation at Drury. All coursework taken at two-year institutions will be awarded as
lower division credit.

Credit Hour Equivalencies
Credit is converted to semester hour equivalents. In converting quarter hours to semester hours, a
conversion factor of two-thirds is used.

If a course at another institution is offered for fewer credit hours than an equivalent course at Drury
(e.g., if a two credit hour course at another institution is substantially similar in content to a three hour
course at Drury) the student will be given transfer credit for equivalency to the Drury course but only
receive the number of credit hours earned at the other institution. Conversely, if the number of credit
hours for a course at another institution is greater than the credit hours attached to the Drury course,
the student will be given equivalency for the Drury course, but receive number of credit hours taken at
the other institution.

Grade Equivalencies
Transfer courses earned with a grade of C- or higher will be accepted toward degree requirements and
recorded on the student’s transcript with a grade of “T”. These courses do not factor into the student’s
overall GPA. Exchange and select dual degree programs are the only exception to this policy. For these
programs, grades will be entered on all transfer work and will factor in to the student’s overall GPA.

Transfer of general education requirements
Students with a completed Associate of Arts (AA) or Associate of Arts in Teaching (AAT) degree from any
college or university accredited by a CHEA recognized regional accrediting organization will enter with a
junior status and be exempt from all general education requirements except:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>GSTU 110 FOUNDATIONS OF COLLEGE AND PROFESSIONAL STUDIES</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>GSTU 210 DESKTOP APPLICATIONS</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>GSTU 310 COMPARATIVE CULTURES</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Students with a two-year degree other than an AA or AAT (for example, an Associate of Science or an
Associate of Applied Science) must complete all general education requirements. Such students will
receive a course-by-course evaluation of their transfer credit that will indicate applicability of their
courses to general education requirements.
Advanced Placement

Drury University will grant credit for AP Examinations. Students must have an original copy of their score report sent directly to the Office of the Registrar.

Candidates interested in this credit are urged to take the Advanced Placement Tests given by the College Entrance Examination Board in the spring of their senior year. College credit, in addition to advanced placement, may be awarded if scores are sufficient to demonstrate appropriate understanding of course material. Minimum scores will be determined by the relevant department chair.

<table>
<thead>
<tr>
<th>AP Course</th>
<th>Score Required</th>
<th>Hours Granted</th>
<th>Drury Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Art History</td>
<td>4</td>
<td>3</td>
<td>ARTH 153</td>
</tr>
<tr>
<td>Music Theory</td>
<td>4</td>
<td>3</td>
<td>MUSC 117</td>
</tr>
<tr>
<td>Studio Art: 2-D Design</td>
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<td>3</td>
<td>ARTZLD01</td>
</tr>
<tr>
<td>Studio Art: 3-D Design</td>
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<td>3</td>
<td>ARTZ 111</td>
</tr>
<tr>
<td>Studio Art: Drawing</td>
<td>3</td>
<td>3</td>
<td>ARTZLD01</td>
</tr>
<tr>
<td><strong>English</strong></td>
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<td></td>
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<tr>
<td>English Language and Composition</td>
<td>3</td>
<td>3</td>
<td>ENGL 150</td>
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<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>ENGL 150 + ENGL 207</td>
</tr>
<tr>
<td>English Literature and Composition</td>
<td>3</td>
<td>3</td>
<td>ENGL 150</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>ENGL 150 + ENGL 200</td>
</tr>
<tr>
<td><strong>History &amp; Social Science</strong></td>
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</tr>
<tr>
<td>Comparative Government and Politics</td>
<td>4</td>
<td>3</td>
<td>PLSC 151</td>
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<tr>
<td>European History</td>
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<td>Psychology</td>
<td>4</td>
<td>3</td>
<td>PSYC 101</td>
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<tr>
<td>U.S. Government and Politics</td>
<td>4</td>
<td>3</td>
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<tr>
<td>U.S. History</td>
<td>4</td>
<td>3</td>
<td>HIST 101</td>
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<tr>
<td>World History</td>
<td>4</td>
<td>3</td>
<td>HIST 108</td>
</tr>
<tr>
<td><strong>Math &amp; Computer Science</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Calculus AB</td>
<td>3</td>
<td>4</td>
<td>MATH 231</td>
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<tr>
<td>Calculus BC</td>
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<td>4</td>
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</tr>
<tr>
<td></td>
<td>5</td>
<td>8</td>
<td>MATH 231 + MATH 232</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>3</td>
<td>4</td>
<td>CSCI 251</td>
</tr>
<tr>
<td>Computer Science Principles</td>
<td>3</td>
<td>3</td>
<td>CSCI 152</td>
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<tr>
<td>Statistics</td>
<td>3</td>
<td>3</td>
<td>MATH 227</td>
</tr>
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Equivalencies:
- Visual Literacy-Art History and Culture
- Music Theory I
- Elective Only
- Foundations of Studio and Design
- Elective Only
- Composition
- Composition + Expository Writing
- Composition
- Composition + Literature Matters
- Introduction to Comparative Politics
- Modern Europe
- Geographical History
- Principles of Macroeconomics
- Principles of Microeconomics
- Introduction to Psychology
- Government and Politics in the U.S.
- United States History to 1865
- World History from 1500
- Calculus I
- Calculus I
- Calculus I + Calculus II
- Introduction to Computer Science
- Fundamentals of Programming
- Introduction to Statistics
### Sciences

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>1</th>
<th>Units</th>
<th>Course</th>
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<tbody>
<tr>
<td>Biology</td>
<td>3</td>
<td>3</td>
<td>BIOL 160</td>
<td>Exploration and Discovery in Biology</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>BIOL 110</td>
<td>Fundamentals of Cell Biology</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
<td>4</td>
<td>CHEM 115 + CHEM 115L</td>
<td>General Chem. + General Chem. Lab</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>3</td>
<td>3</td>
<td>BIOL 160</td>
<td>Exploration and Discovery in Biology</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>3</td>
<td>BIOL 163</td>
<td>Science of the Environment</td>
</tr>
<tr>
<td>Physics C: Electricity and Magnetism</td>
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<td>4</td>
<td>PHYS 212</td>
<td>General Physics II</td>
</tr>
<tr>
<td>Physics C: Mechanics</td>
<td>3</td>
<td>4</td>
<td>PHYS 211</td>
<td>General Physics I</td>
</tr>
<tr>
<td>Physics 1: Algebra-Based</td>
<td>3</td>
<td>4</td>
<td>PHYS 201</td>
<td>Principles of Physics I</td>
</tr>
<tr>
<td>Physics 2: Algebra-Based</td>
<td>3</td>
<td>4</td>
<td>PHYS 202</td>
<td>Principles of Physics II</td>
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### World Languages & Cultures

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Units</th>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>Any Foreign Language</td>
<td>3</td>
<td>3</td>
<td>Expl. Global Cultures</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>Expl. Global Cultures + Elective</td>
</tr>
<tr>
<td>Spanish Literature and Culture</td>
<td>3</td>
<td>3</td>
<td>SPANLD01</td>
</tr>
</tbody>
</table>

**Important note to students who may attend medical school or other graduate study following completion of undergraduate degree:**

Advanced Placement Credit, CLEP credit, and dual enrollment credit, although applicable to Drury undergraduate degree programs, may not be acceptable to meet entry requirements into certain graduate programs. As one example, St. Louis University Pre-medical Scholars program requires that all program requirements be completed on the Drury campus and therefore Advanced Placement, CLEP, and dual credit will not suffice for medical school entrance. Advanced Placement credits will be awarded to a student with adequate test scores, as per university policy. Each student, however, is responsible for determining if the credit will meet entrance requirements for the graduate or professional school of their choice, and for taking the required course work if their graduate or professional program will not accept Advanced Placement credits in lieu of course work.

Further information may be obtained by consulting the Advanced Placement booklet in the high school counseling office, or by contacting the Director of Admission.
International Baccalaureate

Drury University affirms the intellectual rigor of the International Baccalaureate Diploma Program in distinct and tangible ways. The program’s depth and breadth of focus, commitment to serious scholarship, and global perspective mirrors the values central to the mission of Drury University.

In recognition of the challenging character of the IB Diploma program, successful baccalaureate recipients will receive college credit according to the following guidelines.

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Minimum Credit Hours</th>
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<tbody>
<tr>
<td>28</td>
<td>30 hours</td>
</tr>
<tr>
<td>27</td>
<td>25 hours</td>
</tr>
<tr>
<td>26</td>
<td>20 hours</td>
</tr>
<tr>
<td>25</td>
<td>15 hours</td>
</tr>
<tr>
<td>24</td>
<td>10 hours</td>
</tr>
</tbody>
</table>

For those not completing the diploma program, credit will be awarded for satisfactory scores on individual subject tests.

Credit will be awarded per the table below. In most cases, a mark of 4 (HL) or 5 (SL) on a subject area test will warrant credit for specific equivalencies.

<table>
<thead>
<tr>
<th>IB Exam</th>
<th>Score Required</th>
<th>Hours Granted</th>
<th>Drury Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Literature SL</td>
<td>5</td>
<td>3</td>
<td>ENGL 200</td>
</tr>
<tr>
<td>Lang. A: Literature HL</td>
<td>4</td>
<td>3</td>
<td>ENGL 200</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>ENGL 200 + ENGLLD01</td>
</tr>
<tr>
<td>Lang. A: Language and Literature SL</td>
<td>5</td>
<td>3</td>
<td>ENGL 150</td>
</tr>
<tr>
<td>Lang. A: Language and Literature HL</td>
<td>4</td>
<td>3</td>
<td>ENGL 150</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>ENGL 150 + ENGL 200</td>
</tr>
<tr>
<td>Language and Performance SL</td>
<td>5</td>
<td>3</td>
<td>TRANLD01</td>
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<tr>
<td>Language Acquisition</td>
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<td></td>
<td></td>
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<tr>
<td>Classical Languages SL</td>
<td>5</td>
<td>3</td>
<td>Expl. Global Cultures</td>
</tr>
<tr>
<td>Classical Languages HL</td>
<td>4</td>
<td>3</td>
<td>Expl. Global Cultures</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>Expl. Global Cultures + Elective</td>
</tr>
<tr>
<td>Language B SL</td>
<td>4</td>
<td>3</td>
<td>Expl. Global Cultures</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>Expl. Global Cultures + Elective</td>
</tr>
<tr>
<td>Language B HL</td>
<td>4</td>
<td>3</td>
<td>Expl. Global Cultures</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>Expl. Global Cultures</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>6</td>
<td>Elective</td>
</tr>
<tr>
<td>Language ab Initio SL</td>
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<td>Expl. Global Cultures</td>
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<tr>
<td>Course Category</td>
<td>Course Code</td>
<td>Credits</td>
<td>Course Title</td>
</tr>
<tr>
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<td>-------------</td>
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</tr>
<tr>
<td><strong>Individuals and Societies</strong></td>
<td></td>
<td></td>
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<tr>
<td>Business Management SL</td>
<td>MGMT 103</td>
<td>3</td>
<td>Business Foundations</td>
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<tr>
<td>Business Management HL</td>
<td>MGMT 103</td>
<td>3</td>
<td>Business Foundations</td>
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<td>Economics SL</td>
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<td>Basic Economic Theory</td>
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<td>ECON 201</td>
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<td>Basic Economic Theory</td>
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<tr>
<td>Geography SL</td>
<td>HIST 111</td>
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<td>Geographical History</td>
</tr>
<tr>
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<td>HIST 111</td>
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<td>Geographical History</td>
</tr>
<tr>
<td>Global Politics SL</td>
<td>PLSC 151</td>
<td>3</td>
<td>Intro. to Comparative Politics</td>
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<tr>
<td>Global Politics HL</td>
<td>PLSC 151</td>
<td>3</td>
<td>Intro. to Comparative Politics</td>
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<tr>
<td>History SL</td>
<td>HIST 108</td>
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<td>World History from 1500</td>
</tr>
<tr>
<td>History HL</td>
<td>HIST 108</td>
<td>3</td>
<td>World History from 1500</td>
</tr>
<tr>
<td>IT in a Global Society SL</td>
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<td>Elective Only</td>
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<tr>
<td>IT in a Global Society HL</td>
<td>TRANLD01</td>
<td>3</td>
<td>Elective Only</td>
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<td>Philosophy SL</td>
<td>PHIL 105</td>
<td>3</td>
<td>Intro. to Philosophy</td>
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<td>Philosophy HL</td>
<td>PHIL 105</td>
<td>3</td>
<td>Intro. to Philosophy</td>
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<tr>
<td>Psychology SL</td>
<td>PSYC 101</td>
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<td>Intro. to Psychology</td>
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<tr>
<td>Psychology HL</td>
<td>PSYC 101</td>
<td>3</td>
<td>Intro. to Psychology</td>
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<tr>
<td>Social and Cultural Anthropology SL</td>
<td>ANTH 111</td>
<td>3</td>
<td>Intro. to Anthropology</td>
</tr>
<tr>
<td>Social and Cultural Anthropology HL</td>
<td>ANTH 111</td>
<td>3</td>
<td>Intro. to Anthropology</td>
</tr>
<tr>
<td>World Religions SL</td>
<td>RELG 109</td>
<td>3</td>
<td>Intro. to the Study of Religion</td>
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<td><strong>Sciences</strong></td>
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<tr>
<td>Biology SL</td>
<td>BIOL 160</td>
<td>3</td>
<td>Expl. and Discovery in Biology</td>
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<td>Biology HL</td>
<td>BIOL 110</td>
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<td>Fundamentals of Cell Biology</td>
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<td>Computer Science HL</td>
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<td>Fundamentals of Programming</td>
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<tr>
<td>Computer Science SL</td>
<td>CSCI 152</td>
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<td>Fundamentals of Programming</td>
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<td>Design Technology SL</td>
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<td>Design Technology HL</td>
<td>TRANLD01</td>
<td>3</td>
<td>Elective Only</td>
</tr>
<tr>
<td>Envr. Systems and Societies SL</td>
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<td>3</td>
<td>Expl. and Discovery in Biology</td>
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<td>Physics SL</td>
<td>PHYS 201</td>
<td>4</td>
<td>Principles of Physics I</td>
</tr>
<tr>
<td>Physics HL</td>
<td>PHYS 201</td>
<td>4</td>
<td>Principles of Physics I</td>
</tr>
<tr>
<td>Sports, Exercise &amp; Health Sci. SL</td>
<td>BIOL 160</td>
<td>3</td>
<td>Expl. and Discovery in Biology</td>
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<tr>
<td>Sports, Exercise &amp; Health Sci. HL</td>
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<td>Expl. and Discovery in Biology</td>
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### Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<th>Notes</th>
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<tbody>
<tr>
<td>Further Mathematics HL</td>
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<td></td>
<td>5</td>
<td>6</td>
<td>TRANLD01 Elective Only</td>
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<tr>
<td>Mathematical Studies SL</td>
<td>5</td>
<td>3</td>
<td>MATH 211 Precalculus</td>
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<td>Mathematics SL</td>
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<td>4</td>
<td>MATH 231 Calculus I</td>
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<td>Mathematics HL</td>
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<td>4</td>
<td>MATH 231 Calculus I</td>
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<td>8</td>
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### Arts

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<td>Dance HL</td>
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<td>3</td>
<td>TRANLD01 Elective Only</td>
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<tr>
<td>Film SL</td>
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<td>3</td>
<td>ENGL 235 The History of Film</td>
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<td>Film HL</td>
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<td>3</td>
<td>ENGL 235 The History of Film</td>
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</tr>
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<td></td>
<td>5</td>
<td>6</td>
<td>ENGL 235 + ENGLLD01 The History of Film + Elective</td>
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<td>Music SL</td>
<td>5</td>
<td>3</td>
<td>MUSC 115 Intro. to Music</td>
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<td>3</td>
<td>MUSC 115 Intro. to Music</td>
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<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>MUSC 115 + MUSCLD01 Intro. to Music + Elective</td>
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<td>Theatre SL</td>
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<td>THTR 135 Intro. to Theatre</td>
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<tr>
<td>Theatre HL</td>
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<td>3</td>
<td>THTR 135 Intro. to Theatre</td>
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</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>THTR 135 + THTRLD01 Intro. to Theatre + Elective</td>
<td></td>
</tr>
<tr>
<td>Visual Arts SL</td>
<td>5</td>
<td>3</td>
<td>ARTZ 111 Foundations of Studio Design</td>
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</tr>
<tr>
<td>Visual Arts HL</td>
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<td>3</td>
<td>ARTZ 111 Foundations of Studio Design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>ARTZ 111 + ARTZLD01 Found. of Studio Design + Elective</td>
<td></td>
</tr>
</tbody>
</table>
Credit by Proficiency Examination
Superior students may, at any time, apply to the head of any department for permission to take a proficiency examination covering the subject matter of any course in that department listed in the catalog — provided that they are not enrolled in that course and have not completed a more advanced course in that field. Students are normally required to register for the course before the examination is taken. This examination is open to regularly enrolled students to whom the regulations regarding tuition and fees apply. For students taking less than 12 hours, an examination fee of $5 is charged in addition to the usual tuition fees.

CLEP – Computer-based Testing
Drury University participates in the Computer-Based Examination Program. Credit is awarded for completion of CLEP general and subject examinations.

To receive credit, students must complete the general examinations prior to completion of 30 semester hours of university work. The university will not recognize or award CLEP test credits when current or previous coursework overlaps with the subject of the CLEP test(s). Scaled scores that result in 6 hours credit for each general exam (total possible credits: 30 hours) follow:

English Composition 50
(with or without essay) A student receiving credit for this exam should not enroll for ENGL 150.

Humanities 50

College Mathematics 50
Credit for this exam does not transfer as credit for MATH 100 or MATH 101; students receive elective credit in Mathematics.

Natural Sciences 50
Credit for this exam transfers as elective credit in these areas; credit awarded does not count toward a degree requirement.

Social Sciences and History 50

Each student submitting a CLEP score will be notified of credit awarded. No partial credit is awarded.

CLEP subject examinations may be completed at any time prior to attaining a senior classification if a student has not previously completed a college-level course equal to, or more advanced than, the subject of examination. Because not all subject exams offered are appropriate to Drury degree programs, an agreement must be made with the concerned department chair and a prior determination made as to how completion of the exam will apply toward degree requirements. Subject exams approved for credit must have a test score equal to or greater than 50.

A native speaker (defined as a person who has graduated from high school or higher in the target language) may not receive credit through the CLEP exam in their native language.
Transfer of Dual Credit Courses
Courses taken for dual credit (courses for which students receive both high school and college credit) at other institutions are evaluated for transfer credit in the same manner as traditional courses offered by the institution through which they are taken. No limit exists on the number of transfer credit hours that will be awarded for dual credit courses, other than the 94-hour restriction applied to all transfer credit.

Credit for Military Education and Experience
Drury University grants credit for armed service education and experience according to the recommendations of the American Council on Education (ACE), as applicable to an academic Drury degree. To be considered for credit, students should request that an official copy of their Joint Services Transcript (JST) or Community College of the Air Force (CCAF) transcript be sent directly to the Office of the Registrar. A maximum of 60 hours of transfer credit will be awarded for military education and experience.

Credit awards for DANTES Subject Standardized Tests (DSST) is based on ACE guidelines. Students who meet the minimum score recommended by ACE on examinations that cover subjects taught by Drury will be awarded credit. Academic department chairs are responsible for determining whether the subject area will be equivalent to a specific Drury course or considered elective credit.

Administration of Policy
The Provost has delegated the authority for administering this policy to the Office of the Registrar. Students with questions regarding initial determinations of transferability or course equivalencies are encouraged to contact the Office of the Registrar for clarification or guidance.
Winter Term and May Term

The Winter term and the May term are shortened periods of special experiential study that supplement the educational experience of our regular Fall and Spring semesters. These terms are an important part of the university’s academic programs. It should be understood that activities and credits in the Winter and May terms are highly restricted because of the time frame.

Registration for either the May or Winter terms is limited to 3 hours per term, 4 if a lab component is required. Information regarding tuition charges for short terms is available in the Business Office.

The activities of the short terms typically include:

1. Online and Blended Courses
2. International travel that provides students with experiences in a different culture as part of their total educational preparation.
3. Domestic travel courses that broaden the student’s view of the United States.
4. Special courses offered in conjunction with the travel course. An example is language study offered in the country where the language is spoken.
5. Independent studies, practical and/or special internships that give students the opportunity for learning experiences outside the boundaries of the campus classroom.

Travel courses result in widely variable charges that are typically paid by the student well in advance of the experience. Visiting or unclassified students would pay trip charges plus tuition. There will be an additional charge for room and board during the short terms.

Summer Session

The university offers a limited program of courses in the summer. The summer session is designed for those who wish to accelerate their study, for teachers who desire additional training for their profession, and for those who may desire to take advantage of the opportunities for cultural and educational enrichment during the summer months. The maximum credit possible for summer is 13 semester hours.
Online Courses
Drury University offers courses and degrees in an online, web-based format.

Online courses offer high quality instruction for the busy adult student who chooses an alternative to a face-to-face classroom setting. Drury’s online courses are instructor-led with start and end dates structured around the academic calendar and include eight week course offerings. Due dates for assignments, discussions and exams are determined by the instructor. Online courses provide practical application combined with active participation by students in discussion, reading and writing.

To be successful in online classes, students must have internet proficiency, internet accessibility and access to the necessary computer hardware and software to participate in the class. As a minimum, students should also be able to email, upload files as attachments, and be familiar with Microsoft Word.

Online students should have the initiative to learn and study in an interactive, virtual setting with other students and the instructor; willingness to dedicate the same or more time and effort to an online class that would be given to a seated class; and the necessary time management skills that enable them to balance online courses with professional and personal responsibilities.

Please go to www.drury.edu/online for complete information concerning guidelines, requirements, course offerings, registration procedures, textbook ordering, online orientation, and technical considerations for taking online classes.
Pre-Professional Programs

Students wishing to transfer credit from professional schools toward their senior residence requirement at Drury are advised that they should plan their educational program at Drury so that they have completed all of the following minimum requirements before transferring to the professional school:

1. The successful completion of 94 semester hours with a minimum grade point average of C (2.0) in all work at Drury University.
2. At least 18 semester hours must be in upper division courses.
3. The successful completion of core requirements in the specified area of concentration to enable the department head to certify satisfactory completion of a major.
4. A student must submit a petition that outlines the successful completion of the above requirements and request a partial waiver of the senior residency requirement. The petition must be submitted to the Registrar and approved prior to taking coursework at another university.
5. Upon successful completion of the professional school program, a transfer of credit award will be made to complete the 124 hours required for the bachelor’s degree. An official transcript is to be provided from the professional school.
Academic Integrity
As members of an academic community, faculty and students are committed to maintaining high ethical standards. Academic misconduct undermines the educational goals of the university and is a serious offense. Students and faculty are required to act honestly and with integrity in their academic pursuits.

Examples of academic misconduct include, but are not limited to, the following:

- Copying from another student’s exam and/or work of any nature.
- Allowing one student to copy from another’s exam.
- Using unauthorized aids (such as formulas, a computer, calculator or other unauthorized materials and/or devices) for an in-class exam, take-home exam or other work.
- Obtaining and/or using unauthorized material, such as a copy of an exam before it is given.
- Giving or receiving answers by use of signals during an exam.
- Having someone else take your exam.
- Altering answers on a score test and submitting it for a re-grade.
- Destroying, damaging or stealing another student’s work.

Plagiarism is a particular kind of academic misconduct in that one person takes another person’s ideas, words or images and falsely presents them as his or her own. If a student submits any work that is not entirely his or her own, the student is plagiarizing.

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

- Directly quoting the words of others, published or not, without properly using quotation marks or indented format to identify them.
- Using sources without proper citations.
- Paraphrasing materials or ideas of others without properly crediting the sources.
- Submitting purchased (or otherwise acquired) papers as your own work.
- Submitting for a grade a paper or project that has already received a grade in another course.

Students who are in any doubt about the proper forms of citation and attribution of authorities and sources are expected to discuss the matter in advance with the faculty members for whom they are preparing assignments. Lack of intent does not excuse academic misconduct.

The authority and responsibility for making decisions regarding academic dishonesty and its penalties lie with the faculty member in the course involved, the department head, the Office of Academic Affairs, the academic affairs committee and the president of the university.

The initial judgment regarding both guilt and penalty will be made by the faculty member in the course. That judgment should be clearly communicated to the student. Faculty members shall notify the department head and the Office of Academic Affairs of instances of academic dishonesty.

A student who thinks he or she has been unfairly judged by a faculty member in questions of academic dishonesty may appeal that judgment by contacting the Office of Academic Affairs.

The faculty member is encouraged to keep in mind the seriousness of academic dishonesty and its relationship to the entire academic community and its intentions. The faculty member will make the initial judgment regarding the appropriate penalty for academic dishonesty within the following guidelines: requiring that the assignments in which the offense occurred be redone; failure on the
assignment in which the offense occurred; lowering of course grade; failure in the course; and other actions as the faculty member deems appropriate to a particular case.

All instances of academic dishonesty shall be reported to the Office of Academic Affairs. Faculty members should have and retain evidence to support their charges of academic dishonesty and be prepared to present that evidence should a review or an appeal occur.

Review
An offense as documented by the faculty member(s) in question and as reported to the provost may be considered grounds for dismissal from the university. The provost may request the academic affairs committee to convene to review the evidence and make a recommendation regarding dismissal. The provost will make the final decision regarding dismissal; that decision may be appealed to the president of the university.

Appeals
Due process and the rights of students will be observed throughout this procedure. Records of academic dishonesty as reported by the faculty will be kept in the Office of Academic Affairs. These records will be destroyed upon the graduation of the student.
**Academic Forgiveness Policy**

The Academic Forgiveness Policy is designed for the student who experienced poor, often disastrous, academic results while previously attending Drury University and who can now demonstrate are prepared to be academically successful in their college experience. A person is eligible to apply for academic forgiveness when at least five years have elapsed since the concluding date of the candidate’s last semester of enrollment at Drury University. Students approved to receive academic forgiveness forfeit eligibility for degree honors.

**Principles of the Academic Forgiveness Policy apply to all Drury students:**

1. **Re-enter Drury University and successfully complete at least a minimum of 6 hours with a minimum GPA of 2.0 in each course.**

2. **Prior to completion of the second semester of re-entry to Drury, complete an application for admission to Drury University and apply for Academic Forgiveness. As part of this application, write a maximum 250-word essay explaining why, academically, you are now prepared to perform successfully at the college level. Applications should be submitted to the University Registrar.**

3. **Academic Forgiveness is applied to Drury courses (maximum of 30 semester hours) that have grade values below 1.7. If a student has more than 30 hours below a 1.7 grade point average, he or she may select course(s) for academic forgiveness, not to exceed 30 hours. No letter grades will be removed from the academic record. The courses accepted for academic forgiveness will bear the notation “Academic Forgiveness Granted” and marked on the transcript with “@”. These courses will then no longer be considered in the grade point average computation. Credit hours are not earned for courses for which academic forgiveness has been granted (i.e., hours with passing grades of “D” are forfeited). Any course for which academic forgiveness is given cannot be used to fulfill graduation requirements. Academic forgiveness may be granted only one time and is not revocable.**

4. **Transcripts will bear a disclaimer. Drury University makes no guarantees as to how certifying agencies and other higher education institutions, including graduate school and their services, interpret the transcript of a student utilizing academic forgiveness options.**
U.S. Military Call to Active Duty/Training Policy
Drury University supports students who are members of the U.S. Armed Forces and Reserve Units. This policy applies to the student, or the spouse of a student, performing voluntary or involuntary active duty service in the U.S. Armed Forces, including active duty for training and National Guard or Reserve service under state or federal authority. These service types are defined in the policy as:

Short Period (SP): Up to two weeks  
Extended Period (EP): More than two weeks

I. SP DEPLOYMENT OR TRAINING CALL-UP BEFORE THE LAST DAY TO DROP:
   1. Students may elect to drop all courses for the term. This results in an automatic 100% refund of all tuition and fees.
   2. Students who wish to maintain their schedule for the term, and receive faculty approval to remain in courses, will follow the guidelines listed in section II.

II. SP DEPLOYMENT OR TRAINING CALL-UP AFTER THE LAST DAY TO DROP FOR THE TERM:
   1. The Military Call to Active Duty/Training Notification form is submitted to the Registrar, along with a copy of the deployment or training orders.
   2. Due to the short period of this type of call-up, academic accommodations may be possible to allow students to continue in existing courses. Students will work with instructors to determine the best course of action for each course.
   3. GUIDING PRINCIPLES FOR A SP DEPLOYMENT OR TRAINING ORDER:
      a. Students activated for deployment or training are held to the same standard of academic excellence expected of all students.
      b. Documented absences for scheduled deployment or training do not relieve students of class responsibilities, including any course material covered during their absence.
      c. All coursework should be completed by the end of the term. In the instance that an incomplete must be assigned, standard deadlines for completion and final grade assignment apply.
      d. Instructors should make every reasonable effort to support and accommodate SP absences, however, some courses are not conducive to periods of non-attendance (e.g. labs). In these cases, the instructor may determine that the student will need to withdraw from the course, even though the absence is for a short period.
      e. Students withdrawn from some, but not all courses for the term, will be assigned a W grade for withdrawn courses.
      f. Students withdrawn from all courses in a term will be assigned a W grade and may receive 100% refund of tuition and course fees based on the following:
         - Students who did not receive a refund of financial aid will automatically receive a refund of tuition and course fees paid to the institution.
         - If the student was issued a refund of student aid (i.e., loans), that refund must be returned to the Business Office in full before a refund of tuition and course fees can be processed.
         - If the student was issued a refund of student aid (i.e., loans), and the student elects not to return that refund of student aid, no refund of tuition and course fees can occur.

Room and board refunds are pro-rated, based on the date of withdrawal.
4. STUDENT RESPONSIBILITIES:
   a. Notify each instructor of the reason for the absence and the dates of deployment or training.
   b. Provide instructors with a copy of deployment or training order, if requested.
   c. Be cognizant of all deadlines for tests and assignments detailed on the syllabus.
   d. Discuss a make-up plan for any missed coursework with the instructor.
   e. Abide by the plan and notify the instructor if circumstances change that impede the completion of the plan.
   f. Return any refund of student aid (i.e., loans) to the Business Office, as necessary.

III. EP DEPLOYMENT OR TRAINING CALL-UP BEFORE THE LAST DAY TO DROP:
   1. Students must drop all courses in every term for which they are registered. This results in an automatic 100% refund of all tuition and fees.
   2. The Military Call to Active Duty/Training Notification form is submitted to the Registrar, along with a copy of the deployment or training orders.
   3. Once approved, student is placed on Military Leave. Length of time is determined by dates listed in provided orders, but not to exceed 1 year.

IV. EP DEPLOYMENT OR TRAINING CALL-UP BEFORE THE LAST DAY TO WITHDRAW FOR THE TERM:
   1. The Military Call to Active Duty/Training Notification form is submitted to the Registrar, along with a copy of the deployment or training orders.
   2. Once the form and orders are provided, students withdrawn from all courses in a term will be assigned a W grade and may receive 100% refund of tuition and course fees based on the following:
      - Students who did not receive a refund of financial aid will automatically receive a refund of tuition and course fees paid to the institution.
      - If the student was issued a refund of student aid (i.e., loans), that refund must be returned to the Business Office in full before a refund of tuition and course fees can be processed.
      - If the student was issued a refund of student aid (i.e., loans), and the student elects not to return that refund of student aid, no refund of tuition and course fees can occur.

Room and board refunds are pro-rated, based on the date of withdrawal.
Information about the financial implications to the student as a result of withdrawal are listed under Section VI.

3. Depending on the dates on the orders, the student may be placed on Military Leave for future semesters. Military Leave in future terms cannot exceed 1 year.

V. EP DEPLOYMENT OR TRAINING CALL-UP AFTER THE LAST DAY TO WITHDRAW FOR THE TERM:
   1. At the discretion of the instructor, a final grade or an incomplete may be assigned. In this case:
      - No refund of tuition, course fees, or room and board on graded coursework is allowed.
      - All deadlines for completion of an incomplete apply.
2. If a final grade or an incomplete is not feasible, the Military Call to Active Duty/Training Notification form is submitted to the Registrar, along with a copy of the deployment or training orders.

3. Once the form and orders are provided, students withdrawn from all courses in a term will be assigned a W grade and may receive 100% refund of tuition and course fees based on the following:
   - Students who did not receive a refund of financial aid will automatically receive a refund of tuition and course fees paid to the institution.
   - If the student was issued a refund of student aid (i.e., loans), that refund must be returned to the Business Office in full before a refund of tuition and course fees can be processed.
   - If the student was issued a refund of student aid (i.e., loans), and the student elects not to return that refund of student aid, no refund of tuition and course fees can occur.

   Room and board refunds are pro-rated, based on the date of withdrawal. Information about the financial implications to the student as a result of withdrawal are listed under Section VI.

4. Depending on the dates on the orders, the student may be placed on Military Leave for future terms. Military Leave in future terms cannot exceed 1 year.

VI. FINANCIAL IMPLICATIONS OF COURSE WITHDRAWAL:

1. Financial aid and payments received by students on courses that have been withdrawn are refunded to the source, as per the Office of Student Financial Aid policies. This may result in the student owing a balance to Drury.

2. Students who have received a refund from financial aid sources are expected to repay the financial aid according to the terms of any promissory notes they signed. The same standards that are applied to students who have an outstanding balance with the university are applied to those called up for military duty.

3. In addition, the university adheres to the guidance offered by the U.S. Department of Education regarding students who have received a Federal Perkins Loan.

4. Students must contact their lender to request a loan deferment.
## Tuition and Fees 2020-2021

<table>
<thead>
<tr>
<th>CCPS TUITION</th>
<th>Per Credit Hour</th>
<th>Special Rates</th>
<th>Per Semester</th>
<th>Annual or One-time Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seated classes - undergraduate beginning Fall 2020</td>
<td>$320</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online classes - undergraduate beginning Fall 2020</td>
<td>$320</td>
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<tr>
<td>Student fee - non-refundable, due at registration (waived for active duty military and military spouses using MyCAA benefits)</td>
<td>$38</td>
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<tr>
<td>Technology Fee</td>
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<tr>
<td>Cox Cohort Nursing</td>
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<td>Dual Credit/Dual Enrollment</td>
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<td>Dual Credit/Dual Enrollment Online</td>
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<tr>
<td>Military Active Duty Students using military benefits such as TA and GI Bill-seated and online undergraduate classes</td>
<td>$250</td>
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<tr>
<td>Military Active Duty Spouses using MyCAA benefits-seated and online undergraduate classes</td>
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<tr>
<td>Veterans-seated and online undergraduate classes</td>
<td>$320</td>
<td></td>
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**MISCELLANEOUS FEES for ALL students as applicable**

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation fee - Associate &amp; Bachelor degrees</td>
<td>$110</td>
</tr>
<tr>
<td>Transcript ordered through National Student Clearinghouse (online)</td>
<td>$8</td>
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<tr>
<td>Transcript ordered through the Registrar’s Office</td>
<td>$12</td>
</tr>
<tr>
<td>International student orientation fee Fall &amp; Spring (includes Grad)</td>
<td>$190</td>
</tr>
<tr>
<td>International student health insurance fee (non-athletes) Aug 1-July 31</td>
<td>$1,485</td>
</tr>
<tr>
<td>International student health insurance fee (athletes) Aug 1-July 31</td>
<td>$1,890</td>
</tr>
<tr>
<td>Audit fee - not available online</td>
<td>$105</td>
</tr>
<tr>
<td>Portfolio Fee Lifetime Fee</td>
<td>$59</td>
</tr>
<tr>
<td>Portfolio Fee (EDUC 213)</td>
<td>$85</td>
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<tr>
<td>Student teaching fee (this is in addition to tuition) (additional $200 for out of the area students) (EDUC 473, 476, 477, 478, 689)</td>
<td>$250</td>
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<tr>
<td>Computer Proficiency Exam Fee (MGMT 170)</td>
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<tr>
<td>Laboratory Fee (BSCI 359 &amp; 361)</td>
<td>$40</td>
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<tr>
<td>Breech Enhancement Fee (all grad and udg courses-except MGMT 103/204, ECON 201/335)</td>
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<td>Behavioral Research &amp; Thesis Fee (BSCI 361)</td>
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<td>Law Enforcement Academy Application Fee (LEA 200)</td>
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<td>Law Enforcement Academy Program Fee (LEA 200)</td>
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<td><strong>Design and Fine Arts Fees</strong></td>
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<td>Photography Fee (ARTH 360)</td>
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<tr>
<td>Weaving I Fee (ARTZ 205)</td>
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<tr>
<td>Ceramics Fee (ARTZ 240, 345)</td>
<td>$110</td>
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<tr>
<td>Sculpture Fee (ARTZ 250, 355, 455)</td>
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<tr>
<td>Photography Fee (ARTZ 260, 360, 365, 368, 465)</td>
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<tr>
<td>Publication Design Fee (ARTZ 311)</td>
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<tr>
<td>Digital Illustration Fee (ARTZ 328)</td>
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<tr>
<td>Typography Fee (ARTZ 329)</td>
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<tr>
<td>Sculpture Fee (ARTZ 358)</td>
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<tr>
<td>Graphic Design Fee (ARTZ 210)</td>
<td>$75</td>
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<tr>
<td>Graphic Design Fee (ARTZ 310)</td>
<td>$130</td>
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<td><strong>MEALS</strong></td>
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<tr>
<td>45 meal plan + $130 panther bucks</td>
<td>$488</td>
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<tr>
<td>90 meal plan + $200 panther bucks</td>
<td>$897</td>
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<tr>
<td>120 meal plan + $270 panther bucks</td>
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<tr>
<td>150 meal plan + $340 panther bucks</td>
<td>$1,484</td>
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<tr>
<td>180 meal plan + $340 panther bucks</td>
<td>$1,689</td>
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<tr>
<td><strong>Camps and Conference Housing Fees</strong></td>
<td>per night</td>
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<td><strong>Drury affiliates:</strong></td>
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<tr>
<td>Smith Double Occupancy</td>
<td>$12.50</td>
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<tr>
<td>Wallace Double Occupancy</td>
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<tr>
<td>Sunderland Single</td>
<td>$12.75</td>
</tr>
<tr>
<td>Apartments</td>
<td>$19.75</td>
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<tr>
<td><strong>Not Drury affiliates:</strong></td>
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<tr>
<td>Smith Double Occupancy</td>
<td>$24.50</td>
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<tr>
<td>Wallace Double Occupancy</td>
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<td>Sunderland</td>
<td>$19.25</td>
</tr>
<tr>
<td>Apartments</td>
<td>$22.25</td>
</tr>
</tbody>
</table>
General Information
The various tuitions and fees are subject to change without prior notice, but Drury University attempts to inform of such changes as soon as possible.

The various tuition and fee items that are nonrefundable are so noted. Generally, most items are nonrefundable and students and parents should review the listing of tuition and fees carefully.

Students and parents should become familiar with the deferred payment policy of Drury University and our withdrawal refund policy.

All questions or requests should be addressed to:

Accounts Receivable Coordinator
Burnham Hall
Drury University
900 N Benton Ave
Springfield, MO 65802

Or by telephone at (417) 873-7232.
How Drury Tuition is Paid

Educational costs are met by Drury families in three ways:

1. The full cost may be covered by personal or family resources. The total bill is paid in full two weeks before the start of the semester or a percentage of the full amount is paid and that balance is due in accordance with the deferred payment plan.

2. The student may qualify for financial aid that is awarded directly through the university and is credited to the student’s bill by the Business Office. These kinds of financial aid awards are made annually and the amount awarded is divided equally between charges for the fall and spring semesters.

Listed below are examples of institutional scholarships and grants that are directly credited to the student’s bill:

- Continuing Professional Studies Academic Scholarship
- Honors Scholarship
- Dr. Archie Russell Scholarship
- Catherine Clark Taylor Scholarship
- Phi Theta Kappa Scholarship

The student may receive financial aid from the federal or state government which is paid to Drury University and applied to the student’s account. If the application of one or more awards from the federal or state government creates a credit balance on the student’s account, the student may be eligible for a refund.

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Bright Flight
- Federal Direct PLUS Loan
- Access Missouri Financial Assistance Program
- Federal Direct Student Loan

Drury University reserves the right to withdraw part or all of any Drury-funded scholarship if a student’s tuition is paid in full or in part by an outside/government agency.
Explanation of Tuition and Fees

**Tuition:** The basic charge to cover the general instructional expenses, student services, library and plant operations. Tuition covers but a portion of these costs, which also are supported by generous gifts, grants and endowment income.

**Student fee:** The University assesses a fee that is budgeted and spent for student activities and services.

**Audit fee per hour:** A reduced rate of tuition designed for students and members of the community who merely want to take a course without credit and examinations. The audit fee per course enables an undergraduate to sit in on as many class periods as the student desires in any lecture course on the campus. Studio courses, laboratory courses, online courses and methods courses in education are not conducive to auditing and must be taken for credit. Any student may take one course per semester as audit on a space-available basis. The course must be designated as audit before the sixth week of the semester. Prior permission of the instructor is required and student participation will be determined by the instructor. Audit students receive neither a grade nor credit for the course.

**Transcript fee:** A charge to cover the cost of processing a request for a certified transcript copy and mailing to prospective employers and graduate schools.

**Technology Fee:** The technology fee is used to enhance the infrastructure and applications used by the university.
Financial Aid: The Basics for CCPS

Overview
Every effort will be made to provide students accepted to Drury University sufficient financial aid to enable them to attend. Students may receive financial aid to help cover tuition, room, board and fees, but the financial aid total will not exceed cost of attendance.

The FAFSA
Students wishing to file for federal and state financial assistance at Drury University must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA serves as the acceptable application for grant programs and is required in the determination of loans. The FAFSA can be completed online at www.studentaid.gov.

The FAFSA is a universal financial aid application for all colleges/universities nationwide. The FAFSA will be processed by the Central Processing System (U.S. Department of Education). When filed, the student will receive a Student Aid Report (SAR) that he or she must review for accuracy. The financial aid office cannot make an official financial aid award to a student until the student’s electronic Institutional Student Information Report (ISIR) has been received by the university. Applicants should complete the form electronically by the deadlines set by the US Department of Education. Priority deadlines for Missouri aid are set by the Missouri DHE.

Note: Answer all FAFSA questions accurately and completely to avoid delays in processing aid. Read instructions carefully; this application is the cornerstone of financial aid.

Determination of Need
Each year, a formula for determining need is established by the government. The information the student and family provide on the FAFSA is analyzed according to this formula to arrive at an Expected Family Contribution (EFC). The difference between the student’s EFC and the cost of attendance is the need amount for that student.

If the student does qualify for aid, a financial aid package will be generated for the student. The award package will include a list of need-based aid that can be offered and is available at MyDrury. If needed, an application can be made for an unsubsidized loan that is not need-based. The student should study this list carefully and accept or decline all awards by the established deadlines. Awards that are not accepted by the established deadline will be cancelled.

Eligibility of International Students
Government-based financial assistance in the form of loans and grants are not available for students who are not citizens or permanent resident visa holders of the United States or its possessions.

It is important for prospective students to become informed of the full costs of attending Drury and living in the United States for the duration of their studies. The university and the U.S. government require that students document their ability to cover their financial obligations to the university in addition to their estimated personal and living expenses. The university can only grant admission and issue the Form I-20 (required to apply for an F-1 student visa) to those individuals who submit adequate financial documentation. The university confirms all financial documentation directly through the issuing
financial institution before granting admission. Likewise, the U.S. Embassy can only issue student visas to those individuals who submit acceptable financial documentation.

Other Aid
For information on further aid that may be available to you, go to [www.drury.edu/financial-aid](http://www.drury.edu/financial-aid).

Alumni Audit
Graduates of Drury bachelor’s degree programs may register on an audit basis for one undergraduate course per term without paying the audit fee. This option is offered on a space-available basis and after the registration of degree-seeking students is complete. Audit is available on seated lecture courses only. Online, blended, studio, laboratory, and activity courses are excluded from this program. Drury graduates who wish to exercise this option must have no outstanding financial debts to the university. To register, students should submit an enrollment form and an Alumni Auditor Tuition Grant Application form to the Registrar’s Office. This audit grant covers the cost of tuition for the course; books, student fees, technology fees, and other special fees are excluded.
Satisfactory Academic Progress (SAP) Policy

Federal regulations require Drury University to establish a Satisfactory Academic Progress (SAP) policy to ensure all students receiving financial aid are making reasonable progress towards completing their degree. Students who do not meet the Satisfactory Academic Progress requirements established in this policy will be suspended from receiving financial aid. Title IV aid recipients must meet the requirements of both university policies related to academic standing, as well as Title IV requirements for Satisfactory Academic Progress. This policy applies to all students, regardless of enrollment level, degree program, or academic pursuit.

Satisfactory academic progress is defined as successfully completing a minimum of 67% of attempted courses in a degree program (quantitative assessment), and achieving a required grade point average (GPA) during a reasonable period of time (qualitative assessment). Academic records of financial aid recipients are reviewed at the end of the spring semester each year in which they are enrolled to determine academic progress.

These standards apply only to a student’s eligibility for federal and/or state financial aid. Refer to the academic policies of Drury University for requirements that apply to all students regardless of whether they are receiving financial aid.

Quantitative Assessment - Pace and Maximum Timeframe Requirements

In order to graduate within the maximum timeframe allowed by federal regulations, both undergraduate and graduate students must successfully complete 67% of the cumulative hours they have attempted during that program. Pace is calculated by dividing the cumulative number of credit hours the student has successfully completed by the cumulative number of credit hours attempted. Only the courses in which a student has earned academic credit will count toward completed hours.

The maximum timeframe for undergraduate students is 150% of their program length. Students are no longer eligible for financial aid once they have attempted more than 150% of the credits required for the degree in which they are currently enrolled. For example, if a bachelor’s degree requires 124 credit hours, the limit for maximum attempted hours eligible for financial aid would be 186. Students who reach the maximum attempted hours eligible for financial aid at any point in the year are subject to financial aid suspension.

The maximum timeframe for graduate students is 45 credit hours. Students who reach the maximum attempted hours eligible for financial aid at any point in the year are subject to financial aid suspension.

Qualitative Assessment - Grade Point Average (GPA) Requirement

Undergraduate students must maintain a cumulative GPA of 2.0 or higher to meet the qualitative measure of Satisfactory Academic Progress.

Graduate students must maintain a cumulative GPA of 3.0 or higher to meet the qualitative measure of Satisfactory Academic Progress.

Students who are placed on academic probation, extended probation, or suspension are not considered to be meeting the qualitative measure of SAP, regardless of GPA.
Withdrawals, Repeats and Incomplete Grades

- Courses from which a student withdraws after the drop/add period will count towards attempted hours.
- Repeat courses for which the student has previously earned credit will not count towards hours completed. However, they will count towards hours attempted even if credit was not previously earned. The highest grade will be the grade that counts towards the GPA calculation.
- Credit hours for courses for which an incomplete or deferred grade is granted will not count as hours completed but will count towards hours attempted.

Transfer hours
Transfer courses accepted by Drury University are included when calculating SAP as hours attempted and hours earned.

Academic Forgiveness
Academic Forgiveness will not be applicable when reviewing academic progress for financial aid eligibility.

Academic Suspension
Students under academic suspension are not eligible to receive financial aid and are not eligible to appeal until they have been reinstated to the University. Reinstatement to the University does not guarantee financial aid eligibility or appeal approval.

Automatic Suspension of Aid Eligibility
Failure to meet either qualitative or quantitative requirements of satisfactory academic progress will result in automatic suspension of aid eligibility for Title IV, HEA programs, unless the student has successfully appealed to be placed on financial aid probation.

SAP Probation and Appeal Process
Academic progress is monitored annually, following the end of the spring semester. Students will be notified if they are not meeting SAP requirements, and their eligibility for financial aid will be suspended.

Students who should be able to meet SAP requirements at the end of the next semester of enrollment may be placed on probation by the Financial Aid Office. Probation means that the student is eligible for aid for the next semester of enrollment. At the end of the next semester of enrollment, the student’s academic progress will be reviewed. If the student has met all SAP requirements, he or she is once again in good standing and will be eligible for federal financial aid. If he or she has not met all SAP requirements, he or she may be placed on probation again, or may have the opportunity to appeal.

Students who may need more than one semester to meet SAP requirements may have the opportunity to appeal the loss of financial aid, if the failure to meet SAP requirements is due to an extenuating circumstance. Appeal documents will be available in the student’s MyDrury account. Successful appeals will meaningfully address the extenuating circumstances that prevented the student from meeting SAP requirements, and what has changed in the student’s situation that will allow him or her to meet SAP.

Students who successfully appeal are placed on financial aid probation and are eligible to receive financial aid for the next semester in which they are enrolled, and may be placed on an academic
improvement plan. At the end of the next semester in which a student on financial aid probation is enrolled, his or her transcript will be reviewed. If the student is meeting the terms of the academic improvement plan, or if the student has once again regained SAP requirements, the student will continue to be eligible for federal financial aid. Failure to follow the academic plan and to regain SAP requirements during a semester during which a student is on financial aid probation will result in the loss of financial aid eligibility for future semesters.

If an extenuating circumstance occurs while a student is on financial aid probation that prohibits a student from successfully meeting the terms of the established academic improvement plan, the student may appeal once again, and if successful, be placed on a new academic plan.

- Extenuating circumstances include (but are not limited to) the death of a family member, illness or injury, or other circumstances beyond the student’s control. Appropriate supporting documentation of the circumstance must be provided when requested. Students may not use the same extenuating circumstance for multiple appeals without sufficient documentation of ongoing issues.
- Appeals must include a statement from the student explaining why they did not meet the SAP requirements, and what has changed to allow them to meet the requirements in the next semester. If requested, students must also submit an academic improvement plan completed by the student and the advisor.
- Students who are suspended from financial aid due to having reached the maximum timeframe will be evaluated on a case by case basis through the appeal process. Successful appeals will be monitored in the same manner as other SAP appeals.
- Incomplete appeals will not be reviewed.
- Students will receive written notification of the opportunity to appeal, the appeal decision, and subsequent financial aid eligibility.
- Students who fail to meet SAP requirements may be denied financial aid.

**Reestablishing Eligibility**

Students may reestablish eligibility by enrolling in one or more semesters and successfully completing the course(s) without the assistance of financial aid. When a student’s qualitative and quantitative measures meet established requirements, the student will be eligible for financial aid for the next semester in which he or she is enrolled.
Financial Aid: Assistance Available to CCPS Students

Grants

Federal Pell Grant
The Federal Pell Grant Program provides need-based grants to low-income undergraduate students to promote access to postsecondary education. Grant amounts are dependent on: the student’s expected family contribution (EFC); the cost of attendance (as determined by the institution); the student’s enrollment status (full-time or part-time); and whether the student attends for a full academic year or less. Students may not receive Federal Pell Grant funds from more than one school at a time.

Access Missouri Financial Assistance Program
Administered by the State of Missouri, students must meet all requirements for this award as established by the Missouri Department of Higher Education. Students should contact the Missouri Department of Higher Education to determine eligibility for this award, as final eligibility rulings are determined by the State. Additional information can be accessed at http://dhe.mo.gov/ppc/grants/accessmo.php.

Loans
Loans may be available to students and/or their parents to assist in paying for college expenses. A student must repay the loan after graduation or withdrawal or upon the schedule determined by the lender. Before agreeing to a loan, a student should carefully review all terms and conditions of the loan, which includes interest rates, repayment terms, and the amount of monthly payments.

Federal Direct Student Loan
Subsidized and unsubsidized loans are federal student loans for eligible students to help cover the cost of higher education at a four-year college or university, community college, or trade, career, or technical school. The U.S. Department of Education offers eligible students at participating schools Direct Subsidized Loans and Direct Unsubsidized Loans.

Subsidized direct loans are available based on financial need that is determined by a cost of attendance and the EFC on the FAFSA. A loan is “subsidized” when the government pays the interest during the following periods:
- While enrolled in school at least half-time;
- During the six-month grace period after attending school less than half-time;
- During periods of authorized deferment.

Unsubsidized direct loans are not based on financial need and may be available to students who file a FAFSA, regardless of income. Since this loan is not subsidized by the government, the student is responsible for all interest that accrues during in-school, grace and deferment periods. The student may choose to make interest payments while in school or may defer (and accumulate) the interest until repayment.

