

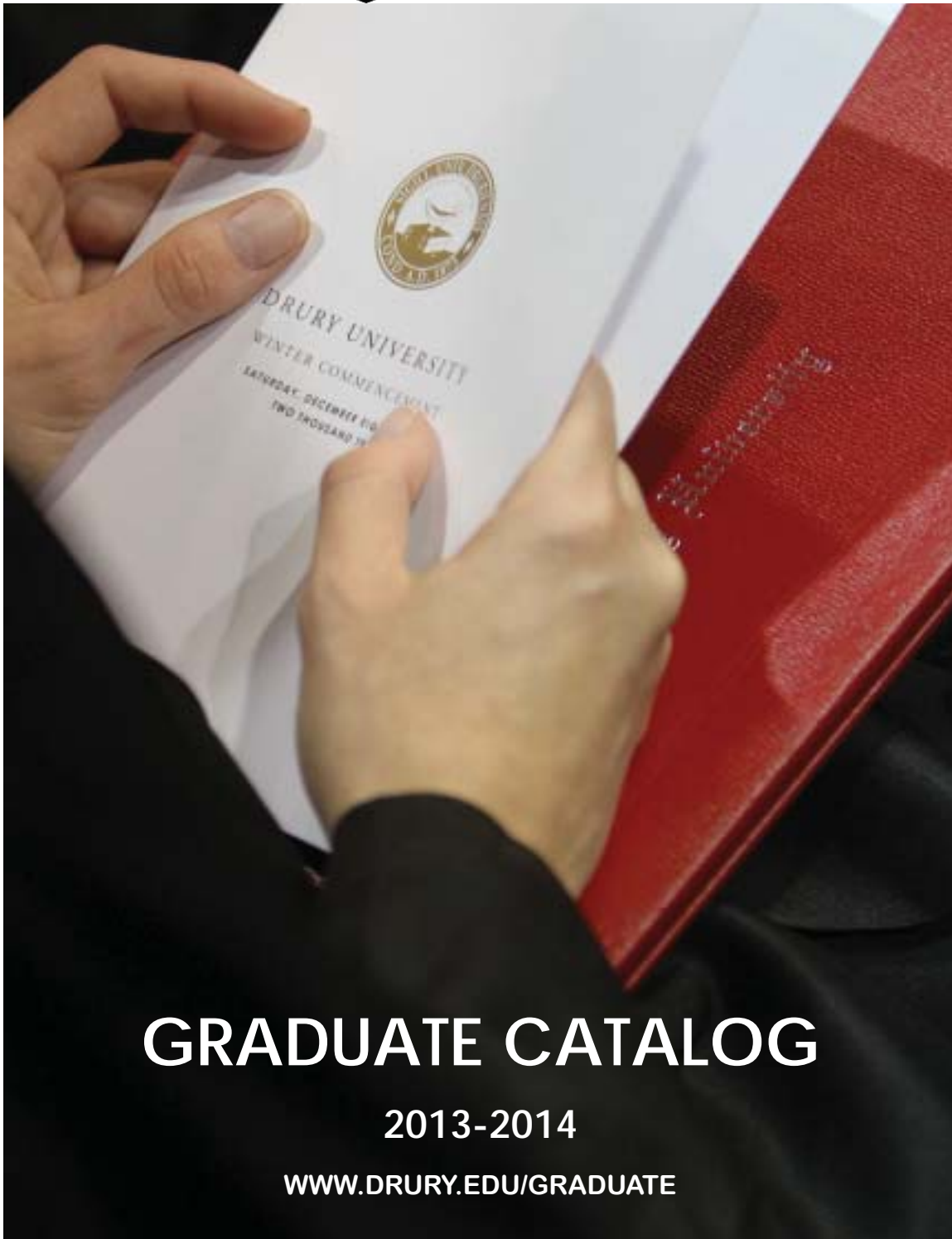
Academic Catalog

Drury University Graduate School

Academic Year 2013-14



DRURY UNIVERSITY



GRADUATE CATALOG

2013-2014

WWW.DRURY.EDU/GRADUATE



Drury University is an institution of higher education offering master's, baccalaureate and associate degrees. The university enrollment is approximately 5,500 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 and the interaction of a liberal arts education with professional preparation. Drury is distinctive in its attention to the comprehensive preparation of graduates competent to assume leading roles in their professions and in their communities. Drury is particularly noted for its attention to excellence in teaching.

