College of Graduate Studies Catalog

Academic Year 2023-2024

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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 in their communities. Drury is particularly noted for its small class sizes and excellence in teaching.

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

The College of Continuing Professional Studies offers baccalaureate and associate programs to adult students who are continuing their education in the evenings, online, and/or at various program 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. Additional information regarding CCPS programs may be obtained through the Continuing Studies catalog.

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

Drury University reserves the right to modify the terms of this catalog, including calendar, fees and tuition, without prior notice.

Introduction to the University

For more than 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 administration, communication, nonprofit and civic leadership, public service and safety leadership, integrative leadership, and education; a professional master in architecture; and a strong liberal arts preparation for careers in the professions. While offering this variety of academic options that characterize universities, Drury also offers the personal attention, flexibility and supportive atmosphere that characterize a college. Students have the opportunity to build on personal strengths in preparing for their future of choice. The combination of excellent academic preparation and engaged learning experiences in service learning, internships, labs and studios gives each student a strong foundation on which to prepare for successful careers in the global economy and lives of meaning in the global community.

Diversity, Equity and Inclusion Statement

Drury University is fully committed to upholding and advancing the creation of a diverse and inclusive 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 identities and perspectives.

At Drury, we define diversity as the differences that characterize people and communities, including age, sex, gender identity and expression, sexual orientation, ethnicity, race, socio-economic status, veteran status, ability, religion, political beliefs, and other ideologies. Inclusion is how we engage these differences to create a welcoming community and expand opportunities for cultural knowledge. Educational and workplace equity refers to providing opportunities that enable everyone to receive what they need 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. Indications of religious preference along with names, addresses and telephone number of student's listing in the information are provided to the University Chaplain.

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

To access the Information Release form:
Step 1: Go to MyDrury.
Step 2: Enter your Username and Password and click Login.
Step 3: Click on the Student Tab.
Step 4: Click on Information Release (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

Penalties Associated with Drug-Related Offenses

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

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

Title IV aid eligibility is suspended for drug related offenses in two circumstances:

> 1. When a student is convicted under federal or state law of the sale or possession of drugs during a period of enrollment when the student is receiving federal aid, or
> 2. the student was denied federal benefits for drug trafficking by a federal or state judge.

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

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

The duration of a student's ineligibility varies, and is determined by federal regulations. Students may regain eligibility for federal aid by successfully completing an approved drug rehabilitation program or by passing two unannounced drug tests administered by an approved drug rehabilitation program. Students who regain eligibility during the award year should notify the Financial Aid Office.

Catalog Policy

Courses and policies listed in this catalog are subject to change through normal channels. New courses, changes in existing coursework and new policies are initiated by the appropriate institutional departments, committees or administrators. Policy revisions are normally implemented in the next academic year following notification thereof. However, occasionally a policy must be changed and implemented in the same academic year. The university reserves the right to make changes that seem necessary or advisable, including course cancellations. A curriculum or policy change could be applied to matriculated students, and for this reason, this catalog should not be construed as constituting a contract between the university and any person.

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

Information contained in this publication is certified as correct in content and policy as of the date of publication in compliance with the Veterans Administration Circular 20-76-84 and Public Law 94-502.

Academic Calendar

The Academic Calendar may also be found online at http://www.drury.edu/academic-affairs/academic-calendar.

August 2023

16-17, Wednesday-Thursday	International Student Orientation
16, Wednesday	New Faculty Orientation
17, Thursday	Faculty Workshop
18, Friday	Freshman Move-in Day
	Registration Refinement
18-21, Friday-Monday	Freshman Orientation/FUSE 101 Begins
21, Monday	Full Semester & A Block Classes Begin at 5pm
23, Wednesday	Opening Convocation
25, Friday	Deadline to Apply for December Degree (CCPS & Graduate Students Only)
	Last Day to Add a Course-A Block @ 5pm
	Last Day to Enroll-Full Semester @ 5pm (Day School Only)

September 2023

1, Friday	Last Day to Add a Course-Full Semester @ 5pm
	Last Day for Refund-A Block & Full Semester @ 5pm
4, Monday	Labor Day – University Closed
11, Monday	A Block Midterm Grades Due @ 8am
29, Friday	A Block – Last Day to Withdraw from a Course @ 5pm

October 2023

9, Monday	Full Semester Midterm Grades Due @ 8am
13, Friday	A Block Ends
	Deadline to Apply for May or August Degree (Day School Only)
14-22, Saturday-Sunday	Online Course Break-No Online Classes
16, Monday	A Block Final Grades Due @ 8am
19-22, Thursday-Sunday	Fall Break-No Classes
23, Monday	B Block Begins
27, Friday	Last Day to Add a Course-B Block @ 5pm
	Last Day for Refund-B Block @ 5pm

November 2023

13, Monday	B Block Midterm Grades Due @ 8am
15, Wednesday	Advance Registration for Winter, Spring, & Summer Semesters Begins
17, Friday	Last Day to Withdraw from a Course-Full Semester @ 5pm
22-26, Wednesday-Sunday	Thanksgiving Break-No Classes
23-24, Thursday-Friday	Thanksgiving Holiday-University Closed

December 2023

1, Friday	Last Day to Withdraw from a Course-B Block @ 5pm

11-15, Monday-Friday	Finals Week
15, Friday	Fall Semester Ends
16, Saturday	Winter Commencement @ 10am
18, Monday	Full Semester & B Block Final Grades Due @ 8am
	Winter Term Begins
20, Wednesday	Last Day to Enroll-Winter Term @ 5pm
	Last Day for Refund-Winter Term @ 5pm
22, Friday	Christmas Eve Holiday (Observed)-University Closed
25, Monday	Christmas Holiday-University Closed
29, Friday	New Year's Eve Holiday (Observed)-University Closed

January 2024

1, Monday	New Year's Day Holiday-University Closed
5, Friday	Last Day to Withdraw-Winter Term @ 5pm
12, Friday	Winter Term Ends
	New Student Orientation and Registration
12-15, Friday-Monday	International Student Orientation
15, Monday	Martin Luther King, Jr. Day-University Closed
16, Tuesday	Full Semester & A Block Classes Begin at 8am
19, Friday	Deadline to Apply for May or August Degree (CCPS & Graduate Students Only)
	Last Day to Enroll-Full Semester @ 5pm (Day School Only)
	Last Day to Add a Course-A Block @ 5pm
26, Friday	Last Day to Add a Course-Full Semester @ 5pm
	Last Day for Refund-Full Semester & A Block @ 5pm
29, Friday	Winter Term Final Grades Due @ 8am

February 2024

5, Monday	A Block Midterm Grades Due @ 8am
23, Friday	Last Day to Withdraw-A Block @ 5pm

March 2024

4, Monday	Full Semester Midterm Grades Due @ 8am
8, Friday	A Block Ends
9-17, Saturday-Sunday	Spring Break-No Classes
11, Monday	A Block Final Grades Due @ 8am
18, Monday	B Block Begins
22, Friday	Last Day to Add a Class-B Block @ 5pm
	Last Day for Refund-B Block @ 5pm
29, Friday	Good Friday-University Closed

April 2024

8, Monday	B Block Midterm Grades Due @ 8am
12, Friday	Last Day to Withdraw-Full Semester @ 5pm
17, Wednesday	Advance Registration for Fall Begins
	Deadline to Apply for December Degree (Day School Only)

| 26, Friday | Last Day to Withdraw-B Block @ 5pm |

May 2024

6-10, Monday-Friday	Finals Week
10, Friday	Spring Semester Ends
	May Commencement @ 6:30pm (CCPS & Graduate)
11, Saturday	Day School Baccalaureate @ 9am
	May Commencement @ 11am (Day School)
13, Monday	Final Grades Due @ 8am
	May Term Classes Begin
15, Wednesday	Last Day to Enroll-May Term @ 5pm
	Last Day for Refund-May Term @ 5pm
24, Friday	May Term-Last Day to Withdraw from a Course @ 5pm
27, Monday	Memorial Day – University Closed
31, Friday	May Term Classes End

June 2024

3, Monday	May Term Final Grades Due @ 8am
	Summer Semester Begins-Full Term & A Block
7, Friday	Last Day to Add a Course-Full Term & A Block @ 5pm
	Last Day for Refund-Full Term & A Block @ 5pm
19, Wednesday	Juneteenth – University Closed
24, Monday	Full Term Midterm Grades Due @ 8am
28, Friday	Last Day to Withdraw from a Course-A Block @ 5pm

July 2024

June 29-July 7, Saturday-Sunday	Full Term Summer Break
4, Thursday	Independence Day – University Closed
5, Friday	A Block Classes End
8, Monday	A Block Final Grades Due @ 8am
	B Block Classes Begin
12, 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

August 2024

2, Friday	Full Term Courses End
	Last Day to Withdraw-B Block @ 5pm
9, Friday	B Block Ends
12, 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.

Admissions

Graduate Programs

Master in Business Administration
Dr. Robin Soster, Program Director
Drury's MBA is comprised of 10 three-hour courses intentionally designed to provide an integrative perspective on designing, leading, and engaging in meaningful business ventures. The 10 courses are taken sequentially with a cohort of peers. Included in these courses is a capstone experience: Venturing Conference/Breech MBA Weekend (MBAV 699).

Courses emphasize analytical thinking and managerial problem solving. Extensive use is made of the case method and teamwork. An undergraduate degree in business administration is not required for admission to the program (eight business course prerequisites are required).

Master in Education
Dr. Asikaa Cosgrove, Program Director
Drury University offers 30 credit hour graduate programs leading to the Master in Education degree (M.Ed.). Courses are scheduled in online, blended and seated formats. All seated portions are scheduled during evenings or weekends.

Information describing specific graduate education programs can be accessed online at www.drury.edu/education and in the M.Ed. section of this catalog.

Master in Integrative Leadership
Dr. Alex Cobb, Program Director
The Master in Integrative Leadership allows students to customize their master's degree with certificate programs that most closely align with career goals and interests. In this program, students will complete two separate 12-credit hour certificates, connected by two six-credit hour courses focused on an applied research project that culminates the degree.

Master in Public Service and Safety Leadership
Dr. Alex Cobb, Program Director
The Master in Public Service and Safety Leadership requires 30 hours of credit. This is a graduate-level degree for public safety and service leaders in fields such as public health service, emergency medical services, environmental health and safety services, nonprofit organizations engaged in public safety and public service, homeland security, and public administration.

The focus of this program is on the development of leadership skills necessary for the successful integration of all-hazards public safety organizations and their respective operations, and shared practices and policies. The program is designed for mid- and senior-level leaders, including military service members and those planning to transition into civilian service.

Master of Arts in Communication
Dr. Abigail Kingsford, Program Director
The Master of Arts in Communication requires 30 hours of credit, taken in 10 courses. This program prepares individuals for leadership roles in organizations by providing learning experiences that foster the integration of theory and practice. Students will discover the importance of communication integration, strategic and ethical messaging, organizational culture, and stakeholder relationships by tackling some of today's most compelling issues in business, civic, and nonprofit sectors. An undergraduate degree in communication is not required for admission to the program.

Master of Nonprofit and Civic Leadership
Dr. Abigail Kingsford, Program Director
The Master of Nonprofit and Civic Leadership requires 30 hours of credit, taken in 10 courses. Coursework may be completed through full-time or part-time enrollment and by taking a combination of seated and online classes. Elective courses are selected in consultation with the student's advisor.

This interdisciplinary program emphasizes leadership, governance, visioning and planning, advocacy, resource management, and performance measurement. The integration of theory and practice enables working professionals to adopt a holistic and strategic approach to leading nonprofit organizations and community-based initiatives.

Master of Science in Physician Assistant Studies
Kathleen Flach, *M.Ed., MMS, PA-C*, Program Director
The Drury University PA Program is a 27-month program that begins a 14-month didactic phase with classroom and laboratory instruction and is followed by a clinical phase where students will complete nine rotations in behavioral medicine, emergency medicine, family medicine, internal medicine, obstetrics & gynecology, pediatrics, surgery, and two elective rotations. The Drury PA Program allows students to customize their education through their capstone project in which students may choose to focus research and projects in any of the five areas: clinical research, public/community health, healthcare administration, medical education, or health policy research. In addition to developing excellent physician assistants, the program is focused on developing leaders who are capable of representing the profession at the local, state, and national level.

Certificate-Business Ventures Leadership
Dr. Robin Soster, Program Director
This 12-credit hour Business Ventures Leadership Certificate offers students a concentrated graduate-level program of study in business. It is designed to teach students to navigate a rapidly changing business environment with the essential business tools, frameworks, and technology required for successful business ventures. Courses emphasize the following: understanding the self; understanding data and information; and understanding and communicating with others.

Certificate-Communication and Organizational Leadership
Dr. Abigail Kingsford, Program Director
The Communication and Organizational Leadership Certificate requires 12 credit hours of credit taken in four courses. This certificate provides focused and applied exploration of communication dynamics in various organizational settings so that students are prepared to shape, lead, and assess a variety of communication initiatives. This certificate serves emerging leaders as well as experienced leaders who

seek to enhance their skills and knowledge in communications. An undergraduate degree in communication is not required for admission to the certificate.

Certificate-Data Leadership
Dr. Alex Cobb, Program Director
This 12-credit hour certificate will enable students to organize, analyze and use the vast amount of data available in today's business environment to create evidence-based solutions to their organization's problems. This program features practical application and hands-on learning with data obtained from a variety of industries, making it ideal for professionals who want to hone their ability to use data to improve organizational decision making and performance.

Certificate-Diversity, Equity and Inclusion Leadership
Dr. Alex Cobb, Program Director
This 12-credit hour certificate will provide students with the practical knowledge necessary to understand the challenges surrounding equity, inclusion and cultural consciousness through the examination of institutional and community cultures. As leaders, locally, nationally, or globally, the DE&I Leadership Certificate will prepare students to understand the systems change process through a cultural conscious lens as they work with their organizations on DE&I initiatives.

Certificate-Dyslexia
Dr. Asikaa Cosgrove, Program Director
This 12-credit hour certificate will prepare individuals to work with the approximately 20 percent of students who struggle with literacy activities, many of whom are dyslexic. This specialized training will enable them to address the unique needs of students struggling with the reading, writing and language skills that come with a Dyslexia diagnosis.

Certificate-Instructional Design and Technology Certificate
Dr. Asikaa Cosgrove, Program Director
This 12-credit hour online certificate provides trainers, teachers, and subject matter experts with the knowledge and skills to design and deliver content that supports learning goals. In this program, students will learn how to use educational technologies with brain-based learning strategies to engage and encourage learners in a variety of contexts.

Certificate-Nonprofit Leadership
Dr. Abigail Kingsford, Program Director
The Nonprofit Leadership Certificate offers timely and relevant coursework to strengthen and extend the leadership capacities of individuals in the nonprofit sector. While most employees have passionate commitment to their organizations, many may not have the background education to lead and manage the organizations most effectively. This certificate program serves those on the frontlines of nonprofit organizations with courses featuring the meaningful integration of theory and practice.

The program consists of four courses (12 credit hours) and can be completed in one academic year. All courses in the certificate program can be counted toward degree completion for the 30-hour Master of Nonprofit and Civic Leadership.

Certificate-Public Safety Leadership
Dr. Alex Cobb, Program Director
This 12-credit hour online certificate enables current emergency management professionals, as well as those in adjacent fields, to develop the essential leadership skills they will need to direct and manage public safety and service programs and teams.

Philosophy of the Graduate Programs

The commitment of the graduate programs at Drury University is to the highest quality of education for the highest caliber of students through the best and most dedicated of faculty. The programs serve a small number of students who continue on to receive doctorates, but primarily serve students as a terminal degree.

One of the goals of the program is to provide students with the ability, incentive, interests and background to become lifelong learners. Drury graduate programs strive to help students develop the skills and abilities to continue learning and adapting to the changing world. The method includes the development of self-discipline through a highly rigorous academic program. It is expected that graduate programs will be more demanding in time, effort and intellectual ability than undergraduate programs. The programs have meaning because they demand the very best from the students.

The graduate programs, like the undergraduate programs, have a strong commitment to liberal arts education. It is the nature of Drury's graduate programs that students are provided with the experience and skills to move into careers. The awareness of actual job expectations in the preparation of students to meet those expectations is a part of this philosophy. At the same time, the graduate programs recognize the need for an understanding of the theoretical bases for the areas of study, and they recognize the importance of research. Each student learns something about researching methods in their discipline as part of the graduate education, and all students are expected to do some research as part of their programs.

Throughout all of the courses and assignments in the graduate programs, students are encouraged to develop a breadth of perspective. The synthesis of information from other disciplines is an important goal of the faculty in the graduate programs; students need to have experience with such synthesis and to see models for doing this. All careers require value judgments, and the faculty of Drury University are committed to helping students explore questions and issues of ethics and values as part of their education. In addition, it is recognized that the successful person in our changing world must have the ability to think clearly and critically, to solve problems and to communicate clearly. The Drury University graduate programs have general commitments to help develop those skills as part of the student's education.

Personalized Education

The graduate programs, like the undergraduate programs, have a commitment to meeting the needs of each student in the program. Faculty members work closely with students to help identify their needs and career goals and to make the education serve those needs and goals. Drury University is committed to providing a close relationship among faculty members and the student to allow each student to achieve their greatest potential.

Admission Requirements

Only individuals who hold a baccalaureate degree from an accredited four-year college or university are considered for acceptance into College of Graduate Studies programs.

Application Date Guidelines

The College of Graduate Studies has application deadlines for each semester of instruction (Fall, Spring, and Summer) as well as for the second session period within each semester (eight week, B Block courses). Deadlines are typically 10 calendar days prior to the start of the semester or second session period. Students seeking admission into a graduate program must submit all required materials by the deadline for their anticipated start date. Individuals missing a deadline due to an incomplete application will be encouraged to complete their application prior to the start of the next available academic session (semester or block).

Application deadlines are as follows:

	Full Semester & A Block	B Block
Fall 2023	August 11	October 13
Spring 2024	January 5	March 8
Summer 2024	May 24	June 28

Application Procedure

For admission consideration, please complete the below steps and submit documentation by email to grad@drury.edu (preferred) or mail to:

> Drury University
> College of Graduate Studies
> 900 N. Benton Ave
> Springfield, MO
> 65802

1. Complete an online application accessible at http://www.drury.edu/graduate.
2. Provide the names of two professional academic references as part of the online application. Applicants should choose references who can speak to intellectual abilities and character. The online application will send a questionnaire to references and ask them to submit a latter of recommendation.
3. Pay a $25 non-refundable application fee (payable online) upon completion of the online application.
4. Request that official university transcripts be sent to Drury indicating a baccalaureate degree was conferred. Official copies only; student copies will not be accepted.
5. Submit a personal statement (approximately 500 words) indicating professional goal(s) and desire to earn a master's degree or graduate certificate from Drury University.
6. Additional requirements by specific programs:

Master in Business Administration
  A. GPA requirement. A minimum grade point average (GPA) of 3.0 is required for admission. However, this requirement may be waived if additional evidence of academic promise is presented (e.g., high GMAT scores; strong letters of recommendation).
  B. Prerequisites: All applicants must satisfy all program prerequisites. This requirement can be satisfied in one of the following two ways:
    a. Successful completion of Business Essentials (PMBA501) in the summer prior to the fall semester in which they intend to enter the MBA program
    b. Cumulative GPA of 3.0 or greater in the following prerequisite courses (or approved equivalents) from an approved institution
        i. Statistics
        ii. Financial Accounting
        iii. Managerial Accounting
        iv. Microeconomics
        v. Macroeconomics
        vi. Corporate Finance
        vii. Principles of Management
        viii. Principles of Marketing
    c. Potential for Program Completion. All applicants must demonstrate potential for successful completion of the MBA Program. This requirement can be satisfied in one of the following three ways:
        i. Four or more years of relevant professional work experience
        ii. Cumulative undergraduate GPA of 3.50 or greater from an approved institution
        iii. Graduate Management Admission Test (GMAT) score of at least 450. Information regarding the GMAT may be obtained at www.mba.com/gmat

Master in Education
  A. GPA requirement. A minimum grade point average (GPA) of 2.75 is required from the institution conferring the baccalaureate degree.

Drury Alternative Track in Special Education (DATSE)
  A. GPA requirement. Baccalaureate degree GPA of 2.75 or above.
  B. Submit official transcripts from all universities and colleges ever attended.
  C. Admission Interview. To be scheduled after all other required materials are submitted for graduate admission.

Master in Integrative Leadership
  A. GPA requirement. A minimum grade point average (GPA) of 3.0 is required for admission.
  B. Personal Statement. In addition to the statement including professional goal(s) and the desire to earn a master's degree, it must also include the certificates of interest.

Master in Public Service and Safety Leadership
  A. GPA requirement. A minimum grade point average (GPA) of 3.0 is required for admission.

Master of Arts in Communication
  A. GPA requirement. A minimum grade point average (GPA) of 3.0 is required for admission.

Master of Nonprofit and Civic Leadership
   A. GPA requirement. A minimum grade point average (GPA) of 3.0 is required for admission.

Master of Science in Physician Assistant Studies
   A. Bachelor's degree from a regionally accredited university in the United States
   B. Minimum overall GPA of 3.0
   C. Recommended 3.0 in all prerequisite coursework completed within the last 10 years
   D. 750 hours of direct-patient care work experience - paid or volunteer
   E. A minimum of 16 hours shadowing a physician assistant
   F. Three letters of recommendation (see program admissions page)
   G. GRE or PA-CAT results taken within five years
   H. US citizen or legal resident

Certificate-Business Ventures Leadership
   A. GPA requirement. A minimum grade point average (GPA) of 3.0 is required for admission. However, this requirement may be waived if additional evidence of academic promise is presented (e.g., high GMAT score, extensive professional experience, strong letters of recommendation).
   B. Prerequisites. All applicants must satisfy all program prerequisites. This requirement can be satisfied in one of the following two ways:
      a. Successful completion of Business Essentials (PMBA 501) in the summer prior to the fall semester in which they intend to enter the MBA program
      b. Cumulative GPA of 3.0 or greater in the following prerequisite courses from an approved institution
         i. Statistics
         ii. Financial Accounting
         iii. Managerial Accounting
         iv. Microeconomics
         v. Macroeconomics
         vi. Corporate Finance
         vii. Principles of Management
         viii. Principles of Marketing
   C. Potential for Certificate Completion. All applicants must demonstrate potential for successful completion of the Business Ventures Leadership Certificate. This requirement can be satisfied in one of following three ways:
      a. Four or more years of relevant professional work experience
      b. Cumulative undergraduate GPA of 3.50 or greater from an approved institution
      c. Graduate Management Admission Test (GMAT) score of at least 450. Information regarding the GMAT may be obtained at www.mba.com/gmat

Certificate-Data Leadership
   A. GPA requirement. A minimum grade point average (GPA) of 3.0 is required for admission.
   B. Previous exposure to statistics is preferred, but not required. Individuals with a limited background in statistics are encouraged to discuss educational resources in statistical foundations that can be consulted prior to enrollment.

Certificate-Dyslexia
   A. GPA requirement. A minimum grade point average (GPA) of 2.75 is required for admission.

Certificate-Instructional Design and Technology Leadership
   A. GPA requirement. A minimum grade point average (GPA) of 3.0 is required for admission.

Certificate-Nonprofit Leadership
   A. GPA requirement. A minimum grade point average (GPA) of 3.0 is required for admission.

Certificate-Communication and Organizational Leadership
   A. GPA requirement. A minimum grade point average (GPA) of 3.0 is required for admission.

Certificate-Public Safety Leadership
   B. GPA requirement. A minimum grade point average (GPA) of 3.0 is required for admission.

International Student Admission

International Student Requirements for Admission

In addition to submitting the application documents as listed in the Admission Requirements section of this catalog, international applicants are required to submit the following additional materials for admission:

1. **Transcript Evaluation.** Drury University requires transcript evaluation of all post-secondary education earned outside of the United States. Evaluations must be documented by a recognized international credential evaluator. Drury accepts evaluations from World Education Services, Inc. (WES; www.wes.org), Educational Credential Evaluators (ECE; www.ece.org), and SpanTram: TEC (https://spantran.com). Evaluations must be submitted in terms of U.S. semester credits, grade equivalents, grade point average, and authentication of documents. Drury reserves the right to interpret the evaluation report to the consistent with institutional transfer policy guidelines.

