

Academic Catalog

College of Continuing Professional Studies



**Academic Year
2026-2027**

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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 2,600 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 communities. Drury is particularly noted for small class sizes and excellence in teaching.

The university is comprised of Drury College (traditional Day School), the College of Continuing Professional Studies (CCPS, also called Drury GO), and the College of Graduate Studies (CGS). Drury College of Drury University offers more than 50 majors for undergraduate students, most of whom attend full-time. Degrees offered through this college are Bachelor of Arts, Bachelor of Business Administration, Bachelor of Music Therapy, and Bachelor of Science. Professional degrees - Master of Architecture, and Bachelor of Science programs in Electrical and Mechanical Engineering - are offered through the Hammons School of Architecture and the School of Engineering, respectively. 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 students who are continuing their education in the evenings, online, and/or at various locations throughout the state. The Bachelor of Business Administration, the Bachelor of Science, the Bachelor of General Studies, the Associate of Science, and the Associate of Arts degrees offered by this college are designed to meet the needs of part-time students and those whose schedules do not permit them to attend during the day in Springfield.

The College of Graduate Studies offers Master's degrees in business, communication, education, integrative leadership, nonprofit and civic leadership, public service and safety leadership, sports administration, health administration, and physician assistant studies. 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 150 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. This 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/or professional 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.

Vision Statement - Residential

Ensure all students are extraordinarily well prepared for a productive career and a life well lived.

Vision Statement – Evening and Online

Create a community of lifelong learners who gain the knowledge, skills, and values needed to better themselves and their communities.

Vision Statement – Graduate Studies

Develop responsible leaders who aspire to thrive within their professions and service activities by fostering the integration of theoretical and practical knowledge.

Culture Statement

Drury University is a spirit of community, passionate about student success.

Guiding Purpose

Transform student lives through personalized education.

Guiding Beliefs:

- Our students' best interests come first.
- Our goal is to deliver a personalized education in a challenging, yet supportive environment.
- We are inclusive of all people and perspectives, treating each other with respect of civility.

- Student success is measured by the development of the whole person, emphasizing academic achievement, critical thinking, and ethical behavior.
- We are creative, innovative problem-solvers eager to embrace and drive positive change.
- We aspire to achieve excellence in all things.

Drury University offers a remarkable variety of programs, including day and evening classes; master's degrees in business, communication, nonprofit and civic leadership, public service and safety leadership, integrative leadership, sports administration, health administration, physician assistant studies, and education; a professional Master of Architecture degree and a professional Bachelor of Science in Electrical or Mechanical Engineering; 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.

Student Support Services Mission Statement

Drury University is fully committed to upholding and advancing an environment where every member of our community will treat each other with dignity and respect. We recognize that diverse experiences enrich our institution and all who pass through it. We honor, welcome, and respect all, no matter the age, sex, gender identity and expression, sexual orientation, ethnicity, race, socio-economic status, veteran status, ability, religion, or political beliefs. Inclusion is how we engage these differences to create a welcoming community and expand opportunities for collaboration. Educational and workplace equity refers to providing opportunities that enable every person to be successful as they work and learn at Drury.

Family Educational Rights and Privacy Act (FERPA) Policy

Drury University strictly adheres to the Family Educational 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:

- 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.
- 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 (i.e., professors, instructors, administrators, attorneys, clerical staff, trustees, members of committees and disciplinary boards, contractors, volunteers, etc.) 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.

Indication of religious preference along with name, address, and telephone number 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 in effect 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 my.drury.edu

Step 2: Enter your Username and Password and click Login.

Step 3: Click on the Student Tab.

Step 4: Click on Information Release (link 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>.

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

Salia Manis

University Registrar

(417) 873-7543

smanis@drury.edu

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 must also 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>.

August 2026

12-13, Wednesday-Thursday	International Student Orientation
12, Wednesday	New Faculty Orientation
13, Thursday	Faculty Workshop
14, Friday	Freshman Move-in Day
	Registration Refinement
14-17, Friday-Monday	Freshman Orientation/FUSE 101 Begins
17, Monday	Full Semester & A Block Classes Begin @ 5pm
20, Thursday	Opening Convocation
21, Friday	Deadline to Apply for December Degree (CCPS & Graduate Students Only)
	Last Day to Add a Course-A Block @ 5pm
	Last Day to Enroll (Day School Only)-Full Semester @ 5pm
28, Friday	Last Day to Add a Course-Full Semester @ 5pm
	Last Day for Refund-A Block & Full Semester @ 5pm

September 2026

7, Monday	Labor Day – University Closed
8, Tuesday	A Block Midterm Grades Due @ 8am
25, Friday	A Block – Last Day to Withdraw from a Course @ 5pm

October 2026

5, Monday	Full Semester Midterm Grades Due @ 8am
9, Friday	A Block Ends
	Deadline to Apply for May or August Degree (Day School Only)
12, Monday	A Block Final Grades Due @ 8am
10-18, Saturday-Sunday	Online Course Break – No Online Classes
15-18, Thursday-Sunday	Fall Break-No Classes
19, Monday	B Block Begins
23, Friday	Last Day to Add a Course-B Block @ 5pm
	Last Day for Refund-B Block @ 5pm

November 2026

6, Friday	Last Day to Withdraw from a Course-Full Semester @ 5pm
9, Monday	B Block Midterm Grades Due @ 8am
18, Wednesday	Advance Registration for Winter, Spring, & Summer Semesters Begins
25-29, Wednesday-Sunday	Thanksgiving Break-No Classes
25-27, Wednesday-Friday	Thanksgiving Holiday-University Closed
30, Monday	Last Day to Withdraw from a Course – B Block @ 5pm

December 2026

7-11, Monday-Friday	Finals Week
11, Friday	Fall Semester Ends
12, Saturday	Winter Commencement @ 10am
14, Monday	Full Semester & B Block Final Grades Due @ 8am

16, Wednesday	Winter Term Begins Last Day to Add-Winter Term @ 5pm Last Day for Refund-Winter Term @ 5pm
24, Thursday	Christmas Eve Holiday-University Closed
25, Friday	Christmas Holiday-University Closed
31, Thursday	New Year's Eve Holiday-University Closed
January 2027	
1, Friday	New Year's Day Holiday-University Closed
4, Monday	Last Day to Withdraw-Winter Term @ 5pm
8, Friday	Winter Term Ends New Student Orientation and Registration International Student Orientation
8-11, Friday-Monday	Spring Semester Begins @ 8am
11, Monday	Deadline to Apply for May or August Degree (CCPS & Graduate Students Only)
15, Friday	Last Day to Enroll (Day School Only)-Full Semester @ 5pm Last Day to Add a Course-A Block @ 5pm
18, Monday	Martin Luther King, Jr. Day – University Closed
22, Friday	Last Day to Add a Course-Full Semester @ 5pm Last Day for Refund-Full Semester & A Block @ 5pm
25, Monday	Winter Term Final Grades Due @ 8am
February 2027	
1, Monday	A Block Midterm Grades Due @ 8am
19, Friday	Last Day to Withdraw-A Block @ 5pm
March 2027	
1, Monday	Full Semester Midterm Grades Due @ 8am
5, Friday	A Block Ends Deadline to Apply for December Degree (Day School Only)
6-14, Saturday-Sunday	Spring Break-No Classes
8, Monday	A Block Final Grades Due @ 8am
15, Monday	B Block Begins
19, Friday	Last Day to Add a Class-B Block @ 5pm Last Day for Refund-B Block @ 5pm
26, Friday	Good Friday – University Closed
April 2027	
2, Friday	Last Day to Withdraw-Full Semester @ 5pm
5, Monday	B Block Midterm Grades Due @ 8am
14, Wednesday	Advance Registration for Fall Begins
23, Friday	Last Day to Withdraw-B Block @ 5pm
May 2027	
3-7, Monday-Friday	Finals Week
7, Friday	Spring Semester Ends May Commencement @ 6:30pm (CCPS & Graduate)

8, Saturday	Day School Baccalaureate @ 9am May Commencement @ 11am (Day School)
10, Monday	Full Semester & B Block Final Grades Due @ 8am May Term Classes Begin May Term International Travel and Special Projects Begin
12, Wednesday	Last Day to Add-May Term @ 5pm Last Day for Refund-May Term @ 5pm
21, Friday	May Term-Last Day to Withdraw from a Course @ 5pm
28, Friday	May Term Classes End
31, Monday	Memorial Day – University Closed
June 2027	
1, Tuesday	May Term Final Grades Due @ 8am Summer Semester Begins-Full Term & A Block
4, Friday	Last Day to Add a Course-Full Term & A Block @ 5pm Last Day for Refund-Full Term & A Block @ 5pm
18, Friday	Juneteenth (observed) – University Closed
21, Monday	Full Term Midterm Grades Due @ 8am
25, Friday	Last Day to Withdraw from a Course-A Block @ 5pm
July 2027	
June 26-July 4, Saturday-Sunday	Full Term Summer Break
2, Friday	A Block Classes End
5, Monday	Independence Day (observed)-University Closed
6, Tuesday	A Block Final Grades Due @ 8am B Block Classes Begin
9, Friday	Last Day to Add a Class-B Block @ 5pm Last Day for Refund-B Block @ 5pm Last Day to Withdraw from a Course – Full Semester @ 5pm
30, Friday	Full Term Courses End Last Day to Withdraw-B Block @ 5pm
August 2027	
6, Friday	B Block Ends
9, Monday	Full Semester & B Block Final Grades Due @ 8am

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

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>.

Higher-education institutions delivering courses by distance education are required to provide the contact information for official entities or agencies within each state designated to handle complaint resolution. States are required by the US Department of Education (34 CFR 668.43(b)) to have a complaint process available to any enrolled or prospective student.

Drury University students enrolled in online and distance courses, as well as on-campus courses, should attempt to resolve complaints by following Drury University's Student Complaint Guidelines as outlined in the academic catalog. If you wish to file a complaint about the University with its accreditor regarding issues of institutional quality, you may do so by following the instructions on the [Higher Learning Commission website](#).

If a student is not satisfied with the outcome of the institutional process and the home state is a member of NC-SARA (all states except California), the student can contact the Missouri State Portal Entity (SPE) or the SPE of their own state. There is a listing of those here: [State Portal Entity Contacts](#).

Missouri State Portal Entity Contact:

Joshua Fischer
 Program Specialist
 Missouri Department of Higher Education and Workforce Development
 P.O. Box 1469
 Jefferson City, MO 65102-1469
 Phone: (573) 751-2361
joshua.fischer@dhewd.mo.gov

Additionally, nothing precludes the student from contacting the appropriate [complaint agencies](#) in their state of residence. Students residing in California and participating in a distance learning program or course must contact their state agency if they are not satisfied with the institution's response to their complaint/appeal.

Note: Although students may choose to work through their own state's SARA office for complaint

resolution, the SARA office of the state where the provider is located is responsible for staffing the investigation and complaint resolution as needed.

Admissions

Admission Procedures for College of Continuing Professional Studies, also known as Drury GO

1. Complete the application for admission, available online at <https://www.drury.edu/go/drury-go-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.

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

Students retain the right to appeal admission decisions.

No person is excluded from admission to Drury University or otherwise treated differently on the basis of any legally protected classification, including age, sex, gender identity and expression, sexual orientation, ethnicity, race, socio-economic status, veteran status, ability, religion, political beliefs, and other ideologies 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 College of Continuing Professional Studies courses but do not wish to pursue a degree or certificate are welcome at Drury. Drury encourages enrollment in classes for personal and professional enrichment. Acceptable credit earned may be applied toward a degree or certificate 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

Admission Deadline

The recommended deadline for admission is July 15 for the fall semester (begins in August) and December 15 for the spring semester (begins in January).

Requirements for Admission

1. Submit an application through Common App or the online application student portal at apply.drury.edu/apply.
2. Submit secondary (high school) records or national exams if applicable:
 - a. Transcript of courses with grades/marks (With English translations as applicable).
 - b. Students with British system O-level examinations must present a minimum of 5 passes with credit. A-level examinations may earn credit toward the bachelor's degree.
 - c. To meet admission deadlines, students who apply before completing the final term of secondary school will be admitted contingent upon satisfactory completion of secondary school. After completion of secondary school, documentation of graduation and/or completion of official examination results are required.
3. Proof of English Proficiency (submit one):
 1. Dedicated English Language Proficiency Tests (for all international students)
 - TOEFL iBT
 - IELTS Academic or UKVI
 - The Duolingo English Test (DET)
 - SAKAE English Proficiency Test (SEPT)
 - Successful completion of at least 30 credit hours at a U.S. English speaking regionally accredited college or university;
 - Successful completion of level 112 or higher at an accredited ELS English Language Center; or
 - Successful completion of all ELI Level 4 courses
 2. College Readiness Assessments (for applicants from English-speaking countries/regions or educated in an English curriculum, including international students who attend high schools in the U.S.)
 - SAT
 - ACT
4. Document sufficient financial resources to cover all costs (submit all):
 - a. Current bank statements stating balance of accounts, mailing address of bank, telephone number, and official seal;
 - b. Statement of Financial Support stating how tuition and fees will be paid (encouraged but not required);
 - c. Letter from sponsor(s), if other than parent, confirming amount of sponsorship and conditions of sponsorship; and
 - d. Authorization to confirm bank document (may be required if specified by the Admission Office).
5. Letters of recommendation are encouraged but not required unless specified by the Admission Office.

Conditional Admission

Students are eligible for conditional admission if they have completed and submitted all required admission materials, with the exception of required proof of sufficient financial resources. Students

will earn conditional admission only if they demonstrate the ability to successfully complete Drury University graduation requirements.

Appeals: Students are eligible to appeal their placement to a committee of university faculty and staff. Students can appeal their placement by writing and submitting a letter explaining their circumstances to the Director of International Admission. The committee will then review the letter submitted to the Director along with any supporting documentation to decide on placement. The deadline for appeal is two weeks prior to the beginning of the semester.

F-1 Student Visa

To enroll in a U.S. university, international students must be admitted as full-time students. Students who are accepted to the university are issued a Form I-20, Certificate of Eligibility for Non-Immigrant Student Status. This document, the letter of acceptance, and complete documentation of financial resources are then presented to the U.S. Embassy in the student's home country in application for an F-1 student visa.

International students who seek to transfer from a U.S. college or university and already have F-1 student visa status are granted a new I-20 if admitted, and the United States Department of Homeland Security (DHS) is notified of the transfer through the Student and Exchange Visitor Information System (SEVIS).

Students who plan to study in the U.S. for one semester or year must complete all admission requirements and schedule an interview with the U.S. Embassy to secure an F-1 student visa. Visiting students are issued the I-20 with remarks indicating the specified length of study and non-degree status.

Any student currently in the U.S. who wants to change from a tourist or other visa to a student visa, or a student who has lost F-1 student visa status for not maintaining full-time enrollment or for any other reason, must apply to DHS for change of status or reinstatement of their student visa status after gaining admission, but before enrolling in the university.

DHS requires that applicants document all sources of funding before the university can issue the form I-20. The U.S. government and Drury want students to be well-informed and well-prepared to cover expenses before applying for admission and entering the U.S. All financial documents are verified for authenticity during the visa interview process by the Department of State.

International Transfer Student Admission

An international student who seeks admission to Drury University as a transfer student from a university outside the U.S. must complete all the admission requirements above, and:

- 1) Submit an official High School transcript (with English translations, as applicable).
- 2) Submit all previous college or university official transcripts with English translations.
- 3) Students who wish to receive transfer credit for prior work must also submit a course-by-course evaluation from an approved National Association of Credential Services ([NACES](#)) organization.

An international student who seeks admission to Drury University as a transfer student from a university based in the U.S. must complete all the admission requirements above, and:

- 1) Submit an official college transcript

- a. If students doesn't have at least 30 credit hours completed at a university based in the U.S., students must provide an English language proficiency test report.

Scholarships for International Students

Students who are not citizens of the United States are not eligible to apply for need-based financial assistance funded by the U.S. government. Drury does not offer need-based institutional assistance or loans. Limited partial scholarships are awarded to students who demonstrate outstanding achievement in academics or leadership. The priority deadline to be considered for scholarships is July 1. Students who demonstrate exceptional talent in art, athletics, music and theatre, and agree to participate at Drury in these activities may be awarded competitive activity grants by departments or coaches. Visit the University website for additional details, including deadlines.

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 University have been reviewed.

Students are readmitted to the university under the requirements of the university catalog current for the semester of their readmission.

Military students who drop/withdraw from Drury University due to military service will be readmitted with the same academic status as was held at the time of the drop/withdrawal, provided the student followed the U.S. Military Call to Active Duty/Training Policy. To be eligible for this policy, the student must not have attended any other college/university in the period of non-attendance with Drury University.

Transfer Student Policy

Drury University's College of Continuing Professional Studies 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, ED equivalent, homeschool transcript, 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. (Associate degree candidates must be admitted before completing 18 hours.)

Students with a completed Associate of Arts (AA), Associate of Arts in Teaching (AAT or AA. TED), or bachelors-level degree from any college or university accredited by a CHEA recognized regional accrediting organization will enter with advanced standing as determined by the Registrar's Office and the relevant academic department(s), and be exempt from all bachelor's-level general education requirements except:

GSTU 310 Comparative Cultures

Students with a two-year degree other than an AA or AAT (e.g., an Associate of Science or Associate of Applied Science) are not exempt from bachelor's-level general education requirements on the basis of their degree. Such students will receive a course-by-course evaluation of their transfer credit that will indicate applicability of their courses to the general education requirements.

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

While a student is working toward a degree or certificate 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 high school students starting their freshman year, with parent and school administration approval. Courses are taught by Drury University approved adjunct instructors either in the student's high school or online. Students receive high school and college-level credit simultaneously. Grade Point Average (GPA) requirements:

- **Students in the 10th, 11th, and 12th grades** must have a GPA at or **above a 3.0 (on a 4.0 unweighted scale)** to be automatically eligible for Drury Dual Credit courses.
- **If the student has below a 3.0 or is an incoming freshman,** a Dual Credit Permission Form must be completed, signed by stakeholders, and shared with the Dual Credit Director.
 - The Dual Credit Permission Form is located on the Drury University Dual Credit Website in the red Resource section.

Drury University welcomes current high school students to enroll in a selection of 100- and 200- level courses offered through Drury University's evening and online program; Drury GO.

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, withdrawing from a course, 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; however, dual credit students are limited to enrolling in 17 credit hours per semester.

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 Athletic and Sports Administration**
 Master in Education Curriculum and Instruction**
 Master in Education Integrated Learning**
 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 Business Administration**
 Master of Health Administration**
 Master of Nonprofit and Civic Leadership**
 Master of Science in Physician Assistant Studies**

Each degree, certificate, or credential can be earned only once. After graduation, a student may pursue the equivalent of an additional major or minor to be added as a 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 College of Graduate Studies catalog.

Majors:

Associate of Arts

General Studies**

Associate of Science

Behavioral Science**

Business Administration**

Communication**

Criminal Justice**

Emergency Services Management and Leadership**

Emergency Medical Science**

English and Writing**

Foundations in Education

General Studies**

Health and Wellness**

Law Enforcement

Organizational Leadership Studies**

Paralegal Studies**

Psychology**

Surgical Technology

Bachelor of Business Administration**

Bachelor of General Studies

Bachelor of Science

Applied Psychology**

Behavioral and Community Health**

Criminal Justice**

Elementary Education

Emergency Services Management and Leadership**

English and Writing**

History**

Human Services**

Law Enforcement*

Middle School Language Arts Education

Middle School Science Education

Middle School Social Science Education

Secondary Education* (second major only; requires subject area)

Credentials:

Credentials are only available to students pursuing a bachelor-level degree.

Child and Adolescent Development**

Project Management**

Strategic Leadership**

Certificates:

Advanced Legal Studies

Business Essentials**

Community Policing**

Conflict Resolution**

Fire Science Leadership**

Law Enforcement Studies

Legal Studies**

Pre-Nursing

Service in Faith and Ministry

Substance Use and Behavioral Addictions**

Trauma and Resilience**

Workforce Essentials**

*Available in Springfield only

**Available entirely online

Note: Students may not major and minor in the same subject area.

In some instances, courses will be offered through the Acadeum Consortium partnership in order to facilitate degree completion. All classes offered via the Acadeum Consortium meet Drury University and Department of Education standards for substitutions. All substitutions will be approved through the Office of Academic Affairs.

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:

1. The successful completion of 124 hours, the required minimum number of credit hours for a bachelor's degree.
2. At the time of graduation the average cumulative grade must be at least a "C" (2.0).
3. The successful completion of a major (study-in-depth) for Bachelor of Business Administration and Bachelor of Science degrees; or the successful completion of a Track for the Bachelor of General Studies degree.
4. Completion of all general education requirements.
5. At least 36 hours of the total number of hours required for graduation must be in upper-division undergraduate courses numbered 300 or higher.
6. The last 30 semester hours must be taken in residence at Drury.
7. 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.

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

Associate of Arts
Associate of Science

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

1. The successful completion of 62 hours, the required minimum number of credit hours for an associate's degree.
2. At the time of graduation the average cumulative grade must be at least a "C" (2.0).
3. The successful completion of all general education requirements.
4. The successful completion of a major (study-in-depth).
5. The last 15 semester hours must be taken in residence at Drury.
6. Commencement ceremonies occur in December and May each year. 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.

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

Notes on Majors (studies-in-depth):*Required Hours of Study:*

Requirements for majors 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 no more than 24 hours, in a field of study. All tracks require at least 21 hours in a field of study.

Required Capstone of Study:

Majors shall require no fewer than three semester hours of senior seminar or research.

Required Approvals to Study:

The declaration of major(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 three majors, three minors, three credentials, three certificates, and one BGS track.

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 gray honor cords provided by the university.

Stoles

- Students may wear culture stoles that honor their heritage (e.g., Kente cloth stole, Serape stole, Native American stole, etc.).
- 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. Students are responsible for obtaining these cords.
- Military cords are provided by the university to graduates who are service members.

Requirements for Certificate Completion

Advanced Legal Studies

Business Essentials

Community Policing

Conflict Resolution

Fire Science Leadership

Law Enforcement Studies

Legal Studies

Pre-Nursing

Service in Faith and Ministry

Substance Use and Behavioral Addictions

Trauma and Resilience

Workforce Essentials

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

1. The successful completion of all certificate requirements.
2. At the time of completion the average cumulative grade must be at least a "C" (2.0).
3. At a minimum, 75% of coursework required for the certificate must be taken in residence at Drury.
4. Prior to course registration, students are responsible for reviewing their requirements to make certain that progress is being made toward completion of the certificate.
5. Students must have a clear financial status for the semester in order to obtain a certificate.
6. Students only completing a certificate do not participate in a university commencement ceremony.

Academic Excellence

Drury recognizes academic excellence in several ways.

Dean's List

The Dean's List is published at the end of each fall and spring term and includes all degree-seeking. Students who have completed eight or more semester hours and have a term GPA of 3.6 or higher.

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 are 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 no fewer than 60 semester hours at Drury University and have attained a cumulative GPA of 3.6.
- Candidates will be recommended for the degree magna cum laude if they have completed no fewer than 60 semester hours at Drury University and have attained a cumulative GPA of 3.75.
- Candidates will be recommended for the degree summa cum laude if they have completed no fewer than 90 semester hours at Drury University and have attained a cumulative GPA of 3.9.

GPA	Hours at Drury	Honors
3.600 - 3.749	60	cum laude
3.750 - 3.899	60	magna cum laude
3.900 - 4.000	90	summa cum laude

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 and Associate of Arts degree recipients who have completed at least 30 hours at Drury University with a minimum cumulative GPA of 3.75 on Drury work.

Registration

Students must register for classes prior to each semester. Drury provides the support students need when making decisions about how to meet 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, a student must meet the entrance requirements. To become a sophomore, a student must have earned 30 semester hours; to be classified as a junior, a student must have earned 60 semester hours; and as a senior, a student must have earned 90 semester hours.

Before a student is entitled to attend class, they must complete all registration procedures.

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

12 or more hours	Full-time
9 hours	Three-quarter-time
6 hours	Half-time
<6 hours	Less-than-half-time

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

After the Last Day to Add for the semester/term, as stated in the Academic Calendar, a change in registration can only be made by filing an official drop/add request with the Office of the Registrar. To drop a class, it is important that the drop/add form be filed with the Registrar as soon as this decision is made. Failure to officially drop a class will result in a grade of "F" for the course. Failure to officially add a class 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 or by submitting the correct drop/add form to the Registrar.

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 to add in each term/subterm through 75% of the term, a student may withdraw from a course with grade notation "W", which is non-punitive. The ending period for "W" notation is based on 75% of the 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 the term, a 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” on all classes. 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 their own records to make sure they do not repeat a course.

Credit cannot be given for a course for which a student is 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.

Overload

Request for overload is only available in the fall and spring semesters. More than 18 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 GPA 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 GPA 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 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 throughout the study and will evaluate the student's performance.

Sophomores, juniors, and seniors are eligible.

Students must register for research (course numbers 291, 391 or 491) to receive credit and are required to fill out a Research Registration form. Each hour of research credit requires 12.5 hours of documented work. Research is available to degree-seeking students only. No more than six hours of research are applicable to a major. It is recommended that a student complete no more than 12 hours of research to apply toward the bachelor's 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 an opportunity to explore areas of special interest in a structured classroom setting. Selected Topic 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.

One credit hour selected topic 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 a degree. 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 GPA 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 the Career Planning & Development Office 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, a student must be registered in coursework designated for internship credit. Each course carries three or six semester hours of credit. It is recommended that a student complete no more than six hours of internship to apply toward the baccalaureate degree.

Internships cannot be taken 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 Request to Register for Concurrent Credit form. 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
- Students will complete and file a Request to Register for Concurrent Credit form 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.
- Students must meet GPA requirements to stay in the program. If a student earns a "C" in a graduate course, they will be placed on probationary status. A student can be dismissed from the graduate program for failing to maintain a minimum cumulative GPA 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 they have 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)

Undergraduate Course	Graduate Course	Applicable Graduate Program
AADM 365-Cultural Policy and Strategic Planning	MNCL 666-Social Advocacy	Master of Nonprofit and Civic Leadership
AADM 375-Stakeholder Development	MNCL 602-Governance and Executive Leadership	Master of Nonprofit and Civic Leadership Nonprofit Leadership Certificate
AADM 490-Selected Topics	COMM 688-Grant Writing for Social Impact	Master of Nonprofit and Civic Leadership
COMM 386-Web Communication	COMM 682-Social Media Strategy	Master in Athletic and Sports Administration Master of Arts in Communication Master of Nonprofit and Civic Leadership
COMM 387-Organizational Communication	COMM 621-Seminar in Organizational Communication	Communication & Organizational Leadership Certificate Master of Arts in Communication Master of Nonprofit and Civic Leadership
COMM 435-Organizational Crisis and Change	PSSL 610-Strategic Planning and Evaluation	Master of Arts in Communication Master in Public Service and Safety Leadership Public Safety Leadership Certificate
EDUC 302-Educational Psychology and Assessment	EDUC 605-Advanced Educational Psychology & Assessment	Master in Education Curriculum and Instruction Master in Education Integrated Learning
EDUC 304-Teaching in Diverse Classrooms	EDUC 638-Teaching and Learning in Diverse Classrooms	Master in Education Integrated Learning
EDUC 331-Content Area Literacy	EDUC 632-Literacy Instruction in Content Areas	Master in Education Curriculum and Instruction Master in Education Integrated Learning
EDUC 340-Education of the Exceptional Child	EDUC 606-Psychology of the Exceptional Child	Master in Education Curriculum and Instruction Master in Education Special Education DU SPED
EDUC 351-Introduction to Language Development of the Exceptional Child	EDUC 652: Language Development of the Exceptional Child	Master in Education Special Education Master in Education Special Reading DU SPED
EDUC 357-Families of Exceptional Learners	EDUC 611-Counseling Parents of Exceptional Children	Master in Education Special Education Master in Education Special Reading
EDUC 368-Introduction to Evaluation and Assessment	EDUC 651-Evaluation of Abilities and Achievement	Dyslexia Certificate Master in Education Special Education Master in Education Special Reading DU SPED
EDUC 369-Intro to Mild/Moderate Disabilities	EDUC 649-Introduction to Mild/Moderate Disabilities	Master in Education Special Education DU SPED
EDUC 380-Methods of Teaching Elementary Mathematics	SCI 622-Improvement of K-12 Mathematics Instruction	Master in Education Curriculum and Instruction DU SPED
EDUC 382-Methods of Teaching Elementary Science	SCI 631-Improvement of K-12 Science Instruction	Master in Education Curriculum and Instruction Master in Education Integrated Learning
EDUC 385-Secondary School Curriculum	EDUC 634-Advanced Curriculum and Instruction	Master in Education Curriculum and Instruction Master in Education Integrated Learning
EDUC 452-Correction of Literacy Problems	EDUC 667-Analysis and Correction of Reading Disabilities	Master in Education Special Education Master in Education Special Reading DU SPED
EDUC 455-Correction of Disabilities in Mathematics	EDUC 625-Correction of Mathematical Difficulties	Master in Education Integrated Learning Master in Education Special Education DU SPED
EMMT 405-Public Information Management	PSSL 660-Community Engagement, Partnerships, and Program Promotion	Master in Nonprofit and Civic Leadership Master in Public Service and Safety Leadership

LDST 310-Contemporary Workforce Issues	PSSL 620- Human Resource Management and Employee Wellness	Master in Public Service and Safety Leadership Master of Arts in Communication Public Safety Leadership Certificate
LDST 331-Negotiation and Conflict Resolution	MILE 650 - Ethics, Conflict and Decision Making	Master in Public Service and Safety Leadership Master of Arts in Communication Master of Nonprofit and Civic Leadership Business Leadership Certificate
LDST 435-Strategic Leadership	PSSL 610-Strategic Planning and Evaluation	Master of Arts in Communication Master in Public Service and Safety Leadership Public Safety Leadership Certificate

Transcripts of Credit

The Office of Records & Registration will issue transcripts of credit to all present and former students subject to certain conditions. To ensure that records are confidential, Drury University issues official transcripts only upon written authorization from the student. Financial obligations to the college must be satisfied.

Official Transcripts

When sending a transcript to a school, organization, or employer, it is best to use an official copy. Current and former students can request an official transcript online through the National Student Clearinghouse, by mail, or in person. There is a \$10.00 fee for ordering a transcript.

Unofficial Transcripts

Currently enrolled students can access and print an unofficial transcript through MyDrury.

Step 1: Login to [MyDrury](#).

Step 2: Click on the **Student** Tab.