The university is comprised of Drury College, the College of Continuing Professional Studies (CCPS), and the School of Graduate Studies. Drury College of Drury University offers more than 50 majors for undergraduate students, most of whom are full-time. Degrees offered through this college are the Bachelor of Arts, the Bachelor of Business Administration, the Bachelor of Music Education and the Bachelor of Music Therapy. A first professional degree, Master of Architecture, is offered through the Hammons School of Architecture.

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

The School of Graduate Studies offers master's degrees in studio art and theory, business administration, communication, criminal justice, criminology and education. 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.

ACADEMIC CALENDAR

FALL 2013

August

- 14-15 New International Student Orientation
- 19 Fall Classes Begin
- 26 Last Day to Apply for December Degree

September

- 2 Labor Day - University Closed
- 3 Last Day to Change Course Schedule

October

- 1 Last Day to Drop a Course Without Receiving a Grade
- 17-18 Fall break - No Classes

November

- 6 Registration for Spring Semester Begins
- 26 Thanksgiving Vacation Begins 10:50 p.m.
- 29 Thanksgiving Vacation Ends 7:30 a.m.
- 29 Last Day to Drop a Course

December

- 9 Graduating Students Grades Due
- 19-14 Finals Week
- 14 Fall Semester Instruction Ends
- 14 Mid-Year Commencement
- 16 All Grades Due

SPRING 2014

January

- 17-20 New International Student Orientation
- 20 Martin Luther King, Jr. Day - University Closed
- 21 Spring Classes Begin
- 28 Last Day to Apply for May Degree

February

- 4 Last Day to Make Course Schedule Changes

March

- 7 Midterm Grades Due
- 14 Spring Break Begins, 5:00 p.m.
- 24 Spring Break Ends, 7:30 a.m.

April

- 9 Registration for Summer and Fall Semesters Begins
- 16 Deadline to Apply for August & December Degrees
- 18 Good Friday - University Closed

May

- 2 Last Day to Drop a Course
- 12 Graduating Students Grades Due
- 12-17 Finals Week
- 15 Graduation Rehearsal, 5:30 p.m.
- 17 Spring Semester Instruction Ends
- 17 Commencement
- 19 All Grades Due

SUMMER 2014

June

- 2 Summer Classes Begin
- 9 Last Day to Apply for August Degree
- 30-July 4 No Classes

July

- 4 Independence Day - University
Closed

August

- 1 Summer Semester Instruction Ends
- 17 Diploma/Hooding Ceremony

Contact the Fort Leonard Wood/St. Robert Annex for their calendar: (573) 451-2400.



2013-2014 GRADUATE CATALOG

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 (417)873-6948 1-888-740-GO DU (4638) e-mail grad@drury.edu www.drury.edu/graduate

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accreditation and notices

ACCREDITATION

Drury University is accredited by The Higher Learning Commission and is a member of the North Central Association:

30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
(312) 263-0456 or (800) 621-7440
<http://www.ncahigherlearningcommission.org>

In October 2004, the Higher Learning Commission gave approval for Drury University to offer degree programs through the online delivery format.

Drury University's professional programs are accredited by the following:

Bachelor of Business Administration/Master in Business Administration:

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

ACBSP, the Accreditation Council for Business Schools and Programs
11520 West 119th Street
Overland Park, KS 66213
(913) 339-9356
info@acbsp.org

Elementary and Secondary Teacher/Master in Education:

NCATE, The National Council for the Accreditation of Teacher Education
2010 Massachusetts Avenue NW, Suite 500
Washington, D.C. 20036-1023
(202) 466-7496

Drury University is a member of the Association of Governing Boards of Universities and Colleges, the Association of American Colleges and Universities, the Council of Independent Colleges, the Associated 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.

PRIVACY POLICIES

Drury University complies with all applicable laws relating to personal privacy, including the Family Educational Rights and Privacy Act (FERPA) of 1974. The act was designated to protect the privacy of Education records and to provide guidelines for the correction of inaccurate or misleading data through formal and informal hearings. Annually, Drury University informs students of their rights relating to FERPA (20 U.S.C. Sections 1232g; and implementing, 34 C.F.R. Section 99.1 et seq). Students have the right to file a complaint with the Family Educational Rights and Privacy Act Office, Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202, concerning this institution's alleged failure to comply with FERPA.