Direct subsidized and unsubsidized loans may be prorated under certain conditions. Prorated loan limits are used when a borrower’s remaining period of enrollment, until completion of his or her academic program, is less than an academic year in length.
This loan program represents an agreement between the university student and the U.S. Department of Education. Loan monies will not be released to the student until all qualifiers are fully met. The loan will be wire-transferred from the Department of Education to the student’s account as early as the fourth week of school. After receipt of funds, if a credit exists Drury will send a refund to Bank Mobile approximately 10 days later. Any change in enrollment may result in a recalculation of loan eligibility. Only classes that are required by the student to complete their program of study will be considered in the loan calculation.

**Federal Direct Parent Plus Loan Program**
The Parent Plus loan is a credit-based loan borrowed by the parent of an undergraduate, dependent student. It is a credit-based loan. The parent is responsible for repayment, which begins 60 days after funds are fully disbursed OR a deferment can be requested by the parent by contacting the Department of Education. Maximum amount eligibility is based on the cost of attendance minus other financial aid. Drury University policy states that any refund that is a result of the Parent Plus Loan will be disbursed directly to the student. These loans carry an interest rate that is subject to change once a year as established by the federal government. They also have an origination fee. The application can be accessed at studentloans.gov.

**Alternative Loans**
Alternative (private) loans may be available to all students to meet educational expenses not covered by other financial aid. These loans are credit-based, and students should exhaust Federal Student Loan eligibility before applying for additional private loans. They cannot be consolidated with Federal Student Loans and the interest rates are based on credit and lender policy.
**Official Drop/Withdrawal/Refund Policy**

Students are free to make changes to their course schedule in accordance with policies and deadlines established by the Registrar’s Office each year. The responsibility for initiating and completing a drop or withdrawal process rests with the student. All schedule changes are based on the date the application is filed with the registrar. No other notice will suffice. Nonattendance of classes does not constitute official drop or withdrawal.

Each year the university publishes a calendar guide for institutional refunds and complies with the Return of Title IV Funds policy for federal programs. Each term/block will have a specific published refund period during which students will receive a full refund for any dropped courses dropped by 5:00 p.m. on the published date. Generally, students may receive a 100 percent refund for full semester and A-block classes dropped by the second Friday of the semester in Fall or Spring term; B-Block classes dropped by the first Friday of the B-block in Fall or Spring Term; May Term courses dropped by the third calendar day of the May Term; Summer full term and A-Block classes dropped by the first Friday of the Summer Term; Summer B-Block classes dropped by the first Friday of the B-Block in Summer Term; and Winter Term Classes dropped by the third calendar day of the Winter Term. Please refer to the Academic Calendar [http://www.drury.edu/academic-affairs/academic-calendar](http://www.drury.edu/academic-affairs/academic-calendar) for specific add/drop deadlines and other important semester dates.

Course withdrawals after the published refund date for any term/block are fully charged and the course will appear as a “withdrawn” on the student transcript.

Applicable refunds for students receiving federal and/or state financial aid will be calculated in reference to the student’s date of notification of withdrawal, last date of academic attendance or the midpoint of the period.

If a student has an unpaid account with the university, any tuition refund due from a drop will be applied to such unpaid accounts.

For courses that are scheduled out of sequence of the regular fall, winter, spring and summer semesters, the day published as the first day of the semester or term constitutes the beginning of the course for tuition refund purposes. No refunds are available for courses scheduled out of sequence after the course has commenced.
Return of Title IV Funds Policy

Drury University encourages all students to carefully consider the financial and academic ramifications of withdrawing from any coursework. Federal financial aid regulations require the Financial Aid Office to perform a Return to Title IV recalculation for federal* financial aid eligibility for students who withdraw, drop out, are dismissed, fail to begin enrollment in, or take a leave of absence (and do not return) prior to completing 60 percent of a semester. Students who have completed 60% of the semester have earned their full federal aid eligibility for that term, but a Return to Title IV calculation will be processed to determine the student’s eligibility for a post-withdrawal disbursement.

If a student wishes to withdraw from a course or courses, the student should contact the Registrar’s Office or the branch campus coordinator. Failure to begin attendance in a course does not constitute a formal withdrawal from a course, and students may still incur charges for that course if it is not formally dropped. If the Financial Aid Office becomes aware that a student does not begin attendance in a course in which he or she is enrolled, financial aid eligibility will be recalculated according to actual enrollment. The student will not be formally withdrawn from the course unless he or she follows the appropriate steps to do so.

If a student officially withdraws from Drury University, the student’s withdrawal date will be determined by the later of: a. the date the student initiated the withdrawal, or b. the date the student provided official notification to the institution of the intention to withdraw. The institution’s determination of the date that the student has withdrawn is the date that the student officially withdraws.

If a student unofficially withdraws (ceases attending), the student’s withdrawal date will be determined by the date of the student’s last attendance at an academically related activity. Faculty members report students who cease attending classes, as well as the last date of attendance at an academically related activity, for the purpose of unofficial withdrawals. Students who attend a sufficient number of academically related activities to earn a grade of F in a course will not be considered unofficial withdraws. If a student is administratively withdrawn, or withdraws due to circumstances beyond the student’s control, the date of the action or circumstance will be used. The institution’s determination of the date that the student has withdrawn is the date that the school becomes aware the student has ceased attendance.

A student who previously indicated an intent to withdraw may rescind that intention in writing. However, students who unofficially withdraw during a semester will be subject to a Return to Title IV calculation. Any unearned funds that were disbursed must be returned within 30 days, and the student may owe a balance to Drury. If a student is determined to be eligible for additional aid at the time of unofficial withdrawal, Drury University will process a post-withdrawal disbursement, in accordance with United States Department of Education regulations.

Recalculation of federal aid is based on the percent of earned aid using the following formula:

Percent earned = Number of days completed up to withdrawal date divided by total days in the semester

Federal financial aid is returned to the federal government based on the percent of unearned aid using the following formula:

Aid to be returned = (100% minus percent earned) times the amount of aid disbursed

Aid will be returned in the following order: Unsubsidized Loans, Subsidized Loans, Perkins Loan, Direct PLUS Loans, Pell Grant, FSEOG, TEACH Grant, Iraq Afghanistan Service Grant; or as required by the
United States Department of Education. Funds will be returned as soon as possible but no later than 45 days after the date of the institution’s determination that the student withdrew.

When aid is returned, the student may owe an outstanding balance to the university. The student should contact the Business Office to make arrangements to pay the balance.

*Federal financial aid includes, but is not limited to, the Federal Pell Grant, Iraq Afghanistan Service Grant, SEOG Grant, Perkins Loan, Direct Student Loan and Direct Parent PLUS Loan.
Benefits
Benefits are funds extended to certain groups of people under special conditions.

VA Benefits
Students may be eligible to receive educational assistance under a number of programs offered by the Veterans Administration. Programs include the GI Bill, Selected Reserve, Survivors and Dependents Benefits and Vocational Rehabilitation. A VA representative is available on the Drury campus to help determine eligibility and establish benefits.

Private Company Benefits
A student’s employer may have a program of educational benefits for employees or employees’ dependents.

Scholarships from Outside Sources
Many agencies, civic groups, churches and some employers offer various forms of financial aid directly to students. It is the student’s responsibility to use this assistance to meet the expected payment dates.

Some employers provide a generous program of reimbursement for educational expenses directly to the student. The student is responsible for paying for coursework according to established payment dates regardless of employer reimbursement schedules.

Drury University reserves the right to withdraw part or all of any Drury-funded scholarship if a student’s tuition is paid in full or in part by an outside source or government agency.
Receiving and Keeping Financial Aid
Rule 1: Apply early. Students should begin by filing the FAFSA and reviewing all published scholarship and financial aid deadlines.

Rule 2: Keep financial aid documentation up to date. Not only must an application be made in time for an award to be made, but the award must be claimed by the student. The award notice provided to the student must be accepted or declined according to established deadlines. Deadlines for claiming aid are stringently observed.

Priority for Financial Aid
Financial aid is awarded on a rolling basis with the date of receipt of financial aid applications determining the order of award until available funds are exhausted, after which students will be considered for financial aid as funds become available according to their academic and personal promise.

Time of Notification of Financial Aid Awards
The Financial Aid Office will not send an official letter of award to new students until such time as the student is admitted to Drury University in good academic standing.

Award of Endowed Scholarships
Unrestricted and endowed scholarships will be awarded as early as possible in developing student aid packages so that donors may be notified of the student receiving the award. Acceptance of any endowed scholarship constitutes the student’s agreement to write a letter of acknowledgement to the donor.
Note to Students Receiving VA Educational Benefits

Information You Should Know about VA Benefits
Punitive (Failing) grade: A grade assigned for pursuit of a course that indicates unacceptable coursework and no credit granted toward graduation for that pursuit. Although this type of grade results in no credit, it is distinguished from a non-punitive grade by the fact that it is considered in determining overall progress toward graduation, in that a penalty is exacted on a school graduation requirement, such as grade point average.

Drop-add period: If an eligible veteran or person withdraws from a course after the drop-add period, receives a non-punitive grade for that course and mitigating circumstances are not found, benefits for that course will be terminated effective the first date of enrollment.

The VA representative must be notified if an eligible veteran or person has any changes in enrollment status during a certified period of enrollment.
Deferred Payment Policy

It is the intention of Drury University to provide the means for students to pay tuition and fees over time. Drury University has partnered with Nelnet Business Solutions to make the payment plan process easier for students and their families. When you sign up for the payment plan determines how many months you have to pay off your account balance. Please contact the Business Office for details on payment methods and dates.

A new Payment Plan agreement must be completed for each semester a student is registered. If you change your registration you are not required to create a second payment plan. Your payment plan will adjust based on your registration.

Availability of the Payment Plan is determined by Drury University. The University may elect to not have the Payment Plan available during specific times and dates during registration. Plan Available dates are subject to change.

Any balance not covered by an approved payment plan will be assessed interest at one percent per month on the unpaid balance, or 12 percent per annum. Any collection cost or legal fees incurred in collecting an account will be the responsibility of the student.
Student Billings
Student statements are available online through MyDrury. If a paper statement is needed, please contact businessoffice@drury.edu or at 417-873-7232.

Explanation of Student Billing
It is extremely important that parents and students understand the need to meet financial obligations associated with being a student at Drury University. When these obligations are not met in the manner expected, the university must borrow for its operations. The interest expense for that borrowing is ultimately reflected in increased tuition and fees. Quality education is costly to provide and Drury families must recognize the need for complete compliance with request for payment, financial aid application deadlines, etc. The business services and financial aid programs of Drury University are designed to assist students and parents in managing the expense of a quality university education.
Payment Policy

All tuition and fees are due and payable two weeks before the first day of classes. Semester statements covering tuition and fees are available online through MyDrury. If you need a paper statement mailed, please email businessoffice@drury.edu.

Student account balances that become past due may result in notification from the Director of Business Services for official withdrawal from classes.

Students with a prior semester balance will not be permitted to register for subsequent semesters. All delinquent accounts will be assessed interest at one percent per month on the unpaid balance, or 12 percent per annum. Any collection costs (up to 60% charged) or legal fees incurred in collecting an account will be the responsibility of the student.

Students who have failed to comply with payment policies in any semester may be denied the opportunity to register for future semesters and may be denied the opportunity to participate in the University deferred payment plan.

Students should become familiar with the Drury University deferred payment plan and our withdrawal refund policy. All questions or requests should be addressed to:

Accounts Receivable Coordinator
Burnham Hall
Drury University
900 N Benton Ave
Springfield, MO 65802

Or email businessoffice@drury.edu.
Consequences of Non-Compliance with Payment Policies

We believe that when the importance of timely tuition/fees payment is understood and when parents and students understand Drury’s willingness to arrange an individually appropriate payment plan, it will not be necessary to penalize students for nonpayment. If charges are not met, however, the university has no choice but to pursue the steps necessary for resolution. It is only fair to advise students of consequences of the following actions:

Failure to return financial aid award acceptance by announced deadlines.
- Money will be given to another student immediately.

Failure to make initial payment for semester tuition.
- Course spaces may be given to another student.
- Campus services may not be available.

Failure to meet appropriate payment dates.
- The total bill becomes due and payable immediately.
- An administrative fee of $50 will be charged for processing a late payment.
- Interest at the rate of 12 percent annual effective rate will accrue on the outstanding balance due from the date of the missed payment until the account is paid in full.
- Any collection costs (up to 60% charged) or legal fees incurred in collecting an account will be the responsibility of the student/parent.
- The privilege of deferred payments in subsequent semesters may not be permitted.

Outstanding balance from a previous semester.

Until the balance is paid, the student will not be allowed to:
- Register for any subsequent semester.
- Obtain a transcript of academic work.
- Apply for campus housing.
- Participate in graduation ceremonies
- Obtain a diploma or certificate

Students who have had outstanding balances from a previous semester are required to prepay for course registration.
Concurrent Credit Tuition Policy

Tuition for graduate-level courses taken while pursuing a bachelor’s degree will be charged according to the following:

**Day School:** Students enrolled in 12-17 hours while taking graduate level coursework will be charged at the Day School tuition rate. In the event of an overload (more than 17 hours), graduate courses will be charged at the applicable graduate tuition rate. Reference the Tuition and Fees chart for tuition rates.

**CCPS:** Courses taken at the graduate level are charged the applicable graduate tuition rate. Reference the Tuition and Fees chart for tuition rates.

Once formally admitted to the graduate program upon completion of the bachelor’ s degree, students will pay the graduate tuition rate for their coursework.
Student Affairs

Administrative Offices
The office hours for all College of Continuing Professional Studies campuses are 9:00 a.m. – 6:00 p.m. Monday through Thursday and 9:00 a.m. – 5:00 p.m. Friday. The Director of Academic and Student Affairs and Academic Advisors are available in Lay Hall on the third floor, (417) 873-7373. In addition, the Executive Vice President of Enrollment Management and Operations and the Associate Provost of Adult, Online, and Graduate Education for CCPS are located in Burnham Hall.

Locations

Ava
P.O. Box 1347
603 N.W. 10th Avenue
Ava, MO 65608
(417) 873-6630

Fort Leonard Wood
4904 Constitution Avenue
Building 499, Room 4
Ft. Leonard Wood, MO 65473
(417) 873-6640

Houston
P.O. Box 38
204 W. Spruce St.
Houston, MO 65483
(417) 873-6600

Lebanon
122 E. Commercial
Lebanon, MO 65536
(417) 873-6690

Monett
400 4th Street
Monett, MO 65708
(417) 873-6620

Rolla
1034 S. Bishop Avenue
Rolla, MO 65401
(417) 873-6650

St. Robert Annex
194 Eastlawn Avenue, Suite C
St. Robert, MO 65584
(417) 873-6660
Food Services

Meal Plans for 2020-2021
The university meal plans are listed below. These meal (block) plans give the student the ultimate in flexibility and control.
45 Blocks with $130 Panther Bucks*
90 Blocks with $200 Panther Bucks
120 Blocks with $270 Panther Bucks
150 Blocks with $340 Panther Bucks
180 Blocks with $340 Panther Bucks
*Note: This meal plan is not an option for students in residence halls.
(There are approximately 16 weeks per semester.)

Block Plans
The block plans are based on meals per semester instead of meals per week. Your meal plan blocks can be used at the Commons whenever it is open or at the CX between 6:30 p.m. – 8 p.m (please note hours may be adjusted annually). You can swipe your card for family and friends, too. Your unused Meal Plan Blocks do not roll over from the fall semester to the spring semester.

Panther Bucks
Panther Bucks are monies that can be used for purchases in the CX and the Commons. Your unused Panther Bucks roll over from the fall semester to the spring semester if you purchase a spring meal. Panther Bucks may also be used to pay the walk-up price of meals at the Commons.

Students may also pay with cash/credit at the CX and the Commons.

Campus Exchange
The CX (Campus eXchange) is located in Springfield Hall and is a perfect place for students to meet to work on projects, study, or just to relax. The CX offers menu items ranging from grill items that are cooked to order, to the “Grab n’ Go” menu items which include pre-packaged entrée salads and sandwiches. Students can also enjoy a variety of Starbucks freshly brewed beverages.

FSC Commons
The Commons Dining Hall features a robust menu of home-style foods, daily grill items, vegetarian entrées, as well as salad bar and dessert station. The Commons also features seasonal special events and provides “to go” containers. Arrangements can be made for individual consultations concerning any dietary need, such as vegan, weight control, food allergies or medically prescribed diets.

Commuter Meal Plan Refund Policy
Refunds generally are not granted after the advertised bi-annual meal plan change deadline. Students who dis-enroll from Drury after the deadline are required to pay for the semester’s meal plan in full.
Bookstore
The university bookstore offers students a broad range of supplies and services. In addition to new and used textbooks, the store stocks classroom supplies, art and architecture supplies, sportswear, convenience store items, insignia giftware, greeting cards and study aids.

The Bookstore is located in the lower level of the Findlay Student Center.

Identification Cards
Photo ID cards are available at each branch campus. A valid photo ID will allow access in parking lots with control arm entrances. To request a student ID visit with your advisor or site director. Students will be charged for replacement cards.

Lost and Found
Lost and found articles may be turned-in or reclaimed at the Safety and Security Office, room 101 in the Findlay Student Center on the Springfield campus. For classrooms and facilities associated with campus sites other than the main campus in Springfield, lost and found items will be held at the front desk of the appropriate Drury satellite campus office.

Career Planning/Development
Career Planning and Development provides career development services to students beginning in the freshman year and continuing through graduation and beyond. The center offers individual career advising utilizing personality, interest, skills and values assessments. Additional resources include access to an online job posting system, on-campus interviewing, job fairs, resume assistance, mock interviews, workshops, internships and job search strategies.

Information about graduate and professional education also is available. Students can make an appointment or visit the Career Planning and Development webpage at https://www.drury.edu/compass-center/career. The center is located in Bay Hall Room.148. You may contact the center by calling (417) 873-7284 or by emailing career@drury.edu.
Disability Services
Drury University is committed to complying fully with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act by providing a hospitable environment to academically qualified students with disabilities. Services for students with disabilities are coordinated by the Director of Disability Support.

To begin the process of planning for success, students are encouraged to present appropriate and current (within 3 years) documentation before their first semester of classes.

Accommodations will be determined by the Director of Disability Support based on the documentation. Once accommodations are determined, classroom accommodation plans will be communicated to students to share with their professors each semester.

Documentation must be evaluated by a Vocational Rehabilitation evaluator, psychologist, psychiatrist, or medical doctor, and students who have I.E.P. documentation may need additional documentation in order to receive the appropriate accommodations.

The director of disability services may be contacted by visiting Findlay Student Center, room 114 or by calling (417) 873-7457.

Ed Derr, LPC, NCC
Director of Counseling and Disability Services
http://www.drury.edu/disability-support-services/about-disability-support-services/
(417) 873-7457
FSC 114
ederr@drury.edu
International Support Services

International Support Services (ISS) provides services for international students including immigration advising, assistance with applying for work permission and Social Security cards, health insurance, counseling and assistance on cultural adjustment issues.

International Support Services is located in room 113 of the Findlay Student Center.
Olin Library
The Olin Library is a repository for the information essential to the pursuit of knowledge by the Drury community. It provides timely access to the information resources that support the academic and administrative needs of the university. The library seeks to create an infrastructure for effective information delivery and to teach skills that enhance academic success and lifelong learning. Through its collections, information access services, and an environment conducive to learning, the library enriches the life of the Drury community and advances the university’s educational mission.

Off-Campus Library Services (OCLS)
This service works to provide seamless access for off-campus faculty and students to the resources and services of the Olin Library.

The goal of the Olin Library is to provide Drury satellite branch students and faculty with the same level of library access and service provided to on-campus students and faculty. It is recommended that all students and faculty use the Olin Library website at http://library.drury.edu as the gateway to library information resources and services.

Library services available:
- Prompt delivery of books, articles and videos owned by the Olin Library
- Online interlibrary loan for materials owned by other libraries
- Research assistance at the library’s reference desk
- Research consultations scheduled with individual members of the library faculty
- Research assistance via email or phone
- Online research guides called DUGuides that cover a range of disciplines and subjects
- Library instruction sessions customized to specific courses and assignments
- Access from on or off campus to an array of research-oriented electronic indexes and full text databases
- Drury students may use their Drury ID card to use all resources in other academic libraries in the Springfield area
- Drury students may use their ID card in any MOBIUS library to check out books

Interlibrary Loan
The purpose of Interlibrary Loan is to borrow books and obtain articles from journals not held in Olin Library for Drury University students, faculty, staff and alumni. There is no cost for Interlibrary Loan.

Methods for requesting these items:
- Interlibrary loan form on the library’s website under “Services”
- Email requests at illdesk@drury.edu that include comprehensive information about the item being requested
- Request forms built into a large number of electronic databases

Library Catalogs
Drury – Search for 180,000 unique titles held by the Olin Library, and thousands of electronic book titles
SWAN – Search for 1.4 million unique titles in the joint catalog of ten libraries in Southwest Missouri: Drury University, Missouri State University, Southwest Baptist University, Ozarks Technical Community College, Baptist Bible College, the Assemblies of God Theological Seminary, Missouri Southern University, Crowder College and Cottey College. These books may be requested online for delivery by courier.
MOBIUS – Search for nearly 7 million unique titles in the joint catalog of 64 academic libraries in Missouri. These books may be requested online for delivery by courier.

Springfield-Greene County Library – Search the catalog of the public library as well as the catalogs of the Ozarks Genealogical Society and the Landers Theater. All Drury students are eligible for public library cards. SGCL books may also be found through MOBIUS and requested for delivery by courier.

Evangel University – Drury students may use their Drury ID card to check books out from Evangel and to use their electronic resources.

Online Resources
Through the library website at library.drury.edu, the F. W. Olin Library provides access to more than 70 databases that index thousands of scholarly journals, magazines, and newspapers, with many articles delivered in full-text. Library databases also offer images, music files, business profiles, reference materials, ebooks, and more.

Writing Center
A writing center staffed by a qualified faculty member and student tutors provides assistance to individual students of all levels. More information at drury.edu/writing center.

Computer Labs
On the Springfield campus, students have access to computer labs located in Springfield Hall, open 24 hours a day, and Olin Library with an active Drury ID. An active Drury email account and password are required to access the computers. Computer labs are also available at Ava, Ft. Leonard Wood, Houston, Lebanon, Monett, Rolla, and St. Robert campuses.
Student Organizations

Alpha Sigma Lambda, Alpha Xi Chapter
Alpha Sigma Lambda is a national honor society that recognizes and encourages scholastic ability and leadership among continuing studies students. Students interested in applying for membership may apply on the student tab in MyDrury.

To be eligible for admission to the honor society, a degree-seeking student must have completed at least four semesters and have completed 30 hours at Drury. A cumulative grade point average of 3.3 is required prior to the 90th hour and a 3.0 Drury cumulative grade point average beyond the 90th hour.
Parking Regulations

Parking is available on the Springfield campus. All students, faculty and staff who choose to park on campus must register their vehicles with the security office. Permits are issued at the security office in the Findlay Student Center, room 101, between 8 a.m. and 5 p.m., Monday through Friday (except holidays).

Parking regulations are necessary for the safety and convenience of the campus community.

1. All vehicles parked on campus, excluding visitors, must be registered and permits must be displayed on the windshield.
2. Residential students MUST register their vehicles by August 31 each year.
3. No parking in handicap zones without a handicap permit.
4. No parking in crosswalks, fire lanes, loading zones, on grass, sidewalks or in posted areas.
5. Residential students may park in designated residential Lots A, B, C and D and Lots 7 and 8 (University Suites).
6. Non-residential permit holders may park in Lots 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 12.
7. Visitors to campus should park in Lot 7, on Drury Lane or on Burnham Circle and check in with the Security Office (Findlay Student Center) to get a visitor permit. Time limits do not apply to visitors with a valid visitor permit.
8. Between 8 p.m. and 8 a.m. and on the weekends and holidays, all parking is open with a permit excluding residential lots and control arm lots. Residential lots are open to vehicles with permits for those areas between August 15 and May 31.
9. Residential parking lots are open to any permit parking from June 1 to August 14 each year.
10. Burnham Circle and Drury Lane are limited to 30-minute parking Monday through Friday, 8 a.m. to 5 p.m. (Parking is open 5 p.m. to 8 a.m. and on weekends and holidays with a valid permit.)
11. Areas closed by security and designated as such by cones or other types of barriers are to be considered no parking zones. Motorists are to follow the directions of security officers when they are present and controlling traffic.
12. Parking is permitted between marked lines only.
13. Parking on city streets—Mid-Town Parking Permit. Students, faculty, staff and visitors may park on city streets immediately adjacent to Drury property where it is not posted for No Parking and there is not a sign saying “Residential Permit Required.” These streets include parts of Calhoun, Benton, Summit, Webster, Lynn, Robberson and Jefferson. Only students living in Mid-Town houses owned or leased by Drury are able to obtain the Mid-Town parking permit if they wish to park on city streets signed “Residential Permit Required.” A Mid-Town residential permit may be obtained by calling 864-1617. They are free. A maximum of three permits are issued per house. No other students are eligible to obtain the Mid-Town parking permit.

University Guests

Violations of Drury University regulations by university guests can result in removal from campus. Repeated violations can result in trespassing charges filed against the guest.
Policies and Procedures

Student Records
In accordance with Public Law 83-380, Family Educational Rights and Privacy Act of 1974 (FERPA) the personally identifiable educational records of each student are open for inspection by the student except in limited cases where the privacy, confidentiality or professional privilege of another person is involved. Presently and previously enrolled students should check with the appropriate office to determine the procedures for inspection of their own records. Records are filed in the offices of the registrar, director of academic planning, financial aid, career planning and development, student health service and dean of students. Notwithstanding the above list, certain records are not available for inspection. These include: financial records of parents, confidential letters of recommendation, personal records of educational personnel (e.g., instructor’s grade book), security records and medical or other professional records.

The student has the right to a copy of the record(s) so inspected, with the cost of the reproduction assessed to the student. The student may challenge an inaccurate record and request a hearing concerning any alleged inaccuracy. Any challenge must establish by a preponderance of evidence that the record is inaccurate. If desired, the student may submit a written explanation of a record’s content, which then becomes a part of the record.

In the absence of an official request, information contained in the student’s records remains confidential between the student and Drury University and will not be released to third parties without the consent of the student with the following exceptions: information for the university directory, information needed by Drury officials, information requested by federal or state educational authorities, information released pursuant to state law of subpoena, information requested by accrediting agencies, academic information requested by parents of dependent students, information needed in connection with the receipt of financial aid and information requested by officials of other schools to which the student is seeking admission.

If a student has reason to believe that his or her records are in any way inaccurate, misleading or otherwise in violation of the student’s right to privacy, a hearing may be requested through the Office of Academic Affairs. A review panel will afford the student a full opportunity to present evidence in support of the challenge and will render a decision within a reasonable time after the hearing.

The university assumes student consent in listing as public information academic honors such as listing the student’s name on the dean’s list or graduation. The student who does not wish his or her name to be included in recognition of such honors should notify the registrar in writing.

Change of Name, Address, and Marital Status
In order that the university may keep accurate records, students who change their name, marital status, or local or home address should notify the registrar’s office or the dean of students office.

Withdrawal
Students who are considering withdrawing from Drury during the semester (after registration has been completed and before the last week of classes) should initiate the withdrawal process at the registrar’s office in Bay Hall. Nonattendance of classes does not constitute official withdrawal.

Medical Withdrawal
Students who are considering a medical withdrawal should contact the dean of students office.
Medical Leave/Medical Withdrawal

Students who experience health problems may request a medical leave or medical withdrawal from the university. A medical leave may be requested for an upcoming semester, or up to and until the last day to enroll for the semester. After this date, registered students can request a medical withdrawal from classes up to and until the date that final grades are due.

Such requests must be accompanied by medical documentation from an appropriate medical professional (i.e., M.D., D.O., Psy.D, LPC), indicating that the leave or withdrawal is recommended. Students should note that the preparation of this statement will require their formal consent to release of relevant information from appropriate medical professionals to the university, and for the university to release relevant information, as needed, to those medical professionals.

If a medical withdrawal is approved, the student will be withdrawn from all classes by the registrar and will receive a “W” on their transcript for each class, so that they receive no credit or grade for these courses, leaving their GPA unaffected. Students may not withdraw from selected classes, but only from their entire schedule of coursework.

Students that choose to pursue a medical leave or withdrawal from the university must start the process with the Vice President for Student Affairs and Dean of Students (Room 201, Findlay Student Center). Official withdrawal from the university can also have specific financial and academic implications. It is recommended that students also meet with their academic advisor and the Director of Financial Aid.

Federal and State financial aid regulations do not allow students to be on any type of official leave from the institution, including medical leave, for more than two consecutive semesters or 180 days, without applying for re-admission to the university. Therefore, students who are on leave for more than two semesters will be withdrawn from the university, and must reapply through the Office of Admissions. Readmitted students have their financial aid re-evaluated at the time of admission, and follow the Academic Catalog of the year of their readmission, which may change the range of academic programs they may pursue. A student who wishes to return to campus following a medical leave must furnish the appropriate documentation from a medical professional, stating that the student has received the appropriate medical attention and is, in the professional’s opinion, ready to resume studies at the university.

Under certain circumstances, the university may require a student to withdraw from the university for medical reasons, or take a medical leave of absence. Such action is warranted if, in the judgment of a team of professional Drury staff members, the student poses a threat to the lives of others or exhibits behavior that seriously interferes with his or her ability to function and/or with the educational environment and pursuits of others.

Students who would like to pursue a medical withdrawal or medical leave should start the process with the Dean of Students. Official withdrawal from the university can also have specific academic and financial implications. Drury University recommends that students who wish to pursue a withdrawal or leave of absence should consult with their academic advisor and the Financial Aid Office to better understand his or her individual situation.
Non-Discrimination/Harassment Policy and Complaint Procedures

Approved by Board of Trustees 5-16-14, Updated 10-1-15, Updated 9-1-16, Updated 8-1-18

I. General Statement

Drury University is committed to providing an academic and employment environment in which students and employees are treated with courtesy, respect, and dignity. Accordingly, the University prohibits discrimination on the basis of gender, race, color, veteran status, national origin, disability, age, religion, sexual orientation or any other legally protected characteristic (collectively, “protected classes”) in matters of admissions, housing, services, any aspect of the employment relationship, and in the other educational programs and activities that the University operates (collectively, “programs and activities”).

Harassment is any unwelcome verbal, non-verbal, or physical conduct that denigrates or shows hostility or aversion to a person on the basis of a protected class. Harassment that is based on a protected class constitutes a form of prohibited discrimination when it denies or limits a person’s ability to participate in or benefit from the University’s programs and activities.

Examples of behaviors that could be deemed harassment as defined above include, but are not limited to, the following:

- Written or verbal abuse or threats
- Crude comments, jokes, or innuendo
- Taunts or intimidation
- Shouting, bullying or ridiculing
- Undermining of performance
- Offensive phone calls, texts or photos
- Touching, hitting or other physical contact

II. Applicability

These complaint procedures are applicable to complaints alleging discrimination and/or harassment on the basis of a protected class, except those complaints falling under the Title IX: Sexual Misconduct Policy, and include complaints made by University employees and students against faculty, staff, students, supervisors, co-workers, or non-employees (such as vendors). All individuals involved in processing complaints under these procedures will be trained in complaint investigation and are knowledgeable about the University’s obligation to comply with Federal laws prohibiting discrimination in the University’s programs.

III. Filing a Complaint

The University has designated the following administrators to coordinate inquiries regarding its efforts to carry out this policy, to comply with federal and state laws prohibiting discrimination, and to receive complaints of discrimination and harassment.

Coordinator - Non-Discrimination/Harassment
Chief Human Resources and Diversity and Inclusion Officer
Drury University
900 North Benton Avenue
Burnham Hall – Room 107
Springfield, MO 65802
417-873-7854
hr@drury.edu
Any employee or student who believes he or she has been subjected to discrimination or harassment on the basis of a protected class may initiate a complaint by filing a written complaint with the Coordinator - Non-Discrimination/Harassment detailing: (1) the date(s) and time(s) of the alleged conduct; (2) the names of all persons involved in the alleged conduct, including possible witnesses; (3) pertinent facts of the incident; and contact information for the complainant so that the University may follow up appropriately. If the complaint is to be filed against the Coordinator then the complaint should be filed with one of the Deputy Coordinators specified above.

Administrators, supervisors and faculty members who receive a report or complaint of discrimination or harassment, or witness what they perceive to be discrimination or harassment, are mandated to immediately report such information to the Coordinator - Non-Discrimination/Harassment. Staff members and students who witness what they perceive to be discrimination or harassment, or receive other information regarding an incident of discrimination or harassment, are encouraged to report such information to the Coordinator - Non-Discrimination/Harassment.

Complaints of discrimination and/or harassment on the basis of disability, age, sex, race, color, or national origin may also be filed with the U.S. Department of Education, Office for Civil Rights, One Petticoat Lane, 1010 Walnut, Suite 320, Kansas City, Missouri 64106, (816) 268-0550.

IV. Good Faith Complaints

Good faith complaints of discrimination and harassment will be investigated under these procedures. However, knowingly making a false complaint or report is prohibited, and those who do so will be subject to disciplinary action.

V. Non-Retaliation

Employees and students can make good faith reports and complaints about discrimination and harassment without fear of reprisal. Retaliation by any person against a person filing a complaint, making a report, or participating in an investigation is absolutely prohibited and will result in disciplinary action.

VI. Confidentiality

The University endeavors to maintain confidentiality with respect to the complaint and investigation to the degree that it can be maintained while conducting a thorough investigation, but the
University may be hindered in its ability to investigate a complaint if the person bringing the complaint requests complete confidentiality.

To enable confidentiality, those processing the complaint and all parties to the investigation must maintain the confidentiality of information obtained during a complaint, including the name of the person who filed the complaint and other information received during the processing of the complaint.

VII. Investigation
Drury University will thoroughly and promptly investigate all complaints of discrimination and harassment. The investigation will be governed by the forthcoming procedures.

A. Commencement of the Investigation
After receiving the complaint, the Coordinator - Non-Discrimination/Harassment will give a copy of the complaint to the appropriate Deputy Coordinator (as appropriate depending on whether the respondent is a student, staff member or faculty member) (“Investigating Officer”) who will review the complaint and commence an investigation as soon as practicable but not later than seven (7) days after the complaint is made. During the course of the investigation, the Investigating Officer may consult with appropriate University personnel and outside counsel.

B. The Content of the Investigation
During the investigation, the complainant will have the opportunity to describe his or her allegations and present supporting witnesses or other evidence. The respondent will have the opportunity to respond to the allegations and present supporting witnesses or other evidence. The Investigating Officer will review the statements and evidence presented and may, depending on the circumstances, interview others with relevant knowledge, review documentary materials, and take any other appropriate action to gather and consider information relevant to the complaint. All parties and witnesses involved in the investigation are expected to cooperate and provide complete and truthful information.

During these conversations with the complainant and respondent, informal resolution methods may be considered and discussed but the complainant is not required to accept any informal resolution. If an informal resolution is reached, it will be documented and signed by both parties and the matter will be deemed resolved.

If the complaint is not resolved informally and the Investigating Officer determines there are genuinely disputed material facts requiring resolution, an evidentiary hearing will be held before a panel of three hearing officers selected by the Investigating Officer. The hearing officers will be chosen from a pool of faculty members and staff designated by the President. When a faculty member is the respondent, the three hearing officers will all be faculty members as well. When a staff member is the respondent, at least two of the hearing officers must be staff members. When a student is the respondent, at least one of the hearing officers must be a faculty member. The panel shall select one of its members to preside over the hearing. The Investigating Officer will identify for the panel those genuinely disputed facts requiring resolution. The panel will review the statements and other evidence gathered by the Investigating Officer during the investigation. Both the complainant and respondent will be given an equal opportunity to address the panel. The panel may ask questions of the complainant and respondent, but the complainant and respondent will not be permitted to question each other. In its discretion, the panel may hear live testimony from witnesses, in which case any questioning will be conducted by the hearing panel itself.

The hearing panel shall resolve genuinely disputed material facts under a preponderance of the evidence standard. The hearing panel will not be bound by strict rules of legal evidence, and may admit any evidence which is of probative value in determining the issues involved. Every effort will be made to obtain the most reliable evidence available. The hearing panel will provide a written statement of its
findings of fact to the Investigating Officer. If such an evidentiary hearing is held, both the complainant
and respondent will have similar and timely access to any information that will be used at the hearing.

**C. Non-Attorney Support Person For Cases Involving Students**

During the investigation process, both a student complainant and a student respondent may ask a
non-attorney support person from the University community to accompany him or her to meetings with
the Investigating Officer and to any evidentiary hearing. The support person must be an administrator,
faculty member, staff member, or fellow student. In cases involving multiple student complainants or
student respondents, the non-attorney support person cannot be another complainant or respondent.
The non-attorney support person does not serve as an advocate on behalf of the complainant or
respondent, and he or she must agree to maintain the confidentiality of the process.

**D. Interim Measures**

At any time during the investigation, in consultation with the Coordinator - Non-Discrimination/Harassment,
the Investigating Officer may determine that interim remedies or protections for the parties involved or
witnesses are appropriate. These interim remedies may include, but are not limited to, separating the
parties, placing limitations on contact between the parties, suspending an employee with pay, or making
alternative class-placement or workplace arrangements. Failure to comply with the terms of these interim
remedies or protections may constitute a separate violation of the Non-Discrimination/Harassment Policy.

**E. Findings Of The Investigation**

At the conclusion of the investigation, the Investigating Officer will prepare a written report. The
written report will explain the scope of the investigation and whether any allegations in the complaint
were found to be substantiated by a preponderance of the evidence. The written report will incorporate
any findings of fact resulting from an evidentiary hearing.

The preliminary report will be submitted to the Coordinator - Non-Discrimination/Harassment. The
Coordinator - Non-Discrimination/Harassment may accept the preliminary report, request to review
additional information, including summaries of party/witness statements or other information, or return
the preliminary report for further investigation. After the review of the written report is complete, the
Coordinator - Non-Discrimination/Harassment will, for both the complainant and respondent, prepare and
deliver a written determination of the complaint. The determination will be one of three outcomes:

1. **Finding “No Violation”**
   
   If there is a determination that the behavior investigated did not violate the Non-Discrimination/Harassment Policy, both parties will be so informed.

2. **Finding “Inappropriate Behavior Not Rising To The Level Of A Violation”**
   
   There may be a determination that the behavior investigated did not violate the Non-Discrimination/Harassment Policy, but was inappropriate, unprofessional, or violated some other University policy. The Coordinator - Non-Discrimination/Harassment may determine that such inappropriate behavior merits discipline, ongoing monitoring, coaching, or other appropriate action. If so, the Coordinator - Non-Discrimination/Harassment may refer the matter to any appropriate administrator, dean or other manager for further proceedings or disciplinary measures consistent with University policy.

3. **Finding “Violation”**
   
   If there is a determination that the behavior violated the Non-Discrimination/Harassment Policy, the Coordinator - Non-Discrimination/Harassment, in consultation with any appropriate administrator, dean, or other manager, will determine appropriate corrective and disciplinary action to be taken. In
addition, the Coordinator - Non-Discrimination/Harassment will implement reasonable and appropriate measures to ensure that the complainant is not subject to further harassment and to remedy the effects of any discrimination or harassment that may have occurred. Remedial steps may include, but are not limited to, counseling or training, separation of the parties, and/or discipline of the respondent, including written reprimand, suspension, demotion, termination, or expulsion in accordance with University policy. Remedial steps that do not directly affect the respondent shall be redacted from the respondent’s copy of the written summary of findings.

F. Special Procedure Concerning Complaints Against The President, The Coordinator-Non-Discrimination/Harassment, and Administrators Senior To Coordinator - Non-Discrimination/Harassment

If a complaint involves alleged conduct on the part of the University President, the Executive Committee of the Board of Trustees will designate an appropriate person to conduct the investigation required by these procedures. The written report of the investigation will be presented to the Executive Committee of the Board of Trustees, which will prepare and issue the written determination and implement any appropriate and reasonable measures. The determination issued by the Executive Committee of the Board of Trustees is final, unless the President or the complainant provides a written letter of appeal to the full Board of Trustees within ten (10) days of his/her receipt of the Executive Committee’s written determination and in accordance with Sections VIII.A. and VIII.B., below. The full Board of Trustees will issue a resolution on the matter within twenty-one (21) days and the resolution will be final and not subject to further appeal. The full Board of Trustees shall issue a short and plain, written statement of the resolution of the appeal. The written statement shall be provided to the complainant, the President, and the Coordinator – Non-Discrimination/Harassment within three (3) days of the resolution.

If a complaint involves alleged conduct on the part of the Coordinator - Non-Discrimination/Harassment or any administrator senior to the Coordinator - Non-Discrimination/Harassment, the President will designate an appropriate person to conduct the investigation required by these procedures. The written report of the investigation shall be presented to the President, who will appoint three (3) individuals, chosen from the pool of Deputy Coordinators and Investigators, to make a determination and prepare and issue the written determination and implement appropriate and reasonable measures. The resolution issued is final, unless the complainant or respondent provides a written letter of appeal to the Executive Committee of the Board of Trustees within five (3) days of his/her receipt of the written determination and in accordance with Sections VIII.A. and VIII.B. below. The Executive Committee of the Board of Trustees will issue a resolution on the matter within twenty-one (21) days and the resolution will be final and not subject to further appeal. The Executive Committee of the Board of Trustees shall issue a short and plain, written statement of the resolution of the appeal. The written statement shall be provided to the complainant, respondent, and the Coordinator – Non-Discrimination/Harassment within three (3) days of the resolution. If the Coordinator - Non-Discrimination/Harassment is the respondent, a copy of the resolution should also be given to one of the Deputy Coordinators to ensure it is properly filed.

G. Timing Of The Investigation

The University will endeavor to conclude its investigation and resolution of the complaint within sixty (60) days of receiving it. Both the complainant and the respondent will be given periodic updates regarding the status of the investigation. If either the complainant or respondent needs additional time to prepare or to gather their witnesses or information, they shall notify the Investigating Officer in writing explaining how much additional time is needed and why it is needed.

I. Rights Of The Parties
During the investigation and resolution of a complaint, the complainant and respondent shall have equal rights. They include:

- Equal opportunity to identify and have considered witnesses and other relevant evidence
- Similar and timely access to all information considered by the Investigating Officer and the Coordinator - Non-Discrimination/Harassment in resolving the complaint
- Equal opportunity to review any statements or evidence provided by the other party
- Equal access to review and comment upon any information independently developed by the Investigating Officer
- Equal opportunity to address any hearing panel

VIII. Appeals

A. Grounds For Appeal
The complainant or respondent may appeal the determination of a complaint only on the following grounds:

- The decision was contrary to the substantial weight of the evidence
- There is a substantial likelihood that newly discovered information, not available at the time evidence was presented to the Coordinator - Non-Discrimination/Harassment, would result in a different decision
- These published complaint procedures were not followed and this failure was a substantial factor in the determination against the appealing party
- Bias or prejudice on the part of the Investigating Officer or Coordinator - Non-Discrimination/Harassment, or
- The punishment or the corrective action imposed is disproportionate to the offense

B. Method Of Appeal
Appeals must be filed with the President within five (5) days of receipt of the written determination of the complaint. The appeal must be in writing and contain the following:

- Name of the complainant
- Name of the respondent
- A statement of the determination of the complaint, including corrective action if any
- A detailed statement of the basis for the appeal including the specific facts, circumstances, and argument in support of it, and
- Requested action, if any.

C. Resolution Of The Appeal
The President will appoint an appeal panel, comprised of three (3) individuals selected from the pool of Deputy Coordinators and Investigators, who have no conflict of interest, and have had no involvement in the investigation or adjudication of the relevant complaint. The Appeal Panel will resolve the appeal within ten (10) days of receiving it and may take any and all actions that they determine to be in the interest of a fair and just decision. The decision of the Appeal Panel is final. The Coordinator – Non-Discrimination/Harassment shall issue a short and plain, written statement of the resolution of the appeal. The written statement shall be provided to the complainant and respondent within three (3) days of the resolution of the Appeal Panel.

IX. Documentation
Throughout all stages of the investigation, resolution, and appeal, the Investigating Officer, the Coordinator - Non-Discrimination/Harassment, and the Appeal Panel, as the case may be, are responsible
for maintaining documentation of the investigation and appeal, including documentation of all proceedings conducted under these complaint resolution procedures, which may include written findings of fact, transcripts, and audio recordings. When an audio recording is used during an interview, a written summary of the interview is prepared by the Investigators and signed by the interviewee; at such time, the audio recording is destroyed.

X. **Intersection With Other Procedures**

These complaint resolution procedures are the exclusive means of resolving complaints alleging violations of the Non-Discrimination/Harassment Policy, except those complaints falling under the Title IX: Sexual Misconduct Policy. To the extent there are any inconsistencies between these complaint resolution procedures and other University grievance, complaint, or discipline procedures, these complaint resolution procedures will control the resolution of complaints alleging violations of the Non-Discrimination/Anti-Harassment Policy.
Title IX-Sexual Misconduct Policy
Effective 8-1-13, Rev 2-25-14, Rev 6-1-15, Rev. 9-1-16, Rev. 8-1-18

I. POLICY STATEMENT
Drury University (the “University”) strives to be a safe, education-oriented and community minded campus that maintains an academic and social environment conducive to intellectual and personal development of students, promotes the safety and welfare of all members of the campus community, and is free of discrimination on the basis of sex. Sex discrimination constitutes a violation of this policy, is unacceptable, and will not be tolerated. Sex discrimination includes discrimination on the basis of pregnancy, gender identity, and failure to conform to stereotypical notions of femininity and masculinity.

Sexual harassment, whether verbal, physical, visual, or digital, is a form of prohibited sex discrimination, and sexual violence is a particularly severe form of sexual harassment. The specific definitions of sexual harassment and sexual violence, including examples of such conduct, are set forth below.

The University’s Sexual Misconduct Policy defines the various forms of sexual misconduct that violate the standards of our community, identifies resources, and outlines the University’s student conduct process, including the outcomes imposed for violations of this policy.

II. Scope
This policy applies to all University employees, including staff, faculty, and administrators; students; applicants for employment; customers; third-party contractors; and all other persons that participate in the University’s educational programs and activities, including third-party visitors on campus (the “University Community”). This policy prohibits sex discrimination, sexual harassment, and sexual violence even when the complainant and alleged perpetrator are members of the same sex, and it applies regardless of national origin, immigration status, or citizenship status. The University’s prohibition on sex discrimination and sexual harassment extends to all aspects of its educational programs and activities, including, but not limited to, admissions, employment, academics, housing, athletics, and student services.

The University has jurisdiction over Title IX-related complaints regarding conduct that occurred on campus, during or at an official University program or activity (regardless of location), or off campus when the conduct could create a hostile environment on campus. The University will investigate all complaints made under this policy and, if necessary, take action to prevent the recurrence of sex discrimination and remedy its effects.

III. Title IX Statement
It is the policy of the University to comply with Title IX of the Education Amendments of 1972 and its educational programs and activities, which prohibit discrimination based on sex in the University’s educational programs and activities. Title IX and its implementing regulations also prohibit retaliation for asserting claims of sex discrimination.

The following Title IX officers have been appointed from members of the senior staff to ensure that Drury University is in compliance with Title IX, and can be contacted regarding any Title IX issues.

Title IX Coordinator
Paul Hinkle, Director-Student Conduct (417) 873-6894
Deputy Coordinator
It is the responsibility of the Title IX Coordinator to: (1) receive complaints under this policy; (2) coordinate dissemination of information and education and training programs; (3) assist members of the University Community in understanding that sexual misconduct is prohibited by this policy; (4) answer questions about this policy; (5) ensure that employees and students are aware of the procedures for reporting and addressing complaints of sexual misconduct; and (6) to implement the Complaint Resolution Procedures or to designate appropriate persons for implementing the Complaint Resolution Procedures. The Deputy Coordinators will assist the Title IX Coordinator in carrying out these responsibilities.

A person may also file a complaint of sex discrimination with the United States Department of Education’s Office for Civil Rights regarding an alleged violation of Title IX by visiting www2.ed.gov/about/offices/list/ocr/complaintintro.html or by calling 1-800-421-3481.

IV. Policy Definitions

**Sexual Misconduct** is an umbrella term covering sex discrimination, sexual harassment, and sexual violence and this term will be used throughout the remainder of this policy and the Complaint Resolution Procedures when collectively referring to these types of conduct.

**Sexual Harassment**

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature when:

- Submission to such conduct is made or threatened to be made, either explicitly or implicitly, a term or condition of an individual’s employment or education
- Submission to or rejection of such conduct by an individual is used or threatened to be used as the basis for academic or employment decisions affecting that individual, or
- Such conduct has the purpose or effect of substantially interfering with an individual’s academic or professional performance or creating what a reasonable person would perceive as an intimidating, hostile, or offensive employment, education, or living environment

Examples of sexual harassment include:

- Pressure for a dating, romantic, or intimate relationship
- Unwelcome touching, kissing, hugging, or massaging
- Pressure for sexual activity
- Unnecessary references to parts of the body
- Sexual innuendos or sexual humor
- Obscene gestures
- Sexual graffiti, pictures, or posters
- Sexually explicit profanity
- Asking about, or telling about, sexual fantasies
• Social media use that violates this policy
• Sending sexually explicit emails or text messages
• Sexual violence (as defined below)

Sexual Violence
Sexual violence is a form of prohibited sexual harassment. Sexual violence includes physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent because of his or her temporary or permanent mental or physical incapacity, because he or she is below the minimum age of consent in the applicable jurisdiction, or because of his or her incapacitation due to the use of drugs and/or alcohol.

Some types of sexual violence are described as:

• **Rape or Sexual Assault:**
  Having or attempting to have non-consensual sexual intercourse with another person. Sexual intercourse includes an act of oral, vaginal, or anal penetration, however slight, with an object or body part by any individual upon another person.

• **Sexual Coercion:**
  The use of, or attempt to use, pressure and/or oppressive behavior, such that the application of such pressure or behavior causes the person who is the object of the pressure or behavior to engage in unwelcomed sexual activity. Coercion can take the form of pressure, threats, intimidation, or the use of physical force, either expressed or implied, which places a person in fear of immediate harm or physical injury. Coercion can also take the form of pressure to consume alcohol or other drugs prior to engaging in a sexual act.

• **Sexual Exploitation:**
  An act or acts attempted or committed by a person for sexual gratification, financial gain, or advancement through the abuse or exploitation of another person’s sexuality. Examples include observing individuals without consent, non-consensual audio or videotaping of sexual activity, unauthorized presentation of recordings of a sexual nature, prostituting another person, allowing others to observe a personal consensual sexual act without the knowledge or consent of all involved parties, and knowingly exposing an individual to a sexually transmittable infection or virus without his or her knowledge.

Consent
Lack of consent is a critical factor in determining whether sexual violence has occurred. Consent requires an affirmative act or statement by each participant. Consent is not passive.

- Consent to engage in sexual activity must exist from the beginning to end of each instance of sexual activity. Consent consists of an outward demonstration indicating that someone has freely chosen to engage in sexual activity. In the absence of an outward demonstration, consent does not exist. Consent is informed, knowing, and voluntary. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage in sexual activity. Consent is not effective if it results from the use of physical force, intimidation, coercion, or incapacitation. If a sexual act is occurring and physical force, intimidation, coercion, or incapacitation develops, there is no longer consent.
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
- Being in a romantic relationship with someone does not imply consent to any form of sexual activity.
• Consent to engage in sexual activity may be withdrawn by either party at any time. Withdrawal of consent must also be outwardly demonstrated by words or actions that clearly indicate a desire to end sexual activity. Once withdrawal of consent has been expressed, sexual activity must cease.

• **Incapacitation** is the inability, temporarily or permanently, to give consent, due to mental or physical incapability, unconsciousness, or vulnerability due to drug or alcohol consumption (voluntarily or involuntarily), or for some other reason. Examples of incapacitation may include, but are not limited to, vomiting, being unconscious, or being unable to communicate for any reason.

**Domestic Violence, Dating Violence, and Stalking**
The crimes of domestic violence, dating violence and stalking can also constitute sexual misconduct when motivated by a person's sex. These crimes, no matter the motivation behind them, are a violation of this policy.

• **Domestic Violence:**
Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of a victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse or the victim under the domestic or family violence laws of the jurisdiction [...], or by 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.

  o Missouri’s definition of domestic violence can be found at Mo. Rev. Stat. § 455.010.
  o Under Missouri law, domestic violence also includes the crime of “domestic assault” which can be found at Mo. Rev. Stat. §§ 565.072-565.074.