    Evaluations must be sent by the evaluator to Drury University College of Graduate Studies by mail or email to grad@drury.edu. Evaluations submitted personally by applicants will not be considered.

2. **English Proficiency**. Proof of an applicant's proficiency in English is required if English is not the official language of the applicant's home country.
    a. A valid, non-expired Test of English as a Foreign Language (TOEFL): 80 (minimum)
       OR
    b. A valid, non-expired University of Cambridge International English Language Testing System (IELTS): 6.5 (minimum)
       OR
    c. Completed at least two years of full-time college-level study at a school in a country where English is the official language.

    Scores must be sent by the test company to Drury University College of Graduate Studies by mail or email to grad@drury.edu. Scores submitted personally by applicants will not be considered.

3. **Financial Resources**. The Department of Homeland Security requires that international 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.

    International applicants are asked to provide documentation of sufficient financial resources to cover costs of the first year of studies (USD $20,000 - $24,000 estimated cost). Documentation includes:
    A. Applicant's bank statement(s) with a current (within the past six months) balance of the account(s) including the bank's mailing address, telephone, and fax numbers;

OR
B. A sponsor(s)'s bank statement(s) with a current (within the past six months) balance of the account(s) including the bank's mailing address, telephone, and fax numbers and an affidavit of support from the sponsor(s) stating that they will support the applicant during their education at Drury University.

Submit financial materials to your online application via the Status Portal or by mail to:
Drury University
College of Graduate Studies
900 N Benton Ave
Springfield, MO 65802 USA

F-1 Student Visa
New Students: To enroll in a U.S. university, international students must be fully admitted as full-time students. Students who are accepted to the university are issued a Form I-20, the government 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. Consulate in the student's home country in application for an F-1 student visa. After students have a complete and accurate Form I-20 they must pay the I-901 SEVIS fee (https://fmjfee.com).

Transfer Students: 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 once they have successfully had their SEVIS record transferred from their previous institution. SEVIS Transfer forms may be sent to iss@drury.edu for processing.

Maintenance of immigration status is the responsibility of the student.

Provisional Acceptance
At times, Drury University College of Graduate Studies will offer provisional acceptance to applicants to allow more time to collect official transcripts or to raise their GPA. Because F-1 visas are not issued on a provisional basis, all application materials from international students must be final, complete, and meet application requirements before a letter of admittance is given and a Form I-20 is issued.

U.S. Financial Aid
Students who are not citizens or Legal Permanent Residents of the United States or its possessions 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.

International Student Health Insurance
International students are required by Drury University to have health insurance. Drury offers health insurance through First Health Network InsuranceAetna (administered by EIIA). LewerMark Student Insurance). Detailed information about the plan and how to petition for a waiver are available can be obtained by contacting International Student Services at http://www.drury.edu/iss/.iss@drury.edu. The annual (1 August – 31 July) costs are subject to change.

Readmission

If a student does not attend Drury for a period of one year or withdraws from Drury, they thereby cease to be a Drury student. In order to enroll again at Drury, a student must re-apply and be accepted. Applications may be completed online at www.drury.edu/graduate/apply-to-graduate-programs/. Final decisions regarding admission cannot be made until the program director has reviewed transcripts of all college coursework attempted since the student last attended Drury and such other information as the graduate admission council may specifically request that the student provide.

Students who are readmitted to Drury will be required to meet the requirements of the current university catalog.

Seven-Year Time Limitation

All program requirements must be completed within seven calendar years (including transfer work) after the student has begun graduate-level work.

Visiting Students (not seeking a graduate degree or certificate)

Students who wish to take graduate-level courses for personal or professional development, and do not wish to pursue a graduate certificate or master's degree, may do so by seeking approval to take coursework as a visiting student. Visiting students (also known as non-degree seeking students) can take a maximum of nine graduate credit hours. The only exceptions are students who have been approved to take courses that are required for the DESE Temporary Authorization Certificate (TAC), or add-on certification in Special Reading. These students may be granted access up to 18 hours of credit.

Completion of a bachelor's degree is necessary in order to take graduate-level classes. For consideration as a visiting student, please complete these steps:

1. Complete an application form which may be accessed online at www.drury.edu/graduate/apply-to-graduate-programs/.
2. Pay a non-refundable $25 application fee.
3. Request that official university transcripts be sent to Drury indicating a baccalaureate degree was conferred. Official copies only; student copies will not be accepted.

Visiting students are not eligible for financial aid through Drury University. Taking graduate-level coursework as a visiting student at Drury University in no way guarantees admission as a degree-seeking student. Visiting students who desire to pursue a graduate degree or certificate must submit another application indicating desired graduate degree or certificate and meet all admission requirements as set forth in the current catalog.

Graduate Course Load Definitions

These course loads apply to enrollment on a semester basis - fall, spring and summer. Course loads impact eligibility for financial aid, scholarships and Graduate Assistantships.

Full-time	6 hours
Half-time	3 hours
Less-than-half-time	<3 hours

Credit Toward a Second Master's Degree

Students wishing to pursue a second master's degree at Drury University must submit all the required graduate admission items. A student who has completed one master's degree may, upon recommendation of the advisor and approval by the graduate program director and the Provost, present a maximum of nine hours of credit earned in the previous program toward a second master's degree. Students completing a second Master in Education degree must repeat EDUC 689 Introduction to Educational Research and EDUC 700 Capstone Seminar. Students cannot earn more than two M.Ed. degrees.

Dual Enrollment in Master's Degrees and Certificates

A student may pursue and complete two master's degrees; two certificates; or a master's degree and certificate(s) simultaneously at Drury University by:

- Satisfying the admission requirements of both master's degrees and/or certificates; and
- Completing program requirements, including thesis or projects, if required, for both programs.

Financial Aid is only available for one master's program at a time. Students must stay with one program until it is fully completed. Upon completion of the first degree/certificate, students may receive financial aid for the second degree/certificate if they still have eligibility remaining.

Transfer of Credit

Drury may accept graduate credit earned through other regionally accredited institutions or well-established international institutions. Acceptance of transfer credit toward a graduate degree program occurs through the recommendation of the appropriate graduate program director and approval of the College of Graduate Studies. Only coursework graded "B" or higher may be accepted for transfer credit toward a graduate degree. The maximum hour allowance of transfer work applied toward graduate degrees is listed below, with an overall university maximum of 12 hours. As with all credits applied toward a graduate degree or certificate, transfer credits must have been earned within the seven-year time limit for a graduate degree. Correspondence work is not accepted. An official transcript of all transfer work completed must be submitted to the College of Graduate Studies. The transcript will be evaluated at the time of admission to graduate study.

A maximum of three credit hours may be transferred into a 12-credit hour graduate certificate.

A maximum of six credit hours may be transferred into the 30-credit hour Master in Business Administration program. MBA transfer credit is accepted only from business schools that are nationally and professionally accredited by a recognized accrediting body or with whom Drury has an articulation agreement. In addition, the MBA course fee will be assessed on each hour transferred for required courses to cover the required capstone/international travel.

A maximum of six credit hours may be transferred into a 30-credit hour Master in Education program. M.Ed. transfer credit is accepted only from education schools that are nationally and professionally accredited by a recognized accrediting body or with whom Drury has an articulation agreement.

A maximum of six credit hours may be transferred into the 30-credit hour Master in Integrative Leadership program. Transfer credit is only accepted from regionally accredited institutions or well-established international institutions.

A maximum of six credit hours may be transferred into the 30-credit hour Master in Public Service and Safety Leadership program. Transfer credit is only accepted from regionally accredited institutions or well-established international institutions. Students may request a review of professional development programs that result in career-focused credentials or training programs documented on a Joint Services Transcript. A maximum of six credit hours may be awarded for professional development activities toward the Master in Public Service and Safety Leadership (approved certification in an area of law enforcement, 911 services, emergency management, or fire services; and/or credit for military education-approved academies).

A maximum of six credit hours may be transferred into the 30-credit hour Master of Arts in Communication program. Transfer credit is only accepted from regionally accredited institutions or well-established international institutions.

A maximum of six credit hours may be transferred into the 30-credit hour Master of Nonprofit and Civic Leadership program. Transfer credit is only accepted from regionally accredited institutions or well-established international institutions.

Any work undertaken at another college or university after admission to the Drury graduate program must be approved in advance by the appropriate graduate program director.

Credit for Military Education

Drury may grant transfer credit for select advanced Armed Service Academies or educational/training programs. To be considered for credit, students should request that an official copy of their Joint Services Transcript (JST) or Community College of the Air Force (CCAF) transcript be sent directly to the College of Graduate Studies. A maximum of nine credit hours may be awarded toward degree requirements in a 30 credit hour master's programs. Graduate program directors, in consultation with the Provost, will evaluate armed services education and training for academic credit.

Collaborative Agreements

The limitation on transfer credit may be superseded when the university develops a collaborative agreement with another institution for delivery of an academic program. In cases where Drury University shares a program responsibility with another institution, both institutions may teach courses that might be applied to a degree program. For more information on a specific program, see the appropriate section of the catalog.

Academic Affairs

Degrees

Master in Business 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 Nonprofit and Civic Leadership
Master of Science in Physician Assistant Studies

Certificates

Business Ventures Leadership
Communication and Organizational Leadership
Data Leadership
Diversity, Equity and Inclusion Leadership
Dyslexia
Instructional Design and Technology Leadership
Nonprofit Leadership
Public Safety Leadership

Each degree and certificate can be earned only once. After graduation, a student may add the equivalent of an additional concentration area, but a previously earned degree will not be conferred a second time.

Requirements for Graduation

Listed below are the general graduation requirements for the conferral of a master's degree at Drury University. To be recommended for a master's degree, a candidate must satisfy the following conditions:

1. Satisfactory completion of any prerequisite work outlined in the program of study.
2. The successful completion of all degree requirements.
3. At the time of graduation the average cumulative grade must be at least "B" (3.0). Graduate courses with a final grade below "C" will not be counted toward the student's degree requirements.
4. The graduate program must be completed no later than seven calendar years (including transfer work) after the student has begun graduate-level work.
5. Submission of an Application for Graduation form, no later than the first week of the semester in which graduation is planned. The Application for Graduation form can be found on MyDrury.
6. There is a graduation fee for all students, whether or not they are participating in the ceremony.
7. 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.
   a. 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.
   b. 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.
8. MED students: The successful completion of EDUC 700 Capstone Seminar or designated culminating course during the last nine hours prior to graduation. Successful completion of a written or oral, comprehensive, master's degree examination is required as a part of the Capstone Seminar course or culminating graduate course experience.
9. Due to state board rules pertaining to provisional certification, candidates for the Drury Alternative Track in Special Education (DATSE), a track within the MED, may need to complete all required coursework within a time line specified by the Missouri Department of Elementary and Secondary Education.

The responsibility for understanding and meeting graduation requirements rests entirely with the student. The Graduate Council reserves the right to revise the above requirements for the master's degrees.

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.

Graduate Regalia

All students must wear the graduate cap, gown, and tassel provided by the university.

- Graduate degrees will be awarded a hood as it correlates to their degree.
- No other adornments (cords, stoles, badges, etc.) are permitted.

Requirements for Certificate Completion

To be awarded a graduate certificate, 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 "B" (3.0). Graduate courses with a final grade below "C" will not be counted toward the student's certificate requirements.
3. The certificate must be completed no later than seven calendar years (including transfer work) after the student has begun graduate-level work.
4. Students must have a clear financial status for the semester in order to obtain a certificate.

The responsibility for understanding and meeting certificate requirements rests entirely with the student. The Graduate Council reserves the right to revise the above requirements for graduate certificates.

Academic Planning

Faculty members serve as academic advisors at Drury University. When students enter Drury, they are assigned an advisor based upon their academic status and interest. Academic advisors serve as resources for students when planning their academic experience at Drury.

Registration

Before enrolling in any course, all applicants must have initiated the admission process.

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

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

Before a student is entitled to attend class, they must complete all registration procedures. Student status is determined by course load (graduate credit hour enrollment) each semester.

6 or more hours	Full-time
3 hours	Half-time
<3 hours	Less-than-half-time

Registration may not exceed more than 6 hours in any block period, no more than 12 hours total (including block) of graduate-level coursework in any fall or spring term, with the exception of MSPA students. No more than 6 hours total in the summer term is permitted

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

After the Last Day to Add for the term/subterm, as stated in the Academic Calendar, a change in your registration can only be made by filing an official drop/add request with the Office of the Registrar. If a student wishes 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 (only at times when web access to drop/add process is made available) or by submitting the correct drop/add form to the Registrar. Students cannot enroll in a semester after the first week of classes and cannot add a course after the second week of classes.

Courses are subject to the following drop policies:

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

From the last day to add for a term/subterm through 75% of the term, a student may withdraw with grade notation "W" which is non-punitive. The ending period for "W" notation is based on a 75% percentage 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." 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 that 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.

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.

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 with at least a 3.0 or higher GPA are eligible to complete internships for credit. Students must have completed coursework appropriate for the internship experience and must be related to their field of study.

The student is required to complete the special coursework form, obtain the appropriate approvals, submit it for registration to the Registrar's 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, the student must be registered in coursework designated for internship credit. Each course carries three semester hours of credit. Only three hours of internship credit will apply toward the graduate degree. Internships cannot be undertaken without all approvals being given and formal arrangements having been made. Student interns must work at least 135 hours for a three credit hour internship. 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.

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.

Selected Topics

Selected Topics are courses of an experimental nature that provide students a wide variety of study opportunities and experiences. Selected Topics offer both the department and the students the opportunity to explore areas of special interest in a structured classroom setting. Selected Topic courses (course number 690) will have variable titles and vary in credit from 1-3 semester hours. Selected Topic courses may not be taken as a Directed Study offering.

Research

Graduate programs may 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 program director. The faculty member will provide counsel through the study and will evaluate the student's performance. Students must register for research (course number 691) to receive credit and are required to fill out a Research and Studio Registration form. No more than three hours of research are applicable toward a graduate degree. Each hour of research credit requires 12.5 hours of documented work. Research is available to degree-seeking students only.

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 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 9 graduate hours toward the 124 hours required for a bachelor's degree at Drury University. Although a maximum of 9 credit hours may be taken, many programs have lower limits. See the Undergraduate Catalog for more information.

Students registering for concurrent credit must complete the Concurrent Credit Request 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 Concurrent Credit Request 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 Arts in Communication Master of Nonprofit and Civic Leadership
AADM 375-Stakeholder Development	MNCL 602-Governance and Executive Leadership	Master of Arts in Communication Master in Integrative Leadership Master of Nonprofit and Civic Leadership Nonprofit Leadership Certificate
AADM 490-Selected Topics	COMM 688-Grant Writing for Social Impact	Master of Arts in Communication Master of Nonprofit and Civic Leadership
COMM 386-Web Communication	COMM 682-Social Media Strategy	Communication & Organizational Leadership Certificate Master of Arts in Communication Master in Integrative Leadership Master of Nonprofit and Civic Leadership
COMM 387-Orgnaizatonal Communication	COMM 607-Seminar in Organizational Communication	Communication & Organizational Leadership Certificate Master of Arts in Communication Master in Integrative Leadership Master of Nonprofit and Civic Leadership
COMM 435-Organizational Crisis and Change	COMM 639-Strategic Issues and Crisis Management	Communication and Organizational Leadership Certificate Master of Arts in Communication Master in Integrative Leadership Master of Nonprofit & Civic Leadership
CISQ 463-Big Data Capstone Project	DLST 600-Leading with Data	Data Leadership Certificate Master in Integrative Leadership
EDUC 304-Teaching in Diverse Classrooms	EDUC 638-Teaching and Learning in Diverse Classrooms	Master in Education Curriculum and Instruction Master in Education Integrated Learning
EDUC 321-Professional Training Skills in Action	MBAV 600-MBA Tools	Business Ventures Certificate Master in Business Administration Master in Integrative Leadership
EDUC 331-Content Area Literacy	EDUC 632-Literacy Instruction in Content Areas	Master in Education Curriculum and Instruction Master in Education Integrated Learning Master in Education Special Education
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
EDUC 357-Families of Exceptional Learners	EDUC 611-Counseling Parents of Exceptional Children	Master in Education Special Education Master in Education Special Reading
EDUC 361-Collaborative Classroom Environments	EDUC 608-Classroom Management for Teachers	Master in Education Curriculum and Instruction Master in Education Integrated Learning
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
EDUC 369-Intro to Mild/Moderate Disabilities	EDUC 649-Introduction to Mild/Moderate Disabilities	Master in Education Special Education
EDUC 380-Methods of Teaching Elementary Mathematics	SCI 622-Improvement of K-12 Mathematics Instruction	Master in Education Curriculum and Instruction
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 383-Middle School Curriculum and Instruction	EDUC 633-Middle School Curriculum and Instruction	Master in Education Curriculum and Instruction

EDUC 385-Secondary School Curriculum	EDUC 634-Advanced Curriculum and Instruction	Master in Education Curriculum and Instruction
EDUC 452-Correction of Literacy Problems	EDUC 667-Analysis and Correction of Reading Disabilities	Master in Education Curriculum and instruction Master in Education Integrated Learning Master in Education Special Education Master in Education Special Reading
EDUC 455-Correction of Disabilities in Mathematics	EDUC 625-Correction of Mathematical Difficulties	Master in Education Curriculum and Instruction Master in Education Integrated Learning Master in Education Special Education
EMMT 405-Public Information Management	PSSL 660-Community Engagement, Partnerships, and Program Promotion	Master in Integrative Leadership Master in Public Service and Safety Leadership Public Service and Safety Leadership Certificate
LDST 331-Negotiation and Conflict Resolution	PSSL 650-Ethics, Conflict, and Decision Making **OR** COMM 620-Conflict Management and Resolution	Master in Integrative Leadership Master in Public Service and Safety Leadership Public Service and Safety Leadership Certificate **OR** Master of Arts in Communication
LDST 435-Strategic Leadership	COMM 639-Strategic Issues and Crisis Management	Communication & Organizational Leadership Certificate Master of Arts in Communication Master in Integrative Leadership Master of Nonprofit and Civic Leadership
LDST 450-Ethics and Leadership	COMM 604-Seminar in Communication Ethics	Communication & Organizational Leadership Certificate Master of Arts in Communication Master in Integrative Leadership Master of Nonprofit and Civic Leadership

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, F, I, S, U.

A grade of "C" represents the lowest acceptable level of performance that can be expected of any Drury graduate student who gives a reasonable amount of time, effort and attention to the work of the course.

A grade of "C" may be counted toward the graduate degree only when offset by sufficient grade points on other courses. Any grade lower than a "C" represents failure in the course.

A grade of "B" indicates a higher level of performance than the standard defined for a grade of "C." A grade of "B" indicates the quality and standard of academic work expected of graduate students. 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 "S" (Satisfactory) indicates the attainment of a "B" level or better.

A grade of "F" or "U" indicates an unacceptable level of performance.

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

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

A "W" indicates that the student has withdrawn from a course before the point in the term at which the faculty member is required to assign a final grade.

Generally, that point falls when 75% of the term has been completed; see the academic calendar for official drop dates in each term. The "W" grade is non-punitive.

Any student who unofficially drops a course or unofficially withdraws from college will receive an "F" in the course(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; and each hour of C counts as 2.0.

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

Course Repeat Policy
A student may repeat any course taken at Drury University. All attempts of the course will appear on the transcript. The 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 a "F"), or "RU" (repeated to replace a "U").

Satisfactory or Unsatisfactory
Some graduate courses are offered on a satisfactory/unsatisfactory basis. Satisfactory or Unsatisfactory courses are not to be included in the cumulative GPA. A student receiving a grade of Unsatisfactory will not receive the credit toward graduation.

Transcripts of Credit

Transcripts of credit will be issued by the Office of the Registrar to all present and former students subject to certain conditions. In order to assure that records are confidential, Drury University issues official transcripts only upon written authorization of the student. Financial obligations to the university must be satisfied.

There is an $8.40 fee for a transcript ordered online through https://www.studentclearinghouse.org.

The fee is $12.00 when ordered through the Registrar's Office.

Class Attendance

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

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

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 (1) 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 and (2) a reconsideration of the grade where prejudice or capriciousness is established.

A student may appeal a final course grade by the following steps:

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 graduate program director. When the faculty member who awarded the grade is not available, the graduate program director or someone designated by the director 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.

2. The graduate program director 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 program director is the faculty member concerned, the Office of Academic Affairs will appoint a mediator.

3. If mediated negotiations are unsuccessful, the student may file a formal written petition with the Graduate Council (consisting of one faculty member from each graduate program and one graduate student), 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. The petitioning student will be responsible for presenting any papers, tests or exams that were returned to him or her. The faculty member will be responsible for making available any papers bearing on the case that were not returned to the student.

The Graduate 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 Graduate Council decides to hear the case, the student and the faculty member will present any evidence or other information that is required by the Graduate Council. In those cases where a member of the committee is involved as the faculty member who awarded the grade, that member shall resign from the case and the Faculty Affairs Committee, serving as a nominating committee, shall appoint another faculty member to serve on the Graduate Council to hear the case. The committee also may call for whatever other information members deem significant to their decision, including testimony from the mediating faculty member from step two. The mediating faculty member also will be heard if they so desire.

The Graduate 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.

4. In reconsidering the original grade, the graduate program director, in consultation with the Graduate Council, should review all pertinent materials. If a change in grade is deemed warranted, the new grade will be established by the graduate program director in consultation with the Graduate Council. If the graduate program director is the faculty member who awarded the grade, the same person who functioned as mediator will determine the grade in consultation with the Graduate Council.

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.

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.

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 for a grade a paper or project that has already received a grade in another course.

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

The authority and responsibility for making decisions regarding academic dishonesty and its penalties lie with the faculty member in the course involved, the program director and 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 program director and 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.

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

Scholastic Probation and Dismissal

Drury students are expected to maintain the highest level of scholarship of which they are capable. Notification of probationary status serves as a warning that a student is not making satisfactory progress toward the degree and that unless the quality of work improves, they will be subject to dismissal from the program.

Students place themselves on probation and may be dismissed when they fail to maintain a minimum cumulative GPA of 3.0. Students on probation cannot carry an academic overload. Students failing to remove themselves from scholastic probation within one semester in residence after being placed on scholastic probation may be dismissed. If the student shows satisfactory progress, they may be allowed to remain from semester to semester.

Students may be dismissed from the program if the pattern of their work hinders progress toward completion of degree requirements (e.g., multiple unsuccessful attempts to complete a course).

Students dismissed from a graduate program for academic reasons will not be eligible for readmission to the same graduate program. Admission to a different graduate program is not automatic. Applications for admission to a different graduate program must be submitted to the College of Graduate Studies at least one month prior to the first day of the proposed term of admittance. Students admitted to a different graduate program after dismissal from a graduate program will be admitted on probation and must show satisfactory progress by the end of their first semester in order to remain enrolled.

Those students admitted as probationary students will not be permitted to carry an academic overload and must show significant progress toward the GPA required for graduation.

Students serving as Graduate Assistants must bring their cumulative GPA back up to 3.0 in one semester. A Graduate Assistant on academic probation must meet with the program director to develop a written plan to bring their GPA back up to 3.0. The written plan must be reviewed and accepted by the Provost. Failure to achieve at least a 3.0 cumulative graduate GPA after the one semester probation will result in loss of the graduate assistantship.

Graduate students also seeking state teacher certification must meet the grade criteria listed under Certification Grade Requirements.

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

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

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

    Room and board refunds are pro-rated, based on the date of withdrawal. Information about the financial implications to the student as a result of withdrawal are listed under Section VI.
3. Depending on the dates on the orders, the student may be placed on Military Leave for future semesters. Military Leave in future terms cannot exceed 1 year.