The university has designated certain information contained in the educational records of its students as directory information for purposes of the FERPA.

The following information regarding students 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 the name, addresses and telephone number of student's listing in the information are provided to the University Chaplain.

Directory information may be disclosed by this institution for any purpose at its discretion without the consent of a student. Students have a right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a student, or as otherwise allowed by FERPA.

Any student refusing to have any or all of the designated directory information disclosed must file written notification to this effect to the graduate programs office during regular business hours. The written notification does not apply retroactively to previous releases of directory information (e.g., once the student directory has been published, the directory information contained therein will remain). To prevent publication of directory information in the student directory, written notification must be filed no later than the second week of classes during the fall semester.

If no refusal is filed, this institution assumes that a student does not object to the release of the directory information designated. Questions or inquiries should be addressed to the registrar's office.

STUDENT PHOTOGRAPHY POLICY

Drury takes pride in using photographs of current students in materials that promote the university to prospective students, alumni, families, other universities and the community.

Student Photo Release Forms are available through the Office of Marketing & Communications, Bay Hall 211. This form releases to Drury University the right and license to use a student's name, image, likeness or comments in Drury's materials for internal and external audiences. Students will have the choice to opt-in to participate in official university photo shoots to submit comments for publication. Photos of public university events may be obtained without express consent.

University materials include but are not limited to: advertisements, brochures, news releases, magazines, newspapers, newsletters, videos, social media and www.drury.edu.

NONDISCRIMINATION STATEMENT

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

Consistent with this policy, it is Drury's policy not to discriminate on the basis of disability, race, color, creed, gender, age, sexual orientation, national or ethnic origin, or veteran status in the recruitment and employment of staff and the operations of any of its programs and activities as required by federal, state and

accreditation and notices

local laws and regulations.

STATEMENT OF CHURCH RELATIONSHIP

Drury University was founded by Congregationalists and is in covenant with the United Church of Christ and the Christian Church (Disciples of Christ). The university is proud of the heritage and traditions that result from these associations. As a church-related university, Drury has a chaplain, provides voluntary opportunities for worship and is committed to the development of the whole person, including spiritual and ethical development.

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.



INTRODUCTION TO THE UNIVERSITY

For more than 139 years, Drury University has prepared students for success in life and the professions. Drury's founders recognized the need for a college that would bring the New England liberal arts tradition to a Midwestern setting. The tradition includes a commitment to helping students learn to serve their communities and the world.

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

MISSION

Drury is an independent university, church-related, grounded in the liberal arts tradition, and committed to personalized education in a community of scholars who value the arts of teaching and learning.

Education at Drury seeks:

- to cultivate spiritual sensibilities and imaginative faculties as well as ethical insight and critical thought;
- to foster the integration of theoretical and practical knowledge; and
- to liberate persons to participate responsibly in and contribute to life in a global community.

GOALS

To ensure that liberal arts knowledge and understanding are central to the Drury experience and fundamental to all programs, the university maintains and strengthens its commitment to:

- develop reading, writing, speaking, foreign language, and critical thinking skills;
- cultivate creative capacities and aesthetic appreciation through participation in the arts;
- expand logical thinking skills and mathematical abilities, and apply inquiry based science to investigate the natural world;
- examine the complexity of human experience through the study of historical and contemporary events, ideas, artifacts, and behavior;
- engage in cross-cultural studies by applying global perspectives to diverse populations and contexts;
- understand how globalization impacts, people, societies, ideas and natural processes;
- develop personal, civic, and professional responsibility in order to participate ethically and sustainably in a larger community.

Drury University offers a remarkable variety of programs, including day and evening classes; master's degrees in studio art and theory, business administration, communication, criminal justice, criminology and education; a professional master of architecture; and 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.

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 his or her 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 judgements, 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 his or her greatest potential.

GRADUATE PROGRAMS

Master of Business Administration

Angie Davis, director

A graduate program leading to the degree Master of Business Administration (MBA) is offered through the Breech School of Business Administration. The MBA program has a broad managerial orientation with discipline-specific electives.

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. A description of the MBA program may be accessed online at www.drury.edu/MBA. The Breech School of Business MBA program is nationally accredited by 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) and by the Association of Collegiate Business Schools and Programs (ACBSP).