Step 3: Click on **Unofficial Transcript** (link located on the left side of the page).

Step 4: Using the drop-down menu, select the **Division** you would like to view.

Students who are not currently enrolled can request an unofficial transcript in person in the Office of Records & Registration.

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, are 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 dropped from the course.

Cancellation of Course Policy

The university reserves the right to cancel any course as deemed advisable.

Children on Campus

Drury University classes, studios, laboratories, and other campus facilities provide learning experiences for students that may not be safe or appropriate for minor children. Therefore, minor children are not permitted to attend these learning experiences unless they are an enrolled student or registered participant in a university-sponsored activity.

The Grading System

A grade indicates a level of performance as demonstrated by a student and evaluated by an instructor. Grading symbols are A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, I, S, U.

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” (unsatisfactory) 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 instructor 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 instructor granting the incomplete, or the department chair in their absence, is required to report 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 instructor 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 GPA.

A “W” indicates that the student has withdrawn from a course before the point in the term at which the instructor 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 Drury University will receive an “F” in the course(s).

Credit point averages will be computed as follows: each hour of “A” counts as 4.0; each hour of “A-” counts as 3.7; each hour of “B+” counts as 3.3; each hour of “B” counts as 3.0; each hour of “B-” counts as 2.7; each hour of “C+” counts as 2.3; each hour of “C” counts as 2.0; each hour of “C-” counts as 1.7; each hour of “D+” counts as 1.3; each hour of “D” counts as 1.0; and each hour of “D-” counts as 0.7.

The GPA is based only on 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 GPA 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 GPA are replaced with an “RP” (repeated for higher grade), “RF” (repeated to replace an “F”), or “RU” (repeated to replace a “U”).

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.

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/Unsatisfactory basis. The deadline to submit this request is the last day to add as listed in the Academic Calendar. In order to receive a satisfactory grade, a student is expected to perform at the “C” level or better. The decision to take a course on a Satisfactory/Unsatisfactory basis cannot be reversed.

Only four undergraduate courses may be taken on a Satisfactory/Unsatisfactory basis, with the exception of:

- Any course already listed as S/U grading in the academic catalog
- EDUC 209
- Communication Activity Courses (COMM 141/161/181/271/358/359/373)

Courses taken under the Satisfactory/Unsatisfactory option cannot be used to satisfy general education, major, minor, certificate, or specific degree requirements.

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/Unsatisfactory basis during the first semester at Drury.

Satisfactory/Unsatisfactory courses are not included in the cumulative GPA.

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, they 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 appropriate council based on the student's classification [Academic Affairs Committee (AAC)-Residential, Continuing Studies Council (CSC)-Drury GO, or Graduate Council (GC)-Graduate] before the end of the eighth week of the semester stating the reasons why they feel 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 appropriate Committee or Council's student representatives. The petitioning student will be responsible for presenting any papers, tests or exams that were returned to them. The faculty member will be responsible for making available any papers bearing on the case that were not returned to the student.

The appropriate Committee or Council 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 Committee or Council decides to hear the case, the student and the faculty member will present any evidence or other information that is required by the Committee or Council. In those cases where a member of the committee or council 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 Committee or Council to hear the case. FAC should appoint a faculty member who has teaching experience appropriate to the student's classification. The committee also may call for any 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 they so desire.

The appropriate Committee or Council 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 Committee or Council, 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 Committee or Council. 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 toward 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 toward 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 available counseling and advising—and decide 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 by contacting the Office of Admission. Readmission is not automatic, and scholarships and financial aid are not guaranteed to students who are readmitted. 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 transfer credit 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 the above accrediting associations. Additionally, the student must have earned a "C-" or higher in the course. 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 course-by-course evaluations from an approved [National Association of Credential Evaluation Services](#) (NACES) organization.
- Only accepted in the teacher education program for professional education institutions accredited by the state departments of teacher certification 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 department chairs/deans to confirm transferability of such courses prior to enrolling at the other institution. Current students must submit a Transfer of Credit Request form 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 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 the 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 into the student’s overall GPA.

Transfer of General Education Requirements

Students with a completed Associate of Arts (AA), Associate of Arts in Teaching (AAT or AA. TED), or bachelors-level 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:

GSTU 310 Comparative Cultures

3 hrs.

Students with a two-year degree other than an AA or AAT (e.g., 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 exams 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.

Advanced Placement Transfer Equivalencies				
AP Course	Score Required	Hours Granted	Drury Equivalency	
Arts				
Art History	4	3	ARTH 153	Visual Literacy-Art History and Culture
Music Theory	4	3	MUSC 117	Music Theory I
Studio Art: 2-D Design	3	3	ARTZLD01	Elective Only
	4	3	ARTZ 111	Foundations of Studio and Design
Studio Art: 3-D Design	3	3	ARTZLD01	Elective Only
	4	3	ARTZ 111	Foundations of Studio and Design
Studio Art: Drawing	3	3	ARTZLD01	Elective Only
English				
English Language and Composition	3	3	ENGL 150	Composition
	5	6	ENGL 150 + ENGL 207	Composition + Expository Writing
English Literature and Composition	3	3	ENGL 150	Composition
	5	6	ENGL 150 + ENGL 200	Composition + Literature Matters
History & Social Science				
Comparative Government and Politics	4	3	PLSC 151	Introduction to Comparative Politics
European History	4	3	HIST 230	Modern Europe
Human Geography	4	3	HIST 111	Geographical History
Macroeconomics	3	3	ECON 211	Principles of Macroeconomics
Microeconomics	3	3	ECON 210	Principles of Microeconomics
Psychology	4	3	PSYC 101	Introduction to Psychology
U.S. Government and Politics	4	3	PLSC 101	Government and Politics in the U.S.
U.S. History	4	3	HIST 101	United States History to 1865
World History	4	3	HIST 108	World History from 1500
Math & Computer Science				
Calculus AB	3	4	MATH 231	Calculus I
Calculus BC	3	4	MATH 231	Calculus I
	5	8	MATH 231 + MATH 232	Calculus I + Calculus II
Computer Science A	3	4	CSCI 251	Introduction to Computer Science
Computer Science Principles	3	3	CSCI 152	Fundamentals of Programming
Statistics	3	3	MATH 227	Introduction to Statistics
Sciences				
Biology	3	3	BIOL 160	Exploration and Discovery in Biology
	5	4	BIOL 110	Fundamentals of Cell Biology

Chemistry	3	5	CHEM 115 + CHEM 115L	General Chem. + General Chem. Lab
Environmental Science	3	3	BIOL 160	Exploration and Discovery in Biology
	5	3	BIOL 163	Science of the Environment
Physics C: Electricity and Magnetism	3	5	PHYS 212	General Physics II
Physics C: Mechanics	3	5	PHYS 211	General Physics I
Physics 1: Algebra-Based	3	5	PHYS 201	Principles of Physics I
Physics 2: Algebra-Based	3	5	PHYS 202	Principles of Physics II
World Languages & Cultures				
Any Foreign Language	3	3	Expl. Global Cultures	(Language 101)
	5	6	Expl. Global Cultures + Elective	(Language 101 + 102)
Spanish Literature and Culture	3	3	SPANLD01	Elective Only

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.

Total Score	Minimum Credit Hours
28	30 hours
27	25 hours
26	20 hours
25	15 hours
24	10 hours

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.

IB Exam	Score Required	Hours Granted	Drury Equivalency	
Language and Literature				
Lang. A: Literature SL	5	3	ENGL 200	Literature Matters
Lang. A: Literature HL	4	3	ENGL 200	Literature Matters
	5	6	ENGL 200 + ENGLLD01	Literature Matters + Elective
Lang. A: Language and Literature SL	5	3	ENGL 150	Composition
Lang. A. Language and Literature HL	4	3	ENGL 150	Composition
	5	6	ENGL 150 + ENGL 200	Composition + Literature Matters
Literature and Performance SL	5	3	TRANLD01	Elective Only
Language Acquisition				
Classical Language SL	5	3	Expl. Global Cultures	(Language 101)
Classical Language HL	4	3	Expl. Global Cultures	(Language 101)
	5	6	Expl. Global Cultures + Elec.	(Language 101 + 102)
Language B SL	4	3	Expl. Global Cultures	(Language 101)
	5	6	Expl. Global Cultures + Elec.	(Language 101 + 102)
Language B HL	4	3	Expl. Global Cultures	(Language 101)
	5	6	Expl. Global Cultures + Elec.	(Language 101 + 102)
	6	6	Elective	(Language 201 + 202)
Language ab Initio SL	5	3	Expl. Global Cultures	(Language 101)
Individuals and Societies				
Business Management SL	5	3	BADM 103	Business Foundations
Business Management HL	4	3	BADM 103	Business Foundations
	5	6	BADM 103 + BADMLD01	Business Foundations + Elective
Economics SL	5	3	ECON 201	Basic Economic Theory
Economics HL	4	3	ECON 201	Basic Economic Theory

	5	6	ECON 201 + ECONLD01	Basic Economic Theory + Elective
Geography SL	5	3	HIST 111	Geographical History
Geography HL	4	3	HIST 111	Geographical History
Global Politics SL	5	3	PLSC 151	Intro. To Comparative Politics
Global Politics HL	4	3	PLSC 151	Intro. To Comparative Politics
	5	6	PLSC 151 + PLSC 152	Intro. To Comparative Politics + Intro to International Relations
History SL	5	3	HIST 108	World History from 1500
History HL	4	3	HIST 108	World History from 1500
	5	6	HIST 108 + HISTLD02	World History + Elective
IT in Global Society SL	5	3	TRANLD01	Elective Only
IT in Global Society HL	4	3	TRANLD01	Elective Only
Philosophy SL	5	3	PHIL 105	Intro. To Philosophy
Philosophy HL	4	3	PHIL 105	Intro. To Philosophy
	5	6	PHIL 105 + PHILLD01	Intro. To Philosophy + Elective
Psychology SL	6	3	PSYC 101	Intro. To Psychology
Psychology HL	5	3	PSYC 101	Intro. To Psychology
Social and Cultural Anthropology SL	5	3	ANTHLD01	Elective Only
Social and Cultural Anthropology HL	4	3	ANTHLD01	Elective Only
World Religions SL	5	3	RELG 109	Intro. To the Study of Religion
Sciences				
Biology SL	5	3	BIOL 160	Expl. And Discover in Biology
Biology HL	4	4	BIOL 110	Fundamentals of Cell Biology
Chemistry SL	5	5	CHEM 115/115L	Gen. Chemistry + Gen. Chemistry Lab
Chemistry HL	4	5	CHEM 115/115L	Gen. Chemistry + Gen. Chemistry Lab
	5	8	CHEM 115/115L + Elec	Gen. Chem. + Gen. Chem. Lab + Elec
Computer Science HL	4	3	CSCI 152	Fund. Of Programming
Design Technology SL	5	3	TRANLD01	Elective Only
Design Technology HL	4	3	TRANLD01	Elective Only
Envr. Systems and Societies SL	5	3	BIOL 160	Expl. and Discovery in Biology
Physics SL	5	5	PHYS 201	Principles of Physics I
Physics HL	4	5	PHYS 201	Principles of Physics I
	5	10	PHYS 201 + PHYS 202	Prin. Of Physics I + Prin. Of Physics II
Sports, Exercise & Health Sci. SL	5	3	BIOL 160	Expl. And Discover in Biology
Sports, Exercise & Health Sci. HL	4	3	BIOL 160	Expl. and Discovery in Biology
Mathematics				
Further Mathematics HL	4	3	TRANLD01	Elective Only
	5	6	TRANLD01	Elective Only
Mathematical Studies SL	5	4	TRANLD01	Elective Only
Mathematics SL	5	4	MATH 231	Calculus I
Mathematics HL	4	4	MATH 231	Calculus I
	5	8	MATH 231 + MATH 232	Calculus I + Calculus II
Math: Analysis & Approaches SL	5	3	TRANLD01	Elective Only
Math: Analysis & Approaches HL	4	3	TRANLD01	Elective Only
	5	6	TRANLD01	Elective Only
Math: Apps & Interpretation SL	5	3	TRANLD01	Elective Only
Math: Apps & Interpretation HL	4	3	TRANLD01	Elective Only
	5	6	TRANLD01	Elective Only

Arts

Dance SL	5	3	TRANLD01	Elective Only
Dance HL	4	3	TRANLD01	Elective Only
Film SL	5	3	ENGL 235	The History of Film
Film HL	4	3	ENGL 235	The History of Film
	5	6	ENGL 235 + ENGLLD01	The History of Film + Elective
Music SL	5	3	MUSC 115	Intro. To Music
Music HL	4	3	MUSC 115	Intro. To Music
	5	6	MUSC 115 + MUSCLD01	Intro. To Music + Elective
Theatre SL	5	3	THTR 135	Intro. To Theatre
Theatre HL	4	3	THTR 135	Intro. To Theatre
	5	6	THTR 135 + THTRLD01	Intro to Theatre + Elective
Visual Arts SL	5	3	ARTZ 111	Foundations of Studio Design
Visual Arts HL	4	3	ARTZ 111	Foundations of Studio Design
	5	6	ARTZ 111 + ARTZLD01	Foundations of Studio Design + Elective

Missouri Seal of Biliteracy

The Missouri Seal of Biliteracy is an award granted by a local district to recognize a student who has attained proficiency in English and at least one other world language before high school graduation. Seals are granted when students achieve certain benchmarks on state-approved standardized assessments of language proficiency.

To receive language credits associated with their seals of biliteracy, students must submit official score reports to the Office of the Registrar.

College Level Examination Program Policy

Credit is awarded for completion of CLEP general and subject examinations.

General Examinations

To receive credit, students must complete the general examinations prior to completion of 30 semester hours of college coursework. The university will not award credit when current or previous college coursework overlaps with the subject of the CLEP exam(s).

CLEP Exam	Score Required	Hours Granted	Drury Equivalency	
English Composition	50	3	ENGL 150	Composition
Humanities	50	3	TRANLD01	Elective Only
Mathematics	50	3	TRANLD01	Elective Only
Natural Sciences	50	3	TRANLD01	Elective Only
Social Sciences & History	50	3	TRANLD01	Elective Only

Subject Examinations

CLEP subject examinations may be completed 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/dean 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.

CLEP Exam	Score Required	Hours Granted	Drury Equivalency	
Languages and Literature				
American Literature	50	3	ENGL 203	American Literature I
Analyzing/Interpreting Literature	50	3	ENGL 200	Literature Matters
College Composition	50	3	ENGL 150	Composition
College Composition (Modular)	50	3	ENGL 150	Composition
Any Foreign Language	50	3	LANG 101	Elementary Language I
	70	6	LANG 101/102	Elementary Language I/II
History and Social Sciences				
American Government	50	3	PLSC 101	Govt. & Politics in the US
History of the US I	50	3	HIST 101	US History to 1865
History of the US II	50	3	HIST 102	US History 1865 to Present
Introductory Psychology	50	3	PSYC 120	Intro to Psychology
Introductory Sociology	50	3	SOCI 120	Intro to Sociology
Principles of Macroeconomics	50	3	ECON 211	Principles of Macroeconomics
Principles of Microeconomics	50	3	ECON 210	Principles of Microeconomics
Natural and Math Sciences				
Biology	50	3	BIOL 100	Principles of Biology
Calculus	50	4	MATH 231	Calculus
Chemistry	50	3	CHEM 107	General Chemistry I
College Algebra	50	3	MATH 109	College Algebra
College Mathematics	50	3	TRANLD01	Elective Only
Natural Sciences	50	3	TRANLD01	Elective Only
Precalculus	50	4	TRANLD01	Elective Only
Info Systems/Computer Apps	50	3	GSTU 210	Desktop Applications
Business				
Introductory Business Law	50	3	TRANLD01	Elective Only
Principles of Management	50	3	TRANLD01	Elective Only
Principles of Marketing	50	3	TRANLD01	Elective Only

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. CLEP 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 CLEP credits in lieu of course work.

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 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 awarded 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/deans 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 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 Winter or May term is limited to three hours per term, four if a lab component is required. Information regarding tuition charges for these terms is available in the Business Office.

The activities of the short terms typically include:

- Online and Blended Courses.
- International travel that provides students with experiences in a different culture as part of their total educational preparation.
- Domestic travel courses that broaden the student's view of the United States.
- Special courses offered in conjunction with the travel course. An example is language study offered in the country where the language is spoken.
- Independent studies, or practical/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 these terms.

Summer Session

The university offers a limited number 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.

Visit 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.

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, a proctored exam through Accessibility and Disability Services, a take-home exam, or other work outside of the classroom.
- 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 scored test and submitting it for a re-grade.
- Using artificial intelligence applications, such as ChatGPT, without permission to complete an exam, assignment, or academic exercise.
- Submitting papers with made up or false data, evidence, or citations (including those generated by artificial intelligence).

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 their own. If a student submits any work that is not entirely their 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 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 member 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 they have 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.

Appeal

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 students who previously experienced poor academic performance at Drury University but can now demonstrate readiness for academic success. A student is eligible to apply for Academic Forgiveness if at least five years have passed since the end of their last semester of enrollment at Drury. Students approved for Academic Forgiveness forfeit eligibility for degree honors.

The principles of the Academic Forgiveness Policy apply to all Drury students:

1. **Re-entry and Minimum Performance**

A student must re-enter Drury University and successfully complete at least six credit hours, earning a minimum grade of 2.0 in each course.

2. **Application for Academic Forgiveness**

Before completing the second semester after re-entry, the student must apply for readmission and submit an Academic Forgiveness Request form (found on the Student tab in MyDrury). This includes a maximum 250-word essay explaining why the student is now prepared to succeed at the college level.

3. **Application to Courses**

Academic Forgiveness may be applied to Drury courses (up to 30 semester hours) with grades below "C-". If a student has more than 30 hours below "C-", they may select courses for forgiveness, not to exceed 30 hours. Letter grades remain on the academic record. Courses approved for Academic Forgiveness will be noted as "Academic Forgiveness Granted" and marked on the transcript with "@". These courses will no longer be included in GPA calculations. Credit hours are not earned for courses forgiven (i.e., passing grades of "D" are forfeited). Courses for which Academic Forgiveness is granted cannot be used to fulfill graduation requirements. Academic Forgiveness may be granted only once and is not revocable.

4. **Transcript Disclaimer**

Transcripts will include a disclaimer. Drury University does not guarantee how certifying agencies or other higher education institutions, including graduate schools, will interpret the transcript of a student who has utilized Academic Forgiveness.

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 Office of 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. Information about the financial implications to the student as a result of withdrawal are listed under Section VI.

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 Office of 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 Office of 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.

Financial Affairs

Tuition and Fees 2026-2027

CCPS TUITION	Per Credit Hour	Special Rates	Per Semester	Annual or One-time Fees
Seated and Online	\$342			
Student fee - non-refundable, due at registration (waived for active-duty military and military spouses using MyCAA benefits)			\$38	
Technology Fee	\$10			
Digital Student Support Fee	\$3			
Dual Credit/Dual Enrollment	\$70			
Dual Credit/Dual Enrollment Online	\$90			
Military Active Duty Students -seated and online undergraduate classes	\$250			
Military Active Duty Spouses -seated and online undergraduate classes	\$250			
Veterans-seated and online undergraduate classes	\$342			
MISCELLANEOUS FEES for ALL students as applicable				
Graduation fee-Associate & Bachelor degrees				\$110
Official Transcript				\$10
International student health insurance fee (non-athletes) Aug 1-July 31				\$1,776
Audit fee - not available online	\$105			
Audit fee – blended course	\$130			
Parking Fee				\$35
Student teaching fee (this is in addition to tuition) (additional \$200 for out of the area students) (EDUC 473, 476, 477, 478, 689)				\$250
Methods Course Fee (EDUC 383, 385, 452)				\$250
Laboratory Fee (BSCI 359 & 361))				\$40
Breach Enhancement Fee (all udg courses-except BADM 103, CISQ 363, CISQ 463, ECON 225. Non-Breach students pursuing the Data Analytics / Learning to Lead Certificates will not be charged for CISQ 263 / MGMT 300)	\$30			
Behavioral Research & Thesis Fee (BSCI 361)				\$125
Law Enforcement Academy Application Fee (LEA 200)				\$75
Law Enforcement Academy Program Fee (LEA 200)				\$1500
Design and Fine Arts Fees				
Photography Fee (ARTZ 360)				\$30
Photography Fee (ARZ 260, 361, 364, 465)				\$140

Weaving I Fee (ARTZ 205)				\$85
Ceramics Fee (ARTZ 240, 345)				\$110
Sculpture Fee (ARTZ 250, 350, 351, 352, 455)				\$140
Publication Design Fee (ARTZ 311)				\$115
Digital Illustration Fee (ARTZ 328)				\$115
Typography Fee (ARTZ 329)				\$115
Sculpture Fee (ARTZ 358)				\$60
Graphic Design Fee (ARTZ 210)				\$60
Graphic Design Fee (ARTZ 310)				\$115
MEALS			Residential	Commuter
45 meal plan + \$150 panther bucks			\$893	\$919
90 meal plan + \$225 panther bucks			\$1,361	\$1,382
120 meal plan + \$300 panther bucks			\$1,574	\$1,639
150 meal plan + \$375 panther bucks			\$1,922	\$2,032
180 meal plan + \$375 panther bucks			\$2,165	\$2,292
DS Meal Plan = 10 meal swipes + \$150 panther bucks			\$265	\$265
Camps and Conference Housing Fees	per night per room			
Drury affiliates:				
Smith Double Occupancy	\$20			
Wallace Double Occupancy	\$20			
Sunderland Single	\$15			
Apartments	\$22			
Not Drury affiliates:				
Smith Double Occupancy	\$30			
Wallace Double Occupancy	\$30			
Sunderland	\$25			
Apartments	\$27			

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 Drury's deferred payment and withdrawal refund policies.

All questions or requests should be addressed to:

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

By telephone at (417) 873-7343, or email at businessoffice@drury.edu.

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:

Drury GO Scholarship
Pathways 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 institutional, student services, library and plant operations. Tuition covers but a portion of these costs that also are supported by generous gifts and grants and endowment income. Tuition and fees may be charged for certain Winter term and May term courses. These charges will be based on DruryGO rates. These courses may involve travel, and a non-refundable deposit may be required.

Student Health Fee

Covers the basic cost of operating a student health facility on campus currently under contract with **Mercy**. A part-time physician is available at prescribed hours and a full-time nurse is on duty daily.

Student Fee

An assessment determined in conjunction with the Drury University Student Government Association that covers a small portion of operating costs of the Findlay Student Center and supports student-sponsored activities such as the university newspaper, student radio station, concerts, dances, etc.

Technology Fee

The technology fee is used to enhance the infrastructure and applications used by the university.

Part-time Student Tuition and Fees

Covers a portion of the expenditure as listed above for full-time students.

Residential Plans

Covers the cost of housing operations, repairs and maintenance, utilities, contractual food service operations, etc.

Audit Fee Per Course

A reduced rate of tuition designed for students and members of the community who merely want to take an undergraduate level course without credit and examinations. The audit fee per course enables the student to sit in on as many class periods as the student desires in any lecture course on the campus. Online, blended, studio, laboratory, and activity courses are not conducive to auditing and must be taken for credit. Any student may take one undergraduate level course per semester as audit on a space-available basis. The course must be designated as audit by the last day to change the course schedule in the academic calendar. Prior permission of the instructor is required and students will participate to the extent determined by the instructor. Audit students will not receive a grade or credit for the course.

Tuition for Semester Credit Hours in Excess of 18 Semester Credit Hours

The full-time tuition for Drury University is predicated on a certain number of courses, available classroom space and an average student credit hour load that permits graduation within eight semesters of full-time attendance.

Students who enroll for more than 18 semester credit hours per semester are normally required to pay the additional per credit hour fee.

New Student Orientation Fee

Covers the cost of the freshmen orientation program and room and board for the period immediately prior to the start of the fall semester.

International Student Orientation Fee

Covers the cost of the two-day or four-day international orientation program and room and board for the period immediately prior to the start of the fall or spring semester.

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. Unofficial copies of transcripts for currently enrolled students can be obtained at no charge (for students with no balances).

Enrollment Deposits

All admitted students must pay a \$200 Enrollment Deposit to confirm their plans to attend Drury.

Applied Music Fees

Covers the direct cost of providing individual music lessons and associated recitals in our music program.

Digital Student Support Fee

This fee provides access to digital platforms that assist students with course assignments and learning activities.

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, 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.

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. Payment plan details can be found at www.mycollegepaymentplan.com/drury.

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.

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 may 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
417-873-3033
Or email businessoffice@drury.edu.

VA Payment Policy for Consortium Courses

In accordance with CFR 21.4252, Consortium Classes are not eligible for payment under the Post 9/11 GI Bill. Students using Post 9/11 GI Bill Benefits to fund their education must use alternative funding to pay for these classes.

Tuition Assistance Refund Policy

Drury University applies proportional refunds through the first 60% of class completion to the appropriate military Department of Education. Unearned funds through the 60% completion date will be refunded on a prorated scale as follows.

When refunds are issued under this policy, the refunded amount will become the student's responsibility for payment when the Tuition Assistance qualifies for recoupment under military policy.

Term Length	8 Week Amount Returned	16 Week Amount Returned
Before Semester Start Date	100% \$750.00	100% \$750.00
Week 1	100% \$750.00	100% \$750.00
Week 2	75% \$652.50	100% \$750.00
Week 3	63.5% \$357.19	81% \$607.50
Week 4	50% \$178.59	75% \$455.63
Week 5	40% \$71.44	68% \$309.83
Week 6	0	62% \$192.09
Week 7	0	56% \$107.57
Week 8	0	50% \$53.79
Week 9		43% \$23.13
Week 10		40% \$9.25
Weeks 11-16		0

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 \$100 per month 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 complete 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.

Student Billing

Student statements are available online through MyDrury. If a paper statement is needed, please contact businessoffice@drury.edu or at 417-873-3033.

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 12-18 hours while taking graduate-level coursework will be charged at the Day School tuition rate. In the event of an overload (more than 18 hours), graduate courses will be charged at the applicable graduate tuition rate. Reference the Tuition and Fees chart for tuition rates.

DruryGO: 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.

Overview of Financial Aid

Drury University recognizes the important role finances play in choosing a college and completing your education. Our mission is to assist students in securing the maximum financial aid available, and meeting that goal requires a collaborative effort between the institution and the student.

Financial aid may be awarded up to the cost of attendance. A student's financial aid offer may include federal grants, state grants, work opportunities, loans, Drury scholarships and grants, and other sources of aid available to the student. Drury scholarships and grants cannot be applied to off-campus enrichment programs or study abroad programs, with the exception of specific international institutions with which Drury has formalized exchange agreements. Please contact the Study Abroad Office for information regarding specific programs.

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.

Admission Requirements for Financial Aid

Drury University admits as regular students only persons who:

- have a high school diploma, and/or,
- have the recognized equivalent of a high school diploma, and/or,
- are beyond the age of compulsory attendance in the State of Missouri.

Students who do not submit such documentation or meet such requirements will be ineligible for federal financial aid. If the institution or the Secretary of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education, an official from the institution (Director of Admission, Director of Financial Aid, Registrar, or other individual as appropriate) may request additional information or documentation to validate the diploma. Failure to submit validating information upon request will disqualify the student from admission and financial aid opportunities.

Notification of Financial Aid Awards

The Financial Aid Office will send an official letter of award to students following acceptance to Drury University in good academic standing. Students should monitor their Drury email frequently for updates and requests from the Financial Aid Office. Notices will be sent only to the Drury email address, not to personal or parent emails. Failure to review Drury emails or read notices sent by Financial Aid may result in permanent ineligibility for financial aid. The award notice provided to the student must be accepted or declined according to established deadlines. Deadlines for claiming aid are stringently observed.

Types of Aid

Drury Scholarships

Scholarships will be awarded as early as possible in developing student aid offers so that donors may be notified of the student receiving the award. Acceptance of any institutional scholarship constitutes the student's agreement to write a letter of acknowledgement to the donor, and to disclose the student's name and other relevant information to the donor. Scholarships are awarded based on a student's academic standing and personal promise. These scholarships include, but are not limited to, the following:

Day School

The scholarships listed below are renewable for a maximum of five years as long as students meet all requirements of the Satisfactory Academic Progress (SAP) policy. Scholarships cannot exceed the cost of tuition. Unless otherwise noted, all Drury scholarships in the undergraduate Day School program require students to be enrolled full time (minimum of 12 credit hours) at the drop/add date for the full semester, and can be applied to tuition only unless otherwise specified in the award notice. Failure to meet these requirements, or any other requirement included in scholarship notifications, constitutes the student's agreement to the removal of his or her scholarships for that semester.

- Trustee Scholarship
- Presidential Scholarship
- Provost Scholarship
- Dean's Scholarship
- Founders Scholarship
- Legacy Scholarship
- Phi Theta Kappa Scholarship

Competitive activity grants may be available to qualified Day School students in the following areas:

- Art
- Athletics
- Music
- Theatre

Students who are interested in competitive activity grants should contact the appropriate department for more information. Activity grants are awarded for one year and may be renewed at the discretion of the awarding office.

Need-based institutional grants may be available to students who demonstrate significant financial need. Students must file the FAFSA to be considered for these awards, but no separate institutional application for these funds is required. These awards may be renewed for a maximum of five years as long as the student continues to file the FAFSA and demonstrate financial need. Students receiving athletic scholarships are not eligible for need-based institutional grants.

Drury GO

Scholarships are awarded for one semester only unless otherwise noted. Recipients must meet the requirements of the Satisfactory Academic Progress (SAP) policy. Students can receive a maximum of one scholarship per semester. Failure to meet these requirements, or any other requirement included in scholarship notifications, constitutes the student's agreement to the removal of his or her scholarships for that semester. Scholarships may be reduced or eliminated if tuition is paid in full by other grants.

- Drury GO Scholarship
- Pathways Scholarship
- Dr. Archie and Marion Russell Scholarship
- Phi Theta Kappa Scholarship
- Corporate Partnership Bookstore Scholarship
- MOEMA/Drury Scholarship

Eligibility of International Students

Government-based financial assistance in the form of loans and grants is not available for students who are not citizens or permanent resident visa holders of the United States or its possessions. The university does not provide institutional need-based assistance.

It is important for prospective international 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. Students who receive a Form I-20 should understand that they will not receive additional financial aid after they arrive at campus.

Federal Aid

All students are encouraged to submit the Free Application for Federal Student Aid (FAFSA) online at www.studentaid.gov. The FAFSA serves as the application for federal grant and loan programs. The FAFSA must be filed annually, in advance of the year in which the student wishes to receive federal financial aid.