V. **EP DEPLOYMENT OR TRAINING CALL-UP <u>AFTER</u> 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 2023-2024

GRADUATE TUITION	Per Credit Hour	Special Rates	Per Semester	Annual or One-time Fees
MBA Bootcamp (PMBA 501)	$614			
MBAV (new starting Fall 2020)	$792			
Master in Education (MED)	$395			
MA, Communication	$462			
Master of Nonprofit & Civic Leadership (MNCL)	$462			
Master in Integrative Leadership (MILE 600 and 700)	$462			
Master in Public Service and Safety Leadership (PSSL)	$462			
Data Leadership Certificate (DLST)	$534			
Nonprofit Leadership Certificate (NLC)	$462			
Public Safety Leadership Certificate (PLSC)	$462			
Business Ventures Leadership Certificate (BVLC)	$792			
Cyber Security Leadership Certificate (CSL)	$534			
Dyslexia Certificate (M. Ed.)	$395			
Instructional Design and Technology Leadership Certificate (M. Ed.)	$395			
Diversity, Equity and Inclusion Leadership Certificate	$462			
Technology Fee	$8			
Physician Assistant Program Tuition Fall 2023-Summer 2024 (Fall, Spring, Summer 2024)			$13,850	
PA Program Fees				$2,500
PA Health Center Fee			$95	
MISCELLANEOUS FEES for ALL students as applicable				
Graduation fee-Graduate Degrees				$135
Transcript ordered through National Student Clearinghouse (online)				$8.40
Transcript ordered through the Registrar's Office				$12
Application Fee-Graduate Degree				$25
International student health insurance fee (non-athletes) Aug 1-July 31				$1,485
International student health insurance fee (athletes) Aug 1-July 31				$1,890
International student orientation fee Fall & Spring (includes Grad)				$190
DATSE Fee				$250
Student teaching fee (this is in addition to tuition) (additional $200 for out of the area students) (EDUC 699)				$250
Breech Enhancement Fee (all grad and udg courses-except MGMT 103/204, ECON 335, MGMT 300)	$20			
Grad Communications Fee (COMM 601)			$50	
HOUSING				

Smith Hall Doubles			$2,897	
Wallace Hall Doubles			$3,284	
Sunderland Hall			$3,529	
Kappa Alpha			$3,657	
Lambda Chi Alpha			$3,657	
Sigma Nu			$3,657	
Sigma Pi			$3,657	
Summit Park			$3,839	
College Park Apts – 4 bed			$3,936	
College Park Cottages – 3 bed			$4,097	
College Park Studio & 4-bed house			$4,211	
Jefferson Park S 3BR			$4,125	
Jefferson Park S 2BR			$4,125	
Jefferson Park S Studio			$4,301	
Jefferson Park N 2BR			$4,125	
Jefferson Park N 2BR-unfurnished			$4,007	
Jefferson Park GA Rate			$940	
Jefferson Park N 1BR-unfurnished			$4,396	
Jefferson Park West – Studio			$4,274	
Jefferson Park West – 1 BR			$4,532	
Midtown-1202 N Jefferson,			$3,879	
Midtown-1225 N Robb, 1224 N Summit, 416 E Calhoun, 1028 N. Clay			$4,037	
Theme - Rose O'Neil (1126 N Summit), Midtown House 410 E. Calhoun			$3,850	
Midtown-517 E Calhoun (Parsonage)			$4,122	
Midtown – 1302 Summit, 1316 Benton			$4,613	
Manley Hall 2BR			$4,028	
Manley Hall 1BR			$4,312	
University Suites			$4,613	
Patterson Apt – 1 bed no WD, studio			$4,299	
Patterson Apt – 3 bed w/WD			$4,326	
Patterson Apt – 2 bed w/WD			$4,382	
Patterson Apt – 1 bed w/WD			$4,467	
MEALS			**Residential**	**Commuter**
45 meal plan + $150 panther bucks			$680	$730
90 meal plan + $225 panther bucks			$1,141	$1,159
120 meal plan + $300 panther bucks			$1,320	$1,374
150 meal plan + $375 panther bucks			$1,613	$1,705
180 meal plan + $375 panther bucks			$1,816	$1,922
HOUSING SURCHARGES, regular terms	**one semester**		**two semester**	**twelve months**
Smith & Wallace Halls - Double Room Occupied as a Single	$900		$1,800	*not available*
Smith Upperclass/Gender-Inclusive-Double Room Occupied as Single	*not available*		*not available*	*not available*

Fraternity Houses - Double Room Occupied as Single	$900		$1,800	*not available*
Fraternity Houses - Triple Room Occupied as Single	$1,800		$3,600	*not available*
Covered parking space fee				$360
Manley Hall or Jefferson Park- family surcharge				$1,800
Manley Hall or Jefferson Park-Non Family surcharge to buy out empty bedroom				*Not available*
Jeff Park N unfurnished-Nonrefundable Pet Fee				$300
Jeff Park N unfurnished-Pet Rent				$300
Summer Housing Fees	**per night**			
Short-term summer housing (less than 2 summer sessions)	$25			
Long-term summer housing (minimum 2 summer sessions)	$15			
Housing Surcharge for Holiday Breaks	**per night**			
Residence Halls	$20			
Fraternity Houses*	$20			
Students only charged if they stay past contracted period or if they do not qualify for mileage waiver during academic-year breaks.				
Camps and Conference Housing Fees	**per night per room**			
Drury affiliates:				
Smith Double Occupancy	$13.00			
Wallace Double Occupancy	$14.00			
Sunderland Single	$13.00			
Apartments	$20.00			
Not Drury affiliates:				
Smith Double Occupancy	$25.00			
Wallace Double Occupancy	$26.00			
Sunderland	$20.00			
Apartments	$23.00			

General Information

The various tuitions and fees are subject to change without prior notice, but Drury University attempts to inform of such changes as soon as possible.

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

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

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

Email at tsquibb@drury.edu or by telephone at (417) 873-7343.

How Drury Tuition is Paid

Educational costs are met by Drury students in three ways:

- The full cost may be covered by personal resources. The total bill is paid in full two weeks before the beginning of each semester, or a percentage of the full amount is paid and that balance is due in accordance with the deferred payment plan.
- 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.
- 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 financial aid for graduate students at Drury University includes the Unsubsidized Federal Direct Student Loan, TEACH Grants, and Graduate PLUS Loan.

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.

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

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 those with no balances).

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. Failure to meet these requirements, or any other requirement included in scholarship notifications, constitutes the student's agreement to the removal of their 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
- Business
- Diversity
- Marching Band/Color Guard
- Music
- Theatre
- Video Production

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 their scholarships for that semester.

- 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 to 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 Student Aid Report (SAR) that they 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 an Expected Family Contribution (EFC). The difference between the student's EFC 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 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 a student's EFC and need. 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 they may have. 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.

Federal Direct Plus Loan Program (PLUS)
Parents of dependent undergraduates or graduate students may be eligible to borrow a loan for educational expenses under this program. Loans are certified by the school and approved by the Department of Education. These loans carry an interest rate that is variable, not to exceed 8.5 percent. The amount of this loan may not exceed the student's cost of attendance minus other aid. Repayment begins 60 days after disbursement of the loan unless a deferment is requested and granted.

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, Survivors and Dependents Benefits and Vocational Rehabilitation. A VA representative is available on the Drury campus 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, they are 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, they 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 they are 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 they are 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 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 they are enrolled, financial aid eligibility will be recalculated according to actual enrollment. The student will not be formally withdrawn from the course unless they follow 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 funs 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, they 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 they 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
7. Federal Iraq Afghanistan Service 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.

Graduate Assistantship

Students interested in a graduate assistantship should visit www.drury.edu/hr. Graduate assistant positions are listed under Staff Openings. For more information, email hr@drury.edu or call (417) 873-7434.

Student Billings

Student statements are available online through MyDrury. If a paper statement is needed, please contact tsquibb@drury.edu.

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 Office 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

Email tsquibb@drury.edu or telephone (417) 873-7343

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 in which you register. If you change your registration, please DO NOT 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.

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.
- The privilege of deferred payments in subsequent semesters may not be permitted.

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

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

Concurrent Credit Tuition Policy

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

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

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, Day School students will pay the graduate tuition rate for their coursework.

Student Affairs

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 350,000 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, Baptist Bible College, Missouri Southern 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.

Computer Labs

On the Springfield campus, students have access to computer labs located in Springfield Hall, open 24 hours a day, and Olin Library. An active Drury email account and password are required to access the computers.

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 from the security office in Findlay Student Center. A valid photo ID will allow access in parking lots with control arm entrances. Students will be charged for replacement cards.

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.

Parking Regulations

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

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

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

Food Services

Meal Plans for 2023-2024
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, 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

Meal Plan Refund Policy

Refunds generally are not granted after the advertised bi-annual meal plan change deadline. Appeals to the no-refund policy should be directed to the executive vice president for student affairs. Students who dis-enroll from Drury after the deadline are required to pay for the semester's meal plan in full.

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.

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/

Right to Dismiss

The right is reserved by the university to dismiss or exclude any student from the university, or from any class or classes, whenever, in the interest of the student or the university, the university administration deems it advisable.

Student Complaint Guidelines

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

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

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

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

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
Dean-School of Communication and Fine and Performing Arts
Allin Sorenson
Drury University
900 North Benton Avenue
O'Bannon Hall 109
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 XI 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 VIIL.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 with in 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.

Sexual Harassment 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

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 cohabiting 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	**Deputy Title IX Coordinator**	**Deputy Title IX Coordinator**
Jennifer Baltes	Dr. Allin Sorenson	Dr. Tijuana Julian
Director of Human Resources	Associate Provost	Executive Vice President of
Burnham Hall 107	Dean-School of Communication	Student Affairs and Dean of
(417) 873-7266	and Fine and Performing Arts	Students
jbaltes01@drury.edu	O'Bannon Hall 109	Findlay Student Center 201
	(417) 873-7291	(417) 873-7215
	asorenson@drury.edu	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. Burrrell 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 visting https://www.drury.edu/counseling/forms/MakeAnAppt.php, or by contacting a counselor directly.

Dr. Phil Swope, Psy.D.
Findlay Student Center 114
(417) 873-7420
pswope@drury.edu

Ty Thornton
Findlay Student Center 114
(417) 873-7418
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 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 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 rational 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 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 thee (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. 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 of 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 hesitate 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

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. The University may apply policy revisions to an active case provided that doing so is not clearly unreasonable.

Residential Plan Refund Policy

New students should fill out a housing contract online at: https://www.drury.edu/housing/housing-forms/housing-contract. Students must also pay their housing deposit online at www.drury.edu/deposit. Students can send the housing deposit check with a paper housing contract to: Drury University Admission Office 900 N. Benton Ave. Springfield, MO 65802

Housing Contract Cancellation – Withdrawal or enrollment change
A housing contract is cancelled if the resident will no longer be a full-time day student or be enrolled in a graduate course during the contract period. If the enrollment change occurs prior to move-in, the student will not be charged for room and board. If the enrollment change occurs on or after move-in, refunds of room and board charges are not generally granted for the semester that is in progress. Appeals to the no-refund policy should be directed to the vice president for student affairs.

Housing Contract Cancellation – Exempting after a contract is signed
Once a student has signed a housing contract, if they hope to cancel it but remain a full-time day school student, they must file a Request for Exemption with supporting documents. Assuming the exemption is approved and the contract is cancelled, the student will be responsible for cancellation fees and other charges per the schedule below. Additionally, students who have a residential grant will lose that award if their contract is cancelled. Other financial aid awards may be reduced as well, as the cost of attendance may go down for students who are granted permission to commute. Prior to submitting exemption paperwork, students should contact Financial Aid to learn how cancelling a housing contract will affect the financial award package.

2023-24 Contract Cancellation Fee Schedules

Current Students – Those with academic year housing contracts or fall-only contracts
If a 2023-24 Request for Exemption is received on or before the exemption deadline (April 1, 2023) there is NO contract cancellation fee.

If a 2023-24 Request for Exemption is received after the exemption deadline (April 1, 2023), but prior to fall move-in, the student will be charged a $500 contract cancellation fee.

If a 2023-24 Request for Exemption is received on or after fall move-in and by the add-course deadline (September 2, 2023), the student will be charged:
- $500 contract cancellation fee
- The nightly room rate until date of formal check-out
- The prorated cost of the fall meal plan

If a 2023-24 Request for Exemption is received after the add-course deadline (September 2, 2023), the student will be charged:
- $500 contract cancellation fee
- The nightly room rate until date of formal check-out
- The entire cost of the current semester's meal plan, unless cancellation/move-out occur during Winter Break or between Jan move-in and the Jan meal change deadline (in which case the spring meal plan would be prorated)

- 40% of the remaining room rent for the academic year

Newly Admitted Students - Entering Drury at the fall semester with academic year housing contracts or fall-only contracts
If a 2023-24 Request for Exemption is received on or before the new student exemption deadline (July 31, 2023) there is NO contract cancellation fee.

If a 2023-24 Request for Exemption is received after the new student exemption deadline (July 31, 2023) but prior to fall move-in, the student will be charged a $500 contract cancellation fee.

If a 2023-24 Request for Exemption is received after fall move-in and by the add-course deadline (September 2, 2023), the student will be charged:
- $500 contract cancellation fee
- The nightly room rate until date of formal check-out
- The prorated cost of the fall meal plan

If a 2023-24 Request for Exemption is received after the add-course deadline (September 2, 2023), the student will be charged:
- $500 contract cancellation fee
- The nightly room rate until date of formal check-out
- The entire cost of the current semester's meal plan, unless cancellation/move-out occur during Winter Break or between Jan move-in and the Jan meal change deadline (in which case the spring meal plan would be prorated)
- 40% of the remaining room rent for the academic year

Newly Admitted Students - Entering Drury at the spring semester AND Current students with a spring-only housing contract
If a 2023-24 Request for Exemption is received on or before the new spring admit exemption deadline (December 1, 2023), there is NO contract cancellation fee.

If a 2023-24 Request for Exemption is received after the new spring admit exemption deadline (December 1, 2023), but prior to spring move-in, the student will be charged a $500 contract cancellation fee.

If a 2023-24 Request for Exemption is received on or after spring move-in day and by the course-add deadline (January 29, 2024), the student will be charged:
- $500 contract cancellation fee
- The nightly room rate until date of formal check-out
- The prorated cost of the spring meal plan

If a 2023-24 Request for Exemption is received after the course-add deadline (January 29, 2024), the student will be charged:
- $500 contract cancellation fee
- The nightly room rate until date of formal check-out
- The entire cost of the spring semester's meal plan
- 40% of the remaining room rent for the academic year

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.

Campus Alcohol Policy

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

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

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

Individual Regulations
1. Hard Alcohol: Hard alcohol is not permitted on the Drury University campus. This includes all pre-packaged beverages that contain hard alcohol, as well as all alcohol energy drinks that contain greater than 5.9 percent alcohol content. Hard alcohol is defined as liquor that has been distilled rather than fermented
2. Legal Age Persons: Students (and/or guests) of legal age (21+) may possess and consume beer and fermented alcoholic beverages ONLY in the privacy of their own residence unit with the door closed. Consumption is allowed in the presence of your roommate. Guests must be of legal age.
3. Minors in Possession: Students (and/or guests) under the legal age of drinking shall not buy, drink or possess (hold) alcoholic beverages.
4. Providing To a Minor: No students, collectively or individually, may purchase for, serve to or sell alcoholic beverages to any minor.
5. Intoxication: Students (and/or guests) shall not act belligerent, exhibit intoxication or be visibly intoxicated.
6. Personal Rights of Others: The possession and consumption of alcohol shall not infringe upon the privacy or peace of other individuals.
7. Mass Consumption: Items used for the mass consumption of alcohol (beer bongs, kegs, pony kegs, beer balls or other common containers of alcoholic beverages of similar nature) are strictly prohibited.
8. Drinking Games: No student shall permit, tolerate, encourage or participate in "drinking games." The definition of drinking games includes, but is not limited to, the consumption of shots of alcohol or alcoholic beverages, the practice of consuming shots equating to one's age, "beer pong," "century club," "dares" or any other activity involving the consumption of alcohol which involves duress or encouragement related to the consumption of alcohol.
9. Alcohol Containers: Empty alcohol containers should be immediately disposed of using proper waste/recycling receptacles. Keeping empty alcohol containers for any reason, including those used for decoration is prohibited.
10. Glass Bottles: Alcohol contained in glass bottles should be immediately poured into a plastic cup and the glass bottle should be immediately disposed of using the proper

waste/recycling receptacle. Taking a glass bottle outside is prohibited. Keeping glass bottles for any reason, including those used for decoration, is prohibited.

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

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

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

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

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

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

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

Responsibility and Cooperation for Reporting Incidents
Any person who feels that 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.

Online Resources
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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:
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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.

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

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

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

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

Information regarding Educational Sanctions for Alcohol and Drug Violations can be found in the student life guide or students may contact Tijuana Julian, Executive Vice President-Student Affairs and Dean of Students.

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.

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

<u>SERVICE ANIMAL POLICY GENERAL GUIDELINES</u>
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.

<u>SERVICE ANIMALS:</u> 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.

<u>SPECIFIC PROVISIONS - SERVICE ANIMALS</u>
 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 inquires 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.

SUPPORT ANIMAL ACCOMMODATION POLICY

An emotional support animal is an animal that is necessary to afford a person with a disability an equal opportunity to use and enjoy a dwelling when there is an identifiable relationship or nexus between the person's disability and the assistance the animal provides. In accordance with the Fair Housing Act (FHA), Drury will entertain reasonable requests for emotional support animals in campus housing at least 30 days prior to move-in.

Students seeking to bring an emotional support animal to their residence need to provide Drury's Disability Support Services office (DSS) with appropriate documentation.

- The letter is to be written on official letterhead from a licensed mental health professional (i.e., therapist, psychologist, psychiatrist, licensed clinical social worker, but not a family doctor, not provisionally licensed).
- Letter must state that the student is under treating professional's care.
- Licensed mental health professional must confirm that the student has a disability or handicap which substantially limits one or more major life activities; a record of such an impairment; or being regarded as having such an impairment.
- Description of how animal is prescribed to alleviate one or more of the symptoms of the student's condition.

The health and safety of our students, faculty, staff, and the emotional support animal is an important concern; therefore, each request for such an accommodation will be made on a case-by-case basis by DSS in conjunction with Housing and the Dean of Students. Residents may request to have no more than one animal due to the confined living space.

When the Director of DSS has determined a qualifying disability exists, they will contact the Housing Office. At that time, the Housing Office will schedule a meeting with the student to discuss reasonable accommodations. If the request may be reasonably accommodated and does not fundamentally alter the housing program or community, the Housing Office will provide an agreement that outlines the rules and obligations for having that particular species in campus housing.

After the student has signed the agreement and provided the required veterinary records outlined for that species, the Housing Office will provide written confirmation to the student (and need-to-know offices) that the emotional support animal may reside with the student in their assigned bedroom or apartment. An approved emotional support animal [that is not also defined as a service animal) may only be in a student's private dwelling (assigned bedroom or apartment) and is prohibited in all other campus locations. When being transported out of the room, the animal must be caged or leashed.

Emotional support animals are required to be housebroken, be in good health and vaccinated per all applicable laws, and under adult control at all times. Emotional support animals may not infringe upon the right of other tenants to enjoy their residence (allergies, noise, odor, phobias, scratching, chewing, etc.). More species-specific obligations will be outlined in the emotional support agreement.

Drury may reassign a student to a different housing location to accommodate a request for an emotional support animal. Additionally, if the animal infringes upon the rights of other residents or poses a threat to others, the student may lose the right to have the animal in housing.

A student may request an extension into the next academic year, but must provide updated vaccination/vet records before approval will be granted.

Students should not acquire an animal prior to signing & filing the species-specific agreement to ensure the animal will meet Drury's parameters, and is not prohibited by law. A student who has an animal in campus housing areas without official Housing Office approval is in violation of our no-pets policy [with the exceptions of a service animal or fish in <10-gallon tank). In that circumstance, there is an automatic $150 fine assessed to the student's account.

Additionally, prior to obtaining an animal, students should consider their academic, co-curricular and social commitments to establish how much time and energy is available for animal care/exercise. Consider the animal's temperament--will the animal be quiet and well-mannered in a small residential space? Students should establish a plan for the financial costs of animal food, medications, supplies, training, grooming, veterinary & emergency care, and off-campus boarding in the event the student must leave town overnight. If the animal does not get along in campus housing or is too difficult to care for who will take the animal? Being mindful of these factors and questions will help ensure a successful match between student and animal.

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.

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.

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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.

Degree Programs

Master in Business Administration

Dr. Robin Soster, Program Director

PROGRAM MISSION & GOALS
The MBA program at Drury University is committed to preparing ethical leaders for the global business community. In pursuit of this commitment, our program has the following outcomes:

1. *Understanding a Firm's Environment: Identifying and Attracting Resources*
   Students will understand strategic partners' micro and macro economic/regulatory/cultural environments. Students will demonstrate proficiency in budgeting and forecasting, as well as an understanding of the important human, organizational, economic, and financial dynamics of attracting and deploying resources, and of measuring and assessing outcomes.
2. *Understanding the Self and Others: Communication, Leadership, Followership, and Teamwork*
   Students will be able to effectively communicate in written, oral, and non-verbal modalities – including those questions and issues required to begin the case/problem-solving process. Students will demonstrate capabilities related to self-understanding, including strengths, predispositions, values, and areas of vulnerability. They will progress in a lifelong study of self and others with respect to individual performance and reflected in their value as a member of a team – demonstrating the ability to lead and/or follow other members of teams to achieve appropriate outcomes.
3. *Understanding Information: Creating Data Visibility*
   Students will demonstrate skill in assessing the quality of data and the degree to which particular data provides a strong-basis for decision-making, creating and promoting data visibility to inform decision-making processes.
4. *Understanding Ventures: Setting Objectives; Diagnosing Obstacles; Choosing and Pursuing Opportunities*
   Students will be able to apply the appropriate tools required to manage and communicate critical information in the service of setting objectives, considering obstacles through critical and creative lenses, and making and following through with decisions.

PROGRAM OVERVIEW
Drury's MBA program is comprised of ten 3-hour courses intentionally designed to provide an integrative perspective on designing, leading, and engaging in meaningful business ventures. The ten courses are taken sequentially with a cohort of peers. Included in these courses is a capstone experience: Venturing Conference/Breech MBA Weekend (MBAV 699).

The MBA program is designed to be completed over a two-year time period.

All courses are scheduled for weekday evenings and include both seated and online options.

THE CURRICULUM
Drury's MBA is comprised of ten courses intentionally designed to provide an integrative perspective on designing, leading, and engaging in meaningful business ventures.

Required Courses		**30 hrs.**
MBAV 600	MBA Tools	3 hrs.
MBAV 610	Using Technology and Information	3 hrs.
MBAV 620	Reading Economic Patterns and Conditions	3 hrs.
MBAV 631	Understanding Financial Information	3 hrs.
MBAV 640	Global Insight Venture	3 hrs.
MBAV 650	Reaching and Serving Customers	3 hrs.
MBAV 660	Measuring and Funding Performance	3 hrs.
MBAV 670	Leading Ventures and Working in Teams	3 hrs.
MBAV 680	Designing Future Ventures	3 hrs.
MBAV 699	Venturing Conference	3 hrs.

From time to time, students may have the opportunity to conduct independent research (MBAV 691) or participate in a special topics course (MBAV 690). Permission to use either MBAV 690 or MBAV 691 as a substitute for the core curriculum must be granted by the MBA Director, who will assess student requests on a case-by-case basis.

Master in Education

Dr. Asikaa Cosgrove, Program Director

The School of Education and Child Development offers the following degree programs:
>Master in Education Curriculum and Instruction
>Master in Education Integrated Learning
>Master in Education Special Education
>Master in Education Special Reading

The elementary education program and specific middle school and secondary content areas at Drury University are approved by the Missouri Department of Elementary and Secondary Education (DESE) (www.dese.mo.gov). The professional education unit has been approved by the Council for the Accreditation of Educator Preparation (CAEP) (http://caepnet.org).