• **Dating Violence:**
Dating violence is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of the relationship, and the frequency of interaction between the persons involved in the relationship.

  o Missouri law does not specifically define dating violence, but conduct of this nature is covered by Missouri’s definitions of domestic violence and domestic assault.

• **Stalking:**
A course of repeated non-consensual conduct directed toward another specific person that could be reasonably regarded as likely to alarm, harass, or cause reasonable fear of harm or injury to that person. Stalking may include, but is not limited to, unwelcomed and repeated visual or physical proximity to a person, repeatedly conveying oral or written threats, extorting money or valuables, threatening physical conduct, or any combination of these behaviors directed at or toward a person.

  o Missouri’s definition of stalking can be found at Mo. Rev. Stat. § 455.010 and § 565.225.

  o **Cyber-stalking** is a type of stalking in which electronic media, such as internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used to pursue, harass, or to make unwelcomed contact with another person in an unsolicited fashion. Examples of cyber-stalking include, but are not limited to, unwelcomed or unsolicited emails, instant messages, and messages posted on on-line bulletin boards. It also includes, but is not limited to, unsolicited communications about a person, their
family, friends, or co-workers, or sending or posting unwelcomed and unsolicited messages with another username.

V. Reporting incidents of sexual misconduct

Employees’ Duty to Report
All University employees have a duty to report sexual misconduct to the Title IX Coordinator or a Deputy Coordinator when they receive a report of such conduct, witness such conduct, or otherwise obtain information about such conduct. This includes employees who may have a professional license requiring confidentiality if they are not employed by the University in that professional role. Reports should be made by employees as soon as is reasonably possible after such information is obtained. An employee not reporting sexual misconduct, or not reporting in a timely manner, as required by this policy may be disciplined accordingly, up to and including termination.

Students and Other Persons
Students and any other persons who wish to report sexual misconduct should file a complaint with the Title IX Coordinator or a Deputy Coordinator. Students should be aware that all employees at the University have an obligation to report sexual misconduct that they become aware of or witness, except those identified later in this section.

An anonymous report can also be made at: http://falkor.drury.edu/forms/inforeport/inforeport.cfm. However, employees cannot fulfill their reporting obligation by using this anonymous mechanism.

Confidential Discussions
If a student or employee victim desires to talk confidentially about his or her situation, there are resources available. The following resource is available to assist you and will not further disclose any identifying information about you, unless otherwise required to do so by law (e.g., if the victim is a minor):

- The University’s Student Counseling Center is available to students. University mental health counselors are bound to professional standards regarding confidentiality, and will not reveal the identity of victims, unless there is an imminent safety concern or as otherwise required by law. Contact information for the Student Counseling Center is as follows: Findlay Student Center, Room 114, (417) 873-7357.

- The University’s Chaplain is available to talk with students and employees. Contact information is as follows: Burnham Hall, Room 211, (417) 873-7231.

Content of the Complaint
So that the University has sufficient information to investigate a complaint, the complaint should include: (1) the date(s) and time(s) of the alleged conduct; (2) the names of all person(s) involved in the alleged conduct, including possible witnesses; (3) all details outlining what happened; and (4) contact information for the complainant so that the University may follow up appropriately.

Timing of Complaints
The University encourages persons to make complaints of sexual misconduct as soon as possible because late reporting may limit the University’s ability to investigate and respond to the conduct complained of.

Information Provided to Complainant and Respondent
A complainant who makes a claim of sexual misconduct to the University will be given a copy of the document titled “Complainant Rights and Options for Recipients of Sexual Misconduct.” This document provides information about this policy and the Complaint Resolution Procedures used to investigate and
resolve complaints of sexual misconduct, options for filing complaints with the local police, resources that are available on campus and in the community, etc. A person against whom a complaint has been filed will also be given information about the process.

**Conduct that Constitutes a Crime**
Any person who wishes to make a complaint of sexual misconduct that also constitutes a crime—including sexual violence, domestic violence, dating violence, or stalking—is encouraged to make a complaint to local law enforcement. If requested, the University will assist the complainant in notifying the appropriate law enforcement authorities. In the event of an emergency, please contact 911. A victim may decline to notify such authorities.

**Special Guidance Concerning Complaints of Sexual Violence, Domestic Violence, Dating Violence, or Stalking**
If you are the victim of sexual violence, domestic violence, dating violence, or stalking, do not blame yourself. These crimes are never the victim’s fault. When physical violence of a sexual nature has been perpetrated against you, the University recommends that you immediately go to the emergency room of a local hospital and contact local law enforcement, in addition to making a prompt complaint under this policy.

If you are the victim of sexual violence, domestic violence, or dating violence, do everything possible to preserve evidence by making certain that the crime scene is not disturbed. Preservation of evidence may be necessary for proof of the crime or in obtaining a protection order. As necessary to preserve evidence, victims of sexual violence, domestic violence, or dating violence should not bathe, urinate, douche, brush teeth, or drink liquids until after they are examined and, if necessary, a rape examination is completed. Clothes should not be changed. When necessary, seek immediate medical attention at an area hospital and take a full change of clothing, including shoes, for use after a medical examination. It is also important to take steps to preserve evidence in cases of stalking, to the extent such evidence exists. In cases of stalking, evidence is more likely to be in the form of letters, emails, text messages, etc., rather than evidence of physical contact and violence.

Once a complaint of sexual violence, domestic violence, dating violence, or stalking is made, the complainant has several options such as, but not limited to:
- Contacting parents or a relative
- Seeking legal advice
- Seeking personal counseling (always recommended)
- Pursuing legal action against the perpetrator
- Pursuing disciplinary action through the University
- Requesting that no further action be taken
- Requesting further information about the University’s policy and procedures for addressing sexual misconduct
- Requesting further information about available resources

**Vendors, Contractors, and Third-Parties**
This policy applies to the conduct of vendors, contractors, and third parties. Members of the University Community who believe they have been subject to sexual misconduct in violation of this policy by a vendor, contractor, or other third party can make a complaint in the manner set forth in this section.

**Retaliation**
It is a violation of this policy to retaliate against any member of the University Community who reports or assists in making a complaint of sexual misconduct or who participates in the investigation of a complaint.
in any way. Persons who believe they have been retaliated against in violation of this policy should make a complaint in the manner set forth in this section.

Protecting the Complainant
Pending final outcome of an investigation in accordance with the Complaint Resolution Procedures, the University will take steps to protect the complainant from further discrimination or harassment. This may include assisting and allowing the complainant to change his or her academic, living, transportation, or work situation, to the extent that the University has control over these environments, if options to do so are reasonably available and upon request of the complainant. Such changes may be available regardless of whether the victim chooses to report the crime to the University’s Department of Safety & Security or local law enforcement. Requests to change an academic, living, transportation, or work situation, or for any other protective measure, should be made to the Title IX Coordinator.

If a complainant has obtained an ex parte order of protection, full order of protection, or any other temporary restraining order or no contact order against the alleged perpetrator from a criminal, civil, or tribal court, the complainant should provide such information to the Title IX Coordinator. The University will take all reasonable and legal action to implement the order.

Amnesty
The University recognizes that an individual who has been drinking alcohol or using drugs may be hesitant to report sexual misconduct. To encourage reporting, the University will not take disciplinary action for drug or alcohol use against an individual reporting sexual misconduct, either as the complainant or as a witness, provided that these conduct violations did not and do not place the health or safety of any other person at risk. The University may, however, require the reporting individual to attend a course or pursue other educational interventions related to alcohol and drugs.

The University’s commitment to amnesty in these situations does not prevent action by police or other legal authorities against an individual who has illegally consumed alcohol or drugs.

Bad Faith Complaints
While the University encourages all good faith complaints of sexual misconduct, the University has the responsibility to balance the rights of all parties. Therefore, if the University’s investigation reveals that a complaint was knowingly false, the complaint will be dismissed and the person who filed the knowingly false complaint may be subject to discipline.

VI. Investigation and Privacy
All complaints of sexual misconduct will be promptly and thoroughly investigated in accordance with the Complaint Resolution Procedures, and the University will take disciplinary action where appropriate. The University will make reasonable and appropriate efforts to preserve an individual’s privacy and protect the confidentiality of information when investigating and resolving a complaint, and all reports of sexual misconduct will be handled in confidence to the extent allowed by law. However, because of laws related to reporting and other state and federal laws, the University cannot guarantee confidentiality to those who make complaints.

In the event a complainant requests confidentiality or asks that a complaint not be investigated, the University will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. If a complainant insists that his or her name not be disclosed to the alleged perpetrator, the University’s ability to respond may be limited. The University reserves the right to initiate an investigation despite a complainant’s request for
confidentiality in limited circumstances involving serious or repeated conduct or where the alleged perpetrator may pose a continuing threat to the University Community.

Further, if a report of sexual misconduct discloses an immediate threat to the University campus community, where timely notice must be given to protect the health or safety of the community, the University may not be able to maintain the same level of confidentiality. Immediately threatening circumstances include, but are not limited to, reported incidents of sexual misconduct that included the use of force, a weapon, or other circumstances that represent a serious and ongoing threat to students, faculty, staff, or visitors.

The appropriate Deputy Coordinator, in collaboration with the Title IX Coordinator and Director of Safety and Security, is responsible for evaluating requests for confidentiality.

**VII. Resolution**

If a complaint of sexual misconduct is found to be substantiated, the University will take appropriate corrective and remedial action to prevent the recurrence of the conduct and correct its discriminatory effects. Students and employees found to be in violation of this policy will be subject to discipline up to and including written reprimand, probation, suspension, demotion, termination, or expulsion. Affiliates and program participants may be removed from University programs and/or prevented from returning to campus. Remedial steps may also include counseling for the complainant, academic, transportation, work, or living accommodations for the complainant, separation of the parties, and training for the respondent and other persons.
VIII. Faculty and staff standards

Academic Freedom
While the University is committed to the principles of free inquiry and free expression, sexual misconduct is neither legally protected expression nor the proper exercise of academic freedom.

Relationships with Students
Members of the faculty or staff at the University shall not engage in amorous or sexual relations with, or make amorous or sexual overtures to any student over whom he or she holds a position of authority with regard to academic or administrative judgments and decisions.

Employee Relationships
The university prohibits supervisors and managers from dating or otherwise entering into a personal relationship with any subordinate or any employee reporting to that supervisor or manager. Such relationship can become disruptive to the work environment, create a conflict or the appearance of a conflict of interest, and lead to charges of favoritism, discrimination, and claims of indirect sexual harassment.

IX. Resources and Support
Drury University offers non-judgmental support and resources to any party involved in a sexual misconduct incident. Please contact the Title IX Coordinator or a Deputy Coordinator for more information about available resources and accessing those resources.

X. Education
Because the University recognizes that the prevention of sexual misconduct, as well as domestic violence, dating violence, and stalking, is important, it offers educational programming to a variety of groups such as: campus personnel; incoming students and new employees participating in orientation; and members of student organizations. Among other elements, such training will cover relevant definitions, procedures, and sanctions; will provide safe and positive options for bystander intervention; and will provide risk reduction information, including recognizing warning signs of abusive behavior and how to avoid potential attacks. To learn more about education resources, please contact the Title IX Coordinator.

Sexual Misconduct Complaint Resolution Procedures

I. General Principles

Applicability
These Complaint Resolution Procedures apply to the resolution of all reports under the Sexual Misconduct Policy. They apply to the resolution of complaints against students, faculty, administrators, staff, and third parties, and they are the exclusive means of resolving complaints of sexual misconduct.

Administration
For purposes of these Complaint Resolution Procedures, “Deputy Coordinator” means the appropriate Deputy Coordinator depending on the status of the respondent. “Investigators” refers to one or more individuals from a trained pool of employees who have been assigned to investigate a particular complaint. “Title IX Team” refers to the individuals serving as the Coordinator, Deputy Coordinators, or Investigators.
Promptness, Fairness and Impartiality
These procedures provide for prompt, fair, and impartial investigations and resolutions. The Title IX Coordinator, Deputy Coordinators, and Investigators shall discharge their obligations under these Complaint Resolution Procedures fairly and impartially. If any individual involved in the administration of these procedures determines that he or she cannot apply these procedures fairly and impartially because of the identity of a complainant, respondent, or witness, or due to any other conflict of interest, another appropriate individual shall be designated to administer these procedures.

Training
These procedures will be implemented by officials who receive annual training on the issues related to sexual misconduct, domestic violence, dating violence, and stalking and how to conduct an investigation that protects the safety of victims and promotes accountability.

II. Preliminary Matters Related to the Investigation and resolution of a Complaint
Timing of the Investigation
The University will endeavor to conclude its investigation and resolution of the complaint within sixty (60) calendar days of receiving it. Both the complainant and the respondent will be given periodic updates regarding the status of the investigation. If either the complainant or respondent needs additional time to prepare or to gather their witnesses or information, they shall notify the Investigators in writing explaining how much additional time is needed and why it is needed. The Investigators shall respond to any such request within three (3) days.

Informal Resolution
Informal means of resolution, such as mediation, may be used in lieu of the formal investigation and determination procedure. The following standards apply to any informal resolution method that is utilized:

- Can only be used with the complainant’s voluntary cooperation and the involvement of the Title IX Coordinator
- The complainant will not be required to work out the problem directly with the respondent
- Either party may terminate the informal process at any time and elevate the complaint to the formal investigation procedures described below
- Informal means, even on a voluntary basis, will not be used to resolve complaints alleging any form of sexual violence

Interim Measures
At any time during the investigation, the Deputy Coordinator, in consultation with the Title IX Coordinator, may determine that interim remedies or protections for the parties involved or witnesses are appropriate. These interim remedies may include separating the parties, placing limitations on contact between the parties, suspension, or making alternative class-placement or workplace arrangements. Failure to comply with the terms of these interim remedies or protections may constitute a separate violation of the Sexual Misconduct Policy.

Support Person/Advisor
During the investigation process, both a complainant and a respondent may ask a support person/advisor to accompany him or her at all stages of the process. In cases involving multiple complainants or respondents, the support person/advisor cannot be another complainant or respondent. The support person/advisor does not serve as an advocate on behalf of the complainant or respondent, may not be actively involved in any proceedings, and must agree to maintain the confidentiality of the process. A
support person/advisor may be removed if he or she becomes disruptive or does not abide by the limitations discussed in the previous sentence.

Pending Criminal Investigation
Some instances of sexual misconduct may also constitute criminal conduct. In such instances, the complainant is also encouraged to file a report with the appropriate law enforcement authorities and, if requested, the University will assist the complainant in doing so. The pendency of a criminal investigation, however, does not relieve the University of its responsibilities under Title IX. Therefore, to the extent doing so does not interfere with any criminal investigation, the University will proceed with its own investigation and resolution of the complaint.

Rights of the Parties
During the investigation and resolution of a complaint, the complainant and respondent shall have equal rights. They include:

- Equal opportunity to identify and have considered witnesses and other relevant evidence
- Similar and timely access to all information considered by the Investigators
- Equal opportunity to review any statements or evidence provided by the other party
- Equal access to review and comment upon any information independently developed by the Investigators
- Equal opportunity to appeal determinations pursuant to Section IV, below

III. Process for Investigating Reports of Sexual Misconduct

Commencement of the Investigation
Once a complaint is made, the Title IX Coordinator will commence the investigatory process as soon as practicable, but not later than seven (7) days after the complaint is made. The parties will be notified of any delays to the commencement of the process. The Title IX Coordinator will meet with the Deputy Coordinator, and they will analyze the complaint to ensure it involves conduct covered by this policy, notify the respondent that a complaint has been filed, and assign Investigators. If it is determined that the complaint does not involve conduct covered by this policy, the matter will be referred to another University official and addressed via the appropriate process.

The purpose of the investigation is to determine whether it is more likely than not that the alleged behavior occurred and, if so, whether it constitutes sexual misconduct. During the course of the investigation, the Title IX Coordinator, Deputy Coordinator, and Investigators may receive counsel from University administrators, the University’s attorneys, or other parties as needed.

In certain narrow circumstances, an investigation may be commenced even if the complainant requests that the matter not be pursued. In such a circumstance, the Title IX Coordinator, Deputy Coordinator, and Investigators will take all reasonable steps to investigate and respond to the matter in a manner that is informed by the complainant’s articulated concerns.

Content of the Investigation
During the investigation, the complainant will have the opportunity to describe his or her allegations and present supporting witnesses or other evidence. The respondent will have the opportunity to respond to the allegations and present supporting witnesses or other evidence. The Investigators will review the statements and evidence presented and may, depending on the circumstances, interview others with relevant knowledge, review documentary materials, and take any other appropriate action to gather and consider information relevant to the complaint. All parties and witnesses involved in the investigation are expected to cooperate and provide complete and truthful information.
At the conclusion of each interview during the investigation, the Investigators will prepare a written summary of the interview. The interviewee, whether it be the complainant, respondent, or third-party witness, will have an opportunity to review the written summary, discuss any adjustments that he or she believes should be made, and provide a signature confirming the content of the written summary and allowing it to be shared with other appropriate individuals during the course of the investigation.

Resolution
At the conclusion of the investigation, the Investigators will prepare a written investigation report. The written investigation report will explain the scope of the investigation, including parties and witnesses involved and evidence reviewed, identify findings of fact, and make a recommendation as to whether any allegations in the complaint were found to be substantiated by a preponderance of the evidence. The written investigation report and any evidence reviewed during the investigation will be given to the Title IX Coordinator and Deputy Coordinator for a determination on the matter. Upon review of the written investigation report and discussions with the Investigators, the Title IX Coordinator and Deputy Coordinator may conclude that additional investigatory measures are needed. In such cases, the written investigation report will be returned to the Investigators, the investigation will continue, and the written investigation report may be modified following the additional investigatory measures.

Following a sufficient investigation and written investigation report being provided, the Title IX Coordinator and Deputy Coordinator will make a determination as to whether sexual misconduct occurred, and issue a Notice of Findings Letter and, if necessary, include in the Notice of Findings Letter those steps necessary to maintain an environment free from discrimination and harassment and to protect the safety and well-being of the complainant and other members of the University Community. Such actions will also include reasonable steps to correct the effects of such conduct on the complainant and others and to prevent the recurrence of discrimination, harassment, and retaliation. Examples of such action include: no-contact orders, classroom reassignment, the provision of counseling or other support services, training, and discipline for the perpetrator, including up to termination, expulsion, or other appropriate institutional sanctions.

In the Notice of Findings Letter, the complainant and respondent will be offered the opportunity to meet with the Coordinator and/or Deputy Coordinator individually within three days of the date of the Notice of Findings Letter to discuss the outcome of the investigation, any sanctions and remedial measures that will be imposed, and appeal rights. The three (3) day timeframe may be extended when there are unavoidable scheduling conflicts.

If necessary, the version of the Notice of Findings Letter provided to the complainant and/or respondent will be redacted to ensure that information concerning any remedial and/or disciplinary measures is disclosed in a manner consistent with Title IX, the Family Educational Rights and Privacy Act (“FERPA”), and the Clery Act, as explained by the April 4, 2011 Dear Colleague Letter issued by the U.S. Department of Education, available at http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf.

The Notice of Findings Letter drafted by the Title IX Coordinator and Deputy Coordinator shall be final subject only to the right of appeal set forth in Section IV, below.

Special Procedure Concerning Complaints Against the President, the Title IX Coordinator, or other Administrators Senior to the Title IX Coordinator
If a complaint involves alleged conduct on the part of the University’s President, the Executive Committee of the University’s Board of Trustees will designate an appropriate person to conduct the investigation required by these procedures. The written report of the investigation will be presented to the Executive Committee of the Board of Trustees, which will prepare and issue the written
determination and implement any appropriate and reasonable measures. The determination issued by the Executive Committee of the Board of Trustees is final, unless the President or the complainant provides a written letter of appeal to the Full Board of Trustees within five (5) days of his/her receipt of the Executive Committee’s written determination and in accordance with Section IV, below. The Full Board of Trustees will issue a resolution on the matter within twenty-one (21) days and the resolution will be final and not subject to further appeal. The Full Board of Trustees shall issue a short and plain, written statement of the resolution of the appeal. The written statement shall be provided to the complainant, the President, and the Title IX Coordinator within three (3) days of the resolution.

If a complaint involves alleged conduct on the part of the Title IX Coordinator or any administrator senior to the Title IX Coordinator, the President will designate an appropriate person to conduct the investigation required by these procedures. The written report of the investigation shall be presented to the President, who will appoint three (3) members of the Title IX Team, who have no conflict of interest, to review the investigation report, make a determination, and prepare and issue the written determination and implement appropriate and reasonable measures. The resolution issued by the Title IX Team is final, unless the complainant or respondent provides a written letter of appeal to the Executive Committee of the Board of Trustees within five (5) days of his/her receipt of the Title IX Team’s written determination and in accordance with Section IV, below. The Executive Committee of the Board of Trustees will issue a resolution on the matter within twenty-one (21) days and the resolution will be final and not subject to further appeal. The Executive Committee of the Board of Trustees shall issue a short and plain, written statement of the resolution of the appeal. The written statement shall be provided to the complainant, respondent, and the Title IX Coordinator within three (3) days of the resolution. If the Title IX Coordinator is the respondent, a copy of the resolution should also be given to one of the Deputy Coordinators to ensure it is properly filed.

IV. Appeals

Grounds for Appeal

The complainant or respondent may appeal the determination of a complaint only on the following grounds:

- There is a substantial likelihood that newly discovered information, not available at the time evidence was presented to the Title IX Coordinator and Deputy Coordinator, would result in a different decision
- There was a procedural error significant enough to call the outcome into question
- There was a clear error in factual findings
- Bias or prejudice on the part of the Title IX Coordinator, Deputy Coordinator, or Investigators, or
- The punishment or the corrective action imposed is disproportionate to the offense

Method of Appeal

Appeals must be filed with the President within five (5) days of receipt of the written report determining the outcome of the complaint. The appeal must be in writing and contain the following:

- Name of the complainant
- Name of the respondent
- A statement of the determination of the complaint, including corrective action if any
- A detailed statement of the basis for the appeal including the specific facts, circumstances, and argument in support of it, and
- Requested action, if any
Resolution of the Appeal
The President will appoint an Appeal Panel, comprised of three (3) members of the Title IX Team, who have no conflict of interest, and have had no involvement in the investigation or adjudication of the relevant complaint. The Appeal Panel will resolve the appeal and inform the Title IX Coordinator of their decision within ten (10) days of receiving it and may take any and all actions that they determine to be in the interest of a fair and just decision. The decision of the Appeal Panel is final. The Title IX Coordinator shall issue a short and plain, written statement of the resolution of the appeal, including any changes made to the previous Notice of Findings and any sanctions or remedial measures imposed. The Title IX Coordinator’s written statement shall be provided to the complainant and respondent within three (3) days of the resolution of the Appeal Panel.

V. Documentation
Throughout all stages of the investigation, resolution, and appeal, the Title IX Team members as the case may be, are responsible for maintaining documentation of the investigation and appeal, including documentation of all proceedings conducted under these Complaint Resolution Procedures, which may include written findings of fact, transcripts, and audio recordings. When an audio recording is used during an interview, a written summary of the interview is prepared by the Investigators and signed by the interviewee; at such time, the audio recording is destroyed.

VI. Intersection With Other Procedures
These complaint resolution procedures are the exclusive means of resolving complaints alleging violations of the Sexual Misconduct Policy. To the extent there are any inconsistencies between these complaint resolution procedures and other University grievance, complaint, or discipline procedures, these complaint resolution procedures will control the resolution of complaints alleging violations of the Sexual Misconduct Policy.
Right to Dismiss
The right is reserved by the university to dismiss or exclude any student from the university, or from any class or classes, whenever, in the interest of the student or the university, the university administration deems it advisable.
**Student Complaint Guidelines**

It is the philosophy of Drury University to be responsive to student concerns. If students feel that they have been treated in an inappropriate or unfair manner, they should file a formal written complaint with the appropriate officer of the university:

- The President
- The Vice President for Academic Affairs
- The Vice President for Student Affairs
- The Vice President for Administration

When in doubt regarding the appropriate officer for a particular complaint, the student is encouraged to contact any of the officers mentioned above. If, after exhaustion of all institutional avenues, the university and the student are not able to mutually resolve the student’s concerns, the student may contact the Missouri Department of Higher Education at (573) 526-1577. More information on MDHE’s complaint resolution policy can be found at http://dhe.mo.gov.
Code of Conduct

Part of the goal of a college education is to grow one’s awareness and appreciation of the ideals of human life, in one’s ability to consider the long run consequences of one’s acts, and the degree to which one can assume responsibility for his or her own actions and way of living. Drury seeks to encourage serious moral thinking by its students and to provide an atmosphere of freedom in which moral autonomy can be developed.

Students are expected to observe minimum standards of conduct designed to ensure maximum freedom for all. Any violation of the Drury University Student Code of Conduct will be managed through disciplinary action, up to and including separation from the university.

1. HARASSMENT: Students shall not harass other students, faculty or staff members.
2. BEHAVIOR: Students shall not behave in a manner that is disruptive to class or other learning experiences.
3. PROPERTY RIGHTS: Drury students shall observe property rights of individuals and institutions. Theft, destruction of property and unauthorized entry are not permitted.
4. HONESTY: Fraud, forgery and failure to honor agreements with the university are not permitted.
5. ACADEMIC INTEGRITY: The highest standards of academic excellence and integrity are expected from all Drury students. Please see Academic Integrity in the Academic Affairs section for more details.
6. PRIVACY: Students shall respect others’ right to privacy.
7. CAMPUS INVOLVEMENT: Students shall respect the right of others to engage in campus activities, to attend meetings, to move freely about the campus and to study.
8. ENDANGERMENT: Students shall not injure or endanger the health of others.
9. ADDRESS REPORTING: Each student is required to report his or her correct Springfield or community address at the time of registration each semester. This reported address must be the student’s actual place of residence. Any change of address must be reported within three days to the Dean of Students Office or to the Registrar’s Office.
10. DEBT TO UNIVERSITY: Any student who incurs debt with the university and fails to make a satisfactory settlement may be dismissed. No student with unsettled debt will be permitted to register for academic work. In addition, the university will not provide any evidence of attendance or any official credentials while the debt remains unsettled.
11. RESPONSE & COOPERATION: Students are required to respond promptly to any summons, identify themselves and cooperate when asked to do so by university officials.
12. GAMBLING: Gambling is prohibited on university property or at any official student function.
13. DRUGS & ALCOHOL: Any illegal use, possession or trafficking of drugs or alcohol is forbidden. Please see Campus Alcohol and Drug policies for more information.
14. COMMUNITY STANDARDS: Drury students shall observe all Drury policies and procedures.
15. CAMPUS HOUSING: Drury students shall observe all Drury Housing and residential regulations.
16. SEXUAL ABUSE & HARASSMENT: Drury University prohibits sexual abuse and/or harassment by its students, employees and citizens.
17. PROTEST: Although the right of peaceful protest within the Drury community is recognized, the university retains the right to assure the safety of individuals, the protection of property and the continuity of the educational process. In order to ensure that the rights of the institution and of all individuals be protected, the following regulations have been established:
   a. Picketing within 50 feet of an external access to buildings, interference with entrance to or exit from facilities and interruption of classes or other normal functions of the university exceed permissible limits.
   b. Any attempt to control or take over buildings, faculty or administrative offices, or other facilities in any buildings where university space is in use for an authorized function, whether conduct of a class, a public or a private meeting under approved sponsorship, normal
 administrative or educational functions, or service-related activities (health services, recreational activities or personnel placement) exceed permissible limits. Respect must be accorded any regulations imposed by the person in charge. That is, any requirement to desist from specified activities or to leave the premises must be obeyed. Any regulations imposed are reviewable by the president.

  c. At no time is force or violence to be employed, nor should participants in a demonstration or picketing conduct themselves in such a way as to constitute an immediate or potential threat of force or violence against persons or property.

  d. Rooms in which instruction, research or study normally take place may be occupied only when assigned through established procedures; however, buildings must be cleared at the normal closing time for each building unless other arrangements are approved in advance.

  e. Every student enrolled in the university has the right to be interviewed on campus by any legal organization that desires to recruit at the campus. Any student or group of students has the right to protest against the appearance on campus of any organization, provided the protest does not interfere with any other student’s opportunity to have such an interview.

  f. The dean of students shall be informed of the time and place of demonstration in advance of any public announcement of plans for a demonstration. Only such limitations on the areas in which demonstrations are held as are reasonably necessary to avoid physical harm or physical conflict between groups of demonstrators may be prescribed. Students also should be advised as to whether their demonstration is consistent with stated regulations.

Drury University is committed to excellence in education and believes that excellence may only be reached in an environment free from sexual harassment. Sexual harassment threatens the careers of students, faculty and staff and undermines the mission of the university.

Drury University affirms that sexual harassment is unacceptable and will not be condoned; the university’s intent is to provide an environment for students and employees that is free from sexual harassment.

Off-campus violations of civil law shall be left to the jurisdiction of the appropriate civil authorities. The university reserves the right to prosecute students in the civil courts for on-campus violations of civil law. University authority shall never be used to duplicate the function of civil laws.

**PROCEDURES FOR STUDENT CONDUCT ADMINISTRATION**

Students are the driving force at Drury University. Through the student conduct process, it is our goal to help students realize how their decisions and behavior impact the global community, as well as assist them with future decision-making to lead them to personal and professional success. The Student Affairs Division staff strive to educate the Drury community by encouraging responsible conduct and implementing disciplinary action when situations occur that violate the community standards of Drury University.

Off-campus violations of civil law will be left to the jurisdiction of the appropriate civil authorities. Drury University reserves the right to prosecute students in the civil courts for on-campus violations of civil law. University authority will never be used to duplicate the function of civil laws.

**PROCESS OVERVIEW**

The Dean of Students shall have primary authority and responsibility for the administration of student conduct at Drury University and for investigating allegations that a student has violated University rules and regulations, or specific orders and instructions issued by an administrative official of the University.
• The decision process in campus judicial processes is that of a hearing, not a trial. Students should expect a supportive and non-adversarial environment during the hearing process.

• The campus judicial process is intended to be educational, not punitive. Our goal is to help the student better understand the impact of his or her actions and to help him or her take steps toward repairing the harm done to the university community. Sanctions are not always predetermined; in such a case a sanction will be designed to accommodate the individual circumstances.

• The standard of evidence in determining a student in violation is not as high as that of the criminal process. At Drury University, like many colleges and universities, we use a level of "preponderance of evidence." as opposed to "beyond a reasonable doubt." A preponderance of evidence is described as enough evidence to make it more likely than not that the accused student has violated the Community Standards.

• Legal rules of evidence, i.e. whether something is "admissible," do not apply in campus judicial cases. The hearing officers will gather and utilize any information that they deem is relevant, including hearsay or third-party testimony.

• Findings of guilt in the campus judicial process will not result in any criminal record, but will be placed in the student's Drury University file.

• Campus judicial cases are confidential, in compliance with the Family Educational Rights and Privacy Act (FERPA), a federal law.

• While students are entitled to an advisor, friend, parent, or other person of their choosing, that advisor may not represent that student. Students are expected to speak for themselves at all times during the process. Any advisors disregarding these rules will be asked to leave any meeting or hearing.

• It is a privilege to attend Drury University, not a right. As such, removal of a student from campus through a sanction of suspension or dismissal is a possibility in certain circumstances in which the student has endangered the university community or engaged in repeated violations of the Community Standards.

INCIDENT RECORDED & SUBMITTED: The student conduct process begins when information and/or documentation is submitted to the Student Affairs Division regarding a Drury-related incident. This documentation could include, but is not limited to:

• Statement provided by a faculty or staff member
• Statement provided by a Drury University student
• Statement provided by a member of the community
• Drury University Facilities Damage Report
• Drury University Information Report
• Drury University Security Report
• Drury University Policy Violation Citation
• Online information report [www.drury.edu/informationreport](http://www.drury.edu/informationreport)

INFORMATION REVIEWED: The Student Affairs Division staff will review documentation, check for previous incident files and assess further steps that need to be taken in the student conduct process. An incident file for the student or the student organization is kept on hand until the file is complete, and then turned in to the student or organization's permanent file.

STUDENT CONDUCT MEETING SCHEDULED: Students will be assigned a Conduct Officer based on the nature and severity of the incident. The Conduct Officer could be a Residence Director, Student Affairs staff member, administrator, or faculty member. Students (or student organizations) are contacted within five working days of the incident/receipt of documentation to schedule a meeting with the
appropriate conduct officer. Contact will be made in writing through email to the student's Drury University email account and may also include an official Drury letter to the involved student or student organization and, if applicable, the campus advisor.

If the student or student organization does not respond within **five working days** after efforts to contact them have been made, information will be reviewed and a determination will be made without the student's or organization's input regarding the incident.

**MEETING WITH STUDENT(S) INVOLVED:** The student(s) or student organization will meet with the Conduct Officer to informally discuss the incident, and the student(s) will be given the opportunity to explain his/her version of events. In the event that the Conduct Officer determines that a policy has NOT been violated, then the case and any related judicial charges may be dismissed. If the Conduct Officer maintains that a policy has been violated, the accused student(s) will be given two options:

1. The first option is to accept responsibility for violating the policy; thus, waiving the right to a formal Judicial Board Hearing, and having the Conduct Officer issue the student(s) his/her judicial sanctions (outcome). When this occurs, the case is considered CLOSED at the conclusion of the meeting. Students may NOT appeal the outcome of this meeting, since the student is essentially taking responsibility for violating the Community Standards, and they are waiving their right to a formal judicial hearing. Additionally, at this conduct meeting, the student is either informed of the exact disciplinary sanctions being imposed, or at a minimum, they will be given a range of possible sanctions being considered, before the student is required to accept responsibility or request a formal judicial hearing.

2. Students who do not feel as though they have violated the Community Standards have a second option, which is to request a formal Judicial Board Hearing. All students have the right to a fair and objective Judicial Board Hearing.

There are other situations which based upon the circumstances may result in immediate action taken by the Student Affairs Division staff, the Dean of Students or the Drury University Judicial Board assigned sanctions remain in effect until the Judicial Board Hearing process is completed and a final decision is rendered.

**JUDICIAL BOARD HEARINGS**

Judicial Board members consist of trained faculty, staff and students. Faculty, staff, and students are appointed by the Dean of Students from a pool of eligible candidates. The Drury University Judicial Board is composed of:

- Three faculty/staff members
- Three students, selected based on demonstrated leadership capability
- The Dean of CCPS, who serves as ex-officio and Judicial Board Coordinator.

Every effort will be made to ensure that each accused student is given a fair and objective judicial hearing. Part of this will be limiting conflicts of interest between a board member and an accused student (i.e. the accused student's academic advisor being on the board, accused student in a board member's academic discipline, accused student having a personal friendship with a board member, etc.) Board members are trained to excuse themselves if there is a significant conflict of interest. Should the accused student feel a conflict of interest may exist, they should immediately bring this to the attention of the Director of Residence life or Dean of Students, upon receipt of the hearing notice.
JUDICIAL BOARD HEARING PROCEDURES
The following procedures will be followed in any case, which results in a hearing before the Judicial Hearing Board ("Board"). University Judicial Hearings are not legal proceedings, therefore, neither the student nor the University may have legal counsel present at the hearing.

The accused student will be given written notice of the date and place of the Hearing.

1. The student is entitled to appear in person before the Board to defend against the charges. If the student elects not to appear, the Board will reach its decision on the basis of information available to it at the Hearing.

2. The student or the University may request that witnesses competent to give testimony relevant to the specific charges preferred, be called to testify before the Board. Written or tape recorded statements, rather than personal testimony by witnesses before the Board, may be permitted at the Board's discretion when extenuating circumstances prevent the appearance of a witness. Failure of a witness to be present at the time of the Hearing, except in extenuating circumstances, will not be grounds to delay the proceedings.

3. The Judicial Board may accommodate concerns for the personal safety, wellbeing, and/or fears of confrontation of the Complainant, Accused Student, and/or other witnesses during the hearing by providing separate facilities, by using a visual screen, and/or by permitting participation by telephone, videophone, closed circuit television, videoconferencing, videotape, audiotape, written statement, or other means, where and as determined in the judgment of the Dean of CCPS and/or Judicial Board to be appropriate.

4. The University's case will be presented by the Director of Residence Life, Director of Safety & Security, or designee, who may ask questions of any witness.

5. The student may invite a member of the Drury University Faculty or Professional Staff to be present throughout the Hearing, as an advisor. The advisor's role in the hearing is limited. The advisor is not permitted to directly address the members of the hearing board or any witnesses. The advisor may not offer any testimony to the Judicial Board.

6. The Complainant, Accused Student and his or her advisors, if any, shall be allowed to attend the entire portion of the Disciplinary Hearing at which information is received except deliberations (except when the board feels this presents safety concerns).

7. The Board's determination will be made on the basis of whether it is more likely than not that the accused student violated the Student Code of Conduct or university policy, which is equivalent to the "preponderance of the evidence" standard.

8. The Board shall make an appropriate record of the proceedings and this record shall be available to the accused upon his/her request; however, it may not leave the Dean of Students Office or Office of Student Conduct. Board Hearings shall be tape recorded in their entirety. Following the Hearing and during the appeal period, the student and/or advisor present throughout the Hearing may listen to the tape in the Dean of Student's office. Recordings of Board Hearings and decisions shall be filed in the Office of the Dean of Students.

9. At the conclusion of a Hearing, the Board members shall meet in closed session to determine its decision. If the student is found responsible of violating the Community Standards, the Board shall consult with the Dean of CCPS prior to determining a sanction or censure.
10. The student or student organization and campus advisor will be notified of any assigned sanctions by the Director of Student Services-CCPS or the Dean of CCPS by email to the Drury University email account and may also include an official Drury letter within three (3) business days. The notification will indicate specific charges and violations. It will also indicate the decision, findings and sanctions, if applicable, with any relevant information such as specificity and deadlines.

**APPEAL PROCEDURES**

Students who wish to dispute the outcome of a Judicial Board Hearing may appeal their case to the President of the University. To initiate the appeal process, the student must submit their appeal to the Dean of CCPS or the Director of Student Services-CCPS, within 24 hours from the decision notice. An appeal must contain complete justification and details about why the student feels an appeal should be granted. The President will review all of the documents related to the case, hearing, and sanction assessment, and will take one of the following two actions: 1) Affirm the decision of the original hearing board 2) Amend the decision of the hearing board. **All decisions made by the President are FINAL.**

**SANCTIONS**

Sanctions provide a means for the rectification or correction of any damages resulting from inappropriate behavior, protect the excellence of the educational and social environment and assist the individual in leading a healthier lifestyle. 

Sanctions may include but are not limited to:

- Career counseling
- Community service hours
- Counseling
- Disciplinary probation
- Disciplinary suspension from the university
- Educational sanctions
- Fines
- Loss of participation and privileges in campus activities
- Peer mentoring
- Professional assessment
- Removal or restricted access from campus housing
- Restitution

Violators of certain policies will be subject to sanctions ranging from official letters of warning and reprimand to disciplinary suspension from the university, according to the severity of the offense. 
Sanction information listed in the Community Standards Handbook is not intended to be all-inclusive. There are other situations, which, based upon the circumstances-including, but not limited to the nature and the severity of the situation—may result in and require immediate or additional action to resolve the incident. The Student Affairs Division professional staff may modify the sanctions to be more beneficial and educational for the students or organizations involved.

**PENALTIES FOR NON-COMPLETION OF SANCTIONS**

University approved restitution relating to non-completion of sanctions may include but are not limited to:

- **Career counseling**: Minimum $50 fine for each career counseling session not completed by required completion date or not upholding the standards of the Career Center sanction supervisor.
• **CHOICES class:** $100 fine for not satisfactorily completing the requirements of the CHOICES alcohol-education class.

• **Community service hours:** $25 fine per hour, up to $250 maximum, for assigned service hours by required completion date or not upholding the standards of the site supervisor.

• **Counseling:** Minimum $50 fine for each counseling session not completed by required completion date or not upholding the standards of the Drury Counseling Office.

• **Disciplinary probation:** Student may have limited involvement in extra-curricular activities.

• **Disciplinary suspension from the university:** Student may be removed from university property by the Drury University security staff and could be arrested for trespassing.

• **Educational sanctions:** Minimum $50 fine for each educational assignment not completed by required completion date or not upholding the standards listed by the educational sanction completion supervisor.

• **Fines:** Fines are assessed to the Drury University business account. Not paying these fines limits semester class registration and may limit a student's ability to graduate.

• **Loss of participation and privileges in campus activities:** Minimum $50 fine for continued participation in campus organizations listed as part of the sanctioning process. The campus organization may also have their Drury University business account frozen for allowing continued participation and may be limited from receiving future SGA funding.

• **Peer mentoring:** Minimum $50 fine for each peer mentoring session not completed by required completion date or not upholding the standards listed by the peer mentor supervisor.

• **Professional assessment:** Minimum $150 fine for each professional assessment session not completed by required completion date or not upholding the standards listed by the professional assessment site.

• **Removal or restricted access from campus housing:** Student and student belongings may be removed from university property by the Drury University security staff and students could be arrested for trespassing. Student will pay for housing and meal plan costs for the semester in which they were removed.

• **Restitution:** Restitution charges are assessed to the Drury University business account. Not paying these fines limits semester class registration and may limit a student's ability to graduate.

**RESPONSIBILITY & COOPERATION FOR REPORTING INCIDENTS**

Any person who feels that he or she or another person has been the victim of an incident or involved in a questionable situation involving a Drury student, university employee or Drury citizen on Drury property, at any Drury activity or at any activity that an observer would associate with a Drury student, university employee or Drury citizen must immediately report the incident to the appropriate staff member, such as Security staff, or complete the online reporting form at [www.drury.edu/informationreport](http://www.drury.edu/informationreport). Drury will investigate all reported incidents and take appropriate action.

Students, university employees and other Drury citizens are required to cooperate fully with any investigation by or at the request of Drury University. Full cooperation is defined as complying with the requests of the university at the time of the incident and throughout the duration of the investigation. These requests include, but are not limited to: being available for formal questioning relating to the incident, releasing relevant information to the university and allowing university officials access to information surrounding the incident which may directly impact the safety and security of Drury students, university employees and other Drury citizens.
Information provided to Drury University during an investigation will not be released to a third-party unless mandated by law. Drury University investigations are for the purposes of Drury University only.

**PENALTIES FOR NON-COOPERATION**

Students, university employees and other Drury citizens are required to cooperate fully with any investigation by or at the request of Drury University. Full cooperation is defined as complying with the requests of the university at the time of the incident and throughout the duration of the investigation. These requests include, but are not limited to: being available for formal questioning relating to the incident, releasing relevant information to the university and allowing university officials access to information surrounding the incident which may directly impact the safety and security of Drury students, university employees and other Drury citizens.

Cooperation provides a vehicle for the complete and accurate understanding of the incident under investigation, protects the excellence of the educational and social environment, and assists in determining the appropriate action for correction of any damages resulting from inappropriate behavior.

University definitions of non-cooperation include, but are not limited to:

- Failure to provide a valid University ID, or other valid identification upon the request of any University official, employee, or residence life staff member.
- Failure to make a reasonable, positive effort to remove themselves from the environment where these standards are being violated.
- Giving false testimony or other evidence at a campus disciplinary or other administrative proceeding.
- Failure to appear for a scheduled meeting, administrative hearing, or Judicial Board hearing.
- Hindering the reporting process for any incident, whether the student was directly or indirectly involved.

Drury University approved restitution relating to noncooperation during an investigation may include but is not limited to:

- Students found to be deliberately non-cooperative, or fraudulent in their statements, may be subject to three times the minimum sanction.
- Based on the nature and severity of the incident, students found to be deliberately non-cooperative may also be subject to disciplinary probation or suspension from the university.

**Campus Alcohol Policy**

Drury University is a safe, education-oriented and community-minded campus that maintains an academic and social environment conducive to the intellectual and personal development of students and promotes the safety and welfare of all members of the campus community. Drury University prohibits the abuse of alcohol by its students, employees and citizens. Drury University will cooperate with authorities in the enforcement of all applicable laws.

The unlawful possession, use or distribution of alcohol by Drury students, university employees or Drury citizens is prohibited on university-owned or -controlled property, in conjunction with university-sponsored or -supervised activities, or at any activity or event that an observer would associate with Drury students, university employees or Drury citizens.

This policy has been established to protect the integrity of the educational experience, encourage positive behavior and enhance the community commitment of Drury students, university employees or Drury citizens.
Individual Regulations

1. **Hard Alcohol:** Hard alcohol is not permitted on the Drury University campus. This includes all pre-packaged beverages that contain hard alcohol, as well as all alcohol energy drinks that contain greater than 5.9 percent alcohol content. Hard alcohol is defined as liquor that has been distilled rather than fermented.

2. **Legal Age Persons:** Students (and/or guests) of legal age (21+) may possess and consume beer and fermented alcoholic beverages ONLY in the privacy of their own residence unit with the door closed. Consumption is allowed in the presence of your roommate. Guests must be of legal age.

3. **Minors in Possession:** Students (and/or guests) under the legal age of drinking shall not buy, drink or possess (hold) alcoholic beverages.

4. **Providing To a Minor:** No students, collectively or individually, may purchase for, serve to or sell alcoholic beverages to any minor.

5. **Intoxication:** Students (and/or guests) shall not act belligerent, exhibit intoxication or be visibly intoxicated.

6. **Personal Rights of Others:** The possession and consumption of alcohol shall not infringe upon the privacy or peace of other individuals.

7. **Mass Consumption:** Items used for the mass consumption of alcohol (beer bongs, kegs, pony kegs, beer balls or other common containers of alcoholic beverages of similar nature) are strictly prohibited.

8. **Drinking Games:** No student shall permit, tolerate, encourage or participate in “drinking games.” The definition of drinking games includes, but is not limited to, the consumption of shots of alcohol or alcoholic beverages, the practice of consuming shots equating to one’s age, “beer pong,” “century club,” “dares” or any other activity involving the consumption of alcohol which involves duress or encouragement related to the consumption of alcohol.

9. **Alcohol Containers:** Empty alcohol containers should be immediately disposed of using proper waste/recycling receptacles. Keeping empty alcohol containers for any reason, including those used for decoration is prohibited.

10. **Glass Bottles:** Alcohol contained in glass bottles should be immediately poured into a plastic cup and the glass bottle should be immediately disposed of using the proper waste/recycling receptacle. Taking a glass bottle outside is prohibited. Keeping glass bottles for any reason, including those used for decoration, is prohibited.

11. **Alcohol in Open Locations:** Possession of an open container or consumption of alcoholic beverages in any area other than individual rooms is prohibited. This includes (but is not limited to) Sunderland Field, Drury Lane, Hutchens Field, Harrison Stadium, FSC Fountains, FSC Down-Under area, College Park Common Area, Wallace Hall porch, Smith Hall porch, Sunderland Hall patio and all other academic buildings.

12. **Student Organization Funds:** Under no circumstances may student organization funding be used to purchase alcohol.

13. **Greek Organizations:** Greek organizations, including students residing in the Fraternity Quadrangle, are required to follow the Fraternal Information and Programming Guidelines (FIPG) and Drury University Greek Life Policies when planning social events that involve alcohol.

14. **O’Reilly Family Event Center:** Events held at the O’Reilly Family Event Center, a freestanding auxiliary enterprise, are subject to guidelines and regulations outlined by specific contracted events.

**Online Resources**

1. **Confidential Reporting:**
   Concerned Drury citizens may report possible incidents or information relating to an incident at www.drury.edu/informationreport

2. **Drury University Policies and Procedures:**
Current Drury University Community Standards Policies and Procedures can be found at www.drury.edu/communitystandards

3. Missouri Statutes:
Current Missouri statutes can be found at: www.moga.mo.gov

Educational Program Opportunities
In support of this policy, the university shall conduct periodic orientation and educational programs for faculty, students and staff to ensure a healthy academic, social and work environment for all Drury citizens.

Medical Amnesty Policy ("Good Samaritan Clause")
Because Drury University considers student health and safety of the utmost importance, no student seeking medical treatment for the abuse of alcohol or drugs, or assisting another student in obtaining such treatment, will be subject to university sanctions. Individual students and student organizations are required to seek immediate medical assistance for their members or guests when any health risk is observed, including medical emergencies relating to the use of drugs and alcohol.

Responsibility and Cooperation for Reporting Incidents
Any person who feels that he or she or another person has been the victim of an incident or involved in a questionable situation involving a Drury student, university employee or Drury citizen on Drury property, at any Drury activity or at any activity that an observer would associate with a Drury student, university employee or Drury citizen must immediately report the incident to the appropriate staff member, such as Residence Life staff, Greek Life staff or Security staff or complete the online reporting form at www.drury.edu/informationreport. Drury will investigate all reported incidents and take appropriate action.

Students, university employees and other Drury citizens are required to cooperate fully with any investigation by or at the request of Drury University. Full cooperation is defined as complying with the requests of the university at the time of the incident and throughout the duration of the investigation. These requests include, but are not limited to: being available for formal questioning relating to the incident, releasing relevant information to the university and allowing university officials access to information surrounding the incident which may directly impact the safety and security of Drury students, university employees and other Drury citizens.

Information provided to Drury University during an investigation will not be released to a third-party unless mandated by law. Drury University investigations are for the purposes of Drury University only.

Alcohol Policy Violation Sanctions
Sanctions provide a means for the rectification or correction of any damages resulting from inappropriate behavior, protect the excellence of the educational and social environment and assist the individual in leading a healthier lifestyle.

Sanctions may include, but are not limited to:
- Career counseling
- Community service hours
- Counseling
- Disciplinary probation
- Disciplinary suspension from the university
- Educational sanctions
- Fines
• Loss of participation and privileges in campus organizations
• Parent notification
• Peer mentoring
• Professional assessment
• Removal or restricted access from campus housing
• Restitution

More sanction information is available online at [www.drury.edu/communitystandards](http://www.drury.edu/communitystandards).
Campus Drug Policy
Drury University is a safe, education-oriented and community-minded campus that maintains an academic and social environment conducive to intellectual and personal development of students and promotes the safety and welfare of all members of the campus community. Drury University prohibits the use and abuse of drugs by its students, employees and citizens. Drury University will cooperate with authorities in the enforcement of all applicable laws.

Drury prohibits the use, possession, distribution and manufacturing of illegal drugs and paraphernalia by its students, employees and citizens. The abuse of prescription drugs and drug-like substances will be treated the same as the use of illegal drugs.

The unlawful possession, use or distribution of drugs by Drury students, university employees or Drury citizens is prohibited on university-owned or -controlled property, in conjunction with university-sponsored or -supervised activities, or at any activity or event that an observer would associate with Drury students, university employees or Drury citizens.

This policy has been established to protect the integrity of the educational experience, encourage positive behavior and enhance the community commitment of Drury students, university employees or Drury citizens.

In accordance with the Federal Drug-Free Schools and Communities Act Amendments of 1989, Drury University is required to establish a drug and alcohol prevention policy for its students and employees. A biennial review of this program will be done to determine its effectiveness, to implement changes to the policy if they are needed and to ensure that the university's disciplinary sanctions are consistently enforced.

Drury University provides Drug Policy information as listed online at www.drury.edu/communitystandards.

Online Resources
1. Confidential Reporting:
   Concerned Drury citizens may report possible incidents or information relating to an incident at www.drury.edu/informationreport
2. Drury University Policies and Procedures:
   Current Drury University Community Standards Policies and Procedures can be found at www.drury.edu/communitystandards
3. Missouri Statutes:
   Current Missouri statutes can be found at: www.moga.mo.gov

Educational Program Opportunities
In support of this policy, the university shall conduct periodic orientation and educational programs for faculty, students and staff to ensure a healthy academic, social and work environment for all Drury citizens.

Medical Amnesty Policy (“Good Samaritan Clause”)
Because Drury University considers student health and safety of the utmost importance, no student seeking medical treatment for the abuse of alcohol or drugs, or assisting another student in obtaining such treatment, will be subject to university sanctions. Individual students and student organizations are required to seek immediate medical assistance for their members or guests when any health risk is observed, including medical emergencies relating to the use of drugs and alcohol.
Responsibility and Cooperation for Reporting Incidents

Any person who feels that he or she or another person has been the victim of an incident or involved in a questionable situation involving a Drury student, university employee or Drury citizen on Drury property, at any Drury activity or at any activity that an observer would associate with a Drury student, university employee or Drury citizen must immediately report the incident to the appropriate staff member, such as Residence Life staff, Greek Life staff or Security staff, or complete the online reporting form at www.drury.edu/informationreport. Drury will investigate all reported incidents and take appropriate action.