The FAFSA is a universal financial aid application for colleges/universities nationwide. The FAFSA will be processed by the Federal Processing Agency (U.S. Department of Education). When filed, the student will receive a FAFSA Submission Summary (FSS) 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 before February 1 of each year. Students who submit a FAFSA to or enroll in Drury University consent to receiving electronic communications regarding their financial aid eligibility and awards.

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 a Student Aid Index (SAI). The difference between the student's SAI and the cost of attendance at Drury is the amount of need-based financial aid for which the student may be eligible.

A financial aid offer will be sent to the student. The offer will include a list of the kinds and amounts of aid that can be offered. 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. If new information is received, awards may be revised.

Federal Pell Grant

Pell is a federal grant program available to qualified undergraduate students. Awards are determined by the United States Department of Education. Those who qualify can receive up to the maximum amount established by the federal government. There is a limit to the amount of Pell Grant a student can receive, up to the equivalent of six years of full-time enrollment.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal SEOG is a federal grant program available to qualified undergraduate students. Students must be eligible to receive a Pell Grant to qualify for an SEOG grant. Funds are limited, and award amounts depend on funding levels established each year by the federal government.

Federal Work Study Program

This program provides a work opportunity for undergraduate students who demonstrate a financial need. Unlike other types of financial aid, Federal Work Study is paid directly to the student after it is earned in an approved Federal Work Study job. It is the student's responsibility to use those funds to pay down any balance he or she may have, or to use them for other educational expenses. Students may view and apply for jobs online at www.drury.edu/studentjobs. Students are encouraged to apply for community service jobs and/or those that relate best to their course of study.

Federal Direct Student Loan

Federal Direct Subsidized or Unsubsidized Loans are student loans that must be repaid. The federal government determines loan limits based on a student's dependency status on the FAFSA and the number of credit hours previously completed. The loan interest rate is subject to change, as established by the federal government. Loans cannot exceed the cost of attendance minus other financial aid.

State Aid

The State of Missouri provides several merit-based and need-based grants, including the Access Missouri State Grant and the Bright Flight Scholarship. All Missouri residents are strongly encouraged to file the FAFSA prior to February 1 each year to maximize aid opportunities for the upcoming academic year. Eligibility criteria, deadlines, and award amounts are determined by the State of Missouri. While every effort is made to accurately estimate funding levels in award offers, final availability of funds may change.

Outside Aid

Many agencies, civic groups, churches, and employers give various forms of financial aid directly to the student. It is the student's responsibility to report these scholarships to the Financial Aid Office, and to use this assistance to meet the expected payment dates.

Many employers provide a generous program of reimbursement for educational expense, but payment to the student usually is made after successful completion of coursework and not at the beginning of the semester. The student is responsible for paying for coursework according to established payment dates. 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 agency.

Military and Veterans Benefits

Students may be eligible to receive educational assistance under various programs offered by the military, or by the Department of Veterans Administration. Programs include Federal Tuition Assistance, the GI Bill®, Selected Reserve, or Survivors and Dependents Benefits. A VA representative is available to help determine eligibility and establish benefits.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

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.

Satisfactory Academic Progress

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. Students will receive written notification of the opportunity to appeal, the appeal decision, and subsequent financial aid eligibility via Drury email.

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. Students who have 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.

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. Grade changes will be reviewed at the next scheduled review of a student's academic progress.

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.

SAP Appeal Process

Academic progress is monitored annually, following the end of the spring semester. Students will be notified via their Drury email address if they are not meeting SAP requirements, and that their eligibility for financial aid is suspended. Every effort will be made to assist students in submitting complete documents, but submission of appeal documents is ultimately the student's responsibility. Failure to

review the Drury email account or read notices sent regarding SAP and financial aid eligibility do not negate the loss of aid eligibility or need for appeal. Incomplete appeals will not be reviewed.

Students who are not meeting 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 describe changes in the student's situation that will allow him or her to meet SAP in future semesters. Students who successfully appeal will remain eligible for aid for the next semester of enrollment, and may be placed on probation or an academic improvement plan. 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 the student was placed on probation and has not met SAP requirements, he or she may be able to appeal again following the guidelines above.
- If the student was placed on an academic improvement plan and is meeting the terms outlined therein, the student will continue to be eligible for federal financial aid.
- If the student was placed on an academic improvement plan and is not meeting the terms outlined therein, the student will be suspended from financial aid until such time as he or she is once again meeting all SAP requirements.

If an extenuating circumstance occurs that prevents a student from successfully regaining SAP while on financial aid probation, or from 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.

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.

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> 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.

Withdrawals and the Return of Title IV Funds

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 their coursework. Students who have completed 60% of their course enrollment have earned their full federal aid eligibility for that term, but a Return to Title IV calculation will still be processed to determine the student’s eligibility for a post-withdrawal disbursement. All Return to Title IV calculations and any resulting aid returns will be processed as soon as possible, but no later than 45 days after the determination a student has withdrawn.

If a student wishes to withdraw from a course or courses, the designated office the student should contact is 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. 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. If it is not possible to determine the student's last date of attendance, action, or circumstance, the midpoint of the payment period 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.

If the Financial Aid Office determines that a student enrolled but did not earn credit in any coursework for a semester, the student's last date of attendance in each course will be reviewed. If the student failed to attend a sufficient portion of each course to earn a grade, a return calculation will be performed using the latest last date of attendance. Students who attend at least one day of the month in which the course ends are considered to have earned their grade. Because a review of all final course grades is required for this process, it may be mathematically impossible for the return calculation to occur within the standard 30 day timeframe following the student's unofficial withdrawal. The date of notification used on the R2T4 will necessarily be after the semester has ended.

A student who previously indicated an intent to withdraw may rescind that intention in writing. However, if the student subsequently ceases to attend the institution prior to the end of the payment period or period of enrollment after rescission of official notification, the student's rescission is negated and the withdrawal date is the date the student originally indicated the intent to withdraw.

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

When aid is returned, institutional charges that were previously paid by Title IV funds may become a debt that the student is responsible to repay. The student may owe an outstanding balance to the university, or an overpayment to the federal government. The student should contact the Business Office to make arrangements to pay the balance.

If a student is eligible for a post-withdrawal disbursement of Pell Grant, it will be processed within 45 days. If a student has not previously been offered Direct Student Loans, he or she will be offered those loans within 30 days, and will have 14 days to respond in writing. If no response is received within 14 days, no loan funds will be processed. All post-withdrawal funds are applied to the student account first,

and any resulting credit balance will be returned to the student within 14 days, according to the preferences he or she selected with BankMobile.

Federal funds will be returned in the following order:

1. Direct Unsubsidized Loan
2. Direct Subsidized Loan
3. Direct PLUS Loan
4. Federal Pell Grant
5. Federal SEOG Grant
6. Federal TEACH Grant

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.

e-Agree for access to Drury University Financial Aid Awards

e-Agree for financial aid access allows you to view your financial aid information online and gives permission for the Financial Aid Office to exchange emails with you regarding your specific information. You have the right to receive your financial aid notices in a printed format, free of charge, and can do so by contacting the Financial Aid Office in person or by phone. However, with e-Agree, your financial aid transactions can be processed faster than if you choose to receive paper mail from our offices or conduct business in person. You must read and consent to the following information and conditions in order to complete the Financial Aid e-Agree process. You may withdraw your consent at any time by completing an e-Agree Cancellation Form, available from the Financial Aid Office.

By granting e-Agree, you will have full access to the following electronic information or online processes:

- Financial aid application status, including a list of forms and steps to be completed
- Financial aid award letters, including ability to accept or decline offers online
- Loan processing requirements
- E-mail reminder notices if your financial aid file is incomplete
- E-mail reminder notices of the need to submit your online award letter

You will also be allowed to make requests from our office via e-mail as well as standard methods of communication regarding your specific information. If you do not consent or if you rescind your consent, you should know that:

- No access will be available to online financial aid information and processes.
- No electronic correspondence will be permitted with the Financial Aid Office regarding your specific financial aid information.
- All correspondence will be sent through the U.S. Postal Service or other paper mail service, which may delay financial aid processing.
- Access to information due to a FERPA release on your record will be limited to requests made in writing, in person, or by phone. No information will be released via e-mail exchange.

- All requests made for information must be made in writing, in person, or by phone.

I agree to the following:

- Online contracts are as valid, legal, and enforceable as written records.
- This agreement applies to the use of electronic means of communication such as email and secure websites for official notifications concerning financial aid status, eligibility, awards, disbursements, and any related programs and services.

I can rescind this agreement at any time by completing an e-Agree Cancellation Form, available in the Financial Aid Office. Rescinding my e-Agree contract does not void other university contracts that I previously entered into electronically.

Student Affairs

Administrative Offices

The office hours for College of Continuing Professional Studies campuses vary. Please call the nearest campus, email go@drury.edu, or call (417) 873-7373.

Locations

Fort Leonard Wood

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

Harrisonville

512 Westchester Avenue
Harrisonville, MO 64701
(816) 793-0075

Monett

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

St. Robert Annex

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

Springfield

900 N. Benton Avenue
Bay Hall
Springfield, MO 65802
(417) 873-6829

Food Services

Meal Plans for 2026-2027

The university meal plans are listed below. These meal (block) plans give the student the ultimate in flexibility and control.

45 Blocks with \$150 Panther Bucks*
 90 Blocks with \$225 Panther Bucks
 120 Blocks with \$300 Panther Bucks
 150 Blocks with \$375 Panther Bucks
 180 Blocks with \$375 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, the Commons, and Einstein Bros. Bagels. 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, the Commons, and Einstein Bros. Bagels.

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.

Einstein Bros. Bagels

Einstein Bros. Bagels provides guests with freshly baked bagels, breakfast sandwiches, lunch sandwiches, coffee, catering and so much more. Einstein is located at the north entrance of the Chub” O’Reilly Enterprise Center.

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 & Development provides career development services beginning the first year of enrollment and continuing through graduation and beyond. CP&D 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 CP&D webpage at <https://www.drury.edu/compass-center/career>. CP&D is located in the Robert and Mary Cox Compass Center, in the O'Reilly Enterprise Center. You may contact CP&D by calling (417) 873-7284 or by emailing career@drury.edu.

Panther Health Clinic

Drury offers student health services through a contractual agreement with Mercy Health Systems. Full-time students who have completed and returned their individual student health forms (including physical exam and immunization records), and have paid their student health fee, are eligible for these services.

The Panther Clinic is supervised by Mercy Health Systems and is located in the south wing of Weiser Gym. Services are available during fall and spring semesters to full-time (12 hours or more) day students and international students covered by the Drury University student health insurance plan. The clinic is available during the summer to students enrolled in summer classes.

A nurse practitioner is available from 9:00 a.m. until 3:30 p.m. Monday through Friday. Services include private medical consultations, immunizations and self-care recommendations.

Accessibility and Disability Services

Drury University is committed to providing an inclusive environment for students with disabilities with equal access to academics and university life. Accommodations may be provided for students with all forms of disabilities in order to reduce barriers on campus in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). The primary goal of the provision of accommodations through Accessibility and Disability Services is to ensure all students have equal access to all Drury courses, programs, services, and activities.

To begin the process of planning for success, students are encouraged to present appropriate documentation before their first semester of classes and schedule a meeting with our office.

The Director of Accessibility and Disability Services may be contacted by calling 417-873-7457 or emailing Disability@drury.edu. More information can be found at <https://www.drury.edu/compass-center/accessibility-disability-support-services/>

International Support Services

International Support Services (ISS) provides assistance and support for international students and scholars in all matters beyond academics and athletics. The ISS office serves as a source for information and guidance on topics such as: maintaining visa status and immigration-related matters, petitioning for work authorization, licensing, applying for a social security number, filing income taxes, accessing the health care and health insurance, as well as counseling and assistance with cultural adjustment and integration. International Support Services is located in suite 107 of the Findlay Student Center.

Student Support Services Mission Statement

Drury University is fully committed to upholding and advancing an environment where every member of our community will treat each other with dignity and respect. We recognize that diverse experiences enrich our institution and all who pass through it. We honor, welcome, and respect all, no matter the age, sex, gender identity and expression, sexual orientation, ethnicity, race, socio-economic status, veteran status, ability, religion, or political beliefs. Inclusion is how we engage these differences to create a welcoming community and expand opportunities for collaboration. Educational and workplace equity refers to providing opportunities that enable every person to be successful as they work and learn at Drury.

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
- 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 150,000 unique paper titles held by the Olin Library, and over 400,000 of electronic book titles

SWAN – Search more than a million unique titles in the joint catalog of nine libraries in Southwest Missouri: Drury University, Southwest Baptist University, Ozarks Technical Community College, Mission

University, Missouri Southern State University, Crowder College, Cottey College, Ozark Christian College, and Evangel University. These books may be requested online for delivery by courier.

MOBIUS – Search for more than 7 million unique titles in the joint catalog of over 70 academic and public 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.

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.

Parking Regulations

Parking is available on the Springfield campus. Students will pay a \$25 parking fee per academic year and 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*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 their 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 their individual situation.

Non-Discrimination/Harassment Policy and Complaint Procedures

Approved by the Board of Trustees 05-16-14, Updated 10-1-15, 9-1-16, 7-22-20, 8-2-22, 4-1-24

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:

- A. Written or verbal abuse or threats
- B. Crude comments, jokes, or innuendo
- C. Taunts or intimidation
- D. Shouting, bullying or ridiculing
- E. Undermining of performance
- F. Offensive phone calls, texts or photos
- G. 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 are 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.

Title IX Coordinator
 Director of Human Resources
 Jennifer Baltes
 Drury University
 900 North Benton Avenue
 Burnham Hall 107

Springfield, MO 65802
 (417) 873-7266
 jbaltes01@drury.edu

Deputy Title IX Coordinator
 Executive Vice President of Student Affairs and Dean of Students
 Tijuana Julian
 Drury University
 900 North Benton Avenue
 Findlay Student Center 201
 Springfield, MO 65802
 (417) 873-7215
 tjulian@drury.edu

Deputy Title IX Coordinator
 Associate Provost
 Allin Sorenson
 Drury University
 900 North Benton Avenue
 Burnham Hall 203
 Springfield, MO 65802
 (417) 873-7291
 asorenson@drury.edu

Any employee or student who believes they have been subjected to discrimination or harassment on the basis of a protected class may initiate a complaint by filing a written complaint with the Title IX Coordinator. Complaints should detail:

- the date(s) and time(s) of the alleged conduct
- the names of all persons involved in the alleged conduct, including possible witnesses
- 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 Title IX Coordinator, then the complaint should be filed with the Deputy Coordinator specified above.

Administrators, supervisors, staff, 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 Title IX Coordinator. 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 Title IX Coordinator. 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 Title IX Coordinator 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). The Deputy Coordinator will assign an Investigation Officer who will review the complaint and commence an investigation as soon as practicable, but no 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, or 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 Title IX Coordinator, 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 Title IX Coordinator. The Title IX Coordinator 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 Title IX Coordinator 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 Title IX Coordinator may determine that such inappropriate behavior merits discipline, ongoing monitoring, coaching, or other appropriate action. If so, the Title IX Coordinator 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 Title IX Coordinator, in consultation with any appropriate administrator, dean, or other manager, will determine appropriate corrective and disciplinary action to be taken. In addition, the Title IX Coordinator 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 Title IX Coordinator, or the Deputy Title IX Coordinator

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 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 Deputy 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) 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 (5) 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 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.

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.

H. 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 Title IX Coordinator 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 Title IX Coordinator, 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 Title IX Coordinator, 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 Title IX Coordinator 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 Title IX Coordinator, 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, 6-1-15, 9-1-16, 8-1-18, 12-1-19, Updated 8-14-20, 8-2-22, 4-1-24, 1-24-25;

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 Sexual Harassment. Consistent with the U.S. Department of Education's implementing regulations for Title IX of the Education Amendments of 1972 ("Title IX") (see 34 C.F.R. § 106 et seq.), the University prohibits Sexual Harassment that occurs within its Education Programs or Activities.

For purposes of this policy, Sexual Harassment includes Quid Pro Quo Sexual Harassment, Hostile Environment Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking.

Sexual Harassment, whether verbal, physical, visual, or digital, is a form of prohibited conduct. The specific definitions of Sexual Harassment, including examples of such conduct, are set forth below.

The University's Sexual Harassment Policy defines the various forms of Sexual Harassment that violate the standards of our community, identifies resources, and outlines the University's process.

Administrators, faculty members, staff, students, contractors, guests, and other members of the University community who commit Sexual Harassment are subject to the full range of University discipline including verbal reprimand; written reprimand; mandatory training, coaching, or counseling; mandatory monitoring; partial or full probation; partial or full suspension; permanent separation from the institution (that is, termination or dismissal); physical restriction from University property; cancellation of contracts; and any combination of the same.

The University will provide persons who have experienced Sexual Harassment ongoing remedies as reasonably necessary to restore or preserve access to the University's Education Programs or Activities.

II. Scope

This policy applies to Sexual Harassment that occurs within the University's Education Programs or Activities and that is committed by a University employee, including staff, faculty, and administrators; students; applicants for employment; customers; third-party contractors; and all other persons that participate in the University's Education Programs or Activities, including third-party visitors on campus (the "University Community").

This policy does not apply to Sexual Harassment that occurs off-campus, in a private setting, and outside the scope of the University's Education Programs or Activities; such sexual misconduct may be prohibited by the Community Standards Policy if committed by a student, the Faculty Handbook if committed by a faculty member, or Staff Policy Handbook or other University policies and standards if committed by an employee.

This policy prohibits Sexual Harassment even when the Complainant and Respondent are members of the same sex, and it applies regardless of national origin, immigration status, or citizenship status.

Consistent with the U.S. Department of Education’s implementing regulations for Title IX, this policy does not apply to Sexual Harassment that occurs outside the geographic boundaries of the United States, even if the Sexual Harassment occurs in the University’s Education Programs or Activities. Sexual Harassment that occurs outside the geographic boundaries of the United States is governed by the Community Standards Policy if committed by a student, the Faculty Handbook if committed by a faculty member, or Staff Policy Handbook or other University policies and standards if committed by an employee.

III. Policy Definitions

- A. “Sexual Harassment” is conduct on the basis of sex that constitutes Quid Pro Quo Sexual Harassment, Hostile Environment Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, or Stalking.
- B. “Quid Pro Quo Sexual Harassment” is an employee of the University conditioning the provision of an aid, benefit, or service of the University on an individual’s participation in unwelcome sexual contact.
- C. “Hostile Environment Sexual Harassment” is unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person access to the University’s Education Programs or Activities.
- D. “Sexual Assault” includes the sex offenses of Rape, Sodomy, Sexual Assault with an Object, Fondling, Incest, and Statutory Rape.
 1. “Rape” is the carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity. There is “carnal knowledge” if there is the slightest penetration of the vagina or penis by the sexual organ of the other person. Attempted Rape is included.
 2. “Sodomy” is oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 3. “Sexual Assault with an Object” is using an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity. An “object” or “instrument” is anything used by the offender other than the offender’s genitalia.
 4. “Fondling” is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 5. “Incest” is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by Missouri law.
 6. “Statutory Rape” is sexual intercourse with a person who is under the statutory age of consent as defined by Missouri law.
- E. “Domestic Violence” is felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of Missouri, 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 Missouri.

- F. "Dating Violence" is violence committed by a person –
 - 1. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - 2. Where the existence of such a relationship will be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
- G. "Stalking" is engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - Fear for their safety or the safety of others; or
 - Suffer substantial emotional distress.
- H. "Consent" refers to words or actions that a reasonable person in the perspective of the Respondent would understand as agreement to engage in the sexual conduct at issue. A person who is Incapacitated is not capable of giving Consent.

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

As defined above, consent is a mutual, voluntary, and informed agreement to participate in specific sexual acts with another person that is not achieved through unreasonable manipulation or coercion—or any kind of physical force or weapon—and requires having cognitive ability to agree to participate. Consent requires an outward demonstration, through mutually understandable words, conduct or action, indicating that an individual has freely chosen to engage in the specific sexual acts. A verbal "no" constitutes lack of consent, even if it sounds insincere or indecisive.

Impairment or incapacitation due to alcohol and/or drug use, permanent/ temporary psychological or physical disability, and being below the age of consent in the applicable jurisdiction are factors which detract from or make consent impossible.

Silence or an absence of resistance does not imply consent, and consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Even in the context of an ongoing relationship, consent must be sought and freely given for each specific sexual act. Consent may be withdrawn at any time. When consent is withdrawn, sexual activity must immediately stop.

- I. "Incapacitated" refers to the state where a person has 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.

An individual is also considered incapacitated, and therefore unable to give consent, when asleep, unconscious, or otherwise unaware that sexual contact is occurring.

Incapacitation can only be found when the Respondent knew or should have known that the Complainant was incapacitated when viewed from the position of a sober, reasonable person. One's own intoxication is not an excuse for failure to recognize another person's incapacitation.

Incapacitation may result from the use of alcohol and/or other drugs; however, consumption of alcohol of other drugs, inebriation, or intoxication alone are insufficient to establish incapacitation.

Incapacitation is beyond mere drunkenness or intoxication. The impact of alcohol or drugs varies from person to person, and evaluating incapacitation requires an assessment of how consumption of alcohol and/or drugs impacts an individual's:

- Decision-making ability
- Awareness of consequences
- Ability to make informed judgments
- Capacity to appreciate the nature of circumstances of the act.

No single factor is determinative of incapacitation. Some common signs that someone may be incapacitated include slurred speech, confusion, shaky balance, stumbling or falling down, vomiting, and unconsciousness.

- J. "Retaliation" is intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX and its implementing regulations or because an individual has made a report or Formal Complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy.
- K. "Complainant" means an individual who is alleged to be the victim of conduct that could constitute Sexual Harassment.
- L. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment.
- M. "Formal Complaint" means a document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that the University investigate the allegation of Sexual Harassment in accordance with this policy. At the time of filing a Formal Complaint, a Complainant must be participating in or attempting to participate in the University's Education Programs or Activities. A "document filed by a Complainant" means a document or electronic submission (such as an email) that contains the Complainant's physical or electronic signature or otherwise indicates that the Complainant is the person filing the Complaint.
- N. "Supportive Measures" are non-disciplinary, non-punitive individualized services offered, as appropriate, and reasonably available, and without fee or charge, that are designed to restore or preserve equal access to the University's Education Programs or Activities without unreasonably burdening another party, including measures designed to protect the safety of all parties implicated by a report or the University's education environment, or to deter Sexual Harassment. Supportive Measures may include: counseling, extensions of academic or other deadlines, course-related adjustments, modifications to work or class schedules, campus escort services, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of campus, and other similar measures. Supportive Measures may also include mutual restrictions on contact between the parties implicated by a report.
- O. "Education Programs or Activities" refers to all the operations of the University, including, but not limited to, in-person and online educational instruction, employment, extracurricular activities, athletics, residence life, dining services, performances, and community engagement and outreach programs. The term applies to all activity that occurs on campus or on other property owned or occupied by the University. It also includes off-campus locations, events, or circumstances over which the University exercises substantial control over the Respondent and

the context in which the Sexual Harassment occurs, including Sexual Harassment occurring in any building owned or controlled by a student organization that is officially recognized by the University.

IV. Understanding Hostile Environment Sexual Harassment

In determining whether a hostile environment exists, the University will consider the totality of circumstances, including factors such as the actual impact the conduct has had on the Complainant; the nature and severity of the conduct at issue; the frequency and duration of the conduct; the relationship between the parties (including accounting for whether one individual has power or authority over the other); the context in which the conduct occurred; and the number of persons affected. The University will evaluate the totality of circumstances from the perspective of a reasonable person in the Complainant's position. A person's adverse subjective reaction to conduct is not sufficient, in and of itself, to establish the existence of a hostile environment.

The University encourages members of the University Community to report any and all instances of Sexual Harassment, even if they are unsure whether the conduct rises to the level of a policy violation.

Some specific examples of conduct that may constitute Sexual Harassment if unwelcome include, but are not limited to:

- Unreasonable pressure for a dating, romantic, or intimate relationship or sexual contact
- Unwelcome kissing, hugging, or massaging
- Sexual innuendos, jokes, or humor
- Displaying sexual graffiti, pictures, videos, or posters
- Using sexually explicit profanity
- Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities
- E-mail, internet, or other electronic use that violates this policy
- Leering or staring at someone in a sexual way, such as staring at a person's breasts or groin
- Sending sexually explicit emails, text messages, or social media posts
- Commenting on a person's dress in a sexual manner
- Giving unwelcome personal gifts such as lingerie that suggest the desire for a romantic relationship

V. Reporting Sexual Harassment

Any person may report Sexual Harassment to the Title IX Coordinator. Reports may be made in person, by regular mail, telephone, electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's written report.

Title IX Coordinator

Jennifer Baltes
Director of Human Resources
Burnham Hall 107
(417) 873-7266
jbates01@drury.edu

Deputy Title IX Coordinator

Dr. Allin Sorenson
Associate Provost
Burnham Hall 203
(417) 873-7291
asorenson@drury.edu

Deputy Title IX Coordinator

Dr. Tijuana Julian
Executive Vice President of
Student Affairs and Dean of
Students
Findlay Student Center 201
(417) 873-7215
tjulian@drury.edu

In addition to reporting to the Title IX Coordinator or Deputy Title IX Coordinators, any person may report Sexual Harassment to any University employee with managerial authority over other employees, including deans, department heads, unit supervisors, and other managers (collectively "Reporting Officials") who must promptly forward such report of Sexual Harassment to the Title IX Coordinator. University employees who are not Reporting Officials are encouraged, but are not required to, forward reports of Sexual Harassment to the Title IX Coordinator.

An anonymous report can also be made at:

<https://www.drury.edu/security/confidential-web-tip-information-system>. However, Reporting Officials cannot fulfill their reporting obligation by using this anonymous mechanism.

A person may also file a complaint with the United States Department of Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting this link:

<https://www2.ed.gov/about/offices/list/ocr/docs/howto.pdf> or by calling 1-800-421-3481.

If a student or employee desires to talk confidentially about a situation, there are resources available. The following resources are 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):

1. Burrell on Campus Behavioral Health Services is available to students. Burrell 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. Burrell on Campus is located in the Findlay Student Center, Room 114. Students can schedule appointments by visiting <https://www.drury.edu/counseling/forms/MakeAnAppt.php>, or by contacting a counselor directly.

David Johnson
Findlay Student Center 114
(417) 873-7624
djohnson036@drury.edu

Ty Thornton
Findlay Student Center 114
(417) 873-7624
Tthornton003@drury.edu

Andrea Bench
Findlay Student Center 114
(417) 873-7624
abench003@drury.edu

2. The Employee Assistance Program (EAP) through New Directions is available to employees. Call 1-800-624-5544 or visit their website at <https://www.ndbh.com/> (employer code Drury).
3. The University's Chaplain is available to talk with students and employees. Contact information is as follows: Pearsons Hall, Room 308, (417) 873-7231.

VI. Conduct that Constitutes a Crime

Any person who wishes to make a report or Formal Complaint of Sexual Harassment that also constitutes a crime—including Sexual Assault, Domestic Violence, Dating Violence, and 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 person may decline to notify such authorities.

VII. Special Guidance for Individuals Reporting Sexual Assault, Domestic Violence, Dating Violence, or Stalking

If you believe you are the victim of Sexual Assault, Domestic Violence, or Dating Violence, get to safety and 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. For those who believe that they are victims of Sexual Assault, Domestic Violence, or Dating Violence, the University recommends the following:

- Get to a safe place as soon as possible.
- Try to preserve all physical evidence of the crime—avoid bathing, using the toilet, rinsing one's mouth or changing clothes. If it is necessary, put all clothing that was worn at the time of the incident in a paper bag, not a plastic one.
- Do not launder or discard bedding or otherwise clean the area where the assault occurred—preserve for law enforcement.
- Preserve all forms of electronic communication that occurred before, during, or after the assault.
- Contact law enforcement by calling 911.
- Get medical attention - all medical injuries are not immediately apparent. This will also help collect evidence that may be needed in case the individual decides to press charges. Local hospitals have evidence collection kits necessary for criminal prosecution should the victim wish to pursue charges. Take a full change of clothing, including shoes, for use after a medical examination.
- Contact a trusted person, such as a friend or family member for support.
- Talk with a professional licensed counselor, University Chaplain, or health care provider who can help explain options, give information, and provide emotional support.
- Make a report to the Title IX Coordinator.
- Explore this policy and avenues for resolution under the Sexual Harassment Policy.

It is also important to take steps to preserve evidence in cases of Stalking, to the extent such evidence exists. Such evidence is more likely to be in the form of letters, emails, text messages, electronic images, etc. rather than evidence of physical contact and violence. This type of non-physical evidence will also be useful in all types of Sexual Harassment investigations.

Once a report of Sexual Assault, Domestic Violence, Dating Violence, or Stalking is made, the victim 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 Harassment

- Requesting further information about available resources

Drury Safety & Security can assist individuals in obtaining a protective order.

VIII. Preliminary Assessment

After receiving a report under “Reporting Sexual Harassment,” the Title IX Coordinator will conduct a preliminary assessment to determine:

- Whether the conduct, as reported, falls or could fall within the scope of this policy (see “Scope”); and
- Whether the conduct, as reported, constitutes or could constitute Sexual Harassment.

If the Title IX Coordinator determines that the conduct reported could not fall within the scope of the policy, and/or could not constitute Sexual Harassment, even if investigated, the Title Coordinator will close the matter and may notify the reporting party if doing so is consistent with the Family Educational Rights and Privacy Act (“FERPA”). The Title IX Coordinator may refer the report to other University offices, as appropriate.

If the Title IX Coordinator determines that the conduct reported could fall within the scope of the policy, and/or could constitute Sexual Harassment, if investigated, the Title IX Coordinator will proceed to contact the Complainant (see “Contacting the Complainant”).

As part of the preliminary assessment, the Title IX Coordinator may take investigative steps to determine the identity of the Complainant, if it is not apparent from the report.

IX. Contacting the Complainant

If a report is not closed as a result of the preliminary assessment (see “Preliminary Assessment”) and the Complainant’s identity is known, the Title IX Coordinator will promptly contact the Complainant to discuss the availability of Supportive Measures (see “Supportive Measures”); to discuss and consider the Complainant’s wishes with respect to Supportive Measures; to inform the Complainant about the availability of Supportive Measures with or without filing a Formal Complaint; and to explain the process for filing and pursuing a Formal Complaint. The Complainant will also be provided options for filing complaints with the local police and information about resources that are available on campus and in the community.