The underlying philosophy of Drury's graduate education program is that teachers, administrators/leaders, and those in the field of human services need professional development, which links current research and theories to best practices in their respective fields.

ENTRY ASSESSMENT AND ADVISING
Students admitted to a graduate education program may be required to attend one orientation meeting either in-person or electronically. The purpose of the orientation meeting is to:
1. provide a general assessment of how the master in education degree program is contributing to the student's personal and professional development,
2. provide a general framework that explains the program assessment plan, programmatic requirements, and expectations of students at the graduate level,
3. provide an opportunity for the student to meet with their graduate advisor to discuss:
   a. personal and professional goals
   b. program of study to complete the master in education degree
   c. possible topics for the capstone seminar research paper, and provide approval of transfer courses.

PROGRAM ASSESSMENT
 I. Outcomes Stated as Abilities
The outcomes of the Drury University M.Ed. degree are stated as abilities that students will exhibit when they complete their programs of study. These outcome abilities are directly related to the mission and goals of Drury University. The outcome abilities represent a combination of skills, behaviors, knowledge, values, attitudes, motives or dispositions, and self-perceptions. The outcome abilities are developmental, or teachable, and can be defined in increasing levels of complex elements or processes for learning and assessing performance. The outcome abilities are transferable in that they prepare students for the many roles and settings in which they perform.

The School of Education and Child Development's (SECD) graduate programs are aligned to the CAEP Standards for Advanced Programs and the Interstate Teacher Assessment and Support Consortium (InTASC) standards.

CAEP Standards for Advanced Programs

Standard A. 1. Content and Pedagogical Knowledge
The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.

Standard A. 2. Clinical Partnerships and Practice
The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.

Standard A. 3. Candidate Quality and Selectivity
The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.

Standard A. 4. Program Impact
The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.

Standard A. 5. Provider Quality Assurance and Continuous Improvement
The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

More information about the CAEP Standards for Advanced Programs can be found at http://caepnet.org

InTASC Standards

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

II. Assessment Techniques
Drury University's School of Education and Child Development graduate students are assessed in multiple settings within a variety of contexts. As a part of the formal admissions process to the graduate education program, the student completes a self-assessment of professional dispositions, requests approval of transfer course work, receives academic advising regarding professional goals and the graduate degree program, and is provided guidance in selecting a possible topic/project for EDUC 700: Capstone Seminar. This information is used to help design the remainder of the student's program of study and becomes a portfolio record of the student's development over time.

The School of Education and Child Development is nationally accredited by CAEP. This accreditation ensures the quality of the teacher preparation programs at Drury University through ongoing rigorous assessment and adds significant value to the educational experience and subsequent qualification. Pursuant to this, graduate students are required to create and maintain an electronic portfolio of coursework. Degree seeking students enrolled in any course must upload coursework artifacts as

directed by faculty. Failure to do so may negatively affect the final course grade, suspend the ability to register for graduate classes, and delay graduation until these requirements are fulfilled.

During the graduate program of study, students submit items for inclusion in their electronic portfolio, which is comprised of three phases. The student works together with the instructor to assess the work and reflect on developmental goals for the remainder of the program. Artifacts uploaded to the portfolio represent best practices in teaching and learning.

The assessment plan addresses state and national educator preparation standards. The assessment strategies are designed to:
1. have a positive effect on the teacher's role in education;
2. consist of a variety of methods;
3. use state of the art technology;
4. be affordable and accessible for branch campus students as well as Springfield students;
5. reflect involvement in learned societies, state agencies, K-12 school districts, professional associations, and other higher education institutions;
6. provide internal and external validity with respect to effective teaching; and
7. be developmental in nature so that teachers are prepared for the assessments, provided constructive feedback, and adjustments are made in the master in education program as needed.

The most valid assessment process of the master in education program is one that engages graduate students in the activities of teaching, requires the display and use of teaching knowledge and skills, and that allows teachers the opportunity to explain their decision-making process. The assessment of the activities of teaching includes documentation, evaluation and examination.

GRADE REQUIREMENTS FOR STATE TEACHER CERTIFICATION
Graduate students also seeking state teacher certification must meet the grade criteria listed at
www.drury.edu/education/state-certification.

KAPPA DELTA PI
On May 16, 1975, a campus chapter of Kappa Delta Pi, a national honorary society in education, was established. Graduate students may be invited to membership on the basis of excellence of scholarship and distinction of achievement in the field of education.

Master in Education Curriculum and Instruction

A graduate degree in Curriculum and Instruction extends and enhances the abilities of the modern educator. A focus on improved curriculum development and delivery of instruction is combined with academic literacy and research skills to support the teacher's pursuit of excellence.

Students may pursue one of three emphasis areas within the Curriculum and Instruction Master in Education degree program: Elementary, Middle School, or Secondary.

Current Drury undergraduate students may apply for a 4+1 accelerated version of the M.Ed Curriculum and Instruction (Elementary, Middle, or Secondary) degree so that their program of study is started during their undergraduate program and completed in one year upon completion of the undergraduate program. Students must meet specific eligibility criteria (available upon request from advisors or the College of Graduate Studies). Once eligibility is confirmed and the application approved, the student must meet with an advisor for an individualized program of study.

This program requires a total of 30 credit hours.

ELEMENTARY

Required		**15 hrs.**
*SCI 621	Educational Technology	3 hrs.
	(must be taken within the first two semesters)	
EDUC 605	Advanced Educational Psychology & Assessment	3 hrs.
EDUC 621	Social Justice and Diversity in Education	3 hrs.
**EDUC 689	Introduction to Educational Research	3 hrs.
**EDUC 700	Capstone Seminar	3 hrs.
	**(must be taken in last 9 hours of program)*	

Courses Required in Emphasis		**15 hrs.**
EDUC 634	Advanced Curriculum and Instruction	3 hrs.
EDUC 665	Improvement of Reading Instruction	3 hrs.
SCI 622	Improvement of K-12 Mathematics Instruction	3 hrs.
SCI 631	Improvement of K-12 Science Instruction	3 hrs.
Teaching Field Elective		3 hrs.

MIDDLE SCHOOL

Required		**15 hrs.**
*SCI 621	Educational Technology	3 hrs.
	(must be taken within the first two semesters)	
EDUC 605	Advanced Educational Psychology & Assessment	3 hrs.
EDUC 621	Social Justice and Diversity in Education	3 hrs.
**EDUC 689	Introduction to Educational Research	3 hrs.
**EDUC 700	Capstone Seminar	3 hrs.
	**(must be taken in last 9 hours of program)*	

Courses Required in Emphasis		**15 hrs.**
EDUC 603	Middle School Philosophy and Organization	3 hrs.
EDUC 633	Middle School Curriculum and Instruction	3 hrs.
EDUC 665	Improvement of Reading Instruction	3 hrs.
Teaching Field Elective		3 hrs.
Teaching Field Elective		3 hrs.

SECONDARY

Required		**15 hrs.**
*SCI 621	Educational Technology	3 hrs.
	(must be taken within the first two semesters)	
EDUC 605	Advanced Educational Psychology & Assessment	3 hrs.
EDUC 621	Social Justice and Diversity in Education	3 hrs.
**EDUC 689	Introduction to Educational Research	3 hrs.
**EDUC 700	Capstone Seminar	3 hrs.
	**(must be taken in last 9 hours of program)*	

Courses Required in Emphasis		**15 hrs.**
EDUC 634	Advanced Curriculum and Instruction	3 hrs.
EDUC 665	Improvement of Reading Instruction	3 hrs.
Teaching Field Elective		3 hrs.
Teaching Field Elective		3 hrs.
Teaching Field Elective		3 hrs.

Master in Education Integrated Learning

The M.Ed. in Integrated Learning is a unique program that gives the graduate student control over the content of their degree. Working closely with an advisor, the student builds their own program by integrating five courses as free electives. With half of the program content selected by the student, this customizable degree can meet a wide range of professional learning needs.

Current Drury undergraduate students may apply for a 4+1 accelerated version of the M.Ed Integrated Learning degree so that their program of study is started during their undergraduate program and completed in one year upon completion of the undergraduate program. Students must meet specific eligibility criteria (available upon request from advisors or the College of Graduate Studies). Once eligibility is confirmed and the application approved, the student must meet with an advisor for an individualized program of study.

Available completely online.

This program requires a total of 30 credit hours.

Required		**15 hrs.**
HFA 656	Academic Writing and Digital Literacy	3 hrs.
EDUC 621	Social Justice and Diversity in Education	3 hrs.
EDUC 605	Advanced Educational Psychology & Assessment	3 hrs.
**EDUC 689	Introduction to Educational Research	3 hrs.
**EDUC 700	Capstone Seminar	3 hrs.
	(must be taken in last 9 hours of program)	

Electives		**15 hrs.**

Choose any five graduate courses for Integrated Learning, or select courses in a suggested track.

Integrated Learning		**15 hrs.**

Select five (5) graduate courses from available electives

Integrated Learning - Professional Learning Track		**15 hrs.**
EDUC 657	Professional Learning Communities	3 hrs.
SS 639	Leadership Techniques	3 hrs.
EDUC 607	Psychology of Human Growth and Development	3 hrs.
EDUC 634	Advanced Curriculum and Instruction	3 hrs.
EDUC 670	Leadership in Reading	3 hrs.

Integrated Learning - Improving Classroom Instruction Track		**15 hrs.**
EDUC 665	Improvement of Reading Instruction	3 hrs.
SCI 631	Improvement of Science Instruction	3 hrs.
EDUC 625	Correction of Mathematical Difficulties	3 hrs.
EDUC 638	Teaching in Diverse Classrooms	3 hrs.
EDUC 632	Literacy Instruction in the Content Areas	3 hrs.

Integrated Learning - Instructional Technology Track, Cohort Model   15 hrs.

SCI 621	Instructional Technology	3 hrs.
SCI 625	Online Pedagogy	3 hrs.
SCI 635	Simulations and Virtual Reality	3 hrs.
SCI 626	Web Communications and Design	3 hrs.
SCI 634	Instructional Design and Delivery	3 hrs.

Integrated Learning - STEM Track, Cohort Model   15 hrs.

EDUC 625	Improvement of Math Difficulties	3 hrs.
SCI 621	Instructional Technology	3 hrs.
SCI 631	Improvement of Science Instruction	3 hrs.
SCI 634	Instructional Design and Delivery	3 hrs.
EDUC 638	Teaching in Diverse Classrooms	3 hrs.

Additional track can be created in cohort models. Course electives subject to availability. If a course is utilized from a Drury Graduate School other than the School of Education & Child Development, adjusted tuition may apply. Degree at completion will be designated as Integrated Learning, ME.d.

Master in Education Special Education

The Master in Education in Special Education at Drury University is an online graduate degree with an emphasis on evidenced based practices specific to the support of children and youth who exhibit a variety of diverse learning needs. This program may be completed in 30 credit hours. There are 21 hours of core coursework with 9 hours of electives. The Candidate will work with a program advisor to personalize the program through the elective options.

Program Highlights:
- Program may be completed in 30 credit hours.
- May be completed entirely online. Note that some electives may have a seated component; however, the Candidate may work with the advisor to design an all online option.
- Designed for persons who are previously certified in an area of education; however, is also appropriate for professionals working in agencies that address the needs of individuals with exceptionalities and others with an interest in exceptional populations.
- This degree does not lead to initial teaching certification (*see the Drury Alternative Track in Special Education or DATSE, for a graduate option to certification in Mild/Moderate Disabilities).*
- Individuals completing the Special Education M.Ed. may also be interested in an add on certificate in Dyslexia (additional hours apply). Contact a program advisor for information on Gifted Education courses and the add on option.

Candidates may personalize their program of study via selected course projects tailored to an area of interest and completion of electives in Special Education as well as Dyslexia and Reading. This program is student oriented and aligned to national standards. Applicants, as well as candidates who have been admitted to the program, are encouraged to access the School of Education and Child Development website and the Special Education M.Ed. webpage for additional requirements including a description of coursework, program competencies, professional portfolio requirements, and other information to support program completion.

Available completely online.

This program requires a total of 30 credit hours.

Required		**21 hrs.**
*SCI 621	Educational Technology	3 hrs.
	(must be taken within the first two semesters)	
EDUC 610	Behavior Analysis and Intervention	3 hrs.
EDUC 651	Evaluation of Abilities and Achievement	3 hrs.
EDUC 654	Clinical Experience One	3 hrs.
EDUC 655	Clinical Experience Two	3 hrs.
**EDUC 689	Introduction to Educational Research	3 hrs.
**EDUC 700	Capstone Seminar	3 hrs.
	**(must be taken in last 9 hours of program)*	

Electives   **9 hrs.**
Choose three:
EDUC 606   Psychology of the Exceptional Child   3 hrs.
EDUC 611   Counseling Parents of Exceptional Children   3 hrs.
EDUC 625   Correction of Mathematical Difficulties   3 hrs.
EDUC 649   Introduction to Mild/Moderate Disabilities   3 hrs.
EDUC 652   Language Development of the Exceptional Child   3 hrs.
EDUC 667   Analysis and Correction of Reading Disabilities   3 hrs.

Students may select electives from outside this list when necessary to meet professional goals, but express prior permission from the advisor is required to maintain the integrity of the program.

Master in Education Special Reading

This program is designed for persons who are already certified as teachers.

This program requires a total of 30 credit hours.

Required		**30 hrs.**
EDUC 611	Counseling Parents of Exceptional Children	3 hrs.
EDUC 651	Evaluation of Abilities and Achievement	3 hrs.
EDUC 652	Language Development of the Exceptional Child	3 hrs.
EDUC 660	Practicum I in Special Reading	3 hrs.
EDUC 661	Practicum II in Special Reading	3 hrs.
EDUC 665	Improvement of Reading Instruction	3 hrs.
*EDUC 667	Analysis and Correction of Reading Disabilities	3 hrs.
	*(Must be taken before or with EDUC 660 - Practicum I)	
EDUC 670	Leadership in Reading	3 hrs.
**EDUC 689	Introduction to Educational Research	3 hrs.
**EDUC 700	Capstone Seminar	3 hrs.
	**(must be taken in last 9 hours of program)	

Please note: Acquisition of the M.Ed. in Special Reading from Drury University does not automatically lead to Special Reading Certification from the State of Missouri.

In order to obtain Special Reading Certification from the State of Missouri, program participants need to have the following prerequisites: two (2) years teaching experience; an approved Behavior Management course (the Classroom Management course at Drury is approved); an approved Child and Adolescent Psychology course(s); an approved Education of the Exceptional Child course; and an approved Basic Reading Methods course.

Please meet with an advisor for additional certification information.

Mild/Moderate Special Education K-12 DATSE Program (Drury Alternative Track In Special Education)

The Drury Alternative Track in Special Education (DATSE) is a graduate program of study designed for persons who have already completed a bachelor's degree from an accredited college or university with a 2.75 or higher grade point average; and who wish to obtain an initial Missouri teaching certificate in special education. The program may be completed in as few as 45 credit hours. Successful completion of the DATSE will lead to initial teacher certification in Mild/Moderate Cross-Categorical K-12 Special Education. The DATSE is aligned to state and national standards as well as evidence-based educational practices.

The DATSE program is designed as an alternative, accelerated option for candidates completing initial certification in mild/moderate disabilities, while working in K-12 public education. All DATSE candidates are expected to seek employment on a provisional certification to support completion of the field requirements upon entry to the program. If employment by a public K-12 school as a special education teacher on a provisional certificate is not immediately available, consideration may be made for candidates employed in a public K-12 school as a special education paraprofessional working with students with mild/moderate disabilities.

To meet requirements for teacher certification in the area of Cross Categorical/Mild Moderate Disabilities, DATSE graduate candidates must complete structured field experiences aligned to course work and demonstrate standards-based performances specific to the area of certification. Standards-based performances specific to the DATSE program may only be met in a public K-12 school setting with students diagnosed with mild/moderate disabilities. Completion of field requirements as a paraprofessional must be approved through the Drury School of Education and Child Development. Field experience requirements within the DATSE program are as follows:

1. No later than the time of enrollment in EDUC 653: Methods of Teaching Mild/Moderate Disabilities, EDUC 654: Clinical Experiences I, EDUC 655: Clinical Experiences II, and EDUC 699: Culminating Internship, the DATSE candidate must be employed by a public school and working in a K-12 setting as a special education teacher on a provisional certificate with a caseload to include students with a diagnosis aligned to a mild/moderate disability. This does not include an assignment where the primary duties are speech implementation, early childhood special educator, teacher of students with severe disabilities, or teacher in general education. The provisional certification must be approved through the School of Education and Child Development, DESE, and the employing school district. OR

2. No later than the time of enrollment in EDUC 653: Methods of Teaching Mild/Moderate Disabilities, EDUC 654: Clinical Experiences I, EDUC 655: Clinical Experiences II, and EDUC 699: Culminating Internship, the DATSE candidate must be employed by a public school and working in a K-12 setting as a special education paraprofessional supporting students with a diagnosis aligned to a mild/moderate disability. This option must be approved in advance. If approved to complete field experience requirements as a paraprofessional, a Paraprofessional Agreement must be signed by the candidate and the candidate's administrator, and submitted to the School of Education and Child Development prior to participating in field experience activities.

The Missouri Department of Elementary and Secondary Education (DESE) prefers that students in the DATSE program are teaching on a provisional certificate prior to or no later than the semester enrolled in EDUC 653. Candidates who are working as a paraprofessional in an approved setting must provide documentation that field requirements can be met via an agreement signed by a District Supervisor. In addition, a letter verifying district employment must be submitted during the semester the candidate is enrolled in EDUC 699. This documentation must be submitted to the School of Education and Child Development Certification Officer.

ADDITIONAL REQUIREMENTS TO BE RECOMMENDED FOR CERTIFICATION
In order to be recommended for certification a student must satisfy all requirements found in the Requirements for Graduation Policy, along with the following conditions:
1. Due to state board rules pertaining to provisional certification students for the Drury Alternative Track in Special Education (DATSE), a track within the M.Ed., may need to complete all required coursework within a time line specified by the Missouri Department of Elementary and Secondary Education.
2. Successful completion of any state certification assessments required by the Missouri Department of Elementary and Secondary Education.
3. Successful completion of the electronic portfolio, to include specific artifacts and reflections.

Available completely online.

Required Courses:		**45-48 hrs.**
EDUC 606	Psychology of the Exceptional Child	3 hrs.
EDUC 607	Psychology of Human Growth and Development	3 hrs.
EDUC 610	Behavior Analysis and Intervention	3 hrs.
EDUC 625	Correction of Mathematical Difficulties	3 hrs.
EDUC 649	Introduction to Mild/Moderate Disabilities	3 hrs.
EDUC 651	Evaluation of Abilities and Achievement	3 hrs.
EDUC 652	Language Development of the Exceptional Child	3 hrs.
EDUC 653	Methods of Teaching Students/Mild Moderate Disabilities	6 hrs.
EDUC 654	Clinical Experience One	3 hrs.
EDUC 655	Clinical Experience Two	3 hrs.
EDUC 665	Improvement of Reading Instruction	3 hrs.
EDUC 667	Analysis and Correction of Reading Disabilities	3 hrs.
EDUC 699	Culminating Internship	3-6 hrs.*
SCI 622	Improvement of K-12 Mathematics Instruction	3 hrs.

*DATSE Candidates who are working as a paraprofessional must complete EDUC 699 for six credit hours.

CERTIFICATION OF SCHOOL PERSONNEL

All teaching certificates are issued directly by the Missouri Department of Elementary and Secondary 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.

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.

Master in Integrative Leadership

Dr. Alex Cobb, Program Director

The Master in Integrative Leadership is an interdisciplinary program of study offering specialized, stacked credentials that enhance one's ability to solve multifaceted problems in organizations and communities. Students complete two certificates and use the newly gained knowledge to conceptualize, develop, implement, present, and evaluate an applied project that showcases the integration of the disciplinary areas.

Program Policies:
A. New graduate students who apply for the Master in Integrative Leadership may enroll in MILE 600 after completing 12 credit hours of certificate coursework. Upon completion of two certificates and MILE 600 Integrative Connections I, students are eligible to enroll in MILE 700 Integrative Connections II.
B. Students who have previously earned one graduate certificate at Drury may apply for the Master in Integrative Leadership program. Integrative Connections I may be completed before enrolling in the second certificate. Per the Graduate Catalog, all requirements for a degree program must be completed within seven years.
C. Students who have earned the Master of Nonprofit and Civic Leadership may apply the 12 credit hours of core MNCL coursework (MNCL 601, 602, 603, 604) toward the Master in Integrative Leadership. The certificate will not be retroactively added to the student's transcript. Per the Graduate Catalog, all requirements for a degree program must be completed within seven years.

Certificate Pairings:
Any combination of the certificates shown below may be proposed for the Master in Integrative Leadership. Students will work with the program director to discuss interests and goals to determine the most appropriate certificate pairing.

> Business Ventures Leadership
> Communication and Organizational Leadership
> Data Leadership
> Diversity, Equity and Inclusion Leadership
> Instructional Design and Technology Leadership
> Nonprofit Leadership
> Public Safety Leadership

The Master in Integrative Leadership requires 30 credit hours of coursework.

Required		**30 hrs.**
Certificate 1		12 hrs.
Certificate 2		12 hrs.
MILE 600	Integrative Connections I: Research and Project Planning	3 hrs.
MILE 700	Integrative Connections II: Capstone Project	3 hrs.

Master in Public Service and Safety Leadership

Dr. Alex Cobb, Program Director

The Master in Public Service and Safety Leadership is a graduate-level degree for public safety and service leaders in fields such as public health service, emergency medical services, environmental health and safety services, nonprofit organizations engaged in public safety and public service, homeland security, and public administration. The focus of this program is on the development of leadership skills necessary for the successful integration of all-hazards public safety organizations, operations, and shared practices and policies. The program is designed for mid-and senior-level leaders, including military service members and those planning to transition into civilian service.

The Master in Public Service and Safety Leadership requires 30 hours of coursework.

Required		30 hrs.
PSSL 600	Integrated Approaches to Public Safety	3 hrs.
PSSL 610	Strategic Planning and Evaluation	3 hrs.
PSSL 620	Human Resource Management and Employee Wellness	3 hrs.
PSSL 630	Effective Project Management	3 hrs.
PSSL 640	Financial Management and Sustainability	3 hrs.
PSSL 650	Ethics, Conflict, and Decision Making	3 hrs.
PSSL 660	Community Engagement, Partnerships, and Program Promotion	3 hrs.
PSSL 670	Leading Teams and Organizations	3 hrs.
PSSL 680	Emerging Issues in Public Safety and Administration	3 hrs.
PSSL 695	Capstone Project	3 hrs.

Master of Arts in Communication

Dr. Abigail Kingsford, Program Director

In the ever-changing landscape of the 21st century, the priority for all organizations is communication. It is essential for successful organizations to develop and implement proven communication strategies as they develop and grow internally and externally. Organizations often focus on the external communication with their customers and other stakeholders. While this focus is an important one for any successful organization, it's also paramount to consider the internal communication practices that influence the everyday interactions of their internal stakeholders. All organizations – business, government, nonprofit and volunteer – need professional practices in their organizations. Communication professionals are uniquely positioned to focus on the human side of any organization by tackling today's most compelling issues related to diversity and inclusion, team development, and organizational change. Preparing students to take their place in this fast-paced world is the goal of the Drury Master of Arts in Communication.

Program Outcomes and Assessment
- **Ethical Commitment:** Graduates will demonstrate understanding of theories of effective and ethical communication and skills of ethical messaging.
- **Conceptual Maturity:** Graduates will demonstrate an understanding of major theoretical and methodological frameworks for the explanation, evaluation and improvement of organizational communication.
- **Audience Analysis:** Graduates will demonstrate the ability to identify and analyze various internal and external stakeholder audiences and create audience-centered messaging in both written and verbal communication media.
- **Strategic Vision:** Graduates will demonstrate ability to identify and employ effective communication strategies and messaging on appropriate media platforms.
- **Success Indicators**: Graduates will demonstrate the ability to establish and evaluate appropriate outcomes and measures of success for various communication activities and initiatives.