Students, university employees and other Drury citizens are required to cooperate fully with any investigation by or at the request of Drury University. Full cooperation is defined as complying with the requests of the university at the time of the incident and throughout the duration of the investigation. These requests include, but are not limited to: being available for formal questioning relating to the incident, releasing relevant information to the university and allowing university officials access to information surrounding the incident which may directly impact the safety and security of Drury students, university employees and other Drury citizens.

Information provided to Drury University during an investigation will not be released to a third-party unless mandated by law.

Drury University investigations are for the purposes of Drury University only.

Drug Policy Violation Sanctions

Sanctions provide a means for the rectification or correction of any damages resulting from inappropriate behavior, protect the excellence of the educational and social environment, and assist the individual in leading a healthier lifestyle.

Sanctions may include but are not limited to:

- Career counseling
- Community service hours
- Counseling
- Disciplinary probation
- Disciplinary suspension from the university
- Educational sanctions
- Fines
- Loss of participation and privileges in campus activities
- Parent notification
- Peer mentoring
- Professional assessment
- Removal or restricted access from campus housing
- Restitution

Certain violations already have standard sanctions in place. The following sanctions are standard for drug policy violations. Drury University reserves the right to modify any standard sanction dependent upon the severity and nature of the violation.

Information regarding Educational Sanctions for Alcohol and Drug Violations can be found in the student life guide or students may contact Tijuana Julian, Executive Vice President-Student Affairs, Dean of Students.
Commercial Activity Policy
Drury University is a safe, education-oriented and community-minded campus that maintains an academic and social environment conducive to intellectual and personal development of students and promotes the safety and welfare of all members of the campus community. Drury University prohibits the abuse of commercial activity by its students, employees and citizens. Drury University will cooperate with authorities in the enforcement of all applicable laws.

The abuse of commercial activity by Drury students, university employees or Drury citizens is prohibited on university-owned or -controlled property, in conjunction with university-sponsored or -supervised activities, or at any activity or event that an observer would associate with Drury students, university employees or Drury citizens.

This policy has been established to protect the integrity of the educational experience, encourage positive behavior and enhance the community commitment of Drury students, university employees or Drury citizens.

Solicitation Guidelines
University facilities are not to be used as a location for the operation of any business or enterprise, including the ongoing sale of any services or products.

Commercial Activity and Vendor Sponsorship Guidelines
The programs and activities of students, campus departments or student organizations can be greatly enhanced by the support of commercial vendors and other off-campus organizations.

However, the Drury community and off-campus vendors may have different motives and desires. These guidelines should be followed to ensure the safety of the Drury University community. All commercial activity held on the Drury University campus must have the prior approval of the dean of students office and must be sponsored by a registered student organization or a campus department.

Signing Contracts
The programs and activities of student groups can be greatly enhanced by the support of off-campus vendors. At times, the collaboration of students, student organizations and/or off-campus vendors requires a contract to be signed regarding goods or services provided, price and/or dates for performance or delivery.

Contract Approvals
The dean of students must review all contracts to ensure standard requirements are met. To have your contract reviewed, submit a copy of the contract to the dean of students office. All contracts must be submitted at least three weeks before the event. Student organizations should allow three days for the dean of students to review the contract.

University Involvement
Students do not have the authority to sign any contract on behalf of Drury University or any of its facilities or departments.

If a student or student organization fails to meet its contractual obligations, Drury University will not assume those obligations.
Animals on Campus Policy

SERVICE ANIMAL POLICY GENERAL GUIDELINES

Service animals may accompany students, employees, and visitors with disabilities to Drury University events, activities, and locations with rare exceptions. Local, state, and federal laws regulate the use of service animals at Drury University.

SERVICE ANIMALS: According to the U.S. Department of Justice, service animal means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

On a case by case basis, Drury University may also permit the use of a housebroken miniature horse by an individual with a disability if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. Persons wishing the University to consider use of a miniature horse should contact the Director of Disability Support Services.

SPECIFIC PROVISIONS - SERVICE ANIMALS

A. Generally, Drury University will permit the use of a service animal by individuals with disabilities. Drury University may ask an individual with a disability to remove a service animal from the premises if (1) the animal is out of control and the animal's handler does not take effective action to control it; or (2) the animal is not housebroken. If a service animal is properly excluded under this provision, the individual with a disability will be given the opportunity to participate in Drury University's service, program, or activity without having the service animal on the premises.

B. A service animal may be excluded if Drury University makes an individualized assessment based on reasonable judgment and best available objective evidence that the service animal poses a direct threat to the health or safety of others that cannot be mitigated by reasonable modifications.

C. A service animal must be immunized against diseases common to that type of animal.

D. A service animal must be under the control of its handler (e.g., harness, leash, voice control, signals, or other means).

E. Student is responsible for the care, well-being, and supervision of a service animal at all times.

F. An entity shall not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. An entity may ask: (1) If the animal is required because of a disability and (2) what work or task the animal has been trained to perform. An entity shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, a public entity may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an
individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

G. Individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of a public entity's facilities where members of the public, participants in services, programs or activities, or invitees, as relevant, are allowed to go.

H. A public entity shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If a public entity normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her service animal.
Technology Resources Usage Policy

Drury University is a safe, education-oriented and community-minded campus that maintains an academic and social environment conducive to intellectual and personal development of students and promotes the safety and welfare of all members of the campus community. Drury University prohibits the abuse of technology resources by its students, employees and citizens. Drury University will cooperate with authorities in the enforcement of all applicable laws.

The abuse of technology resources by Drury students, university employees or Drury citizens is prohibited on university owned or -controlled property, in conjunction with university-sponsored or -supervised activities, or at any activity or event that an observer would associate with Drury students, university employees or Drury citizens.

This policy has been established to protect the integrity of the educational experience, encourage positive behavior and enhance the community commitment of Drury students, university employees or Drury citizens.

Responsibility

The use of all computer accounts and resources is the personal responsibility of each account holder. Use of Academic Computing resources must be consistent with institutional policies governing how to conduct one’s self as a member of the community, including policies regarding cheating, plagiarism, harassment and theft. It is the computer user’s responsibility to comply with all general campus and computing policies.

Academic Computing services and resources are made available to support the academic programs and activities of Drury University. Use of these services and resources is a privilege that is not to be abused and may be taken away without prior consent, when required by law or when there is a substantiated reason to believe that violations of law or policy have occurred.

In time-sensitive cases, access may be restricted to meet critical operational needs. Each computer user is responsible for the storage of personal files created on Drury computing facilities. Hard disks will be routinely cleared of files. Under no circumstances will Drury University be held responsible for any files stored on or deleted from its hard disks.

Each computer user is responsible for taking reasonable care for the security of his/her campus account and password. Every user should change his/her password frequently and should not, under any circumstances, give his/her password to another person.

Unacceptable Use of Technology Resources

1. Using computer resources for any purpose unrelated to the mission of the university
2. Using computer facilities for cheating; including unauthorized copying, installation, sending or receiving of programs, assignments or files
3. Sending unsolicited, annoying or obscene messages or mail to another computer or computer user
4. Utilizing a false identity in obtaining or utilizing an e-mail account
5. Displaying adult Web sites (specifically those self-identified as such) or other obscene materials in public labs in view of other users. Such conduct is considered sexual harassment, i.e., an action “that has the purpose or effect of unreasonably interfering with an individual’s academic or work performance, or creating an intimidating, hostile or offensive academic or work environment” (from the university’s Sexual Harassment Policy Statement)
6. Examining, or attempting to examine, another computer user’s files or mail without explicit permission by the owner of those files or mail
7. Interrupting, hindering or otherwise interfering with the normal operation of the computer labs and network
8. Posting copyrighted text or images on a Web page without the owner’s permission

**Intellectual Property**
All communications and information accessible via the Internet should be assumed to be copyrighted and should be accessed and re-distributed using regular copyright rules. When sources found on the Internet are cited, the name, date and location of the information must be included. Anyone discovered to be hindering normal operations or making inappropriate use of computing resources will be contacted, and appropriate action will be taken. Upon report of a violation, the user may be denied access to Drury computing facilities. All pertinent information on the alleged violation will be given to the appropriate vice president who will oversee the judicial review process.

The university and its staff shall treat all electronically stored information as confidential, but may examine or disclose information when authorized by the owner of the information, when approved by appropriate vice president, or required by local, state or federal law including, but not limited to, laws regarding harassment, libel and defamation of character.

**E-mail Policy Statement and Definition**
The official account/address for e-mail communication at Drury University shall be the “@drury.edu” account/address assigned by the university to each member of the community. All official e-mail communication from employees of the university to other members of the university community is sent from and directed to official Drury e-mail accounts. No assurance is given when using non-Drury e-mail accounts. Neither the university nor its personnel make any assurance of delivery or receipt when attempts are made to communicate through a non-Drury e-mail address.

It is the user’s responsibility to keep his/her Drury e-mail account useable. Unattended e-mail accounts accumulate messages and the “box” may rapidly fill at which time incoming e-mail messages are typically lost. Drury is not responsible for failed delivery when a user’s Drury e-mail “box” becomes full. Users are responsible for eliminating enough old messages to keep the “box” active. Old messages can be archived in a way that preserves them without consuming space in the “box.”

The e-mail system at Drury exists to provide a convenient (not necessarily confidential) way of communicating between students, faculty, colleagues and friends. It is expected that Drury computer users will use common courtesy in the use of e-mail. This policy establishes protocol for using Drury e-mail accounts, but it does not preclude any member of the Drury community from having a non-Drury e-mail account or from corresponding with another member of the Drury community at a non-Drury email account.

**Unacceptable Use of E-mail**
1. Re-posting (forwarding) personal communication, intended to be confidential, without the author’s prior consent
2. “Chain letters,” “broadcasting” messages to lists or individuals and other types of use that would cause congestion of the networks or otherwise interfere with the work of others are not allowed
3. Anonymous and/or fraudulent posting of e-mail messages
Privacy
1. Electronic mail (e-mail) is a form of public communication and cannot be guaranteed to be private. Messages can be intercepted while in transit through the system. Be discreet.
2. The systems and network administrators have access to all files stored on the university servers. In the course of routine system maintenance, trouble-shooting and mail delivery problem resolution, staff may inadvertently see the content of e-mail messages. However, these individuals are prohibited from accessing personal files except as otherwise stated in this handbook.

Online Resources
1. Confidential Reporting: Concerned Drury citizens may report possible incidents or information relating to an incident at www.drury.edu/informationreport
2. Drury University Policies & Procedures: Current Drury University Community Standards Policies and Procedures can be found at www.drury.edu/communitystandards

Educational Program Opportunities
In support of this policy, the university shall conduct periodic orientation and educational programs for faculty, students and staff to ensure a healthy academic, social and work environment for all Drury citizens.

Responsibility & Cooperation for Reporting Incidents
Any person who feels that he or she or another person has been the victim of an incident or involved in a questionable situation involving a Drury student, university employee or Drury citizen on Drury property, at any Drury activity or at any activity that an observer would associate with a Drury student, university employee or Drury citizen must immediately report the incident to the appropriate staff member, such as Residence Life staff, Greek Life staff or Security staff, or complete the online reporting form at www.drury.edu/informationreport. Drury will investigate all reported incidents and take appropriate action.

Students, university employees and other Drury citizens are required to cooperate fully with any investigation by or at the request of Drury University. Full cooperation is defined as complying with the requests of the university at the time of the incident and throughout the duration of the investigation. These requests include, but are not limited to: being available for formal questioning relating to the incident, releasing relevant information to the university and allowing university officials access to information surrounding the incident which may directly impact the safety and security of Drury students, university employees and other Drury citizens.

Information provided to Drury University during an investigation will not be released to a third-party unless mandated by law. Drury University investigations are for the purposes of Drury University only.

Computer Resources Usage Policy Violation Sanctions
Sanctions provide a means for the rectification or correction of any damages resulting from inappropriate behavior, protect the excellence of the educational and social environment, and assist the individual in leading a healthier lifestyle.

Sanctions may include but are not limited to:
- Career counseling
- Community service hours
- Counseling
• Disciplinary probation
• Disciplinary suspension from the university
• Educational sanctions
• Fines
• Loss of participation and privileges in campus activities
• Parent notification
• Peer mentoring
• Professional assessment
• Removal or restricted access from campus housing
• Restitution

Violators of this policy will be subject to sanction ranging from official letters of warning and reprimand to disciplinary suspension from the university, according to the severity of the offense.
**Personal Rights Policy**

Drury is committed to the safety of its students, faculty and other citizens. In order to ensure that the environment at Drury avoids violence and to protect students, faculty and other citizens of our learning community, the following Violence in Higher Education policy applies to all students, faculty, staff, visitors and others who are on the Drury campus or whose communications or actions affect Drury or its students, faculty, staff, visitors and other citizens with any connection to Drury:

- Threats or implied threats of physical violence, physical intimidation in any form and violent behavior by or at the direction of a person are strictly prohibited.

- Possession of any type of weapon on university property, including parking lots and green space, is strictly prohibited unless the individual has university approval through association with a public law enforcement agency, or has registered the weapon with the director of safety and security and has written permission from a vice president or president. In the case of firearms, the policy applies whether or not the weapon is loaded and whether or not it is capable of being fired.

- Any person who feels that he or she or another person has been threatened in any way on Drury property, at any Drury activity or by any person related to Drury in any way must immediately report the threat to the director of safety and security or another member of the administration. Drury will investigate the threat and take appropriate action. Students, faculty and other Drury citizens are required to cooperate fully with any investigation by or at the request of Drury.

- Former employees who left involuntarily or students who have been dismissed from the university or denied admission for reasons other than academic performance are prohibited from Drury property and will constitute as trespassers, unless they are participating in a public university program and have not been requested to depart.

Any violation of this policy will be dealt with through disciplinary action, up to and including separation from the university.
Academic Programs

General Education Requirements

Sarah Thornton, Director

Associate’s Degree Guide
The general education and degree requirements listed below apply to the Associate of Science (AS) degree. The catalog year corresponds to the year of initial registration at the university as an admitted student. Students who are not enrolled for one year must apply for readmission and follow the corresponding catalog year’s requirements.

Program Outcomes for General Education-Associate Degree:
1. Technology, Research, and Writing: Develop a college-level proficiency in written expression, evaluation of evidence and information, and technology tools.
2. Communication: Develop presentation skills in oral and written formats and the confidence to participate in business environments.
3. Mathematics and Natural Sciences: Engage with the analytical and scientific thinking that is needed to solve complex problems.
4. Social Sciences: Understand and analyze human behavior and governmental structures and societal policies.

The general education requirements for an associate degree requires 27 credit hours of coursework.

<table>
<thead>
<tr>
<th>Technology, Research and Writing</th>
<th>12 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSTU 110 Foundations of College and Professional Success</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>GSTU 210 Desktop Applications</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENGL 150 Composition</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENGL 207 Expository Writing: Art of the Essay</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>3 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 220 Business Communication and Writing</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math and Natural Sciences</th>
<th>6 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 109 College Algebra</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PHYS 100 Earth Science</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Sciences</th>
<th>6 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLSC 101 Government and Politics in the United States</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 120 Principles of Psychology</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>
Bachelor’s Degree Guide

The general education requirements listed below apply to the Bachelor of Business Administration (BBA), Bachelor of General Studies (BGS) and Bachelor of Science (BS) degrees. The catalog year corresponds to the year of initial registration at the university as an admitted student. Students who are not enrolled for one year must apply for readmission and follow the corresponding catalog year’s requirements.

Program Outcomes for General Education-Bachelor’s Degree:

1. Technology, Research, and Writing: Develop a college-level proficiency in written expression, evaluation of evidence and information, and technology tools.
2. Communication: Develop presentation skills in oral and written formats and the confidence to participate in business environments.
3. Humanities: Explore philosophical questions, reflect upon one’s identity and values, and examine connections and conflicts across modern cultures.
4. Cultural Diversity: Understand diversity and multiculturalism, and acknowledge the validity of diverse perspectives and cultural contributions.
5. Mathematics and Natural Sciences: Engage with the analytical and scientific thinking that is needed to solve complex problems.
6. Social Sciences: Understand and analyze human behavior, organizational structures and leadership, and governmental structures and societal policies.

The general education requirements for a bachelor’s degree requires 45 credit hours of coursework.

<table>
<thead>
<tr>
<th>Technology, Research and Writing</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSTU 110 Foundations of College and Professional Success</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>GSTU 210 Desktop Applications</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENGL 150 Composition</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENGL 207 Expository Writing: Art of the Essay</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Communication</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>COMM 220 Business Communication and Writing</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Humanities</td>
<td>9 hrs.</td>
</tr>
<tr>
<td>HIST 108 World History from 1500</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENGL 200 Literature Matters</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PHIL 105 Introduction to Philosophy</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>GSTU 310 Comparative Cultures</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Math and Natural Sciences</td>
<td>9 hrs.</td>
</tr>
<tr>
<td>BIOL 100 Principles of Biology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MATH 109 College Algebra</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PHYS 100 Earth Science</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>9 hrs.</td>
</tr>
<tr>
<td>LDST 101 Foundations of Organizational Leadership</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PLSC 101 Government and Politics in the United States</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 120 Principles of Psychology</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>
Breech School of Business Administration

Dr. Clifton Petty, Interim Dean

Breech School of Business Administration offers an associate’s and bachelor’s degree in Business Administration, a minor and a certificate. Each program aims to provide an opportunity for students to gain a practical understanding of the business aspects of our society. The curriculum is organized to give students a knowledge of business practices and economic processes, the role of business and economics in the world marketplace and an awareness of the major business issues that confront society.

MISSION STATEMENT

Mission: Preparing ethical leaders for the global business community.

Goals: To accomplish the mission, our goals are to instill the ability in our students to:

1. Think critically while embracing change in a dynamic global environment.
2. Demonstrate professional competency in their field.
3. Value diversity, lifelong learning, professionalism and social responsibility.

These goals will be achieved for students through diverse educational experience with individual faculty who:

1. Develop innovative curricula, pedagogies and programs to challenge and mentor students.
2. Engage in relevant scholarship with an emphasis on pedagogical and applied research.
3. Engage in professional and community activities.
4. Integrate professional business education with the liberal arts.

LEARNING GOALS

Ethics. Our graduates will recognize the ethical aspects of business situations, and develop their understanding of how to respond ethically and to promote ethical business practices.

Global Perspectives. Our graduates will exhibit intercultural competence in a global business environment.

Communication. Our graduates will clearly and effectively present their ideas in both written and oral communication.

Analytical Skills and Business Judgment. Our graduates will analyze business problems using appropriate theories and techniques, and use sound business judgment.

Professionalism. Our graduates will understand the importance of professionalism in business practice, and will conduct themselves as business professionals.

Admission Policy

Official admission to the Breech School of Business Administration is required to enroll in any upper-division course (numbered 300 or 400) with prefixes of ACCT, ECON, FINC, MGMT or MKTG.

To be admitted to the Breech School of Business Administration, a student must:

1. Be officially admitted to Drury University.
2. Declare a major by completing a Declaration of Major/Minor/Advisor form.
3. Read and sign the Breech Student Honor Code
4. Complete at least 42 hours of college-level credit, including a minimum of 12 credit hours at Drury University.
5. Have completed all of the following preparatory courses (or their transfer equivalents) with a minimum grade of “C-”:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 209</td>
<td>Principles of Accounting</td>
</tr>
<tr>
<td>GSTU 210</td>
<td>Desktop Applications</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>ECON 211</td>
<td>Principles of Macroeconomics</td>
</tr>
</tbody>
</table>
6. Have a minimum cumulative GPA of 2.75 on all Drury University coursework.

**Conditional Admission**
A student not achieving the 2.75 overall GPA, or not earning the required grades of “C-” in the preparatory courses listed above, or not completing at least 42 hours of college-level credit, including a minimum of 12 credit hours at Drury University, may be granted up to thirteen (13) hours of conditional admission to the Breech School. **Conditional admission cannot be granted to a student not achieving BOTH the required GPA and a minimum grade of “C-” in the specified preparatory courses.**

During the semester(s) of conditional admission, the student will be expected to meet all requirements for full admission. If a student, decides to apply for conditional admission, they must complete the **Permission to Enroll in Upper-Division Breech School Courses** form with their academic advisor prior to registration.

**Students Majoring in Non-Breech School Majors/Minors**
Students who must enroll in a Breech School 300- or 400-level course to fulfill requirements of a program NOT offered through the Breech School may be exempted from this admission policy, provided they have completed all other specific prerequisites for the course. Students will be required to complete the **Permission to Enroll in Upper-Division Breech School Courses** form with their academic advisor prior to registration.

**Business Administration, AS**
The Associate of Science in Business Administration requires 24 credit hours of coursework.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 209</td>
<td>Principles of Accounting</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ACCT 210</td>
<td>Accounting for Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Principles of Microeconomics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ECON 211</td>
<td>Principles of Macroeconomics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>GSTU 210</td>
<td>Desktop Applications</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MATH 227</td>
<td>Introduction to Statistics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MGMT 103</td>
<td>Business Foundations</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MGMT 250</td>
<td>Management Information Systems</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

*Students pursuing the Associates of Business Administration may not earn the Business and Entrepreneurship Minor.*
Business Administration, BBA

Program Outcomes:
- Think critically while embracing change in a dynamic global environment.
- Demonstrate professional competency in their field.
- Value diversity, lifelong learning, professionalism, and social responsibility.

The Bachelor of Business Administration requires 54 credit hours of coursework.

### BBA Tool Courses 30 hrs.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 209*</td>
<td>Principles of Accounting</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ACCT 210</td>
<td>Accounting for Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>COMM 220</td>
<td>Business Communication and Writing</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ECON 210*</td>
<td>Principles of Microeconomics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ECON 211*</td>
<td>Principles of Macroeconomics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MATH 201*</td>
<td>Mathematics for Social Sciences</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MATH 227*</td>
<td>Introduction to Statistics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MGMT 103</td>
<td>Business Foundations</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MGMT 228</td>
<td>Analytical Methods</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MGMT 250*</td>
<td>Management Information Systems</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

### BBA Major Courses 24 hrs.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINC 331</td>
<td>Corporate Finance</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>GSTU 210*</td>
<td>Desktop Applications</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MGMT 301</td>
<td>Leadership and Organizations</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MGMT 321</td>
<td>Legal and Ethical Environment of Business</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MGMT 422</td>
<td>Corporate Policy and Ethics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MGMT 424</td>
<td>Business Simulation Workshop</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MGMT 447</td>
<td>Survey of International Business</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MKTG 337</td>
<td>Marketing</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

*Preparatory classes required for Breech School admittance.

Preparation Program for Master in Business Administration

### Business Essentials

PMBA 501. 8 hours. This intensive five-week course is designed to provide students with a foundation of basic Economic, Finance, Marketing, Statistic, Accounting, and Management skills. The course will meet four nights a week (Monday, Tuesday, Thursday, and Friday) from July through August. Students completing PMBA 501 will receive 8 credit hours of elective credit to apply toward an undergraduate degree from Drury University. Additionally, this course will satisfy all business class prerequisites for entry into the Drury M.B.A. program.
Business Essentials Certificate

The aim of the Business Essentials Certificate is to provide an opportunity for students to gain a broad understanding of business practices and economic processes, the role of business and economics in the world marketplace and an awareness of the major business issues that confront society.

In addition, students that successfully complete the Business Essentials Certificate with an overall GPA of 3.0 will satisfy all pre-requisites for the Breech MBA program.

Admission Policy
To be admitted to the Business Essentials Certificate, a student must:
1. Be officially admitted to Drury University.
3. Read and sign the Breech Student Honor Code.
4. Have a minimum cumulative GPA of 2.75 on all Drury University coursework.

The Business Essentials Certificate requires 30 credit hours of coursework.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSTU 210</td>
<td>Desktop Application</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ACCT 209</td>
<td>Principles of Accounting</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ACCT 210</td>
<td>Accounting for Management</td>
<td>3 hrs.</td>
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<tr>
<td>ECON 210</td>
<td>Principles of Microeconomics</td>
<td>3 hrs.</td>
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<td>ECON 211</td>
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<td>Introduction to Statistics</td>
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<td>Analytical Methods</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>FINC 331</td>
<td>Corporate Finance</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MGMT 301</td>
<td>Leadership and Organizations</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MKTG 337</td>
<td>Marketing</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Due to curricular overlap, students pursuing the Business Essentials Certificate may not earn the Business and Entrepreneurship Minor nor the Associate of Science in Business Administration. Students earning the certificate may not enroll in PMBA 501.
**Business and Entrepreneurship Minor**

The Business and Entrepreneurship Minor has been designed to enhance opportunities and professionalism within any major program of study.

Students will develop as future entrepreneurs by cultivating their creativity in developing new and innovative ideas, developing their abilities to initiate and sustain these ideas and fostering their commitment to social responsibility in the management of their ventures.

Whether interested in natural sciences and health care, behavioral sciences, business, the arts, education or architecture, the entrepreneurship minor will prepare students to be innovative within established organizations or their own enterprise.

The Business and Entrepreneurship Minor requires 18 credit hours of coursework.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 210</td>
<td>Principles of Microeconomics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENTR 250</td>
<td>Ethical Problems/Entrepreneurial Answers</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ACCT 209</td>
<td>Principles of Accounting</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENTR 301</td>
<td>Entrepreneurship Adventure</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MKTG 337</td>
<td>Marketing</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MGMT 301</td>
<td>Leadership and Organizations</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

*Students pursuing the Associates of Business Administration or the Business Essentials Certificate may not earn the Business and Entrepreneurship Minor.*
Addiction Studies Minor
The minor in Addiction Studies provides an understanding of various addictions, the impact of addiction on biological, psychological, intellectual, and socioemotional functioning, how to assess and counsel people who struggle with addiction, and professional codes of ethics.

The minor in Addiction Studies is designed for students who seek to better understand substance use disorders and behavioral addictions, such as activities involving gambling, gaming, social media use, or eating. It is also designed for students preparing for employment in addiction prevention programs and services, to include drug and alcohol treatment counseling, peer mentoring, and case management services.

Students interested in becoming substance abuse counselors must complete other educational and service requirements in order to become certified in the state of Missouri. In addition to field experience, candidates should hold a bachelor’s degree from an accredited institution, to include 15 or more semester hours of coursework drawn from the fields of counseling, criminal justice, psychology, sociology or social work. At Drury, students interested in becoming substance abuse counselors are encouraged to pursue the B.S. in Behavioral and Community Health, B.S. in Human Services, B.S. in Psychology, B.S. in Psychology: Resilience and Performance Optimization, or B.S. in Sociology.

The Addiction Studies Minor requires 18 credit hours of coursework.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 120</td>
<td>Principles of Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 234</td>
<td>Drugs and Behavior</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 375</td>
<td>Psychology of Addiction Issues</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CRIM 381</td>
<td>Ethics and Legal Issues of Forensic Addiction</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 382</td>
<td>Assessment of Addiction Issues</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 383</td>
<td>Strategies for Counseling Addiction</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Students earning the Addiction Studies Minor may not also earn the Substance Use and Behavioral Addictions Certificate.
Behavioral and Community Health

The B.S. in Behavioral and Community Health is designed to help students better understand the psychological, social, cultural, economic, and environmental circumstances that affect people’s chances for a healthy life. The major is multidisciplinary and includes coverage of health behavior, mental illness and addiction, social epidemiology, ethical issues, research methodologies and data analysis, community outreach strategies, and professional development opportunities.

The program prepares students to work with individuals, groups, and families in health behavior programs, mental health centers, social service agencies, wellness centers, research centers, and media organizations, as well as in city, state and national health departments. For students who are interested in becoming substance abuse counselors, the Missouri Credentialing Board (MCB) gives credit for applicable degrees, which reduces other credentialing requirements for applicants. The MCB considers the B.S. in Behavioral and Community Health to be an applicable degree.

Program Outcomes:

- Demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, empirical findings, and historical trends in the behavioral sciences and how these apply to behavioral phenomena.
- Use the scientific approach, skeptical inquiry, and critical thinking to solve problems related to behavior, institutions, and/or organizations.
- Develop ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
- Demonstrate competence in writing and oral communication.
- Optimize career readiness by utilizing disciplinary content and developing effective self-reflection, project-management skills, and teamwork skills.

The Bachelor of Science in Behavioral and Community Health requires 48 credit hours of coursework.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 120</td>
<td>Principles of Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 110</td>
<td>Stress Management I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 234</td>
<td>Drugs and Behavior</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 240</td>
<td>Social Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 314</td>
<td>Community Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 330</td>
<td>Family and Domestic Violence</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 334</td>
<td>Abnormal Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOCI 120</td>
<td>Principles of Sociology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOCI 316</td>
<td>Minority Groups</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOCI 347</td>
<td>Medical Sociology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CRIM 310</td>
<td>Child Abuse/Neglect</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PHIL 305</td>
<td>Ethical Issues in Health Care</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LDST 400</td>
<td>Grant Writing</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BSCI 272</td>
<td>Methods in Social Science Research</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BSCI 274</td>
<td>Statistical Foundations for Behavioral Sciences</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BSCI 495</td>
<td>Senior Capstone</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>
Behavioral Science
The Associate of Science in Behavioral Science is an interdisciplinary program that allows students to examine behavior through the insights provided by psychology, sociology, and criminology. Psychology is the scientific study of how people think and behave, and psychologists study everything about human experience from the workings of the brain to consciousness, memory, moral reasoning, and language. Sociology provides valuable insights into social factors that affect how institutions and organizations operate, to include race, ethnicity, gender, age, education, and social class. Criminology, which has a historically strong sociology influence, examines the psychological, environmental, and biological causes of criminal behavior, modes of criminal investigation and conviction, and how crime can be prevented.

The Associate of Science in Behavioral Science requires 24 credit hours of coursework.

<table>
<thead>
<tr>
<th>Psychology Courses</th>
<th>6 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 120</td>
<td>Principles of Psychology</td>
</tr>
<tr>
<td>PSYC 230</td>
<td>Life Span Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sociology Courses</th>
<th>6 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 120</td>
<td>Principles of Sociology</td>
</tr>
<tr>
<td>SOCI 202</td>
<td>Global Social Problems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criminology Courses</th>
<th>6 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 120</td>
<td>Principles of Criminal Justice</td>
</tr>
<tr>
<td>CRIM 221</td>
<td>Victimology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scientific Core</th>
<th>6 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSCI 272</td>
<td>Methods in Social Science Research</td>
</tr>
<tr>
<td>BSCI 274</td>
<td>Statistical Foundations for Behavioral Sciences</td>
</tr>
</tbody>
</table>

All required courses can be completed online.
**Criminal Justice**
The field of criminal justice examines the environmental, psychological, and biological causes of criminal behavior, the social institutions that deal with crime, modes of criminal investigation and conviction, and how crime can be prevented.

Criminal justice professionals commonly work for academic institutions, law enforcement or other government agencies, and correctional facilities.

In addition to the course offerings, departmental majors are encouraged to work in community, social and/or correctional agencies where they can apply classroom knowledge to real problems.

**Criminal Justice, AS**
The Associate of Science in Criminal Justice requires 24 credit hours of coursework.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 120</td>
<td>Principles of Criminal Justice</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CRIM 201</td>
<td>Law and Society</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CRIM 211</td>
<td>Police Patrol</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CRIM 221</td>
<td>Victimology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CRIM 222</td>
<td>Introduction to Forensic Science</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CRIM 232</td>
<td>Criminal Justice Organization and Management</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BSCI 272</td>
<td>Methods in Social Science Research</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BSCI 274</td>
<td>Statistical Foundations for Behavioral Sciences</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>
Criminal Justice, BS

Program Outcomes:
- Demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, empirical findings, and historical trends in the behavioral sciences and how these apply to behavioral phenomena.
- Use the scientific approach, skeptical inquiry, and critical thinking to solve problems related to behavior, institutions, and/or organizations.
- Develop ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
- Demonstrate competence in writing and oral communication.
- Optimize career readiness by utilizing disciplinary content and developing effective self-reflection, project-management skills, and teamwork skills.

The Bachelor of Science in Criminal Justice requires 42 credit hours of coursework.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 120</td>
<td>Principles of Criminal Justice</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CRIM 201</td>
<td>Law and Society</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CRIM 211</td>
<td>Police Patrol</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CRIM 221</td>
<td>Victimology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CRIM 301</td>
<td>Principles of Forensic Science</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CRIM 311</td>
<td>White Collar Crime</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CRIM 331</td>
<td>Advanced Criminology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CRIM 332</td>
<td>Juvenile Delinquency</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CRIM 337</td>
<td>Death Penalty</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CRIM 342</td>
<td>The Correctional System</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CRIM 360</td>
<td>The Judicial Process</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BSCI 272</td>
<td>Methods in Social Science Research</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BSCI 274</td>
<td>Statistical Foundations for Behavioral Sciences</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BSCI 495</td>
<td>Senior Capstone</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Students should complete all 100-and 200-level requirements before accumulating 60 credit hours (junior status).
Human Services
The field of Human Services focuses on meeting the basic needs of our communities, including the health and well-being of individuals and families, assistance with social services, helping with preventing and solving problems, and striving to provide the highest quality of life possible. In the program, students take courses related to counseling, diversity, human development, relationships and group dynamics, and helping people in various capacities.

Although many career paths require advanced training and/or certification, students majoring in Human Services commonly become social workers, mental health counselors, human service assistants, case workers, and public administrators.

Program Outcomes:
- Demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, empirical findings, and historical trends in the behavioral sciences and how these apply to behavioral phenomena.
- Use the scientific approach, skeptical inquiry, and critical thinking to solve problems related to behavior, institutions, and/or organizations.
- Develop ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
- Demonstrate competence in writing and oral communication.
- Optimize career readiness by utilizing disciplinary content and developing effective self-reflection, project-management skills, and teamwork skills.

The Bachelor of Science in Human Services requires 42 credit hours of coursework.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 120</td>
<td>Principles of Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 230</td>
<td>Life Span Development</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 240</td>
<td>Social Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 312</td>
<td>Positive Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 352</td>
<td>Psychology of Gender</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 367</td>
<td>Family Therapy</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 370</td>
<td>Human Sexuality</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOCI 120</td>
<td>Principles of Sociology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOCI 201</td>
<td>Sociology of the Family</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOCI 246</td>
<td>Introduction to Social Work</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOCI 327</td>
<td>Social Gerontology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BSCI 272</td>
<td>Methods in Social Science Research</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BSCI 274</td>
<td>Statistical Foundations for Behavioral Sciences</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BSCI 495</td>
<td>Senior Capstone</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

_Students should complete all 100-and 200-level requirements before accumulating 60 credit hours (junior status)._
**Law Enforcement**

**Law Enforcement, AS**
The Associate of Science in Law Enforcement requires 24 credit hours of coursework.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 120</td>
<td>Principles of Criminal Justice</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CRIM 221</td>
<td>Victimology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LEA 200</td>
<td>Basic Police Officer Training I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LEA 210</td>
<td>Basic Police Officer Training II</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LEA 211</td>
<td>Basic Police Officer Training III</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LEA 282</td>
<td>Defensive Tactics for Peace Officers</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LEA 283</td>
<td>Fundamentals of Firearm Marksmanship</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LEA 293</td>
<td>Basic Police Officer Training IV</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>
Law Enforcement, BS
Drury University’s Bachelor of Science (B.S.) in Law Enforcement is designed to prepare new and veteran law enforcement personnel with theoretical and practical knowledge of current investigative and procedural techniques, in addition to developing effective communication and leadership skills.

This degree prepares graduates for a successful, rewarding career in local, state, and federal justice systems. Our degree program is specifically designed for the working professional. The B.S. in Law Enforcement can be completed through a combination of evening, online, and blended courses.

Program Outcomes
- Demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, empirical findings, and historical trends in the behavioral sciences and how these apply to behavioral phenomena.
- Use the scientific approach, skeptical inquiry, and critical thinking to solve problems related to behavior, institutions, and/or organizations.
- Develop ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
- Demonstrate competence in writing and oral communication.
- Optimize career readiness by utilizing disciplinary content and developing effective self-reflection, project-management skills, and teamwork skills.

The Bachelor of Science in Law Enforcement requires 42 credit hours of coursework.

Survey Course
- CRIM 120 Principles of Criminal Justice 3 hrs.

Lower-Division Courses
- CRIM 201 Law and Society 3 hrs.
- CRIM 221 Victimology 3 hrs.
- BSCI 272 Methods in Social Science Research 3 hrs.
- BSCI 274 Statistical Foundations for Behavioral Sciences 3 hrs.
- LDST 250 Financial Basics for Leaders 3 hrs.

Upper-Division Courses
- CRIM 301 Principles of Forensic Science 3 hrs.
- CRIM 332 Juvenile Delinquency 3 hrs.
- CRIM 342 The Correctional System 3 hrs.
- CRIM 360 Judicial Process 3 hrs.
- BSCI 495 Senior Capstone 3 hrs.
- EMMT 405 Public Information Management 3 hrs.

Leadership Courses
- LDST 310 Contemporary Workforce Issues 3 hrs.
- LDST 331 Negotiation and Conflict Resolution 3 hrs.

Students should complete all 100- and 200-level requirements before accumulating 60 credit hours (junior status).
Concurrent Credit

The Department of Continuing Professional studies offers a concurrent credit option for undergraduate BS-Law Enforcement students meeting the requirements described in the Graduate Catalog. Eligible students may enroll in up to 6 credit hours of selected graduate courses from the Master’s in Public Service and Safety Leadership. Successful completion of these courses will earn both undergraduate credit toward the bachelor’s degree and graduate credit toward the master’s degree. This opportunity allows students to save on tuition costs and expedite their progress toward a Master in Public Service and Safety Leadership degree.

<table>
<thead>
<tr>
<th>Graduate course</th>
<th>Concurrent credit with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSSL 660 Community Engagement, Partnerships,</td>
<td>EMMT 403 Public Information Management</td>
</tr>
<tr>
<td>and Program Promotion</td>
<td></td>
</tr>
<tr>
<td>PSSL 650 Ethics, Conflict, and Decision Making</td>
<td>LDST 331 Negotiation and Conflict Resolution</td>
</tr>
</tbody>
</table>
Psychology

Psychology is the scientific study of behavior and mental processes. As a discipline, psychology helps students better understand themselves and others, and it has real-world applications ranging from stress, health, and mental illness to personal development, social interaction, and group dynamics, just to name a few. Although many career paths require advanced training and/or certification, students majoring in psychology commonly become mental health counselors, marriage and family therapists, school counselors, social workers, child care workers, and case managers. In addition to the course offerings, departmental majors are encouraged to work in community, social and/or correctional agencies where they can apply classroom knowledge to real problems.

Psychology, AS
The Associate of Science in Psychology requires 21 credit hours of coursework.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 120</td>
<td>Principles of Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 110</td>
<td>Stress Management I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 230</td>
<td>Life Span Development</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 234</td>
<td>Drugs and Behavior</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 240</td>
<td>Social Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BSCI 272</td>
<td>Methods in Social Science Research</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BSCI 274</td>
<td>Statistical Foundations for Behavioral Sciences</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>
Psychology, BS
The Bachelor of Science in Psychology requires 36 credit hours of coursework.

Program Outcomes:
- Demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, empirical findings, and historical trends in the behavioral sciences and how these apply to behavioral phenomena.
- Use the scientific approach, skeptical inquiry, and critical thinking to solve problems related to behavior, institutions, and/or organizations.
- Develop ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
- Demonstrate competence in writing and oral communication.
- Optimize career readiness by utilizing disciplinary content and developing effective self-reflection, project-management skills, and teamwork skills.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 120</td>
<td>Principles of Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 230</td>
<td>Life Span Development</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 234</td>
<td>Drugs and Behavior</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 240</td>
<td>Social Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 310</td>
<td>The Biology of Behavior</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 334</td>
<td>Abnormal Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 338</td>
<td>Personality Theory in Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 352</td>
<td>Psychology of Gender</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOCI 316</td>
<td>Minority Groups</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BSCI 272</td>
<td>Methods in Social Science Research</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BSCI 274</td>
<td>Statistical Foundations for Behavioral Sciences</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BSCI 495</td>
<td>Senior Capstone</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Students should complete all 100- and 200-level requirements before accumulating 60 credit hours (junior status).

Students earning the Bachelor of Science in Psychology may not also earn the Bachelor of Science in Psychology-Resilience and Performance Optimization.
Psychology-Resilience and Performance Optimization, BS

The Psychology-RPO major focuses on helping individuals, teams, and organizations perform at their best, achieve goals, and overcome obstacles that can impede performance. The major introduces students to the factors that help people cope with stress, enhance their resiliency, and perform at their highest levels, and these factors can be applied to performance in the military, law enforcement, business, mental health fields, or any other domain with a performance component. The major also explores the ways in which traumatic events are experienced and the range of posttraumatic reactions. The program concludes with a capstone experience where students research a topic that speaks directly to their interests, professional goals, or occupation.

The Bachelor of Science in Psychology-RPO requires 42 credit hours of coursework.

All prerequisites must be completed prior to enrollment in the following courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 110</td>
<td>Stress Management I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 222</td>
<td>Applied Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 300</td>
<td>Psychological Resilience</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 310</td>
<td>The Biology of Behavior</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 312</td>
<td>Positive Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 315</td>
<td>Group Dynamics and Team Process</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 334</td>
<td>Abnormal Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 351</td>
<td>Violence, Trauma, and Moral Injury</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 375</td>
<td>Psychology of Addiction Issues</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOCI 201</td>
<td>Sociology of the Family</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LDST 331</td>
<td>Negotiation and Conflict Resolution</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BSCI 272</td>
<td>Methods in Social Science Research</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BSCI 274</td>
<td>Statistical Foundations for Behavioral Sciences</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BSCI 495</td>
<td>Senior Capstone</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Students earning the Bachelor of Science in Psychology-Resilience and Performance Optimization may not also earn the Bachelor of Science in Psychology.
**Sociology**

Sociology provides valuable insights into social factors that affect how institutions and organizations operate, to include race, ethnicity, gender, age, education, and social class.

It is common for sociology majors to find employment in the nonprofit sector as well as community and social movement organizations.

In addition to the course offerings, departmental majors are encouraged to work in community, social and/or correctional agencies where they can apply classroom knowledge to real problems.

**Program Outcomes:**
- Demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, empirical findings, and historical trends in the behavioral sciences and how these apply to behavioral phenomena.
- Use the scientific approach, skeptical inquiry, and critical thinking to solve problems related to behavior, institutions, and/or organizations.
- Develop ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
- Demonstrate competence in writing and oral communication.
- Optimize career readiness by utilizing disciplinary content and developing effective self-reflection, project-management skills, and teamwork skills.

The Bachelor of Science in Sociology requires 36 credit hours of coursework.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 120</td>
<td>Principles of Sociology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOCI 201</td>
<td>Sociology of the Family</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOCI 202</td>
<td>Global Social Problems</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOCI 316</td>
<td>Minority Groups</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOCI 327</td>
<td>Social Gerontology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOCI 336</td>
<td>Development of Sociological Theory</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOCI 347</td>
<td>Medical Sociology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOCI 400</td>
<td>Social Stratification</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CRIM 332</td>
<td>Juvenile Delinquency</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BSCI 272</td>
<td>Methods in Social Science Research</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BSCI 274</td>
<td>Statistical Foundations for Behavioral Sciences</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BSCI 495</td>
<td>Senior Capstone</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

*Students should complete all 100-and 200-level requirements before accumulating 60 credit hours (junior status).*
Substance Use and Behavioral Addictions Certificate

Behaviors, like gambling, gaming, shopping, exercise, eating, and sex, may be as addicting as substances like alcohol and other drugs. The certificate program in substance use and behavioral addictions is designed for individuals who want to deepen their understanding of various addictions, the effects of addiction on biological, psychological, and socioemotional functioning, how to assess and counsel people who struggle with addiction, and professional codes of ethics.

The certificate program in substance use and behavioral addictions is a stand-alone program that is not embedded in an undergraduate degree program, and prior college experience is not required for acceptance. Non-degree seeking professionals, in particular, teachers, nurses, psychologists, social workers, first responders, criminal justice workers, and ministers may find the certificate useful in enhancing their professional credentials and expanding their repertoire of skills to help people.

Completing the certificate program does not lead to formal certification. Students interested in becoming substance abuse or addiction counselors must complete other educational and service requirements in order to become certified in the state of Missouri.

The certificate in Substance Use and Behavioral Addictions requires 18 credit hours of coursework.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 222</td>
<td>Applied Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 234</td>
<td>Drugs and Behavior</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 375</td>
<td>Psychology of Addiction Issues</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CRIM 381</td>
<td>Ethics and Legal Issues of Forensic Addiction</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 382</td>
<td>Assessment of Addiction Issues</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 383</td>
<td>Strategies for Counseling Addiction</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

*Students earning the Substance Use and Behavioral Addictions Certificate may not also earn the Addiction Studies Minor.*
Trauma and Resilience Certificate

Trauma is widespread and has no boundaries with regard to age, gender, race, ethnicity, socioeconomic status, geographic location, or sexual orientation. What enables people to adapt well to challenging life experiences? Resilience is key. The certificate program in trauma and resilience is designed for people who want to deepen their understanding of the ways in which traumatic events are experienced and the range of posttraumatic reactions. The program also explores factors that help people cope with stress, enhance their resiliency, and flourish.

The certificate program trauma and resilience is a stand-alone program that is not embedded in an undergraduate degree program, and prior college experience is not required for acceptance. Non-degree seeking professionals, in particular, teachers, nurses, psychologists, social workers, first responders, criminal justice workers, and ministers may find the certificate useful in enhancing their professional credentials and expanding their repertoire of skills to help people. The certificate may also be of interest to people who are interested in developing self-care plans to bolster their resilience and psychological well-being.

The certificate in Trauma and Resilience requires 18 credit hours of coursework.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 110</td>
<td>Stress Management I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 222</td>
<td>Applied Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 300</td>
<td>Psychological Resilience</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 312</td>
<td>Positive Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 334</td>
<td>Abnormal Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 351</td>
<td>Violence, Trauma, and Moral Injury</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

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Department of Biology

Dr. Kevin P. Jansen, Chair

General Biology
The department of biology offers a Bachelor of Science degree in the CCPS program. This degree is designed to provide students with a broad background in biology that will allow the student to pursue a variety of postgraduate opportunities, such as allied health professions, positions in environmental science or biology-related positions in industry. Students majoring in general biology must take a minimum of 35 semester hours in biology.

Program Outcomes:
- Interpret and communicate scientific ideas of biological phenomena by using fundamental concepts, methodology, and terminology.
- Propose scientific questions and use methods of scientific inquiry to formulate and test hypotheses and devise explanations.
- Investigate and evaluate the human and environmental implications and impacts of biological phenomena and scientific research.

The following 26 credit hours are required for each track of the General Biology major:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 102</td>
<td>General Biology</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>BIOL 172</td>
<td>Molecular Biology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BIOL 181</td>
<td>Genetics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BIOL 181L</td>
<td>Mechanisms of Genetic Inheritance Lab</td>
<td>1 hr.</td>
</tr>
<tr>
<td>BIOL 182</td>
<td>Evolution</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>BIOL 200</td>
<td>Ecology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BIOL 200L</td>
<td>Ecology Lab</td>
<td>1 hr.</td>
</tr>
<tr>
<td>BIOL 201</td>
<td>Biodiversity</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BIOL 489</td>
<td>Senior Seminar</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MATH 227</td>
<td>Introduction to Statistics</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**Track 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 207</td>
<td>Anatomy &amp; Physiology I</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>BIOL 307</td>
<td>Botany</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>BIOL 309</td>
<td>General Zoology</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>BIOL 312</td>
<td>Advanced Ecology</td>
<td>4 hrs.</td>
</tr>
</tbody>
</table>

*Available at the St. Robert Campus

**Track 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 205</td>
<td>Human Anatomy</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>BIOL 313</td>
<td>Advanced Microbiology</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>BIOL 325</td>
<td>Epidemiology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BIOL 337</td>
<td>Introduction to Virology</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**Available at the Springfield Campus
Health and Wellness
The Associate of Science degree in Health and Wellness is intended for anyone seeking a healthier lifestyle for themselves, their families, or clients in non-clinical settings. This program is designed to prepare students for careers in recreation, health and wellness coaching, and personal training. This program is also designed for health care professionals interested in increasing the knowledge of health and wellness and integrating it into their practice.

The Associate of Science in Health and Wellness requires 21 credit hours of coursework.

Track 1:
BIOL 102 General Biology 4 hrs.
EXSP 210 American Red Cross First Aid 2 hrs.
EXSP 220 Personal Wellness 2 hrs.
BIOL 245 Introduction to Human Nutrition 3 hrs.
PSYC 110 Stress Management I 3 hrs.
CHEM 103 Fundamentals of Chemistry 3 hrs.

Choose One: 4-8 hrs.
BIOL 207 Anatomy and Physiology 4 hrs.
BIOL 205 Human Anatomy & BIOL 206: Human Physiology 8 hrs.

Track 2*:
BIOL 205 Human Anatomy 4 hrs.
BIOL 206 Human Physiology 4 hrs.
CHEM 107 General Chemistry 4 hrs.
CHEM 212 Organic Chemistry 3 hrs.
PSYC 110 Stress Management I 3 hrs.
BIOL 250 Foundations of Medical Terminology 3 hrs.

*Available at Fort Leonard Wood campus only
Department of Communication

Dr. Jonathan Groves, Chair

Today’s citizen leader requires skill sets in critical reasoning, research, persuasion, and oral and written expression. The communication studies major develops these skills in tandem with the knowledge and experience necessary to participate effectively in organizational, group, sociopolitical, interpersonal and intercultural contexts.

Graduate paths for these majors include nonprofit work, law, politics, graduate work, education, health, activism, religion and sales.

Communication, AS
The Associate of Science in Communication requires 18 credit hours of coursework.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 201</td>
<td>Interpersonal Communication</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>COMM 215</td>
<td>Foundations of Communication Theory</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>COMM 220</td>
<td>Business Communication and Writing</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>COMM 229</td>
<td>Business and Professional Presentations</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>COMM 231</td>
<td>Integrated Brand Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>COMM 285</td>
<td>Communication and Ethics</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>
Communication, BS
The Communication major prepares students for diverse careers that draw upon critical thinking, written and oral communication, problem-solving, conflict resolution, and strategic leadership. Courses promote the application of theory and research in the development of communication messages, plans, and solutions. Career opportunities for communication majors include social media strategist, project manager, event planning, sales, public policy, communications specialist, and consulting.

Program Outcomes:
- Demonstrate knowledge of communication concepts, theories, and frameworks as they apply to professional and interpersonal contexts.
- Produce strategic, audience-centered messages (both oral and written) that support organizational goals.
- Demonstrate skill in analyzing communication problems and crafting ethical responses or solutions that recognize diverse perspectives.
- Develop and demonstrate knowledge of effective approaches to leading teams and organizations.
- Demonstrate competency in collecting and analyzing information for the development of engaging and high-impact presentations.

The Bachelor of Science in Communication requires 33 credit hours of coursework.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 201</td>
<td>Interpersonal Communication</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>COMM 221</td>
<td>Multimedia Writing</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>COMM 231</td>
<td>Integrated Brand Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>COMM 285</td>
<td>Communication and Ethics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>COMM 303</td>
<td>Research, Analysis, and Presentation Methods</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LDST 331</td>
<td>Negotiation and Conflict Resolution</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>COMM 351</td>
<td>Principles of Persuasion and Influence</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>COMM 421</td>
<td>Strategic Media</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LDST 420</td>
<td>Managing Multi-Cultural Organizations</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LDST 435</td>
<td>Strategic Leadership</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>COMM 489</td>
<td>Professional Seminar</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>
Department of Continuing Professional Studies

Kay Osborne, Chair

Child and Adolescent Development Credential
This credential is designed to prepare individuals to work with children and adolescents in a multitude of settings. The courses cover many topics including biases, discrimination and oppression, social justice, cognitive and emotional human development, and exceptional children. Upon completion of the credential, the student will be better prepared for jobs such as classroom paraprofessional, teacher’s assistant, and substitute teacher.