X. Supportive Measures

If a report is not closed as a result of the preliminary assessment (see “Preliminary Assessment”), the University will offer and make available Supportive Measures to the Complainant regardless of whether the Complainant elects to file a Formal Complaint.

Contemporaneously with the Respondent being notified of a Formal Complaint, the Title IX Coordinator will notify the Respondent of the availability of Supportive Measures for the Respondent, and the University will offer and make available Supportive Measures to the Respondent in the same manner in which it offers and makes them available to the Complainant. The University will also offer and make available Supportive Measures to the Respondent prior to the Respondent being notified of a Formal Complaint, if the Respondent requests such measures.

The University will maintain the confidentiality of Supportive Measures provided to either a Complainant or Respondent, to the extent that maintaining such confidentiality does not impair the University’s ability to provide the Supportive Measures in question.

XI. Interim Removal

At any time after receiving a report of Sexual Harassment, the Title IX Coordinator may remove a student Respondent from one or more of the University’s Education Programs or Activities on a temporary basis if an individualized safety and risk analysis determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment justifies removal. In the event the Title IX Coordinator imposes an interim removal, the Title IX Coordinator must offer to meet with the Respondent within twenty-four hours and provide the Respondent an opportunity to challenge the interim removal.

In the case of a Respondent who is a non-student employee (administrator, faculty, or staff), and in its discretion, the University may place the Respondent on administrative leave at any time after receiving a report of Sexual Harassment, including during the pendency of the investigation and adjudication process (see “Investigation” and “Adjudication”).

For all other Respondents, including independent contractors and guests, the University retains broad discretion to prohibit such persons from entering onto its campus and other properties at any time, and for any reason, whether after receiving a report of Sexual Harassment or otherwise.

XII. Formal Complaint

A Complainant may file a Formal Complaint with the Title IX Coordinator requesting that the University investigate and adjudicate a report of Sexual Harassment in accordance with the provisions “Investigation” and “Adjudication.” Provided, however, that at the time the Complainant submits a Formal Complaint, the Complainant must be participating in, or attempting to participate in, one or more of the University’s Education Programs or Activities.

A Complainant may file a Formal Complaint with the Title IX Coordinator in person, by regular mail, or by email using the contact information specified in “Reporting Sexual Harassment.” No person may submit a Formal Complaint on the Complainant’s behalf.

In any case, including a case where a Complainant elects not to file a Formal Complaint, the Title IX Coordinator may file a Formal Complaint on behalf of the University if doing so is not clearly unreasonable. Such action will normally be taken in limited circumstances involving serious or repeated conduct or where the alleged perpetrator may pose a continuing threat to the University Community. Factors the Title IX

Coordinator may consider include (but are not limited to): (a) was a weapon involved in the incident; (b) were multiple assailants involved in the incident; (c) is the accused a repeat offender; and (d) does the incident create a risk of occurring again.

If the Complainant or the Title IX Coordinator files a Formal Complaint, then the University will commence an investigation as specified in “Reporting Sexual Harassment” and proceed to adjudicate the matter as specified in “Adjudication,” below. In all cases where a Formal Complaint is filed, the Complainant will be treated as a party, irrespective of the party’s level of participation.

In a case where the Title IX Coordinator files a Formal Complaint, the Title IX Coordinator will not act as a Complainant or otherwise as a party for purposes of the investigation and adjudication processes.

XIII. Consolidation of Formal Complaints

The University may consolidate Formal Complaints as to allegations of Sexual Harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of Sexual Harassment arise out of the same facts or circumstances. Where the investigation and adjudication process involve more than one Complainant or more than one Respondent, references in this policy to the singular “party,” “Complainant,” or “Respondent” include the plural, as applicable. A Formal Complaint of Retaliation may be consolidated with a Formal Complaint of Sexual Harassment.

XIV. Dismissal Prior to Commencement of Investigation

In a case where the Complainant files a Formal Complaint, the Title IX Coordinator will evaluate the Formal Complaint and must dismiss it if the Title IX Coordinator determines:

- The conduct alleged in the Formal Complaint would not constitute Sexual Harassment, even if proved; or
- The conduct alleged in the Formal Complaint falls outside the scope of the policy specified in “Scope” (that is, because the alleged conduct did not occur in the University’s Education Programs or Activities and/or the alleged conduct occurred outside the geographic boundaries of the United States).

In the event the Title IX Coordinator determines the Formal Complaint should be dismissed pursuant to this Section, the Title IX Coordinator will provide written notice of dismissal to the parties and advise them of their right to appeal as specified in “Appeal.” The Title IX Coordinator may refer the subject matter of the Formal Complaint to other University offices, as appropriate. A dismissal pursuant to this Section is presumptively a final determination for purposes of this policy, unless otherwise specified in writing by the Title IX Coordinator in the written notice of dismissal.

XV. Notice of Formal Complaint

Within five (5) days of the Title IX Coordinator receiving a Formal Complaint, the Title IX Coordinator will transmit a written notice to the Complainant and Respondent that includes:

- A physical copy of this policy or a hyperlink to this policy;
- Sufficient details known at the time so that the parties may prepare for an initial interview with the investigator, to include the identities of the parties involved in the incident (if known), the conduct allegedly constituting Sexual Harassment, and the date and location of the alleged incident (if known);
- A statement that the Respondent is presumed not responsible for the alleged Sexual Harassment and that a determination of responsibility will not be made until the conclusion of the adjudication and any appeal;

- Notifying the Complainant and Respondent of their right to be accompanied by an advisor of their choice, as specified in “Advisor of Choice.”
- Notifying the Complainant and Respondent of their right to inspect and review evidence as specified in “Access to Evidence.”
- Notifying the Complainant and Respondent of the University’s prohibitions on retaliation and false statements specified in Sections “Retaliation” and “Bad Faith Complaints and False Information.”
- Information about resources that are available on campus and in the community.

Should the University elect, at any point, to investigate allegations that are materially beyond the scope of the initial written notice, the University will provide a supplemental written notice describing the additional allegations to be investigated.

XVI. Investigation

A. Commencement and Timing

After the written notice of Formal Complaint is transmitted to the parties, an investigator selected by the Title IX Coordinator will undertake an investigation to gather evidence relevant to the alleged misconduct, including inculpatory and exculpatory evidence. The burden of gathering evidence sufficient to reach a determination in the adjudication lies with the University and not with the parties. The investigation will culminate in a written investigation report, specified in “Investigation Report,” that will be submitted to the adjudicator during the selected adjudication process. Although the length of each investigation may vary depending on the totality of the circumstances, the University strives to complete each investigation within thirty (30) to forty-five (45) days of the transmittal of the written notice of Formal Complaint.

B. Equal Opportunity

During the investigation, the investigator will provide an equal opportunity for the parties to be interviewed, to present witnesses (including fact and expert witnesses), and to present other inculpatory and exculpatory evidence. Notwithstanding the foregoing, the investigator retains discretion to limit the number of witness interviews the investigator conducts if the investigator finds that testimony would be unreasonably cumulative, if the witnesses are offered solely as character references and do not have information relevant to the allegations at issue, or if the witnesses are offered to render testimony that is categorically inadmissible, such as testimony concerning sexual history of the Complainant, as specified in “Sexual History.” The investigator will not restrict the ability of the parties to gather and present relevant evidence on their own.

The investigation is a party’s opportunity to present testimonial and other evidence that the party believes is relevant to the resolution of the allegations in the Formal Complaint. A party that is aware of and has a reasonable opportunity to present particular evidence and/or identify particular witnesses during the investigation, and elects not to, will be prohibited from introducing any such evidence during the adjudication absent a showing of mistake, inadvertence, surprise, or excusable neglect.

C. Documentation of Investigation

The investigator will take reasonable steps to ensure the investigation is documented. Interviews of the parties and witnesses may be documented by the investigator’s notes, audio recorded, video recorded, or transcribed. The particular method utilized to record the interviews of parties and witnesses will be determined by the investigator in the investigator’s sole discretion, although whatever method is chosen shall be used consistently throughout a particular investigation.

D. Access to the Evidence

At the conclusion of the evidence-gathering phase of the investigation, but prior to the completion of the investigation report, the Investigating Officer will transmit to each party and their advisor, in either electronic or hard copy form, all evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including evidence the University may choose not to rely on at any hearing and inculpatory or exculpatory evidence whether obtained from a party or some other source. Thereafter, the parties will have ten (10) days in which to submit to the investigator a written response, which the investigator will consider prior to completing the investigation report. The parties and their advisors are permitted to review the evidence solely for the purposes of this grievance process and may not duplicate or disseminate the evidence to the public.

E. Investigation Report

After the period for the parties to provide any written response, as specified in “Access to Evidence,” has expired, the investigator will complete a written investigation report that fairly summarizes the various steps taken during the investigation, summarizes the relevant evidence collected, lists material facts on which the parties agree, and lists material facts on which the parties do not agree. When the investigation report is complete, the investigator will transmit a copy to the Title IX Coordinator. The investigator will also transmit the investigation report to each party and their advisor, in either electronic or hard copy form.

XVII. Adjudication Process Selection

After the investigator has sent the investigation report to the parties, the Title IX Coordinator will transmit to each party a notice advising the party of the two different adjudication processes specified in “Adjudication.” The notice will explain that the hearing process specified in “Hearing Process” is the default process for adjudicating all Formal Complaints and will be utilized unless both parties voluntarily consent to administrative adjudication as specified in “Administrative Adjudication (Optional)” as a form of informal resolution. The notice will be accompanied by a written consent to administrative adjudication and will advise each party that, if both parties execute the written consent to administrative adjudication, then the administrative adjudication process will be used in lieu of the hearing process. Parties are urged to carefully review this policy (including the entirety of “Adjudication”), consult with their advisor, and consult with other persons as they deem appropriate (including an attorney) prior to consenting to administrative adjudication.

Each party will have three (3) days from transmittal of the notice specified in this Section to return the signed written consent form to the Title IX Coordinator. If either party does not timely return the signed written consent, that party will be deemed not to have consented to administrative adjudication and the Formal Complaint will be adjudicated pursuant to the hearing process.

XVIII. Adjudication

A. Hearing Process

The default process for adjudicating Formal Complaints is the hearing process specified in this Section (“Hearing Process”). The hearing process will be used to adjudicate all Formal Complaints unless both parties timely consent to administrative adjudication as specified in “Adjudication Process Selection.”

1. Hearing Officer

After selection of the hearing process as the form of administrative adjudication, the Title IX Coordinator will promptly appoint a hearing officer who will oversee the hearing process and render a determination of responsibility for the allegations in the Formal Complaint, at the conclusion of the hearing process. The Title IX Coordinator will see that the hearing officer is provided a copy of the investigation report and a copy of all evidence transmitted to the parties by the investigator as specified in “Access to Evidence.”

2. Hearing Notice and Response to the Investigation Report

After the hearing officer is appointed by the Title IX Coordinator, the hearing officer will promptly transmit written notice to the parties notifying the parties of the hearing officer’s appointment; setting a deadline for the parties to submit any written response to the investigation report; setting a date for the pre-hearing conference; setting a date and time for the hearing; and providing a copy of the University’s Hearing Procedures. Neither the pre-hearing conference, nor the hearing itself, may be held any earlier than ten (10) days from the date of transmittal of the written notice specified in this Section (“Hearing Notice and Response to the Investigation Report”).

A party’s written response to the investigation report must include:

- To the extent the party disagrees with the investigation report, any argument or commentary regarding such disagreement;
- Any argument that evidence should be categorically excluded from consideration at the hearing based on privilege, relevance, the prohibition on the use of sexual history specified in “Sexual History,” or for any other reason;
- A list of any witnesses that the party contends should be requested to attend the hearing pursuant to an attendance notice issued by the hearing officer;
- A list of any witnesses that the party intends to bring to the hearing without an attendance notice issued by the hearing officer;
- Any objection that the party has to the University’s hearing procedures;
- Any request that the parties be separated physically during the pre-hearing conference and/or hearing;
- Any other accommodations that the party seeks with respect to the pre-hearing conference and/or hearing;
- The name and contact information of the advisor who will accompany the party at the pre-hearing conference and hearing;
- If the party does not have an advisor who will accompany the party at the hearing, a request that the University provide an advisor for purposes of conducting questioning as specified in “Hearing.”

A party’s written response to the investigation report may also include:

- Argument regarding whether any of the allegations in the Formal Complaint are supported by a clear and convincing standard of evidence; and
- Argument regarding whether any of the allegations in the Formal Complaint constitute Sexual Harassment.

3. Pre-Hearing Conference

Prior to the hearing, the hearing officer will conduct a pre-hearing conference with the parties and their advisors. The pre-hearing conference will be conducted live, with simultaneous and contemporaneous participation by the parties and their advisors. By default, the pre-hearing conference will be conducted with the hearing officer, the parties, the advisors, and other necessary University personnel together in the same physical location. However, upon request of either party, the parties will be separated into different rooms with technology enabling the parties to participate simultaneously and contemporaneously by video and audio.

In the hearing officer's discretion, the pre-hearing conference may be conducted virtually, by use of video and audio technology, where all participants participate simultaneously and contemporaneously by use of such technology.

During the pre-hearing conference, the hearing officer will discuss the hearing procedures with the parties; address matters raised in the parties' written responses to the investigation report, as the hearing officer deems appropriate; discuss whether any stipulations may be made to expedite the hearing; discuss the witnesses the parties have requested be served with notices of attendance and/or witnesses the parties plan to bring to the hearing without a notice of attendance; and resolve any other matters that the hearing officer determines, in the hearing officer's discretion, should be resolved before the hearing.

4. Issuance of Notices of Attendance

After the pre-hearing conference, the hearing officer will transmit notices of attendance to any University employee (including administrator, faculty, or staff) or student whose attendance is requested at the hearing as a witness. The notice will advise the subject of the specified date and time of the hearing and advise the subject to contact the hearing officer immediately if there is a material and unavoidable conflict.

The subject of an attendance notice should notify any manager, faculty member, coach, or other supervisor, as necessary, if attendance at the hearing will conflict with job duties, classes, or other obligations. All such managers, faculty members, coaches, and other supervisors are required to excuse the subject of the obligation, or provide some other accommodation, so that the subject may attend the hearing as specified in the notice.

The University will not issue a notice of attendance to any witness who is not an employee or a student.

5. Hearing

After the pre-hearing conference, the hearing officer will convene and conduct a hearing pursuant to the University's Hearing Procedures. The hearing will be audio recorded. The audio recording will be made available to the parties for inspection and review on reasonable notice, including for use in preparing any subsequent appeal.

The hearing will be conducted live, with simultaneous and contemporaneous participation by the parties and their advisors. By default, the hearing will be conducted with the hearing officer, the parties, the advisors, witnesses, and other necessary University personnel together in the same physical location. However, upon request of either party,

the parties will be separated into different rooms with technology enabling the parties to participate simultaneously and contemporaneously by video and audio. In the hearing officer's discretion, the hearing may be conducted virtually, by use of video and audio technology, where all participants participate simultaneously and contemporaneously by use of such technology.

While the Hearing Procedures and rulings from the hearing officer will govern the particulars of the hearing, each hearing will include, at a minimum:

- Opportunity for each party to address the hearing officer directly and to respond to questions posed by the hearing officer;
- Opportunity for each party's advisor to ask directly, orally, and in real time, relevant questions, and follow up questions, of the other party and any witnesses, including questions that support or challenge credibility;
- Opportunity for each party to raise contemporaneous objections to testimonial or non-testimonial evidence and to have such objections ruled on by the hearing officer and a reason for the ruling provided;
- Opportunity for each party to submit evidence that the party did not present during the investigation due to mistake, inadvertence, surprise, or excusable neglect;
- Opportunity for each party to make a brief closing argument.

Except as otherwise permitted by the hearing officer, the hearing will be closed to all persons except the parties, their advisors, the investigator, the hearing officer, the Title IX Coordinator, and other necessary University personnel. With the exception of the investigator and the parties, witnesses will be sequestered until such time as their testimony is complete.

During the hearing, the parties and their advisors will have access to the investigation report and evidence that was transmitted to them pursuant to "Access to Evidence."

While a party has the right to attend and participate in the hearing with an advisor, a party and/or advisor who materially and repeatedly violates the rules of the hearing in such a way as to be materially disruptive, may be barred from further participation and/or have their participation limited, as the case may be, in the discretion of the hearing officer.

Subject to the minimum requirements specified in this Section ("Hearing"), the hearing officer will have sole discretion to determine the manner and particulars of any given hearing, including with respect to the length of the hearing, the order of the hearing, and questions of admissibility. The hearing officer will independently and contemporaneously screen questions for relevance in addition to resolving any contemporaneous objections raised by the parties and will explain the rationale for any evidentiary rulings.

The hearing is not a formal judicial proceeding and strict rules of evidence do not apply. The hearing officer will have discretion to modify the Hearing Procedures, when good cause exists to do so, and provided the minimal requirements specified in this Section ("Hearing") are met.

6. Subjection to Questioning

In the event that any party or witness refuses to attend the hearing, or attends but refuses to submit to questioning by the parties' advisors, the statements of that party or witness, as the case may be, whether given during the investigation or during the hearing, will not be considered by the hearing officer in reaching a determination of responsibility.

Notwithstanding the foregoing, the hearing officer may consider the testimony of any party or witness, whether given during the investigation or during the hearing, if the parties jointly stipulate that the testimony may be considered or in the case where neither party requested attendance of the witness at the hearing.

In applying this Section ("Subjection to Questioning"), the hearing officer will not draw an inference about the determination regarding responsibility based solely on a party or a witness's absence from the live hearing and/or refusal to submit to questioning by the parties' advisors.

7. Deliberation and Determination

After the hearing is complete, the hearing officer will objectively evaluate all relevant evidence collected during the investigation, including both inculpatory and exculpatory evidence, together with testimony and non-testimony evidence received at the hearing, and ensure that any credibility determinations made are not based on a person's status as a Complainant, Respondent, or witness. The hearing officer will take care to exclude from consideration any evidence that was ruled inadmissible at the pre-hearing conference, during the hearing, or by operation of "Subjection to Questioning." The hearing officer will resolve disputed facts using a clear and convincing standard of evidence (that is, "concluding that a fact is highly probable to be true") and reach a determination regarding whether the facts that are supported by a clear and convincing standard of evidence constitute one or more violations of the policy as alleged in the Formal Complaint.

8. Discipline and Remedies

In the event the hearing officer determines that the Respondent is responsible for violating this policy, the hearing officer will, prior to issuing a written decision, consult with an appropriate University official with disciplinary authority over the Respondent and such official will determine any discipline to be imposed. The hearing officer will also, prior to issuing a written decision, consult with the Title IX Coordinator who will determine whether and to what extent ongoing support measures or other remedies will be provided to the Complainant.

9. Written Decision

After reaching a determination and consulting with the appropriate University official and Title IX Coordinator as required by "Discipline and Remedies," the hearing officer will prepare a written decision that will include:

- Identification of the allegations potentially constituting Sexual Harassment made in the Formal Complaint;
- A description of the procedural steps taken by the University upon receipt of the Formal Complaint, through issuance of the written decision, including notification to the parties, interviews with the parties and witnesses, site visits, methods used to gather non-

testimonial evidence, and the date, location, and people who were present at or presented testimony at the hearing.

- Articulate findings of fact, made under a clear and convincing standard of evidence, that support the determination;
- A statement of, and rationale for, each allegation that constitutes a separate potential incident of Sexual Harassment, including a determination regarding responsibility for each separate potential incident;
- The discipline determined by the appropriate University official as referenced in “Discipline and Remedies”;
- Whether the Complainant will receive any ongoing support measures or other remedies as determined by the Title IX Coordinator; and
- A description of the University’s process and grounds for appeal, as specified in “Appeal.”

The hearing officer’s written determination will be transmitted to the parties. Transmittal of the written determination to the parties concludes the hearing process, subject to any right of appeal as specified in “Appeal.”

Although the length of each adjudication by hearing will vary depending on the totality of the circumstances, the University strives to issue the hearing officer’s written determination within fourteen (14) days of the conclusion of the hearing.

B. Administrative Adjudication (Optional)

In lieu of the hearing process, the parties may consent to have a Formal Complaint resolved by administrative adjudication as a form of informal resolution. Administrative adjudication is voluntary and must be consented to in writing by both parties and approved by the Title IX Coordinator as specified in “Adjudication Process Selection.” At any time prior to the issuance of the administrative officer’s determination, a party has the right to withdraw from administrative adjudication and request a live hearing as specified in “Hearing Process.”

If administrative adjudication is selected, the Title IX Coordinator will appoint an administrative officer. The Title IX Coordinator will see that the administrative adjudicator is provided a copy of the investigation report and a copy of all the evidence transmitted to the parties by the investigator as specified in “Access to Evidence.”

The administrative officer will promptly send written notice to the parties notifying the parties of the administrative officer’s appointment; setting a deadline for the parties to submit any written response to the investigation report; and setting a date and time for each party to meet with the administrative officer separately. The administrative officer’s meetings with the parties will not be held any earlier than ten (10) days from the date of transmittal of the written notice specified in this paragraph.

A party’s written response to the investigation report must include:

- To the extent the party disagrees with the investigation report, any argument or commentary regarding such disagreement;
- Any argument that a particular piece or class of evidence should be categorically excluded from consideration at the hearing based on privilege, relevance, the prohibition on the use of sexual history specified in “Sexual History,” or for any other reason;

- Argument regarding whether any of the allegations in the Formal Complaint are supported by a clear and convincing standard of evidence;
- Argument regarding whether any of the allegations in the Formal Complaint constitute Sexual Harassment.

After reviewing the parties' written responses, the administrative officer will meet separately with each party to provide the party with an opportunity make any oral argument or commentary the party wishes to make and for the administrative officer to ask questions concerning the party's written response, the investigative report, and/or the evidence collected during the investigation.

After meeting with each party, the administrative officer will objectively reevaluate all relevant evidence, including both inculpatory and exculpatory evidence and ensure that any credibility determinations made are not based on a person's status as a Complainant, Respondent, or witness. The administrative officer will take care to exclude from consideration any evidence that the administrative officer determines should be ruled inadmissible based on the objections and arguments raised by the parties in their respective written responses to the investigation report. The administrative officer will resolve disputed facts using a clear and convincing standard of evidence (that is, "concluding that a fact is highly probable to be true") and reach a determination regarding whether the facts that are supported by a clear and convincing standard of evidence constitute one or more violations of the policy as alleged in the Formal Complaint.

Thereafter, the administrative officer will consult with any University official and the Title IX Coordinator, in the manner specified in "Deliberation and Determination" and will prepare and transmit a written decision in the manner as specified in "Written Decision" which shall serve as a resolution for purposes of informal resolution.

Transmittal of the administrative officer's written determination concludes the administrative adjudication, subject to any right of appeal as specified in "Appeal."

Although the length of each administrative adjudication will vary depending on the totality of the circumstances, the University strives to issue the administrative officer's written determination within twenty-one (21) days of the transmittal of the initiating written notice specified in this Section ("Administrative Adjudication").

Other language in this Section notwithstanding, informal resolution will not be permitted if the Respondent is a non-student employee accused of committing Sexual Harassment against a student.

XIX. Dismissal During Investigation or Adjudication

The University shall dismiss a Formal Complaint at any point during the investigation or adjudication process if the Title IX Coordinator determines that one or more of the following is true:

- The conduct alleged in the Formal Complaint would not constitute Sexual Harassment, even if proved; or
- The conduct alleged in the Formal Complaint falls outside the scope of the policy specified in "Scope" (that is, because the alleged conduct did not occur in the University's Education Programs or Activities and/or the alleged conduct occurred outside the geographic boundaries of the United States).

The University may dismiss a Formal Complaint at any point during the investigation or adjudication process if the Title IX Coordinator determines that any one or more of the following is true:

- The Complainant provides the Title IX Coordinator written notice that the Complainant wishes to withdraw the Formal Complaint or any discrete allegations therein (in which case those discrete allegations may be dismissed);
- The Complainant fails to communicate with the Title IX Coordinator or designee about the case, or otherwise fails to participate in the Title IX process, even in the absence of submitting a formal withdrawal of the Formal Complaint;
- The Respondent is no longer enrolled or employed by the University, as the case may be; or
- Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the Formal Complaint, or any discrete allegations therein (in which case those discrete allegations may be dismissed).

In the event the Title IX Coordinator dismisses a Formal Complaint pursuant to this Section, the Title IX Coordinator will provide written notice of dismissal to the parties and advise them of their right to appeal as specified in "Appeal." The Title IX Coordinator may refer the subject matter of the Formal Complaint to other University offices, as appropriate. A dismissal pursuant to this Section is presumptively a final determination as it pertains to this policy, unless otherwise specified in writing by the Title IX Coordinator in the written notice of dismissal.

XX. Appeal

Either party may appeal the determination of an adjudication, or a dismissal of a Formal Complaint, on one or more of the following grounds:

- A procedural irregularity affected the outcome;
- There is new evidence that was not reasonably available at the time the determination or dismissal was made, that could have affected the outcome;
- The Title IX Coordinator, investigator, hearing officer, or administrative officer, as the case may be, had a conflict of interest or bias for or against complainants or respondents generally, or against the individual Complainant or Respondent, that affected the outcome.
- The Severity of Sanction assessed is unreasonable.

No other grounds for appeal are permitted.

A party must file an appeal within seven (7) days of the date they receive notice of dismissal or determination appealed from or, if the other party appeals, within three (3) days of the other party appealing, whichever is later. The appeal must be submitted in writing to Tijuana Julian, tjulian@drury.edu, (417) 873-7215, who serves as the appeal officer. If the appeals officer designated by this policy is unavailable to fulfill that role in a specific case, the Title IX Coordinator may appoint another appeals officer. The appeal must specifically identify the determination and/or dismissal appealed from, articulate which one or more of the three grounds for appeal are being asserted, explain in detail why the appealing party believes the appeal should be granted, and articulate what specific relief the appealing party seeks.

Promptly upon receipt of an appeal, the appeal officer will conduct an initial evaluation to confirm that the appeal is timely filed and that it invokes at least one of the permitted grounds for appeal. If the appeal

officer determines that the appeal is not timely, or that it fails to invoke a permitted ground for appeal, the appeal officer will dismiss the appeal and provide written notice of the same to the parties.

If the appeal officer confirms that the appeal is timely and invokes at least one permitted ground for appeal, the appeal officer will provide written notice to the other party that an appeal has been filed and that the other party may submit a written opposition to the appeal within seven (3) days, ensuring minimum the seven (7) days from receipt of the original finding. The appeal officer shall also promptly obtain from the Title IX Coordinator any records from the investigation and adjudication necessary to resolve the grounds raised in the appeal. Upon receipt of any opposition, or after the time period for submission of an opposition has passed without one being filed, the appeal officer will promptly decide the appeal and transmit a written decision to the parties that explains the outcome of the appeal and the rationale.

The determination of a Formal Complaint, including any discipline, becomes final when the time for appeal has passed with no party filing an appeal or, if any appeal is filed, at the point when the appeal officer has resolved all appeals, either by dismissal or by transmittal of a written decision.

No further review beyond the appeal is permitted.

Although the length of each appeal will vary depending on the totality of the circumstances, the University strives to issue the appeal officer's written decision within (21) days of an appeal being filed.

XXI. Advisor of Choice

From the point a Formal Complaint is made, and until an investigation, adjudication, and appeal are complete, the Complainant and Respondent will have the right to be accompanied by an advisor of their choice to all meetings, interviews, and hearings that are part of the investigation, adjudication, and appeal process. The advisor may be, but is not required to be, an attorney.

Except for the questioning of witnesses during the hearing specified in "Hearing," the advisor will play a passive role and is not permitted to communicate on behalf of a party, insist that communication flow through the advisor, or communicate with the University about the matter without the party being included in the communication. In the event a party's advisor of choice engages in material violation of the parameters specified in this Section and "Hearing," the University may preclude the advisor from further participation, in which case the party may select a new advisor of their choice.

In the event a party is not able to secure an advisor to attend the hearing specified in "Hearing," and requests in writing the University to provide an advisor, the University will provide the party an advisor, without fee or charge, who will conduct questioning on behalf of the party at the hearing. The University will have sole discretion to select the advisor it provides. The advisor the University provides may be, but is not required to be, an attorney.

The University is not required to provide a party with an advisor in any circumstance except where the party does not have an advisor present at the hearing specified in "Hearing," and requests that the University provide an advisor.

XXII. Treatment Records and Other Privileged Information

During the investigation and adjudication processes, the investigator and adjudicator, as the case may be, are not permitted to access, consider, disclose, permit questioning concerning, or otherwise use:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party; or
- Information or records protected from disclosure by any other legally-recognized privilege, such as the attorney client privilege unless the University has obtained the party's voluntary, written consent to do so for the purposes of the investigation and adjudication process.

Notwithstanding the foregoing, the investigator and/or adjudicator, as the case may be, may consider any such records or information otherwise covered by this Section if the party holding the privilege affirmatively discloses the records or information to support their allegation or defense, as the case may be.

XXIII. Sexual History

During the investigation and adjudication processes, questioning regarding a Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. Notwithstanding the foregoing, a Complainant who affirmatively uses information otherwise considered irrelevant by this Section for the purpose of supporting the Complainant's allegations, may be deemed to have waived the protections of this Section.

XXIV. Informal Resolution

At any time after the parties are provided written notice of the Formal Complaint as specified in "Notice of Formal Complaint," and before the completion of any appeal specified in "Appeal," the parties may voluntarily consent, with the Title IX Coordinator's approval, to engage in mediation, facilitated resolution, or other form of dispute resolution the goal of which is to enter into a final resolution resolving the allegations raised in the Formal Complaint by agreement of the parties. Administrative Adjudication as specified in "Administrative Adjudication" is a form of informal resolution.

The specific manner of any informal resolution process will be determined by the parties and the Title IX Coordinator, in consultation together. Prior to commencing the informal resolution process agreed upon, the Title IX Coordinator will transmit a written notice to the parties that:

- Describes the parameters and requirements of the informal resolution process to be utilized;
- Identifies the individual responsible for facilitating the informal resolution (who may be the Title IX Coordinator, another University official, or a suitable third-party);
- Explains the effect of participating in informal resolution and/or reaching a final resolution will have on a party's ability to resume the investigation and adjudication of the allegations at issue in the Formal Complaint; and
- Explains any other consequence resulting from participation in the informal resolution process, including a description of records that will be generated, maintained, and/or shared.

After receiving the written notice specified in this paragraph, each party must voluntarily provide written consent to the Title IX Coordinator, before the informal resolution may commence.

During the pendency of the informal resolution process, the investigation and adjudication processes that would otherwise occur are stayed and all related deadlines are suspended.