Master of Arts in Communication
The MA in Communication requires 30 hours of credit, usually taken in 10 courses. The program requires a core of 21 credit hours (7 courses) with 9 additional credit hours (3 courses) of electives. Each elective course can be tailored to meet a student's personal and professional goals when selected in consultation with the academic advisor.

Credit cannot be given for a course for which the student is not registered. Credit cannot be claimed more than once for the same course, with the exception of approved internship course credit.

Required		**21 hrs.**
COMM 601	Introduction to Graduate Studies in Communication	3 hrs.
COMM 604	Seminar in Communication Ethics	3 hrs.
COMM 605	Organizational Change	3 hrs.
COMM 639	Strategic Issues and Crisis Management	3 hrs.
COMM 651	Communication Consulting	3 hrs.
COMM 682	Social Media Strategy	3 hrs.

COMM 701	Applied Communication Capstone	3 hrs.

Electives   **9 hrs.**

COMM 606	Public Relations Writing	3 hrs.
COMM 607	Seminar in Organizational Communication	3 hrs.
COMM 620	Conflict Management and Resolution	3 hrs.
COMM 636	Integrated Marketing Communication	3 hrs.
COMM 675	Independent Study in Communication	3 hrs.
COMM 688	Grant Writing for Social Impact	3 hrs.
COMM 690	Special Topics	3 hrs.
COMM 691	Research	3 hrs.
COMM 697	Internship	3 hrs.
MNCL 602	Governance and Executive Leadership	3 hrs.
MNCL 603	Fundraising and Philanthropy	3 hrs.
MNCL 666	Social Advocacy	3 hrs.
MNCL 701	Social Impact Assessment	3 hrs.

Internships

A professional internship can give a student an enormous advantage in the job search. It can provide meaningful experience, a network of contacts, portfolio pieces, and professional references. Students must have completed coursework appropriate for the internship experience and must be able to demonstrate potential benefit from the internship plan. In addition to completing the on-site internship, students will be asked to provide a faculty supervisor with weekly reports and to write a reflection paper at the end of the internship.

Master of Nonprofit and Civic Leadership

Dr. Abigail Kingsford, Director

Nonprofit organizations can range from tiny, volunteer-only organizations to some of a community's largest employers with thousands of employees. No matter their individual size, their cumulative impact is undeniable. Arguably, the nonprofit sector plays a central role in the strengthening our communities.

This program links theoretical knowledge on best practices to lead and communicate within and about nonprofit organizations with a commitment to practical application of those concepts in community organizations working on the front lines to enhance quality of life for all. Housed in the Department of Communication, the Master of Nonprofit and Civic Leadership is intentionally interdisciplinary, drawing together academic resources to inform and promote innovative thinking with regards to the political, economic, and cultural influences that shape community dynamics and health. The integration of theory and practice serves the individual professional interests of each student. Most employees of nonprofits have a passionate commitment to their organizations but may not have the background education to lead and manage the organization effectively. This program aims to enhance the overall capacity and effectiveness of nonprofit and civic organizations, and consequently, the quality of life in which those organizations operate and serve.

Learning Outcomes and Assessment
- **Leadership:** Graduates will demonstrate understanding of theories of effective and ethical management and leadership of nonprofit and civic organizations.
- **Foundations of Sector and Governance:** Graduates will articulate broad understanding of history, development and function of nonprofit and civic organizations.
- **Visioning and Planning:** Graduates will demonstrate ability to identify need, analyze opportunities, articulate vision and develop appropriate strategies to collaboratively address key social issues.
- **Audience and Voice:** Graduates will demonstrate the ability to identify stakeholders, create audience-centered messages that inspire commitment and action, and give voice to pressing community needs.
- **Resources:** Graduates will demonstrate ability to select and utilize strategies needed to acquire and allocate all resources necessary to accomplish an organization's mission.
- **Success Indicators:** Graduates will demonstrate the ability to establish and evaluate appropriate outcomes and measures of success for organizational initiatives.

Each course will have learning objectives that tie to program outcomes. MNCL 701 and MNCL 702, taken in the student's final two semesters, will function as a capstone experience in which students will design, develop, implement, and assess the effectiveness of a community-based project.

Internships
A professional internship can give a student an enormous advantage in the job search. It can provide meaningful experience, a network of contacts, portfolio pieces, and professional references. Students must have completed coursework appropriate for the internship experience and must be able to demonstrate potential benefit from the internship plan. In addition to completing the on-site internship, students will be asked to provide faculty supervisor with weekly reports and to write a reflection paper at the end of the internship.

Master of Nonprofit and Civic Leadership
The Master of Nonprofit and Civic Leadership requires 30 hours of credit, typically taken in 10 courses. With the exception of the 2 capstone experience courses (MNCL 701 and 702), courses can be taken in any sequence by students officially admitted to the program. The required core courses account for 24 credit hours, and include some coursework shared with the MA in Communication program. Six additional credit hours that can be tailored to meet a student's individual personal and professional goals will be selected in consultation with her/his advisor.

Credit cannot be given for a course for which the student is not registered. Credit cannot be claimed more than once for the same course, with the exception of approved internship course credit.

Required		**24 hrs.**
MNCL 601	Foundations of Nonprofit and Civic Leadership	3 hrs.
MNCL 602	Governance and Executive Leadership	3 hrs.
MNCL 603	Fundraising and Philanthropy	3 hrs.
MNCL 604	Financial Oversight for Nonprofit and Civic Organizations	3 hrs.
COMM 604	Seminar in Communication Ethics	3 hrs.
MNCL 666	Social Advocacy	3 hrs.
MNCL 701	Social Impact Assessment	3 hrs.
MNCL 702	Leading Community Change	3 hrs.

Electives		**6 hrs.**
COMM 605	Organizational Change	3 hrs.
COMM 607	Seminar in Organizational Communication	3 hrs.
COMM 620	Conflict Management and Resolution	3 hrs.
COMM 639	Strategic Issues and Crisis Management	3 hrs.
COMM 651	Communication Consulting	3 hrs.
COMM 661	Entrepreneurial Communication	3 hrs.
COMM 682	Social Media Strategy	3 hrs.
COMM 688	Grant Writing for Social Impact	3 hrs.
COMM 690	Special Topics	3 hrs.
COMM 697/8	Internship	3 hrs.
MNCL 691	Research	3 hrs.

Master of Science in Physician Assistant Studies

Kathleen Flach M.Ed., MMS, PA-C, Program Director

The Master of Science in Physician Assistant Studies prepares students for the Physician Assistant National Certifying Examination (PANCE) to practice medicine across all specialty areas. Students complete 115 credit hours in 27 months in three phases. The 14-month didactic phase covers all organ-systems and prepares students to see patients in the clinical setting. The 13-month clinical phase requires students rotate for five weeks through seven required medical specialties and two elective rotations of their choosing. The two-week summative phase is the final step for completion of the program requiring students to be evaluated through multiple modalities to ensure all program required competencies have been achieved.

The program requires the completion of 115 credit hours to earn the Master of Science in Physician Assistant Studies.

Required
Didactic Phase   *73 hrs.*

PAS 600	Gross Anatomy	4 hrs.
PAS 605	Fundamentals of Medical Imaging	2 hrs.
PAS 640	Foundations in Health and Disease	3 hrs.
PAS 611	Foundations in Laboratory Studies	1 hr.
PAS 650	Clinical Medicine I	5 hrs.
PAS 655	Clinical Medicine II	8 hrs.
PAS 660	Clinical Medicine III	5 hrs.
PAS 665	Clinical Medicine IV	3 hrs.
PAS 661	Advanced Clinical Reasoning I: Clin Med Lab	1 hr.
PAS 668	Advanced Clinical Reasoning II: Clin Med Lab	1 hr.
PAS 628	Physical Diagnosis and Provider Communication I	3 hrs.
PAS 630	Physical Diagnosis and Provider Communication II	5 hrs.
PAS 637	Pharmacology I	2 hrs.
PAS 639	Pharmacology II	4 hrs.
PAS 641	Pharmacology III	3 hrs.
PAS 642	Pathophysiology I	2 hrs.
PAS 644	Pathophysiology II	4 hrs.
PAS 620	Professional Practice I: Foundations in Medical Practice	1 hr.
PAS 621	Professional Practice II: Cultural Issues in Promoting Health	1 hr.
PAS 622	Professional Practice III: Medical Ethics and Health Policy	2 hr.
PAS 681	Behavioral Medicine	3 hrs.
PAS 652	Biostatistics and Epidemiology	1 hr.
PAS 653	Evidence-Based Medicine	1 hr.
PAS 664	Pharmacotherapeutics	2 hrs.
PAS 675	Clinical Skills and Procedures	1 hr.
PAS 677	Point of Care Ultrasound	1 hr.
PAS 684	Essentials in Emergency Medicine and Critical Care	3 hrs.
PAS 700	Professional Seminar: Preparation for SCPEs	1 hr.

Clinical Phase		***42 hrs.***
PAS 705	Family Medicine Clinical Rotation	4 hrs.
PAS 710	Internal Medicine Clinical Rotation	4 hrs.
PAS 715	Pediatrics Clinical Rotation	4 hrs.
PAS 720	Emergency Medicine Clinical Rotation	4 hrs.
PAS 725	OB/GYN Clinical Rotation	4 hrs.
PAS 730	Surgery Clinical Rotation	4 hrs.
PAS 735	Behavioral Health Clinical Rotation	4 hrs.
PAS 741	Elective Clinical Rotation	4 hrs.
PAS 742	Elective Clinical Rotation	4 hrs.
PAS 763	Capstone Project	4 hrs.
PAS 785	Clinical Leadership	1 hr.
PAS 793	Summative Course	1 hr.

Certificates

Business Ventures Leadership

Dr. Robin Soster, Director

Program Overview:
The Business Ventures Leadership (BVL) Certificate offers students a concentrated graduate-level program of study in business. Coursework helps students navigate a rapidly changing business environment by providing them with the essential business tools, frameworks, and technology required for successful business ventures.

The program may be completed in one academic year.

Program Opportunity:
The certificate isolates the essential business knowledge needed by individuals leading organizations in complex and dynamic environments. Students may earn the certificate only or apply the coursework toward the MBA or the Master in Integrative Leadership.

Program Learning Outcomes:
1. Understanding the Self: Students will develop an understanding of their own strengths, predispositions, values, and areas of vulnerability in an effort to better develop their skills as a venture team member and leader.
2. Understanding Data and Information: Students will learn pattern recognition and problem solving, considering relevant data and its role in providing information for decision-making.
3. Understanding and Communicating with Others: Students will better understand and appreciate others' perspective in an effort to promote the empathetic working relationships that are crucial for teambuilding and venture development. Students will also develop the written, oral, and non-verbal communication skills required for venture health and success.

The Business Ventures Leadership Certificate requires 12 credit hours of coursework.

Required		**12 hrs.**
MBAV 600	MBA Tools	3 hrs.
MBAV 610	Using Technology and Information	3 hrs.
MBAV 620	Reading Economic Patterns and Conditions	3 hrs.
MBAV 631	Understanding Financial Information	3 hrs.

Due to curricular overlap, students pursuing the Master in Business Administration may not earn the Business Ventures Leadership certificate.

Communication and Organizational Leadership

Dr. Abigail Kingsford, Program Director

Program Overview:
Presidential speech writer, James Humes, once said, "The art of communication is the language of leadership." The Communication and Organizational Leadership Certificate provides focused and applied exploration of the communication dynamics, frameworks, and theories in organizational settings to develop leaders who are prepared to address the challenges and opportunities of organizational life. This certificate serves both emerging and experienced leaders who seek to enhance their skills and knowledge in communications.

The program develops understanding of the informational and relational needs of organizational stakeholders, both internal and external, while examining the ethical implications of communication activities. Coursework features case studies, experiences, and readings that develop skilled communicators, so that organizations may proactively act to meet stakeholder needs. The program examines organizational communication and media theories to prepare leaders to shape and support strategies that generate meaningful community engagement. A course in communication consulting invites leaders to consider how communication expertise translates into successful professional roles and settings.

Program Opportunity:
Students may earn the certificate only or apply the coursework toward the Master of Arts in Communication, the Master of Nonprofit & Civic Leadership, or the Master in Integrative Leadership.

The Communication and Organizational Leadership Certificates requires 12 credit hours of coursework.

Required		**12 hrs.**
COMM 607	Seminar in Organizational Communication	3 hrs.
COMM 639	Strategic Issues and Crisis Management	3 hrs.
COMM 651	Communication Consulting	3 hrs.
COMM 682	Social Media Strategy	3 hrs.

Due to curricular overlap, students pursuing the Master of Arts in Communication may not earn the Communication and Organizational Leadership certificate.

Data Leadership

Dr. Alex Cobb, Director

Program Overview:
Organizations need leaders who can use data to make evidence-based decisions. The digital revolution has increased the quantity of data available to us, but this information must be carefully organized and analyzed before it can be useful. Holders of this certificate will understand how their organizations can leverage data in both day-to-day operations as well as long-term strategic planning. The Data Leadership Certificate features practical application and hands-on learning with data obtained from a variety of industries, making it an ideal program for professionals who want to hone their ability to use data to improve organizational decision making and performance.

Who should earn this certificate?
- Leaders responsible for developing sound business strategy, leading innovation, and communicating business performance to stakeholders.
- Project leaders seeking opportunities for greater differentiation among peers for promotion and employment opportunities.
- Marketing professionals seeking sound approaches for uncovering market opportunities and consumer insights.
- Professionals in government, public safety, and for-profit settings who seek the efficiencies and innovations that emerge from a clear data strategy.
- Individuals responsible for an organization's data governance, investment, and partnerships.

Learning Outcomes
Holders of this certificate will:
1. Discern the relevant questions in a variety of decision-making contexts and select appropriate data analysis tools to solve problems.
2. Develop proficiency in the software, tools, and statistical approaches that improve data management, analysis, and decision-making.
3. Sharpen leadership skills needed for fostering collaboration between data providers, analytics teams, and users.

The Data Leadership Certificate required 12 credit hours of coursework.

Required		**12 hrs.**
DLST 600	Leading with Data	3 hrs.
DLST 605	Statistical Data Analysis and Visualization	3 hrs.
DLST 610	Advanced Data Analysis and Visualization	3 hrs.
DLST 615	Data Driven Project Management	3 hrs.

Diversity, Equity and Inclusion Leadership

Dr. Alex Cobb, Director

Program Overview:
This 12-credit hour certificate will provide students with the practical knowledge necessary to understand the challenges surrounding equity, inclusion and cultural consciousness through the examination of institutional and community cultures. As leaders, locally, nationally, or globally, the DE&I Leadership Certificate will prepare students to understand the systems change process through a cultural conscious lens as they work with their organizations on DE&I initiatives.

The Diversity, Equity and Inclusion Leadership Certificate requires 12 credit hours of coursework.

Required   **12 hrs.**

DEIL 601	Foundations of Equity and Inclusion	3 hrs.
DEIL 602	Cultural Impact of Discrimination and Inequality	3 hrs.
DEIL 603	Social Justice in Organizations	3 hrs.
DEIL 604	Diversity, Equity and Inclusion Capstone	3 hrs.

Dyslexia

Dr. Asikaa Cosgrove, Director

Program Overview:
The Dyslexia Certificate is aimed to provide teachers support in evaluating students with reading, writing, and language difficulties and provide teachers with strategies and structures they can use in the classroom every day to assist these students.

Program Opportunity:
The Dyslexia Certificate features four courses (12 credit hours) from the M.Ed. in Special Reading and the M.Ed. in Special Education. Students who earn the certificate may apply those credit hours toward the M.Ed. in Special Reading and the M.Ed. in Special Education. Additionally, the courses align with the national dyslexia standards for certification.

Required		**12 hrs.**
EDUC 644	Introduction to Dyslexia	3 hrs.
EDUC 651	Evaluation of Abilities and Achievement	3 hrs.

Choose One Set of Courses:

EDUC 660	Practicum I in Special Reading	3 hrs.
EDUC 661	Practicum II in Special Reading	3 hrs.
OR		
EDUC 654	Clinical Experience One	3 hrs.
EDUC 655	Clinical Experience Two	3 hrs.

Due to curricular overlap, students who are pursuing (or have earned) the MED-Special Education, MED-Special Reading, or MED-Mild/Moderate Special Education degree may only apply one course from that degree – EDUC 651 – to the Dyslexia certificate.

Instructional Design and Technology Leadership

Dr. Asikaa Cosgrove, Director

Program Overview
This 12-credit hour online certificate provides trainers, teachers, and subject matter experts with the knowledge and skills to design and deliver content that supports learning goals. In this program, students will learn how to use educational technologies with brain-based learning strategies to engage and encourage learners in a variety of contexts.

Program Opportunity:
The Instructional Design and Technology Leadership Certificate features four courses (12 credit hours). Students who earn the certificate may apply those credit hours toward the Master in Integrative Leadership.

Learning Outcomes:
1. Candidates exhibit a reflective management of instructional technology to provide a broader range of learning opportunities, including elements of motivation, personalization, simulation, and innovation.
2. Candidates show how instructional technology can support efficient learner assessment and provide insights into progress toward learning objectives.
3. Candidates demonstrate that instructional technology can be a valuable tool to address diversity and ethical issues in the educational setting, such as equitable access, communications, and assistive aids.

The Instructional Design and Technology Leadership Certificate requires 12 credit hours of coursework.

Required		**12 hrs.**
SCI 621	Educational Technology	3 hrs.
SCI 623	History, Security and Ethics of Technology	3 hrs.
SCI 625	Online Pedagogy	3 hrs.
SCI 633	Instructional Product Development	3 hrs.

Nonprofit Leadership

Dr. Abigail Kingsford, Director

Program Overview:
The Nonprofit Leadership Certificate offers timely and relevant coursework to strengthen and extend the leadership capacities of individuals in the nonprofit sector. While most employees have passionate commitment to their organizations, many may not have the background education to lead and manage the organizations most effectively. This certificate program serves those on the frontlines of nonprofit organizations with courses featuring the meaningful integration of theory and practice.

Program Opportunity:
The program consists of four courses (12 credit hours) and can be completed in one academic year. All courses in the certificate program can be counted toward degree completion for the 30 hour Master of Nonprofit and Civic Leadership.

The Nonprofit Leadership Certificate requires 12 credit hours of coursework.

Required		**12 hrs.**
MNCL 601	Foundations of Nonprofit and Civic Leadership	3 hrs.
MNCL 602	Governance and Executive Leadership	3 hrs.
MNCL 603	Fundraising and Philanthropy	3 hrs.
MNCL 604	Financial Oversight for Nonprofit and Civic Organizations	3 hrs.

Due to curricular overlap, students pursuing the Master of Nonprofit and Civic Leadership may not earn the Nonprofit Leadership certificate.

Public Safety Leadership

Dr. Alex Cobb, Director

Program Overview:
The Public Safety Leadership Certificate provides a graduate-level credential for public safety and service leaders in fields such as public health service, emergency medical services, environmental health and safety services, nonprofit organizations engaged in public safety and public service, homeland security, and public administration. This program develops the essential leadership skills needed by individuals who are responsible for directing and managing public safety and service programs and teams. The certificate is designed for mid-and senior-level leaders, including military service members and those planning to transition into civilian service.

Program Opportunity:
The Public Safety Leadership Certificate features four courses (12 credit hours). Students who earn the certificate may apply those credit hours toward the Master in Public Service and Safety Leadership program or the Master in Integrative Leadership.

The Public Safety Leadership Certificate requires 12 credit hours of coursework.

Required		**12 hrs.**
PSSL 600	Integrated Approaches to Public Safety	3 hrs.
PSSL 610	Strategic Planning and Evaluation	3 hrs.
PSSL 620	Human Resource Management and Employee Wellness	3 hrs.
PSSL 630	Effective Project Management	3 hrs.

Due to curricular overlap, students pursuing the Master of Public Service and Safety Leadership may not earn the Public Safety Leadership certificate.

Course Descriptions

Communication (COMM)

With the exception of the culminating capstone course, COMM 701, all courses carrying graduate credit are numbered in the 600s and are open to students holding a baccalaureate degree and admitted to the graduate program.

COMM 601 Introduction to Graduate Studies in Communication. 3 hours. This course introduces students to the communication field through the integration of research, theory, and practice. Emphasis is placed on the development of writing, oral, and research skills critical to success in graduate-level communication study. This is an introductory course and should be taken early in the program.

COMM 604 Seminar in Communication Ethics. 3 hours. This course provides an opportunity to explore the ethical dimensions of human communication with respect to interpersonal, public, and mass communication. It emphasizes normative ethics in communication studies with specific application to personal and professional venues.

COMM 605 Organizational Change. 3 hours. This course focuses on the human dimension of organizational change. Though it uses the open-systems model to explore the affect of external and internal issues on an organization's operation, it also emphasizes the importance of understanding organizational culture during times of change. Students will review and discuss case studies to apply theoretical frameworks introduced in the class.

COMM 606 Public Relations Writing. 3 hours. This course develops the skills necessary for orchestrating a conversation between an organization and its various stakeholders, both internal and external. Assignments will emphasize the importance of research and planning in the writing process. Topics include media relations, employee communication, business correspondence, and marketing communications.

COMM 607 Seminar in Organizational Communication. 3 hours. This course provides an overview of the major theoretical perspectives and concepts that enhance our understanding of organizational communication processes. Readings and case studies address such topics as communication networks, superior-subordinate relations, organizational culture and socialization experiences.

COMM 620 Conflict Management and Resolution. 3 hours. This course examines conflict in interpersonal relationships and organizational contexts. Students will explore conflict dynamics and strategies for addressing conflict as a leader or a colleague. Topics include the characteristics of conflict, perspectives (culture and subcultures) of conflict, power, goal attainment and ethical responsibility, conflict styles, bullying, negotiation and alternative dispute resolution methods, and reconciliation and forgiveness.

COMM 630 Media & Technology Literacy. 3 hours. This course explores media effects and media usage theories to understand the implications of new media in today's society. Those theories provide the foundation for a practical introduction to the basics of Web and video production, an exploration of social-networking sites and the interconnectedness of today's media.

COMM 636 Integrated Marketing Communications. 3 hours. This course uses both theory and case studies to analyze and evaluate IMC strategy and planning. Public relations, advertising sales promotion, direct response and other functional marketing communications areas are explored. Students will apply course material in the development of an IMC proposal that effectively addresses target audience insights.

COMM 639 Strategic Issues and Crisis Management. 3 hours. Examines the role of strategic issues management as a critical component of an organization's public relations planning processes and

practices. Readings will explore the challenges associated with institutional participation in public policy debates, the expectations for corporate responsibility, the complexities of public response to corporate messages and the strategies that can be emphasized for image restoration. This course features an extensive use of case studies and discussion of current events.

COMM 651 Communication Consulting. 3 hours. This course explores the history of management consulting and previews the various stages and effective processes involved in the consultant's craft. Various consultant experiences are assessed and guest interviews are used to reveal professional networking skill sets with strong track records.

COMM 661 Entrepreneurial Communication. 3 hours. This course examines the nexus of risk, opportunity and innovation metaphors, leadership behavior, and technology across numerous entrepreneurial experiences. Case studies provide extended application of how entrepreneurs sell and manage their work by way of communication praxes both in profit and social entrepreneurial venues.

COMM 675 Independent Study in Communication. 1-3 hours. Students may negotiate topic and requirements with a faculty member. This requires the approval of the student's advisor and the program director.

COMM 682 Social Media Strategy. 3 hours. This course provides an intensive hands-on experience through workshop and research silos of marketing, media management, information technology, entrepreneurship, and culture. It begins with a boot camp in several practical and well-used social media such as blogs, microblogs, networks, book-marking, wikis, and Web 3.0 content. Seated weekends will include full days in media usage, integration, and research, traditional and contemporary marketing campaigns with social media, cultural assessments of social media, and a review of the information architecture of various social media techniques. Students will gain knowledge in the unique environment of the social media realm including mashups, apps, games, viral behavior, podcasting, vlogging, streaming video sharing, variations on social bookmarking, cross pinging, SEO and page rank, social optimizing and more. The course provides students with specific, in-depth knowledge about the most used forms of social media, a review of the "cutting edge" of social media, as well as a vision for keeping up with this ever-evolving phenomenon. Students will understand Web 2.0 and look ahead to what Web 3.0 is already providing.