The Child and Adolescent Development Credential requires 12 credit hours of coursework.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 205</td>
<td>Diversity and Social Justice in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 207</td>
<td>Psychology of Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 225</td>
<td>Neurodiversity in Society and Why it Matters</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 340</td>
<td>Education of the Exceptional Child</td>
<td>3</td>
</tr>
</tbody>
</table>

Corporate Conflict Resolution Credential
This credential is designed to recognize the causes of interpersonal conflict and equip the student to evaluate contentious situations and choose the appropriate strategies and tools to avoid, manage, and resolve these conflicts. It is targeted to business leaders in all sizes and types of business entities. Completion of this credential will better prepare students for position in Human Resources as well as improve their leadership and management skills.

The Corporate Conflict Resolution Credential requires 18 credit hours of coursework.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LDST 331</td>
<td>Negotiation and Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>LDST 420</td>
<td>Managing Multi-cultural Organizations</td>
<td>3</td>
</tr>
<tr>
<td>COMM 211</td>
<td>Presentational Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMM 215</td>
<td>Foundations of Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>COMM 351</td>
<td>Principles of Persuasion and Influence</td>
<td>3</td>
</tr>
<tr>
<td>COMM 422</td>
<td>Argumentation and Advocacy</td>
<td>3</td>
</tr>
</tbody>
</table>
**International Conflict Credential**

This credential is designed to cover current international issues and United States policy. The course content spans the globe, while giving extra attention to the Middle East. Upon completion of this credential, the student will be able to describe the challenges facing the world leaders today, United States policy and response, as well as better understand the people and places involved.

The International Conflict Credential requires 12 credit hours of coursework.

- **PLSC 152**   Introduction to International Relations   3 hrs.
- **PLSC 302**   US Foreign Policy   3 hrs.
- **PLSC 375**   Arab-Israeli Conflict   3 hrs.
- **EMMT 203**   Introduction to Terrorism   3 hrs.

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**Project Management Credential**

This credential is designed to prepare the student to manage projects through the initiation, planning, executing, controlling, and completing the work of a group to achieve specific goals in a specified time frame. Students who successfully complete the credential will have the basic knowledge necessary to explore a career in project management. This credential is designed to be coupled with a bachelor’s degree in business or completed post bac.

The Project Management Credential requires 12 credit hours of coursework.

- **LDST 102**   Introduction to Project Management   3 hrs.
- **LDST 250**   Financial Basics for Leaders   3 hrs.
- **LDST 301**   Risk Management   3 hrs.
- **LDST 310**   Contemporary Workforce Issues   3 hrs.
Emergency Management

The Bachelor of Science in Emergency Management degree program is designed to provide a well-rounded learning experience to current and future emergency management leaders in the public, private, and voluntary sectors. The curriculum blends theoretical perspectives with professional practice and emphasizes application of knowledge to real-world practical settings. It highlights the fundamentals of emergency management while providing an interdisciplinary course of study in the skills and practices necessary to enhance resiliency for communities or organizations.

Emergency Management, AS
The Associate of Science in Emergency Management requires 18 credit hours of coursework.

- EMMT 105 Disaster Planning and Preparedness 3 hrs.
- EMMT 202 Hazard Identification 3 hrs.
- EMMT 203 Introduction to Terrorism 3 hrs.
- LDST 101 Foundations of Organizational Leadership 3 hrs.
- LDST 250 Financial Basics for Leaders 3 hrs.

Emergency Management, BS
The Bachelor of Science in Emergency Management requires 39 credit hours of coursework.

Program Outcomes:
- Develop knowledge of the five mission areas of emergency management as established by the Federal Emergency Management Agency.
- Develop leadership knowledge and skills that improve the operations, sustainability and effectiveness of emergency management organizations.
- Demonstrate application of emergency management knowledge, processes, and tactics though the completion of an internship in public, private, or voluntary sector.

- EMMT 105 Disaster Planning and Preparedness 3 hrs.
- EMMT 202 Hazard Identification 3 hrs.
- EMMT 301 Social Aspects of Disaster 3 hrs.
- EMMT 305 Disaster Response 3 hrs.
- EMMT 307 Disaster Recovery 3 hrs.
- EMMT 401 Hazard Mitigation 3 hrs.
- EMMT 403 Private Sector Crisis and Emergency Management 3 hrs.
- EMMT 405 Public Information Management 3 hrs.
- EMMT 497 Internship 3 hrs.
- LDST 250 Financial Basics for Leaders 3 hrs.
- LDST 331 Negotiation and Conflict Resolution 3 hrs.
- LDST 400 Grant Writing 3 hrs.
**Concurrent Credit**

The Department of Continuing Professional studies offers a concurrent credit option for undergraduate BS-Emergency Management students meeting the requirements described in the Graduate Catalog. Eligible students may enroll in up to 6 credit hours of selected graduate courses from the Master’s in Public Service and Safety Leadership. Successful completion of these courses will earn both undergraduate credit toward the bachelor’s degree and graduate credit toward the master’s degree. This opportunity allows students to save on tuition costs and expedite their progress toward a Master in Public Service and Safety Leadership degree.

<table>
<thead>
<tr>
<th>Graduate course</th>
<th>Concurrent credit with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSSL 660 Community Engagement, Partnerships, and Program Promotion</td>
<td>EMMT 403 Public Information Management</td>
</tr>
<tr>
<td>PSSL 650 Ethics, Conflict, and Decision Making</td>
<td>LDST 331 Negotiation and Conflict Resolution</td>
</tr>
</tbody>
</table>
**Emergency Medical Science**

Students pursuing an associate of science degree in emergency medical science are required to have completed an approved emergency medical science program for which credit for satisfactory completion will be awarded. A maximum of 30 semester hours of credit may be awarded for completion of the emergency medical science program and the national registry certification program. Credit is also awarded for military training in this specialty upon completion of national registry certification. Of the 30, 16 semester hours may apply toward the major and 14 semester hours toward elective credit.

Students who have not completed the emergency medical science program prior to being admitted to Drury University must be placed on academic leave before beginning the necessary program coursework elsewhere. The Academic Leave of Absence form must be filed with the Registrar’s Office by the Last Day to Enroll deadline for the applicable semester as stated in the Academic Calendar.

The Associate of Science in Emergency Medical Science requires 20-24 credit hours of coursework.

<table>
<thead>
<tr>
<th>Transfer Program</th>
<th>16 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose One:</td>
<td>4-8 hrs.</td>
</tr>
<tr>
<td>BIOL 109 Introduction to Anatomy and Physiology</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>BIOL 207 Anatomy and Physiology</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>BIOL 205 Human Anatomy &amp; BIOL 206: Human Physiology</td>
<td>8 hrs.</td>
</tr>
</tbody>
</table>
General Studies
The Associate of Arts in General Studies develops the knowledge and skills needed for success in bachelor’s degree programs and/or entry-level professional positions. Students will complete a minimum of 62 credit hours for the degree. Coursework fosters skills in critical thinking, writing and oral communication, and problem-solving. The program’s focus on the humanities and sciences helps students develop the knowledge, skills, and values to improve themselves and the communities in which they live.

The programs for the degree Bachelor of General Studies (BGS) and the Associate of Science (AS) with an area of concentration in general studies are designed to provide an alternative to conventional degree programs and majors.

General Studies, AA
The Associate of Arts in General Studies requires 62 credit hours of coursework.

<table>
<thead>
<tr>
<th>Orientation, Technology and Research</th>
<th>6 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSTU 110 Foundations of College and Professional Success</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>GSTU 210 Desktop Applications</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Written Communication</th>
<th>6 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 150 Composition</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENGL 207 Expository Writing: Art of the Essay</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral Communication</th>
<th>3 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 211 Presentational Speaking</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities and Fine Arts</th>
<th>15 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 200 Literature Matters</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 102 United States History, 1865 to Present</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 108 World History From 1500</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MUSC 115 Introduction to Music</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>RELG 109 Introduction to the Study of Religion</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social and Behavioral Sciences</th>
<th>9 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 120 Principles of Criminal Justice</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PLSC 101 Government and Politics in the United States</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 120 Principles of Psychology</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematical Sciences</th>
<th>3 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 109 College Algebra</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Natural Sciences</th>
<th>7 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 100 Principles of Biology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PHYS 100 Earth Science</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PHYS 100L Earth Science Lab</td>
<td>1 hr.</td>
</tr>
</tbody>
</table>

Students pursuing the Associates of Arts in General Studies may not earn the Associate of Science in General Studies.
General Studies, AS
The Associate of Science in General Studies requires 21 credit hours of coursework.
Select 21 hours in one of the three fields of knowledge:
- Humanities and Fine Arts
- Science and Mathematics
- Social Science

Students pursuing the Associates of Science in General Studies may not earn the Associate of Arts in General Studies.

General Studies, BGS
The BGS degree program is designed specifically for
(1) Persons with technical training who wish to broaden their specialized background to include a liberal arts education, or
(2) Persons who wish to develop an interdisciplinary program tailored to their individual needs and interests.

Program Outcomes:
- Ethical: Decision making in organizational and personal actions.
  - Implement leadership concepts in decision making after developing a personal model for ethical leadership.
- Engaged: Clearly and effectively communicate (orally and written) as an individual and in teams.
  - Demonstrate effective and collaborative written and oral communication skills.
- Encompassing: Promote multicultural sensitivity.
  - Determine one’s own identify, culture, and heritage and seek to learn more about others while confronting prejudices and discrimination.
- Empowered: Prepare to execute.
  - Broaden knowledge of a wider world and establish ability to deal with complexity, diversity, and change.

A complete description of the requirements for the General Studies major can be found in the Academic Affairs section of this catalog under the sub-head: “Bachelor of General Studies.”

The Bachelor of General Studies requires 45 credit hours of coursework.

The following 15 hours are required for all General Studies majors:
- GSTU 110 Foundations of College and Professional Success 3 hrs.
- GSTU 493 Senior Seminar 3 hrs.
- LDST 260 Fundamentals of Leadership I 3 hrs.
- LDST 270 Fundamentals of Leadership II 3 hrs.
- PSYC 120 Principles of Psychology 3 hrs.

Track 1: Individual Program
Individual Program – choose 30 additional hours in one of the three fields of knowledge:
- Humanities and Fine Arts
- Science and Mathematics
- Social Studies
*18 hours must be 300-level or above

Track 2: Transfer Program
Transfer completed technical program
Health Services Management

The Health Services Management major is particularly appropriate for those who want the leadership, supervisory, administrative skills and degree required for upward mobility within healthcare organizations. These individuals already have the appropriate academic preparation and licensures, the necessary clinical skills, and the proper in-service training in a health-related discipline. This degree program has two tracks. The first option is a degree completion program for registered nurses, radiological technologists, respiratory therapists, physical therapy assistants, occupational therapy assistants, emergency medical services personnel, and other related professionals. The second is for students participating in the Drury University/Cox College Dual Health Degree Cohort.

Program Outcomes:
- Develop a solid foundation in science and medicine upon which to build professional knowledge.
- Synthesize an approach to management and leadership which includes effective communication, ethical decision-making, and a holistic understanding of individuals and cultures.
- Apply practical and theoretical knowledge in a health setting, preparing to provide care under established policies, procedures and protocols.

Health Services Management
The following 15 credit hours are required for each track of the Health Services Management major:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LDST 101</td>
<td>Foundations of Organizational Leadership</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LDST 250</td>
<td>Financial Basics for Leaders</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LDST 331</td>
<td>Negotiation and Conflict Resolution</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 310</td>
<td>The Biology of Behavior</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOCI 327</td>
<td>Social Gerontology</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Track 1

Transfer Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LDST 310</td>
<td>Contemporary Workforce Issues</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EXSP 345</td>
<td>Wellness and Health Promotion</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 312</td>
<td>Positive Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOCI 347</td>
<td>Medical Sociology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LDST 450</td>
<td>Ethics and Leadership</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

45 hrs.

30 hrs. (minimum)
Track 2  
117 hrs.
The following courses are required for the Dual Health Degree Cohort to complete the Bachelor of Science in Health Services Management and the Bachelor of Science in Nursing. NRSI courses will be taken through Cox College, and grades will be transferred back to Drury.

Program Outcomes:
- Utilize information management skills as a means of competent decision making and critical thinking to enhance nursing practice, client education, and personal lifelong learning.
- Communicate effectively using verbal, written, and interpersonal skills among colleagues, individuals, families, groups, and communities.
- Implement evidence-based therapeutic interventions for individuals, families, groups, and communities in structured and unstructured health care settings.
- Integrate principles of lifespan development in the nursing care of diverse groups.
- Utilize methods of discovery to inform practice and improve nursing care.
- Integrate nursing roles to assure competent practice in a changing and diverse health care environment.

Prerequisite courses to be taken prior to admittance into the Cohort  
12 hrs.
BIOL 100  Principles of Biology  3 hrs.
ENGL 150  Composition  3 hrs.
GSTU 110  Foundations of College and Professional Success  3 hrs.
MATH 100  Intermediate Algebra  3 hrs.

Required Drury Courses  
43 hrs.
BIOL 207  Anatomy and Physiology  4 hrs.
BIOL 208  Microbiology  4 hrs.
BIOL 217  Anatomy and Physiology II  4 hrs.
BIOL 382  Pathophysiology  3 hrs.
CHEM 103  Foundations of Chemistry + Laboratory  4 hrs.
COMM 220  Business Communication and Writing  3 hrs.
COMM 332  Intercultural Communication  3 hrs.
Humanities Elective  3 hrs.
MATH 227  Introduction to Statistics  3 hrs.
PHIL 105  Introduction to Philosophy  3 hrs.
PSYC 120  Principles of Psychology  3 hrs.
PSYC 230  Life Span Development  3 hrs.
SOCI 120  Principles of Sociology  3 hrs.

Required Cox Courses  
62 hrs.
NRSI 202  Foundations of Professional Nursing  3 hrs.
NRSI 205  Critical Thinking  2 hrs.
NRSI 206  Health Assessment  3 hrs.
NRSI 212  Mental Health/Illness Nursing Concepts  3 hrs.
NRSI 215  Pharmacological Basis of Nursing Practice  3 hrs.
NRSI 280  Adult Medical Surgical Nursing I & Practicum  4 hrs.
NRSI 300  Informatics  2 hrs.
NRSI 303  Professional Nursing Concepts  2 hrs.
NRSI 304  Care of Childbearing Families  3 hrs.
NRSI 305  Care of Childrearing Families  3 hrs.
NRSI 325  Adult Medical Surgical Nursing II & Practicum  7 hrs.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSI 335</td>
<td>Adult Medical Surgical Nursing III &amp; Practicum</td>
<td>7 hrs</td>
</tr>
<tr>
<td>NRSI 345</td>
<td>Adult Medical Surgical Nursing IV Simulation</td>
<td>4 hrs</td>
</tr>
<tr>
<td>NRSI 400</td>
<td>Theories and Research in Nursing</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NRSI 402</td>
<td>Management and Leadership in Nursing</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NRSI 404</td>
<td>Community and Public Health Nursing</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NRSI 410</td>
<td>Nursing Capstone</td>
<td>7 hrs</td>
</tr>
</tbody>
</table>
Law Enforcement Studies Certificate

Tony Bowers, Law Enforcement Academy Director

The Drury University Law Enforcement Academy provides professional training for those interested in pursuing a career in law enforcement.

The 750-hour basic training academy is offered on the Drury University campus in Springfield, Missouri, and is certified by the State of Missouri Department of Public Safety. The academy meets the State of Missouri’s minimum training requirement for Class A certification of peace officers.

Further information about the process for applying for acceptance into the academy can be found on the Drury website at: http://www.drury.edu/du/law-enforcement/How-to-Apply-to-the-Academy/.

Brief summaries of the classwork involved in the 24 credit hour undergraduate curriculum can be found under the LEA course descriptor code in the Course Descriptions section of this catalog.

In outline, the academy provides training for its students in the following areas:

Legal Studies
  - Constitutional law
  - Traffic law

Interpersonal Perspectives
  - Ethics and Professionalism
  - Human Behavior
  - Police Supervision

Technical Studies
  - Patrol Duties/ Traffic Enforcement
  - Criminal investigation
  - Report Writing
  - Juvenile Justice and Procedures
  - First Aid (First Responder)
  - SFST / DWI certification
  - Stationary Radar Certification

Skill Development
  - Defensive Tactics
  - Firearms
  - Driver Training
  - Practical Application Exercises
  - Physical Fitness

This program will provide above average training to those who seek to become a peace officer in Missouri and other states. The Drury Law Enforcement Academy (LEA) provides 750 contact hours of training, (150 hours more than required by the State of Missouri-POST) for those who seek a Missouri Class A Peace Officer license. POST sets learning objectives for each block of training. The training academy develops lesson plans to meet those objectives.
The Certificate in Law Enforcement Studies requires 24 credit hours of coursework.

*A grade of C or higher must be earned in each of the following courses, except for LEA 282 which requires the grade of B or higher.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA 200</td>
<td>Basic Police Officer Training I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LEA 210</td>
<td>Basic Police Officer Training II</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LEA 211</td>
<td>Basic Police Officer Training III</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LEA 282</td>
<td>Defensive Tactics for Peace Officers</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LEA 283</td>
<td>Fundamentals of Firearm Marksmanship</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LEA 284</td>
<td>Professionalism and Ethics in Law Enforcement</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LEA 285</td>
<td>Foundations of Law Enforcement Leadership</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LEA 293</td>
<td>Basic Police Officer Training IV</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>
Leadership Studies
These degree programs are designed for adults who wish to assume leadership, supervisory and administrative roles within organizations. Coursework focuses on the behavioral and practical aspects of leading, motivating, and communicating with individuals in modern organizations.

Organizational Leadership Studies, AS

The Associate of Science in Organizational Leadership Studies requires 21 credit hours of coursework.

- COMM 229 Business and Professional Presentations 3 hrs.
- COMM 231 Integrated Brand Management 3 hrs.
- ECON 210 Principles of Microeconomics 3 hrs.
- LDST 101 Foundations of Organizational Leadership 3 hrs.
- LDST 250 Financial Basics for Leaders 3 hrs.
- LDST 260 Fundamentals of Leadership I 3 hrs.
- LDST 270 Fundamentals of Leadership II 3 hrs.

Organizational Leadership Studies, BS

The Bachelor of Science in Organizational Leadership Studies provides a broad base of knowledge for those who will take on the administrative roles within organizations. The student can choose to specialize in two different areas of leadership.

Program Outcomes:
- Ethical: Decision making in organizational and personal actions.
  - Implement leadership concepts in decision making after developing a personal model for ethical leadership.
- Engaged: Clearly and effectively communicate as an individual and in teams.
  - Demonstrate effective and collaborative written and oral communication skills.
- Encompassing: Promote multicultural sensitivity.
  - Determine one’s own identity, culture, and heritage and seek to learn more about others while confronting prejudices and discrimination.
- Empowered: Prepared to execute.
  - Demonstrate strategies and techniques for managing organizations.

The following 27 hours are required for all Leadership Studies majors:

- COMM 229 Business and Professional Presentations 3 hrs.
- COMM 231 Integrated Brand Management 3 hrs.
- ECON 210 Principles of Microeconomics 3 hrs.
- LDST 101 Foundations of Organizational Leadership 3 hrs.
- LDST 250 Financial Basics for Leaders 3 hrs.
- LDST 260 Fundamentals of Leadership I 3 hrs.
- LDST 270 Fundamentals of Leadership II 3 hrs.
- LDST 435 Strategic Leadership 3 hrs.
- LDST 450 Ethics and Leadership 3 hrs.
<table>
<thead>
<tr>
<th>Track 1: Leadership Development</th>
<th>24 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 387</td>
<td>Organization Communication</td>
</tr>
<tr>
<td>LDST 310</td>
<td>Contemporary Workforce Issues</td>
</tr>
<tr>
<td>LDST 325</td>
<td>Leading &amp; Integrating Technology in Organizations</td>
</tr>
<tr>
<td>LDST 331</td>
<td>Negotiation and Conflict Resolution</td>
</tr>
<tr>
<td>LDST 400</td>
<td>Grant Writing</td>
</tr>
<tr>
<td>LDST 420</td>
<td>Managing Multi-Cultural Organizations</td>
</tr>
<tr>
<td>LDST 425</td>
<td>Leading Corporate Social Responsibility and Sustainability</td>
</tr>
<tr>
<td>MGMT 321</td>
<td>Legal and Ethical Environment of Business</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Track 2: Human Resources</th>
<th>21 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 103</td>
<td>Business Foundations</td>
</tr>
<tr>
<td>LDST 310</td>
<td>Contemporary Workforce Issues</td>
</tr>
<tr>
<td>LDST 331</td>
<td>Negotiation and Conflict Resolution</td>
</tr>
<tr>
<td>LDST 420</td>
<td>Managing Multi-Cultural Organizations</td>
</tr>
<tr>
<td>MGMT 321</td>
<td>Legal and Ethical Environment of Business</td>
</tr>
<tr>
<td>MGMT 374</td>
<td>Employment Laws and Regulations</td>
</tr>
<tr>
<td>PSYC 355</td>
<td>Industrial Organizational Psychology</td>
</tr>
</tbody>
</table>
Paralegal Studies

The Paralegal Studies degree provides a conceptual appreciation for the essential principles, doctrines, rules, and structural elements of the American legal system and the practice of law. This program provides a focused study of American court systems, constitutional law, criminal law, civil law (including torts, contract law, and family law), legal research, legal writing, discovery, and interviewing and investigating. Through the Legal Practicum, which is an unpaid internship with a practicing attorney, emphasis is also placed on a practical application of the above legal concepts in the real practice of law. This degree provides a strong basis for paralegals seeking employment in a wide variety of legal practices.

Paralegal Studies
The Associate of Science in Paralegal Studies requires 21 hours of coursework.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEGA 110</td>
<td>Introduction to Law and Legal Reasoning</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LEGA 120</td>
<td>Legal Research and Writing</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LEGA 201</td>
<td>Interviewing and Investigating</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LEGA 261</td>
<td>Litigation</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LEGA 262</td>
<td>Tort Law</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LEGA 264</td>
<td>Family Law</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LEGA 275</td>
<td>Professional Practicum</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Students must have a cumulative GPA of 2.75 in the required LEGA courses and the two ENGL writing courses (ENGL 150 and ENGL 207) before registering for LEGA 275.
Radiologic Technology
The Radiologic Technology Program developed between Drury University and the Rolla Technological Institute (RTI) is a 20-month, full-time certificate program. The course work consists of classroom instruction, lab demonstrations and clinical training in local health care facilities correlated into six semesters. The program satisfies requirements set forth by the Joint Review Committee for Education in Radiologic Technology. The curriculum may vary depending on when the student starts the program.

Students pursuing an associate of science degree in radiologic technology are required to have completed an approved radiologic technology program for which credit for satisfactory completion will be awarded. A maximum of 45 semester hours of credit may be awarded for completion of the radiologic technology program and the national registry certification program. Credit also is awarded for military training in this specialty upon completion of national registry certification. Of the 45, 16 semester hours may apply toward the major and 29 semester hours toward elective credit.

Students who have not completed the radiologic technology program prior to being admitted to Drury University must be placed on academic leave before beginning the necessary program coursework with Rolla Technological Institute. The Academic Leave of Absence form must be filed with the Registrar’s Office by the Last Day to Enroll deadline for the applicable semester as stated in the Academic Calendar.

The Associate of Science in Radiologic Technology requires 20-24 credit hours of coursework.

Transfer Program

<table>
<thead>
<tr>
<th>Choose One:</th>
<th>16 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 109</td>
<td>4-8 hrs.</td>
</tr>
<tr>
<td>BIOL 207</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>BIOL 205</td>
<td>8 hrs.</td>
</tr>
<tr>
<td>BIOL 205: Human Anatomy &amp; BIOL 206: Human Physiology</td>
<td>8 hrs.</td>
</tr>
</tbody>
</table>
Surgical Technology

The Surgical Technology Program developed between Drury University and the Rolla Technological Institute (RTI) is a 1-year program. The coursework consists of classroom instruction, lab demonstrations and clinical externship. The program satisfies requirements set forth by the Joint Review Committee for Education in Surgical Technology. The curriculum may vary depending on when the student starts the program.

A maximum of 30 semester hours of credit may be awarded for completion of the surgical technology program to be used toward the Associate of Science in Surgical Technology. Credit also is awarded for military training in this specialty upon completion of national registry certification. Of the 30, 16 semester hours may apply toward the major, and 14 semester hours toward elective credit.

Students who have not completed the surgical technology program prior to being admitted to Drury University must be placed on academic leave before beginning the necessary program coursework with Rolla Technological Institute. The Academic Leave of Absence form must be filed with the Registrar’s Office by the Last Day to Enroll deadline for the applicable semester as stated in the Academic Calendar.

The Associate of Science in Surgical Technology requires 20-24 credit hours of coursework.

Transfer Program 16 hrs.

Choose One: 4-8 hrs.
BIOL 109 Introduction to Anatomy and Physiology 4 hrs.
BIOL 207 Anatomy and Physiology 4 hrs.
BIOL 205 Human Anatomy & BIOL 206: Human Physiology 8 hrs.
Workforce Essentials Certificate

Individuals completing the Workforce Essentials Certificate develop valuable skills that are transferable to a variety of employment settings. The interdisciplinary curriculum is designed for students seeking foundational knowledge and skills in interpersonal communication, financial literacy, applied math, business communication and leadership.

Program Outcomes:
- Provide students with transferable job skills.
- Provide students with the foundational knowledge needed to understand decision making, business goals, and relational expectations in organizational settings.

The Workforce Essentials Certificate requires 18 credit hours of coursework.

<table>
<thead>
<tr>
<th>Required</th>
<th>18 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 201</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>COMM 220</td>
<td>Business Communication and Writing</td>
</tr>
<tr>
<td>GSTU 210</td>
<td>Desktop Applications</td>
</tr>
<tr>
<td>LDST 101</td>
<td>Foundations of Organizational Leadership</td>
</tr>
<tr>
<td>LDST 250</td>
<td>Financial Basics for Leaders</td>
</tr>
<tr>
<td>MATH 101</td>
<td>Fundamental Mathematical Concepts I</td>
</tr>
</tbody>
</table>
Department of Fine and Performing Arts

Dr. Stephen Bomgardner, Chair

The Department of Fine and Performing Arts supports a variety of approaches to the creation and examination of both the visual and performing arts. Through creative endeavor we challenge our students to celebrate, explore and express the human condition, pushing through conventional boundaries while forming meaningful connections with both local and global communities. We affirm the arts as an integral part of our culture and a critical component of a liberal arts education in the 21st century.

Programs in art and art history offer:
- Introductory courses designed to develop appreciation and increased understanding of the fine arts and their contribution to the cultural life of society.
- Advanced courses leading to and academic major or minor in art history, design arts or fine arts.
- Special programs formulated to prepare the student for graduate study or a professional career.
- Support courses leading to a professional degree in architecture and state certification in art education.

This major is appropriate for students who:
- Wish to pursue a career in graphic design, web development, commercial photography, art direction, and multimedia artists; or
- Plan to seek admittance into a graduate program in fine arts, in which additional Advanced Studio coursework and a second major in art history or fine arts is highly recommended.

Program Outcomes:
- Through creative endeavor, students learn to celebrate, explore, and express the human condition, pushing through conventional boundaries while forming meaningful connections with both local and global communities.

The graphic design and design arts major is only available through the Springfield campus.

ARTZ 496 Apex Studio is to be taken in the spring semester of the year the student graduates. To enroll in ARTZ 496 students are required to fill out a “Permission to Register for Special Coursework” form.

Graphic and Digital Design
The Bachelor of Science in Graphic and Digital Design requires 24 credit hours of coursework.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 153</td>
<td>Visual Literacy-Art History and Culture</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ARTZ 123</td>
<td>Drawing</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ARTZ 210</td>
<td>Graphic Design I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ARTZ 260</td>
<td>Photography I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ARTZ 310</td>
<td>Graphic Design II</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ARTZ 311</td>
<td>Publication Design</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ARTZ 365</td>
<td>Photography: Studio Explorations</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ARTZ 496</td>
<td>Apex Studio</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>
Department of History, Philosophy and Religion

Dr. Ted Vaggalis, Chair

History is the study of peoples, societies and events from the earliest times to the present. By studying the past, historians seek to provide meaningful interpretations of the human experience. History is grounded in the examination of primary sources such as documents, wills, poems or artifacts in order to illuminate the past. Studying the traditions, events and decisions of those in the past provides insights for the contemporary world. The history major serves as excellent preparation for careers in education, public policy, consultancy, museum work, law, park service, libraries and business. History majors have attended graduate and professional schools in history, anthropology, museum studies, divinity studies, law and medicine. The analytical thinking and writing skills associated with history provide important professional and civic competencies for practical application in many fields.

The Department of History offers introductory survey courses, research methods seminars and upper level subject studies in American, European, African, Asian and Middle Eastern history. Many of the courses are writing intensive and strive to prepare the history major for professional careers in the field.

History

The History Program offers two tracks, one for History majors, and the other for students pursuing majors in both History and Secondary Education. Track 1: History, requires a minimum completion of 42 credit hours. Track 2: History-Secondary Education requires a minimum of 42 hours. Do note, Track 2: History-Secondary Education requires the necessary Department of Education courses needed to earn a major in Secondary Education. Please refer to the Secondary Education section of this catalog for specific requirements.

Program Outcomes:

- Demonstrate knowledge about the past.
- Examine, contextualize, and explicate primary sources.
- Understand how historians interpret the past.
- Use the skills of historical research to write papers relying on primary and secondary sources.

The following courses are required for all History majors: 24 hrs.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 259</td>
<td>Engaging the Past</td>
<td></td>
</tr>
</tbody>
</table>

American History 12 hrs.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>United States History to 1865</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 102</td>
<td>United States History, 1865 to Present</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 320</td>
<td>The American Revolution</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 330</td>
<td>The American Civil War</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

World History 9 hrs.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 107</td>
<td>World History to 1500</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 108</td>
<td>World History from 1500</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 245</td>
<td>Europe in the Twentieth Century</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

187
### Track 1: History

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 219</td>
<td>Early Modern European History</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 343</td>
<td>Latin American History</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 344</td>
<td>History of Modern Africa</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 345</td>
<td>History of Modern Asia</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 350</td>
<td>African-American History</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 493</td>
<td>Senior Seminar</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

### Track 2: History-Secondary Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 111</td>
<td>Geographical History</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Completion of Secondary Education Major requirements

Total Hours: 18 hrs. + EDUC Requirements
Department of Languages and Literature

Dr. Kevin Henderson, Chair

The Department of English has the following Learning Objectives

Students should be able to:
1. Challenge ideas critically and creatively;
2. Appreciate the changing canons of American, British and world literature and question the authority of classic texts;
3. Deploy a vocabulary for analyzing poetry, fiction, nonfiction, drama and other cultural artifacts in terms of form and content;
4. Respond specifically and meaningfully to their own writing and to that of their peers;
5. Write with clarity, insight, purpose and power for a variety of audiences and occasions;
6. Analyze language in its historical, cultural, literary and linguistic contexts;
7. Utilize helpful primary and secondary sources so that they can become independent researchers and writers;
8. Demonstrate the link between their study of literature and writing and their lives beyond college, including social issues and vocations.

English and Writing, AS
The Associate of Science in English and Writing requires 24 credit hours of coursework.

<table>
<thead>
<tr>
<th>Foundations</th>
<th>18 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 200  Literature Matters</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENGL 207  Expository Writing: Art of the Essay</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENGL 253  Grammar and Style</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENGL 266  Creative Writing I-Fiction</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENGL 267  Creative Writing I-Poetry</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENGL 268  Creative Writing I-Nonfiction</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>British Literature</th>
<th>3 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 202  British Literature II: Nineteenth Century Through The Present</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>American Literature</th>
<th>3 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 204  American Literature II: 1865-1980</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>
English and Writing, BS

The English and Writing Program offers two tracks, one for English and Writing majors, and the other for students pursuing majors in both English/Writing and Secondary Education. Track 1: English and Writing, requires a minimum completion of 42 credit hours. Track 2: English and Writing-Secondary Education requires a minimum of 36 hours and the necessary Department of Education courses needed to earn a major in Secondary Education. Please refer to the Secondary Education section of this catalog for specific requirements.

Program Outcomes:
- Challenge ideas critically and creatively;
- Appreciate the changing canons of American, British and world literature and question the authority of classic texts;
- Deploy a vocabulary for analyzing poetry, fiction, nonfiction, drama and other cultural artifacts in terms of form and content;
- Respond specifically and meaningfully to their own writing and to that of their peers;
- Write with clarity, insight, purpose and power for a variety of audiences and occasions;
- Analyze language in its historical, cultural, literary and linguistic contexts;
- Utilize helpful primary and secondary so that they can become independent researchers and writers;
- Demonstrate the link between their study of literature and writing their lives beyond college, including social issues and vocations.

The following courses are required for all English and Writing majors 33 hrs.

<table>
<thead>
<tr>
<th>Foundations</th>
<th>15 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 207</td>
<td>Expository Writing: Art of the Essay 3 hrs.</td>
</tr>
<tr>
<td>ENGL 253</td>
<td>Grammar and Style 3 hrs.</td>
</tr>
<tr>
<td>ENGL 301</td>
<td>Theory and Practice 3 hrs.</td>
</tr>
<tr>
<td>ENGL 353</td>
<td>Nature of the English Language 3 hrs.</td>
</tr>
<tr>
<td>ENGL 493</td>
<td>Senior Seminar 3 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>British Literature</th>
<th>3 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 202</td>
<td>British Literature II: Nineteenth Century Through The Present 3 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>American Literature</th>
<th>3 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 204</td>
<td>American Literature II (1865-1980) 3 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Literature</th>
<th>6 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 306</td>
<td>Studies in Sixteenth through Eighteenth Century Literature 3 hrs.</td>
</tr>
<tr>
<td>ENGL 317</td>
<td>African-American Literature 3 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>6 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 266</td>
<td>Creative Writing I-Fiction 3 hrs.</td>
</tr>
<tr>
<td>ENGL 267</td>
<td>Creative Writing I-Poetry 3 hrs.</td>
</tr>
</tbody>
</table>
**Track 1: English and Writing**  
9 hrs.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 200</td>
<td>Literature Matters</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENGL 268</td>
<td>Creative Writing I-Nonfiction</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENGL 302</td>
<td>Women Writers</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**Track 2: English and Writing-Secondary Education**  
3 hrs. + EDUC Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 150</td>
<td>Composition</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Completion of Secondary Education Major requirements
School of Education and Child Development

Dr. Shannon Cuff, Dean

The university offers programs for the preparation of elementary, middle and secondary school teachers. Students intending to prepare for teaching should visit the School of Education and Child Development website at www.drury.edu/education/admission.

The professional preparation of teachers at Drury University is grounded not only in the academic disciplines, but also in a partnership with public schools. As part of the professional preparation of teachers, students participate in a series of clinical experiences that begin as early as the freshman year and conclude in the senior year. Clinical experiences include assisting teachers in the public schools, field experiences related to areas of specialization, reading practicum and student teaching. These experiences allow Drury students to gain practical experiences working with children with special needs as well as a wide variety of socioeconomic, cultural and ethnic groups.

The mission of professional education at Drury University is to:

- Develop liberally educated professionals who are highly effective teachers and instructional leaders within their respective disciplines and who are knowledgeable and skilled in the areas of child and adolescent development;
- Prepare educators who are proficient in the use of data collection and analysis techniques to ensure that all students, regardless of ability, diversity of background, or other individual differences, will reach their learning potential; and
- Add value to the lives of children of all ages and their families in rural and urban communities throughout the Ozarks’ region and beyond.

At Drury University, we seek to prepare teachers who go beyond technical competence of “what works.” We strive to nurture a disposition and personal commitment that calls for teachers to be reflective, thinking practitioners who have a vision of schools as places of energy, learning, creativity, commitment and decency for all children.

The moral and ethical insights of teaching are taught and these understandings are enculturated throughout the experiences related to the teacher education program. The opportunity to associate with other students and faculty through activities such as the Drury Student Teachers’ Association, Kappa Delta Pi, field experiences and university courses creates a texture of moral and ethical insights and values that foster and renew a high sense of purpose and vision for the teaching profession. The School of Education and Child Development at Drury University strives to create an environment in which persons identify with the teacher preparation program and work cooperatively to revitalize the profession.

Students preparing to enter the teacher education program must be formally admitted. The application for admission is available at www.drury.edu/education. Students may enroll in the following courses prior to formal admission to the teacher education program: EDUC 200, 205, 207, 208, 212/213, 302, 331, and 340. Students must be formally admitted before enrolling in additional courses in the teacher preparation program.
ADMISSION REQUIREMENTS
The following criteria are applied in determining qualifications for admission to the teacher education program:

A. Application submitted to the School of Education and Child Development.

B. Cumulative and Drury GPA of 2.75 or above (includes Drury and all other institutions). Official transcripts for all other post-secondary institutions should be mailed to:
   Drury University
   Lay Hall
   900 N Benton Ave.
   Springfield, MO 65802

C. At least 12 credit hours must be completed at Drury University at the time of application. Students with an Associate of Arts (AA) or an Associate of Arts in Teaching (AAT) degree may have the requirement waived.

D. ACT or SAT score must be on file if 1) applicant graduated high school within five years of date of application to teacher education and 2) began college coursework within one year of high school graduation.

E. Passing score on the state required entrance exam, Missouri General Education Assessment (MoGEA) or a composite score of 20 on the American College Test (ACT). In addition to paying the registration fee, each testing center administers a sitting fee.

F. Competency in written and oral communications:
   1. Grade of C or higher in one oral communication or speech course.
   2. Grade of C or higher in two writing composition courses.

G. Evaluation by Drury University faculty related to dispositions.

H. Completion of the foundations of teaching courses: EDUC 200, EDUC 208, EDUC 205, EDUC 207, EDUC 302. Students transferring to Drury University with an Associate of Arts (AA) or an Associate of Arts in Teaching (AAT) must enroll in any uncompleted foundations courses during their first semester at Drury.

I. EDUC 212 or EDUC 213 must be taken concurrently with EDUC 208 or taken during the first semester at Drury if transfer credit is accepted from another institution for EDUC 208.

J. EDUC 200 Technology in the Classroom must be retaken if the course, or an approved equivalent from another institution, was completed seven or more years prior to the time of applying for admission to the teacher education program. A student previously admitted to the teacher education program must retake EDUC 200 or its equivalent, if the course was completed seven or more years prior to the time of applying for student teaching.

K. Criminal background check: Online registration at www.dhss.mo.gov/FCSR (click on “Register Online”). Print receipt verifying you are in the system and send to Lay Hall. Once the background check has been completed, the results will be mailed to the student and the School of Education and Child Development.

L. Subscription to online portfolio. This will be introduced during EDUC 200, EDUC 208 and EDUC 205.

M. It should be noted that admission to the teacher education program is not the same as being admitted to Drury University as an undergraduate or graduate student. Admittance to the teacher education program is required for initial state certification.

N. Permission to enter professional education methods courses will normally not be granted until the student’s application for admission to the teacher certification program has been approved.
STUDENT TEACHING REQUIREMENTS

Applications for student teaching are required no later than:

1. August 1, if the individual plans to register for student teaching during the spring semester; or
2. February 1, if the individual plans to register for student teaching during the fall semester.

The following requirements must be met before a student can register for student teaching:

A. Status of full admission to the teacher education program;
B. All prerequisite course requirements are completed:
   1) Cumulative grade point average of at least 2.75 (includes Drury and all other institutions)
   2) Cumulative and Drury GPA of 2.75 or above. All foundational education courses must be completed with a grade of C or above (a grade of C- will not meet the requirement). Once admitted to the teacher education program, all education methods courses must be completed with a grade of B or higher (a grade of B- will not meet the requirement) in order to be recommended for certification. Those courses include: EDUC 338, EDUC 356, EDUC 380, EDUC 382, EDUC 407, EDUC 409, EDUC 452, EDUC 455, EDUC 361, EDUC 308, EDUC 331, EDUC 304, EDUC 376, EDUC 379, EDUC 383, and EDUC 385. For those pursuing middle school, 9-12, or K-12 certification, the discipline specific content GPA must be 3.00 or higher. All field experience and professional learning critical thinking courses must be completed with a grade of Satisfactory. In addition, a grade of B or higher (a grade of B- will not meet the requirement) for the 10 hours of student teaching must be earned in order to be considered a program completer and eligible to be recommended for state certification.
   3) In the event that a student is disapproved for student teaching based on the grade point average or a negative decision regarding his or her potential effectiveness as a teacher, he or she will be so notified in writing. If the student desires to appeal the decision, he or she may do so in writing to the Dean of the School of Education and Child Development. The appeal will be referred to the Vice President of Academic Affairs who will appoint a committee of three faculty members with whom the applicant has had classes to make recommendations regarding this appeal.
C. Approval by the Teacher Education Council based upon a review of the student’s record indicating completion of all course requirements, grade point average requirements, recommendation from the student’s advisor and chair of the content area department and such other recommendations considered appropriate by the Dean of the School of Education and Child Development;
D. Students applying for student teaching should expect to carry a reduced academic and employment load while participating in this important experience.
E. Enrollment in student teaching (EDUC 476, EDUC 477, or EDUC 478) requires a full-day placement for a minimum of sixteen weeks. Student teaching carries ten hours of credit. A $250 course fee is assessed for all candidates; an additional $200 is assessed for candidates student teaching out of area. Out of area is defined as more than 100 miles from the student's home campus (Main or St. Robert).
F. Students must attempt the appropriate state-determined content exam(s) and upload documentation of this attempt when applying for student teaching. If the exam(s) is passed, students are not required to enroll in EDUC 475 Review for Teacher Certification Exam. If the exam(s) is not passed, students will enroll in EDUC 475 Review for Teacher Certification Exam during the student teaching semester. EDUC 475 is intended to provide support and assistance to students as they prepare to take the exam(s) a second time. There is no charge for the course EDUC 475. S/U grading.
G. PROFESSIONAL LIABILITY: Upon approval to student teach, candidates will receive written notification of the requirement to have professional liability insurance at the time of enrollment in student teaching. Options for coverage may be obtained through membership in either the Student Missouri State Teachers Association (MSTA) or the Student National Education Association (NEA). Candidates already employed with a local school district are subject to the requirements of the employing school district. Verification of insurance must be on file with the School of Education and Child Development office at the Springfield campus by the beginning of the semester in which student teaching takes place.
H. Teacher candidates must complete all content courses required for certification before they begin
their student teaching semester.  
I. Applicants are allowed to suggest/request two possible placements, realizing that these requests may or may not be fulfilled. Students should not request, nor will they be placed, in the district from which they graduated or in a district or school where relatives attend or work. Exceptions to this policy may be made if a district has an established Grow Your Own program or if the district offers a student teacher a job as the teacher of record during their student teaching semester.

The elementary education program and specific middle and secondary content areas at Drury University are approved by the Missouri Department of Elementary and Secondary Education (DESE) (www.dese.mo.gov). The professional education unit has been approved by the Council for the Accreditation of Educator Preparation (CAEP) (http://caepnet.org). The elementary education program is also approved by the Association for Childhood Education International (ACEI) (http://acei.org).

It is the policy of the Drury University teacher education program to accept transfer credit in professional education that are awarded only by institutions accredited by NCATE/CAEP and/or education programs approved for teacher certification by state departments of elementary and secondary education.

Elementary and secondary education programs of study are available at http://www.drury.edu/education

**Foundations in Education**
The Associate of Science in Foundations in Education requires 19 credit hours of coursework.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 200</td>
<td>Technology in the Classroom</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 205</td>
<td>Diversity and Social Justice in Education</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 207</td>
<td>Psychology of Human Growth and Development</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 208</td>
<td>Introductory Practicum</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EDUC 212/213</td>
<td>Professional Preparation for the Field of Teacher Education</td>
<td>0 hrs.</td>
</tr>
<tr>
<td>MATH 101</td>
<td>Fundamental Mathematical Concepts I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>COMM 211</td>
<td>Presentational Speaking</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BIOL 100</td>
<td>Principles of Biology</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>
**Elementary Education**
The Bachelor of Science in Elementary Education requires 61 credit hours of coursework.

**Program Outcomes:**
- Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
- Candidates use content-specific research and theory to design, implement, assess, and reflect on student learning.
- Candidates demonstrate skills and commitment that afford all K-12 students access to rigorous and relevant curriculum specific to their diverse learning needs.
- Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.
- Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.
- Candidates meet all institution and state requirements to be recommended for initial certification.

**Foundations**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 200</td>
<td>Technology in the Classroom</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 205</td>
<td>Diversity and Social Justice in Education</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 207</td>
<td>Psychology of Human Growth and Development</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Educational Psychology and Assessment</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 340</td>
<td>Education of the Exceptional Child</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**Methods**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 331</td>
<td>Content Area Literacy</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 338</td>
<td>Elementary School Curriculum</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 356</td>
<td>Methods of Teaching Children’s Literature</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>EDUC 361</td>
<td>Collaborative Classroom Environments</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 376</td>
<td>Student Assessment and Data Analysis</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>Methods of Teaching Elementary Mathematics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 382</td>
<td>Methods of Teaching Elementary Science</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 407</td>
<td>Methods of Teaching Literacy</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 409</td>
<td>Methods of Teaching Language Arts-Elementary</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>EDUC 452</td>
<td>Correction of Literacy Problems</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 455</td>
<td>Correction of Disabilities in Mathematics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 475</td>
<td>Review for Teacher Certification Examinations</td>
<td>0 hrs.</td>
</tr>
</tbody>
</table>

**Clinical & Field Experiences**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 208</td>
<td>Introductory Practicum</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EDUC 212/213</td>
<td>Professional Preparation for the Field of Teacher Education</td>
<td>0 hrs.</td>
</tr>
<tr>
<td>EDUC 401</td>
<td>Literacy Practicum I</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EDUC 402</td>
<td>Literacy Practicum II</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EDUC 476</td>
<td>Student Teaching-Elementary</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>EDUC 480</td>
<td>Student Teaching Support Seminar</td>
<td>2 hrs.</td>
</tr>
</tbody>
</table>
**Elementary Education Certification Requirements**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Any two science courses</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Any two mathematics courses above MATH 100</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>HIST 101 or HIST 102</td>
<td>United States History to 1865 or United States History, 1865 to Present</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 111</td>
<td>Geographical History</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ARTH, ARTZ, MUSC, THTR</td>
<td>Choose one ARTH, ARTZ, MUSC, THTR course</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 120 or SOCI 120</td>
<td>Principles of Psychology or Principles of Sociology</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

The Elementary Education Major has free electives remaining to meet the graduation requirement of at least 124 hours.

Recommended education-specific electives are provided below for those who wish to deepen their understanding of special education. The courses are designed to provide the knowledge necessary to successfully pass the content assessment for Mild/Moderate Cross Categorical Disabilities required for add-on certification in this area. These courses will not lead to initial certification in the area of Mild/Moderate Cross Categorical Disabilities.

**Recommended Electives**

- EDUC 351 Introduction to Language Development of the Exceptional Child
- EDUC 368 Introduction to Evaluation and Assessment
- EDUC 369 Introduction to Mild/Moderate Disabilities
- EDUC 357 Families of Exceptional Learners
Middle School Language Arts Education

The Middle School Language Arts Education major is designed for undergraduate students seeking initial certification in grades 5-9 Language Arts in the state of Missouri. The program includes all content courses required for Middle School Language Arts certification including Field and Clinical Experiences.

Program Outcomes:

- Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
- Candidates use content-specific research and theory to design, implement, assess, and reflect on student learning.
- Candidates demonstrate skills and commitment that afford all K-12 students access to rigorous and relevant curriculum specific to their diverse learning needs.
- Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.
- Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.
- Candidates meet all institution and state requirements to be recommended for initial certification.

The Bachelor of Science in Middle School Language Arts Education requires 79 credit hours of coursework.

<table>
<thead>
<tr>
<th>Education Courses</th>
<th>52 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 200 Technology in the Classroom</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 205 Diversity and Social Justice in Education</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 207 Psychology of Human Growth and Development</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 302 Educational Psychology and Assessment</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 340 Education of the Exceptional Child</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 304 Teaching in Diverse Classrooms</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 308 Secondary Content Area Literacy</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 331 Content Area Literacy</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 361 Collaborative Classroom Environments</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 376 Student Assessment and Data Analysis</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 379 Middle School Philosophy</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 383 Middle School Curriculum &amp; Instruction</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 446 Methods of Teaching Secondary English</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>EDUC 208 Introductory Practicum</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EDUC 212/213 Professional Preparation for the Field of Teacher Education</td>
<td>0 hrs.</td>
</tr>
<tr>
<td>EDUC 303 Secondary Education Practicum</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EDUC 477 Student Teaching - Middle School</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>EDUC 480 Student Teaching Support Seminar</td>
<td>2 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Content Courses</th>
<th>27 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Literature &amp; Informational Text</td>
<td>18 hrs.</td>
</tr>
<tr>
<td>ENGL 200 Literature Matters</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENGL 202 British Literature II: Nineteenth Century through the Present</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENGL 203 American Literature I: 1620-1865</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>ENGL 204</td>
<td>American Literature II: 1865-1980</td>
</tr>
<tr>
<td>ENGL 301</td>
<td>Theory and Practice</td>
</tr>
<tr>
<td>ENGL 317</td>
<td>African-American Literature</td>
</tr>
<tr>
<td><strong>Writing &amp; Researching</strong></td>
<td></td>
</tr>
<tr>
<td>ENGL 207</td>
<td>Expository Writing: Art of the Essay</td>
</tr>
<tr>
<td>ENGL 266</td>
<td>Creative Writing I – Fiction</td>
</tr>
<tr>
<td><strong>Language &amp; Conventions</strong></td>
<td></td>
</tr>
<tr>
<td>ENGL 253</td>
<td>Grammar and Style</td>
</tr>
</tbody>
</table>
**Middle School Science Education**

The Middle School Science Education major is designed for undergraduate students seeking initial certification in grades 5-9 Science in the state of Missouri. The program includes all content courses required for Middle School Science certification including Field and Clinical Experiences.

**Program Outcomes:**

- Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
- Candidates use content-specific research and theory to design, implement, assess, and reflect on student learning.
- Candidates demonstrate skills and commitment that afford all K-12 students access to rigorous and relevant curriculum specific to their diverse learning needs.
- Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.
- Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.
- Candidates meet all institution and state requirements to be recommended for initial certification.

The Bachelor of Science in Middle School Science Education requires 78 credit hours of coursework.

<table>
<thead>
<tr>
<th>Education Courses</th>
<th>52 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 200</td>
<td>Technology in the Classroom 3 hrs.</td>
</tr>
<tr>
<td>EDUC 205</td>
<td>Diversity and Social Justice in Education 3 hrs.</td>
</tr>
<tr>
<td>EDUC 207</td>
<td>Psychology of Human Growth and Development 3 hrs.</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Educational Psychology and Assessment 3 hrs.</td>
</tr>
<tr>
<td>EDUC 340</td>
<td>Education of the Exceptional Child 3 hrs.</td>
</tr>
<tr>
<td>EDUC 304</td>
<td>Teaching in Diverse Classrooms 3 hrs.</td>
</tr>
<tr>
<td>EDUC 308</td>
<td>Secondary Content Area Literacy 3 hrs.</td>
</tr>
<tr>
<td>EDUC 331</td>
<td>Content Area Literacy 3 hrs.</td>
</tr>
<tr>
<td>EDUC 361</td>
<td>Collaborative Classroom Environments 3 hrs.</td>
</tr>
<tr>
<td>EDUC 376</td>
<td>Student Assessment and Data Analysis 3 hrs.</td>
</tr>
<tr>
<td>EDUC 379</td>
<td>Middle School Philosophy 3 hrs.</td>
</tr>
<tr>
<td>EDUC 383</td>
<td>Middle School Curriculum and Instruction 3 hrs.</td>
</tr>
<tr>
<td>EDUC 350</td>
<td>Methods of Teaching the Biological and Physical Sciences 2 hrs.</td>
</tr>
<tr>
<td>EDUC 208</td>
<td>Introductory Practicum 1 hr.</td>
</tr>
<tr>
<td>EDUC 212/213</td>
<td>Professional Preparation for the Field of Teacher Education 0 hrs.</td>
</tr>
<tr>
<td>EDUC 303</td>
<td>Secondary Education Practicum 1 hr.</td>
</tr>
<tr>
<td>EDUC 477</td>
<td>Student Teaching - Middle School 10 hrs.</td>
</tr>
<tr>
<td>EDUC 480</td>
<td>Student Teaching Support Seminar 2 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Content Courses</th>
<th>26 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 102</td>
<td>General Biology 4 hrs.</td>
</tr>
<tr>
<td>CHEM 107</td>
<td>General Chemistry I 4 hrs.</td>
</tr>
<tr>
<td>PHYS 100</td>
<td>Earth Science 3 hrs.</td>
</tr>
<tr>
<td>PHYS 100L</td>
<td>Earth Science Laboratory 1 hr.</td>
</tr>
<tr>
<td>PHYS 110</td>
<td>Elementary Astronomy 3 hrs.</td>
</tr>
<tr>
<td>PHYS 111</td>
<td>Physical Science 3 hrs.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>PHYS 111L</td>
<td>Physical Science Laboratory</td>
</tr>
<tr>
<td>PHYS 200</td>
<td>Environmental Geoscience</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>Principles of Physics</td>
</tr>
</tbody>
</table>

Middle School Social Science Education

The Middle School Social Science Education major is designed for undergraduate students seeking initial certification in grades 5-9 Social Science in the state of Missouri. The program includes all content courses required for Middle School Social Science certification including Field and Clinical Experiences.