If the parties reach a resolution through the informal resolution process, and the Title IX Coordinator agrees that the resolution is not clearly unreasonable, the Title IX Coordinator will reduce the terms of the agreed resolution to writing and present the resolution to the parties for their written signature. Once both parties and the Title IX Coordinator sign the resolution, the resolution is final, and the allegations addressed by the resolution are considered resolved and will not be subject to further investigation, adjudication, remediation, or discipline by the University, except as otherwise provided in the resolution itself, absent a showing that a party induced the resolution by fraud, misrepresentation, or other misconduct or where required to avoid a manifest injustice to either party or to the University. Notwithstanding the forgoing if the form of informal resolution is Administrative Adjudication as specified in "Administrative Adjudication," there shall not be an agreed resolution requiring the parties' signatures; instead, the determination issued by the administrative officer shall serve as the resolution and conclude the informal resolution process, subject only to any right of appeal. With the exception of a resolution resulting from the Administrative Adjudication process specified in "Administrative Adjudication," all other forms of informal resolution pursuant to this Section are not subject to appeal.

A party may withdraw their consent to participate in informal resolution at any time before a resolution has been finalized.

Absent extension by the Title IX Coordinator, any informal resolution process must be completed within twenty-one (21) days. If an informal resolution process does not result in a resolution within twenty-one (21) days, and absent an extension, abeyance, or other contrary ruling by the Title IX Coordinator, the informal resolution process will be deemed terminated, and the Formal Complaint will be resolved pursuant to the investigation and adjudication procedures. The Title IX Coordinator may adjust any time periods or deadlines in the investigation and/or adjudication process that were suspended due to the informal resolution.

Other language in this Section notwithstanding, informal resolution will not be permitted if the Respondent is a non-student employee accused of committing Sexual Harassment against a student.

XXV. Presumption of Non-Responsibility

From the time a report or Formal Complaint is made, a Respondent is presumed not responsible for the alleged misconduct until a determination regarding responsibility is made final.

XXVI. Resources

Any individual affected by or accused of Sexual Harassment will have equal access to support and counseling services offered through the University. The University encourages any individual who has questions or concerns to seek support from University-identified resources. The Title IX Coordinator is available to provide information about the University's policy and procedure and to provide assistance. A list of University identified resources is located at the following link: <https://www.drury.edu/hr/title-ix-policies-and-resources/>.

XXVII. Conflicts of Interest, Bias, and Procedural Complaints

The Title IX Coordinator, investigator, hearing officer, administrative officer, appeals officer, and informal resolution facilitator will be free of any material conflicts of interest or material bias. Any party who believes one or more of these University officials has a material conflict of interest or material bias must

raise the concern promptly so that the University may evaluate the concern and find a substitute, if appropriate. The failure of a party to timely raise a concern of a conflict of interest or bias may result in a waiver of the issue for purposes of any appeal specified in “Appeal,” or otherwise.

XXVIII. Objections Generally

Parties are expected to raise any objections, concerns, or complaints about the investigation, adjudication, and appeals process in a prompt and timely manner so that the University may evaluate the matter and address it, if appropriate.

XXIX. Free Speech and Academic Freedom

The University will construe and apply this policy consistent with the Free Speech Policy and the principles of academic freedom. In no case will a Respondent be found to have committed Sexual Harassment based on expressive conduct that is protected by the Free Speech Policy or the principles of academic freedom.

While the University is committed to the principles of free inquiry and free expression, Sexual Harassment is neither legally protected expression nor the proper exercise of academic freedom.

XXX. Relationship with Criminal Process

This policy sets forth the University’s processes for responding to reports and Formal Complaints of Sexual Harassment. The University’s processes are separate, distinct, and independent of any criminal processes. While the University may temporarily delay its processes under this policy to avoid interfering with law enforcement efforts if requested by law enforcement, the University will otherwise apply this policy and its processes without regard to the status or outcome of any criminal process.

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.

XXXI. Recordings

Wherever this policy specifies that an audio or video recording will be made, the recording will be made only by the University and is considered property of the University, subject to any right of access that a party may have under this policy, FERPA, and other applicable federal, state, or local laws. Only the University is permitted to make audio or video recordings under this policy. The surreptitious recording of any meeting, interview, hearing, or other interaction contemplated under this policy is strictly prohibited. Any party who wishes to transcribe a hearing by use of a transcriptionist must seek pre-approval from the hearing officer.

XXXII. Vendors, Contractors, and Third Parties

The University does business with various vendors, contractors, and other third-parties who are not students or employees of the University. Notwithstanding any rights that a given vendor, contractor, or third-party Respondent may have under this policy, the University retains its right to limit any vendor, contractor, or third-party’s access to campus for any reason. And the University retains all rights it enjoys by contract or law to terminate its relationship with any vendor, contractor, or third-party irrespective of any process or outcome under this policy.

XXXIII. Amnesty

The University recognizes that an individual who has been drinking alcohol or using drugs may be hesitant to report Sexual Harassment. To encourage reporting, the University will not take disciplinary action for drug or alcohol use against an individual reporting Sexual Harassment, 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.

XXXIV. Bad Faith Complaints and False Information

While the University encourages all good faith complaints of Sexual Harassment, the University has the responsibility to balance the rights of all parties.

It is a violation of this policy for any person to submit a report or Formal Complaint that the person knows, at the time the report or Formal Complaint is submitted, to be false or frivolous. It is also a violation of this policy for any person to knowingly make a materially false statement during the course of an investigation, adjudication, or appeal under this policy. Violations of this Section are not subject to the investigation and adjudication processes in this policy; instead, they will be addressed under the Community Standards Policy in the case of students and other University policies and standards, as applicable, for other persons.

XXXV. Retaliation

It is a violation of this policy to engage in Retaliation. Reports and Formal Complaints of retaliation may be made in the manner specified in "Reporting Sexual Harassment," and "Formal Complaint." Any report or Formal Complaint of Retaliation will be processed under this policy in the same manner as a report or Formal Complaint of Sexual Harassment, as the case may be. The University retains discretion to consolidate a Formal Complaint of Retaliation with a Formal Complaint of Sexual Harassment for investigation and/or adjudication purposes if the two Formal Complaints share a common nexus.

XXXVI. Confidentiality

The University will keep confidential the identity of any individual who has made a report or Formal Complaint of Sexual Harassment or Retaliation including any Complainant, the identity of any individual who has been reported to be a perpetrator of Sexual Harassment or Retaliation including any Respondent, and the identity of any witness. The University will also maintain the confidentiality of its various records generated in response to reports and Formal Complaints, including, but not limited to, information concerning Supportive Measures, notices, investigation materials, adjudication records, and appeal records. Notwithstanding the foregoing, the University may reveal the identity of any person or the contents of any record if permitted by FERPA, if necessary to carry out the University's obligations under Title IX and its implementing regulations including the conduct of any investigation, adjudication, or appeal under this policy or any subsequent judicial proceeding, or as otherwise required by law. Further, notwithstanding the University's general obligation to maintain confidentiality as specified herein, the parties to a report or Formal Complaint will be given access to investigation and adjudication materials in the circumstances specified in this policy.

While the University will maintain confidentiality specified in this Section, the University will not limit the ability of the parties to discuss the allegations at issue in a particular case. Parties are advised, however, that the manner in which they communicate about, or discuss a particular case, may constitute Sexual

Harassment or Retaliation in certain circumstances and be subject to discipline pursuant to the processes specified in this policy.

Note that certain types of Sexual Harassment are considered crimes for which the University must disclose crime statistics in its Annual Security Report that is provided to the campus community and available to the public. These disclosures will be made without including personally identifying information.

XXXVII. Other Violations of This Policy

Alleged violations of this policy, other than violations of the prohibitions on Sexual Harassment and Retaliation, will be subject to review under the Community Standards Policy if committed by a student, the Faculty Handbook if committed by a faculty member, or Staff Policy Handbook or other University policies and standards if committed by an employee.

XXXVIII. Signatures and Forms of Consent

For purposes of this policy, either a physical signature or digital signature will be sufficient to satisfy any obligation that a document be signed. Where this policy provides that written consent must be provided, consent in either physical or electronic form, containing a physical or digital signature, as the case may be, will suffice.

XXXIX. Deadlines, Time, Notices, and Method of Transmittal

Where this policy specifies a period of days by which some act must be performed, the following method of calculation applies:

- Exclude the day of the event that triggers the period;
- Count every day, including intermediate Saturdays, Sundays, and legal holidays recognized by the federal government;
- Include the last day of the period until 5:00 p.m. central time, but if the last day is a Saturday, Sunday, or legal holiday recognized by the federal government, the period continues to run until 5:00 p.m. central time on the next day that is not a Saturday, Sunday, or legal holiday recognized by the federal government.

All deadlines and other time periods specified in this policy are subject to modification by the University where, in the University's sole discretion, good cause exists. Good cause may include, but is not limited to, the unavailability of parties or witnesses; the complexities of a given case; extended holidays or closures; sickness of the investigator, adjudicator, or the parties; the need to consult with the University's legal counsel; unforeseen weather events; and the like.

Any party who wishes to seek an extension of any deadline or other time period may do so by filing a request with the investigator, hearing officer, administrative officer, appeal officer, or Title IX Coordinator, as the case may be, depending on the phase of the process. Such request must state the extension sought and explain what good cause exists for the requested extension. The University officer resolving the request for extension may, but is not required to, give the other party an opportunity to object. Whether to grant such a requested extension will be in the sole discretion of the University.

The parties will be provided written notice of the modification of any deadline or time period specified in this policy, along with the reasons for the modification.

Where this policy refers to notice being given to parties “simultaneously,” notice will be deemed simultaneous if it is provided in relative proximity on the same day. It is not necessary that notice be provided at exactly the same hour and minute.

Unless otherwise specified in this policy, the default method of transmission for all notices, reports, responses, and other forms of communication specified in this policy will be email using University email addresses.

A party is deemed to have received notice upon transmittal of an email to their University email address. In the event notice is provided by mail, a party will be deemed to have received notice three (3) days after the notice in question is postmarked.

Any notice inviting or requiring a party or witness to attend a meeting, interview, or hearing will be provided with sufficient time for the party to prepare for the meeting, interview, or hearing as the case may be, and will include relevant details such as the date, time, location, purpose, and participants. Unless a specific number of days is specified elsewhere in this policy, the sufficient time to be provided will be determined in the sole discretion of the University, considering all the facts and circumstances, including, but not limited to, the nature of the meeting, interview, or hearing; the nature and complexity of the allegations at issue; the schedules of relevant University officials; approaching holidays or closures; and the number and length of extensions already granted.

XL. Other Forms of Discrimination

This policy applies only to Sexual Harassment. Complaints of other forms of sex discrimination are governed by the University’s Non-Discrimination/Harassment Policy and Complaint Procedures.

XLI. Education

Because the University recognizes that the prevention of Sexual Harassment, including Sexual Assault, 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.

XLII. Outside Appointments, Dual Appointments, and Delegations

The University retains discretion to retain and appoint suitably qualified persons who are not University employees to fulfill any function of the University under this policy, including, but not limited to, the investigator, hearing officer, administrative officer, informal resolution officer, and/or appeals officer.

The University also retains discretion to appoint two or more persons to jointly fulfill the role of investigator, hearing officer, administrative officer, informal resolution officer, and/or appeals officer.

The functions assigned to a given University official under this policy, including but not limited to the functions assigned to the Title IX Coordinator, investigator, hearing officer, administrative officer, informal resolution officer, and appeals officer, may, in the University’s discretion, be delegated by such University official to any suitably qualified individual and such delegation may be recalled by the University at any time.

XLIII. Training

The University will ensure that University officials acting under this policy, including but not limited to the Title IX Coordinator, investigators, hearing officers, administrative officers, informal resolution facilitators, University provided advisors, and appeals officers receive training in compliance with 34 C.F.R. § 106.45(b)(1)(iii) and any other applicable federal or state law.

XLIV. Recordkeeping

The University will retain those records specified in 34 C.F.R. § 106.45(b)(10) for a period of seven years after which point in time they may be destroyed, or continue to be retained, in the University's sole discretion. The records specified in 34 C.F.R. § 106.45(b)(10) will be made available for inspection, and/or published, to the extent required by 34 C.F.R. § 106.45(b)(10) and consistent with any other applicable federal or state law, including FERPA.

XLV. Definitions Herein

Words used in this policy will have those meanings defined herein and if not defined herein will be construed according to their plain and ordinary meaning.

XLVI. Discretion in Application and Revision of Policy

The University retains discretion to interpret and apply this policy in a manner that is not clearly unreasonable, even if the University's interpretation or application differs from the interpretation of the parties.

Despite the University's reasonable efforts to anticipate all eventualities in drafting this policy, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express policy language, in which case the University retains discretion to respond to the unanticipated or extraordinary circumstance in a way that is not clearly unreasonable.

The provisions of this policy and the Hearing Procedures referenced in "Hearing" are not contractual in nature, whether in their own right, or as part of any other express or implied contract. Accordingly, the University retains discretion to revise this policy and the Hearing Procedures at any time, and for any reason. Approved revisions will be made to the electronic version of the policy, but may not be able to made to printed versions of the policy until the next academic year. The University may apply policy revisions to an active case provided that doing so is not clearly unreasonable.

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.

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 their 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 their 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 their 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

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 their 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) their 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 their 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 their 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 they or another person have 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. 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 bong, 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 they or another person have 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.

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.

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Current Drury University Community Standards Policies and Procedures can be found at www.drury.edu/communitystandards
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Current Missouri statutes can be found at: www.moga.mo.gov

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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.

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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 they or another person have 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.

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- 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 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 premise 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 their 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 their campus account and password. Every user should change their password frequently and should not, under any circumstances, give their 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 their 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 they or another person have 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 they or another person have 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

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 and Communication:** Demonstrate college-level proficiency in oral and written communication, critical evaluation of diverse sources of information, and utilization of contemporary technological tools.
2. **Math and Natural Sciences:** Apply analytical and scientific methodologies to conceptualize and resolve complex problems across various disciplines.
3. **Social Sciences and Organizational Analysis:** Critically examine organizational structures, financial leadership models, governmental systems, and societal policies to address multifaceted socio-economic challenges.

The general education requirements for an associate degree requires 24 credit hours of coursework.

Technology and Communication		12 hrs.
GSTU 212	Foundations of College Success and Digital Literacy	3 hrs.
ENGL 150	Composition	3 hrs.
ENGL 207	Expository Writing: Art of the Essay	3 hrs.
COMM 220	Business Communication and Writing	3 hrs.
Math and Natural Sciences		6 hrs.
MATH 109	College Algebra	3 hrs.
PHYS 160	Exploration and Discovery in Physics	3 hrs.
Social Sciences		6 hrs.
PLSC 101	Government and Politics in the United States	3 hrs.
PSYC 120	Principles of Psychology	3 hrs.

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 and Communication: Demonstrate college-level proficiency in oral and written communication, critical evaluation of diverse sources of information, and utilization of contemporary technological tools.
2. Humanities and Cultural Diversity: Exhibit an understanding of personal cultural identity while recognizing and appreciating the validity of diverse global perspectives and cultural expressions.
3. Mathematical and Natural Sciences: Apply analytical and scientific methodologies to conceptualize and resolve complex problems across various disciplines.
4. Social Sciences: Critically examine organizational structures, financial leadership models, governmental systems, and societal policies to address multifaceted socio-economic challenges.

The general education requirements for a bachelor's degree requires 36 credit hours of coursework.

Technology and Communication 12 hrs.

GSTU 212	Foundations of College Success and Digital Literacy	3 hrs.
ENGL 150	Composition	3 hrs.
ENGL 207	Expository Writing: Art of the Essay	3 hrs.
COMM 220	Business Communication and Writing	3 hrs.

Humanities and Cultural Diversity 9 hrs.

HIST 108	World History from 1500	3 hrs.
ENGL 200	Literature Matters	3 hrs.
GSTU 310	Comparative Cultures	3 hrs.

Math and Natural Sciences 6 hrs.

MATH 109	College Algebra	3 hrs.
PHYS 160	Exploration and Discovery in Physics	3 hrs.

Social Sciences 9 hrs.

LDST 255	Financial Literacy for Leaders	3 hrs.
PLSC 101	Government and Politics in the United States	3 hrs.
PSYC 120	Principles of Psychology	3 hrs.

Breech School of Business Administration

Dr. Dan Bumblauskas, Dean

The Breech School of Business Administration offers an associate's and bachelor's degree in Business Administration, and a certificate. Each program provides an opportunity for students to gain a practical understanding of business in 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: Developing ethical leaders to thrive in a diverse and dynamic business environment.

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 identify ethical issues in business situations, evaluate possible responses, and demonstrate the ability to act in ways that promote ethical business practices.

Diverse Perspectives. Our graduates will demonstrate intercultural competence and analyze business issues from diverse cultural and global perspectives.

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

Oral Communication. Our graduates will clearly and effectively present their ideas in 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 demonstrate professional behavior and apply standards of conduct expected in business environments.

Admission Policy

To enroll in any upper-division course (numbered 300 or 400) with the prefixes ACCT, ECON, FINC, MGMT, or MKTG, students must have declared a Business Administration major, minor, or certificate and must have met all applicable prerequisites.

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/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. Complete all of the following preparatory courses (or their transfer equivalents) with a

minimum grade of “C-”:

ACCT 209	Principles of Accounting
CISQ 263	Introduction to Data Analytics
ECON 210	Principles of Microeconomics
ECON 211	Principles of Macroeconomics
MATH 227	Introduction to Statistics

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.**

Students Pursuing Certificates, or Non-Breech Majors

Students who must enroll in a Breech School 300+ level course to fulfill a requirement of a certificate, or a major NOT offered through the Breech School may be exempted from this admission policy, provided they have completed all other specific prerequisites for the course.

Business Administration, AS

The Associate of Science in Business Administration requires 22 credit hours of coursework.

ACCT 209	Principles of Accounting	3 hrs.
ACCT 210	Accounting for Management	3 hrs.
BADM 105	Introduction to Excel	1 hr.
ECON 210	Principles of Microeconomics	3 hrs.
ECON 211	Principles of Macroeconomics	3 hrs.
MATH 227	Introduction to Statistics	3 hrs.
BADM 103	Business Foundations	3 hrs.
CISQ 263	Introduction to Data Analytics	3 hrs.

Business Administration, BBA

Program Outcomes:

- *Ethics.* Our graduates will identify ethical issues in business situations, evaluate possible responses, and demonstrate the ability to act in ways that promote ethical business practices.
- *Diverse Perspectives.* Our graduates will demonstrate intercultural competence and analyze business issues from diverse cultural and global perspectives.
- *Written Communication.* Our graduates will clearly and effectively present their ideas in written communication.
- *Oral Communication.* Our graduates will clearly and effectively present their ideas in 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 demonstrate professional behavior and apply standards of conduct expected in business environments.

The Bachelor of Business Administration requires 49 credit hours of coursework.

BBA Tool Courses		31 hrs.
ACCT 209*	Principles of Accounting	3 hrs.
ACCT 210	Accounting for Management	3 hrs.
BADM 103	Business Foundations	3 hrs.
BADM 105	Introduction to Excel	1 hrs.
BLAW 300	Business Law and Ethics	3 hrs.
CISQ 263*	Introduction to Data Analytics	3 hrs.
COMM 220	Business Communication and Writing	3 hrs.
ECON 210*	Principles of Microeconomics	3 hrs.
ECON 211*	Principles of Macroeconomics	3 hrs.
LDST 255	Financial Literacy for Leaders	3 hrs.
MATH 227*	Introduction to Statistics	3 hrs.

**Preparatory classes required for Breech School admittance.*

BBA Major Courses		18 hrs.
FINC 331	Corporate Finance	3 hrs.
MGMT 300	Principles of Management	3 hrs.
MGMT 422**	Corporate Policy and Ethics	3 hrs.
MGMT 424**	Business Simulation Workshop	3 hrs.
MGMT 425	International Management	3 hrs.
MKTG 337	Marketing	3 hrs.

***Students must be admitted to the Breech School of Business prior to enrolling in this course.*

Business Essentials Certificate

The Business Essentials Certificate provides an opportunity 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 who successfully complete the Business Essentials Certificate with an overall GPA of 3.0 will satisfy all prerequisites 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.
2. Officially declare the Business Essentials Certificate.
3. Read and sign the Breech Student Honor Code.

The Business Essentials Certificate requires 28 credit hours of coursework.

ACCT 209	Principles of Accounting	3 hrs.
ACCT 210	Accounting for Management	3 hrs.
BADM 105	Introduction to Excel	1 hr.
ECON 210	Principles of Microeconomics	3 hrs.
ECON 211	Principles of Macroeconomics	3 hrs.
MATH 227	Introduction to Statistics	3 hrs.
FINC 331	Corporate Finance	3 hrs.
LDST 255	Financial Literacy for Leaders	3 hrs.
MGMT 300	Principles of Management	3 hrs.
MKTG 337	Marketing	3 hrs.

Due to curricular overlap, students pursuing the Business Essentials Certificate may not earn the Associate of Science in Business Administration.

Department of Behavioral Sciences

Dr. Vickie Luttrell, Chair

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 Learning 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.

PSYC 120	Principles of Psychology	3 hrs.
PSYC 110	Stress Management I	3 hrs.
PSYC 234	Drugs and Behavior	3 hrs.
PSYC 240	Social Psychology	3 hrs.
PSYC 314	Community Psychology	3 hrs.
PSYC 330	Family and Domestic Violence	3 hrs.
PSYC 341	Adult Psychopathology	3 hrs.
SOCI 120	Principles of Sociology	3 hrs.
SOCI 316	Race and Ethnic Relations	3 hrs.
SOCI 347	Medical Sociology	3 hrs.
CRIM 310	Child Abuse/Neglect	3 hrs.
PHIL 305	Ethical Issues in Health Care	3 hrs.
LDST 400	Grant Writing	3 hrs.
BSCI 272	Methods in Social Science Research	3 hrs.
BSCI 274	Statistical Foundations for Behavioral Sciences	3 hrs.
BSCI 495	Senior Capstone	3 hrs.

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.

Psychology Courses		6 hrs.
PSYC 120	Principles of Psychology	3 hrs.
PSYC 235	Applied Human Development	3 hrs.
Sociology Courses		6 hrs.
SOCI 120	Principles of Sociology	3 hrs.
SOCI 202	Global Social Problems	3 hrs.
Criminology Courses		6 hrs.
CRIM 120	Principles of Criminal Justice	3 hrs.
CRIM 221	Victimology	3 hrs.
Scientific Core		6 hrs.
BSCI 272	Methods in Social Science Research	3 hrs.
BSCI 274	Statistical Foundations for Behavioral Sciences	3 hrs.

All required courses can be completed online.

Community Policing Certificate

Community policing is a collaboration between the police and the community that identifies and solves community problems. It also emphasizes positive relationships between officers and citizens. In support of this philosophy, the certificate program in community policing is designed for individuals who want to deepen their understanding of relationship-building strategies, such as conflict resolution and de-escalation tactics, how to respond to people who have substance use disorders or are experiencing mental health crises, child abuse and neglect indicators, and domestic violence and its associated myths.

The certificate program in community policing 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, to include police officers, first responders, and criminal justice workers may find the certificate useful in enhancing their professional credentials and expanding their repertoire of skills to help people.

The certificate in Community Policing requires 18 credit hours of coursework.

CRIM 211	Police Patrol	3 hrs.
CRIM 221	Victimology	3 hrs.
CRIM 310	Child Abuse/Neglect	3 hrs.
PSYC 234	Drugs and Behavior	3 hrs.
PSYC 330	Family and Domestic Violence	3 hrs.
LDST 331	Negotiation and Conflict Resolution	3 hrs.

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.

CRIM 120	Principles of Criminal Justice	3 hrs.
CRIM 201	Law and Society	3 hrs.
CRIM 211	Police Patrol	3 hrs.
CRIM 212	Introduction to Corrections	3 hrs.
CRIM 221	Victimology	3 hrs.
CRIM 222	Introduction to Forensic Science	3 hrs.
BSCI 272	Methods in Social Science Research	3 hrs.
BSCI 274	Statistical Foundations for Behavioral Sciences	3 hrs.

Criminal Justice, BS

Program Learning 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 45 credit hours of coursework.

CRIM 120	Principles of Criminal Justice	3 hrs.
CRIM 201	Law and Society	3 hrs.
CRIM 211	Police Patrol	3 hrs.
CRIM 212	Introduction to Corrections	3 hrs.
CRIM 221	Victimology	3 hrs.
CRIM 222	Introduction to Forensic Science	3 hrs.
CRIM 303	Serial Homicide	3 hrs.
CRIM 310	Child Abuse/Neglect	3 hrs.
CRIM 311	White Collar Crime	3 hrs.
CRIM 337	Death Penalty	3 hrs.
CRIM 360	The Judicial Process	3 hrs.
BSCI 108	Writing in the Behavioral Sciences	3 hrs.
BSCI 272	Methods in Social Science Research	3 hrs.
BSCI 274	Statistical Foundations for Behavioral Sciences	3 hrs.
BSCI 495	Senior Capstone	3 hrs.

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 Learning 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 45 credit hours of coursework.

PSYC 120	Principles of Psychology	3 hrs.
PSYC 235	Applied Human Development	3 hrs.
PSYC 240	Social Psychology	3 hrs.
PSYC 312	Positive Psychology	3 hrs.
PSYC 352	Psychology of Gender	3 hrs.
PSYC 367	Family Therapy	3 hrs.
PSYC 370	Human Sexuality	3 hrs.
SOCI 120	Principles of Sociology	3 hrs.
SOCI 201	Sociology of the Family	3 hrs.
SOCI 246	Introduction to Social Work	3 hrs.
SOCI 327	Social Gerontology	3 hrs.
BSCI 108	Writing in the Behavioral Sciences	3 hrs.
BSCI 272	Methods in Social Science Research	3 hrs.
BSCI 274	Statistical Foundations for Behavioral Sciences	3 hrs.
BSCI 495	Senior Capstone	3 hrs.

Students should complete all 100-and 200-level requirements before accumulating 60 credit hours (junior status).

Law Enforcement

Law Enforcement, AS

Drury University's Associate of Science (A.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. Students may also choose to continue their education by completing the Bachelor of Science in Law Enforcement Studies. Our degree program is specifically designed for the working professional. The A.S. in Law Enforcement can be completed through a combination of evening, online, and blended courses.

Scholarship Opportunities

Students who are current or retired law enforcement officers, and their dependents, may be eligible to receive the Badge to Bachelor's Scholarship. This scholarship is a renewable award that aids students in continuing their college education through Drury GO. In addition to the Badge to Bachelor's Scholarship, students may also be able to receive funding through the Missouri Fast Track program.

The Associate of Science in Law Enforcement requires 24 credit hours of coursework.

CRIM 120	Principles of Criminal Justice	3 hrs.
CRIM 221	Victimology	3 hrs.
LEA 200	Basic Police Officer Training I	3 hrs.
LEA 210	Basic Police Officer Training II	3 hrs.
LEA 211	Basic Police Officer Training III	3 hrs.
LEA 282	Defensive Tactics for Peace Officers	3 hrs.
LEA 283	Fundamentals of Firearm Marksmanship	3 hrs.
LEA 293	Basic Police Officer Training IV	3 hrs.

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 Learning 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.

Scholarship Opportunities

- Students who are current or retired law enforcement officers, and their dependents, may be eligible to receive the Badge to Bachelor's Scholarship. This scholarship is a renewable award that aids students in continuing their college education through Drury GO. In addition to the Badge to Bachelor's Scholarship, students may also be able to receive funding through the Missouri Fast Track program.

The Bachelor of Science in Law Enforcement requires 42 credit hours of coursework.

Survey Course

CRIM 120	Principles of Criminal Justice	3 hrs.
		3 hrs.

Lower-Division Courses

		21 hrs.
CRIM 201	Law and Society	3 hrs.
CRIM 212	Introduction to Corrections	3 hrs.
CRIM 221	Victimology	3 hrs.
CRIM 222	Introduction to Forensic Science	3 hrs.
BSCI 108	Writing in the Behavioral Sciences	3 hrs.
BSCI 272	Methods in Social Science Research	3 hrs.
BSCI 274	Statistical Foundations for Behavioral Sciences	3 hrs.

Upper-Division Courses

		12 hrs.
BSCI 495	Senior Capstone	3 hrs.
CRIM 360	The Judicial Process	3 hrs.
ESML 425	Crisis Communication and Community Outreach	3 hrs.
SOCI 316	Race and Ethnic Relations	3 hrs.

Leadership Courses

LDST 310	Contemporary Workforce Issues	3 hrs.
LDST 331	Negotiation and Conflict Resolution	3 hrs.

6 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 Concurrent Credit Policy. Eligible students may enroll in up to 6 credit hours of selected graduate courses. See the Concurrent Credit Policy for the list of available courses.

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.

PSYC 120	Principles of Psychology	3 hrs.
PSYC 110	Stress Management I	3 hrs.
PSYC 235	Applied Human Development	3 hrs.
PSYC 234	Drugs and Behavior	3 hrs.
PSYC 240	Social Psychology	3 hrs.
BSCI 272	Methods in Social Science Research	3 hrs.
BSCI 274	Statistical Foundations for Behavioral Sciences	3 hrs.

Applied Psychology, BS

The Bachelor of Science in Psychology requires 39 credit hours of coursework.

Program Learning 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.

PSYC 120	Principles of Psychology	3 hrs.
PSYC 234	Drugs and Behavior	3 hrs.
PSYC 235	Applied Human Development	3 hrs.
PSYC 240	Social Psychology	3 hrs.
PSYC 310	The Biology of Behavior	3 hrs.
PSYC 341	Adult Psychopathology	3 hrs.
PSYC 338	Personality Theory in Psychology	3 hrs.
PSYC 352	Psychology of Gender	3 hrs.
SOCI 316	Race and Ethnic Relations	3 hrs.
BSCI 108	Writing in the Behavioral Sciences	3 hrs.
BSCI 272	Methods in Social Science Research	3 hrs.
BSCI 274	Statistical Foundations for Behavioral Sciences	3 hrs.
BSCI 495	Senior Capstone	3 hrs.

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.

PSYC 222	Applied Psychology	3 hrs.
PSYC 234	Drugs and Behavior	3 hrs.
PSYC 375	Psychology of Addiction Issues	3 hrs.
CRIM 381	Ethics and Legal Issues of Forensic Addiction	3 hrs.
PSYC 382	Assessment of Addiction Issues	3 hrs.
PSYC 383	Strategies for Counseling Addiction	3 hrs.

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.