COMM 688 Grant Writing for Social Impact. 3 hours. This course provides hands-on work related to numerous grant writing issues organizations face daily. Advanced Grant Writing offers an in- depth examination of contemporary grant research and construction praxis.

COMM 690 Special Topics. 1-3 hours.

COMM 691 Research. 1-3 hours.

COMM 697 Internship. 3 hours. These courses are acceptable as professional electives courses. Requires the approval of the program director.

COMM 701 Applied Communication Capstone. 3 hours. This capstone course affords students the opportunity to complete an in-depth research and/or applied project that demonstrates understanding of contemporary organizational, leadership, or related issues. This capstone course should be taken within the last nine hours of the curriculum.

Diversity, Equity and Inclusion Leadership (DEIL)

DEIL 601 Foundations of Equity and Inclusion. 3 hours. This course provides students with objective methods to address the challenges surrounding equity, inclusion, and cultural consciousness. Societal biases will be considered – including race, ethnicity, religion, age, ability, sexuality, gender identity, and socioeconomic status – and how the exercise of these biases can reinforce discrimination and oppression. Students will also learn about the influence of dominant culture on marginalized people. Positive, equitable approaches will be developed through evidence-based understanding, founded upon clear research and demonstrable results rather than offhand claiming of an arbitrary target with little involvement of the target population.

DEIL 602 Cultural Impact of Discrimination and Inequality. 3 hours. *Prerequisite: DEIL 601.* This course provides the tools to evaluate institutional and community cultures in relation to their local and national histories. Students will apply diversity, equity and inclusion concepts to selected historical and contemporary case studies related to a range of cultural identities. The course will also explore several approaches to measuring the climate of diversity and inclusion. The final project asks students to explore the history and culture of a particular institution or place using tools from the class.

DEIL 603 Social Justice in Organizations. 3 hours. *Prerequisite: DEIL 601, DEIL 602.* This course focuses on how systems and individuals manage and facilitate D & I change initiatives. Students will engage with a variety of activities related to diversity, equity and inclusion as a way to understand and recognize the roles of resistance and conflict in the D & I change process. This course will also examine changes in the economic and social environment creating new challenges and considerations of D & I works. This course helps students develop skills that foster equity, inclusion, and social justice and consider organizational initiative that do the same.

DEIL 604 Diversity, Equity and Inclusion Capstone. 3 hours. *Prerequisite: DEIL 601, DEIL 602, DEIL 603.* This course requires students to finalize and deliver a D & I project as the program's culminating course. This project is required for the certificate. Participants are expected to demonstrate skills and competencies acquired over the course of the program.

Data Leadership (DLST)

DLST 600 Leading with Data. 3 hours. Case studies from various sectors (e.g., healthcare, marketing, manufacturing, retail, and nonprofit) will showcase how data products can be presented to aid in decision-making. The cases will present common statistical outputs (visualizations, descriptive statistics, and basic statistical tests) and provide students the opportunity to think about the data underpinning them. This course will include basic Excel applications and demonstrate the importance of tracing data back to its often messy sources. Ethical and legal implications of data collection, protection, and use will also be explored.

DLST 605 Statistical Data Analysis and Visualization. 3 hours. This course will focus on helping students understand basic statistical concepts and interpret statistical output through data visualization. Statistical methods for analyzing and presenting data will be applied to real-world data sets.

DLST 610 Advanced Data Analysis and Visualization. 3 hours. This course allows students to hone basic statistical skills and advance to more sophisticated analytic tools and methods, including an introduction to machine learning for both supervised and unsupervised processes. Use of diverse data sets will develop skill in forecasting and communicating probable outcomes in a variety of business and organizational contexts.

DLST 615 Data Driven Project Management. 3 hours. This course will develop skills in data project organization. Students will apply concepts learned in the certificate program to the design, implementation, and presentation of a data analysis project. The project will demonstrate competencies in problem-solving, evaluating data sources, statistical analysis, data visualization, and interpreting statistical output.

Education (EDUC)

With the exception of the culminating course, EDUC 700, which is required of all students prior to completion of the master in education except those pursuing tracks where this course is not specified, all courses carrying graduate credit are numbered in the 600s and are open to students holding the baccalaureate degree and admitted to the graduate education program.

Courses in the professional education area are designed to meet the needs and interests of elementary and secondary school teachers, special education teachers, and human services professionals.

EDUC 603 Middle School Philosophy and Organization. 3 hours. This course provides an understanding of the philosophy, history, structure and future direction of middle-level education. Topics include an overview of curriculum and instructional strategies appropriate for middle-level education. These topics also consider the culturally diverse populations and special needs students.

EDUC 605 Advanced Educational Psychology & Assessment. 3 hours. This is an advanced study of the cognitive process, the psychological foundations of educational practice, and the assessment processes utilized in the K-12 classroom setting. The course addresses cognition, conditions for optimal learning, assessment designs, formal/informal test construction, alternative assessment strategies, data collection and analysis, instructional decision making based on assessment results, and current issues/research regarding assessment.

EDUC 606 Psychology of the Exceptional Child. 3 hours. This course surveys all areas of exceptionalities. It is designed to help the post-baccalaureate prospective teacher identify and plan instruction for children with exceptionalities.

EDUC 607 Psychology of Human Growth & Development. 3 hours. This is 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 emphasizes 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 608 Classroom Management for Teachers. 3 hours. The purpose of this course is to present effective techniques for eliciting appropriate social and academic behaviors in the classroom. Several models for behavioral intervention in both regular and special education classrooms are examined, with special emphasis on the management of behaviors that interfere with the learning process.

EDUC 610 Behavior Analysis and Intervention. 3 hours. The purpose of this course is to present effective techniques for eliciting appropriate social and academic behaviors in the classroom. Several models for behavioral intervention in both regular and special education classrooms are examined, with special emphasis on the management of behaviors that interfere with the learning process.

EDUC 611 Counseling Parents of Exceptional Children. 3 hours. 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 presents counseling techniques for helping teachers to elicit and maintain the parental cooperation needed to maximize student learning and development.

EDUC 613 The Essential Educator. 3 hours. This course is primarily intended for certified educators near the beginning of their professional service in teaching. Participates will learn about the appropriate mindset and motivational attitude necessary in the contemporary classroom, and how to develop their own efficiency, engagement and leadership. A focus on practical solutions will enable educators to meaningfully improve the wellbeing and educational outcomes of their students.

EDUC 621 Social Justice and Diversity in Education. 3 hours. This course focuses on issues of diversity, oppression and social justice. It is designed to prepare those working in the education and training fields 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 educators and trainers in understanding the complex nature and dynamics of social oppression, diversity and social functioning. Students will explore their own personal values, 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 include justice, suffering, the role of government, poverty, and society's response to them. Initiatives and responses of both secular and faith-based groups to injustices in the past (e.g. Civil Rights, abolitionism), will be examined.

EDUC 625 Correction of Mathematical Difficulties. 3 hours. This course is designed to provide those employed in the education and training fields the opportunity to improve their skills and techniques for identifying, diagnosing and correcting student difficulties in mathematics.

EDUC 632 Literacy Instruction in the Content Area. 3 hours. This course provides skills and instructional strategies based on current theory and practice for developing and improving reading comprehension of written material associated with various content areas, thereby advancing higher-order, critical, and reflective thinking about text.

EDUC 633 Middle School Curriculum and Instruction. 3 hours. Students examine educational programs appropriate for students in late childhood and early adolescence. The course emphasizes philosophy, curriculum, instruction and organization of middle schools. Major components of effective middle schools are studied. Programs designed especially for pre- adolescent youth are examined and contrasted to elementary, traditional junior high and high school education. Innovative ways of meeting the distinctive physical, emotional, social and intellectual needs of the middle school student are studied.

EDUC 634 Advanced Curriculum and Instruction. 3 hours. A course for those employed in the education and training fields. Major emphasis is placed on curriculum construction, types of curricula, the influence of social developments and the present-day student population on the school program, underlying psychological and education theory and problems in curriculum development.

EDUC 638 Teaching and Learning in Diverse Classrooms. 3 hours. This course recognizes the need to support the learning of all students and will expose graduate-level students to the challenges, issues, and experiences faced by students from groups identified by race, ethnicity, language, socioeconomic status, exceptionalities, sexual identity, religion, and culture.

EDUC 644 Introduction to Dyslexia. 3 hours. This course provides an overview to dyslexia. Dyslexia is a brain-based learning disability that specifically impacts literacy learning. This course provides an overview of the disability including neurobiological aspects of the diagnosis including phonological processing, spelling, and rapid visual-verbal responding. Best practices in dyslexia education will be studied in depth.

EDUC 649 Introduction to Mild/Moderate Disabilities. 3 hours. The physical, psychological, social and educational characteristics of school- age students with mild/moderate disabilities will be surveyed. Students will learn strategies for differentiation of instruction, approaches for integrating these students into regular education classrooms, methods for collaborating with other educators to identify and address the needs of students with disabilities. Students also will design instructional strategies in programs to meet the particular learning needs of students with disabilities.

EDUC 650 Transition and Career Education. 3 hours. This course will provide information and resources needed by special educators to meet the federal requirements for preparing students with disabilities for post-secondary experiences. Course content will include the study of application for aptitude/vocational assessment results, review of life-skills curricula and career exploration resources, identification of employment supports, use of community resources for transition planning, and coordination of transition providers and services. Students will also develop demonstrative individual and school-based programs to assist students' social, cultural and economic integration into their local communities.

EDUC 651 Evaluation of Abilities and Achievement. 3 hours. Students will review administration and interpretation procedures for formal and informal assessments used in the evaluative process for identifying educational disabilities in school-age students, such as criterion-referenced and normed tests, interview techniques, observational methods and developmental profiles. Students will be required to complete supervised administration of specific tests and will prepare evaluation reports from data collected through assessment. Cultural, social, and educational influences affecting the test performance of students with disabilities also will be reviewed.

EDUC 652 Language Development of the Exceptional Child. 3 hours. *Prerequisite: EDUC 649 and EDUC 651.* This course will include an in-depth study of the form and function of language patterns of normally 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 653 Methods of Teaching Students/Mild Moderate Disabilities. 6 hours. *Prerequisites: EDUC 649, EDUC 651, and EDUC 652.* Focus of the course will be on the study of theoretical perspectives and research-based methods for instructing schoolchildren with mild/moderate disabilities. Collection and analysis of educational information pertaining to instruction, management and social development will be used for developing educational programs. Applications of knowledge to inclusive settings will be included.

EDUC 654 Clinical Experience One. 3 hours. This course will focus on demonstration of skills aligned to professional standards through implementation of varied field based projects. Emphasis will be placed on the application of research based, advanced methods and assessing the outcomes of instruction with children and youth who have diverse learning needs.

EDUC 655 Clinical Experience Two. 3 hours. This course will include varied performance assessments designed to assess professional knowledge and skills acquired throughout the Candidate's program of study. Students will demonstrate ability to apply research to practice through projects justified to the professional literature. Emphasis will be placed on professional writing as well as demonstrating competence in the field.

EDUC 656 Legal and Ethical Issues in Education. 3 hours. This course is designed as a practical study of law as it pertains to the educational process in public and private schools. Areas to be covered in the course are: (1) study of the vocabulary and general process of law; (2) history of legal issues in education; (3) review of the legal educational documents for Missouri and the United States; (4) review of current legal issues in education.

EDUC 657 Developing and Sustaining Professional Learning Communities. 3 hours. This course provides participants an opportunity to explore the current and emerging research addressing effective practices associated with creating, maintaining, and utilizing professional learning communities to support instructional environments.

EDUC 660 Practicum I in Special Reading. 3 hours. This course provides graduate students with clinical experiences to administer clinical assessments designed to identify reading levels, summarize assessment information, and write recommendations in the form of reports. The experience includes accurate use and interpretation of instructional practices, suitable application of reading instruction

based on assessment data results, application of differentiated instruction to meet student reading needs and appropriate use of reading resources and strategies.

EDUC 661 Practicum II in Special Reading. 3 hours. An advanced course designed to provide graduate students with the opportunity to refine, apply and extend their knowledge of diagnosis, instruction, observation techniques, teaching activities, evaluation strategies, student supervision, coordination of reading programs and selection/development/implementation of reading materials. The student will propose and conduct an action research project in conjunction with the practicum experience.

EDUC 665 Improvement of Reading Instruction. 3 hours. A course designed for those employed in the education and training fields. This includes examination of current diagnostic and corrective treatments for reading difficulties. Exemplary reading programs and instructional techniques for teaching subject matter to utilize and develop functional reading will be studied.

EDUC 667 Analysis and Correction of Reading Disabilities. 3 hours. A course designed to study school age children experiencing difficulties in reading through the examination and utilization of diagnostic testing methods and remedial practices. Students learn to adapt testing materials and remedial techniques to the developmental level, diagnostic needs, and cultural and linguistic background of the pupils.

EDUC 670 Leadership in Reading. 3 hours. This course prepares participants to act as change agents within the school-based reading program in areas of curriculum/methodology, organization, administration and staff development. This course surveys the research regarding the history, approaches, current trends and practical applications of teaching- learning theories of reading instruction, literacy development, comprehension, instructional programs, teaching strategies and skill development in the area of reading.

EDUC 673 Fundamentals of Higher Education. 3 hours. Introduces students to the history of higher education in America. Students intending to teach at the post-secondary level will learn student development theories, be exposed to the applied concepts of finance and governance, and analyze legal/ethical issues that face American colleges and universities.

EDUC 676 A Survey of Gifted and Talented Education. 3 hours. This is an introduction to knowledge of the nature and needs of gifted children, identification strategies, broad programming issues and concepts and teacher qualities and skills. This course presents entry- level concepts and is a prerequisite for future study in the field.

EDUC 689 Introduction to Educational Research. 3 hours. *Prerequisite: 24 completed graduate hours.* This course is designed to acquaint students with different methods of educational research and statistical procedures. Emphasis is placed on procedures for writing research papers and proposals. This course is designed to be completed the semester prior to EDUC 700 Capstone Seminar.

EDUC 690 Selected Topics. 1-3 hours.

EDUC 691 Research. 3 hours. Students who wish to enroll in 691 Research for independent study must, with the assistance of the supervising teacher, prepare a written statement defining the purpose and procedures of study. This written statement must be approved by the student's advisor and by the director of the graduate program.

EDUC 699 Culminating Internship. 3-6 hours. *Course fee applies*. Observation and supervised practice teaching designed for alternative certification students enrolled in the DATSE and Troops to Teachers programs. Additional fee applies if student teaching experience is out of area. DATSE Candidates who are working as a paraprofessional must complete EDUC 699 for six hours.

EDUC 700 Capstone Seminar. **3 hours.** *Prerequisite: EDUC 689. (for all graduating students except those pursuing tracks where this course is not specified)* This course must be taken within the final nine hours of degree work. It is deemed appropriate that every person completing a master in education degree be familiar with the current innovations of the profession. It is of equal importance that the student relates knowledge derived from various courses to his or her own area of specialization and evaluate personal

cognitive and affective growth. The Capstone Seminar aims to fill these needs. Completion of a seminar paper or project is a requirement for a satisfactory grade in this course. The paper will focus on the area of specialty for the graduate student. *The course is graded satisfactory or unsatisfactory.*

Humanities and Fine Arts (HFA)

Courses in the humanities and fine arts area seek to provide the individual with an understanding of humankind's cultural heritage and an awareness of contemporary trends in the fields of art, English, music, philosophy, religion and drama. Secondary school teachers electing a program of study emphasizing the humanities and fine arts are expected to take 12 to 15 hours in this area.

HFA 646 Broadcasting for Teachers I. 3 hours. Participation in ASB (Academy of Scholastic Broadcasting) workshop is required for this course. This demanding course will give the educator- students a hands-on, real-world experience they can easily transfer to their own classrooms in the fall. Production techniques will be taught by allowing the students to construct their own video projects. Digital and linear editing will be incorporated, numerous lesson plans and strategies will be distributed and discussed, professionals will offer tips, staff will utilize student-produced work for instructional purposes, and media literacy issues will be covered each day. The course will be applicable to middle and high school teachers, regardless of the amount of experience they have had in the subject area. There is an additional fee for participation in this course.

HFA 647 Broadcasting for Teachers II. 3 hours. Participation in ASB (Academy of Scholastic Broadcasting) workshop is required for this course. Prerequisite: HFA 646 Broadcasting for Teachers I. This advanced course will give the educator-students a hands-on, real world experience they can easily transfer to their own classrooms in the fall. This course is a follow-up to Broadcasting I and provides students with in-depth production techniques; digital and linear editing; as well as lesson plans and strategies. This course is applicable for middle and high school teachers who have already attended Broadcasting for Teachers I. There is an additional fee for participation in the course.

HFA 648 Broadcasting for Teachers III. 3 hours. Participation in ASB (Academy of Scholastic Broadcasting) workshop is required for this course. Prerequisites: HFA 646 Broadcasting for Teachers I and HFA 647 Broadcasting for Teachers II. This advanced course will give the educator-students a hands-on, real-world experience they can easily transfer to their own classrooms in the fall. This course is a follow-up to Broadcasting II and provides students with in- depth production techniques; digital and linear editing; as well as lesson plans and strategies. This course is applicable for middle and high school teachers who have already attended Broadcasting for Teachers I and II. There is an additional fee for participation in the course.

HFA 650 Media Writing. 3 hours. Writing for print, broadcast, advertising and public relations with a special emphasis on the convergence of print with electronic publishing. Students learn the implications and potential of interactivity and cybertext.

HFA 656 Academic Writing and Digital Literacy. 3 hours. This course will develop proficiency in academic writing, focusing on accuracy, authority, voice and format. The course will also develop the skills required to locate, evaluate and integrate information into academic work using online resources and digital tools. Participants will learn how to effectively search for information and objectively assess its value and meaning in context. This course is recommended for all graduate students.

HFA 681 Culture of the Ozarks. 3 hours. This course, designed to develop an understanding and appreciation of the native culture of the Ozarks, deals with the cultural development of Ozarks peoples from the first Native Americans and early settlers to their contemporary descendants. This course fulfills nonprofessional requirements in either the social science or the area of humanities and fine arts.

HFA 691 Research. 3 hours. Students who wish to enroll in 691 Research for independent study must, with the assistance of the supervising teacher, prepare a written statement defining the purpose and procedures of study. This written statement must be approved by the student's advisor and by the director of the graduate program.

HFA 690 Special Topics. 1-3 hours.

Master in Business Administration (MBAV)

The following is a list of descriptions for courses in the MBA Ventures curriculum.

MBAV 600 MBA Tools. 3 hours. This course is designed to equip students entering the MBA program with the essential tools required to succeed in both the program itself and in today's turbulent business environment. A key component of this course is developmental in nature. Students enrolled in this class will receive instruction in communication technology platforms (e.g., Excel, Word, PowerPoint, Slack, Zoom), will identify the goals they hope to achieve in their MBA education, and will participate in leadership assessment and development exercises.

MBAV 610 Using Technology and Information. 3 hours. This class will include advanced instruction in software tools and platforms used heavily in business today (e.g., Office Productivity, Communications, Slack, Zoom, etc); however, its primary focus will be on how to better understand and deploy technology in today's business environment, which is continuously disrupted with radically new technologies. Topics will include, but are not limited to the following: operating systems and networks, hardware and software management, mobile device management, information security, AI/AR management; best practices for working remotely.

MBAV 620 Reading Economic Patterns and Conditions. 3 hours. This course is designed to introduce students to the principles of economics and the application of these principles to decision making. Students will gain insight into the use of descriptive, predictive and prescriptive analytics to understand business/market opportunities. In this manner, a second goal of this course is to build foundational understanding of the "right" questions to ask when assessing resources and capabilities as well as analyzing industries and competitive landscape.

MBAV 631 Understanding Financial Information. 3 hours. This course provides an in-depth understanding of accounting fundamentals for prospective users of financial statements (e.g., managers, stockholders, financial analysts, and creditors). Students will develop the skills needed to analyze corporate financial statements and disclosures for use in financial analysis and business decision making. Topics covered will include financial and managerial accounting as well as how taxes affect business decisions.

MBAV 640 Global Insight Venture. 3 hours. This course provides insight into how to assess and pursue business opportunities and innovations in a global context. Students will interact weekly with current business leaders who actively engage in a variety of international commerce settings. The course will involve learning both traditional and modern business plan creation as well as the unique facets of preparing such plans for international proposals. Students will examine the various methodologies for raising capital to fund global business initiatives. The course will illuminate the cultural and ethical issues relevant to global ventures across each geopolitical region. From a coursework standpoint, students will conduct research and create proposals for global business possibilities in both an individual and a work team setting.

MBAV 650 Reaching and Serving Customers. 3 hours. This course considers how to design and implement the best combination of marketing efforts to carry out a firm's strategy in its target markets. The focus is developing Venture Teams' abilities to formulate and implement marketing strategies for the organizations selected from the previous summer's site visit. Students completing this course will better understand the benefits of creating and delivering value to its customers and stakeholders, honing these skills through the application of marketing concepts and tools to decisions related to resource allocation, segmentation, targeting, branding, pricing, distribution, and promotion.

MBAV 660 Measuring and Funding Performance. 3 hours. This course provides in-depth coverage of evaluating corporate investments, using tools of investment analysis and decision-making. Students completing this class will be able to measure financial performance on a variety of important

dimensions, use statistical analysis effectively, and correctly interpret, evaluate and report complex financial and statistical information.

MBAV 670 Leading Ventures and Working in Teams. 3 hours. This course provides insight into how to build healthy and effective organizations designed to support a company's strategic direction, and to recruit, select, train and develop the human resources that such organizations need to thrive and grow.

MBAV 680 Designing Future Ventures. 3 hours. This seminar course offers students nearing graduation from the MBA program an opportunity to step back and reflect on the bigger picture of business thinking and practice, and to examine the challenges and opportunities likely to confront business leaders over the course of their professional journey. Project teams in this course will draw upon these seminar discussions to inform plans for the Venturing Conference to be held during MBA Weekend.

MBAV 699 Venturing Conference. 3 hours. This course is the culmination of the two-year MBA experience. Venture Teams will plan, organize, and implement a conference that includes guest speakers, networking events, and Venture Team case presentations. Part of the final grade for the course will be based upon conference participant feedback.

MBAV 690 Special Topics. 1-3 hours.

MBAV 691 Research. 1-3 hours.

Integrative Leadership (MILE)

MILE 600 Integrative Connections I: Research and Project Planning. 3 hours. This course introduces students to the process of designing an applied research project that satisfies a question or problem in an organizational or community context. Upon completion of the course, students will have a foundation for developing an in-depth project that demonstrates an integrative approach to leadership and problem-solving.

MILE 700 Integrative Connections II: Capstone Project. 3 hours. This course is the culminating experience of the master's program. Students will design and complete an applied capstone project that draws upon theoretical foundations in the disciplines in which the certificates are grounded. The project, designed to inform professional practice, will demonstrate skill in oral and written as well as competencies in research, analysis and integrative thinking.

Master of Nonprofit and Civic Leadership (MNCL)

MNCL 601 Foundations of Nonprofit and Civic Leadership. 3 hours. Nonprofits have always played a vital role in the health and wellbeing of our nation. The influence and size of the industry has gone through many phases, and has experienced dramatic growth over the past decade. Organizations now have higher levels of accountability and scrutiny. This course examines the history, traditions and values, and current issues facing the sector. Through a variety of readings, case studies, and guest speakers, students will gain knowledge of the sector's evolution, purpose, strengths and challenges.

MNCL 602 Governance and Executive Leadership. 3 hours. Nonprofit organizations have unique purposes and approaches, unlike much of the business world. This class will prepare students for effective staff and board leadership. Students will gain knowledge on board and volunteer motivation, recruitment and retention, and best practices for creating a diverse and committed organizational leadership team. Class will include techniques of inspiration, motivation, conflict resolution, and consensus building.