Program Outcomes:

- Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
- Candidates use content-specific research and theory to design, implement, assess, and reflect on student learning.
- Candidates demonstrate skills and commitment that afford all K-12 students access to rigorous and relevant curriculum specific to their diverse learning needs.
- Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.
- Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.
- Candidates meet all institution and state requirements to be recommended for initial certification.

The Bachelor of Science in Middle School Social Science requires 79 credit hours of coursework.

<table>
<thead>
<tr>
<th>Education Courses</th>
<th>52 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 200 Technology in the Classroom</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 205 Diversity and Social Justice in Education</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 207 Psychology of Human Growth and Development</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 302 Educational Psychology and Assessment</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 340 Education of the Exceptional Child</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 304 Teaching in Diverse Classrooms</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 308 Secondary Content Area Literacy</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 331 Content Area Literacy</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 361 Collaborative Classroom Environments</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 376 Student Assessment and Data Analysis</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 379 Middle School Philosophy</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 383 Middle School Curriculum and Instruction</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 384 Methods of Teaching Secondary Social Studies and Economics</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>EDUC 208 Introductory Practicum</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EDUC 212/213 Professional Preparation in the Field of Teacher Education</td>
<td>0 hrs.</td>
</tr>
<tr>
<td>EDUC 303 Secondary Education Practicum</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EDUC 477 Student Teaching - Middle School</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>EDUC 480 Student Teaching Support Seminar</td>
<td>2 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Content Courses</th>
<th>27 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History</td>
<td>12 hrs.</td>
</tr>
<tr>
<td>HIST 101 United States History to 1865</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 102 United States History, 1865 to Present</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 320 The American Revolution</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 330 The American Civil War</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Subject</td>
<td>Course</td>
</tr>
<tr>
<td>----------------</td>
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</tr>
<tr>
<td>World History</td>
<td>HIST 107</td>
</tr>
<tr>
<td></td>
<td>HIST 108</td>
</tr>
<tr>
<td>Geography</td>
<td>HIST 111</td>
</tr>
<tr>
<td>Government</td>
<td>PLSC 101</td>
</tr>
<tr>
<td>Economics</td>
<td>ECON 211</td>
</tr>
</tbody>
</table>
Secondary Education
The Bachelor of Science in Secondary Education requires 49 credit hours of coursework.

Students seeking Missouri state certification in a secondary education content field must complete the required courses for that academic major. The required courses that meet graduation and state certification requirements can be acquired from the School of Education and Child Development and/or the content area department.

Secondary Education Majors must select one of the content areas below for certification:
- Biology
- English and Writing
- History

Program Outcomes:
- Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
- Candidates use content-specific research and theory to design, implement, assess, and reflect on student learning.
- Candidates demonstrate skills and commitment that afford all K-12 students access to rigorous and relevant curriculum specific to their diverse learning needs.
- Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.
- Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.
- Candidates meet all institution and state requirements to be recommended for initial certification.

Foundations of Teaching 15 hrs.
EDUC 200 Technology in the Classroom 3 hrs.
EDUC 205 Diversity and Social Justice in Education 3 hrs.
EDUC 207 Psychology of Human Growth and Development 3 hrs.
EDUC 302 Educational Psychology and Assessment 3 hrs.
EDUC 340 Education of the Exceptional Child 3 hrs.

Methods of Teaching 20 hrs.
EDUC 304 Teaching in Diverse Classrooms 3 hrs.
EDUC 308 Secondary Content Area Literacy 3 hrs.
EDUC 331 Content Area Literacy 3 hrs.
EDUC 361 Collaborative Classroom Environments 3 hrs.
EDUC 376 Student Assessment and Data Analysis 3 hrs.
EDUC 385 Secondary School Curriculum 3 hrs.
EDUC 475 Review for Teacher Certification Examinations 0 hrs.
EDUC-Discipline-specific methods 2 hrs.

Clinical and Field Experiences 14 hrs.
EDUC 208 Introductory Practicum 1 hr.
EDUC 212/213 Professional Preparation for the Field of Teacher Education 0 hrs.
EDUC 303 Secondary Education Practicum 1 hr.
Students seeking Missouri state certification in a secondary education content field must complete the required courses for that academic major. The required courses that meet graduation and state certification requirements can be acquired from the School of Education and Child Development and/or the content area department (i.e., Biology, English, History).

### Certification Area
- Biology 9-12
- English 9-12
- Social Science 9-12

### Drury Major
- Biology
- English and Writing
- History – Secondary Education Track

The Secondary Education Major may have free electives remaining to meet the graduation requirement of at least 124 hours.

Recommended education-specific electives are provided below for those who wish to deepen their understanding of special education.

#### Recommended Electives
- EDUC 351 Introduction to Language Development of the Exceptional Child
- EDUC 368 Introduction to Evaluation and Assessment
- EDUC 369 Introduction to Mild/Moderate Disabilities
- EDUC 357 Families of Exceptional Learners

All students are required to earn the specified grades for all courses leading to state certification. A complete list of those grade requirements is provided at [http://www.drury.edu/education/state-teacher-certification](http://www.drury.edu/education/state-teacher-certification).

Students are required to use the program of study found at [www.drury.edu/education](http://www.drury.edu/education) to fulfill state certification requirements. This documentation should be reviewed with an assigned academic advisor each semester prior to registration.
Special Education Minor

The Special Education minor is designed for individuals who desire to learn more about teaching students with special needs. The five courses in this minor will address neurodiversity, teaching, and assessment strategies specific to the field of special education, and how to work with families of exceptional learners. Teacher candidates who complete this minor will be well-positioned to add on certification as a K-12 Mild/Moderate Cross-Categorical Disabilities educator after initial certification in Elementary, Middle, or Secondary Education has been earned.

The Special Education minor requires 18 credit hours of coursework.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 225</td>
<td>Neurodiversity in Society and Why it Matters</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 340</td>
<td>Education of Exceptional Child</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 357</td>
<td>Families of Exceptional Learners</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 351</td>
<td>Introduction to Language Development of the Exceptional Child</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 368</td>
<td>Introduction to Evaluation and Assessment</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 369</td>
<td>Introduction to Mild/Moderate Disabilities</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>
**Concurrent Credit**

The School of Education and Child Development offers a concurrent credit option for undergraduate education students meeting the requirements described in the Graduate Catalog. Eligible students may enroll in up to 9 credit hours of selected graduate courses from the Master’s in Education programs. Successful completion of these courses will earn both undergraduate credit toward the bachelor’s degree and graduate credit toward a master’s in education degree. This opportunity allows students to save on tuition costs and expedite their progress toward a Master’s in Education degree.

<table>
<thead>
<tr>
<th>Graduate course</th>
<th>Concurrent credit with:</th>
<th>Available to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 608 Classroom Management for Teachers</td>
<td>EDUC 361 Collaborative Classroom Environments</td>
<td>Elem., Middle, &amp; Sec. Education majors. Typically taken during the junior year, but can be moved to the senior year.</td>
</tr>
<tr>
<td>EDUC 632 Literacy Instruction in the Content Area</td>
<td>EDUC 331 Content Area Literacy</td>
<td>Elem., Middle, &amp; Sec. Education majors.</td>
</tr>
<tr>
<td>SCI 631 Improvement of K-12 Science Instruction</td>
<td>EDUC 382 Methods of Teaching Elementary Science</td>
<td>Elementary Education majors. Typically taken during the spring semester of junior year.</td>
</tr>
<tr>
<td>EDUC 638 Teaching in Diverse Classrooms</td>
<td>EDUC 304 Teaching in Diverse Classrooms</td>
<td>Middle &amp; Secondary Education majors Typically taken during the spring semester of the junior year.</td>
</tr>
<tr>
<td>EDUC 667 Analysis and Correction of Reading Disabilities</td>
<td>EDUC 452 Correction of Literacy Problems</td>
<td>Elementary Education Majors</td>
</tr>
<tr>
<td>EDUC 625 Correction of Mathematical Difficulties</td>
<td>EDUC 455 Correction of Disabilities in Mathematics</td>
<td>Elementary Education Majors</td>
</tr>
<tr>
<td>EDUC 611 Counseling Parents of Exceptional Children</td>
<td>EDUC 357 Families of Exceptional Learners</td>
<td>Elementary, Middle and Secondary Education majors as elective credit options.</td>
</tr>
<tr>
<td>EDUC 651 Evaluation of Abilities &amp; Achievement</td>
<td>EDUC 368 Introduction to Evaluation and Assessment</td>
<td>Elementary, Middle and Secondary Education majors as elective credit.</td>
</tr>
<tr>
<td>EDUC 649 Introduction to Mild/Moderate Disabilities</td>
<td>EDUC 369 Introduction to Mild/Moderate Disabilities</td>
<td>Elementary, Middle and Secondary Education majors as elective credit options.</td>
</tr>
<tr>
<td>EDUC 652 Language Development of the Exceptional Child</td>
<td>EDUC 351 Introduction to Language Development of the Exceptional Child</td>
<td>Elementary, Middle and Secondary Education majors as elective credit.</td>
</tr>
</tbody>
</table>

Elementary, middle and secondary education programs of study are available at [http://www.drury.edu/education](http://www.drury.edu/education)
Post-Baccalaureate Certification

Alternative Physical Education Certification

The Alternative Physical Education Certification Program is designed for post-baccalaureate students seeking initial certification in K-12 Physical Education in the state of Missouri. To begin the program, the student must provide transcripts of any course taken at the baccalaureate level with a cumulative grade point average of no less than 2.75. To qualify for the program, the student must possess a bachelor’s degree in a related content area and have passed the designated Missouri Content Assessment. The program includes all courses required for K-12 Physical Education certification including Field and Clinical Experiences. The culminating internship may be completed as a three credit hour course if the candidate has secured a provisional teaching certificate.

The Alternative Physical Education Certification is a non-degree seeking program only and should be discussed in consultation with the School of Education and Child Development prior to course registration. Students may complete the certification requirements at either the undergraduate or graduate level. Students may view the required coursework of the Alternative Physical Education Certification at www.drury.edu/education.

The Missouri Department of Elementary & Secondary Education – Office of Educator Quality is working with representative stakeholders groups to redesign the standards for educator preparation including certification requirements. These changes and implementation schedule will be communicated to students through individual advising sessions, meetings, and/or other university communications. If there are any questions and/or concerns, please contact the Director of Educator Preparation in the Office of Educator Quality (in Jefferson City, Missouri).
Course Descriptions

Accounting (ACCT)


ACCT 210 Accounting for Management. 3 hours. Prerequisite: DAY-ACCT 209, MGMT 170. CCPS- ACCT 209, GSTU 210. This course provides an introduction to concepts essential to managerial decision-making as well as the tools and techniques of financial statement analysis with an emphasis on the use of financial statements for external and internal decision-making. Among the topics covered are profitability and ratio analysis, cash flows analysis, present value, inventory costing, cost-volume-profit analysis, variance calculation, and budgeting.
Anthropology (ANTH)

ANTH 111 Introduction to Anthropology. 3 hours. A survey that builds on basic anthropological concepts, methodologies, and theories to examine human cultures in a variety of geographic and historical contexts. Topics include human origins, biological evolution, archaeology, gender, health, religion, family and marriage, economics, political organization, and representation.

ANTH 112 Introduction to Archaeology. 3 hours. An overview and analysis of the basic knowledge and methods utilized in the excavation and reconstruction of the remains of past cultures.
Art History (ARTH)

ARTH 153 Visual Literacy-Art History and Culture. 3 hours. Using a range of visual objects, from contemporary advertisements to works of art, from ancient artifacts to architecture and graphic novels, this course introduces students to the skills of critical seeing, analysis and interpretation to help them make meaning from, and discern cultural values encoded within, visual imagery.

ARTH 350 Modern Art. 3 hours. An in-depth examination of art from the Romantic period (circa 1800) to the emergence of the Modern Period (1850) and through the twentieth century to 1990.

ARTH 356 Contemporary Art. 3 hours. This course presents an international survey of contemporary art from 1970 to the present. It examines such topics as post-modernism, feminist art, instrumentalism and outsider art. Course may include on-site visits to galleries and museums.

ARTH 360 History of Photography. 3 hours. A survey of the aesthetic and technical development of photography from its origin to the present. Particular emphasis will be given to the contextual relationships of photographic imagery to the visual arts and to the culture at large.

ARTH 364 The Printed Book as Art and Artifact, 1450 to 1850. 3 hours. An introduction to printing history and the history of the book. This course examines the development of printing, including the development of allied arts such as type-cutting and casting, papermaking, bookbinding and illustration. It also seeks to study the cultural contexts of printing and the book, with special emphasis on the rise of a reading public. Students will examine and handle examples from the library’s rare book collection.

ARTH 370 Asian Art and Architecture. 3 hours. A survey of the arts of China, Japan, Korea, India and South Asia. The course covers the major movements in Asian art and architecture from prehistoric cultures to the present.

ARTH 371 Early Islamic Art and Architecture. 3 hours. An in-depth examination of Islamic art and architecture in its formative period from the seventh through the 14th centuries. This course seeks an understanding of Islamic art and architecture in its cultural context by locating both its unique characteristics and its roots in Sassanian, Byzantine and Arabic traditions.

ARTH 374 Native American Architecture. 3 hours. Prerequisite: ARTH 153. This course examines the architectural traditions of indigenous peoples of North America and their relationship to historical, environmental, religious, economic and social imperatives.
Design Art and Fine Arts (ARTZ)

ARTZ 123 Drawing. 3 hours. Students will work in a variety of drawing media and techniques solving representational problems. This course includes an introduction to figure drawing.

ARTZ 210 Graphic Design I. 3 hours. This course familiarizes students with the foundations skills of graphic design from sketch through comprehensive design. It introduces vocabulary, research, typography, design process, and exploration of design elements and principles through visual design problem solving. Students will develop presentation skill and familiarity of professional tools and techniques. This course will introduce the student to industry standard software applications and critical analysis of design work through written and verbal presentations. Studio fee required.

ARTZ 260 Photography I. 3 hours. This course covers basic principles of photography, both digital and analog. Students will learn manual camera operation as well as darkroom printing techniques and basic Photoshop skills within a historical and cultural context of the medium. Students will be introduced to critical analysis of art works through written and verbal presentations. Both a DSLR and SLR 35mm camera with shutter and aperture control are required for this course. Cameras are available to rent throughout the semester. Course fees required.

ARTZ 310 Graphic Design II. 3 hours. Prerequisite: ARTZ 210. This course is a continuation of the exploration of graphic design elements and principles study through more complex and comprehensive solutions. The student will deal with experimentation through research, conceptual thinking and process dealing with brand identity, logo, publication and UX/UI design problems. Students will learn new tools and techniques for the development of design solutions from prototype through comprehensive solution. The students will further develop writing and presentation skills through critical analysis of historical design works and user/audience research. Studio fee required.

ARTZ 311 Publication Design. 3 hours. Prerequisite: ARTZ 210 and ARTZ 310. This course explores the design and production of printed material, the use of grid design, the study of typography and software production techniques for books, magazines, newspapers and electronic publications. Students will build strong technical skills as it relates to prepress production and photo editing, typography and layout, while conceptualizing, designing and producing projects. Students will continue to develop writing, research and presentation skills related to the professional practice in development of their work. Studio fee required.

ARTZ 365 Photography: Studio Explorations. 3 hours. Prerequisite: ARTZ 260. This course will expand on fundamental skills by introducing studio lighting with the use of DSLR, medium-format and large-format cameras. Retouching, scanning and color management will also be taught in this course. Students will further develop their writing and presentation skills through critical analysis of works of art. All cameras required for this course are available to check out during the semester. Course fee required.

ARTZ 496 Apex Studio. 3 hours. Prerequisite: ARTH 153, ARTZ 123 and Senior Status. This course requires design art and fine art majors to create and exhibit work that utilizes the knowledge gained while in the department of art and art history and within their comprehensive liberal arts experience. Significant responsibility lies with the student to work independently to develop a project or body of work that demonstrates the student’s development of a sense of creative and intellectual authority. Work should be centered in the medium in which students have taken the most studio classes in their major. This Apex work will be included in a comprehensive portfolio that must also be completed in this course.

ARTZ 290, 390, 490 Selected Topics. 1-3 hours.
ARTZ 291, 391, 491 Research.
Biology (BIOL)

**BIOL 100 Principles of Biology. 3 hours.** This course provides an introduction to basic scientific terminology, biology, and chemistry. It is designed to prepare students for more rigorous science curriculum. *Will not satisfy biology major requirements. General education requirement for non-science majors.*

**BIOL 102 General Biology. 4 hours.** This course will provide students with an overview of biology from cellular structure to classification of organisms. This course will also introduce basic ecological principles.

**BIOL 104 Biology in the Contemporary World. 3 hours.** A study of the basic life processes of humans as they function in society and the ecosphere. A laboratory component is included. *General education requirement for non-science majors.*

**BIOL 106 Conservation Theory and Management. 3 hours. Prerequisite: BIOL 102.** A study of our natural resources, current status, future prospects, development of the past compared to present practices. A review of outstanding conservationists and their ideas.

**BIOL 109 Introduction to Anatomy and Physiology. 4 hours.** This course provides a basic understanding of the human body systems from a single cell to the coordinated whole, the relationship between structure and function, and the effects of disease on the body. The integumentary, skeletal, muscular, nervous, endocrine, circulatory, digestive, respiratory, urinary and reproductive systems will be covered. The laboratory session will support the lecture activity. It is designed for students in health science programs who need a single semester of anatomy and physiology.

**BIOL 110 Fundamentals of Cell Biology. 4 hours. Prerequisite: CCPS-BIOL 102.** An introductory course focusing on major biological concepts relating to molecular and cellular biology and genetics. *Lecture and laboratory. Intended for students majoring in science-related disciplines.*

**BIOL 130 Introduction to Bio-Medical Sciences. 3 hours.** Biology 130 will teach students the basic biological principles of nutrition, pathophysiology, microbiology, pharmacology, and control of infectious disease as it relates to health and disease in humans.

**BIOL 135 Medical and Dental Terminology. 1 hour.** Biology 135 will teach students the basic terminology related to anatomy, physiology, and diseases of the human body.

**BIOL 161 Forest Ecology. 2 hours.** The class will introduce the student to the total forest ecosystem. It will explore the relationships of plants and animals from the forest floor to the upper canopy. The importance of microclimates to various vegetation groups will be analyzed. *Will not satisfy biology elective.*

**BIOL 162 Fruits, Nuts and Berries of the Ozarks. 2 hours.** Examination of the mast crop in Missouri. Topics to include the many various types of fruits (berries, drupes, samaras, follicles, legumes, pods, achenes, strobiles, etc.) found in the Ozarks. Field work and a collection will be required. *Offered fall semester. Will not satisfy biology elective.*

**BIOL 172 Molecular Biology. 3 hours. Prerequisite: CCPS-BIOL 102.** This course examines the structure and function of nucleic acids and proteins. The molecular mechanisms of replication, transcription, mRNA processing and translation will be emphasized. In addition, regulation of these processes will be explored. *Intended for students majoring in biology or related disciplines.*

**BIOL 181 Genetics. 3 hours. Prerequisite: CCPS-BIOL 172.** This course will apply the knowledge acquired in BIOL 172 to the inheritance patterns of genetic traits between individuals and within populations.

**BIOL 181-L Mechanisms of Genetic Inheritance Lab. 1 hour. Co-requisite: BIOL 181.** This lab must accompany BIOL 181 and will provide laboratory experiences to enhance understanding of genetic inheritance.

**BIOL 182 Evolution. 2 hours. Prerequisite: CCPS- BIOL 172.** An introduction to the principles of evolutionary biology, including the history, processes and patterns of evolution as well as systematic biology.

**BIOL 200 Ecology. 3 hours. Prerequisite: CCPS-BIOL 172.** *DAY Prerequisite or Co-requisite-BIOL 182.* An
introduction to ecological principles, emphasizing processes and patterns within the six sub-disciplines of ecology. The laboratory will integrate common field methods with experimental design and data analysis. Lecture and laboratory.

**BIOL 200-L Ecology Lab. 1 hour. Co-requisite: BIOL 200.** This lab will accompany the Ecology class and will provide laboratory experiences to enhance understanding of the ecological concepts.

**BIOL 201 Biodiversity. 3 hours. Prerequisite: CCPS-BIOL 172. DAY-BIOL 200.** An introduction to the trends and patterns of biological diversity and our understanding of the biosphere. The class will focus on the evolution of genomes and systems using several model organisms. The generation and loss of biodiversity will be examined. Lecture and laboratory.

**BIOL 205 Human Anatomy. 4 hours.** An introduction to the gross and microscopic anatomy of the human body. Mammalian examples of major systems are studied in the laboratory. *Lecture and laboratory. Offered fall semester.*

**BIOL 206 Human Physiology. 4 hours.** This course examines the organization and function of the human body as a whole and the interrelations of its various systems, organs, tissues and cells. *Lecture and laboratory.*

**BIOL 207 Anatomy and Physiology. 4 hours.** An introduction to basic anatomy and physiology of the human body from a single cell to the coordinated whole. Special emphasis is placed on conditions that may upset the delicate balance of each system and produce disease. Medical terminology will be integrated into the course to expand the student’s medical vocabulary. *Lecture and laboratory.*

**BIOL 207-L Anatomy and Physiology Laboratory. 1 hour.** A more extensive lab experience to complement the lecture and laboratory work provided in BIOL 207. *Cannot be used for dual credit.*

**BIOL 208 Microbiology. 4 hours. Prerequisite: CHEM 103 or CHEM 107. DAY-BIOL 110 or BIOL 172.** A study of bacterial diversity, physiology, biochemistry and genetics as they relate to the environment and to human welfare. Fungi and viruses are also discussed. Laboratory methods for the identification of bacteria are introduced. *Lecture and laboratory.*

**BIOL 210 Wildlife Management: Theory and Practice. 3 hours. Prerequisite: BIOL 200.** History of wildlife management in the United States. Examination of basic ecological principles including population dynamics. Emphasis on habitat requirements with specifics on various game in Missouri.

**BIOL 217 Anatomy and Physiology II. 4 hours. Prerequisite: BIOL 207.** This course continues the study of the Anatomy and Physiology of the human body (a continuation of BIOL 207 Anatomy and Physiology). Topics include the structure, function and interrelationship between the endocrine, cardiovascular, lymphatic, immune, respiratory, urinary and digestive systems. *Lecture and laboratory.*

**BIOL 245 Introduction to Human Nutrition. 3 hours.** A study of the essential nutrients and their value in the various food groups, their functions in the body, and how to determine the food needs of the individual.

**BIOL 250 Foundations of Medical Terminology. 3 hours.** This course examines the various aspects of medical terminology including word origins, definitions, spelling, and pronunciation.

**BIOL 302 Human Nutrition. 3 hours. Prerequisite: CCPS-CHEM 107 and BIOL 172. DAY-BIOL 110 or BIOL 172.** A study of food as it functions to meet body needs with emphasis on utilization, food sources, selection of adequate diets, individual, community and world health problems and diet therapy.

**BIOL 307 Botany. 4 hours. Prerequisite: CCPS-BIOL 201. DAY-BIOL 200.** Introduction to the photosynthetic way of life in algae and plants. This course will consider plant structural and functional adaptations related to water retention and distribution, gas exchange, light absorption and energy conversion, anti-gravitational support, reproduction and dispersal; followed by a comparative study of the main plant groups from algae to flowering plants, emphasizing structural diversity and evolutionary trends. The laboratory exercises will present an introduction to plant (and algae) cells, tissues, and organs through comparative anatomy and morphology analyses.

**BIOL 308 Immunology. 3 hours. Prerequisites: CCPS-BIOL 102, BIOL 172, and CHEM 107. DAY-BIOL 181 or CHEM 238.** A study of the immune response and its relationship to the diagnosis, prevention and treatment of disease. Topics include immune systems, immunopathology and antibodies.
**BIOL 309 General Zoology. 4 hours. Prerequisite: CCPS-BIOL 201.** DAY-BIOL 200. A study of major animal phyla including protozoans, with an emphasis on comparative structure and function, taxonomy, fundamental life processes, and ecological interactions. *Lecture and laboratory.*

**BIOL 310 Field and Systematic Botany. 4 hours. Prerequisite: CCPS-BIOL 201.** DAY-BIOL 200. A taxonomical survey of flowering plants. This course will discuss history, theories and methods of classification, identification, nomenclature and description of plants, followed by taxonomical characteristics of the main plant families. Laboratory exercises and field trips will focus on the use of taxonomic keys, construction of floral diagrams and formulas, identification and recognition of local flora, preparation of field data records and herbarium specimens.

**BIOL 312 Advanced Ecology. 4 hours. Prerequisite: CCPS-BIOL 201.** DAY-BIOL 200. A study of ecological principles, focusing on a modern understanding of ecological systems, patterns and processes. The laboratory will include common field techniques and emphasize experimental design and data analysis.

**BIOL 313 Advanced Microbiology. 4 hours. Prerequisites: Day-BIOL 181 and CHEM 238. CCPS-BIOL 181 and CHEM 107.** This course will examine the unique physiology of the Archaea and Procaryotae and their roles in ecology and human disease. Techniques for identification of these organisms also will be studied. *Lecture and laboratory.*

**BIOL 315 Field Techniques in Environmental Biology. 3 hours. Prerequisite: BIOL 201.** The practical application of biological field techniques will be covered including statistical methods of reviewing data. The analysis of data along with the writing of laboratory reports also will be emphasized.

**BIOL 322 Advanced Genetics. 4 hours. Prerequisites: CCPS-BIOL 201 and CHEM 107.** DAY-BIOL 181, CHEM 238, and Junior Status. A study of the molecular basis of gene expression and the mechanisms by which genetic material is inherited. *Lecture and laboratory.*

**BIOL 325 Epidemiology. 3 hours. Prerequisite: BIOL 181.** A study of epidemiological theory and practice. The distribution of health related problems in a population and the application of this theory to control health problems will be examined. Areas included in this study will be measures of disease occurrences, causal effects and statistical analysis of these events.

**BIOL 332 Biology of Terrestrial Plants and Animals. 4 hours. Prerequisite: BIOL 201.** An ecological and taxonomic survey of local terrestrial plants and animals including laboratory and field exercises on identification, sampling methods and preparation of study specimens.

**BIOL 337 Introduction to Virology. 3 hours. Prerequisite: CCPS-BIOL 201.** DAY-BIOL 181. An introduction to how viruses replicate and cause disease. Survey of major groups of animal viruses is included.

**BIOL 338 Biology of Lakes and Streams. 4 hours. Prerequisite: BIOL 201.** An examination of Missouri’s lakes and streams with emphasis on structural morphology, habitats, flora and fauna characteristics and limnology. Also included will be laboratory and field exercises on identification, sampling methods and preparation of study specimens.

**BIOL 339 Fishes of Ozark Lakes and Streams. 3 hours. Prerequisite: 3 hours of Biology or permission of instructor.** This course is an introductory survey of freshwater fishes with emphasis on the local fish fauna. Principles of the natural history, taxonomy, ecology, and biology will be presented in lectures and by hands-on lab and field experiences.

**BIOL 344 Toxicology. 3 hours. Prerequisite: CCPS--BIOL 201.** DAY—BIOL 200, CHEM 238 and CHEM 238L. This course examines the basic concepts of the effects of toxins on human health, ways toxins are encountered and the consequences for individual and future generations. Methods of treatment are also discussed.

**BIOL 364 Neuroanatomy. 4 hours. Prerequisites: CCPS-BIOL 102 and BIOL 172.** DAY-BIOL 172. An in-depth study of the biology of the nervous system emphasizing the relationship between neuroanatomy and neurophysiology. *Lecture and laboratory. Offered spring semester. Will not satisfy Biology major requirements.*

**BIOL 371 Entomology. 3 hours. Prerequisite: BIOL 201.** This course is designed to introduce students to the local insect fauna. It will investigate taxonomy, morphology, physiology, ecology and behavior of insect orders. Integrated pest management will be introduced. Methods and techniques for collecting
and mounting insects will be utilized.

**BIOL 381 Pharmacology. 3 hours.** Prerequisite: CHEM 107. A discussion of drug classes and thorough investigation of the pharmacokinetics and pharmacodynamics of drug class representatives with emphasis on the therapeutics and toxicology in health and diseased states. Covers the basic concepts for monitoring, evaluating and optimizing drug therapy for clients across the lifespan in a variety of settings.

**BIOL 382 Pathophysiology. 3 hours.** Prerequisites: CCPS-BIOL 205 and BIOL 206, or BIOL 207; and CHEM 107. DAY-BIOL 181 and BIOL 206 or BIOL 378 and CHEM 238. Human physiological responses to disease, stress and the environment are studied. Pathophysiological processes are analyzed in view of current research.

**BIOL 489 Senior Seminar. 3 hours.** Prerequisite: Senior Standing. This course will provide senior students guidance in selection and completion of a capstone experience in biology.

**BIOL 290, 390, 490 Selected Topics, 1-3 hours.**

**BIOL 291, 391, 491, Research.**

**BIOL 397, 497 Internship. S/U Grading.**
Behavioral Sciences (BSCI)

BSCI 108 Writing in Behavioral Sciences. 3 hours. In this writing-intensive course, students will become familiar with how to use electronic databases to locate scholarly, peer-reviewed work and will write a scientific review paper on a topic of interest. Students will also be introduced to the writing style developed by the American Psychological Association.

BSCI 272 Methods in Social Science Research. 3 hours. Prerequisite: PSYC 120, PSYC 222, SOCI 120, or CRIM 120. This course introduces the language of research, the elements of quantitative and qualitative approaches, and ethical principles and challenges. Consideration is also given to techniques for collecting data and factors that influence the reliability and validity of findings.

BSCI 274 Statistical Foundations for Behavioral Sciences. 3 hours. Prerequisites: CRIM 120, PSYC 120, or SOCI 120 and a college-level math course. This course provides a general overview of descriptive and inferential statistical techniques behavioral researchers use to analyze data. Topics will include frequency distributions and graphing, measures of central tendency, variation, and relative standing, simple linear regression, and hypothesis testing. Should be taken before a student accumulates 60 credit hours (junior status).

BSCI 349 Behavioral Research. 3 hours. Prerequisite: BSCI 272, BCSI 274 and three additional hours in the major. Students enrolled in this course will complete an original research project from beginning to end, to include writing a literature review, generating hypotheses, devising a research strategy, collecting data, analyzing data and reporting findings in a scientific paper.

BSCI 435 Psychological Tests and Measurements. 3 hours. Prerequisites: CCPS-CRIM 120, BSCI 274, plus three additional hours in criminology. DAY-BSCI 109, BSCI 200, BSCI 275, BSCI 275-L. DAY-Co-requisite: BSCI 435-L. An intensive study of the theory of measurement with emphasis on errors in measurement, validity, reliability, item analysis, test construction and prediction. A laboratory period will include training in the construction, taking, scoring and interpretation of psychological tests.

BSCI 495 Senior Capstone. 3 hours. Prerequisite: Senior Status, BSCI 272, and BSCI 274. The senior capstone is designed to be the culminating course for the major. It provides an opportunity for students to re-examine principal theories and methodologies in their disciplines and write a well-researched review paper on a topic relevant to their personal interests, professional goals, or occupation.

BSCI 290, 390, 490 Selected Topics, 1-3 hours.
BSCI 291, 391, 491, Research.
BSCI 397, 497 Internship. Satisfactory/Unsatisfactory Grading.
Chemistry (CHEM)

CHEM 101 Chemistry – A Human Concern. 3 hours. This basic course is designed for students with major interests in areas that include topics such as energy and the environment; food, people and chemistry; metals and life; etc. Three lecture hours per week.

CHEM 103 Fundamentals of Chemistry. 3 hours. Prerequisite: MATH 100. A terminal course dealing with fundamentals and basic concepts of chemistry primarily designed for general college students, as well as those in specialized programs such as nursing. Three lecture hours per week.


CHEM 107 General Chemistry I. 4 hours. Prerequisite: MATH 109. Development of the modern concepts dealing with the behavior of matter, kinetic theory, atomic theory, chemical bonding and periodic classification. Three lectures and one laboratory period. Held only on Springfield campus and St. Robert campus.

CHEM 108 General Chemistry II. 4 hours. Prerequisite: CHEM 107 & MATH 109. A continuation of CHEM 107, solutions, electrochemistry and chemical equilibrium. Laboratory devoted to solution phenomena including semi-micro qualitative analysis. Three lectures and one laboratory period.

CHEM 212 Elementary Organic Chemistry. 3 hours. A terminal course on the chemistry of carbon compounds designed for students in geology, medical technology programs or others who require an introductory course covering the entire field of organic chemistry. Three lecture hours per week.

Communication (COMM)

COMM 111 Communication with the Deaf (Signing). 3 hours. Course will deal with basic instruction of fingerspelling and American Sign Language (Ameslan) to allow students to communicate expressively and receptively with the deaf.

COMM 112 American Sign Language II. 3 hours. A continuation of COMM 111 for the purpose of learning and maintaining the skills needed for expressive and receptive communication through the use of sign language.

COMM 201 Interpersonal Communication. 3 hours. An introduction to the frameworks, concepts, theories, processes, and effects of communication in interpersonal and social relationships. Students will gain the essential knowledge and skills for forming and maintaining dynamic human relationships.

COMM 208 Introduction to Argumentation and Debate 3 hours. This course helps students develop the foundational knowledge and skills needed to become effective critical thinkers and communicators. Students will examine different types of argument structures and logical fallacies, learn how to evaluate and use evidence in constructing persuasive cases, and develop skill in refuting claims orally and in writing. Readings, discussions, and case studies will explore the interconnectedness between argumentation strategies and communication context. This course prepares students for participation in competitive debate experiences and other public advocacy roles.

COMM 211 Presentational Speaking. 3 hours. Principles and practice of effective oral communication. This course focuses on researching, composing, and delivering formal and informal presentations. Topics include ethics and public speaking, listening, research, analyzing and adapting to audiences, message construction, outlining, delivery of messages, effective use of visual aids, and critically evaluating public address. The course emphasizes informative and persuasive speaking. Designed for students who seek to improve speaking and critical thinking skills.

COMM 215 Foundations of Communication Theory. 3 hours. Introduction to the fundamental questions, methods and theories that define the communication discipline and communication professions. Students also will survey approaches to the study of interpersonal relationships, organizational dynamics, public discourse, mass media and cultural criticism as well as the history and development of the communication field. This introduction will help students make informed decisions about the focus and trajectory of their study and career.

COMM 220 Business Communication and Writing. 3 hours. Topics considered in this course include basic principles of effective oral and written communication, a brief survey of standard English grammar and usage, and the forms and styles of business correspondence.

COMM 221 Multimedia Writing. 3 hours. Provides a writing foundation for multiple disciplines, including print journalism, broadcasting, web and public relations. Students will learn about compiling information effectively for audiences and presenting content through social media.

COMM 229 Business and Professional Presentations. 3 hours. Designed to familiarize students with communication skills in a variety of organizational, business and professional settings. Practice in planning and doing oral presentations effectively.

COMM 231 Integrated Brand Management. 3 hours. This course will highlight the changes taking place in the world of integrated marketing communications – the process of communicating to promote products, services, and ideas. No longer is it just print or broadcast images connecting with audiences; skilled marketers must understand the importance of social media and the power of the audience. COMM 231 will introduce you to the communication tools, techniques, and media that practitioners use to design strategies to connect with audiences.

COMM 236 Rock and Roll: A Survey. 3 hours. An overview of rock and roll by placing it within the context of social history from the 1950s to the present time.
COMM 237 Music and Politics. 3 hours. Seminar-style course. Provides an overview of the intersection of popular music and politics with a focus from the mid-1970s to contemporary times.

COMM 238 Social History of Comic Books. 3 hours. Seminar-style course based on weekly reading and written assignments. Provides an overview of the intersection of comic books with American popular culture and history. A research component (consisting of researching for books, magazine/journal articles and newspaper articles) also is integrated into the course, thereby providing an added dimension. An annotated bibliography also is required and prior approval of bibliography topic is necessary.

COMM 245 Live Studio Production. 3 hours. This course is designed to promote an understanding of how the processes involved in a studio production work together. It also allows students the opportunity to practice various production roles, including multiple camera operation, studio mixing, sound, lighting, directing, and studio management.

COMM 271 TV Activities. 1 hour. Prerequisite: prior experience approved by instructor. Students work with the instructor to identify relevant multimedia projects for Drury University, the Springfield community, and/or DUTV. Students will coordinate studio or field productions and take story content into post production to generate programming for broadcast. This applied learning environment allows students to oversee video production projects from start to finish.

COMM 285 Communication and Ethics. 3 hours. Introduction to ethics in communication studies. Students examine conceptual perspectives for understanding and evaluating communication ethics in interpersonal relationships, small groups, organizations and intercultural contexts. This course is designed to stimulate the moral imagination, reveal ethical issues inherent in communication and provide resources for making and defending choices on ethical grounds.

COMM 303 Research, Analysis, and Presentation Methods. 3 hours. This course provides students with the foundational knowledge, methods, and tools required for defining, collecting, analyzing, and presenting research that informs critical decision-making in professional settings. Students will learn how to gather and interpret primary and secondary research for use in presentations, reports, and other contexts requiring informative or persuasive communication goals. Projects will develop the ability to clearly and effectively communicate (orally and/or visually) research findings that are ethically grounded and appropriately tailored to target audiences.

COMM 332 Intercultural Communication. 3 hours. A survey of critical and qualitative inquiry into intercultural communication. This course provides an introduction to the tenets of intercultural research as well as in-depth analysis of intercultural communication competency and cultural criticism. Topics include introductory readings in ethnography, social anthropology and communication studies, and numerous case studies across various cultures. Theories include nonverbal communication analysis and facework across cultures. Diversity issues and identity politics are explored.

COMM 340 Advertising and Public Relations Research and Strategy. 3 hours. Prerequisites: COMM 231. Focuses on strategic thinking and research skills in the development of advertising and public relations messages and campaigns. Students will learn how to gather and interpret primary research that supports an understanding of audience attitudes, behaviors, knowledge and media consumption habits. Students will draw on research and theory to develop integrated communication proposals that solve the needs of business and/or nonprofit organizations.

COMM 342 Interpersonal Communication Theory. 3 hours. Prerequisite: COMM 215. Interpersonal communication is the process of interacting with someone on a one-to-one basis. This class will provide a survey of theories and research that define the field of interpersonal communication within specific relationships and contexts. Topics include social support, rituals, relational maintenance and termination, compliance gaining, sex and gender differences, relational intrusion, face management and conflict.

COMM 351 Principles of Persuasion and Influence. 3 hours. A study of the persuasive process in contemporary culture. Students study basic theories of persuasion and public speaking in an effort to
become responsible consumers and creators of public persuasion. Practical applications are made by presenting persuasive speeches and critical projects.

**COMM 353 Mass Media and Society. 3 hours.** The history and current status of mass media in America, including newspapers, magazines, books, motion pictures, the recording industry, radio and television. Students will also explore theories and research examining the effect media have upon society.

**COMM 386 Web Communication. 3 hours.** COMM 221. Explores audience engagement on the Internet, teaching students basic web-design and social media skills. Using media-usage theory as a guide, students will develop an overall online communication strategy and web presence that incorporates interactivity and new ways to tell stories. Serves as the capstone experience for the Web Communication and Design minor.

**COMM 387 Organizational Communication. 3 hours.** Prerequisite: COMM 215 or declared Organizational Leadership Studies major (CCPS). Analysis of how organizations are produced and affected by communication. This course provides an in-depth examination and application of theories, contemporary perspectives and research in fields of organizational communication. Topics include organizational structures, culture, socialization, decision making, diversity, stress, burnout, technology processes and leadership.

**COMM 413 Campaigns. 3 hours.** This course will introduce to research design, execution, and data analysis in promotional settings. Students will also work through a series of case studies to train them for today’s fast-moving environment. Today’s brand managers must understand how to dissect a variety of scenarios to connect authentically with their target audiences.

**COMM 421 Strategic Media. 3 hours.** Prerequisites: COMM 221. Strategic media selection makes it possible to connect messages and audiences. In this course students will learn to create effective media and communication outreach by developing their knowledge of media platforms, audience analysis and audience engagement. Traditional and new media will be examined, with particular attention given to the opportunities and metrics associated with web and social media.

**COMM 422 Argumentation and Advocacy. 3 hours.** Prerequisite: COMM 211. The First Amendment coupled with our marketplace of ideas mentality requires that competent communicators get and practice critical-thinking skills. Argumentation and Advocacy explores these skills in tandem with the public discourse vehicle. Students are required to examine and deploy various approaches in making and evaluating arguments in a public setting. Theories explored include transmission models of communication, Stephen Toulmin’s model of argumentation and critical theory as it is applied to communication studies and the professions.

**COMM 489 Professional Seminar. 3 hours.** This is a professional capstone course that requires students to demonstrate the knowledge and skills they have acquired as advertising/public relations majors. Students will produce a professional portfolio, resume, cover letter, and other critical career building tools. Course topics include personal branding, professional networking, job interviewing, and contract negotiations.

**COMM 290, 390, 490 Selected Topics. 1-3 hours.**
**COMM 291, 391, 491 Research.**
**COMM 397, 497 Internship. S/U Grading.**
Criminology (CRIM)

CRIM 104 Ethics in Criminal Justice. 3 hours. Prerequisite: CRIM 120. A study of ethical thoughts and issues facing the criminal justice professional. Topics include constitutional ethics and professional code of conduct.

CRIM 120 Principles of Criminal Justice. 3 hours. A survey course designed to familiarize students with the American system of criminal justice, theories of crime causation, and society’s response to crime. The course provides a general overview of the agencies responsible for the administration of justice by examining the history, structure, and functions of law enforcement, the judicial system, and corrections.

CRIM 201 Law and Society. 3 hours. Prerequisite: CRIM 120. Considers social, cultural and political forces which influence the formation of laws and legislative processes. Theories of the origins of law are discussed and then applied to historical legal cases.

CRIM 211 Police Patrol. 3 hours. Responsibilities, powers and duties of the uniformed patrol officer, patrol procedures, mechanics of arrest and all other functions of the officer on patrol.

CRIM 221 Victimology. 3 hours. Analysis of major perspectives on victimization. Emphasis is on the role of the victim in the generation of crime, experience of the victim in the criminal justice system and on patterns of victimization.

CRIM 222 Introduction to Forensic Science. 3 hours. This course provides a basic overview of the theoretical frameworks and techniques used in forensic science. The focus will be on the history and development of the field and subfields of forensic science, crime scene analysis, and methodologies utilized for collection and interpretation of crime scene data.

CRIM 232 Criminal Justice Organization and Management. 3 hours. This course is designed to provide an understanding of the organization, administration and management procedures and techniques as they apply to criminal justice agencies. Special focus on modern management and organizational theory as it applies to criminal justice agencies in the areas of public relations, communication, personnel development and labor management.

CRIM 301 Principles of Forensic Science. 3 hours. Designed to acquaint the student with procedures utilized in the investigation of a crime. It considers theories of physical sciences as they apply to the investigative methodology of a crime. The process is examined within the context of the most recent technological advances in criminal investigation.

CRIM 302 Anatomy of a Murder. 3 hours. Prerequisite: CRIM 120. This course details investigative principles and techniques pertinent to a homicide investigation. Detailed information regarding proper evidence handling, scene security, and suspect and witness interview techniques will be learned. Information regarding different types of homicide and suicide and their investigation will be examined.

CRIM 303 Serial Homicide. 3 hours. Prerequisite: CRIM 120. This course discusses serial murder, victims and suspects. Case studies will be the primary study tool. Included in the course content will be the psychological and mental make-up of killers, the roles of victims and avoidance tactics.

CRIM 304 Understanding Gangs. 3 hours. The goal of this course is to familiarize students with the concepts of gangs and their culture in the U.S. and abroad. The course will primarily focus upon gangs that are in the U.S. but some international boundaries and relations will be revealed.

CRIM 310 Child Abuse/Neglect. 3 hours. This course will examine the different types of child abuse and child neglect, the different physical and behavioral signs of abuse/neglect and some of the causes. An in-depth look at the child abuse law and what happens in the juvenile justice system when a child is reported to have been abused or neglected.

CRIM 311 White Collar Crime. 3 hours. Intensive study of crimes committed by people or corporations during the course of legitimate work.

CRIM 321 Deviance and Social Control. 3 hours. This course provides several perspectives on the nature and sources of deviance. Included in the survey are societal responses to deviance and processes to control deviance.
CRIM 322 Juvenile Law. 3 hours. A study of law as it applies to the juvenile who becomes involved in the criminal justice system.

CRIM 323 Probation and Parole. 3 hours. A course which examines the correctional process as it applies to the correctional client under supervision in the community. Considers both the pre-incarcerated and post-incarcerated client, and the differences in approach.

CRIM 324 Criminal Law. 3 hours. Prerequisite: CRIM 120. This course provides an introduction to the rules and principles of criminal law. Emphasis will be given to the statutes and cases that constrain and shape criminal law as well as the rules and laws governing arrest, search, and seizure.

CRIM 331 Advanced Criminology. 3 hours. Prerequisite: CRIM 120. An intensive study of different theories explaining why people violate the law. Special consideration will be given to applying theories of crime.

CRIM 332 Juvenile Delinquency. 3 hours. Prerequisite: PSYC 120 or CRIM 120 or SOCI 120. A systematic analysis of theories of juvenile delinquency and how the juvenile justice system manages delinquents. Consideration is also given to solutions of delinquency.

CRIM 337 Death Penalty. 3 hours. The purpose of this course is to provide students with an understanding of the social, political and historical forces that have helped shape the practice of the death penalty in America and the international community. Emphasis will be placed on the relationship between race, class and gender and imposition of capital punishment as well as the influence of U.S. Supreme Court rulings on the administration of the death penalty.

CRIM 340 Case Preparation. 3 hours. Gathering data and interviewing witnesses and criminal offenders. The fundamentals of case writing including proper forms, word study and acceptable English usage.

CRIM 341 Justice, Punishment, and Ethics. 3 hours. A philosophical and pragmatic examination of justice and punishment. The course will provide the student with an understanding of the conceptual foundations of justice.

CRIM 342 The Correctional System. 3 hours. Provides a basic framework for understanding crime and criminal justice. Topics include: community-based treatment programs, correctional treatment institutions and civil rights of offenders.

CRIM 348 Comparative Criminal Justice Systems. 3 hours. This course will provide the student with an understanding of the criminal justice process as it functions in other countries of the world. A comparison of the development for both civil and common laws systems will provide insight to our system of justice and its increasing interaction on an international scale.

CRIM 360 The Judicial Process. 3 hours. An in-depth look at the judicial branch of government, emphasizing the state and federal judicial systems. The role of the prosecution, defense, judge and jury are examined, as well as judicial procedure.

CRIM 364 Wrongful Convictions. 3 hours. Prerequisite: CRIM 301. This course will emphasize the causes of wrongful convictions and the procedural mechanisms that allow for the litigation of those claims. The focus of this class will be the types of evidence and testimony that leads to wrongful convictions, real life examples of wrongful conviction, as well as state and federal post-conviction remedies.

CRIM 365 The Innocence Project Clinic. 3 hours. Prerequisite: CRIM 364. In partnership with the University of Missouri-Kansas City Law School, students will review cases of potential wrongful conviction. Through a collaborative process, submitted cases will be researched, evidence will be evaluated, conclusions and recommendations will be presented for class discussion and, eventually, MIP review. Students participating in The Innocence Project Clinic will be expected to respect the confidential nature of the work required.

CRIM 381 Ethics and Legal Issues of Forensic Addiction. 3 hours. This course examines ethical parameters of addiction issues, to include professional codes of ethics, relevant constitutional law, and federal confidentiality regulations. An overview of the court systems and their role in dealing with forensic addiction is also provided.

CRIM 290, 390, 490 Selected Topics. 1-3 hours.

CRIM 291, 391, 491 Research.

Computer Science (CSCI)

CSCI 110 Basic Computer Science. 3 hours. This course is designed to familiarize students with the major ideas of computer science. It provides brief introductions to basic concepts of hardware, software, computer security, networking, the web, artificial intelligence, computer game development, and programming. It explores the role of computers in modern life, with special emphasis on ethical issues.
Economics (ECON)

ECON 210 Principles of Microeconomics. 3 hours. An introduction to the theory of markets. The course will examine the determination of product and resource prices; the theory of the firm, the role of competition, the impact of monopoly, externalities and government regulation; international economic relations.

ECON 211 Principles of Macroeconomics. 3 hours. An introduction to the theories that explain the performance of the overall economy. The course will explore the determination of the level of employment, output and the price level; the monetary and banking systems; problems and policies of economic instability, inflation and growth and principles of economic development; other economic systems.
Education (EDUC)

**EDUC 200 Technology in the Classroom. 3 hours.** This is an introductory course in educational technology. Candidates will learn how educational technologies can be applied to enhance teacher effectiveness and assist students in reaching learning objectives. Candidates will develop foundational skills in the evaluation, selection and use of technologies according to best practices and educational theories.

**EDUC 205 Diversity and Social Justice in Education. 3 hours.** This course focuses on issues of diversity, oppression and social justice. It is designed to prepare pre-service teachers to be knowledgeable of biases based on race, ethnicity, culture, religion, age, gender, sexual orientation, social and economic status, political ideology, disability and how these contribute to discrimination and oppression. Students will learn about diverse cultures, family structures, roles, immigration and assimilation experiences of marginalized groups. Students will also learn about the influence of dominant culture on these diverse and marginalized groups. Additionally, this course will examine the adaptive capabilities and strengths of these marginalized groups and how such capabilities and strengths can be used in effective educational settings. The course will assist pre-service teachers in understanding the complex nature and dynamics of social oppression, diversity and social functioning. Students will explore their own personal beliefs, and behaviors that may limit their ability to effectively interact in educational settings with people of diverse backgrounds, in particular, disadvantaged and oppressed persons. Themes included justice, suffering, the role of the government, poverty, and society’s response to them. Initiatives and response of both secular and faith-based groups to injustices in the past (e.g. Civil Rights, abolitionism), will be examined.

**EDUC 207 Psychology of Human Growth and Development. 3 hours.** A study of the process of human development from conception through adolescence with particular emphasis on development during the elementary school, middle school and high school age periods of growth and development. The course will emphasize the contemporary research, theory and findings in the areas of cognitive, emotional and physical development with a focus on psychological processes and structures and their implications for the education process.

**EDUC 208 Introductory Practicum. 1 hour.** Introductory Practicum is a field-based course that provides students principles of effective teaching practices. Students in the course work under the joint direction and supervision of a practicing teacher with knowledge of elementary, middle, or secondary education. Participation in four seminars is required. S/U Grading.

**EDUC 209 Introduction to Education. 3 hours.** Prerequisite: Enrollment in an approved GO CAPS teacher education strand. This course is designed to assist and inspire students interested in pursuing careers in the educational field. Students will have opportunities to observe and work alongside teachers and students in various settings. Students will participate in a 30 clock hour field experience and will perform a variety of tasks to familiarize them with the wide range of educational careers. These on-site opportunities will vary in length, grade level, and content. In addition to working directly in classrooms, students will participate in professional development covering a broad range of educational concepts, methods, and theories. Learning opportunities will include school tour, site visits, guest speakers, readings, classroom discussions, hands-on projects, and more. Effective verbal and written communication skills, the ability to follow directions, and cooperative collaboration with others will be emphasized.