PSYC 110	Stress Management I	3 hrs.
PSYC 222	Applied Psychology	3 hrs.
PSYC 300	Psychological Resilience	3 hrs.
PSYC 312	Positive Psychology	3 hrs.
PSYC 341	Adult Psychopathology	3 hrs.
PSYC 351	Violence, Trauma, and Moral Injury	3 hrs.

Department of Biology

Dr. Kevin P. Jansen, Chair

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.

The Associate of Science in Health and Wellness requires 20 credit hours of coursework.

Required		20 hrs.
BIOL 100	Principles of Biology	3 hrs.
BIOL 245	Introduction to Human Nutrition	3 hrs.
EDUC 225	Neurodiversity in Society and Why It Matters	3 hrs.
EXSP 220	Personal Wellness	2 hrs.
PSYC 110	Stress Management I	3 hrs.
PSYC 222	Applied Psychology	3 hrs.
PSYC 235	Applied Human Development	3 hrs.

Pre-Nursing Certificate

The certificate in Pre-Nursing provides prerequisite and general education coursework to prepare students for entry into nursing programs.

The Pre-Nursing Certificate requires a minimum of 32 credit hours of coursework.

Required **32-33 hrs.**

BIOL 208	Microbiology	5 hrs.
BIOL 382	Pathophysiology	3 hrs.
CHEM 103/L	Fundamentals of Chemistry with Lab	4 hrs.
ENGL 150	English Composition	3 hrs.
MATH 100	Intermediate Algebra	3 hrs.
PSYC 120	Principles of Psychology	3 hrs.
SOCI 120	Principles of Sociology	3 hrs.

Choose One Group:

BIOL 205	Human Anatomy	5 hrs.
BIOL 206	Human Physiology	4 hrs.

OR

BIOL 207	Anatomy & Physiology	4 hrs.
BIOL 217	Anatomy & Physiology II	4 hrs.

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.

COMM 201	Interpersonal Communication	3 hrs.
COMM 215	Foundations of Communication Theory	3 hrs.
COMM 220	Business Communication and Writing	3 hrs.
COMM 229	Business and Professional Presentations	3 hrs.
COMM 231	Integrated Brand Management	3 hrs.
COMM 285	Communication and Ethics	3 hrs.

Department of Continuing Professional Studies

Dr. Ed Williamson, 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.

EDUC 205	Diversity and Social Justice in Education	3 hrs.
EDUC 207	Psychology of Human Growth and Development	3 hrs.
EDUC 225	Neurodiversity in Society and Why it Matters	3 hrs.
EDUC 340	Education of the Exceptional Child	3 hrs.

Project Management Credential

This credential is designed to prepare the student to manage projects through 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.

The Project Management Credential requires 12 credit hours of coursework.

LDST 102	Exploration of Project Management	3 hrs.
LDST 255	Financial Literacy for Leaders	3 hrs.
LDST 301	Risk Management	3 hrs.
LDST 310	Contemporary Workforce Issues	3 hrs.

Strategic Leadership Credential

If you are bound for a leadership role in the professional world, this credential is for you. Strategic Leadership concentrates on long-term planning, viewing the workplace through the lens of multiplicity, and solidifying those ethical concepts that you have learned in your degree program. This credential is appropriate as an enrichment for all degree programs.

The Strategic Leadership Credential requires 12 credit hours of coursework.

LDST 420	Managing Multi-Cultural Organizations	3 hrs.
LDST 425	Leading Corporate Social Responsibility and Sustainability	3 hrs.
LDST 435	Strategic Leadership	3 hrs.
LDST 450	Ethics and Leadership	3 hrs.

Advanced Legal Studies Certificate

The Advanced Legal Essentials certificate better prepares paralegal studies students with opportunities to grow in the workplace and advance their careers, and in turn, to better contribute to their communities. The coursework included in this certificate includes an ethical component that further enhances the DruryGO experience. This largely upper-division certificate not only provides an additional option for students who currently cannot pursue paralegal education through DruryGO past the A.S. degree, but also opens up new possibilities for potential transfers from community colleges in other regions that offer an A.S. in Paralegal Studies. The program includes an upper-division internship component, opening the way for more meaningful career explorations and networking opportunities for students.

The Advanced Legal Studies certificate provides additional instruction in relation to more complex concepts that a paralegal may need in order to have a better understanding of how to fulfill their duties than what is provided in the A.S. in Paralegal Studies and the Legal Studies certificate.

The Advanced Legal Studies Certificate requires 18 hours of coursework.

Required		18 hrs.
BLAW 300	Business Law and Ethics	3 hrs.
BLAW 374	Employment Law and Regulations	3 hrs.
CRIM 360	The Judicial Process	3 hrs.
LEGA 310	Business, Insurance & Technology	3 hrs.
LEGA 391	Research	3 hrs.
LEGA 497	Internship	3 hrs.

Conflict Resolution Certificate

This interdisciplinary certificate prepares students to recognize and manage the dynamics of interpersonal conflict across a variety of contexts. Students will learn to evaluate disputes and choose the appropriate strategies and tools to resolve these conflicts. Completion of this certificate will better prepare individuals to be leaders in business, religious and nonprofit organizations, government/civic, educational, community and personal settings.

The Conflict Resolution Certificate requires 18 credit hours of coursework.

Required		18 hrs.
COMM 201	Interpersonal Communication	3 hrs.
COMM 229	Business and Professional Presentations	3 hrs.
COMM 351	Principles of Persuasion and Influence	3 hrs.
LDST 331	Negotiation and Conflict Resolution	3 hrs.
LDST 420	Managing Multi-Cultural Organizations	3 hrs.
PSYC 222	Applied Psychology	3 hrs.

Emergency Services Management and Leadership

The Emergency Services Management and Leadership program is designed to provide a well-rounded learning experience to current and future emergency service leaders in the public, private, and voluntary sectors. The curriculum combines theoretical perspectives with professional practice, emphasizing the application of knowledge in real-world, practical settings. It highlights the fundamentals of emergency services while providing an interdisciplinary course of study in the skills and practices necessary to enhance resiliency for communities or organizations.

Emergency Services Management and Leadership, AS

The Associate of Science in Emergency Services Management and Leadership requires 18 credit hours of coursework.

ESML 101	Introduction to Emergency Services Principles and Practices	3 hrs.
ESML 105	Emergency Services Planning and Preparedness	3 hrs.
ESML 202	Hazard Identification	3 hrs.
COMM 201	Interpersonal Communication	3 hrs.
LDST 101	Foundations of Organizational Leadership	3 hrs.
LDST 255	Financial Literacy for Leaders	3 hrs.

Emergency Services Management and Leadership, BS

The Bachelor of Science in Emergency Services Management and Leadership prepares graduates for leadership roles within the fire service, emergency management, emergency medical services, public safety, 911 telecommunications, and related fields. This program combines theoretical knowledge with practical skills to equip students with the tools to manage and lead emergency service teams effectively. This is achieved through the achievement of the following learning outcomes:

1. Understand the principles of emergency services through the application of preparedness, response, recovery, and mitigation practices to enhance public safety.
2. Apply innovative crisis management concepts specific to emergency response personnel, resources, information, and community engagement.
3. Analyze ethical dilemmas in emergency management and lead teams in making decisions that prioritize ethical responsibility.
4. Develop leadership skills for guiding diverse teams in high-stakes environments, promoting collaboration, and managing conflict effectively.
5. Understand the elements and importance of interagency collaboration in emergency services and community resilience.

The Bachelor of Science in Emergency Services Management and Leadership requires 36 credit hours of coursework.

ESML 101	Introduction to Emergency Services Principles and Practices	3 hrs.
ESML 105	Emergency Services Planning and Preparedness	3 hrs.
ESML 202	Hazard Identification	3 hrs.
ESML 301	Social Aspects of Emergencies	3 hrs.
ESML 305	Emergency Response	3 hrs.
ESML 307	Emergency Recovery	3 hrs.

ESML 401	Hazard Mitigation	3 hrs.
ESML 450	Research Applications in Emergency Services Management and Leadership	3 hrs.
LDST 310	Contemporary Workforce Issues	3 hrs.
LDST 331	Negotiation and Conflict Resolution	3 hrs.

Choose One (1) Track: 6 hrs.

Emergency Management Track

The Emergency Management track equips students with specialized knowledge and skills in disaster preparedness, response, recovery, and mitigation. This concentration focuses on understanding the dynamics of various emergencies—natural disasters, technological incidents, and human-caused crises—and developing effective strategies to manage these events. With this concentration, graduates are prepared for careers in federal, state, and local emergency management agencies, public safety departments, healthcare organizations, disaster relief organizations, and private sector crisis management roles. This concentration provides essential tools to navigate complex crises, manage resources, and protect communities during emergencies.

ESML 425	Crisis Communication and Community Outreach	3 hrs.
ESML 435	Community Risk Assessment	3 hrs.

Fire Service Track

The Fire Service track prepares students to lead fire service organizations, manage emergency operations, and develop effective fire prevention and community safety strategies. This concentration combines technical firefighting expertise with advanced leadership, communication, and management skills essential for success in fire service leadership roles. This concentration prepares graduates for leadership roles within fire service organizations, such as fire officer, battalion chief, fire marshal, and fire chief. Graduates may also pursue roles in fire prevention, safety inspection, emergency response coordination, and public safety education. Through this program, students gain the skills necessary to lead teams effectively, manage emergencies, and promote fire and public safety in communities.

ESML 426	Fire Service Administration	3 hrs.
ESML 436	Personnel Management	3 hrs.

Emergency Medical Services Track

The EMS (Emergency Medical Services) Track is designed for individuals aiming to advance their careers in emergency medical services by gaining expertise in leadership, administration, and strategic planning within the EMS field. This concentration prepares students to manage EMS operations, lead teams, and enhance the quality of emergency care in a dynamic and high-stakes environment.

ESML 427	EMS Management	3 hrs.
ESML 437	EMS Operations and Personnel Management	3 hrs.

Concurrent Credit

The Department of Continuing Professional Studies offers a concurrent credit option for undergraduate BS-Emergency Services Leadership and Management students meeting the requirements described in the Concurrent Credit Policy. Eligible students may enroll in up to 6 credit hours of selected graduate courses. See the Concurrent Credit Policy for the list of available courses.

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 hours, 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 a minimum of 20 credit hours of coursework.

Transfer Program	16 hrs.
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<i>Choose One:</i>	<i>4-9 hrs.</i>
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BIOL 109	Introduction to Anatomy and Physiology	4 hrs.
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BIOL 207	Anatomy and Physiology	4 hrs.
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BIOL 205	Human Anatomy & BIOL 206: Human Physiology	9 hrs.
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Fire Science Leadership Certificate

The Fire Science Leadership Certificate prepares fire service personnel interested in advancing their fire service career to the level of a company officer. This role has many different titles in the fire service but generally focuses on the leadership, supervision, mentorship/guidance, and management of an assigned fire station company. Therefore, the courses within this certificate are specifically designed to provide students with the knowledge and skills required in leadership positions.

The Fire Science Leadership Certificate requires 18 credit hours.

Required		18 hrs.
BLAW 300	Business Law and Ethics	3 hrs.
COMM 285	Communication and Ethics	3 hrs.
ESML 425	Crisis Communication and Community Outreach	3 hrs.
ESML 426	Fire Service Administration	3 hrs.
LDST 260	Fundamentals of Leadership	3 hrs.
LDST 310	Contemporary Workforce Issues	3 hrs.

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, written 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.

General Studies, AA

Required	45 hrs.
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Technology and Communication	3 hrs.
GSTU 212 Foundations of College Success and Digital Literacy	3 hrs.

Written Communication	6 hrs.
ENGL 150 Composition	3 hrs.
ENGL 207 Expository Writing: Art of the Essay	3 hrs.

Oral Communication	3 hrs.
COMM 211 Presentational Speaking	3 hrs.

Humanities and Fine Arts	15 hrs.
ENGL 200 Literature Matters	3 hrs.
HIST 102 United States History, 1865 to Present	3 hrs.
HIST 108 World History From 1500	3 hrs.
MUSC 115 Introduction to Music	3 hrs.
RELG 109 Introduction to the Study of Religion	3 hrs.

Social and Behavioral Sciences	9 hrs.
CRIM 120 Principles of Criminal Justice	3 hrs.
PLSC 101 Government and Politics in the United States	3 hrs.
PSYC 120 Principles of Psychology	3 hrs.

Mathematical Sciences	3 hrs.
MATH 109 College Algebra	3 hrs.

Natural Sciences	6 hrs.
BIOL 100 Principles of Biology	3 hrs.
PHYS 160 Exploration and Discovery in Physics	3 hrs.

Students pursuing the Associate 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.

Track 1: Individual Program

Individual Program – choose 21 hours in one of the three fields of knowledge:

Humanities and Fine Arts

Science and Mathematics

Social Studies

Track 2: Technical or Military Program

Approved technical program/degree from an accredited technical school (minimum of 21 credit hours).

Military education/experience evaluated by the American Council on Education (ACE) with content similar to courses offered at Drury University (minimum of 21 credit hours).

Students pursuing the Associate of Science in General Studies may not earn the Associate of Arts in General Studies.

Students pursuing the Associate of Science in General Studies may not pursue another major.

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:

- 1: Demonstrate knowledge of discipline specific content.
- 2: Demonstrate effective and collaborative written and oral communication skills.
- 3: Demonstrate broad knowledge of a wider world and problem solve through multi-disciplinary perspectives.

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 27-42 credit hours of coursework.

The following 12 hours are required for all General Studies majors:

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: Technical or Military Program

Approved technical program/degree from an accredited technical school (minimum of 30 credit hours).

Military education/experience evaluated by the American Council on Education (ACE) with content similar to courses offered at Drury University (minimum of 30 credit hours).

Track 3: Communication		27 hrs.
COMM 201	Interpersonal Communication	3 hrs.
COMM 221	Multimedia Writing	3 hrs.
COMM 231	Integrated Brand Management	3 hrs.
COMM 285	Communication and Ethics	3 hrs.
COMM 303	Research, Analysis, and Presentation Methods	3 hrs.
COMM 351	Principles of Persuasion and Influence	3 hrs.
LDST 331	Negotiation and Conflict Resolution	3 hrs.
LDST 420	Managing Multi-Cultural Organizations	3 hrs.
LDST 435	Strategic Leadership	3 hrs.
Track 4: General Biology		26 hrs.
BIOL 111	General Biology I	4 hrs.
BIOL 112	General Biology II	4 hrs.
BIOL 207	Anatomy and Physiology I	4 hrs.
BIOL 203	Introduction to Epidemiology	3 hrs.
CHEM 103	Fundamentals of Chemistry	3 hrs.
BIOL 208	Microbiology	5 hrs.
BIOL 302	Human Nutrition	3 hrs.
Track 5: Graphic and Digital Design		15 hrs.
ARTH 153	Visual Literacy-Art History and Culture	3 hrs.
ARTZ 123	Drawing	3 hrs.
ARTZ 210	Graphic Design I	3 hrs.
ARTZ 260	Photography I	3 hrs.
ARTZ 310	Graphic Design II	3 hrs.
Track 6: Sociology		27 hrs.
BSCI 272	Methods in Social Science Research	3 hrs.
BSCI 274	Statistical Foundations for Behavioral Sciences	3 hrs.
SOCI 120	Principles of Sociology	3 hrs.
SOCI 201	Sociology of the Family	3 hrs.
SOCI 202	Global Social Problems	3 hrs.
SOCI 246	Introduction to Social Work	3 hrs.
SOCI 316	Race and Ethnic Relations	3 hrs.
SOCI 327	Social Gerontology	3 hrs.
SOCI 336	Development of Sociological Theory	3 hrs.

Students pursuing the Bachelor of General Studies may not pursue another major.

Law Enforcement Studies Certificate

Mike Boone, 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. Students can also attend courses at the mirror site location near West Plains, Missouri (please see the Law Enforcement Academy webpage for more information, <https://www.drury.edu/go/law-enforcement/>.) 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.

LEA 200	Basic Police Officer Training I	3 hrs.
LEA 210	Basic Police Officer Training II	3 hrs.
LEA 211	Basic Police Officer Training III	3 hrs.
LEA 282	Defensive Tactics for Peace Officers	3 hrs.
LEA 283	Fundamentals of Firearm Marksmanship	3 hrs.
LEA 284	Professionalism and Ethics in Law Enforcement	3 hrs.
LEA 285	Foundations of Law Enforcement Leadership	3 hrs.
LEA 293	Basic Police Officer Training IV	3 hrs.

Legal Studies Certificate

The Legal Studies certificate 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), and business law. The certificate is intended for students pursuing a variety of professions which intersect with the legal system, including paralegal, law enforcement officer, social worker, non-profit leader, and human resources executive.

The Legal Studies Certificate requires 18 credit hours of coursework.

Required		18 hrs.
COMM 220	Business Communication and Writing	3 hrs.
LEGA 110	Introduction to Law and Legal Reasoning	3 hrs.
LEGA 212	Criminal Law for Paralegals	3 hrs.
LEGA 261	Litigation	3 hrs.
LEGA 262	Tort Law	3 hrs.
LEGA 264	Family Law	3 hrs.

Due to curricular overlap, students who have already earned the Associate of Science in Paralegal Studies may not pursue the Legal Studies Certificate. However, students who complete the Legal Studies Certificate may continue their education to earn the Associate of Science in Paralegal Studies by completing the additional coursework required for the degree.

Leadership Studies

This degree program is 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.

Required		21 hrs.
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 255	Financial Literacy for Leaders	3 hrs.
LDST 260	Fundamentals of Leadership I	3 hrs.
LDST 270	Fundamentals of Leadership II	3 hrs.

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.

The Associate of Science in Paralegal Studies requires 21 hours of coursework.

Required		21 hrs.
LEGA 110	Introduction to Law and Legal Reasoning	3 hrs.
LEGA 210	Legal Research and Writing for Paralegals	3 hrs.
LEGA 212	Criminal Law for Paralegals	3 hrs.
LEGA 261	Litigation	3 hrs.
LEGA 262	Tort Law	3 hrs.
LEGA 264	Family Law	3 hrs.
LEGA 275	Professional Practicum	3 hrs.

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.

Due to curricular overlap, students who have already earned the Associate of Science in Paralegal Studies may not pursue the Legal Studies Certificate. However, students who complete the Legal Studies Certificate may continue their education to earn the Associate of Science in Paralegal Studies by completing the additional coursework required for the degree.

Service in Faith and Ministry Certificate

The Service in Faith and Ministry Certificate enables DruryGO students to participate in a collaborative effort between Drury and the Christian Church (Disciples of Christ) Mid-American Region. Students with an interest in ministry and church service will have opportunities to engage in pulpit supply and other work in congregations that may not be able to fill the pulpit with a full-time ordained pastor, but can fund this work, together with the appropriate stipend for a supervising pastor who would guide the participating student. This certificate reinforces Drury University's relationship with the Christian Church (Disciples of Christ) and provides meaningful opportunities for serving communities while at the same time fostering the spiritual and imaginative sensibilities of students in new ways.

The Service in Faith and Ministry Certificate requires 18 credit hours of coursework.

Required		18 hrs.
RELG 109	Introduction to the Study of Religion	3 hrs.
RELG 203	Introduction to the Bible	3 hrs.
RELG 397	Internship	3 hrs.
LDST 101	Foundations of Organizational Leadership	3 hrs.
LDST 255	Financial Literacy for Leaders	3 hrs.
LDST 331	Negotiation and Conflict Resolution	3 hrs.

Surgical Technology

The Associate of Science in Surgical Technology is a degree completion program designed for those who hold a national registry certification in this field of study.

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.

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. 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 a minimum of 20 credit hours of coursework.

Transfer Program		16 hrs.
<i>Choose One:</i>		<i>4-9 hrs.</i>
BIOL 109	Introduction to Anatomy and Physiology	4 hrs.
OR		
BIOL 207	Anatomy and Physiology	4 hrs.
OR		
BIOL 205	Human Anatomy	5 hrs.
BIOL 206	Human Physiology	4 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 15 credit hours of coursework.

Required		15 hrs.
COMM 201	Interpersonal Communication	3 hrs.
COMM 220	Business Communication and Writing	3 hrs.
LDST 101	Foundations of Organizational Leadership	3 hrs.
LDST 255	Financial Literacy for Leaders	3 hrs.
MATH 109	College Algebra	3 hrs.

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 Learning Outcomes:

1. Demonstrate knowledge about the past.
2. Examine, contextualize, and explicate primary sources.
3. Analyze how historians interpret the past.
4. 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.**

HIST 259	Engaging the Past	3 hrs.
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American History **12 hrs.**

HIST 101	United States History to 1865	3 hrs.
HIST 102	United States History, 1865 to Present	3 hrs.
HIST 270	The American Revolution	3 hrs.
HIST 330	The American Civil War	3 hrs.

World History **9 hrs.**

HIST 107	World History to 1500	3 hrs.
HIST 108	World History from 1500	3 hrs.
HIST 245	Europe in the Twentieth Century	3 hrs.

Track 1: History **18 hrs.**

HIST 219	Early Modern European History	3 hrs.
HIST 262	African-American History	3 hrs.
HIST 343	Latin American History	3 hrs.
HIST 344	History of Modern Africa	3 hrs.
HIST 345	History of Modern Asia	3 hrs.
HIST 493	Senior Seminar	3 hrs.

Track 2: History-Secondary Education**3 hrs. + EDUC Requirements**

HIST 111	Geographical History	3 hrs.
Completion of Secondary Education Major requirements		

Department of Languages and Literature

Dr. Kevin Henderson, Chair

English and Writing, AS

The Associate of Science in English and Writing requires 24 credit hours of coursework.

Foundations		18 hrs.
ENGL 200	Literature Matters	3 hrs.
ENGL 207	Expository Writing: Art of the Essay	3 hrs.
ENGL 253	Grammar and Style	3 hrs.
ENGL 266	Creative Writing I-Fiction	3 hrs.
ENGL 267	Creative Writing I-Poetry	3 hrs.
ENGL 268	Creative Writing I-Nonfiction	3 hrs.
British Literature		3 hrs.
ENGL 202	British Literature II: Nineteenth Century Through The Present	3 hrs.
American Literature		3 hrs.
ENGL 204	American Literature II: 1865-1980	3 hrs.

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 Learning Outcomes:

1. Develop thoughts and ideas into high quality creative or critical writing.
2. Develop a clear and compelling thesis.
3. Develop an ability to revise and enhance multiple drafts of creative or critical writing.
4. Develop skills in reading, discussing and analyzing the aims of argument.
5. Develop strategies for close reading and sustained textual interpretation.

The following courses are required for all English and Writing majors **33 hrs.**

Foundations **15 hrs.**

ENGL 207	Expository Writing: Art of the Essay	3 hrs.
ENGL 253	Grammar and Style	3 hrs.
ENGL 301	Theory and Practice	3 hrs.
ENGL 353	Nature of the English Language	3 hrs.
ENGL 493	Senior Seminar	3 hrs.

British Literature **3 hrs.**

ENGL 202	British Literature II: Nineteenth Century Through The Present	3 hrs.
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American Literature **3 hrs.**

ENGL 204	American Literature II (1865-1980)	3 hrs.
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Advanced Literature **6 hrs.**

ENGL 306	Studies in Sixteenth through Eighteenth Century Literature	3 hrs.
ENGL 317	African-American Literature	3 hrs.

Writing **6 hrs.**

ENGL 266	Creative Writing I-Fiction	3 hrs.
ENGL 267	Creative Writing I-Poetry	3 hrs.

Track 1: English and Writing **9 hrs.**

ENGL 200	Literature Matters	3 hrs.
ENGL 268	Creative Writing I-Nonfiction	3 hrs.
ENGL 302	Women Writers	3 hrs.

Track 2: English and Writing-Secondary Education **3 hrs. + EDUC Requirements**

ENGL 150	Composition	3 hrs.
Completion of Secondary Education Major requirements		

School of Education and Child Development

Dr. Natalie Precise, 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. Professional and Content GPA of 3.0 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
 (professional coursework refers to required foundations courses and methods courses)
- 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. 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.
- F. Evaluation by Drury University faculty related to dispositions.
- G. Completion of the foundations of teaching courses: EDUC 200, EDUC 208, EDUC 205, EDUC 207, EDUC 302 all professional and content coursework must be completed with a grade of B or higher. 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. (Professional coursework refers to required foundations courses and methods courses)
- H. 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.
- I. 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.
- J. 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.
- K. Subscription to online portfolio. This will be introduced during EDUC 200, EDUC 208 and EDUC 205.
- L. 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.
- M. 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) 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.

2) In the event that a student is disapproved for student teaching based on the grade point average or a negative decision regarding the student's potential effectiveness as a teacher, they will be so notified in writing. If the student desires to appeal the decision, they 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).

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 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>

Program Learning Outcomes (alignment to Missouri Teacher Standard):

1. 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. (MTS 2; MTS 4; MTS 5)
2. Candidates use content-specific research and theory to design, implement, assess, and reflect on student learning. (MTS 1; MTS 7)
3. Candidates demonstrate skills and commitment that afford all K-12 students access to rigorous and relevant curriculum specific to their diverse learning needs. (MTS 3)
4. Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning which includes critical thinking and AI use in the classroom. (MTS 6; MTS 7)
5. Candidates demonstrate proficiency in oral and written communication skills appropriate for educators. (MTS 6; MTS 9)
6. Candidates meet all institution and state requirements to be recommended for initial certification. (MTS 8; MTS 9)

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 12 credit hours of selected graduate courses. See the Concurrent Credit Policy for the list of available courses.

Foundations in Education

The Associate of Science in Foundations in Education requires 19 credit hours of coursework.

Required		19 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 208	Introductory Practicum	1 hr.
EDUC 212/213	Professional Preparation for the Field of Teacher Education	0 hrs.
MATH 101	Fundamental Mathematical Concepts I	3 hrs.
COMM 211	Presentational Speaking	3 hrs.
BIOL 100	Principles of Biology	3 hrs.

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.

Official admission to the Teacher Education Program is required to enroll in any upper-division teaching methods course.

Foundations 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 31 hrs.

EDUC 331	Content Area Literacy	3 hrs.
EDUC 338	Elementary School Curriculum	3 hrs.
EDUC 356	Methods of Teaching Children's Literature	2 hrs.
EDUC 361	Collaborative Classroom Environments	3 hrs.
EDUC 376	Student Assessment and Data Analysis	3 hrs.
EDUC 380	Methods of Teaching Elementary Mathematics	3 hrs.
EDUC 382	Methods of Teaching Elementary Science	3 hrs.
EDUC 407	Methods of Teaching Literacy	3 hrs.
EDUC 409	Methods of Teaching Language Arts-Elementary	2 hrs.
EDUC 452	Correction of Literacy Problems	3 hrs.
EDUC 455	Correction of Disabilities in Mathematics	3 hrs.
EDUC 475	Review for Teacher Certification Examinations	0 hrs.

Clinical & Field Experiences 15 hrs.

EDUC 208	Introductory Practicum	1 hr.
EDUC 212/213	Professional Preparation for the Field of Teacher Education	0 hrs.
EDUC 401	Literacy Practicum I	1 hr.
EDUC 402	Literacy Practicum II	1 hr.
EDUC 476	Student Teaching-Elementary	10 hrs.

EDUC 480	Student Teaching Support Seminar	2 hrs.
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Elementary Education Requirements

Science	Any two science courses	6 hrs.
Mathematics	MATH course above MATH 100	3 hrs.
HIST 101 or HIST 102	United States History to 1865 or United States History, 1865 to Present	3 hrs.
HIST 111	Geographical History	3 hrs.
ARTH, ARTZ, MUSC, THTR	Choose one ARTH, ARTZ, MUSC, THTR course	3 hrs.
PSYC 120 or SOCI 120	Principles of Psychology or Principles of Sociology	3 hrs.

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.

Official admission to the Teacher Education Program is required to enroll in any upper-division teaching methods course.

The Bachelor of Science in Middle School Language Arts Education requires 79 credit hours of coursework.

Education Courses		52 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.
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 379	Middle School Philosophy	3 hrs.
EDUC 383	Middle School Curriculum & Instruction	3 hrs.
EDUC 446	Methods of Teaching Secondary English	2 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.
EDUC 475	Review for Teacher Certification Examinations	0 hrs.
EDUC 477	Student Teaching -Middle School	10 hrs.
EDUC 480	Student Teaching Support Seminar	2 hrs.

Required Content Courses		27 hrs.
Reading Literature & Informational Text		18 hrs.
ENGL 200	Literature Matters	3 hrs.
ENGL 202	British Literature II: Nineteenth Century through the Present	3 hrs.
ENGL 203	American Literature I: 1620-1865	3 hrs.
ENGL 204	American Literature II: 1865-1980	3 hrs.
ENGL 301	Theory and Practice	3 hrs.
ENGL 317	African-American Literature	3 hrs.
Writing & Researching		6 hrs.
ENGL 207	Expository Writing: Art of the Essay	3 hrs.
ENGL 266	Creative Writing I – Fiction	3 hrs.
Language & Conventions		3 hrs.
ENGL 253	Grammar and Style	3 hrs.

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.

Official admission to the Teacher Education Program is required to enroll in any upper-division teaching methods course.

The Bachelor of Science in Middle School Science Education requires 80 credit hours of coursework.

Education Courses		52 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.
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 379	Middle School Philosophy	3 hrs.
EDUC 383	Middle School Curriculum and Instruction	3 hrs.
EDUC 350	Methods of Teaching the Biological and Physical Sciences	2 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.
EDUC 475	Review for Teacher Certification Examinations	0 hrs.
EDUC 477	Student Teaching - Middle School	10 hrs.
EDUC 480	Student Teaching Support Seminar	2 hrs.

Required Content Courses**24 hrs.**

BIOL 111	General Biology I	4 hrs.
CHEM 107	General Chemistry I	4 hrs.
PHYS 100	Earth Science	3 hrs.
PHYS 100L	Earth Science Laboratory	1 hr.
PHYS 110	Elementary Astronomy	3 hrs.
PHYS 111	Physical Science	3 hrs.
PHYS 111L	Physical Science Laboratory	1 hr.
PHYS 201	Principles of Physics	5 hrs.

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.

Official admission to the Teacher Education Program is required to enroll in any upper-division teaching methods course.

The Bachelor of Science in Middle School Social Science requires 79 credit hours of coursework.