MNCL 603 Fundraising and Philanthropy. 3 hours. Fundraising is an essential component of most tax-exempt organizations. Raising money for a cause is extremely competitive and can be quite challenging for organizations dependent on donations. Ever-changing laws and donor expectations require leaders to be well informed and creative in the area of fund development. This course examines fundraising and philanthropy history, trends, and techniques from the eyes of individuals, corporations, and foundations. Students will learn from case studies, readings, firsthand research and guest practitioners. Students will work directly with a local nonprofit to produce fundraising materials.

MNCL 604 Financial Oversight for Nonprofit and Civic Organizations. 3 hours. Most nonprofit organizations are small operations and don't have the luxury of employing a CFO or a financial expert. For that reason, Executive Directors must have the knowledge to oversee the organization's financial component. This course provides a foundation for accounting and effective financial management. Students will learn to manage an organization's fiscal resources by focusing on policies, controls, statements, budgeting and reporting. Students will learn from hands-on exercises, real world case studies, and guest lecturers with industry experience.

MNCL 666 Social Advocacy. 3 hours. Nonprofit and Civic organizations do great work, which results in great stories—lives changed, situations turned around, and communities restored. One of the keys to success for the organizations is the ability to share those stories in a clear and compelling way. When done well, the stories attract new donors and volunteers and strengthen the organizations. This course will explore the various aspects of messaging, including formation of a message platform, capturing powerful video and images, making public presentations, and working with the media.

MNCL 701 Social Impact Assessment. 3 hours. Any person or group that is implementing a program to improve a situation should know how to measure outcomes - using evidence to assess effectiveness. Funders demand that organizations assess their work and report findings. Doing good is no longer good enough. It is more important to demonstrate what happened as a result of the activity. This class will enable students to determine appropriate metrics for impact assessment, then to collect and analyze appropriate data and, finally, to report their findings to various stakeholders.

MNCL 702 Leading Community Change. 3 hours. Organizational leaders need an understanding of the history and importance of community change. Most communities are filled with residents who have diverse cultural beliefs – all which have an influence on how social issues are perceived and addressed. This course examines changes models that include activism, religion, labor, civil rights, and politics. The culminating experience for the course will be the implementation and assessment of a community/organization based project in collaboration with a community partner.

MNCL 690 Special Topics. 3 hours.

MNCL 691 Research. 1-3 hours

Physician Assistant Studies (PAS)

PAS 600 Gross Anatomy. 4 hours. Study of basic gross and functional anatomy in an organ-system approach. This course provides an in-depth understanding of the human form. The course is centered around the typical body segment. The course covers all organ-systems by lectures, laboratory, and independent learning activities. The laboratory utilizes undissected cadavers, radiographic images, and virtual anatomy software.

PAS 605 Fundamentals of Medical Imaging. 2 hours. Fundamentals of Medical Imaging is an interactive course that parallels the Gross Anatomy and provides PA students with the basic knowledge and skills to interpret various medical imagery while reinforcing human anatomy. Students will review MRI, CT, US, and X-Ray images of normal anatomy in collaboration with the Gross Anatomy. This course will establish the foundation for the Clinical Medicine course series, Emergency Medicine and Critical Care course, and clinical rotations.

PAS 611 Foundations in Laboratory Studies. 1 hour. This course is designed to provide a foundation in laboratory tests and values prior to entering the clinical medicine phase of the program. The course is designed to complement the content covered in the Clinical Medicine series I-IV and Pathophysiology I & II. Mastery of the concepts and skills developed in this course will be critical to success in the clinical phase of the program.

PAS 620 Professional Practice I: Foundations in Medical Practice. 1 hour. This course is designed to aid students in the transition to the medical profession and serves as an introduction to professional practice issues. Areas of discussion include history of the physician assistant profession, the PA-physician team, professional organizations, health information technology, current professional hot topics, and intellectual honesty and professional conduct.

PAS 621 Professional Practice II: Cultural Issues in Promoting Health. 1 hour. This course will provide the student with an enhanced appreciation of cross-cultural factors that can influence health and disease practices across a wide range of cultural groups. Students will explore the cultural variables impacting the delivery of health promotion and disease prevention programs and services for specific ethnic groups and in diverse communities. Students will develop an understanding of the importance of providing care to patients with diverse values, beliefs, and behaviors, including tailoring delivery to meet patients social, cultural, and linguistic needs.

PAS 622 Professional Practice III: Medical Ethics and Health Policy. 2 hours. This course is an introduction to health care ethics and law and policy. It is the intent of the course to encourage and facilitate an appreciation for the inseparable relationship between medicine and ethics. Students will be introduced to key ethical obligations and challenges common in medical practice. They will identify sources of ethical values commonly used in ethical reasoning, and apply a systematic approach to clinical ethical practice. Students will explore ways in which health care policy, legislation, and care delivery models impact the practice of medicine and provision of healthcare to the US population.

PAS 628 Physical Diagnosis and Provider Communication I. 3 hours. This is the first of a 2-semester course sequence. This course provides instruction in the art and technique of patient interviewing, relationship building, and the skills of physical diagnosis. The course content has been synchronized and integrated to correlate with Clinical Medicine I to maximize student learning. Throughout the course, students will develop a systems-based approach to performing a full physical examination. This course will also introduce students to the art of oral and written medical communication, encompassing medical interviewing and medical documentation techniques. Students will be able to apply these newly learned skills in regular problem-based learning (PBL) labs in Clinical Medicine I, bringing all aspects of medical practice together. Course format will include lecture, hands-on laboratory exercises, practice in small group settings, and written and practical examinations.

PAS 630 Physical Diagnosis and Provider Communication II. 5 hours. This is the second of a 2-semester course sequence. This course continues in the instruction of the art and technique of patient interviewing, relationship building, and the skills of physical diagnosis. The course content has been synchronized and integrated to correlate with Clinical Medicine II to maximize student learning. Throughout the course, students will develop a systems-based approach to performing a full physical examination. The course continues to develop students' ability to communicate as a medical professional and developing the medical interviewing and medical documentation techniques. Students will be able to apply these newly learned skills in regular problem-based learning (PBL) labs in Clinical Medicine II, bringing all aspects of medical practice together. Course format will include lecture, hands-on laboratory exercises, practice in small group settings, and written and practical examinations.

PAS 637 Pharmacology I. 2 hours. This course is the first of three courses in a sequence designed to run concurrently with and to complement Clinical Medicine I - III. It is designed to develop the skills and knowledge base related to the principles of pharmacology as they pertain to therapeutic agents. It includes a systematic study of the effects of drugs on different organ systems and disease processes, the mechanisms by which drugs produce their therapeutic and toxic effects, and the factors influencing their absorption, distribution, and biological actions. The course will also include principles of altered dynamic/kinetic properties, the role of genetics on drugs, and the changes of drug absorption and unique considerations to prescribing medications across the lifespan. Areas of study will include pharmacokinetics, pharmacodynamics, dermatologics, antifungals, autoimmune pharmacologics, antinflammatories and opioids, and antimicrobials.

PAS 639 Pharmacology II. 4 hours. This course is the second in a series of three courses in a sequence designed to run concurrently with and to complement Clinical Medicine I - III. It is designed to prepare the student for the clinical study of and use of therapeutics by providing knowledge of the way drugs modify biological function. It includes a systematic study of the effects of drugs on different organ systems and disease processes, the mechanisms by which drugs produce their therapeutic and toxic effects, and the factors influencing their absorption, distribution, and biological actions. The course will also include principles of altered dynamic/kinetic properties genetics and across the lifespan. Areas of study will include medicines for neurologic, cardiac, pulmonary, renal dosing and conditions, and gastrointestinal conditions.

PAS 640 Foundations in Health and Disease. 3 hours. This course is designed to provide students with a review of microbiology, histology, immunology, and genetics prior to beginning their clinical class work. Microbiology: Students will study the medical aspects of normal cell function in the human body, bacteria, fungus, and virus. This portion of the course is designed to provide the basic knowledge necessary to understand the alterations that occur at the molecular and cellular level in disease states. Histology: Students will study the structural organization of tissues. This portion of the course is designed to bridge anatomic principles with the diagnosis of disease states as understood at the tissue level. Immunology: Students will study the five structures of the immune system, cell-mediated immunity, humoral immunity, and the complement system, and gain understanding of their role and function in the body's defense mechanism against disease. Genetics: Students will study the role of genes and chromosomes in inheritance, the genetic basis of disease, and the role of the health care provider in genetic testing, counseling, and referral. The knowledge gained in this course will be essential to succeed in the pathophysiology, pharmacology and pharmacotherapeutics, and clinical medicine series as well as in the clinical phase of the program.

PAS 641 Pharmacology III. 3 hours. This course is the third of four courses in a sequence designed to run concurrently with and to complement clinical medicine I - IV. This course will also complement the behavioral health course with the coverage of behavioral health medications. It is designed to prepare the student for the clinical study of and use of therapeutics by providing knowledge of the way drugs modify biological function. It includes a systematic study of the effects of drugs on different organ

systems and disease processes, the mechanisms by which drugs produce their therapeutic and toxic effects, and the factors influencing their absorption, distribution, and biological actions. The course will also include principles of altered dynamic/kinetic properties genetics and across the lifespan. Areas of study will include medicines for hematology, oncology, endocrinology, pediatric pharmacology, psychiatric medications, drugs of abuse, geriatric pharmacology, drugs used in the reproductive system.

PAS 642 Pathophysiology I. 2 hours. Pathophysiology I is the first of a two-semester overview of the disease process through the study of the convergence of pathology with physiology. This course introduces the student to the functional changes associated with disease or injury and will examine the complex interrelationships of function and dysfunction at the molecular, cellular, tissue, organ, and systemic levels. This course complements Clinical Medicine I, Gross Anatomy, Physical Diagnosis, and Provider Communication I, and Pharmacology I in the first semester, and will cover dermatology, the musculoskeletal system, autoimmune disorders, ophthalmology, otolaryngology, and infectious disease.

PAS 644 Pathophysiology II. 4 hours. *Prerequisite: PAS 642* Pathophysiology II is the second of a two-semester overview of the disease process through the study of the convergence of pathology with physiology. This course continues the study of the functional changes associated with disease or injury and continues to examine the complex interrelationships of function and dysfunction at the genetic, cellular, tissue, organ, and systemic levels. This course complements Clinical Medicine II, Physical Diagnosis and Provider Communication II, and Pharmacology II in the second semester, and will cover neurology, cardiology, pulmonology, nephrology, urology, and gastroenterology.

PAS 650 Clinical Medicine I. 5 hours. This course integrates the epidemiology, risk factors (including genetics, as applicable), pathophysiology, signs and symptoms, history and physical findings, laboratory and diagnostic tests, differential diagnosis, therapeutic management, possible complications, prevention measures, prognosis, patient education and follow-up of emergent and non-emergent disorders encountered in primary care across the lifespan. The course utilizes a systems approach and is delivered through a combination of traditional lectures and problem-based learning (PBL) sessions. The topics are synchronized with and correlative to topics in anatomy, pathophysiology, pharmacology, and physical diagnosis. Organ systems covered in Clinical Medicine I included dermatology, musculoskeletal, autoimmune disorders, ophthalmology, otolaryngology, and infectious disease.

PAS 652 Biostatistics and Epidemiology. 1 hour. This course explores the fundamental concepts of biostatistics and epidemiology necessary to interpret clinical research articles commonly encountered within health research. Students will participate in a review of the basic concepts of research methods and statistics as they apply specifically to medical research literature. Students will learn to read medical literature and determine with confidence the usefulness of the literature, and to identify and answer relevant clinical questions using the best-available evidence. Students will utilize medical research literature to form patient-centered, evidence-based clinical decisions with their patients that is based on the patient's values. Students will be introduced and learn to use common databases to access evidence based medical literature.

PAS 653 Evidence-Based Medicine. 1 hour. This course establishes basic principles utilizing research evidence in clinical practice. Efficient strategies for searching and using available databases to access evidence-based journals and medical literature will be developed. This course will also provide the student with the knowledge and skills to appropriately interpret and critically appraise research studies in an efficient manner. After appraising the study, the student will be able to determine if the information is valid and how it will change the care of the patient. Instructions on medical writing will also be provided in preparation for the capstone project.

PAS 655 Clinical Medicine II. 8 hours. *Prerequisite: PAS 650.* This course integrates the epidemiology, risk factors (including genetics, as applicable), pathophysiology, signs and symptoms, history and physical findings, laboratory and diagnostic tests, differential diagnosis, therapeutic management, possible complications, prevention measures, prognosis, patient education and follow-up of emergent

and non-emergent disorders encountered in primary care across the lifespan. The course utilizes a systems approach and is delivered through a combination of traditional lectures and problem-based learning (PBL) sessions. The topics are synchronized with and correlative to topics in anatomy, pathophysiology, pharmacology, and physical diagnosis and provider communications. Organ systems covered in clinical medicine II include neurology, cardiology, pulmonology, nephrology/urology, and gastroenterology.

PAS 660 Clinical Medicine III. 5 hours. This course integrates the epidemiology, risk factors (including genetics, as applicable), pathophysiology, signs and symptoms, history and physical findings, laboratory and diagnostic tests, differential diagnosis, patient education and follow-up of emergent and non-emergent disorders encountered across the lifespan in primary care. The course utilizes a systems approach and is delivered through a combination of traditional lectures and problem-based learning (PBL) sessions. Organ systems and specialties covered in clinical medicine III include hematology, oncology, endocrinology, pediatrics, and geriatrics.

PAS 661 Advanced Clinical Reasoning I: Clinical Medicine Lab. 1 hour. Advanced Clinical Reasoning I takes critical reasoning to the next level by placing students in pairs with a faculty preceptor to see their fellow student as a patient from start to finish. Students meet weekly in a clinic type setting and conduct an objective structured clinical examination (OSCE) in preparation for the clinic year and to further develop their clinical reasoning skills. Both students work through an individual case conducting the HPI, physical exam, ordering labs and diagnostic studies, and making an assessment and plan. After both encounters are complete, students and their faculty preceptor discuss their cases and evaluate areas for improvement. Students will write a SOAP note from each encounter and give a case presentation to their faculty preceptor.

PAS 664 Pharmacotherapeutics. 2 hours. *Prerequisite: PAS 641.* This course provides the opportunity to acquire advanced knowledge and skills in the therapeutic use of pharmacologic agents. The pharmacologic treatment of complex health problems will be explored. It is designed to facilitate the process of teambuilding by building upon basic knowledge in pharmacology in structured case studies. Thus, the didactic lecture material taught in Pharmacology I, II, & III will be expanded, reinforced, and made practical through the team-based/problem-based learning method.

PAS 665 Clinical Medicine IV. 3 hours. This course integrates the epidemiology, risk factors (including genetics, as applicable), pathophysiology, signs and symptoms, history and physical findings, laboratory and diagnostic tests, differential diagnosis, therapeutic management, possible complications, prevention measures, prognosis, patient education and follow-up of emergent and non-emergent disorders encountered across the lifespan in primary care. The course utilizes a systems approach and is delivered through a combination of traditional lectures and problem-based learning (PBL) sessions. Organ systems and specialties covered in clinical medicine IV include gynecology, obstetrics, and surgery.

PAS 668 Advanced Clinical Reasoning II: Clinical Medicine Lab. 1 hour. Advanced Clinical Reasoning II is the continuation of Advanced Clinical Reasoning I. Students will continue to see their fellow student as a patient from start to finish but will now be placed in situations beyond the family practice setting. Students will continue to meet weekly but may now see patients in a pediatric clinic, the emergency department, or any other clinical setting where a PA may work. Students will continue to conduct an objective structured clinical examination (OSCE) in preparation for the clinic year and to further develop their clinical reasoning skills. Students will continue to work through an individual case conducting the HPI, physical exam, ordering labs and diagnostic studies, and making an assessment and plan. After both encounters are complete, students and their faculty preceptor discuss their cases and evaluate areas for improvement. Students will write a SOAP note from each encounter and give a case presentation to their faculty preceptor.

PAS 675 Clinical Skills and Procedures. 1 hour. This course is designed to introduce students to essential procedures and skills necessary for primary care practice such as phlebotomy, injection techniques;

splinting; suturing, and more. Students will participate in Advanced Cardiac Life Support and Pediatric Advanced Life Support Certification training during this course. Students will demonstrate competence through written and practical evaluations.

PAS 677 Point of Care Ultrasound Imaging. 1 hour. Point of care ultrasound is an interactive course with lectures and hands on training to provide PA students with the knowledge and skills to implement basic pulmonary, cardiovascular, abdominal/renal, and musculoskeletal ultrasound in everyday practice. The didactic sessions will explore the basics of ultrasound including history, functionality, application, and knobology. The hands-on sessions will provide PA students with the opportunity to learn and practice new skills on classmates and ultrasound phantoms with peer and expert feedback. This course will integrate knowledge from Clinical Medicine I, II, III, & IV, Pathophysiology I and II, and Gross Anatomy.

PAS 681 Behavioral Medicine. 3 hours. Behavioral Medicine aims to explore the most common mental health disorders encountered across the lifespan. Students will address the signs and symptoms, etiology, diagnosis, differential diagnosis, and treatment of behavioral disorders. It includes the following topics as they pertain to human behavior; children and adolescent health, aging, chronic pain, death, dying and loss, domestic violence, eating disorders, mental health, human sexuality, stress and substance abuse (alcohol, tobacco, and other drugs). This course also explores provider burn-out and steps for prevention. Students will learn to conduct a psychiatric interview, classifying disorders, substance abuse, eating disorders, sleep disorders, abuse and neglect, death and dying, childhood disorders, psychological testing, psychological therapy, and pharmacological agents.

PAS 684 Essentials in Emergency Medicine and Critical Care. 3 hours. This course integrates all body systems covered in clinical medicine I and II, and applies an urgent and emergent approach to commonly seen medical and surgical conditions in critical and emergent care and critical care, while exploring the challenges faced by providers. Students will learn to select the most appropriate laboratory and diagnostic studies, pharmacologics, and treatment modalities in these settings. At the completion of this course, students will be prepared to evaluate, treat, and monitor such conditions across the lifespan, and learn to provide emergent and critical care in the emergency room and inpatient setting.

PAS 700 Professional Seminar: Preparation for SCPEs. 1 hour. *Prerequisite: Satisfactory completion of the didactic phase of the PA program.* This course is designed to prepare students for their supervised clinical practice experiences (SCPE). Time will be spent developing and gathering the required information and documentation necessary for participation in SCPEs as well as training students in the use of the PA program's case logging software. Discussion topics covered in this course include program requirements, professionalism expectations, HIPAA training, OSHA training, patient education, billing/coding, use of electronic medical records, and professional portfolio development.

PAS 705 Family Medicine Clinical Rotation. 4 hours. *Prerequisite: Satisfactory completion of the didactic phase of the PA program.* The five-week family medicine supervised clinical practice experience is designed to give students the opportunity to evaluate, diagnose, and manage patients from birth through geriatrics in an outpatient clinical setting. Students will have the opportunity to perform preventative/screening examinations, perform problem-focused examinations, and develop and implement care management plans for common acute and chronic medical and behavioral health conditions. Students are expected to spend a minimum of 36-hours per week to a maximum of 60-hours per week providing patient care at the clinical rotation site.

PAS 710 Internal Medicine Clinical Rotation. 4 hours. *Prerequisite: Satisfactory completion of the didactic phase of the PA program.* The five-week internal medicine supervised clinical practice experience is designed to give students the opportunity to evaluate, diagnose, and manage patients across the lifespan in an outpatient and/or inpatient clinical setting. Students will have the opportunity to perform complete and problem-focused medical histories, perform complete and problem-focused physical examinations, and develop and implement care management plans for common medical and behavioral health conditions seen in an internal medicine setting. Students are expected to spend a

minimum of 36-hours per week to a maximum of 60-hours per week providing patient care at the clinical rotation site.

PAS 715 Pediatric Clinical Rotation. 4 hours. *Prerequisite: Satisfactory completion of the didactic phase of the PA program.* The five-week pediatric supervised clinical practice experience is designed to give students the opportunity to evaluate, diagnose, and manage pediatric patients from birth through the age 18 in outpatient and/or inpatient clinical settings. Students will have the opportunity to perform well child screenings/preventative examinations, perform problem-focused examinations, and develop and implement care management plans for common acute and chronic medical and behavioral health conditions in pediatric patients. Students are expected to spend a minimum of 36-hours per week to a maximum of 60-hours per week providing patient care at the clinical rotation site.

PAS 720 Emergency Medicine Clinical Rotation. 4 hours. *Prerequisite: Satisfactory completion of the didactic phase of the PA program.* The five-week emergency medicine supervised clinical practice experience is designed to give students the opportunity to triage, evaluate, diagnose, and manage patients across the lifespan in an emergency medicine setting. Students will have the opportunity to practice prioritizing/triaging patient encounters, perform problem-focused examinations, perform skills/procedures required for stabilization and treatment, and implement care management plans for common medical and behavioral health conditions seen in the emergency department. Students are expected to spend a minimum of 36-hours per week to a maximum of 60-hours per week providing patient care at the clinical rotation site.

PAS 725 Women's Health Clinical Rotation. 4 hours. *Prerequisite: Satisfactory completion of the didactic phase of the PA program.* The five-week women's health supervised clinical practice experience is designed to give students the opportunity to evaluate, diagnose, and manage patients with common gynecologic disorders as well as provide preventive women's health services and obstetric care. Obstetric care will include routine prenatal and postpartum care and may include labor and delivery. Students are expected to spend a minimum of 36-hours per week to a maximum of 60-hours per week providing patient care at the clinical rotation site.

PAS 730 Surgery Clinical Rotation. 4 hours. *Prerequisite: Satisfactory completion of the didactic phase of the PA program.* The five-week surgical supervised clinical practice experience is designed to give students hands-on practical experience in surgical medicine. Students will gain experience in the operating room as well as in pre- and postoperative patient care. Upon completion of the surgical rotation, PA students are expected to know how to conduct themselves appropriately in the operating room and to have gained practice in procedural skills required for care of the surgical patient including intravenous access, suturing, and other procedures as required by the preceptor. Students are expected to spend a minimum of 36-hours per week to a maximum of 60-hours per week providing patient care at the clinical rotation site.

PAS 735 Behavioral and Mental Health Clinical Rotation. 4 hours. *Prerequisite: Satisfactory completion of the didactic phase of the PA program.* The five-week behavioral and mental health supervised clinical practice experience is designed to give students the opportunity to evaluate, diagnose, and manage patients with psychiatric concerns in outpatient and/or inpatient clinical settings. Students will perform psychiatric interviews, develop working diagnoses, and implement care management plans pertaining to patients behavioral and mental health care. Students are expected to spend a minimum of 36-hours per week to a maximum of 60-hours per week providing patient care at the clinical rotation site.

PAS 741 Elective Clinical Rotation I. 4 hours. *Prerequisite: Satisfactory completion of the didactic phase of the PA program.* The five-week elective supervised clinical practice experience is designed to give students the opportunity to gain clinical experience in a specific area of interest. Areas of interest are chosen from a variety of disciplines including surgery, primary care, emergency medicine, behavioral health, or internal medicine specialties or subspecialties. Students will develop and implement care management plans for common medical conditions treatable by the chosen medical discipline. Students

are expected to spend a minimum of 36-hours per week to a maximum of 60-hours per week providing patient care at the clinical rotation site.

PAS 742 Elective Clinical Rotation II. 4 hours. *Prerequisite: Satisfactory completion of the didactic phase of the PA program.* The five-week elective supervised clinical practice experience is designed to give students the opportunity to gain clinical experience in a specific area of interest. Areas of interest are chosen from a variety of disciplines including surgery, primary care, emergency medicine, behavioral health, or internal medicine specialties or subspecialties. Students will develop and implement care management plans for common medical conditions treatable by the chosen medical discipline. Students are expected to spend a minimum of 36-hours per week to a maximum of 60-hours per week providing patient care at the clinical rotation site.