**EDUC 212 Professional Preparation for the Field of Teacher Education. 0 hours.** This course provides students with the essential information necessary to pursue admission to the teacher education program at Drury University. In addition, the course focuses on the general expectations of the program in terms of professional dispositions, background checks, electronic portfolio and other candidate assessments, design of lesson plans and the three levels of clinical and internship experiences. Students learn how to access university resources and supports and develop an understanding of the roles of faculty, staff, advisors and administrators. This course must be taken concurrently with EDUC 208 or in the first semester of the education program. S/U Grading.
EDUC 213 Professional Preparation for the Field of Teacher Education. 0 hours. This course provides transfer students with the essential information necessary to pursue admission into the teacher education program at Drury University. In addition, the course focuses on the general expectations of the program in terms of professional dispositions, background checks, electronic portfolio and other candidate assessments, design of lesson plans, and clinical and internship experiences. Students learn how to access university resources and supports and develop an understanding of the roles of faculty, staff, advisors, and administrators. This course must be taken in the first semester of the education program. S/U grading.

EDUC 225 Neurodiversity in Society and Why it Matters. 3 hours. This course will explore the many types of neurodiversity and how each is a natural form of cognitive functioning. Included will be many examples of types of diversity and ways to incorporate all differences in a successful life.

EDUC 302 Educational Psychology and Assessment. 3 hours. Prerequisites: Behavioral science majors: PSYC 230; Education majors: EDUC 205 and EDUC 207. This course is designed to introduce different theories and principles of development, learning, motivation and assessment of student learning. The major emphasis in this course is on how to apply these principles in classroom practice in both typical and multicultural settings. Normally taken in the second semester of the sophomore or junior year.

EDUC 303 Secondary Education Practicum. 1 hour. Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program. A clinical experience required of secondary education majors prior to enrollment in student teaching. S/U Grading.

EDUC 304 Teaching in Diverse Classrooms. 3 hours. Prerequisites: EDUC 205, EDUC 207, EDUC 302, and Formal admission to teacher education program. This course recognizes the need to support the learning of all students and will expose undergraduate-level students to the challenges and issues, and experiences faced by students from groups identified by race, ethnicity, language, socioeconomic status, exceptionalities, sexual identity, religion, and culture.

EDUC 308 Secondary Content Area Literacy. 3 hours. Prerequisite: EDUC 205, EDUC 207, EDUC 302, and formal admission to teacher education program. A three-credit hour course designed to acquaint candidates with the role of literacy at the secondary level. Emphasis is placed on factors which influence literacy and learning from content-specific text material as well as the acquisition and refinement of associated teaching practices. This course will include reviewing current research regarding adolescent literacy; implementing best practices to foster constructive literacy skills; and integrating literacy, writing, and study skills into secondary school content areas.

EDUC 331 Content Area Literacy. 3 hours. Prerequisites: EDUC 205, EDUC 207, EDUC 302. This course will include strategies for teaching subject matter to utilize and further develop functional reading. Methodology of teaching reading skills, vocabulary development in specific subject areas and study skills will be included.

EDUC 338 Elementary School Curriculum. 3 hours. Prerequisites: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program. A course that provides the elementary school teacher with methods to integrate the humanities (art and music), physical education and health, and social sciences. Lesson planning, effective teaching techniques and evaluation of instructional outcomes are studied in a unified approach to curriculum development.

EDUC 340 Education of the Exceptional Child. 3 hours. This course surveys all areas of exceptionality. It is designed to help the prospective teacher identify and understand the problems of students with atypical learning patterns.

EDUC 351 Introduction to Language Development of the Exceptional Child. 3 hours. Prerequisite: EDUC 340. This course will include an in-depth study of the form and function of language patterns of typically developing children as compared to those patterns of children with exceptionalities. Students will use analysis of language samples as a basis for developing prescriptive interventions.

EDUC 356 Methods of Teaching Children’s Literature. 2 hours. Prerequisites: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program. A study of historical and current trends with
opportunity to both read extensively and explore strategies for enriching the elementary school curriculum through the use of children's literature.

**EDUC 357 Families of Exceptional Learners. 3 hours. Prerequisite: EDUC 340.** Children learn best when close cooperation exists between school and home. For children with learning problems, it is all the more necessary for skills learned in school to be reinforced in the home. This course will include the study of legal aspects specific to working with families of children with exceptionalities including the rights of families. In addition, requirements will include researching and reporting on effective practices and resources to support families and their children. Objectives and assignments will address the effects of exceptionalities on children’s learning and on family dynamics. The impact of primary language, culture, and familial backgrounds on children’s academic and social abilities, their attitudes, values, interests, and career options will be examined. Students will review techniques for advocacy and collaboration with families and others who are involved in students’ educational programs.

**EDUC 361 Collaborative Classroom Environments. 3 hours. Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program.** This course is designed to maintain positive classroom environments by acquainting students with concepts and techniques of behavioral interventions; practical applications of behavior management techniques is emphasized. Students will learn how to design learning environments that are inclusive for all students.

**EDUC 368 Introduction To Evaluation and Assessment. 3 hours. Prerequisite: EDUC 340.** This course will include an overview of varied assessment methods, procedures, and tools. Students will review administration and interpretation procedures for formal and informal assessments used in the evaluative processed for identifying education disabilities of school-age students. Psychometric principles of assessment will be presented. Emphasis will be placed on developing knowledge and skills related to assessment across domains including social, communication, academic, cognitive, and adaptive. Students will participate in application activities to include the review of case history data and collection of data to apply to the development of evaluation plans. Students will demonstrate professional dispositions related to the ethics of testing and practice using assessment data to design and execute educational programming. Roles of multidisciplinary team members will be discussed including general educators, special educators, administrators, students, and family members. Supporting the assessment needs of diverse learners to include individuals with disabilities and those from culturally and linguistically diverse backgrounds will be emphasized.

**EDUC 369 Introduction To Mild/Moderate Disabilities. 3 hours. Prerequisite: EDUC 340.** The physical, psychological, social, and educational characteristics of school-age children with mild/moderate disabilities will be reviewed in this course. In addition, Federal and State criteria for identification of categorical disabilities as well as supporting legal mandates will be reviewed. Students will learn strategies for differentiation of instruction, approaches for integrating these students into regular education classrooms, and methods for collaborating with other educators to identify and address the needs of students with disabilities. Course content will also address assessment procedures and practices used to identify children with disabilities and monitor their performance across academic settings. Students will complete applied activities and discussions, case analyses, and literature reviews.

**EDUC 376 Student Assessment and Data Analysis. 3 hours. Prerequisite: Formal admission to the teacher education program.** Use of formative and summative assessment strategies to assess learner progress in the classroom are essential to plan ongoing instruction. This course will prepare future teachers to use assessment data to improve teaching and learning in the classroom.

**EDUC 379 Middle School Philosophy. 3 hours. Prerequisite: Formal admission to the teacher education program.** This course provides an understanding of the philosophy, history, structure, and future direction of the middle level education, as well as how those topics relate to the characteristics of the adolescent. Topics include an overview of curriculum and instructional strategies appropriate for middle level education. These topics also consider culturally diverse populations and special needs students.

**EDUC 380 Methods of Teaching Elementary Mathematics. 3 hours. Prerequisites: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program.** Basic principles of instruction and curriculum
development in elementary school mathematics. Learning centers, games and diagnostic/prescriptive treatment are explored.

**EDUC 382 Methods of Teaching Elementary Science. 3 hours.** Prerequisites: **EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program.** Basic principles and new trends of instruction and curriculum development in elementary school science. Unit planning, laboratory activities, evaluation strategies and science learning centers are emphasized.

**EDUC 383 Middle School Curriculum and Instruction. 3 hours.** Prerequisite: **Formal admission to the teacher education program.** Candidates will examine education programs appropriate for students in late childhood and early adolescence. The course will review and evaluate curriculum, instruction and organization associated with middle schools. Curricular and instructional programs designed especially for pre-adolescent youth will be examined and contrasted with other levels of education. Distinctive physical, emotional, social, and intellectual needs of the middle school student will be researched.

**EDUC 385 Secondary School Curriculum. 3 hours.** Prerequisites: **EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program.** Students study principles of instruction and curriculum development. They create courses, units, micro-tech and prepare learning situations utilizing different teaching strategies.

**EDUC 401 Literacy Practicum I. 1 hour.** Prerequisites: **Formal admission to the teacher education program.** Provides the student with the opportunity to integrate literacy theory and practice by working with learners in classrooms or other field settings. S/U Grading. **Taken concurrently with EDUC 407.**

**EDUC 402 Literacy Practicum II. 1 hour.** Prerequisites: **formal admission to the teacher education program.** A clinical experience that provides the student with the opportunity to utilize remedial literacy teaching methods with learners experiencing difficulty with literacy. S/U Grading. **Taken concurrently with EDUC 452.**

**EDUC 407 Methods of Teaching Literacy. 3 hours.** Prerequisites: **EDUC 205, EDUC 207, EDUC 302 and formal admission to the teacher education program.** Principles and strategies for teaching elementary school literacy. Introduction to emerging concepts for meeting individual differences through diagnosing differences. Foundations of literacy instruction will be discussed as well as varying approaches. Application of current research findings will be included. **Taken concurrently with EDUC 401.**

**EDUC 409 Methods of Teaching Language Arts-Elementary. 2 hours.** Prerequisites: **EDUC 205, EDUC 207, EDUC 302 and formal admission to the teacher education program.** Basic principles and new trends of instruction for development of oral language, writing and spelling skills at the elementary school level.

**EDUC 452 Correction of Literacy Problems. 3 hours.** Prerequisites: **EDUC 205, EDUC 207, EDUC 302 and formal admission to the teacher education program.** A presentation of remedial methods of teaching literacy to elementary and secondary school students who exhibit literacy difficulty with emphasis on recent research, on diagnosis and prescriptive teaching strategies. **Taken concurrently with EDUC 402.**

**EDUC 455 Correction of Disabilities in Mathematics. 3 hours.** Prerequisites: **EDUC 205, EDUC 207, EDUC 302 and formal admission to the teacher education program** Correction of Disabilities in Mathematics will focus on the causes of, diagnosis of, and treatment for difficulties in mathematics. A presentation of methods of teaching remedial mathematics to elementary and secondary school students who exhibit difficulty with mathematics with emphasis on recent research, diagnosis and prescriptive teaching strategies.

**EDUC 473 Modified Student Teaching. 5 hours.** Prerequisite: **Instructor permission.** Observation and supervised practice teaching at the appropriate grade level of certification. Course fee required.

**EDUC 475 Review for Teacher Certification Examinations. 0 hours.** Prerequisite: **Formal admission to the teacher education program.** A course designed to review and synthesize the skills and content knowledge related to the various fields of teacher certification including analysis and techniques for solving problems on teacher certification examinations. Attempting the appropriate state-determined content exam(s) is required for approval to student teach, so only those students who do not pass the state-determined content exam(s) will be administratively enrolled in the course. **Offered each semester and summer session. S/U Grading. Taken concurrently with EDUC 476 or EDUC 478.**
EDUC 476 Student Teaching – Elementary. 10 hours. Prerequisite: Completion of all appropriate methods courses and approval of the Teacher Education Council. Observation and supervised practice teaching at the elementary school level (grades 1-6). Taken concurrently with EDUC 475, if a passing state content assessment score is not obtained. Course fee required.
EDUC 477 Student Teaching-Middle School. 10 hours. Prerequisite: Completion of all appropriate methods courses and approval of the Teacher Education Council. Observation and supervised practice teaching at the middle school level (grades 5-9). Taken concurrently with EDUC 475 if a passing state content assessment score is not obtained. Course fee required.
EDUC 478 Student Teaching – Secondary. 10 hours. Prerequisite: Completion of all appropriate methods courses and approval of the Teacher Education Council. Observation and supervised practice teaching at the secondary school level (grades 9-12). Taken concurrently with EDUC 475, if a passing state content assessment score is not obtained. Course fee required.
EDUC 480 Student Teaching Support Seminar. 2 hours. Prerequisite: Formal admission to the teacher education program. This course is designed to provide both professional and personal support during a teacher candidate’s student teaching experience. Teacher candidates will engage in discussion and assignments related to lesson planning, assessment, classroom management, communication, and collaboration in their student teaching environment. Guidance in professional development and career planning will be provided. Taken concurrently with EDUC 476, EDUC 477, or EDUC 478. S/U grading.

Methods Courses Related to Specific Teaching Areas:
EDUC 350 Methods of Teaching the Biological and Physical Sciences. 2 hours. Prerequisites: EDUC 205, EDUC 207, EDUC 302 and formal admission to the teacher education program. Must be taken prior to student teaching. A course adapted to the needs of those preparing to teach the natural sciences in the public schools at the middle school and high school levels. Offered fall semester.
EDUC 358 Methods of Teaching Elementary Physical Education. 2 hours. Prerequisites: EDUC 205, EDUC 207, EDUC 302, and formal admission to teacher education program; or, EDUC 607, EDUC 605, EDUC 621, and formal admission to teacher education program. This course is designed to provide instruction and experiences in the program content, teaching methods, and learning styles for a developmentally appropriate physical education program for children in grades K-6. Emphasis is placed on movement education, body management, fundamental motor skills, and fitness/wellness appropriate to the kindergarten, through sixth grade child.
EDUC 367 Methods of Teaching Secondary Physical Education. 2 hours. Prerequisites: EDUC 205, EDUC 207, EDUC 302, and formal admission to teacher education program; or, EDUC 607, EDUC 605, EDUC 621, and formal admission to teacher education program. A study in class organization and teaching methods in individual and team physical activities. A review of the fundamental skills and important teaching techniques of the different individual/team activities applicable to motor learning and growth and development. Preparation of sequential unit lesson plans and evaluation procedures are included. Offered fall semester.
EDUC 384 Methods of Teaching Secondary Social Studies and Economics. 2 hours. Prerequisites: EDUC 205, EDUC 207, EDUC 302 and formal admission to the teacher education program. Must be taken prior to student teaching. A methods course that prepares students to teach secondary social studies. Course will include a study of the social studies curriculum at the middle school and high school levels, lesson planning, simulation games, value clarification, inquiry approach to teaching, materials and textbooks. Offered fall semester.
EDUC 446 Methods of Teaching Secondary English. 2 hours. Prerequisites: EDUC 205, EDUC 207, and EDUC 302 and formal admission to the teacher education program. Must be taken prior to student teaching. Units related to methods of teaching the middle school and high school student the novel, poetry and short story, and a unit on methods of teaching writing and grammar will be included. Teaching of writing unit fulfills one semester hour credit toward completion requirement for certification in English.
Emergency Management (EMMT)

**EMMT 101 Introduction to Emergency Management Principle and Practice. 3 hours.** This course provides students with insight into the profession of emergency management, its history, principles, participants, functions, structure, and future. This course includes concepts related to accreditation of emergency management programs, professional associations, and professional credentials.

**EMMT 105 Disaster Planning and Preparedness. 3 hours.** This course provides an overview of the preparedness phase of emergency management. Topics include emergency planning, public information and education, risk and vulnerability assessments, continuity of operations, communication and information management, gap analysis and capacity building, funding strategies, and exercises.

**EMMT 202 Hazard Identification. 3 hours.** This course provides an overview of hazards and threats with an analysis of the causes, characteristics, nature and effects of such disasters as tornadoes, drought, earthquakes, pandemics, fires, flooding, hazardous materials, hurricanes, industrial accidents, terrorism, cyber and technological threats, nuclear power plant accidents, power failures, volcanoes, and other catastrophic hazards.

**EMMT 203 Introduction to Terrorism. 3 hours.** This course focuses on the historical roots of terrorism and stresses the importance of understanding the past to adequately prepare for the future. Through a historical perspective, this course provides basis for and discusses aspects that make contemporary terrorism of today different from traditional terrorism of the past.

**EMMT 301 Social Aspects of Disaster. 3 hours.** This course provides an overview of how individuals, groups, families, organizations, communities, and countries handle disasters before, during, and after they occur. The concepts of human behavior in disaster, disaster myths vs. reality; group disaster behavior; community social systems and disaster; cultures, demographics and disaster behavior distinctions are explored.

**EMMT 305 Disaster Response. 3 hours.** This course provides an overview of the response phase of emergency management. In this course, students will be introduced to identifying the needs of the affected population, the role of the incident command system, various response problems, and how first responders and emergency managers may overcome response challenges.

**EMMT 307 Disaster Recovery. 3 hours.** This course provides an overview of the recovery phase of emergency management. It examines how people, groups, organizations, communities and governments manage disasters in the immediate aftermath and recover from their effects, including social, physical, business, and infrastructure problems as well as intra- and inter-organizational issues.

**EMMT 401 Hazard Mitigation. 3 hours.** *Prerequisite: EMMT 202.* This course examines the processes and principles of disaster mitigation including mitigation planning, the benefits of mitigation, and the development and implementation of appropriate mitigation measures.

**EMMT 403 Private Sector Crisis and Emergency Management. 3 hours.** *Prerequisite: EMMT 101.* This course examines the field of emergency management within the private and non-governmental sector. Topics include: contingency and continuity of business planning, business risk management, and emergency response skills required by private sector companies.

**EMMT 405 Public Information Management. 3 hours.** *Prerequisites: Junior standing and EMMT 202.* A review of the skills needed to effectively deal with the public and media before, during, and after an emergency event. Topics will include: understanding the roles and responsibilities of the Public Information Officer, understanding the roles and responsibilities of the media, conducting awareness campaigns, writing news releases, public speaking, granting interviews, media management, and dealing with high-profile incidents.

**EMMT 290, 390, 490 Selected Topics. 1-3 hours.**

**EMMT 291, 391, 491 Research.**

**EMMT 397, 497 Internship.**
English (ENGL)

**ENGL 114 College Writing, Reading, and Study Skills. 3 hours.** This course is designed for students returning to, or starting, college after being out of formal education for several years. Emphasis is placed on acquiring basic composition, reading, and study techniques that will lay the foundation for the student’s college career.

**ENGL 150 Composition. 3 hours.** Writing course designed to develop students’ abilities to write in a variety of modes for a wide range of purposes.

**ENGL 200 Literature Matters. 3 hours.** One of three foundational courses for majors and potential majors in English, Literature Matters introduces students to a central set of problems in contemporary literary studies (for example, Identity and Empire, Shakespeare to Ondaatje). The course includes important canonical works as well as neglected or emerging writers. There is a focus on how to read and understand literature; how reading and writing literature influence identity, meaning, and value; and how to develop strategies for reading, discussing, and writing about literary works. Attention is also given to narrative structure. Students are strongly encouraged to enroll in this course in the spring semester of their freshman or sophomore year. *Offered spring semester.* May be repeated when topics vary.

**ENGL 201 British Literature I: Medieval through Eighteenth Century. 3 hours.** Students discuss canonical texts of early British writing, with particular attention to close-reading and appreciation. The course often pursues a single theme, genre or motif through the readings.

**ENGL 202 British Literature II: Nineteenth Century through the Present. 3 hours.** This course introduces students to major writings from the past 200 years of British writing, with particular attention to close-reading and appreciation. The course often pursues a single theme, genre or motif through the readings.

**ENGL 203 American Literature I: 1620-1865. 3 hours.** Students become familiar with major writings from pre-Civil War American culture, with “flashbacks” to colonial American literature. This course often pursues a single theme, genre or motif through the readings.

**ENGL 204 American Literature II: 1865-1980. 3 hours.** This course introduces students to major texts of late-nineteenth and twentieth-century literature, with particular attention to modernist and postmodernist writing.

**ENGL 207 Expository Writing: Art of the Essay. 3 hours. Prerequisite: CCPS-ENGL 150. DAY-None.** Expository Writing provides students with valuable opportunities to write in a wide variety of modes of nonfiction, including narrative essays, film and book reviews, cultural analyses and journalistic essays. Students read and discuss published nonfiction and participate in workshops where they respond to one another’s writing in small groups. The workshop format enables students to respond to issues of form, purpose, voice, and audience.

**ENGL 208 Practicum: Tutoring in a Writing Center. 1 hour. Prerequisite: ENGL 207.** Students work in a tutorial setting two hours per week and meet one hour per week to discuss assigned readings in composition studies. *S/U Grading.*

**ENGL 212 Comparative Mythology. 3 hours.** A study of mythic literature in ancient, medieval, and contemporary cultures, with close attention to the archetypal codes revealed in all mythologies, and universal narrative structures.

**ENGL 235 The History of Film. 3 hours.** A survey of major international and American film accomplishments beginning with Griffith and Chaplin and continuing through contemporary directors such as Bergman, Fellini and Allen. Some attention will be given to film technique, theory and analysis.

**ENGL 236 Ozarks Culture and Folklore. 3 hours.** The main goal of this class is to provide a firm foundation in critical thinking, research, writing and effective communication in terms of gaining cultural insights while encouraging an appreciation for the culture of the Ozarks. To do that, we’ll take a look at the people, the food, the music, the legends, the lore, the jargon and the habits/ethics of the Ozarks’ hill people from the 1800s to the present time. Additional goals include promoting critical thinking, teamwork, self-confidence and storytelling as educational tools.

**ENGL 251 Editing and Publishing. 3 hours.** *It is recommended that students have completed prerequisite*
ENGL 253 in order to be successful in this course. A practical course devoted to publishing and editing in both print and electronic media.

ENGL 253 Grammar and Style. 3 hours. Prerequisite: CCPS-ENGL 150. DAY-None. Students intensively investigate modern English grammar and usage. The course acquaints students with models of understanding and teaching grammar and with opportunities for experimenting with a variety of styles.

ENGL 266 Creative Writing I – Fiction. 3 hours. Prerequisite: CCPS-ENGL 150. Day-None. Students learn techniques for and practice in writing fiction. The course focuses on student workshops.

ENGL 267 Creative Writing I – Poetry. 3 hours. Prerequisite: CCPS-ENGL 150. DAY-None. Students learn techniques for and practice in writing poetry.

ENGL 268 Creative Writing I – Nonfiction. 3 hours. Prerequisite: CCPS-ENGL 150. DAY-None. Students learn techniques for and practice writing nonfiction.

ENGL 301 Theory and Practice. 3 hours. Prerequisite: CCPS-ENGL 150. DAY-None. This course introduces students to advanced research skills in literary studies. It focuses upon the central questions in literary studies and provides students with the critical and theoretical background to make sense of these questions.

ENGL 302 Women Writers. 3 hours. A study of British and American literary works written by women. Particular consideration will be given to feminist modes of inquiry and critical thought as well as to the contributions of women in literary scholarship.

ENGL 303 Single Author. 3 hours. This course provides in-depth study of a single author’s literary work. May be repeated when authors vary.

ENGL 305 Studies in Ancient through Medieval Literature. 3 hours. This course focuses on the literature of ancient and medieval cultures. Themes vary annually and may include “Representing Good and Evil in the Middle Ages” or “Forms of Love in the Middle Ages.” Counts for the Medieval Studies minor when content focuses on the Middle Ages. This course may be repeated when content varies.

ENGL 306 Studies in Sixteenth through Eighteenth Century Literature. 3 hours. This course asks students to investigate selected topics in literature and culture of the Renaissance through the eighteenth century, including European, British, and other cultures. This course may be repeated when content varies.

ENGL 307 Studies in Nineteenth through Twentieth Century Literature. 3 hours. This course requires students to engage the literature and culture of the nineteenth and twentieth centuries, with particular attention to interdisciplinary study of Victorian, post-Victorian, Modernist, and Postmodern cultures in the Americas and Europe. This course may be repeated when content varies.

ENGL 311 Studies in Contemporary Literature. 3 hours. This course investigates trends in recent literature, written in or translated into English. Texts will date from about 1980 and later. This course may be repeated when content varies.

ENGL 317 African-American Literature. 3 hours. The backgrounds of African-American culture in African and Caribbean literatures, as well as the history of black American literature in the nineteenth and twentieth centuries, with focus on the contemporary scene.

ENGL 342 Shakespeare and Ethics. 3 hours. Students read Shakespeare’s plays with a focus on the moral component of his drama. We ask how Shakespeare understood what it meant to live well, and how he understood good and evil and the problems of achieving moral clarity and moral maturity in our personal and in our public lives.

ENGL 344 Studies in World Literature. 3 hours. It is recommended that students have completed ENGL 301 in order to be successful in this course. Students study works outside the Anglo-American tradition. May be repeated when topics vary.

ENGL 353 Nature of the English Language. 3 hours. In this diachronic study of the English language, special attention is given to the development of the English language from its Anglo-Saxon origins to the present and to the varieties of English spoken in contemporary American society.

ENGL 355 Small Press Publishing. 3 hours. This course provides an opportunity to explore book binding, book structures, limited edition runs and writing for small-press publishing.

ENGL 366 Creative Writing II – Fiction. 3 hours. Prerequisite: ENGL 266, ENGL 267, or ENGL 268. By
participating in writing workshops, students learn advanced techniques for and practice in writing fiction. **ENGL 367 Creative Writing II – Poetry. 3 hours.** *Prerequisite: ENGL 266, ENGL 267, or ENGL 268.* This course trains students in advanced techniques for and practice in writing poetry. **ENGL 368 Creative Writing II – Nonfiction. 3 hours.** *Prerequisite: ENGL 266, ENGL 267, or ENGL 268.* This course provides advanced study of different kinds of nonfiction writing, with a practical emphasis aimed at preparing apprentice writers to publish their work as they become familiar with a wide range of publications. **ENGL 375 Land and Literature. 3 hours.** This course traces the roots of contemporary thinking about the land in literature both ancient and modern. We will read a series of texts from the Bible, classical Greek culture, early modern England and nineteenth- and twentieth-century America. Students should develop a sophisticated, wide-ranging understanding of how contemporary American culture has imagined (and treated) the natural world. **ENGL 381 Southern Literature. 3 hours.** Literature of the southern American states in the context of the South’s characteristic cultural identity. **ENGL 455 Advanced Writing Workshop. 3 hours.** *Prerequisite: Any 300-level imaginative writing course such as THTR 354, ENGL 366, ENGL 367, or ENGL 368.* This intensive workshop provides writing majors a final opportunity to refine their poetry and prose. Students will be required to submit their work for publication and to create a professional portfolio. **ENGL 493 Senior Seminar. 3 hours.** *Prerequisites: ENGL 301 and senior status.* This seminar-style course provides a capstone for both the English and Writing majors. Students will do independent research and synthesize their education at Drury, looking backward at how they have developed, and forward to where they will go next. *Course only available in the spring semester on the Springfield campus.* **ENGL 290, 390, 490 Selected Topics. 1-3 hours.** **ENGL 291, 391, 491 Research.** **ENGL 397, 497 Internship. S/U Grading.**
Courses in English for Non-Native Speakers

Dr. Charlyn Ingwerson, Program Coordinator

The courses in English for Non-Native Speakers are offered through the Department of English. They provide an intensive language learning experience for students who need to improve their listening, speaking, reading, writing and comprehension skills in English.

Students seeking to be fully admitted in the fall semester will enroll in regular courses toward degree completion, including 6-7 credit hours of courses in English for Non-Native Speakers.

**ENGL 109 English for Academic Purposes: American English Pronunciation. 1 hour.** Designed for international students who wish to improve their pronunciation of American English, this course focuses on consonants, vowels, word stress, sentence stress, intonation, emphasis and linking.

**ENGL 110 English for Academic Purposes: Oral Communication. 3 hours.** A practical course designed for international students to improve their skills in both listening and speaking. Class content is discussion-oriented, includes both personal and public discourse, public speaking and group presentation projects, and emphasizes clarity in pronunciation.

**ENGL 111 English for Academic Purposes: Writing and Research. 3 hours.** This course prepares international students to become college writers. The class teaches rhetoric and logic; style and voice; ethical research methods, documentation, and standards of academic integrity.

**ENGL 115 English for Academic Purposes: Intensive English as a Second Language. 3 hours.** This course includes lectures, activities, and projects designed to acculturate students to the liberal arts classroom at Drury University, as well as the Springfield community.

**ENGL 116 English for Academic Purposes: Grammar. 3 hours.** This course is student goal/task-focused on strategies to improve language facility; that is, individualized instruction seeks to help each student improve his or her use of grammar in both written and oral communication, and develop personal study strategies.

**ENGL 117 English for Academic Purposes: Reading. 3 hours.** Course emphasis is both on improving reading comprehension strategies, and responding meaningfully to the writing of others. Course focus is on the American Experience.

**ENGL 120 Field Studies in Academic Culture. 3 hours.** Designed as the field studies component to ENGL 115, this course focuses on acculturation to university life. This class allows students to experience a full-credit humanities course as a language-learner observer and participant.
Entrepreneurship (ENTR)

ENTR 210 Entrepreneurship Exploration. 3 hours. An exposure to the dynamics of identifying opportunities and dealing with the risks of implementing new ideas and ventures, while focusing on the early development of independent ventures as well as those within established organizations. Both individual and organizational level issues will be addressed. Includes an analysis of the major functional areas of the start-up firm: accounting, finance, human resources, information systems, logistics, management, marketing, production/operations, purchasing and sales, as well as considerations for entrepreneurship in the international marketplace.

ENTR 250 Ethical Problems/Entrepreneurial Answers. 3 hours. This course introduces students to the concerns that exist in the 21st century and helps them discover the efforts that they as university students can make to help alleviate social problems now and throughout their life. This course will look at effective responses to social needs and innovative solutions to social problems through case discussion, intensive research and writing projects, guest speakers and experiential projects.

ENTR 301 Entrepreneurship Adventure. 3 hours. In this course, students will read about, discuss and research innovation theories and innovators. Students will get hands-on experience with tools such as business research databases, Excel and QuickBooks. Accumulated knowledge, creativity and acquired skills will be applied to a real-world start-up project with an entrepreneur.

ENTR 401 Building Community through the Arts. 3 hours. This course will offer an integrated and experiential approach to creativity in everyday living and learning. Working with at-risk adults, students will develop arts programming that will enrich the adults’ lives, improving their communication skills, developing their creativity and building confidence. The course culminates with an art opening for the participants in the Drury on C-Street Gallery.

ENTR 290, 390, 490 Selected Topics. 1-3 hours.

ENTR 291, 391, 491 Research.

Environmental Studies (ENVR)

**ENVR 170 Introduction to Environmental Science. 3 hours.** This course provides an introduction to the scientific principles that inform environmental problems and solutions. While acknowledging that all environmental problems have their root in cultural and political contexts, this course will focus on the science that we use to explore human impacts on the planet at local and global scales, and the science that informs alternative ways of living on the planet.

**ENVR 202 Introduction to Environmental Chemistry. 4 hours.** This course is an introductory study of environmental science from a chemistry perspective. Students in this course are expected to have a working knowledge of chemistry. Topics include environmental pollution of soil, water, water treatment, geochemistry, atmospheric chemistry, air pollution, hazardous materials and resources. Lecture and laboratory.

**ENVR 220 Introduction to Environmental Issues. 3 hours.** An introductory approach to the factual and ethical views regarding current and future environments designed to familiarize students with various frameworks and choices. Course explores several contemporary approaches to environmental ethics and representative theoretical problems.

**ENVR 315 Environmental Laws and Regulations. 3 hours. Prerequisite: ENVR 220.** An introduction to hazardous waste regulations, solid waste management programs, the Clean Air Act, OSHA regulations, the Clean Water Act, environmental audits, remediation technology, and issues relating to the impact of environmental laws on society.

**ENVR 316 Environmental Compliance. 3 hours. Prerequisite: ENVR 315.** This course will provide a “next logical step” beyond Environmental Laws and Regulations, and focus on the practical and policy issues, as well as the varying options that may be available for compliance with those laws and regulations. It is specifically designed in addition to be of particular interest and use to those in the workplace who may currently have or may anticipate having responsibilities in the areas of environmental management and compliance issues.

**ENVR 321 Hazardous Materials. 3 hours. Prerequisites: CHEM 107 and ENVR 315.** Provides an in-depth examination of substances classified as hazardous by various agencies and programs including the Department of Transportation, the Occupational Safety and Health Administration and the U.S. Environmental Protection Agency. The course will explore chemical emergency preparedness, risk assessment, and emergency response planning and training. This course also qualifies as providing the skills and competencies required for employer certification under OSHA’s Hazardous Waste Operations and Emergency Response Rules, 29 CFR 1910.120, and National Fire Protection Association Standards, NFPA 472, for Hazardous Materials Response, Awareness Level. *(Military credit given for this course if taken CBRN course #494-74D30-C45 CBRN Advanced Leader Course)*.

**ENVR 326 Environmental and Community Health. 3 hours. Prerequisite: ENVR 220.** This course will examine the relationships between the environment and human health. Specifically, looking at how our environment affects personal and community health throughout the world. *Offered spring semester.*

**ENVR 345 Environmental Assessment I: Water Monitoring. 3 hours. Prerequisite: ENVR 321.** This course includes building an understanding of the fundamentals of water pollution, point and non-point sources and the influence of natural and anthropogenic processes on water sources. This course includes limited use of water testing instrumentation for monitoring water quantity and quality along with limited field experiments. Additionally, students will gain skills in management analysis, interpretation, oral reporting, and technical writing related to the reporting of complex environmental data sets. The hands-on, real-world experiences in water quality monitoring and maintenance includes required field trips that may extend beyond class time. *(Military credit given for this course if taken CBRN course #4K-F20/494-F28: Civil Support Skills and course #6H-F38/300-F32(CT): Analytical Laboratory System Operator).*

**ENVR 346 Environmental Assessment II: Air Monitoring. 3 hours. Prerequisite: ENVR 321.** This course
includes building an understanding of the fundamentals of air pollution including sources, and the influence of natural and anthropogenic processes on the atmosphere. Additionally, students will learn about the roles of local, state and federal governments in air pollution control and the importance of the Clean Air Act. Students will also receive limited training in the use of field and laboratory instrumentation for air monitoring outdoor and indoor air quality. Note: Additionally, students will gain skills in management, analysis, interpretation, oral reporting, and technical writing related to the reporting of complex environmental data sets. The hands-on, real-world experiences in water quality monitoring and maintenance includes required field trips that may extend beyond class time. (Military credit given for this course if taken CBRN course #4K-F9/494-ASIL4 (JBPDS): Biological Integration Detect System and course #6H-F38/300-F32 (CT): Analytical Laboratory System Operator).

**ENVR 347 Environmental Assessment III: Environmental Analysis & Remediation. 3 hours.**  
*Prerequisite: ENVR 321.* This course will focus on the fundamentals associated with environmental remediation in relation to the overall environmental quality and protection. Students will participate in Sample planning and conduct real-world environmental soil sampling and monitoring projects, as well as practices related to risk assessment, quality assurance and control, laboratory practice and safety. Topics covered include contaminant fate and transport; physical, chemical, and biological processes/characteristics of the air, soil, and water; remediation/restoration methods; environmental monitoring; environmental regulations; and water/wastewater treatment. Students will gain skills in oral reporting, and technical writing related to the reporting of complex environmental data sets.

**ENVR 348 Environmental Assessment IV: Environmental Impact Assessment. 3 hours.**  
*Prerequisite: ENVR 321.* The course includes lectures and field practicum concerning problems addressed by environmental assessments and impacts. This lab involves students' analysis of impact assessments, principles, practices, and their evolution. Also included are practical implications of current regulatory requirements such as the National Environmental Policy Act NEPA, the endangered species act and the wetland act. Students will gain skills in oral reporting, and technical writing related to the reporting of complex environmental data sets.

**ENVR 494 Senior Seminar in Environmental Management and Assessment. 3 hours.**  
*Prerequisites: ENVR 345, ENVR 346, ENVR 347, ENVR 348, and senior status.* This experience includes weekly seminars and group discussions to enrich and broaden student perspectives on the practice and development of environmental technology. Students will be expected to participate in oral and written reporting of seminar topics.

**ENVR 290, 390, 490 Selected Topics. 1-3 hours.**

**ENVR 291, 391, 491 Research.**

**ENVR 397, 497 Internship. S/U Grading.**
Exercise and Sport Science (EXSP)

**EXSP 101 Varsity Participation. 1 hour.** Varsity athletes may enroll for credit for athletic participation. Limited to one semester. (Meets activity class).

**EXSP 110 Introduction to Indoor Cycling. 1 hour.** Students receive instruction in basic fundamentals of indoor cycling, including proper bike set-up, hand positions and core movements, safety, mental training and visualization, heart rate monitoring, and proper breathing. Students will set fitness goals and work towards achievement of their goals as they practice and refine these fundamentals.

**EXSP 194 Personal Fitness. 1 hour.** Students will be introduced to activities that enhance wellness lifestyles. These activities will include the areas of aerobic conditioning, resistive exercise, and flexibility protocols.

**EXSP 209 Intermediate Racquetball. 1 hour.** Builds on the skills taught in beginning racquetball. A higher level of technical instruction.

*Theory Courses in Health, Physical Education, and Recreation:*

**EXSP 210 American Red Cross First Aid. 2 hours.** The Standard First Aid and Personal Safety book is used. An American Red Cross Certificate may be obtained.

**EXSP 220 Personal Wellness. 2 hours.** This course introduces students to key components of wellness. Students will become familiar with testing methods and personal program development for areas such as: aerobic and anaerobic training, stress management and nutrition. Critical thinking about contemporary wellness issues will be discussed.

**EXSP 345 Wellness and Health Promotion. 3 hours.** This course is designed to provide a student with the basic principles for developing wellness and health promotion programs. It will emphasize various dimensions of wellness/health promotion programs and the benefits of individual and group interaction. The course will focus on developing professional programming skills and personal growth.

**EXSP 290, 390, 490 Selected Topics. 1-3 hours.**

**EXSP 291, 391, 491 Research.**

**EXSP 397, 497, Internship. S/U Grading.**
Finance (FINC)

FINC 103 Personal Financial Management. 3 hours. This course provides an introduction to personal financial management. Topics addressed include managing debt, establishing credit, investing for retirement, insurance, and taxes.

FINC 331 Corporate Finance. 3 hours. Prerequisites: ACCT 210, MGMT 228 and admission to Breech School of Business. This course is an investigation of the study of corporate finance and its implications. Topics covered include financial statement analysis, cash flow, taxes, the financial environment, interest rates, risk and return, time value of money, and the valuation of stocks, bonds and firms. The course emphasizes that financial managers must deal with various models, assumptions and cultures and are often called upon to make decisions based on qualitative as well as quantitative factors.

FINC 335 Investments. 3 hours. Prerequisites: ACCT 210, MGMT 228 and admission to Breech School of Business. This course provides an introduction to investments. Specific topics include an overview of how security markets operate, investment companies, analysis of equity and fixed income securities and a basic introduction to derivative securities and portfolio management.

FINC 290, 390, 490 Selected Topics. 1-3 hours.
FINC 291, 391, 491 Research.
French (FREN)

FREN 101 Elementary French I. 3 hours. Designed to develop, with FREN 102, an elementary proficiency in French. This course provides instruction for and assesses students' reading, writing, speaking and listening and provides an introduction to the cultures and cultural practices of the French-speaking world.

FREN 102 Elementary French II. 3 hours. A continuation of FREN 101 designed to continue the development of an elementary proficiency for producing and comprehending the French language. This course provides instruction for and assesses students' reading, writing, speaking, listening, and develops students' knowledge of the cultures and cultural practices of the French-speaking world.

FREN 103 Tools of Elementary French I. 3 hours. Designed to develop, with FREN 104, an elementary proficiency in three of the five language and cultural skills covered in French 101. This course provides instruction for and assesses at least three of the following areas: students' reading, writing, speaking and listening in French and cultures and cultural practices of the French-speaking world.

FREN 104 Tools of Elementary French II. 3 hours. A continuation of French 103, designed to continue the development of an elementary proficiency in three of the five language and cultural skills covered in French 102. This course provides instruction for and assesses at least three of the following areas: students' reading, writing, speaking and listening in French and cultures and cultural practices of the French-speaking world.

FREN 201 Intermediate French III. 3 hours. Designed to develop, with French 202 a more advanced proficiency in French. This course provides instruction for and assesses students' reading, writing, speaking and listening and provides a continuation of study of the cultures and cultural practices of the French-speaking world.

FREN 202 Intermediate French IV. 3 hours. A continuation of FREN 201, designed to continue the development of a more advanced proficiency in French. This course provides instruction for and assesses students' reading, writing, speaking and listening and provides a continuation of study of the cultures and cultural practices of the French-speaking world.

FREN 203 Tools of Intermediate French III. 3 hours. Designed to develop, with FREN 204, a more advanced proficiency in three of the five language and cultural skills covered in French 201. This course provides instruction for and assesses at least three of the following areas: students' reading, writing, speaking and listening in French and cultures and cultural practices of the French-speaking world.

FREN 204 Tools of Intermediate French IV. 3 hours. A continuation of FREN 203, this course is designed to continue the development of a more advanced proficiency in three of the five language and cultural skills covered in FREN 202. This course provides instruction for and assesses at least three of the following areas: students' reading, writing, speaking and listening in French and cultures and cultural practices of the French-speaking world.

FREN 290, 390, 490 Selected Topics. 1-3 hours.
FREN 291, 391, 491 Research.
Geography (GEOG)

GEOG 223 Introduction to Meteorology. 4 hours. This course explores the processes that produce weather and climate patterns. Topics of study include earth/sun relationships, global pressure and wind systems, weather forecasting, severe storms, and global climate change.

GEOG 340 Geography of Food, Agriculture, and the Environment. 3 hours. Humans use more of our planet's surface for food production than for any other use. The oceans also serve as a primary food source. This class explores how crops and food specialties have developed around the world. The primary goal of this course it to examine the environmental problems that result from food production and to explore more sustainable options for agriculture, fisheries and wild lands. The course will include a field trip to a sustainable farm and meetings with federal agricultural professionals. An additional goal is to gain an appreciation of the regional differences in food by sampling examples of world cuisine. 

Offered spring semester.
General Studies (GSTU)

**GSTU 107 Legislative Seminar. 3 hours.** This course is for dual credit delivery only. This class offers an outstanding opportunity to learn about the state government process using a hands-on approach. Much of the class will be working to compile information for papers. This will include days for class work at school, days in the library for research, and days where students will be working in the capitol building. This course gives high school students a chance to learn about the Missouri legislature on a college level in an engaging environment. Dual credit course only.

**GSTU 110 Foundations of College and Professional Success. 3 hours.** This course will introduce students to the principles and tools which will enhance their effectiveness as students and professionals. Topics will include information literacy and research, online tools and the learning management system, academic integrity, time management, professionalism and career development.

**GSTU 204 Photoshop. 1-2 hours.** This class instructs the student in the basics of Photoshop, the powerful industry standard digital image editing tool. Students learn to use the tools in Photoshop: layers, filters, and techniques for fixing and enhancing photos. Students should have a basic knowledge of computer applications in order to take this class.

**GSTU 206 Global Society. 3 hours. For Cox College Students Only.** This study covers five major geographic areas with emphasis on cultural habits including race, ethnicity, religion, economics, food and entertainment. Societies studied are Japan and the Pacific Rim, Mexico and neighboring countries, the Bushmen of Africa and the journey through the ages, Egypt and Germany. Students have weekly research on the area being studied broken into education, healthcare, government, and current situations relating to area. Emphasis is given to how the basic study of sociology perspectives moves into the global environment. We address ascribed versus achieved and class status seen in the various societies. Students learn to compare/contrast with the countries being presented and with the United States.

**GSTU 210 Desktop Applications. 3 hours.** This course focuses on the use of advanced software applications using the latest Microsoft Office software. Students will produce comprehensive, real-world solutions to solve business related problems. Students will utilize Word, Excel, PowerPoint applications and Internet resources. Meets BBA degree technology requirement.

**GSTU 310 Comparative Cultures. 3 hours.** In-depth study of several representative cultures. Course examines demographical structures and practices and how those differences effect functions and implications of the lives within the cultures involved. Students will have an opportunity to explore race, religion, geography, political environment, health practices, gender equality, food, agriculture, economic restrictions, and other aspects that may effect the lives and cultures studied.

**GSTU 493 Senior Seminar. 3 hours. Prerequisite: LIBR 211.** This course helps students relate their primary field of interest (mathematics and science, humanities and fine arts, or social sciences) to various world cultures. Students will exit the class with a greater understanding of the world around them and their role in it. Students registering for this capstone class for the Bachelor of General Studies degree must have senior status with 90 or more earned college hours.

**GSTU 290, 390, 490 Selected Topics. 1-3 hours.**

**GSTU 291, 391, 491 Research.**

**GSTU 397, 497 Internship. S/U Grading.**
History (HIST)

HIST 101 United States History to 1865. 3 hours. A broad survey of the major political and social developments from the time of Columbus to the Civil War. Offered fall semester.

HIST 102 United States History, 1865 to present. 3 hours. A broad survey of the major political and social developments from the Civil War to the present. Offered spring semester.

HIST 107 World History to 1500. 3 hours. A survey of world history with a focus on the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence.

HIST 108 World History from 1500. 3 hours. A broad survey of world history from 1500 to present. Exploration of various modern world cultures with a focus on connections and conflicts between them.

HIST 110 Ancient Civilizations. 3 hrs. This course provides an introduction to ancient civilizations from the earliest societies through the Byzantine Empire, approximately 700 CE. The class concentrates on the ancient civilizations of India, Mesopotamia, Egypt, Greece, and Rome, while also examining the influence of other societies such as the Hebrews, the Phoenicians, the Minoans, and the Mycenaeans. Emphasis placed on culture and society, texts, and surviving artifacts and monuments.

HIST 111 Geographical History. 3 hours. A study of various ways to examine the connection between geography and history-how geography has affected and been shaped by historical developments, including but not limited to physical, political, cultural, and environmental elements. Specific attention will be placed on how the movements of people and human-environmental interactions impact ecosystems and cultures.

HIST 160 Genocide in History. 3 hours. The last two centuries have seen mass violence on a scale unprecedented in human history. Among the most horrifying forms this violence took was the attempt to systematically exterminate whole religious/ethnic/national groups, which Raphael Lemkin coined the term “genocide” to describe. In this course, we examine individual historical cases of genocide and also consider theoretical approaches that seek to explain its causes and dynamics. Offered through dual credit agreements at selected high schools.

HIST 219 Early Modern European History. 3 hours. This course explores European history from the fifth to the seventeenth century. Particular attention is placed on religion, society, culture, and politics.

HIST 245 Europe in the Twentieth Century. 3 hours. A study of major developments in twentieth-century Europe: World War I, the rise of fascism and communism, the Depression, World War II, Cold War, the collapse of communism, contemporary issues; a brief survey of the late 19th-century precursors to these events.

HIST 259 Engaging the Past. 3 hours. Through the use of the course's thematic material, students will be introduced to the basic skills used by historians in their investigation of the past, including a close reading and contextualization of primary source texts, the study of historical interpretations and controversies, citation and research methods, effective writing techniques, and oral communication skills.

HIST 320 The American Revolution. 3 hours. This course examines the revolutionary origins of America and its transition into a new nation. Topics include the experiences of soldiers, the transformation of politics, and the social revolution that followed war. Changes for Native Americans, African Americans, and women will also be examined as well as the global implications of the Revolution, and its influence on future anti-colonial rebellions.

HIST 330 The American Civil War. 3 hours. The causes, nature and consequences of the Civil War; emphasis placed on political and social interpretations of the war as well as its military events.

HIST 332 The Lewis and Clark Expedition. 3 hours. A study of the Lewis and Clark expedition; the Native American tribes encountered; and the impact the voyage had on the men who undertook it, the people they met and the young United States.

HIST 343 Latin American History. 3 hours. This course examines the history of Latin America. Beginning with the indigenous societies of Central and South America, as well as the Caribbean, it follows the
growth of colonial societies as indigenous European, and African populations formed new and diverse cultures. Concludes with a history of decolonization and modern Latin American history.

**HIST 344 History of Modern Africa. 3 hours.** This course examines the history of Africa since 1700, especially the slave trade, missionary activity and imperialism. Second half of class focuses on the development of nationalist ideologies and independence movements, decolonization, and the formation of independent African states, as well as contemporary crises.

**HIST 345 History of Modern Asia. 3 hours.** A survey of Asian developments from human origins to the present, with an emphasis on the events, themes and developments most directly related to the emergence of modern Asia.

**HIST 350 African-American History. 3 hours.** A survey of nineteenth and twentieth century African-American history, with an emphasis on cultural, social, economic and political issues.

**HIST 493 Senior Seminar. 3 hours.** *Prerequisites: HIST 101, HIST 102, HIST 107, HIST 108, HIST 259 and senior status.* Serves as a capstone class for graduating history majors and involves completing a major research paper using historical documents. Focus is on research skills, writing and revision, interpreting primary sources and historiography.

**HIST 290, 390, 490 Selected Topics. 1-3 hours.**

**HIST 291, 391, 491 Research.**

**HIST 397, 497 Internship. S/U Grading.**
Health Science (HSCI)

**HSCI 151 Introduction to Practical Dental Assisting. 4.5 hours.** This course is an introduction to the dental assisting profession. Emphasis is placed on staff/patient interaction, scheduling and flow in a dental office, OSHA and legal implications and infection control in the dental setting. A general background in dental history as well as definition of dentistry and each of the dental specialties will be included.

**HSCI 152 Dental Radiology & Radiography. 2 hours. Prerequisite: HSCI 151.** This course will focus on the science of Radiology, specifically as it applies to the Dental Profession. Emphasis will be placed on radiation precautions and the importance of radiographs as part of the patient record. Skills will include the taking, processing and mounting of diagnostic quality radiographs.

**HSCI 153 Preventive Dental Care. 1.5 hours.** This course will focus on preventative measures in maintaining good oral health. Emphasis will be placed on routine dental exams as well as the dental prophylaxis and maintenance of periodontal tissues, preventive procedures such as sealants and providing general dental care. Other areas of study will include a balanced diet and how our eating habits affect our oral health.

**HSCI 154 Dental Materials & Instrumentology. 1.5 hours.** This course will explore the different dental materials used in restorative dentistry. A detailed analysis of each material will be given including the chemical make-up and manipulation techniques for each material as well as safety precautions for use. The student will learn indications and contraindications for use of each material in different situations as well as the role the dental assistant plays in preparation and delivery of dental materials. A detailed study will also be made of the dental instruments needed to complete various procedures. The student will learn to identify and describe the use of each instrument.

**HSCI 155 Restorative Dentistry. 1.5 hours.** This course is an introduction to restorative dentistry. In this course, the student will build upon their knowledge of dental instruments and materials as well as basic patient care in order to complete a chairside restorative procedure. Different forms of restorations focused on in this course include amalgam and composite restorations, endodontic procedures, aesthetic restorations and fixed prosthodontics. The student will learn to properly prepare and place various matrix systems and efficiently assist the dentist all while keeping the patient comfortable.
Leadership Studies (LDST)

LDST 101 Foundations of Organizational Leadership. 3 hours. General introduction to, and analysis of, historical and current theories of leadership. Study of leadership process involving interaction of leaders and followers in organizational settings such as public/private, profit, nonprofit and student organizations.

LDST 102 Introduction to Project Management. 3 hours. The course covers key components of project management including project integration, project scope management, project time and cost management, risk management, quality management, human resource considerations, and procurement management.

LDST 250 Financial Basics for Leaders. 3 hours. Leaders at all organizational levels need an understanding of what makes their organizations go—money! Whether it is a for-profit business or a "non-profit," the financial aspects of operation affect the company's ability to achieve goals and the leader's ability to make decisions. This course includes the "basics" of using various financial statements, cash management plans, capital budgets, ratios and other tools to assist the leader in directing the organization. In addition, pricing strategies, economic decision-making models, financing options and internal accountability will be considered. Finally, measurements of financial performance and requirements for validity of financial information will be discussed from the perspective of what the leader needs to know to function effectively and meet his/her financial responsibilities.

LDST 260 Fundamentals of Leadership I. 3 hours. A broad background is essential for leaders in today's organizations. This course and its companion, Fundamentals of Leadership II, are intended to give dual credit students, AS and Bachelor degree candidates experience for the full range of issues faced by leaders at all levels. Principles of conflict resolution, various leadership theories, processes, functions, skills, styles and philosophies, as well as contemporary motivational methods will be considered. Elements of leading technology professionals and other specialists will also be included. Through class discussions and course materials, students will receive key aspects of generalist leadership to enable them to grasp and resolve organizational operations issues.

LDST 270 Fundamentals of Leadership II. 3 hours. This course builds on material covered in LDST 260, Fundamentals of Leadership I, and provides dual credit, AS and Bachelor degree candidates an additional opportunity to explore issues applicable to leaders at all levels. Using leadership theories and methods to deal with group dynamics and other behavioral issues with an emphasis on the things effective managers and leaders do to ensure success, along with current contemporary issues such as discrimination, harassment, disabilities, benefits, and appearance in the workplace. An introduction to corporate social responsibility and the need for diversity and consideration of cultural differences in organizations will also be included. Finally, and perhaps most importantly, key legal issues and ethical principles of leadership will be covered. Through course materials and discussions, students will receive essential components of generalist leadership to equip them to excel in today’s organizations. Self-reflective discussion and writing will be included in the learning process.