Education Courses		52 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.
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 379	Middle School Philosophy	3 hrs.
EDUC 383	Middle School Curriculum and Instruction	3 hrs.
EDUC 384	Methods of Teaching Secondary Social Studies and Economics	2 hrs.
EDUC 208	Introductory Practicum	1 hr.
EDUC 212/213	Professional Preparation in the Field of Teacher Education	0 hrs.
EDUC 303	Secondary Education Practicum	1 hr.
EDUC 475	Review for Teacher Certification Examinations	0 hrs.
EDUC 477	Student Teaching - Middle School	10 hrs.
EDUC 480	Student Teaching Support Seminar	2 hrs.

Required Content Courses		27 hrs.
American History		12 hrs.
HIST 101	United States History to 1865	3 hrs.
HIST 102	United States History, 1865 to Present	3 hrs.
HIST 270	The American Revolution	3 hrs.
HIST 330	The American Civil War	3 hrs.
World History		6 hrs.
HIST 107	World History to 1500	3 hrs.
HIST 108	World History from 1500	3 hrs.
Geography		3 hrs.
HIST 111	Geographical History	3 hrs.
Government		3 hrs.
PLSC 101	Government and Politics in the United States	3 hrs.
Economics		3 hrs.
ECON 211	Principles of Macroeconomics	3 hrs.

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:

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.

Official admission to the Teacher Education Program is required to enroll in any upper-division teaching methods course.

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.
EDUC 478	Student Teaching – Secondary	10 hrs.
EDUC 480	Student Teaching Support Seminar	2 hrs.

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	Drury Major
English 9-12	English and Writing
Social Science 9-12	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>.

Students are required to use the program of study found at www.drury.edu/education to fulfill state certification requirements. This documentation should be reviewed with an assigned academic advisor each semester prior to registration.

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 209 Principles of Accounting. 3 hours. Introduces the student to the role of accounting in a global society. Principles and concepts of financial accounting. Analysis of accounting statements. Accounting cycles and procedures: receivables, inventories and fixed assets.

ACCT 210 Accounting for Management. 3 hours. *Prerequisite: ACCT 209, BADM 105.* 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.

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.

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.

ARTZ 397, 497 Internship. S/U Grading.

Business Administration (BADM)

BADM 103 Business Foundations. 3 hours. An introduction to the fundamental concepts and principles of business enterprise and economics. Introduction to the functions of a business organization, basic research methods, and written and oral reports, discussion of current business, economic developments, and global business awareness.

BADM 105 Introduction to Excel. 1 hour. This course provides an introduction to features and functions most commonly needed by beginning Excel users who will be in contact with the program on a somewhat frequent basis. This course requires a rudimentary knowledge of Excel as a basis for advancing into the course material. This is a hybrid course with primary content delivery online for self-paced learning and open labs for student learning.

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 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 111 General Biology I. 4 hours. An introduction to the cellular, genetic, ecological, and evolutionary principles fundamental to all of biology. The laboratory portion includes an introduction to the laboratory methods and techniques necessary to understand the fundamental principles of biology.

BIOL 112 General Biology II. 4 hours. *Prerequisite: BIOL 111.* An introduction to the diversity of living organisms with an emphasis on their interrelationships and the ways in which they have solved problems common to all life forms, past and present. The laboratory portion includes an introduction to the diversity of living organisms with an emphasis on the diagnostic characteristics of major groups or organisms and evolutionary patterns visible throughout these groups.

BIOL 203 Introduction to Epidemiology. 3 hours. *Prerequisite: BIOL 112.* An introduction to the study of epidemiology, including both concepts and practice. The distribution of health-related problems in a population and modern methods to control health problems will be examined.

BIOL 205 Human Anatomy. 5 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. General science course for non-science majors.*

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. 5 hours. *Prerequisite: DAY-BIOL 110 or BIOL 172 or declared Health Science major. CCPS-BIOL 112 and CHEM 103 or CHEM 107. Co-Req: BIOL 208L (Day School Only).* A study of bacterial diversity, physiology, biochemistry and genetics as they relate to the environment and to human welfare. Fungi and viruses also are discussed. Laboratory methods for the identification of bacteria are introduced. *Lecture and laboratory.*

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. 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 308 Immunology. 3 hours. *Prerequisites: CCPS-BIOL 111, BIOL 112, 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 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 or declared Pre-Nursing Certificate. DAY-BIOL 206 or BIOL 378.* 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.

Business Law (BLAW)

BLAW 300 Business Law and Ethics. 3 hours. This course should give the students the opportunity to learn legislation and common law that applies to employers and employees, corporation and all of society. The course will cover the 52 court systems. The course will examine existing State and Federal laws. The course will include learning the applicable regulations for enforcement of such laws. Specifically, the course will cover ethics and law in each of the following areas: Administrative Regulation, Constitutional Law, Crimes, Torts, Intellectual Property, Employment Law, Business Entities and common law Contract as well as contract for the Sale of Goods.

BLAW 374 Employment Law and Regulations. 3 hours. *Prerequisite: Day – Declared Breech major and MGMT 300; or declared Diversity, Equity, and Inclusion Certificate. CCPS-MGMT 300; or declared Organizational Leadership Studies major.* This course should give the 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, 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.

Behavioral Sciences (BSCI)

BSCI 108 Writing in the 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 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. S/U 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 103-L Fundamentals of Chemistry Laboratory. 1 hour. *Co-requisite: CHEM 103.* A laboratory to complement Fundamentals of Chemistry.

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.*

CHEM 212-L Elementary Organic Chemistry Laboratory. 1 hour. *Co-requisite: CHEM 212.* A laboratory to complement Elementary Organic Chemistry.

Computer Information Systems (CISQ)

CISQ 263 Introduction to Data Analytics. 3 hours. Provides with the base level understand and quantitative foundation needed for data analytics. It will include a discussion of key topics such as big data, analytics (including predictive/prescriptive), machine learning, Internet of Things, data mining and data science. The course will begin by examining these key topics, then move into an in-depth focus on the analytical process. Using case studies and application to real world scenarios students will experience how to apply the data analytics process to business situations. Next the course will focus on data communications and visualization principles. Finally, students will be introduced to common data analytics software applications and use one, or more, of these applications to complete an end of term project.

Communication (COMM)

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 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 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: Day -COMM 215; CCPS- declared Organizational Leadership Studies major or declared Emergency Services Management Major.* 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. 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 212 Introduction to Corrections. 3 hours. This course reviews the historical development of corrections and penology, explores various correctional practices and populations, distinguishes juvenile and adult corrections, and examines correctional issues, trends, and perspectives.

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 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 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. *Prerequisite: Day-CRIM 102; GO – CRIM 120.* Intensive study of crimes committed by people or corporations during the course of legitimate work.

CRIM 321 Deviance and Social Control. 3 hours. *Prerequisite: Day – CRIM 102; GO – CRIM 120.* 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 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 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 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 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.

CRIM 397, 497 Internship. S/U Grading.

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 process 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, EDUC 477, or EDUC 478.*

EDUC 476 Student Teaching – Elementary. 10 hours. *Prerequisite: Completion of all appropriate methods courses, formal admission to teacher education program, 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, formal admission to teacher education program, and approval of the Teacher Education Council.* Supervised 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, formal admission to teacher education program, 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 403 Private Sector 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 407 Fire Department Management. 3 hours. *Prerequisite: EMMT 405.* This course will provide current and future Company Officers with effective management of service delivery and human relations. Through real-life details and examples, students will learn how to successfully lead a fire company.

EMMT 290, 390, 490 Selected Topics. 1-3 hours.

EMMT 291, 391, 491 Research.

EMMT 397, 497 Internship. S/U Grading.

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. 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 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 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 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 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 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 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 their use of grammar in both written and oral communication, and develop personal study strategies.

Emergency Services Management and Leadership (ESML)

ESML 101 Introduction to Emergency Services Principles and Practices. 3 hours. This course serves as an introduction to the foundational principles and practices of emergency services management and leadership. Students will explore various emergency service agencies' history, structure, and functions, including fire, emergency medical services, and emergency management organizations. The course emphasizes the interconnectivity of these agencies and the importance of collaboration in effective emergency response.

ESML 105 Emergency Services Planning and Preparedness. 3 hours. This course focuses on the principles of planning and preparedness within emergency services management. Students will examine the various components of effective emergency planning, including risk assessment, resource allocation, community planning, and training exercises. The course emphasizes the importance of developing comprehensive emergency response plans that address the specific needs of communities and organizations. Students will learn about relevant policies, regulations, and frameworks that guide local, state, and federal emergency planning efforts.

ESML 202 Hazard Identification. 3 hours. This course provides an in-depth exploration of hazard identification as a critical emergency management and preparedness component. Students will learn to systemically identify, analyze, and prioritize potential hazards impacting communities, organizations, and emergency services operations. Through case studies, group discussions, and practical exercises, students will develop the skills to effectively assess and communicate hazards, supporting informed decision-making in emergency planning and response.

ESML 301 Social Aspects of Emergencies. 3 hours. This course examines the social dimensions of emergencies and disasters, focusing on how societal factors influence preparedness, response, recover, and resilience. Students will explore the impact of social structure, cultural norms, and community dynamics on emergency management practices. The course emphasizes the need for culturally competent approaches to emergency services, addressing race, ethnicity, socioeconomic status, and language barriers.

ESML 305 Emergency Response. 3 hours. This course provides an in-depth examination of emergency response strategies and operations within the context of emergency services management and leadership. Students will explore the principles, protocols, and best practices associated with effective emergency response to various incidents, including natural disasters, technological hazards, and public safety emergencies. The course emphasizes the importance of coordination among multiple agencies and stakeholders, the role of the Incident Command System (ICS), and the development of effective communication and decision-making strategies during crises.

ESML 307 Emergency Recovery. 3 hours. This course focuses on the principles and practices of emergency recovery, emphasizing the processes involved in restoring communities and organizations after disasters and emergencies. Students will explore the recovery phases, including damage assessment, resource allocation, rebuilding efforts, and community resilience strategies. The course highlights the importance of planning for recovery during the preparedness phase and the need for effective coordination among various stakeholders, including government agencies, non-profit organizations, and community groups.

ESML 401 Hazard Mitigation. 3 hours. This course explores the principles and practices of hazard mitigation within emergency services management and leadership. Students will examine strategies to reduce hazards/ impacts and prevent disasters before they occur. The course covers various topics, including risk assessment, mitigation planning, regulatory frameworks, and community engagement in hazard mitigation efforts.

ESML 425 Crisis Communication and Community Outreach. 3 hours. *Prerequisite: EMMT 405.* This course examines the essential strategies and skills for effective communication and community outreach in crises. Students learn the principles of crisis communication, media relations, public messaging and community engagement to prepare for and respond to emergencies. The course emphasizes proactive outreach,

building community trust, and maintaining transparency before, during, and after crises. Topics include using social media, managing press conferences, addressing misinformation, and communicating with diverse audiences.

ESML 426 Fire Service Administration. 3 hours. This course provides students with an in-depth understanding of the principles and practices involved in fire service administration. Students learn the essential administrative functions to manage a fire service organization effectively. The course covers contemporary issues fire service administrators face, such as resource allocation, personnel management, public relations, and community risk reduction. Emphasis is placed on developing leadership skills and applying administrative strategies that support the overall mission of fire service organizations.

ESML 427 EMS Management. 3 hours. This course focuses on the principles and practices of management within the Emergency Medical Services (EMS) sector. Students will explore essential topics such as organization structure, leadership, human resource management, financial management, and operational efficiency in EMS settings. The course emphasizes integrating clinical practice with administrative functions to ensure high-quality patient care and effective emergency response.

ESML 435 Community Risk Assessment. 3 hours. This course explores the methodologies and strategies for assessing and managing risks within communities, focusing on hazard identification, risk analysis, and vulnerability assessment. Students learn to evaluate various risks, such as natural disasters, industrial accidents, and public health emergencies, and how to prioritize them based on potential impacts. The course covers risk reduction strategies, data collection, and analysis, mapping, and stakeholder communication to develop effective risk management plans.

ESML 436 Personnel Management. 3 hours. This course focuses on the principles and practices of personnel management within fire service organizations. Students explore essential topics such as recruitment, training, performance evaluation, labor relations, and employee development, all within the unique context of fire services. The course also addresses challenges in fire service personnel management, including safety, diversity, mental health, and leadership issues. Emphasis is placed on effective communication, conflict resolution, and fostering a positive, inclusive work environment.

ESML 437 EMS Operations and Personnel Management. 3 hours. This course focuses on the operational aspects and personnel management within Emergency Medical Services (EMS) organizations. Students will explore the complexities of EMS operations, including emergency response protocols, resource allocation, incident management, and practical strategies for managing personnel in high-stress environments. The course emphasizes integrating operational efficiency with human resource practices, covering workforce planning, team dynamics, performance management, and staff training and development.

ESML 450 Research Applications in Emergency Services Management and Leadership. 3 hours. This course introduces students to research methods and application within the context of emergency services management and leadership. Students gain the skills to conduct, analyze, and apply research to solve practical problems in disaster response, crisis management, risk mitigation, and public safety. The course covers qualitative and quantitative research methods, data collection and analysis, and evidence-based decision-making processes.

ESML 290, 390, 490 Selected Topics. 1-3 hours.

ESML 291, 391, 491 Research.

ESML 397, 497, Internship. S/U Grading.

Exercise and Sport Science (EXSP)

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 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 331 Corporate Finance. 3 hours. *Prerequisites: Day - Declared Breech major and ACCT 210, MATH 227; or ACCT 210, MATH 227 and declared Actuarial Science and Risk Management Minor; or ACCT 210. CCPS- MATH 227 and declared Business Essentials Certificate.* 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 290, 390, 490 Selected Topics. 1-3 hours.

FINC 291, 391, 491 Research.

FINC 397, 497 Internship. S/U Grading.

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 290, 390, 490 Selected Topics. 1-3 hours.

FREN 291, 391, 491 Research.

FREN 397, 497 Internship. S/U Grading.

General Studies (GSTU)

GSTU 212 Foundations of College Success and Digital Literacy. 3 hours. This course focuses on helping students excel in college by integrating university resources and digital literacy skills. From using the learning management system and library effectively to developing study strategies and safeguarding personal data, students will learn skills to help efficiently maneuver their academic and personal lives. Topics include growth mindset cultivation, ethical AI use, and basic cybersecurity practices. Students will design personalized action plans and engage with tools to overcome academic challenges, ensuring they are prepared for lifelong learning and professional success.

GSTU 310 Comparative Cultures. 3 hours. In-depth study of several representative cultures. This course examines demographical structures and practices and how those differences affect 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 affect the lives and cultures studied.

GSTU 493 Senior Seminar. 3 hours. 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 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 262 African-American History. 3 hours. Examination of the African-American quest for freedom, dignity, and equality from slavery through contemporary times. Emphasis on Black political, economic, cultural, education, and social development within the context of the long Civil Rights movement in the nineteenth and twentieth centuries.

HIST 270 American Revolution. 3 hours. This course examines the origins, development, and consequences of the American Revolution. Topics include the Parliamentary Crisis, wartime experiences, Revolutionary diplomacy, political and constitutional change, and how the American Revolution impacted US society in terms of race, class, and gender.

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 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 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.*

Information Technology Management (ITMA)

ITMA 191 Programming for Everyone II. 3 hours. This course teaches you to build data-powered software products. Building on fundamentals of Python programming, you'll learn how to build software that interacts with other software, stays up-to-date, and is something that people want to use and build on top of. In doing so, you'll master all the skills necessary to pursue advanced programming and app development. Learn more at rize.pub/CSC-3.

ITMA 200 Networking Technologies and Telecommunications. 3 hours. *Prerequisite: ITMA 160 and ITMA 170.* Whether a workplace is just a few people connected to a wireless router, or a financial giant, wired directly into the Nasdaq, it likely relies heavily on Network Technologies. This course will teach you how networks work and how to set up, and secure them. By the end of this course you will be able to manage and maintain a range of different network types. This online class has optional live sessions.

ITMA 210 Cloud 0 – Google Cloud Computing Foundations. 3 hours. *Prerequisite: ITMA 180 and ITMA 190.* This course will introduce you to the fundamentals of Cloud Computing, Infrastructure and Networking, and will explore how the cloud is used in a range of situations, including IT, App Development and Machine Learning. By the end of the course you will know what the cloud is, and how to use it effectively. This course uses the Google Cloud Platform (GCP) and was built in concert with the Google Cloud Learning Services team.

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 Exploration of 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 255 Financial Literacy for Leaders. 3 hours. Being financially literate will add credibility to a leader. It allows a leader to make informed decisions and project the financial impact of their day to day decisions. Leaders need to know how money is made, managed, invested and expanded. This course includes the topics of the time value of money, compound interest, debt management and investment decisions. Additionally, basic accounting concepts will be covered that will allow leaders to understand the financial statements of their organization and how decisions and transactions affect the financial statements.

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, particularly during crisis communication events. For those aspiring to one day be top leaders of progressive organizations, this course may be essential.

LDST 450 Ethics and Leadership. 3 hours. *Prerequisite: 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 150 Instructor Development. 1 hour. Instructor development course for preparing and delivery of basic academy and in-service Law Enforcement training.

LEA 160 Field Training Officer School. 1 hour. Responsibilities, powers and duties of the uniformed Field Training Officer.

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 210 Legal Research and Writing for Paralegals. 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. Students will be expected to demonstrate proficient, flexible, and accurate writing skills, and proper use of legal citations.

LEGA 212 Criminal Law for Paralegals. 3 hours. Students will learn about the types of crimes they may encounter in their work as a paralegal. This course will include the varying classifications of crimes, different theories of punishment and the range of rules and procedures within the pretrial process. Students will also learn about the different stages of the criminal process and the factors that go into criminal sentencing.

LEGA 214 Correctional Law. 3 hours. What separates the United States, and other democracies, from totalitarian nations is that our leaders must follow the rule of law just like the rest of us. This rule of law is also what makes our correctional systems different from those in many other countries – correctional workers are guided by laws, whether it be statutory or common law, and not by the political influences and impulses of government leaders. However, these laws are not set in stone, they are constantly changing based on court decisions and the public's view of decency. This course will take a look at the evolution of correctional law, where it is today, and look at where it might be headed.

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 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 Drury GO Department Chair. The practicum provides the student with a practicum experience in a law office. *S/U Grading.*

LEGA 310 Business, Insurance & Technology. 3 hours. *Prerequisite: LEGA 261 or declared Advanced Legal Studies Certificate.* Regardless of what path you choose, foundational knowledge in bankruptcy, insurance, and technology is essential. This course will cover 1) various types of bankruptcy filings to how stays may impact a personal injury case and how representations in filings can and will be used in state court proceedings; 2) to insurance basics from occurrence to claims made to tenders, notice, and defense and indemnification; and 3) technology from why and how it matters to privacy issues and potential computer fraud claims to employee loyalty in use of technology.

LEGA 290, 390, 490 Selected Topics. 1-3 hours.

LEGA 291, 391, 491 Research.

LEGA 397, 497 Internship. *S/U Grading.*

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 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 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. *Prerequisite: Demonstrable proficiency via a placement exam in algebra and trigonometry or successful completion of MATH 229.* A study of the fundamental principles of analytic geometry and calculus with an emphasis on differentiation.

Management (MGMT)

MGMT 300 Principles of Management. 3 hours. *Prerequisite: Day-Declared Breech major; or declared Business Administration Minor; or declared Marketing and Entrepreneurship Minor; or declared Learning to Lead Certificate. CCPS- declared Business Administration major or Business Essentials Certificate.*

Introduction to management of organizations, strategy, leadership, organizational behavior, business management theories, and organizational design. Topics covered include individual and situational explanations for behavior, communication, decision-making, motivation, personal strengths and teams.

MGMT 373 Human Resource Management. 3 hours. *Prerequisite: MGMT 300 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 422 Corporate Policy and Ethics. 3 hours. *Prerequisite: MGMT 300, MKTG 337, senior standing, 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 425 International Management. 3 hours. *Prerequisites: Admission to the Breech School of Business and MGMT 300.* This course explores the distinct challenges of management in an international environment. Topics covered include global environment, national culture, international human resource issues, and managing a multinational workforce.

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.

Marketing (MKTG)

MKTG 337 Marketing. 3 hours. *Prerequisite: Day-Declared Breech major; or declared Business Administration Minor; or a Marketing and Entrepreneurship Minor; or declared Business Essentials Certificate; or declared Personal Branding Certificate; or declared Arts Administration Certificate. CCPS-Declared Business Administration major or declared Business Essentials Certificate.* 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.

Pathways (PATH)

PATH 100 Introduction to Vocation. 3 hours. This course will develop the introductory knowledge, skills, and vocational competencies to attain employment in an entry level vocational position. This class will also teach workplace safety and etiquette. A survey of employment opportunities will be provided.

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 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 290, 390, 490 Selected Topics. 1-3 hours.

PHIL 291, 391, 491 Research.

PHIL 397, 497 Internship. S/U Grading.

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.

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 160 Exploration and Discovery in Physics. 3 hours. This course allows students majoring in a non-science field to learn about the processes of the chemical sciences, including how science works, its limitations, and how science and society influence each other. Physics topics are variable but will be problem-based, communication intensive and engage students with focused topics in science to show how science and society interact. This course does not apply to any major or minor in the natural sciences.

PHYS 201 Principles of Physics. 5 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 Geographic Information Systems (GIS) in socio-economic and environmental studies. The course utilizes ArcGIS 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.

Project Management (PRJM)

PRJM 220 Project Management Fundamentals. 3 hours. Project management is about executing ideas on time, in budget, and adapting to challenges along the way. All modern business professionals need to understand it. This course, which culminates in a final project, gives you the foundational tools to do that: Waterfall and Agile methodologies, the project management lifecycle, precise goal-setting, professional progress trackers, stakeholder engagement, and project analysis.

PRJM 360 Agile Frameworks and Methodologies. 3 hours. When change outpaces planning and requirements keep shifting, traditional project management falls short. That's where Agile comes in – designed to thrive in uncertainty and deliver value in fast-paced environments. Here, adaptability beats predictability and customer satisfaction take priority over rigid plans. In this course, you'll learn to pivot with purpose, keep your team aligned, and impress stakeholders, even when the ground is constantly shifting.

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 234 Drugs and Behavior. 3 hours. 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 235 Applied Human Development. 3 hours. This course provides an overview of physical, cognitive, social, and emotional milestones from conception through death. Emphasis is given to the ways in which biological, familial, sociocultural, and diversity factors interact to influence developmental trajectories.

PSYC 240 Social Psychology. 3 hours. *Prerequisite: Day-PSYC 101; GO-PSYC 120.* 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 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 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 341 Adult Psychopathology. 3 hours. This course provides an overview of the field of abnormal psychology. The focus is on forms of adult psychopathology, such as anxiety disorders, trauma and stressor-related disorders, depressive disorders, schizophrenia, substance use disorders, and neurocognitive disorders. Emphasis is given to their possible causes, diagnostic criteria, and treatment.

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. *Prerequisite: Day-PSYC 101; GO-PSYC 120.* 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-PSYC 120, BSCI 274 or declared Organizational Leadership Studies Major. Day-PSYC 101, 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. *Prerequisite: Day-PSYC 101; GO-PSYC 120.* 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 comparisons 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 290, 390, 490 Selected Topics. 1-3 hours.

PSYC 291, 391, 491 Research.

PSYC 397, 497 Internship. S/U Grading.

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 Global 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 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 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 290, 390, 490 Selected Topics. 1-3 hours.

RELG 291, 391, 491 Research.

RELG 397, 497 Internship. S/U Grading.

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 Race and Ethnic Relations. 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 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 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 360 Urban Sociology. 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 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.

SOCI 397, 497 Internship. S/U Grading.

General Information

Drury University Accreditation

<https://www.drury.edu/about/accreditation-and-accolades/>

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/>

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).

Master of Physician Assistant Studies

The ARC-PA has granted Accreditation-Provisional status to the Drury University Physician Assistant Program sponsored by Drury University

<https://www.arc-pa.org/wp-content/uploads/2026/02/Accreditation-History-Drury.pdf>

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; Rev. 10-1-15, 9-1-16, 12-1-19, 8-2-22, 3-19-25

Drury University is fully committed to upholding and advancing an environment where every member of our community will treat each other with dignity and respect. We recognize that diverse experiences enrich our institution and all who pass through it. We honor, welcome, and respect all, no matter the age, sex, gender identity and expression, sexual orientation, ethnicity, race, socio-economic status, veteran status, ability, religion, or political beliefs. Inclusion is how we engage these differences to create a welcoming community and expand opportunities for collaboration. Educational and workplace equity refers to providing opportunities that enable every person to be successful as they work and learn at Drury.

Drury University does not discriminate on the basis of disability, race, color, religion, gender, age, sexual orientation, national or ethnic origin, veteran status, or other legally protected status in its programs and activities. The following persons have been designated to handle inquiries regarding Drury's non-discrimination policies:

Title IX Coordinator

Jennifer Baltes, Director of Human Resources
Drury University
900 N Benton Avenue Burnham Hall 107
Springfield, MO 65802
(417) 873-7266
jbates01@drury.edu

Deputy Title IX Coordinator

Tijuana Julian, Vice President for Student Affairs / Dean of Students
Drury University
900 North Benton Avenue
Findlay Student Center 201
Springfield, MO 65802
(417) 873-7215
tjulian@drury.edu

Deputy Title IX Coordinator

Allin Sorenson, Associate Provost
Drury University
900 North Benton Avenue
Burnham 203
Springfield, MO 65802
(417) 873-7291
asorenson@drury.edu

Drury's policies related to non-discrimination and their locations may be found here:
<https://www.drury.edu/hr/hr-policies-and-procedures-updates/>

Faculty and Administration 2026-2027

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/change to present rank)

Abramovitz, Melissa: B.A., Central Methodist University, 2006; M.S.P.A., Missouri State University, 2010. Central Methodist University, 2006. Assistant Clinical Professor, Physician Assistant Studies. 2025, 2025.

Andrews Martin, Mary: B.A., Drury University, 2005; M.B.A., Drury University, 2007; Ph.D., Northcentral University, 2020. Assistant Professor of Accounting. 2018, 2021.

Bales, Stevie: B.A., Drury University, 2014; M.A., Edinburgh Napier University, 2015. Instructor Graphic Design. 2023, 2023.

Barker, Colin: B.A. Drury University, 2011; M.S. (2015) and Ph.D. (2019), University of Missouri-Kansas City. Assistant Professor of Mathematics. 2021, 2021.

Bartlett, Amanda: B.S. Southwest Missouri State University, 2002; MS-PAS, Missouri State University, 2006. Director of Clinical Education and Assistant Clinical Professor, Physician Assistant Studies. 2026, 2026.

Bass, Samuel: B.S., Southwest Missouri State University, 2004; M.S., Missouri State University, 2006; Ph.D., Oklahoma State University, 2024. Visiting Assistant Professor of Accounting. 2026, 2026.

Beach, David R.: B.Arch., Drury University, 1997; M. Arch., University of Oklahoma, 2009. Professor of Architecture. 1999, 2021.

Blakey, Leah: B.A., Drury College, 1996; M.S., Southwest Missouri State University, 1998; Ph.D., St. Louis University, 2003. Professor of History. Associate Provost. 2004, 2021.

Blunk, Catherine: B.A., Manhattanville College, 1989; M.A., University of Wisconsin-Madison, 1999; Ph.D., University of Wisconsin-Madison, 2008. Associate Professor of French. 2009, 2016.

Bohnenkamper, Katherine: B.A., Emporia State University, 1977; M.Ed., Wichita State University, 1981; M.A., Kansas State University, 1988; M.L.S., Emporia State University, 1990. Associate Librarian. 1991, 2014.

Booker, Gregory: B.A., Drury College, 1987; M.F.A., University of Oklahoma-Norman, 1993. Associate Professor of Communication. 2009, 2019.

Borodich, Sergey: B.A., Belarus State University (Minsk, Belarus), 1981; Ph.D., Academy of Science of Belarus, 1986. Associate Professor of Mathematics. 2003, 2003.

Branton, Christopher: B.S., Louisiana State University, 1992; Ph.D., Louisiana State University, 1998. Associate Professor of Computer Science. 2016, 2023.

Brinkman, Katherine: B.S., Missouri State University, 1998; M.S., Missouri State University, 2003; MS-PAS, Missouri State University, 2012. Assistant Clinical Professor, Physician Assistant Studies. 2026, 2026.

Brown, Jennifer Silva: B.A., University of New Hampshire, 2003; M.A., University of New Hampshire, 2005; Ph.D., Louisiana State University, 2009. Professor of Psychology. 2009, 2020.

Bumblauskas, Dan: B.S., Iowa State University, 2003; M.S., Iowa State University, 2006; Ph.D., Iowa State University, 2010; M.L.A./A.L.M., Harvard University, 2012. Professor of Business and Dean of the Breech School of Business. 2024, 2024.

Cambra, Stephanie: B.A., Drury University, 2013; M.A., Drury University, 2023. Instructor of Communication. 2024, 2024.

Campbell, Arlisa M.: B.G.S., Missouri Southern State University, 2016; M.S., Western Governors University, 2017; D.B.A., Walden University, 2021. Assistant Professor of Management. 2023, 2024.

Cao, Ying: B.S., Beijing Normal University, 1996; Ph.D., Tufts University, 2015. Assistant Professor of Education. 2018, 2018.

Cassity, Julie: B.S., Texas Woman's University, 1986; M.S., Southwestern Oklahoma State University, 1991. Instructor of Music Therapy. 2014, 2014.

Cornelius-White, Cecily: B.A., University of Chicago, 1995; M.A., Illinois School of Professional Psychology (Chicago), 1998; Psy.D., Illinois School of Professional Psychology (Chicago), 2002. Visiting Assistant Professor of Psychology. 2022, 2022.

Cosgrove, Peter A.: B.S., Brunel University, 1997; M.Ed., Drury University, 2007; Ph.D., University of Missouri-Columbia, 2016. Assistant Professor of Education 2011, 2016.

Cossey, Tiffany: B.S.B.A, Missouri Southern State College, 1997; J.D., University of Missouri-Kansas City, 2001; L.L.M., University of Missouri-Kansas City, 2002. Associate Professor of Accounting. 2010, 2017.

Cozby, Kelsey: M.M.S., University of Missouri-Kansas City, 2016. Part-time Assistant Clinical Professor, Physician Assistant Studies. 2023, 2023.

Day, Rachael: B.S., Dordt College, 2016; Ph.D., University of California, Los Angeles, 2021. Assistant Professor of Chemistry. 2021, 2021.

Dean, Holly: B.S., Pittsburg State University, 2003; M.S.P.A., Des Moines University, 2005. Assistant Clinical Professor, Physician Assistant Studies. 2025, 2025.

Deeds, Donald D.: B.A., Drury College, 1969; Ph.D., University of Kansas, 1974. Distinguished Professor of Biology. 1980, 2025.