PAS 763 Capstone Project. 4 hours. The capstone project is an opportunity for students to develop exceptional research skills while pursuing an area of interest that falls into one of the following categories: clinical research, public/community health, healthcare administration, medical education, or health policy. Students will be exposed to each of these areas of possible research throughout the didactic year, and through the Biostatistics and Epidemiology and Evidence-Based Medicine courses will develop their capstone project. The purpose of the capstone project is intended to foster leadership potential in each student to prepare them for a future in healthcare. This course will conclude with an oral presentation and a written paper utilizing evidence-based medicine methods. Students will be given time between rotation one and two to engage in capstone related activities which includes researching, internships, and/or independent study. At the completion of this phase of the project, students must submit a completed outline of their capstone project or research.

PAS 785 Clinical Leadership. 1 hour. *Prerequisite: Satisfactory completion of the didactic phase of the PA program.* This course is designed to develop students into effective clinical leaders. The course examines various types of leadership models and how they can be applied in the healthcare setting. Throughout the course, students will identify qualities, behaviors, and attributes common to both effective and ineffective leaders and discuss practical ways to implement effective leadership skills within the clinical environment.

PAS 793 Summative Evaluation. 1 hour. *Prerequisite: Satisfactory completion of the didactic and clinical phases of the PA program.* The summative evaluation course is a capstone of the physician assistant program that measures mastery of the PA program graduate competencies. The evaluation process will consider each of the following graduate competency categories: medical knowledge, interpersonal and communication skills, clinical and technical skills, clinical reasoning and problem-solving abilities, and professional behaviors. The purpose of the course is twofold. First, to ascertain if the student has both the broad and specific knowledge expected of someone holding a master's degree in physician assistant studies. Second, to determine whether the student has integrated the knowledge obtained from individual courses into unified concepts. The student will be given the End of Curriculum Exam, a clinical skills examination, and an Objective Structured Clinical Evaluation (OSCE) and a summative Objective Structured Long Examination Record (OSLER). Students must pass all exams with an 80% or above to graduate.

Public Service and Safety Leadership (PSSL)

PSSL 600 Integrated Approaches to Public Safety. 3 hours. This course establishes the integrative and collaborative perspective needed by individuals working in all-hazards public safety and service organizations. This seminar course features case studies, theories, and frameworks that exemplify best practices at the organizational, community, regional, and national levels.

PSSL 610 Strategic Planning and Evaluation. 3 hours. This course provides the framework for effective goal setting and planning that moves a team, administrative unit, and/or organization toward the fulfillment of its overall mission. Topics include establishing goals and priorities, assessing stakeholder perspectives and building a shared vision, designing decision-making processes that align resources with goals, identifying and adapting to situational dynamics, and identifying measurable and relevant metrics.

PSSL 620 Human Resource Management and Employee Wellness. 3 hours. This course provides the knowledge needed to develop and sustain a capable, productive, diverse, inclusive, and healthy staff. Material will cover best practices for recruiting, hiring, training, and retaining employees.

PSSL 630 Effective Project Management. 3 hours. This course prepares leaders to oversee a variety of projects that emerge in public safety and service organizations (i.e., develop new training standards, design and implement a dispatch system, develop an innovative community preparedness program, or secure new facilities). Students will learn how to manage a project from conception to implementation including the identification of project goals, mapping out a feasible time-line and budget, communicating with stakeholders, managing teams, negotiating responsibilities, troubleshooting issues, and delivering the end product.

PSSL 640 Financial Management and Sustainability. 3 hours. This course prepares leaders for budgeting, reporting, and oversight responsibilities. Content addresses best practices in developing, financial sustainability including grant writing and management and securing collaborative partnerships.

PSSL 650 Ethics, Conflict, and Decision Making. 3 hours. This course provides leaders with the frameworks and approaches to conflict resolution (interpersonal and group levels), transparency, and sound decision-making. Case studies emphasize the ethical dimensions underlying communication choices and resolution strategies.

PSSL 660 Community Engagement, Partnerships, and Program Promotion. 3 hours. This course provides leaders with the information and tools to develop and execute initiatives that benefit the communities in which their organization's operate. Students will learn how to create, promote, evaluate, and sustain robust safety and educational initiatives.

PSSL 670 Leading Teams and Organizations. 3 hours. This course provides an overview of various theoretical perspectives on leadership. Students will use self-assessment tools to deepen their understanding of their own leadership style and learn strategies for adapting style to team, organizational, and external dynamics.

PSSL 680 Emerging Issues in Public Safety and Administration. 3 hours. This seminar course presents topics that impact successful integration and collaboration among all-hazards public safety organizations. Topics may include policy and regulatory issues, social dimensions of disasters, culture and communication, and barriers to diversity and inclusion in staffing and community relations.

PSSL 695 Capstone Project. 3 hours. This course is the culminating experience in the program. Students will develop and present an applied project that addresses two or more of the program's subject areas. The project should demonstrate analytical, communication, and problem-solving skills. Examples of projects include proposals for new initiatives, analysis of a system or process, or a research paper on an emerging issue.

Science, Technology, Engineering, and Mathematics (SCI)

Courses in this field are designed to supplement the development of the K-12 school teacher or the professional trainer in organizational settings. This is achieved through a deeper understanding of the associated subjects of science, technology, engineering and/or mathematics (STEM). These courses will provide a profound appreciation of the fundamental principles of STEM that should be included in the education of every citizen, as well as incorporating the current frontiers of this fast-moving arena. Secondary school teachers electing a program of study emphasizing science are expected to take 12 to 15 hours in this area.

SCI 621 Educational Technology. 3 hours. Students are required to take this course during their first two semesters of graduate study. This course provides an introduction to educational technology. This course uses a research-based approach to explore how educational technologies can be applied to enhance educator effectiveness and assist learners in reaching their objectives. Students will also develop strategies for evaluating new educational technologies as they emerge.

SCI 622 Improvement of K-12 Mathematics Instruction. 3 hours. A course designed for those employed in the education and training fields to consider the fundamental structure of mathematics and strategies for improving instruction of mathematics in the K-12 school curriculum. Special attention is given to the curriculum frameworks provided by the National Council of Teacher of Mathematics and other educational agencies.

SCI 623 History, Security & Ethics of Technology. 3 hours. *Prerequisite: SCI 621 or approval of instructor.* This course is designed to prepare educators with historical, security and ethical situations that will be encountered in educational technology.

SCI 625 Online Pedagogy. 3 hours. *Prerequisite: SCI 621 or approval of instructor.* Teaching and learning online is the primary focus of this course. Students will know and be able to design learning environments that are presented entirely online utilizing the Learning Management System. The emphasis is on designing and learning environments that encourage and motivate students as their knowledge and skills in using Moodle are developed.

SCI 626 Web Communications and Design. 3 hours. *Prerequisite: SCI 621 or approval of instructor*. This course will provide the knowledge and skills to design Web pages that support the school setting. Students will learn and apply best practices for the layout and structural design of websites and create content specifically optimized for the Worldwide Web. Emphasis will be on practical applications of education-focused Web design.

SCI 627 Advanced Web Design and Development. 3 hours. *Prerequisite: SCI 626.* Based on knowledge obtained in SCI 626, this course will take a hands-on approach to learning the technical skills required to construct websites that support the educational environment. A variety of coding techniques and Internet technologies will be utilized to provide a toolbox that students can use to create effective and efficient websites. Students will experience the entire website implementation process from layout sketch to going live.

SCI 629 Technology Internship. 3 hours. *Prerequisite: "A" in SCI 621 or approval of instructor.* This course must be taken as the last course in the Instructional Technology program. Students will be placed in an educational setting to develop hands-on knowledge and skills necessary to become a technology director at the building and/or district level. The primary focus will be the utilization of the knowledge and skills gained from all of the "Instructional Technology" courses (except for EDUC 700, Capstone Seminar) and applying that information to the school setting. *S/U Grading.*

SCI 631 Improvement of K-12 Science Instruction. 3 hours. A course designed for those employed in the education and training fields to improve background knowledge in science concepts and instructional strategies in the elementary, middle school or high school curriculum. Emphasis is given to a hands on,

process-oriented instructional approach incorporating active research related to water quality monitoring, science fair preparation, minority scientists and community resources for science education.

SCI 632 Educational Evaluation. 3 hours. This course is designed to provide basic instruction terminology and methods of educational evaluation. Students will study techniques for evaluating the effectiveness of instructional/educational programs, including developing written and performance tests and survey instruments, and determining reliability and validity of evaluation instruments. Students will be able to define vocabulary terms, explain the evaluations process and procedures used in various evaluation models, identify evaluation purposes, determine which evaluation design is most appropriate, use the library and Internet, construct data gathering instruments, collect and interpret data, read evaluation reports and interpret their results and write comprehensive evaluation reports based upon an original study. This course will not lead to a public school teaching certificate.

SCI 633 Instructional Product Development. 3 hours. Students will examine the use of educational models to create instruction that is appropriate from a pedagogical and practical viewpoint. Emphasis will be on theories and models to support the following: analysis of the learner environment and needs; design of a set of specifications for an effective, efficient, and relevant learner environment; development of all learner and management materials; and evaluation of the results of the development using formative and summative methods. Students will be asked to make well-informed decisions regarding modification to products/ materials/programs (formative) and determining the value of existing products/materials/ programs for possible adoption (summative). This course will not lead to a public school teaching certificate.

SCI 634 Instructional Design and Delivery. 3 hours. A study of the systematic processes of translating principles of learning and instruction into plans for instructional materials and activities. These processes include designing training programs, developing design strategies and models, and improving instructional effectiveness. Specifications for educational products and systematic planning procedures will be developed. The use of computer models and simulations will enhance the instructional design process. This course will not lead to a public school teaching certificate.

SCI 635 Simulations & Virtual Reality. 3 hours. An introduction to creating and using simulations in an online classroom setting. This course will not lead to a public school teaching certificate.

SCI 639 Data Analysis. 3 hours. In this course, teachers learn the mathematical content for teaching their students about descriptive data. They learn to ask questions, gather necessary data, organize, visualize, and analyze the data and communicate that analysis. They use spreadsheets as a tool to organize, visualize and communicate data.

SCI 662 Studies in Environmental Problems. 3 hours. A course designed to meet the current needs of the educator in respect to developing environmental awareness. Basic principles of ecology are explored as a means of establishing a framework within which the student can relate to the total environment. Some time is devoted to consideration of existing environmental problems, their causes and effects on the environment and corrective measures available.

SCI 691 Research. 3 hours. Students who wish to enroll in 691 Research for independent study must, with the assistance of the supervising teacher, prepare a written statement defining the purpose and procedures of study. This written statement must be approved by the student's advisor and by the director of the graduate program.

SCI 690 Special Topics. 1-3 hours.

Social Science (SS)

These are courses in social sciences intended to provide the individual with an understanding of society. Such an understanding is believed to be essential for mature citizenship and effective leadership in a democracy. The general cultural value of these courses is likewise considered to be a contributing factor to the type of preparation believed to be necessary for effective teaching in the academic world. Secondary school teachers electing a program of study emphasizing the social sciences are expected to take 12 to 15 hours in this area.

SS 601 The Sociological Foundations of Educational Practices. 3 hours. This is a study of the sociological background of students; modern interpretation of the democratic ideology; current social trends and issues as they affect education; application to such school problems as educational objectives, curriculum, guidance, methods, administration, moral education and multicultural education.

SS 639 Leadership Techniques. 3 hours. This course studies the development of concepts of leadership, elements of project management, and the techniques through which leadership is exercised. The influence of changing political, social and economic forces on education in general as they affect the role of the leader is explored.

SS 691 Research. 3 hours. Students who wish to enroll in 691 Research for independent study must, with the assistance of the supervising teacher, prepare a written statement defining the purpose and procedures of study. This written statement must be approved by the student's advisor and by the director of the graduate program.

SS 690 Special Topics. 1-3 hours.

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/

Drury University's professional programs are accredited by the following:
Elementary and Secondary Education Programs/Master in Education Programs
Council for the Accreditation of Educator Preparation (CAEP)
1140 19th St. NW, Suite 400
Washington, DC 20036
(202) 223-0077

Master of Architecture
National Architecture Accrediting Board
1735 New York Avenue, NW
Washington, DC 20006
(202) 783-2007
info@naab.org

Bachelor of Business Administration / Master in Business Administration/The Breech School of Business
AACSB International, The Association to Advance Collegiate Schools of Business
777 Harbour Island Boulevard, Suite 750
Tampa, FL 33602
(813) 769-6500
accreditation@aacsb.edu

Bachelor of Arts in Music, Bachelor of Arts in Music Education, Bachelor of Music Therapy
National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, VA 20190-5248
(703) 437-0700

Bachelor of Music Therapy
American Music Therapy Association
8455 Colesville Road, Suite 1000
Silver Spring, Maryland 20910, USA
Phone: (301) 589-3300

Degrees conferred by Drury University's Hoffman Department of Chemistry are approved by the American Chemical Society (ACS).

Drury's Church Affiliation

It was less than a decade after the end of the Civil War when Drury's Congregationalist founders, many of whom were abolitionists, chose Springfield, Missouri as the site for a new college. Springfield was selected, in part, because it had been so terribly scarred by war. In an early description of the college's mission, Nathan Morrison, Drury's first President, wrote that the college sought to "minister to the healing of the horrid wounds made by civil war."

Drury College was founded in 1873 as an "independent church-related" college with a commitment to personalized higher education. Its Congregationalist founders envisioned an institution that would offer all students, regardless of their gender, race or creed, both a sound liberal arts education and a more practical education in various applied studies.

Drury has since maintained relationships with the Christian Church (Disciples of Christ) and the United Church of Christ. The UCC relationship dates back to the founding of the college by Congregationalists from New England. The DOC relationship was established in 1909 with the formal organization of the Drury School of Religion. Both denominational traditions have influenced Drury's mission.

Today, the Chaplain's Office offers a variety of spiritually-based campus activities for every member of the Drury community.

Memberships

Drury University is a member of the Association of Governing Boards of Universities and Colleges, the Association of American Colleges and Universities, the New American Colleges and Universities, the Council on Undergraduate Research, the Independent Colleges and Universities of Missouri, and the Missouri Colleges Fund. The alumnae of Drury University are eligible for membership in the American Association of University Women.

Non-Discrimination Statement

Approved by Board of Trustees 5-16-14; Updated 10-1-15, 9-1-16, 12-1-19, 8-2-22

Drury University is an open and welcoming community from a rich variety of cultures, races and socio-economic backgrounds. The mission and goals of the university dedicate the institution to being a community which "affirms the quality and worth of all peoples" and appreciates the "diversity of human culture, language, history and experience."

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

Title IX Coordinator
Jennifer Baltes, Director of Human Resources
Drury University
900 North Benton Avenue Burnham
Hall 107
Springfield, MO 65802
(417) 873-7266
jbaltes01@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 / Dean-School of Communication and Fine and Performing Arts
Drury University
900 North Benton Avenue
O'Bannon Hall 109
Springfield, MO 65802
(417) 873-7291
asorenson@drury.edu

Drury's policies related to non-discrimination and their locations are as follows:
- Non-Discrimination/Harassment Policy and Complaint Procedures
- Title IX: Sexual Misconduct Policy
- Disability Support Services for Students
- Equal Employment Opportunity
- Disability Accommodation for Employees

Faculty and Administration 2023-2024

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)

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.

Arne, Marshall: B.S., University of Illinois, 1982; M.Arch., University of Illinois, 1984. Lecturer in Residence. 2001, 2020.

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. Instructor of Mathematics. 2021, 2021.

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 – Academic Quality, 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.

Bomgardner, Stephen: B. Music, Fort Hays State University, 1985; M. Music, Rice University, 1989; D.M.A., Boston University, 1997. Professor of Music. 2005, 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.

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.

Browning, Peter D.: B.A., Ohio University, 1978; M.A., University of Chicago, 1979; Ph.D., University of Chicago, 1987. Professor of Philosophy and Religion and Chaplain. 1991, 2007.

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

Carpenter, Steven.: B.S., Edinboro University of Pennsylvania, 1989; B.F.A., Edinboro University of Pennsylvania, 1993; M.F.A., Miami International University of Art and Design, 2008. Assistant Professor of Animation. 2015, 2015.

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

Chikaraishi, Nancy: B.S., University of Illinois, 1982; M.Arch., University of Illinois, 1984. Professor of Architecture. 2001, 2015.

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.

Deeds, Donald D.: B.A., Drury College, 1969; Ph.D., University of Kansas, 1974. Professor of Biology. 1980, 1985.

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.

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. Professor of Education. 2003, 2014.

Flach, Kathleen: B.A., The Ohio State University, 1988; M.Ed., Vanderbilt University, 1994; M.M.S. and B.S., Nova Southeastern University, 2006. Director of Physician Assistant Studies. 2021, 2021.

Gannaway, Justin: B.A., Drury University, 2017; M.F.A, Indiana University, 2020. Instructor of Theatre. 2021, 2021

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. Assistant Professor of Psychology. 2018, 2018.

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.

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. Associate 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.

Herrington, Rachael L.: B.S., Oklahoma State University, 2002; M.S., Texas A&M University, 2004; Ph.D., Texas A&M University, 2008. Associate Professor of Psychology. 2011, 2018.

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.

Hutton, Lori: B.A., Drury University, 1988; M.Ed., Drury University, 1993. Instructor of Music. 2023, 2023

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. Instructor 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.

Khorshidifard, Sara: B.S./M.Arch., Qazvin Azad University, 2003; M.A., University of Tehran, 2006; Ph.D., University of Wisconsin-Milwaukee, 2014. Assistant Professor of Architecture. 2019, 2019.

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, 2023.

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

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.

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.

Lewis, Jason: B.S., Missouri State University, 2005; MS-PAS, Missouri State University, 2017. 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. Professor of Psychology. 1999, 2012.

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.

Meidlinger, Peter K.: B.A., University of Iowa, 1981; M.A., University of Iowa, 1985; Ph.D., University of Iowa, 1994. Professor of English.1992, 2009.

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.

Moore, Bruce E.: B.S., University of Michigan, 1980; M.Arch., University of Michigan, 1982. Professor of Architecture. 1986, 2000.

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.

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.

Norton, Ginney: B.S.E., Missouri Southern State University, 2005; M.Ed., University of Arkansas, 2012; Ph.D., University of Arkansas, 2016. Assistant Professor of Education. 2018, 2018.

Osborne, L. Kay: B.S., Missouri State University, 1985; M.A., Missouri State University, 2007. Instructor of Business/CCPS. 2017, 2017.

Page, Darren: B.A., Minnesota State University, 2016; M.A., University of Iowa, 2017; Ph.D., University of Iowa, 2021. Assistant Professor of Economics. 2021, 2023.

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.

Parks, Cyrus: B.S., Northwestern University, 1991; M.S. University of Texas at Austin, 1993; Ph.D. candidate University of Houston, 2023. Assistant Professor of Management. 2020, 2020.

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. Professor of Political Science. L.E. Meador Endowed Chair of Political Science. 2006, 2012.

Popescu, Ioana: B.S. University of Bucharest, 1989; M.S., University of Bucharest, 1992; M.S. University of Cincinnati, 1999; Ph.D., University of Cincinnati, 1999. Professor of Biology. 2001, 2020.

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. Assistant 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, 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., Instituto Universitario di Architettura di Venezia, Italy, 1987. Professor of Architecture. 2012, 2012.

Schanbacher, Anja: M.A., Ludwig-Maximilians-University, Munich, Germany, 2011; Ph.D., London Business School, UK, 2018. Assistant Professor of Marketing. 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.

Scollione, James: B.S., Youngstown State University, 2011; M.S., Youngstown State University, 2014; Ph.D., Robert Morris University, 2020. Instructor of Criminology. 2020, 2020.

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.

Sharpe, Carlyle: B.M., M.M., Shepherd School of Music, Rice University, 1989; D.M.A., Boston University, 1994. Professor of Music. 2000, 2012.

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.

Sigman, Scott L.: 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. Professor of Mathematics and Computer Science. 2004, 2014.

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.

Slye, Gail: 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, 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.

Soster, Robin: B.S. (1997), M.B.A. (2000), and Ph.D. (2011), University of South Carolina, Darla Moore School of Business. Associate Professor of Marketing. 2018, 2018.

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.

Throne, Robert: B.S., Massachusetts Institute of Technology, 1980 & 1985; M.S., University of Michigan, 1987; Ph.D., University of Michigan, 1990. Professor of Engineering, 2023, 2023.

Utley, Mary: 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. Professor of Psychology. 2002, 2002.

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. Professor of English. 1984, 2004.

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. Assistant Clinical Professor, Physician Assistant Studies. 2022,2022.

Verney, Michael: B.A., University of Massachusetts, 2009; M.A., University of New Hampshire, 2011; Ph.D., University of New Hampshire, 2016. Assistant Professor of History. 2018, 2018.

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. Dean, Hammons School of Architecture. 1999, 2012.

Weddle, Saundra: B.A., The Pennsylvania State University, 1986; M.A., Cornell University, 1992; Ph.D., Cornell University, 1997. Professor of Architecture. 2001, 2012.

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.

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.

Zahn, Bailey: B.A., Drury University, 2017; DPT, Missouri State University, 2020. Assistant Clinical Professor, Physician Assistant Studies. 2023, 2023.

Zhu, (Julia) Yicheng: B.B.A., University of Wisconsin, 2014; M.B.T., University of Minnesota, 2017; Ph.D., University of Texas; 2021. Assistant Professor of Finance. 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.

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.

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. Professor of Mathematics and Computer Science. 1995, 2010.

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.

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.

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.

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.

Moore, John E.: Education. B.A., Yale University, 1964; M.A.T., Yale University, 1965; Ed.D., Harvard Graduate School of Education, 1971. President of the University. 1983-2005.

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. Associate Professor of Art. 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.: 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.: B.A., Baylor University, 1982; M.B.A., Baylor University, 1984; Ph.D., University of Houston, 1991. Professor of Management. Dean Breech School of Business. 1993, 2007.

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.

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Administration

John Beuerlein	Interim President
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Chelsea Baltimore	Executive Director - Marketing and Communications
Nyla Milleson	Vice President and Director of Athletics
Kevin Kropf	Executive Vice President - Enrollment Management
Rob Fridge	Executive Vice President for Administration and Chief Financial Officer
Marie Muhvic	Executive Vice President – University Advancement
Aaron Jones	Executive Vice President for University Relations and General Counsel, Interim Executive Vice President of Drury GO
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Jeff Riggins	Director of Academic Affairs Support Services
Thomas Russo	Associate Dean, Study Abroad
Salia Manis	Registrar
Bryan Beatty	Associate Athletic Director for Compliance and Eligibility
Brant Hinrichs	Director of 3-2 Engineering Dual-Degree Program
Barry Armstrong	Director of International Support Services
Valerie Eastman	Director of 3-2 Occupational Therapy Program
William Garvin	Director of Library and Information Services
David Derossett	Coordinator, Women and Gender Studies
Deborah Derden	Director of Institutional Research and Effectiveness
Patricia McEachern	Director of the Forum on Animal Rights
Rebecca Miller	Arts Administration Coordinator
Patrick Moser	Director of Writing Program and Writing Center, Academic Life Coach
Daniel Ponder	Washington Center Institute for Experiential Learning Drury Coordinator
Richard Schur	Director of University Honors Program
Jennifer Joslin	Associate Vice President of Academic Affairs, Director of Compass Center
Cindy Fiedler	Director of Academic Advising
James Ackerman	Associate Vice President of Enrollment Management, Drury GO
Karim Moukrime	Director of Academic and Student Affairs, Drury GO

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Panos Leventis   Associate Dean, Hammons School of Architecture
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Department Chairs

Vickie Luttrell   Behavioral Sciences
Kevin Jansen   Biology
Madhuri Manpadi   Chemistry/Physics
Jonathan Groves   Communication
Rebecca Miller   Design and Visual Arts
Robert Throne   Engineering
Kevin Henderson   Languages/Literature
Ted Vaggalis   History/Philosophy/Religion
Scott Simmons   Mathematics and Computer Science
Stephen Bomgardner   Music and Theatre
Jeffrey VanDenBerg   Political Science and International Relations
Ed Williamson   College of Continuing Professional Studies