LDST 301 Risk Management. 3 hours. A study of risk assessment and management techniques, methods, and models used in industry to minimize, control and communicate risks.

LDST 310 Contemporary Workforce Issues. 3 hours. This course explores current workplace issues faced by leaders in public and private sector organizations. Course content includes a discussion of present-day topics including discrimination, sexual harassment, disability law, the "glass ceiling" as it relates to women in leadership, unions and their continued applicability in American industry, international cultures and their impact on organizations, as well as technology and its applications and challenges. General management of all types of organizations and personnel will also be considered.

LDST 325 Leading & Integrating Technology in Organizations. 3 hours. Technology pervades all organizations today and is likely to increase in prominence in the future. Leaders (who may be themselves non-technical) need to know how to relate to technology experts and other technical professionals on whom they depend for success. In addition, the ever-increasing use of technology
dictates that organizations develop and enforce policies relating to email, social media accounts, use of organization computers, security of data, and many other facets of operation not previously thought of as important. In this course, students will consider the unique aspects of leading and motivating technical professionals and develop an understanding of the policies contemporary organizations must have to succeed in a technology-driven world. Students will also discuss methods on which to rely in considering requests for technology-related capital equipment, software, and other enhancements, as well as ways to evaluate the job performance of technical specialists.

**LDST 331 Negotiation and Conflict Resolution. 3 hours.** This course examines conflict causes and effects as well as ethical issues. Students will use case studies and simulations to practice skills for conflict resolution. An investigation of theoretical and practical aspects of conflict assessment, negotiation, problem solving and mediation are integral to this process.

**LDST 400 Grant Writing. 3 hours.** This course provides information, resources and hands-on exercises that cover aspects of identifying program/community needs, locating funding sources and programs, outlining a prospectus, writing a successful proposal and discussing the reasons proposals fail. The course also explores reading Requests for Proposals (RFP) and understanding the proposal review process. Emphasis is on understanding the grant process and preparing proposals for federal agencies and corporate and private foundations.

**LDST 420 Managing Multi-Cultural Organizations. 3 hours.** The United States has always been referred to as a ‘melting pot’ with people from all cultures residing throughout. In addition to being a capable communicator with different cultures within the U.S., leaders must also be able to interact with individuals living in other countries. As the U.S. becomes more and more ethnically diversified the world is becoming smaller through technology, e-commerce, and political interdependence. Even small businesses need skills in multi-cultural communication to understand the complexities of business and culturally specific practices.

**LDST 425 Leading Corporate Social Responsibility and Sustainability. 3 hours.** Twenty-first century leaders must be prepared to do more in their organizations than maximize profitability. They must also satisfy expectations that their organizations demonstrate a strong commitment to society in its values on social, environmental and economic goals; protect society from negative company actions or accidents; share the benefits of operation with constituents and become more profitable by "doing well by doing good." In addition, leaders must show conscious efforts to protect natural resources and implement strategies to ensure their sustainability for future generations. In this course, students will gain an understanding of the complex relationship between concern for the environment and the goals of organizations, as well as the philosophy that the most successful organizations are those that "give back" to society. Discussions will center on leadership actions to promote corporate social responsibility (CSR) and sustainability, including consideration of wasted resources, pollution and other environmental impacts of organizations. CSR and sustainability are now global expectations and will likely become even more significant in the future. Leaders who realize this and are prepared to help their organizations meet these challenges are primed for future success.

**LDST 435 Strategic Leadership. 3 hours.** Leaders of today’s organizations are expected to have the vision for the future direction of the operation and to apply principles of strategic leadership to achieve it. To be successful, leaders must think strategically and make excellent use of available resources in accomplishing the organization’s goals. In this course, students will discuss an approach to strategic leadership that considers the organization’s environment, both external and internal. The basics of developing strategy to achieve goals at several operational levels will also be discussed, along with how such strategy may be effectively implemented and controlled. For those aspiring to one day be top leaders of progressive organizations, this course may be essential.

**LDST 450 Ethics and Leadership. 3 hours.** Prerequisites: LDST 331, and senior standing. Women and men within organizations are compelled to make decisions that in turn affect the organization itself. This course examines ethical questions that directly affect how organizations function, internally and externally, through what they choose to relay and omit to their various audiences. Cases and academic
studies will be analyzed that reflect how ethical and unethical communication affected the fortunes of organizations. We will also evaluate our personal ethics through a series of self-evaluation exercises and relate what we are learning to the "real world" through monitoring of current events during the course.

**LDST 290, 390, 490 Selected Topics. 1-3 hours.**

**LDST 291, 391, 491 Research.**

**LDST 397, 497 Internship. S/U Grading.**
Law Enforcement Academy (LEA)

**LEA 200 Basic Police Officer Training I. 3 hours.** *Prerequisite: Admission to Law Enforcement Academy.* Overview of the United States and Missouri Peace Officer Standards and Training (P.O.S.T.) Commission, for a Class A Peace Officer license.

**LEA 210 Basic Police Officer Training II. 3 hours.** *Prerequisite: Admission to Law Enforcement Academy and completion of, or concurrent enrollment in, LEA 200.* A comprehensive study of Missouri traffic law, accident investigation, and accident diagramming.

**LEA 211 Basic Police Officer Training III. 3 hours.** *Prerequisite: Admission to Law Enforcement Academy and completion of, or concurrent enrollment in, LEA 200.* Overview of interpersonal perspectives, technical studies and skill development. Students will be introduced to activities that enhance wellness lifestyles including aerobic conditioning, resistive exercise and flexibility protocols. Provides first responder and CPR training.

**LEA 282 Defensive Tactics for Peace Officers. 3 hours.** *Prerequisite: Admission to Law Enforcement Academy.* Acquaints students with the base defensive tactics system and legal basis for using force. The student level program focuses on simple and effective field-tested tactics that are effective for officers of various skill levels, conditioning, physical size and strength level.

**LEA 283 Fundamentals of Firearm Marksmanship. 3 hours.** *Prerequisite: Admission to Law Enforcement Academy.* Proper weapon-handling skills and tactics utilizing handguns and shotguns familiar to law enforcement. Covers the legal elements necessary for the lawful use of both deadly and non-deadly force as they relate to self-defense; defense of other persons, premises, or property; and when making an arrest. Minimum course qualification scores of 70% for weapons are required for successful completion of skill development area.

**LEA 284 Professionalism and Ethics in Law Enforcement. 3 hours.** *Prerequisite: Admission to Law Enforcement Academy.* Introduction to ethics in law enforcement. Students examine conceptual perspectives for understanding and evaluating law enforcement ethics in interpersonal relationships, small groups, organizations and intercultural contexts. This course is designed to stimulate the moral imagination, reveal ethical issues inherent in law enforcement and provide resources for making and defending choices on ethical grounds.

**LEA 285 Foundations of Law Enforcement Leadership. 3 hours.** *Prerequisite: Admission to Law Enforcement Academy.* General introduction to, and analysis of, historical and current theories of leadership. Study of leadership process involving interaction of leaders and followers in organizational settings such as police and sheriff departments.

**LEA 293 Basic Police Officer Training IV. 3 hours.** *Prerequisite: Admission to Law Enforcement Academy and completion of, or concurrent enrollment in, LEA 200.* Culmination of skills and concepts covered in LEA classes with students engaging in practical applications of traffic law enforcement, interviewing skills, domestic violence investigation, DWI enforcement, searching for and apprehension of armed intruders. Final written physical testing.
Paralegal Studies (LEGA)

**LEGA 110 Introduction to Law and Legal Reasoning. 3 hours.** The survey of law includes extensive study of the judicial branches of government, including the function of judge, jury, plaintiff and defendant. The course also looks at substantive law, and provides an introduction to the process of applying legal rules to specific factual situations.

**LEGA 120 Legal Research and Writing. 3 hours.** This course is designed to introduce, explore and use the systems, methods, and practical realities of traditional and electronic legal research. Through a variety of realistic and relevant legal writing projects, the student will gain an understanding of how strong legal research is translated into strong, effective legal writing. The projects include legal memoranda, trial briefs, and appellate briefs. Students will be expected to demonstrate proficient, flexible, and accurate writing skills, and proper use of legal citations.

**LEGA 201 Interviewing and Investigating. 3 hours.** Prerequisite: LEGA 110, ENGL 150 or ENGL 207. This course emphasizes communication skills the paralegal must have to function. As a lawyer excels in written and verbal skills, so must the legal assistant excel. Interviews of clients and statements of witnesses are prepared by students under supervision. Demonstrated proficiency is required for successful completion.

**LEGA 261 Litigation. 3 hours.** This course includes study of Missouri and federal civil procedures, trial preparation including discovery, trial and post-trial matters. Designed for the paralegal candidate.

**LEGA 262 Tort Law. 3 hours.** This course explores the different causes of action comprising tort law. Negligence, strict liability, workers compensation, and intentional torts will be covered.

**LEGA 263 Social Security/Workers Compensation Law. 3 hours.** This course explores the rights, duties, and obligations of employers and employees within the Worker’s Compensation and Social Security system.

**LEGA 264 Family Law. 3 hours.** This course introduces the basics of family law such as the law surrounding juveniles and marriage.

**LEGA 275 Professional Practicum. 3 hours.** It is recommended this course be completed after 45 hours of acceptable degree credits. This course is a practicum experience. Each student individually coordinates the course with the program coordinator under the approval of the dean of the College of Continuing Professional Studies. The practicum provides the student with a practicum experience in a law office. *S/U Grading.*

**LEGA 290, 390, 490 Selected Topics. 1-3 hours.**

**LEGA 291, 391, 491 Research.**

**LEGA 397, 497 Internship. S/U Grading.**
Library and Information Systems (LIBR)

LIBR 211 Information Research Skills. 1 hour. An introduction to strategies and skills for defining information needs, understanding principles of information organization and retrieval, identifying appropriate library and non-library resources, evaluating information and using it legally and ethically. Knowledge and skills acquired apply to research for classroom purposes and for personal needs. Course must be completed prior to sophomore standing.
Mathematics (MATH)

MATH 100 Intermediate Algebra. 3 hours. It is strongly recommended that students have completed prealgebra or beginning algebra in either high school or college in order to be successful in this course. The traditional topics of intermediate algebra through quadratic equations and functions.

MATH 101 Fundamental Mathematical Concepts I. 3 hours. It is strongly recommended that students have completed one year of high school algebra or MATH 100 in order to be successful in this course. Development of the number systems — whole numbers through real numbers. Problem solving strategies, functions, elementary logic and set theory are included.

MATH 102 Fundamental Mathematical Concepts II. 3 hours. Prerequisite: MATH 101. An introduction to geometric concepts, measurement, probability, statistics and basic computer concepts.

MATH 109 College Algebra. 3 hours. It is strongly recommended that students have completed one year of high school algebra and one year of high school geometry or MATH 100 in order to be successful in this course. A study of functions and graphs, solutions of equations and inequalities and the properties of polynomial, rational, exponential and logarithmic functions.

MATH 110 Trigonometry. 3 hours. It is strongly recommended that students have completed two years of high school algebra and one year of high school geometry or MATH 109 in order to be successful in this course. The study of trigonometric, logarithmic and exponential functions and their applications.

MATH 201 Mathematics for Social Sciences. 3 hours. Prerequisite: MATH 109. Topics from finite mathematics and calculus with applications in the social sciences.

MATH 205 Mathematical Connections. 3 hours. It is strongly recommended that students have completed at least two years of high school algebra in order to be successful in this course. A quantitative reasoning course for students in the liberal arts, focusing on applications of mathematics to social issues in our world. Contains the study of providing urban services, making social choices, constructing fair voting systems, and planning the fair division of resources.

MATH 211 Precalculus. 4 hours. It is strongly recommended that students have high-school level algebra skills and/or successful completion of College Algebra in order to be successful in this course. This course is designed to prepare students for Calculus I. It covers a variety of topics from algebra, with emphasis on the development of rational, exponential, logarithmic and trigonometric functions including their essential properties, graphs and basic applications. Additional topics range from linear systems to conic sections.

MATH 227 Introduction to Statistics. 3 hours. It is strongly recommended that students have completed one year of high school algebra in order to be successful in this course. A course to acquaint the student with the basic ideas and language of statistics including such topics such as descriptive statistics, correlation and regression, basic experimental design, elementary probability, binomial and normal distributions, estimation and test of hypotheses, and analysis of variance.

MATH 231 Calculus I. 4 hours. It is strongly recommended that students have completed two years of high school algebra and one semester of high school trigonometry in order to be successful in this course. A study of the fundamental principles of analytic geometry and calculus with an emphasis on differentiation.
Management (MGMT)


MGMT 228 Analytical Methods. 3 hours. Prerequisites: GSTU 210, MATH 227. Study of common techniques for quantitative analysis, and decision making including probability distributions, forecasting models, multivariate correlation and regression, linear programming, queuing analysis and simulation. Team and individual research and problem solving, report writing, and oral presentations. Critical evaluation of assumptions in decision making including qualitative considerations.

MGMT 250 Management Information Systems. 3 hours. An introduction to the study of the design and application of management information systems in business.

MGMT 301 Leadership and Organizations. 3 hours. Prerequisite: ACCT 210, admission to Breech School of Business. Introduction to management of organizations, including strategy, leadership and organizational design. Projects in leadership development and evaluation. The project will include a paper and presentation as part of the deliverables.

MGMT 321 Legal and Ethical Environment of Business. 3 hours. This course is an overview of laws and regulations as they pertain to the business atmosphere. Topical areas include procedural laws and the court system; alternative means of dispute resolution; constitutional law, torts/products liability, business crimes, contracts, sales, forms of business organizations; and employment regulation. Case analysis and ethical implications are discussed in each area.

MGMT 373 Human Resource Management. 3 hours. Prerequisite: MGMT 301 and Admission to Breech School of Business. A survey of the major human resource management functions including planning, staffing, training and development, performance management, compensation, health, safety and security, and employee and labor relations.

MGMT 374 Employment Laws and Regulations. 3 hours. Prerequisite: MGMT 301 and admission to the Breech School of Business or, declared Organizational Leadership Studies major (CCPS). This course should give students the opportunity to learn legislation and common law that applies to employers and employees. The course will examine all existing federal employment laws including but not limited to the Family and Medical Leave Act, Title VII of the Civil Rights Act, the Americans with Disability Act, the Age Discrimination in Employment Act, and the Fair Labor Standard Act as well as some state laws such as state worker’s compensation laws and some state discrimination regulation. The course will include learning the applicable regulations for enforcement of such laws.

MGMT 422 Corporate Policy and Ethics. 3 hours. Day School Prerequisite: ECON 311 or ECON 312 (as required for your major), MGMT 301, MKTG 337, and admission to Breech School of Business. Continuing Studies Prerequisite: MGMT 301, MKTG 337, and admission to Breech School of Business. Senior seminar course for students majoring in accounting, computer information systems, economics, finance, management or marketing. Study of the roles, responsibilities and challenges of business in modern global society. Case analyses and research discussed in seminar format. Emphasis upon critical thinking, effective communication and development of socially responsible business leadership.

MGMT 424 Business Simulation Workshop. 3 hours. Prerequisites: Admission to Breech School of Business. Senior standing. It is recommended this course be taken concurrently with MGMT 422 and/or final semester prior to graduation. The Business Simulation Workshop offers students the opportunity to learn about, and engage in, a competitive business environment via the CapSim business simulator. Students will partner in close teams to develop a deep understanding of general business strategies and tactics, and they will apply this theoretical understanding by managing various functional areas of a simulated manufacturing firm. By the end of the course, students will understand the basic principles of strategic business management, as well as the decisions that managers make in pursuit of their strategic goals and objectives. Business professionalism constitutes an essential component to the course, as it
represents a key success variable in communicating and substantiating business decisions to external business constituents. For this reason, students will make multiple presentations in the course of the semester, to one another, as well as visitors from the business community whenever possible.

**MGMT 447 Survey of International Business. 3 hours. Prerequisite: Admission to Breech School of Business.** This course examines the role that political, economic, technological, and sociocultural factors play in today’s globalized business environment. To this end students will develop an understanding of organizational and competitive issues and challenges which characterize global business. Through case study, students will explore recent efforts by multinational organizations to effectively address these issues and challenges.

**MGMT 476 Nonprofit Organizations. 3 hours. Prerequisite: Admission to Breech School of Business.** This course is designed to support the Arts Administration major, but is an appropriate elective for several majors such as Management, Strategic Communication, or Organizational and Leadership Communication. The focus of the course is on the development and ongoing operation of nonprofit organizations, particularly those involved in the arts. Incorporation, taxation, financial reporting, marketing, donor database management, contracting, and personnel issues are examples of topics covered.
Marketing (MKTG)

MKTG 337 Marketing. 3 hours. Prerequisite: Admission to Breech School of Business. Introduction to effective marketing concepts, strategies, and practices. An analytical approach to recognition of alternative strategic paradigms and their effect on a firm’s marketing. Ethical and social responsibilities of effective domestic and global marketing. Individual and team projects with operating sponsors.
Music (MUSC)

MUSC 115 Introduction to Music. 3 hours. This is an introductory course in the music of western culture for non-music majors, designed to help students listen to music in greater depth and to acquire a basic knowledge of the musician’s technique and vocabulary. Although the material emphasized in the course will be western art music, the listening and evaluation skills developed during the course can be applied to any musical genre.

MUSC 117 Music Theory I. 3 hours. Introduction to the basic music vocabulary. Elements of tonal music approached through hearing, writing and analytical work in diatonic harmony and basic species counterpoint.

MUSC 118 Music Theory II. 3 hours. Prerequisite: MUSC 117. Continuation of diatonic harmony with an emphasis on 4-part writing. Analysis of Bach chorales and an introduction to musical forms.

MUSC 221 African-American Music. 3 hours. This course is a study of the musical and cultural influence of African Americans, from their West-African roots to the present day, on American musical styles. Attention will be given to the mixing of these components with traditional European influences to shape such American musical genres as ragtime, blues, Dixieland, jazz, bebop, rhythm and blues, soul, jazz-rock, fusion, and rock and roll.

MUSC 315 Latin-American Music. 3 hours. This course focuses on the interdisciplinary nature of Latin-American music and its territorial history and politics, marked with the flavor and inheritance of multiple processes of acculturation, from native aborigines, to Africans and Europeans. Different paths taken by music and musicians in different places of Latin-America provide the context for understanding different societies and basic musical principles. This seminar is divided into discussion sessions and experiential activities where students have the opportunity to listen, observe, experience, dance, react, think and feel different rhythms, people, geographies, histories, stories, politics and cultures.
Nursing (NRSI)

All NRSI courses are taught through Cox College. For course description information, reference the Cox College catalog.
Philosophy (PHIL)

PHIL 100 Introduction to Logic and Critical Thinking. 3 hours. This course helps students learn to think clearly, concisely and analytically, through a familiarity with the reasoning methods of logic in terms of learning how to define terms, formulate arguments, and analyze statements critically and objectively. The course deals with the language of logic and the methods of deductive and inductive reasoning.

PHIL 105 Introduction to Philosophy. 3 hours. An introductory survey of a number of perennial philosophical questions such as “How can a physical body produce a mind?” “Does free will exist?” “What is the self?” “Can we know if God exists?” and “Is there really an external world?” Offered annually.

PHIL 205 Meaning of Life. 3 hours. The meaning of life is a question that all people confront at some point in their lives. This course will take up this question, reading selections from the writings of great thinkers in both the Eastern and Western intellectual traditions, and using the tools of conceptual analysis and critique to assess the various answers that have been given to it. The following is a partial list of themes that will be covered during the course of a semester. The course seeks to provide students with an introduction to the fundamental issues at stake, along with the means for assessing these issues. The aim is to get students to reflect on their lives and what makes them meaningful, and then to articulate their own vision of a meaningful life.

PHIL 210 Ethics. 3 hours. Ethics is a writing-intensive course that uses both formal and informal writing as the primary medium in which students explore, reflect and draw conclusions regarding values questions. Some of the topics that will be covered in the course are relativism, subjectivism, religion and morality, environmental ethics, issues in business and medical ethics, utilitarianism and consequentialism, Kantian moral theory and issues in political theory.

PHIL 300 Classical Philosophers. 3 hours. An introduction to the prominent figures and doctrinal developments in the history of philosophy from the ancient Greek philosophers to Medieval philosophy. The course focuses on the primary texts of the pre-Socratics, the Sophists, Plato, Aristotle, Augustine, and Aquinas, among others, examining their reflections on metaphysics, science and epistemology, as well as ethics and political philosophy.

PHIL 305 Ethical Issues in Health Care. 3 hours. This course explores the ethical dilemmas confronting contemporary medicine. It both inquires into a broad range of topics (abortion, euthanasia, health care costs, organ transplantation, etc.) and provides a thorough study of ethical theories that may be applied to address the dilemmas of modern medicine.

PHIL 320 Environmental Ethics. 3 hours. This course seeks to develop a better understanding of both the factual and ethical dimensions of our current and possible future environments. Explores several contemporary approaches in environmental ethics (including: deep ecology, ecofeminism, animal rights, market efficiencies, the loss of biodiversity and responses from deontological, utilitarian, and virtue ethics, etc.) and representative theoretical problems (e.g., Aldo Leopold’s “land ethic” vs. natural rights views, ecological holism vs. moral atomism, market efficiency vs. moral obligations, etc.) Using a case-study approach, students then learn to apply different ethical frameworks to several ethical choices occasioned by human interaction with the natural order.

PHIL 371 Contemporary Moral Issues. 3 hours. Study of some of the major ethical problems confronting American society today; medical issues including abortion and the question of death, crime and punishment, women’s rights, the value of a business society, the problems of race. Attention will be given to several philosophical perspectives but primary emphasis will be on discussing the values involved in various ways of resolving actual moral issues.

PHIL 376 Philosophy of Religion. 3 hours. A critical examination of some of the major interpretations of God, humanity, evil, human destiny and history, and immortality. Each student is encouraged to work out a personal constructive philosophy of religion.

PHIL 290, 390, 490 Selected Topics. 1-3 hours.

Physics (PHYS)

**PHYS 100 Earth Science. 3 hours.** The earth in space, its atmosphere, oceans and the development of landforms by geologic agents. The course objective is to develop awareness of the physical processes that have and will shape the earth and of humanity’s effect on these processes.

**PHYS 100-L Earth Science Laboratory. 1 hour.** Introduction to igneous, sedimentary and metamorphic rocks and minerals. Principles and interpretation of geologic and topographic maps. Introduction to fossils.

**PHYS 103 Topographic Map Interpretation. 2 hours.** Interpretation and use of U.S. Geological Survey topographic maps representing three-dimensional topographic and man-made features on a two-dimensional surface, including determination of elevations, distances, landform types and shapes, gradients, map scales and contour intervals.

**PHYS 110 Elementary Astronomy. 3 hours.** Study of the physical principles describing the evolution of the universe including the stars, the solar system and galaxies. Each student will be given the opportunity to make observations through one of the department’s telescopes.

**PHYS 111 Physical Science. 3 hours.** This course is designed to give the non-science major an understanding of the methods and significance of the physical sciences by concentrating on selected topics from physics and astronomy. *Three hours lecture/demonstrations per week.*

**PHYS 111-L Physical Science Laboratory. 1 hour.** *Co-requisite: PHYS 111.* A lab to complement Physical Science.

**PHYS 200 Environmental Geoscience. 4 hours.** A study of the interrelationship between humans and the physical environment. The course will focus on natural resources, soils, hydrology and water supplies, erosional processes, karst landscapes, land use planning and geologic map interpretation. Includes laboratory. *Field work required.*

**PHYS 201 Principles of Physics. 4 hours.** The principles of mechanics, heat, sound and electricity are presented in this one-semester, non-calculus course. The workshop format-integrated lecture with laboratory-emphasizes experiment, data collection, analysis and group work. Not intended for biology, chemistry or physics majors. *Offered fall semester.*

**PHYS 210 Introduction to Geographic Information Systems (GIS) and Remote Sensing. 3 hours.** This course will provide students with a working knowledge of geographic data, data input, data models, spatial analysis, output, and the uses of Graphic Information Systems (GIS) in socio-economic and environmental studies. The course utilizes ArGIS software. *Course fee required.*
Political Science and International Affairs (PLSC)

PLSC 101 Government and Politics in the United States. 3 hours. Introduction to the theories, constitutional bases, functions and government structures of the U.S. political system in relation to the global political environment. Emphasis on national politics and linkages with state, local and international governments, including an emphasis on Missouri and current issues in domestic and foreign policy.

PLSC 152 Introduction to International Relations. 3 hours. A study of the historical background and contemporary organization of the international political system and the world economy.

PLSC 302 U.S. Foreign Policy. 3 hours. Examination of foreign policy in the twentieth and twenty-first centuries, with analysis of the U.S. foreign policy-making processes, institutions and actors.

PLSC 375 Arab-Israeli Conflict. 3 hours. An in-depth examination of the history of Arab-Israeli conflict, tracing its historical, political, cultural and religious roots. This course also uses the Arab-Israeli conflict to address broader issues of international conflict and conflict resolution.
Preparation Program for Master in Business Administration in Business Essentials

Dr. Clifton Petty, Dean of the Breech School of Business Administration

PMBA 501 Business Essentials. 8 hours. This intensive five-week course is designed to provide students with a foundation of basic Economic, Finance, Marketing, Statistic, Accounting and Management skills. The course will meet four nights a week (Monday, Tuesday, Thursday, and Friday) from July through August. Students completing PMBA 501 will receive 8 credit hours of elective credit to apply toward an undergraduate degree from Drury University. Additionally, this course will satisfy all business class prerequisites for entry into the Drury M.B.A. program. S/U Grading.
Psychology (PSYC)

PSYC 110 Stress Management I. 3 hours. The philosophy and comprehensive approach to stress reduction through the re-establishment and enhancement of the state of well-being.

PSYC 120 Principles of Psychology. 3 hours. This introductory survey course provides a broad-based overview of the field of psychology as a scientific discipline. Topics include theoretical perspectives, research methodologies, biological bases of behavior, developmental milestones, learning and memory, motivation and emotion, personality, social psychology, and psychological disorders.

PSYC 222 Applied Psychology. 3 hours. An overview of the application of psychology in areas such as mental and physical health, stress management, coping processes and resiliency, interpersonal communication, marriage and the family, gender and sexuality, and organizational processes. Emphasis is given to the processes that can help people manage or cope with the demands and challenges of everyday life in order to benefit society and have a life well lived.

PSYC 230 Life Span Development. 3 hours. Study of the major theories of and influences on human development from conception through death, including the biological, cognitive, linguistic, emotional, social and cultural dimensions of development. Special emphasis on change processes.

PSYC 234 Drugs and Behavior. 3 hours. Prerequisite: PSYC 120. An examination of psychoactive drugs and their impact on society. Biological, psychological and social aspects of drug use are considered as well as implications for social policy.

PSYC 240 Social Psychology. 3 hours. This course studies the behavior and psychological process of individuals who occupy positions in social structures, organizations, and groups.

PSYC 300 Psychological Resilience. 3 hours. Resilience allows us to cope with stress, navigate relationships with other people, pursue opportunities with confidence, and bounce back from setbacks, trauma, and loss. This course examines evidence-based cognitive, emotional, interpersonal, and self-care skills that have been shown to promote psychological health in the face of adversity. Coverage will touch upon resilience-promoting attitudinal and cognitive variables, coping styles, the role of family and social networks, and brain-body mechanisms.

PSYC 310 The Biology of Behavior. 3 hours. Prerequisite: PSYC 120. This course explores biological underpinnings of behavior and mental processes, such as wakefulness and sleep, emotional behaviors, reproductive behaviors, selected psychological disorders, learning and memory, and the sensory systems. An overview of neuroanatomy and neurotransmitters is provided.

PSYC 312 Positive Psychology. 3 hours. Positive psychology seeks to understand optimal human behavior. It emphasizes a scientific approach to knowing, guiding, healing, educating and helping people to flourish.

PSYC 313 Cross-Cultural Psychology. 3 hours. Explores the multiple and reciprocal nature of interaction between culture, intra-individual processes (such as perception, cognition, personality) and inter-individual processes (such as communication and group identity). Factors affecting these interactions, like ethnocentrism and prejudice, are also examined.

PSYC 314 Community Psychology. 3 hours. Students will be introduced to the field of community psychology, which seeks to understand the relationship between environmental conditions and the health and psychosocial well-being of community members. This course will explore the various theoretical bases of community psychology. Special emphasis will be placed on experiential learning, as students will examine the social issues, social institutions, and other settings that influence their local community. Lastly, students will concentrate on the practice of community psychology, by increasing their awareness of organizations aimed at improving quality of life in their local community.

PSYC 315 Group Dynamics and Team Processes. 3 hours. The course will introduce you to the knowledge, attitudes, and skills needed to become an effective team member. Students will explore factors influencing team success, such as team composition, motivation and group cohesion, communication, managing conflict, power dynamics, cultural sensitivity, and approaches to problem solving and leadership.
PSYC 326 Theories of Counseling and Guidance. 3 hours. Prerequisites: CRIM 120 or PSYC 120 and three additional psychology hours. A comparative analysis of the major theories of psychological counseling. Attention is given to specific counseling methods and techniques utilized by psychologists, counselors, ministers, social workers, personnel managers and criminal justice workers.

PSYC 330 Family and Domestic Violence. 3 hours. Family and domestic violence is a form of antisocial behavior that occurs when a family member, partner or ex-partner attempts to physically or psychologically dominate or harm the other. The cycle of violence, dominance and control are among the issues covered as well as the legal perspective as it relates to the abuse of family members. The legal perspective includes discussion of proactive arrest policies, restraining orders and anti-stalking legislation that have emerged across the United States.

PSYC 334 Abnormal Psychology. 3 hours. Prerequisites: Day-PSYC 101; CCPS-PSYC 120 or PSYC 222. Following a brief introduction to personality theories, the course focuses on the etiology, classification and treatment of behavior disorders.

PSYC 338 Personality Theory in Psychology. 3 hours. Prerequisites: Day-PSYC 101; CCPS-PSYC 120 plus three additional hours in psychology. A comparative analysis of the major theories of personality in psychology today. The approach is both rational and empirical.

PSYC 351 Violence, Trauma, and Moral Injury. 3 hours. Prerequisite: PSYC 120 or PSYC 222. This course explores the ways in which traumatic events are experienced and the range of posttraumatic reactions. Areas of emphasis may include child abuse, rape, domestic violence, homicide, witnessed violence, and combat. Sociocultural and historical understandings of trauma and socially-sanctioned violence will also be discussed.

PSYC 352 Psychology of Gender. 3 hours. Psychological study of gender in historical and contemporary perspective. Includes biological, psychological and sociological examination of the role of gender in development, self-concepts, social relations and mental health.

PSYC 355 Industrial Organizational Psychology. 3 hours. Prerequisite: CCPS-BSCI 274 or declared Organizational Leadership Studies Major. DAY-BSCI 275 and BSCI 275-L. A systematic study of human behavior in the world of work. Examines selection, evaluation, appraisal and training as aspects of personnel psychology. Focuses on the psychology of work in terms of worker motivation, job satisfaction and adjustment.

PSYC 357 Psychology of Adulthood. 3 hours. Prerequisite: Day-PSYC 101 or SOCI 101; CCPS-PSYC 120 or SOCI 120. An empirical analysis of the biological, psychological and social changes in the adult who is moving along the age continuum from age 18 and beyond.

PSYC 367 Family Therapy. 3 hours. An examination of family relationships, problems and family therapy theories. The course will enhance student understanding of families and the application of therapy and social work intervention to certain situations.

PSYC 370 Human Sexuality. 3 hours. A study of the anatomy and physiology of the female and male reproductive systems, sexually transmitted diseases, methods of contraception, the sexual response cycle, sexual dysfunctions, gender identity, development of sexual orientation, adult sexuality, the development of relationships, cross-cultural comparison of sexuality and socialization of gender roles.

PSYC 371 Psychology and the Law. 3 hours. Prerequisite: Day-CRIM 102 or PSYC 101; CCPS-CRIM 120 or PSYC 120. This course will examine relevant theory, research case law and issues of psychological practice within the criminal justice system.

PSYC 375 Psychology of Addiction Issues. 3 hours. Prerequisite: PSYC 120 or PSYC 222. This course will examine the etiology of addictive processes, as well as the impact of addiction on biological, psychological, intellectual, and socioemotional functioning. Cross-cultural aspects of substance misuse, abuse, and dependence are also addressed.

PSYC 382 Assessment of Addiction Issues. 3 hours. This course will evaluate standardized instruments, assessment tools, and diagnostic strategies designed for the identification of addiction issues. Strategies to identify coexisting conditions, appropriate treatment approaches, and referral to programs and services are also examined.
PSYC 383 Strategies for Counseling Addiction. 3 hours. This course will examine theories, treatment modalities, and prevention strategies that pertain to counseling addiction issues. The therapeutic value of community support groups, such as 12-Step programs, is also examined.

PSYC 440 Cognitive Psychology. 3 hours. Prerequisites: Day-PSYC 101, junior/senior standing; CCPS-PSYC 120, junior/senior standing A survey of topics in cognitive psychology, including perception, attention, learning and memory, knowledge representation, language and concepts, imagery, problem-solving and decision making. Emphasis is placed on classic and cutting-edge studies in these fields.

PSYC 450 History and Systems in Psychology. 3 hours. Prerequisite: senior with 18 hours in psychology. A study of classical systems and contemporary theories of psychology to the end of integrating various approaches to scientific psychology.

PSYC 290, 390, 490 Selected Topics. 1-3 hours.
PSYC 291, 391, 491 Research.
Religion (RELG)

**RELG 109 Introduction to the Study of Religion. 3 hours.** Religion and religious ideas are central to all cultures and societies, including our own. This course will look at the broad range of cultural forms we have come to call religion, examine how these forms shape cultures and societies, and finally, by examining what these forms have in common and how they differ, we will determine what it is we study when we study religion.

**RELG 202 Religions of the World: Middle Eastern. 3 hours.** A comparative study of the major ideas of those religions most directly related to and influencing the West: Zoroastrianism, Judaism, Islam, and Christianity.

**RELG 203 Introduction to the Bible. 3 hours.** An introductory study of the Hebrew scriptures and the Christian New Testament with attention to the literature of these sacred texts, the historical circumstances of their development and the methods of textual interpretation.

**RELG 204 Introduction to History of Christianity. 3 hours.** An introductory survey of the history of Christianity. Attention is given to the Early Church Fathers, the Medieval era, the Reformation, the church’s response to the Enlightenment and the Contemporary period.

**RELG 205 The Life and Teachings of Jesus. 3 hours.** A study of the person, work and teaching of Jesus as reflected in the Biblical records with some attention given to later and current interpretations of His life.

**RELG 206 Eastern Religions and Philosophies. 3 hours.** An introduction to Hinduism, Buddhism, Confucianism and Taoism. Specifically, the course focuses on the systems of value that emerge from these traditions, and where appropriate, compares and contrasts them with the value systems of Western traditions. The conceptual framework guiding this examination incorporates the tradition’s overall world view, conception of God or ultimate reality, its understanding of the origin, nature and destiny of the cosmos and of human beings, diagnosis of the human condition and prescription for attaining the ultimate goal or purpose of human life.

**RELG 208 Life and Teachings of Paul. 3 hours.** An in depth study of the history, themes, and theologies developed by Paul in his letters, and by the Early Churches as they engaged with his writings.

**RELG 207 Introduction to Homiletics. 3 hours.** Prerequisite: RELG 203. This course introduces students to the practice of preparing and delivering a sermon in the context of a worship service. By the end of the course participants should be able to organize, draft and deliver a basic sermon in connection to the use of liturgy and scripture, as well as have a strong grasp of the most formative schools of thought at work in current homiletic discourse and practice. Students will also be asked to examine how sermonic form and structure might vary within the context of different religion traditions and styles of worship.

**RELG 270 Who is Jesus? 3 hours.** This course is devoted to understanding the multi-faceted historic and contemporary conversations about the identity, nature and influence of Jesus of Nazareth. It is divided into four sections. In the first, differing images of Jesus from the New Testament are examined. In the second, attention is given to the diverse theological understandings of Jesus throughout history. Part three examines currents in thought about Jesus from the contemporary period. Part four gives students the opportunity to share own research and findings into the question of Jesus’ identity.

**RELG 275 Does God Exist? 3 hours.** This course is designed to help students explore the question of divinity from a theological, philosophical and historical perspective. Students are introduced to the arguments for the existence of God as well as the arguments — both historic and contemporary — for atheism and agnosticism. Attention is given to images of God from historic religious traditions such as Judaism, Christianity and Islam. Some focus is also directed to the Eastern interpretations. The course gives special attention toward the close to contemporary reinterpretations of God language. Finally, all students are given the opportunity to chart their own journey through this material in a closing intellectual biography.

**RELG 283 Hispanic Religious Traditions in the United States. 3 hours.** This course is primarily a survey of the roles and functions of various forms of these religious traditions in the diverse communities of Hispanic peoples in North America. We will look at the various forms of these religious traditions in North

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America and the United States and how they have influenced culture both in the Hispanic community and society as a whole. In addition to looking at how Hispanic religious traditions influence Christian theology and forms of worship, we will also observe the intersection of life, economics, politics, etc. with religion through readings, discussions, films, music, and, if time allows, visits to local churches and/or relevant nonprofit agencies.

**RELG 309 Christian Ethics. 3 hours.** This course explored the biblical resources for Christian moral decision-making, examines the historical development of moral theology (from the early church through the twentieth century) and addresses selected moral issues.

**RELG 310 The Bible, Sex and Sexuality. 3 hours.** This course explored the Bible through theories of anthropology, sociology, and cultural criticism. It looks specifically at stories in the Bible that concern marriage, sex, and violence.

**RELG 368 Twentieth Century Christian Thought. 3 hours.** An examination of the works of some of the major Christian thinkers of the twentieth century in their response to the intellectual and cultural movements of the times.

**RELG 380 African American Religions in the United States. 3 hours.** This course is primarily a historical survey of the roles and functions of religion in the diverse communities of African peoples in North America. We will begin with a very brief look at African religions. We will then look at the various forms these religions take in the slave communities and in the abolitionist movements. Religion continues to be an integral component of African-Americans throughout the wars, the great depression, through the struggle for human rights, and of course, today. We will observe the intersection of life, economic, politics, etc. with religion through readings, discussions, films, music, and, if time allows, visits to local churches.

**RELG 385 From Babylon to Berlin: A History of Anti-Semitism. 3 hours.** This course seeks to engage students in a critical consideration of the social and religious/theological implications of Nazi Germany’s “war against the Jews,” the intentional and calculated destruction of some 6 million European Jews (accompanied by the enormous suffering and losses experienced by other “undesirable” groups) which is referred to as the Shoah, or Holocaust. In order to do this, students will consider those events and perceptions that allowed the Holocaust to come about, particularly the development of racial anti-Semitism and religious anti-Judaism, which traces part of its lineage back to diasporic Judaism, the Christian scriptures, and to Christian theological perspectives, values, and actions of the early and medieval church. We will explore the behaviors and teachings of the church, its leaders, and lay adherents during the holocaust, as well as the religious motivations for the extraordinary courage displayed by those Christians who risked their lives to save Jews and others. We will ask, to what degree did these early writings influence the anti-Jewish propaganda of the Third Reich? Finally, we will consider post-holocaust reactions of both Jews and Christians and ask, has the event of the Jewish holocaust caused fundamental change in the relationship between those in power or those in the center, and those who are considered “other?” This question would consider directly issues that emerge around race, sexual orientation, class, and gender.

**RELG 290, 390, 490 Selected Topics. 1-3 hours.**

**RELG 291, 391, 491 Research.**

**RELG 397, 497 Internship. S/U Grading.**
Science (SCIE)

SCIE 206 Speleology. 3 hours. Speleology is the science of caves and their relationship to humanity and the environment. The relationship between caves, springs, sinking streams, soluble rock strata, sinkholes, wells, underground drainage of water, water contamination and the cave ecosystem will be investigated.

SCIE 310 Scientific Principles, Discoveries and the Future. 3 hours. This course is designed as an upper-division course that will investigate the scientific method and applications and new technology through information found in current peer-reviewed journal articles and the integration of biology, chemistry and physics. Current ethical issues in science will be examined and how they may affect the future. Finally, the future direction of where science may lead as we venture through the 21st century to address global issues will be explored.
Sociology (SOCI)

**SOCI 120 Principles of Sociology. 3 hours.** This introductory course provides a broad-based overview of the field of sociology. Attention is given to the ways in which social factors affect how institutions and organizations operate, to include race, ethnicity, gender, age, education, social class, and geographical space.

**SOCI 201 Sociology of the Family. 3 hours.** The study of the family as a dynamic social institution. Students will examine family structures and socialization processes within multicultural and socio-historical contexts, including patterns of role behaviors, division of labor, decision-making and the life cycle.

**SOCI 202 Global Social Problems. 3 hours.** This course applies the sociological perspective to an examination of major global social problems, such as race and ethnic conflict, war, public health, poverty, population, and environmental issues. This includes a focus on how famine and endemic hunger are socially defined; the global political, economic, and cultural context in which each emerge; and how this context shapes responses to the problems in different countries where they exist.

**SOCI 246 Introduction to Social Work. 3 hours.** A pre-professional survey of the field of social work including philosophy, major techniques, types, private and public agencies, professional opportunities.

**SOCI 312 Problems of Death and Dying. 3 hours.** This course provides a sociological overview of death and dying. Course topics will include the changing demographics, attitudes, and practices surrounding death as well as how professionals, groups, and institutions deal with dying, death, and bereavement.

**SOCI 316 Minority Groups. 3 hours.** Examines the process of adjustment of various ethnic and cultural groups to life in the United States. Some consideration to world ethnic situations. Meets cultural diversity requirement.

**SOCI 325 Political Sociology. 3 hours.** This course is an in-depth study of the social basis of power and politics. Political, economic, and cultural forces of conflict and change are examined.

**SOCI 327 Social Gerontology. 3 hours.** An examination of the sociological, psychological, environmental, and economic aspects of the aging process both in regard to the individual, as well as the relationship with the larger society. The impact of a larger elderly population and the political relationship that pertains to the services and programs to provide for the needs of the elderly now, as well as in the future, also is considered.

**SOCI 336 Development of Sociological Theory. 3 hours. Prerequisite: SOCI 120.** An analysis of the evolution of major sociological perspectives that seek to explain the nature of social order. Emphasis is placed on social processes of consensus, conflict and social change.

**SOCI 341 Homosexuality and Civil Liberties. 3 hours.** Examination of the rise of the gay and lesbian movement and the challenges of achieving civil liberties and civil rights in dominantly heterosexual Western and non-Western societies.

**SOCI 347 Medical Sociology. 3 hours.** This course is concerned with the social causes and consequences of health and illness. Major areas of investigation include the social facets of health and disease, the social behavior of healthcare personnel and people who utilize healthcare, and the social functions of health organizations and healthcare delivery systems.

**SOCI 354 Native American Cultures. 3 hours. Prerequisite: SOCI 120.** Students will use the skills of cultural analysis to examine Native American cultures. The course will provide an in depth examination of the original inhabitants in the Americas. Meets cultural diversity requirement.

**SOCI 360 Community Studies. 3 hours.** Study of how people arrange themselves socially within cities and surrounding sociocultural environments. Particular attention is given to the processes of urbanism, the urban experience, the community and the concept of place.

**SOCI 362 Sociology of Religion. 3 hours.** This course will explore the character of religious practice and religious consciousness from a sociological perspective. Religion will be examined both as an experience that aids the individual in understanding his or her life and as a social institution.
SOCI 400 Social Stratification. 3 hours. Prerequisite: Three additional hours in sociology. This course examines the competing social scientific theories of social stratification and inequality. The policy implications and ideological orientations of these theories are evaluated.

SOCI 290, 390, 490 Selected Topics, 1-3 hours.
SOCI 291, 391, 491 Research.
Theatre (THTR)

THTR 135 Introduction to Theatre. 3 hours. A survey of all aspects of the theatre and theatrical production including a study of representative artifacts of theatre history, a variety of dramatic styles, and the work of the individual theatre artists involved in the process as well as the role of the audience in theatre.
General Information

Drury University Accreditation

http://www.drury.edu/about/accreditation/

Drury University is accredited by the Higher Learning Commission and is a member of the North Central Association
30 North LaSalle Street
Suite 2400
Chicago, Ill. 60602-2504
(312) 263-0456 or (800) 621-7440).
https://www.hlcommission.org/

View Drury University's current accreditation status by clicking on the Higher Learning Commission mark of affiliation to the right.

Drury University's professional programs are accredited by the following:

Elementary and Secondary Education Programs/Master in Education Programs
Council for the Accreditation of Educator Preparation (CAEP)
1140 19th St. NW, Suite 400
Washington, DC 20036
(202) 223-0077

Master of Architecture
National Architecture Accrediting Board
1735 New York Avenue, NW
Washington, DC 20006
(202) 783-2007
info@naab.org

Bachelor of Business Administration / Master in Business Administration/The Breech School of Business
AACSB International, The Association to Advance Collegiate Schools of Business
777 Harbour Island Boulevard, Suite 750
Tampa, FL 33602
(813) 769-6500
accreditation@aacsb.edu

Bachelor of Arts in Music, Bachelor of Arts in Music Education, Bachelor of Music Therapy
National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, VA 20190-5248
(703) 437-0700
Bachelor of Music Therapy
American Music Therapy Association
8455 Colesville Road, Suite 1000
Silver Spring, Maryland 20910, USA
Phone: (301) 589-3300

Degrees conferred by Drury University's Hoffman Department of Chemistry are approved by the American Chemical Society (ACS).
Drury's Church Affiliation

It was less than a decade after the end of the Civil War when Drury's Congregationalist founders, many of whom were abolitionists, chose Springfield, Missouri as the site for a new college. Springfield was selected, in part, because it had been so terribly scarred by war. In an early description of the college's mission, Nathan Morrison, Drury's first President, wrote that the college sought to "minister to the healing of the horrid wounds made by civil war."

Drury College was founded in 1873 as an "independent church-related" college with a commitment to personalized higher education. Its Congregationalist founders envisioned an institution that would offer all students, regardless of their gender, race or creed, both a sound liberal arts education and a more practical education in various applied studies.

Drury has since maintained relationships with the Christian Church (Disciples of Christ) and the United Church of Christ. The UCC relationship dates back to the founding of the college by Congregationalists from New England. The DOC relationship was established in 1909 with the formal organization of the Drury School of Religion. Both denominational traditions have influenced Drury's mission.

Today, the Chaplain's Office offers a variety of spiritually-based campus activities for every member of the Drury community.

Memberships

Drury University is a member of the Association of Governing Boards of Universities and Colleges, the Association of American Colleges and Universities, the New American Colleges and Universities, the Council on Undergraduate Research, the Independent Colleges and Universities of Missouri, and the Missouri Colleges Fund. The alumnae of Drury University are eligible for membership in the American Association of University Women.
Non-Discrimination Statement
Approved by Board of Trustees 5-16-14. Updated 10-1-15, Updated 9-1-16, Updated 8-1-18

Drury University is an open and welcoming community from a rich variety of cultures, races and socio-economic backgrounds. The mission and goals of the university dedicate the institution to being a community which “affirms the quality and worth of all peoples” and appreciates the “diversity of human culture, language, history and experience.”

Drury University does not discriminate on the basis of disability, race, color, religion, gender, age, sexual orientation, national or ethnic origin, or veteran status in its programs and activities. The following persons have been designated to handle inquiries regarding Drury’s non-discrimination policies:

Coordinator - Non-Discrimination/Harassment
Chief Human Resources and Diversity and Inclusion Officer
Drury University
900 North Benton Avenue
Burnham Hall – Room 107
Springfield, MO 65802
417-873-7854
hr@drury.edu

Deputy Coordinator - Non-Discrimination/Harassment & Title IX
Associate Vice President for Academic Affairs
Drury University
900 North Benton Avenue
Burnham Hall – Room 204
Springfield, MO 65802
417-873-7473
bcallen@drury.edu

Deputy Coordinator - Non-Discrimination/Harassment & Title IX
Vice President for Student Affairs/Dean of Students
Drury University
900 North Benton Avenue
Findlay Student Center – Room 201
Springfield, MO 65802
417-873-7215
tjulian@drury.edu

Deputy Coordinator – Non-Discrimination/Harassment & Title IX
Associate Athletic Director
Drury University
900 North Benton Avenue
Burnham Hall – Room 201
417-873-6829
bcowherd@drury.edu
Drury’s policies related to non-discrimination and their locations are as follows:


• Title IX: Sexual Misconduct Policy – located at [http://www.drury.edu/hr/staff-handbook/713-title-ix-sexual-misconduct-policy/].

• Disability Support Services for Students – located at [http://www.drury.edu/disability-support-services/].

• Equal Employment Opportunity – located at [http://www.drury.edu/hr/staff-handbook/701-equal-employment-opportunity/].

• Disability Accommodation for Employees – located at [http://www.drury.edu/hr/staff-handbook/703-disability-accommodation/]
Faculty and Administration 2020-2021

Endowed Chairs and Professorships
Patricia A. McEachern: Dorothy Jo Barker Endowed Professor of Animal Rights

Daniel Ponder: L.E. Meador Endowed Chair of Political Science

Faculty
(The dates following the names and titles of faculty members represent, first, the date of initial appointment and, second, the date of promotion to present rank)


Branton, Christopher: B.S., Louisiana State University, 1992; Ph.D., Louisiana State University, 1998. Assistant Professor of Computer Science. 2016, 2016.


Carroll, Kathy: B.S., Southwestern Oklahoma State University, 1984; M.S., Texas Women’s University, 1991; Ph.D., University of Toledo, 1997. Associate Professor of Exercise and Sport Science. 2002, 2002.


Davidson, James: B.S.E., Southwest Missouri State University, 2002; M.M., Missouri State University, 2011; D.M.A., The University of Kansas, 2016. Visiting Assistant Professor of Music. 2016, 2016.


Ealy, Megan: B.S., Ball State University, 2005; Ph.D., University of Iowa, 2011. Assistant Professor of Biology. 2017, 2017.


Gibson, Carolyn: B.A., Samford University, 2012; M.S., Georgia Southern University, 2014; Ph.D., University of Alabama, 2018. Assistant Professor of Psychology. 2018, 2018.


Herrington, Rachael L.: B.S., Oklahoma State University, 2002; M.S., Texas A&M University, 2004; Ph.D., Texas A&M University, 2008. Associate Professor of Psychology. 2011, 2018.
High, Kenneth:  B.S., Rider College, 1984; M.S., Seton Hall University, 1986; Ph.D., Seton Hall University, 1988. Associate Professor of Chemistry. 1990, 1996.

Hinrichs, Brant:  B.S.E., University of Michigan, 1986; M.S. University of Illinois at Urbana–Champaign, 1988; Ph.D., University of Illinois at Urbana–Champaign, 1994. Associate Professor of Physics. 1999, 2006.


Jansen, Kevin P.:  B.S., Missouri State University, 1991; M.S., Missouri State University, 1993; Ph.D., University of South Florida, 2001. Associate Professor of Biology. 2009, 2009.


Leinaweaver, Justin:  B.S., Florida State University, 2004; M.S., University College Dublin Ireland, 2008; Ph.D., Trinity College Dublin Ireland, 2012. Associate Professor of Political Science. 2012, 2020.


Manpadi, Madhuri: B.S., Osmania University (India), 1997; M.S., Osmania University, 1999; Ph.D., New Mexico Institute of Mining and Technology, 2008. Associate Professor of Chemistry. 2012, 2018.

Marra, Nicholas: B.S., Hope College, 2008; Ph.D., Purdue University, 2013. Assistant Professor of Biology. 2018, 2018.


Scollione, James: B.S., Youngstown State University, 2011; M.S., Youngstown State University, 2014; Ph.D., Robert Morris University, 2020. Visiting Assistant Professor of Criminology. 2020, 2020.


**Emeriti Professors**


Mullins, Steve D.: B.S., Oklahoma State University, 1977; M.S., Oklahoma State University, 1980; Ph.D., Oklahoma State University, 1983. Professor of Economics. 1982, 2010.


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