Dern, Laresa: Ph.D., BA Univ. of Chicago, 2015; M.A., Colorado State University, 2019; Ph.D., Univ. Nevada Reno, 2023. Assistant Professor of Biology. 2023, 2024.

Derossett, David: B.A., Drury University, 1990; M.A., University of Nevada-Las Vegas, 1997; Ph.D., University of Missouri-Columbia, 2012. Associate Professor of Sociology. 2010, 2016.

Dhameeth, Gehan: B.B.A., University of Colombo, 2002; M.B.A., University of Cardiff, 2006; D.B.A, Jones International University, 2012; M.Sc., Maryville University, 2019; Ph.D., University of the Cumberlands, 2023. Associate Professor of Marketing. 2024, 2024.

Dillstrom, Joe A.: B.S., Missouri State University, 2015; M.S. Missouri State University, 2016. Instructor of Mathematics. 2025, 2025.

Dunaway, Connie: B.A., Drury College, 1989; M.S., University of Oklahoma, 1993; Ph.D., University of Oklahoma, 1996. Instructor of Chemistry. 2019, 2019.

Ealy, Megan: B.S., Ball State University, 2005; Ph.D., University of Iowa, 2011. Associate Professor of Biology. 2017, 2023.

Eastman, Valerie: B.A., Drury College, 1984; M.S., Iowa State University, 1988; Ph.D., Iowa State University, 1990. Professor of Psychology. 1991, 2011.

Edmondson, Lauren A.: B.A., Southwest Missouri State University, 1986; MS.Ed., Southwest Missouri State University, 1993; Ed.D., St. Louis University, 2003. Distinguished Professor of Education. 2003, 2025.

Egly, Kathryn L.: M.D., Albany Medical College, 1999; Residency, Emergency Medicine, Eastern Virginia Graduate School of Medicine, 2002. Clinical Professor & Medical Director – Physician Assistant Studies. 2024, 2024.

Fenwick, Sterling: B.S., Brigham Young University, 2009; MS-PAS, Albany Medical College: Center for Physician Assistant Studies, 2014. Assistant Clinical Professor, Physician Assistant Studies. 2026, 2026.

Fogle, Brian: B.B.A., University of Mississippi, 1976; M.B.A., University of Mississippi, 1979. Executive in Residence. 2024, 2024.

Foulkes, Thomas: B.S., Rose-Hulman Institute of Technology, 2015; M.S., University of Illinois, 2017; Ph.D., University of Illinois, 2020. Assistant Professor of Engineering. 2026, 2026.

Fredrick, Doug: B.B.A., University of Missouri – Kansas City, 2000; J.D., University of Missouri – Kansas City, 2003. Visiting Professor of Management. 2025, 2025.

Freeman, Ashley (Marmouget): B.A., Drury University, 2015; M.S., Southern Illinois Edwardsville, 2017; Ed.Sp., Southern Illinois Edwardsville, 2020. Instructor of Psychology. 2024, 2024.

Garvin, William W.: B.A., Emory University, 1982; M.A., Louisiana State University, 1986; M.A., University of Kentucky, 1991. Associate Librarian and Director of the Olin Library. 1992, 2002.

Gibson, Carolyn: B.A., Samford University, 2012; M.S., Georgia Southern University, 2014; Ph.D., University of Alabama, 2018. Associate Professor of Psychology. 2018, 2024.

Gilbert, Katherine A.: B.A., Bowdoin College 1994; M.A., University of Virginia, 2001; Ph.D., University of Wisconsin-Madison, 2009. Associate Professor of English. 2009, 2015.

Groves, Jonathan: B.A., University of Missouri-Columbia, 1991; M.B.A., Missouri State University, 2005; Ph.D., University of Missouri-Columbia, 2009. Professor of Communication. 2008, 2021.

Guffey, Jay: B.S., Missouri State University, 1983; M.B.A., Missouri State University, 1991. Healthcare Executive in Residence. 2025, 2025.

Harville, Beth: B.S., Southwest Missouri State University, 1989; Ph.D., University of Missouri-Kansas City, 1995. Professor of Biology. Provost. 2005, 2017.

Hedges, Keith: B.S.Arch., University of Illinois, 1987; M.Arch., Iowa State University, 1997; Ph.D., University of Nebraska-Lincoln, 2009. Professor of Architecture. 2009, 2021.

Henderson, T. Kevin: B.A., Southwest Missouri State University, 1993; M.A., Southwest Missouri State University, 1995; Ph.D., University of Missouri-Columbia, 2012. Professor of English. 2005, 2018.

Henslee, Holli: B.S., Drury University, 1996; M.A., University of Missouri-Columbia, 2003. Associate Librarian/Technical Services Coordinator. 2012, 2017.

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.

Holzenberg, Phyllis E.: B.A., Florida State University, 1975; M.L.S., Florida State University, 1990. Associate Librarian. 1995, 2005.

Hudspeth, Jason: B.A., Drury University, 2007; B.Arch., Drury University, 2007; M.Arch., Parsons the New School for Design, 2011. Assistant Professor of Architecture. 2026, 2026.

Ingwerson, Charlyn: B.A., Southwest Missouri State University, 2000; M.A., Southwest Missouri State University, 2002; M.A., Assemblies of God Theological Seminary, 2007; Ph.D. University of Arkansas, 2019. Assistant Professor of English. 2008, 2008.

Iyer, Padmavathi: BTech, Guru Gobind Singh Indraprastha University, 2016; M.S., SUNY at Albany, 2017; Ph.D., SUNY at Albany, 2023. Assistant Professor of Computer Science. 2023, 2023.

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.

Julian, Tijuana: B.M.Ed., Drury College, 1981; M.M., University of Kansas, 1983; D.M.A., University of Kansas, 1987. Professor of Music. Executive Vice President-Student Affairs and Dean of Students. 1987, 2004.

Kaiser, Mark: B.S.M.E., Missouri University of Science and Technology, 1983; M.S.P.A., Rutgers University, 1998. Assistant Clinical Professor, Physician Assistant Studies. 2022, 2022.

Kennedy, Joshua: B.S., University of North Carolina Charlotte, 2016; M.S., University of North Carolina Charlotte, 2019. Instructor of Physics. 2022, 2022.

Kiernicki, John: B.A., Ripon College, 2011; Ph.D., Purdue University, 2016. Assistant Professor of Chemistry. 2021, 2021.

Kingsford, Abigail: B.S., Utah State University, 2013; M.A. (2017) and Ph.D. (2021), University of Kansas. Assistant Professor of Communication. 2021, 2021.

Korir, Albert K.: B.S., Kenyatta University, 1992; Ph.D., University of Kansas, 2006. Professor of Chemistry. 2008, 2014.

Lambert, Joshua T: A.A., John A Logan College, 2011; B.A., Southern Illinois University Carbondale, 2013; M.A., Eastern Illinois University, 2015; Ph.D., University of Alabama, 2025. Assistant Professor of Psychology. 2025, 2025.

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.

Lemmon, Bethany: B.S., Missouri State University, 2006. M.P.A.S., Missouri State University, 2009. Assistant Clinical Professor, Physician Assistant Studies. 2023, 2023.

Long, Jennie J.: B.A., College of Wooster, 1992; M.A., Indiana University, 1994; Ph.D., Arizona State University, 1999. Professor of Criminology. 1999, 2018.

Lowery, Todd: B.F.A., Southwest Missouri State University, 1988; M.F.A., School of Visual Arts, 1993. Professor of Art. 2002, 2016.

Luttrell, Vickie: B.A., Drury College, 1986; M.A., Hollins College, 1988; Ph.D., Southern Illinois University–Carbondale, 1999. Distinguished Professor of Psychology. 1999, 2025.

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.

McEachern, Patricia A.: B.A., University of Central Florida, 1981; M.A., Florida State University, 1985; Ph.D., University of North Carolina–Chapel Hill, 1995. Professor of French. Dorothy Jo Barker Endowed Professor of Animal Rights and Director of the Forum on Animal Rights. 1996, 2008.

McMurtrey, Shannon: B.S., Missouri State University, 1992; M.B.A., Missouri State University, 1996; Ph.D., Nova Southeastern University, 2010. Associate Professor of Management Information Systems. 2016, 2022.

Miller, R. Robin: B.A., Berea College, 1990; M.A., Indiana State University, 1992; Ph.D., University of Cincinnati, 1997. Associate Professor of Sociology. 1999, 2001.

Miller, Rebecca: B.F.A., Kansas City Art Institute, 1993; M.F.A., Florida State University, 1998. Professor of Art and Art History. 2003, 2019.

Mostafa, Rifat Ara: B.Arch., BRAC University, 2017; MUD, The University of Hong Kong, 2020; M.Arch., Virginia Tech, 2025. Visiting Assistant Professor of Architecture. 2026, 2026.

Nason, Joshua: B.Arch., Texas Tech University, 2004; M.Arch., Texas Tech University, 2007; M.B.A., Texas Tech University, 2007; M.Arch., Cornell University, 2009. Professor of Architecture and Dean, Hammons School of Architecture. 2024, 2024.

Neff, Charles: B.A., Oklahoma City University, 1999; M.Div., Methodist Theological School in Ohio, 2002; M.T.S., Methodist Theological School in Ohio, 2003; M.B.A., Oklahoma City University, 2011; D.Min., Wesley Theological Seminary, 2007. University Chaplain and Director of Religious and Spiritual Life. 2025, 2025.

Nichols, Elizabeth G.: B.A., University of Missouri–Columbia, 1991; M.A., University of Kansas, 1993; Ph.D., University of Kansas, 1997. Professor of Spanish. 1997, 2009.

Noblett, Matthew: B.A., Missouri Southern State University, 1994; M.F.A., Lindenwood University, 2013. Associate Professor of Graphic and Digital Design. 2017, 2023.

Olson, Lorraine (Lori) G.: B.S., Massachusetts Institute of Technology, 1980; M.S. Massachusetts Institute of Technology, 1983; Ph.D., Massachusetts Institute of Technology, 1985. Professor of Mechanical Engineering. 2024, 2024.

Panza, Christopher J.: B.A., State University of New York, 1993; M.A., University of Connecticut, 1998. Ph.D., University of Connecticut, 2002. Professor of Philosophy. 2002, 2015.

Pearl, Seth: B.S., SUNY at New Paltz, 2021; M.S., Penn State University, 2023; Ph.D., Penn State University, 2025. Assistant Professor of Engineering. 2025, 2025.

Petrich, Scott A.: B.S., B.A., Southwest State University, 1987; Ph.D., Iowa State University, 1992. Associate Professor of Chemistry. 1994, 2000.

Ponder, Daniel E: B.S., Southwest Missouri State University, 1989; Ph.D., Vanderbilt University, 1994. Distinguished Professor of Political Science. L.E. Meador Endowed Chair of Political Science. 2006, 2025.

Precise, Natalie: B.S.Ed., Missouri State University, 2004; M.S.Ed., Missouri State University, 2007; Ed.D., University of Missouri-Columbia, 2012. Associate Professor of Education. Dean of the School of Education and Child Development. 2013, 2019.

Prewitt, Janis L.: B.A., University of Missouri-Columbia, 1986; J.D., University of Missouri-Columbia, 1989. Professor of Management. 2005, 2019.

Robbins, Timothy: B.A., Drury University, 2003; M.A., University of Kansas, 2005; Ph.D., University of Nebraska, 2011. Professor of Spanish. 2008, 2022.

Robertson, Robert L.: B.S., University of Arkansas-Fayetteville, 1989; M.S., University of Arkansas-Fayetteville, 1991; Ph.D., University of Kentucky, 1996. Associate Professor of Mathematics. 2001, 2005.

Rodriguez-Nieto, Juan: B.S., Universidad de Guanajuato, Mexico, 1995; M.B.A., Southern Oregon University, 1998; Ph.D., University of Texas Rio Grande Valley, 2017. Associate Professor of Finance. 2018, 2018.

Rowley, III, Wesley H.: B.S., Virginia Polytechnic Institute and State University, 1980; Ph.D., East Carolina University School of Medicine, 1987. Associate Professor of Biology. 1989, 1995.

Russo, Thomas E.: B.A., Northern Illinois University, 1983; M.A., Northern Illinois University, 1986 and 1988; Ph.D., Indiana University, 1993. Professor of Art and Art History. Associate Dean for Study Abroad. 1993, 2007.

Sabini, Maurizio: Laurea in Architettura (First Professional Degree in Architecture), Istituto Universitario di Architettura di Venezia, Italy, 1981; M.Arch., State University of New York, 1982; Ph.D., Istituto Universitario di Architettura di Venezia, Italy, 1987. Professor of Architecture. 2012, 2012.

Scanlon, Bethany: B.A., Texas A&M University, 2016; Ph.D., Northwestern University, 2022. Instructor of Biology. 2022, 2022.

Schur, Richard: B.A., University of Illinois at Urbana–Champaign, 1991; J.D., University of Wisconsin, 1994; Ph.D., University of Kansas, 2000. Professor of English. 2001, 2013.

Scott, Thea: B.S., Lincoln University, 1985; M.S., Missouri State University, 2001; Ed.S., University of Missouri-Columbia, 2011. Instructor of Education. 2022, 2022.

Shipman, Brian: B.A., University of Central Oklahoma, 1986; M.A., Drury University, 2012. Instructor of Communication. 2005, 2005.

Siddiqui, Samee: B.A., University of Kent, 2008; M.A., University of London, 2009; Ph.D. candidate, University of North Carolina at Chapel Hill, 2023. Assistant Professor of History. 2023, 2023.

Simmons, Scott: B.S., University of Kentucky, 1991; M.S., University of Kentucky, 1994; Ph.D., University of Kentucky, 1998. Associate Professor of Mathematics. 2002, 2008.

Smith, Anthony: B.A., University of Central Oklahoma, 2002; M.A., University of Oklahoma, 2006. Instructor of Spanish. 2012, 2012.

Sokol, Michael: B.F.A., University of Florida, 1989; M.F.A., Southern Illinois University, 1992; Ph.D., The University of Georgia, 1999. Professor of Theatre. 2001, 2013.

Sooter, Traci: B.S., Southwest Missouri State University, 1984; M.Arch., Washington University, 1999. Professor of Architecture. 1999, 2015.

Sorenson, W. Allin: B.M.Ed., Truman State University, 1983; M.M.Ed., Truman State University, 1985; D.M.A., University of Minnesota, 1989. Professor of Music. Associate Provost. 1988, 2005.

Stine, Michael: B.M.E., Southwest Missouri State University, 1991; M.M., University of Arkansas, 1993. Visiting Instructor of Music. 2026, 2026.

Sullivan, Xavier: B.S.Ar., University of Texas at Arlington, 2021; M.Arch., Columbia University, 2024. Assistant Professor of Architecture. 2025, 2025.

Sump, Bethany: B.A., Texas A&M University, 2016; Ph.D., Northwestern University, 2022. Instructor of Biology. 2022, 2022.

Taylor, Charles A.: B.A., College of the Ozarks, 1985; M.A., University of Illinois-Champaign, 1987; Ph.D., University of Illinois at Urbana-Champaign, 1990. Professor of Communication. 1997, 2005.

Teague, Gretchen: B.F.A., Missouri State University, 1991; M.Ed., Drury University, 2006. Theater Instructor. 2025, 2025.

Thompson, Denise: B.A., Mercyhurst College, 2007; M.S., Missouri State University, 2013; Ph.D., Oklahoma State University, 2023. Assistant Professor of Biology. 2025, 2025.

Throne, Robert: B.S., Massachusetts Institute of Technology, 1980 and 1985; M.S., University of Michigan, 1987; Ph.D., University of Michigan, 1990. Professor of Engineering, 2023, 2023.

Vaggalis, Ted: B.A., Brigham Young University, 1982; M.A., University of Kansas, 1988; Ph.D., University of Kansas, 2001. Professor of Philosophy. 1995, 2020.

Van Arkel, Jo B.: B.A., Texas Christian University, 1979; M.A., Texas Christian University, 1981; M.F.A., University of Oregon, 1982. Distinguished Professor of English. 1984, 2025.

Van Doorne, Taylor: B.A., Mills College, 2014; M.A., Tufts University, 2016. Visiting Instructor of Architecture. 2026, 2026.

VanDenBerg, Jeffrey A.: B.A., Miami University (Ohio), 1990; M.A., University of Cincinnati, 1995; Ph.D., University of Cincinnati, 2000. Professor of Political Science. 1998, 2010.

VanZant, Ashley: B.S., Harding University, 2006; MS-PAS, Harding University, 2008. Program Director and Assistant Clinical Professor, Physician Assistant Studies. 2022, 2025.

Verney, Michael: B.A., University of Massachusetts, 2009; M.A., University of New Hampshire, 2011; Ph.D., University of New Hampshire, 2016. Associate Professor of History. 2018, 2018.

Warren, Jacqueline L.: Art. B.S., Southwest Missouri State University, 1966; M.F.A., Arizona State University, 1971. Artist in Residence, 1979, 2005.

Weddle, Robert: B.S., University of Illinois at Urbana-Champaign, 1982; M.Arch., University of Illinois at Urbana-Champaign, 1985; M.A., Cornell University, 1994; Ph.D., Cornell University, 1997. Professor of Architecture. 1999, 2012.

Weddle, Sandra: B.A., The Pennsylvania State University, 1986; M.A., Cornell University, 1992; Ph.D., Cornell University, 1997. Distinguished Professor of Architecture. 2001, 2025.

Whisenhunt, J. Blaine: B.F.A., University of Central Arkansas, 1997; M.F.A., Louisiana State University, 2000. Associate Professor of Art. 2005, 2013.

Whiteaker-Poe, H. Janie: B.S., Missouri State University, 1993; J.D., Washington University, 1998; Ph.D., University of Kansas, 2013. Assistant Professor of Accounting. 2020, 2020.

Wiley, Amy Ehlers, AIA: B.Arch., Drury University, 2009. Part-time Instructor of Architecture. 2021, 2021.

Williams, Sarin, B.M.E, Bradley University, 2000; M.M., University of Missouri-Columbia, 2003; Ph.D., University of Missouri-Kansas City, 2011. Associate Professor of Music. 2026, 2026.

Williamson, Edward A.: B.S., Southwest Baptist University, 1991; M.S., Southwest Baptist University, 1993; Ph.D., University of Missouri-Columbia, 1998. Associate Professor of Education. 1999, 2005.

Wlodarczyk, Natalie: B.M.E., Stetson University, 2001; M.M., Florida State University, 2003; Ph.D., Florida State University, 2010. Professor of Music Therapy. 2010, 2022.

Wolbrink, Shelley A.: B.A., Miami University (Ohio), 1991; M.A., University of Cincinnati, 1993; Ph.D., University of Cincinnati, 1998. Professor of History. 1998, 2010.

Wood, Mark D.: B.A., Drury College, 1981; Ph.D., State University of New York at Stony Brook, 1992. Professor of Chemistry. 1992, 2009.

Wy, Gabrielle: B.S., Southern Indiana University, 2019; M.A., University of Maryland, 2021; Ph.D., University of Maryland, 2025. Assistant Professor of Criminology. 2025, 2025.

Zhang, Junhao: LL.B., Henan University, 2017; B.S., Eastern New Mexico University, 2017; M.B.A., Eastern New Mexico University, 2018; Ph.D., Texas Tech University, 2024. Assistant Professor of Finance. 2024, 2024.

Zimmerman, Jeffrey: B.S., SUNY-Albany, 1984; M.A., West Virginia University, 1986; Ph.D., Purdue, 1991. Professor of Economics. 2023, 2023.

Emeriti Professors

Allen, Charles S.: Mathematics. B.S., Drury College, 1961; M.S., Illinois Institute of Technology, 1964; Ph.D., University of Georgia, 1971. 1964-67; 1981-2005.

Allen, Jeanie K.: Psychology. B.A., University of Arkansas–Fayetteville, 1974; M.S.A., University of Arkansas–Fayetteville, 1979; M.Ed., Drury College, 1997; Ph.D., Walden University, 2002. 1995-2013.

Armstrong, Judith G.: Librarian. B.B.A., North Texas State University, 1955; M.L.S., Texas Women's University, 1964; M.A., Southwest Missouri State University, 1972. 1969-1994.

Arne, Marshall: B.S., University of Illinois, 1982; M.Arch., University of Illinois, 1984. Lecturer in Residence. 2001, 2020-2026.

Asher, Harvey: History. B.A., Brooklyn College, 1962; M.A., Indiana University, 1964; Ph.D., Indiana University, 1967. 1967-2003.

Bamberger, Ruth: Political Science. B.S., Nazareth College, 1966; M.A., The Ohio State University, 1968; Ph.D., The Ohio State University, 1973. 1973-2002.

Beach, Daniel R.: Education. B.S.Ed., Southwest Missouri State University, 1965; M.S.Ed., Southwest Missouri State University, 1970; Ed.D., University of Missouri-Columbia, 1974. 1983-2009.

Bomgardner, Stephen: B. Music, Fort Hays State University, 1985; M. Music, Rice University, 1989; D.M.A., Boston University, 1997. Professor of Music. 2005-2024.

Browning, Carol J.: B.A., Drury College, 1978; M.A., Indiana University, 1981; M.S., Texas A&M University, 1987; Ph.D., Louisiana State University, 1986.

Browning, Peter D.: Philosophy and Religion and Chaplain. B.A., Ohio University, 1978; M.A., University of Chicago, 1979; Ph.D., University of Chicago, 1987. 1991-2025.

Buono, Michael J.: Architecture. B.Arch., Pratt Institute, 1965; M.Arch., Washington University, 1973. 2000-2015.

Bynum, James H.: Communication. B.A., University of Missouri–Kansas City, 1951; M.Ed., University of Kansas, 1954; Ph.D., University of Missouri–Kansas City, 1969. 1967-1992.

Callen, Bruce W.: Physics. B.A., Carleton College, 1981; Ph.D., University of Pennsylvania, 1988. 1991- 2020.

Carroll, Kathy: Exercise and Sport Science. B.S., Southwestern Oklahoma State University, 1984; M.S., Texas Women's University, 1991; Ph.D., University of Toledo, 1997. 2002-2020.

Chikaraishi, Nancy: Architecture. B.S., University of Illinois, 1982; M.Arch., University of Illinois, 1984. Professor of Architecture. 2001 - 2025

Chin, Hue-ping: History. B.A., National Cheng-Kung University (Taiwan), 1980; M.A., National Cheng-Chi University (Taiwan), 1983; Ph.D., University of Iowa, 1995. 1997-2020.

Clayton, Penny: Accounting. B.S., Southwest Missouri State University, 1980; M.B.A., Drury College, 1983; Ph.D., Oklahoma State University, 1990. 1988-2018.

Dickey, Michael: Art. B.S., Central Missouri State University, 1968; M.F.A., Ohio University, 1971. 1984-2003.

Flikkema, Eltjen J.: Languages and Literature. A.B., Calvin College, 1966; M.A., Michigan State University, 1968; Ph.D., Michigan State University, 1972. 1972-2011.

Garrott, Jay G.: Architecture. B.Arch., Texas A&M University, 1972; M.Arch., North Carolina State University, 1975. 1984-2019.

Harding, Bill J.: Physical Education. A.B., Drury College, 1954; M.Ed., Drury College, 1964. 1965-1988.

High, Kenneth: Chemistry. B.S., Rider College, 1984; M.S., Seton Hall University, 1986; Ph.D., Seton Hall University, 1988. 1990-2020.

Hornsby, Teresa J.: Religion. B.A., University of Tennessee, 1992; M.T.S., Harvard Divinity School, 1995; M.A., Vanderbilt University, 1999. Ph.D., Vanderbilt University, 2000. 2000-2018.

Hutton, Lori: B.A., Drury University, 1988; M.Ed., Drury University, 1993. Instructor of Music. 2023, 2023

Jackson, Rosemary: Music. A.B., William Jewell College, 1956; M.S.Ed., Southwest Missouri State University, 1986. 1976-2005.

Jones, Stephen R.: Biology. B.S., Indiana State University, 1962; M.S., Indiana State University, 1964; Ph.D., Oklahoma State University, 1973. 1968-2008.

Leventis, Panayiotis: B.Arch., University of Southern California, 1993; M.Arch., University of California-Los Angeles, 1996; Ph.D., McGill University, 2004. Professor of Architecture. 2006, 2018-2026.

Livingston, James T.: Literature. B.A., Texas Christian University, 1952; M.A., Texas Christian University, 1953; B.D., University of Chicago, 1959; Ph.D., University of Chicago, 1963. 1962-1995.

Maxson, Richard A.: Communication. B.A., California State University-Fresno, 1985; M.A., California State University-Fresno, 1987; Ph.D., Indiana University-Bloomington, 1998. 2000-2020.

Meidlinger, Peter K.: English. B.A., University of Iowa, 1981; M.A., University of Iowa, 1985; Ph.D., University of Iowa, 1994. Professor of English. 1992, 2009.

Moore, Bruce E.: B.S., University of Michigan, 1980; M.Arch., University of Michigan, 1982. Professor of Architecture. 1986, 2000-2026.

Moore, John E.: Education. B.A., Yale University, 1964; M.A.T., Yale University, 1965; Ed.D., Harvard Graduate School of Education, 1971. 1983-2005.

Moser, Patrick J.: B.A., University of California-Berkeley, 1989; M.F.A., University of Arizona, 2007; Ph.D., University of California-Davis, 1997. Professor of French. 1998, 2012-2026.

Mullins, Steve D.: Economics. B.S., Oklahoma State University, 1977; M.S., Oklahoma State University, 1980; Ph.D., Oklahoma State University, 1983. 1982-2020.

Murphy, Dudley: Art. B.A., University of Tulsa, 1965; M.F.A., University of Oklahoma, 1971. 1978-2016.

Murrow, Jim: Business Administration. B.S., Kansas State University, 1963; M.B.A., University of Kansas, 1969; Ph.D., University of North Texas, 1996. 1994-2008.

Nichols, Kelley Still: Accounting. B.S., Southwest Missouri State University, 1979; M.B.A., Drury College, 1992; Ph.D., University of Oklahoma, 1997. 1995-2018.

Nickle, Ted J.: Mathematics. B.S., Drury College, 1960; M.A., University of Oklahoma, 1966. 1961-1999.

Ojakangas, Gregory W.: Physics. B.S., University of Minnesota–Duluth, 1982; M.S., California Institute of Technology, 1985; Ph.D., California Institute of Technology, 1988. 1996-2004.

Paddock, Elizabeth M.: Political Science. B.A., Kansas State University, 1982; M.A., University of Kansas, 1986; Ph.D., University of Kansas, 1991. 1989-2020.

Parker, Thomas M.: Art and Art History. B.A., Washburn University, 1955; M.F.A., State University of Iowa, 1960. 1983-2012.

Petty, Clifton D.: Management. B.A., Baylor University, 1982; M.B.A., Baylor University, 1984; Ph.D., University of Houston, 1991. 1993-2007.

Popescu, Ioana: Biology. B.S. University of Bucharest, 1989; M.S., University of Bucharest, 1992; M.S. University of Cincinnati, 1999; Ph.D., University of Cincinnati, 1999. 2001-2020.

Riley, James A.: Physics. B. S., University of Minnesota, 1960; M.A., Temple University, 1964; Ph.D., University of Minnesota, 1969. 1969-1999.

Rohlf, Jr., William D.: Economics. B.A., Baker University, 1967; M.A., Kansas State University, 1969; Ph.D., Kansas State University, 1972. 1972-2016.

Roy, Protima: Education. B.S., Calcutta University Presidency College, 1965; M.S., Calcutta University Presidency College, 1968; Ph.D., University of Florida, 1974. 1975-2016.

Rutan, Stephen L.: Mathematics. B.S., Western Michigan University, 1957; M.A.T., Michigan State University, 1962; M.A., Rutgers University, 1965; Ph.D., University of Missouri–Columbia, 1981. 1962-1994.

Sharpe, Carlyle: Music, B.M., M.M., Shepherd School of Music, Rice University, 1989; D.M.A., Boston University, 1994. Professor of Music. 2000-2024.

Sigman, Scott L.: Mathematics and Computer Science. B.S., Southwest Baptist University, 1980; M.S.T., University of Missouri–Columbia, 1982; M.S.C.S.E., University of Evansville, 1986; Ph.D., University of Missouri–Rolla, 1999. 2004-2024. Lecturer in Residence, 2023.

Slye, Gail: Education. B.A., San Diego State University, 1978; M.A., San Diego State University, 1982; Ed.D., University of Missouri–Columbia, 1999. Professor of Education. 1997-2014.

Smith, III, Samuel D.: Philosophy and Religion. A.B., Phillips University, 1948; B.D., Texas Christian University, 1951; Ph.D., Vanderbilt University, 1965. 1958-1988.

Starczewski, Jerzy: Architecture. B.S., Polytechnic University of Warsaw, 1954; M.S., Polytechnic University of Warsaw, 1956; M.Arch., Virginia Polytechnic Institute & State University, 1982; Ph.D., Georgia Institute of Technology, 1992. 1989-2002.

Stoan, Stephen K.: Director of Library and Information Services and Librarian. B.A., University of Florida, 1963; M.A., University of Florida, 1964; Ph.D., Duke University, 1970; M.L.S., Kent State University, 1979. 1995-2009.

Tygart, Jacqueline A.: Associate Librarian. B.F.A., Southwest Missouri State University, 1986; M.L.S., University of Missouri–Columbia, 1993. Associate Librarian. 1996-2023.

Utley, Mary: Psychology. B.A., St. Louis University, 1980; M.A., Southern Illinois University–Edwardsville, 1984; M.B.A., Lindenwood University, 1999; Ph.D., University of Georgia, 1989. 2002-2025.

Waters, Regina K.: Communication. B.S., Southwest Missouri State University, 1988; M.A., Southwest Missouri State University, 1990; Ph.D., University of Missouri–Columbia, 2001. Director, Drury Leadership Collaborative, 1993, 2026.

Willis, Resa A.: English. B.A., Southwest Missouri State University, 1971; M.A., University of Arkansas, 1973; Ph.D., University of Tulsa, 1984. 1981-2015.

Administration

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Juan Andres Rodriguez-Nieto	Associate Dean, Breech School of Business

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Kevin Jansen	Biology
Madhuri Manpadi	Chemistry/Physics
Greg Booker	Communication
Rebecca Miller	Design and Visual Arts
Robert Throne	Engineering
Kevin Henderson	Languages/Literature
Ted Vaggalis	History/Philosophy/Religion
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Allin Sorenson	Music and Theatre
Jeffrey VanDenBerg	Political Science and International Relations
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