Master of Arts in Communication

Curt Gilstrap, director

The Master of Arts in Communication with emphases in integrated marketing communications, organizational leadership and change, and nonprofit communication requires 30 hours of credit, usually taken in 10 courses. Each emphasis has a core of courses required of all students. Elective courses are selected, in consultation with the student's advisor, from a list of professional or liberal arts electives. Coursework may be completed through full-time or part-time enrollment and by taking a combination of both seated and online classes. An undergraduate degree in communication is not required for admission to the program.

The Master of Arts in Communication enables working professionals and marketing, business and communication students success in becoming knowledgeable communication managers. The major objective of the program is to produce communicators who understand the importance of communication integration and who can manage all forms and aspects of an organization's communication.

Master of Arts in Criminology/Master of Science in Criminal Justice

Jana Bufkin, director

The Master of Criminology/Criminal Justice program consists of 30 (M.A.) or 36 (M.S.) semester hours of graduate study that may be completed in two calendar years. For the student who has had no prior background in criminology/criminal justice in undergraduate work, the program consists of up to 48 semester hours.

The program is carefully integrated with the undergraduate program and grows out of the institutional commitment to the liberal arts. It is intended to provide sound preparation for careers while at the same time provide the breadth of perspective and flexibility that characterize the liberal arts graduate. The program and the faculty are seen as a significant enrichment to the undergraduate program, and the graduate and undergraduate programs are intended to be mutually supportive.

Master in Education

Lauren A. Edmondson, interim director

Drury University offers a 36-39 credit hour graduate program for teachers leading to the Master in Education degree (M.Ed.) or the Master of Arts in Teaching (MAT) degree. Courses are scheduled online, as well as evenings and weekends during the regular academic year. The maximum credit for the summer session is 12 hours.

Information describing specific graduate education programs can be accessed online at www.drury.edu/education. The graduate program offerings include elementary, middle school, and secondary education curriculum and instruction, special education, special reading, instructional mathematics K-8, gifted education, instructional leadership, instructional technology, instructional technology/media and a program for professionals in the human services area. Drury University offers the M.Ed. and MAT programs on the Springfield campus and selected degree completion options at the Fort Leonard Wood/St. Robert location.

Master of Arts in Studio Art and Theory

Tom Parker, director

The Master of Arts in Studio Art and Theory consists of three two-month summer sessions of intense studio engagement. Each summer, students complete six credits of studio art and three credits of theory and criticism (nine total per summer), plus an online Omega Seminar, resulting in 30 credit hours of work for which (after an acceptable thesis exhibition), a Master of Arts in Studio Art and Theory degree is granted.

The curriculum is designed to offer the postbaccalaureate student a venue for creating significant studio work in a supportive and collaborative environment. It could be useful for the student developing a portfolio for entrance into an M.F.A. program, or the degree could provide a post-certification credential for public school art teachers seeking to ascend their “career ladders.” Missouri school boards consider the Master of Arts in Studio Art and Theory an appropriate and sufficient degree for that purpose.

Additional information about the graduate programs can be obtained by contacting the Graduate Programs Office at (417)873-6948. Information regarding teacher certification can be found by visiting www.drury.edu/education.

ADMISSION

ADMISSION REQUIREMENTS

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

Because enrollment is limited, an individual should submit an application at the earliest possible date prior to the semester in which admission is desired.

For admission consideration at Drury University College of Graduate Studies the Graduate Programs Office must receive the following documentation:

1. Completed application form which may be accessed online at www.drury.edu/graduate
2. Non-refundable \$25 application fee
3. Official transcripts of all college work sent by the issuing institutions
Student copies will not be accepted. Only individuals who hold a baccalaureate or equivalent degree from an accredited four-year college or university are considered for acceptance into the program.
4. Graduate School Entrance Examination not more than five years old, three years for GMAT
The test is used as a guide for determining full admission to the program and for advisor counseling. Each graduate program requires a specific entrance examination.

MBA: GMAT

COMM: GRE

CRIM: GRE or Miller Analogies Test

EDUC: GRE or Miller Analogies Test

MART: GRE or Miller Analogies Test

Information regarding the GMAT may be obtained at www.mba.com/gmat.

Information regarding the GRE may be obtained at www.ets.org.

Information regarding the Miller Analogies Test may be obtained at <http://psychcorp.pearsonassessments.com>.

The Miller Analogies Test is administered at Drury

University. Information regarding the MAT testing schedule may be obtained from the Testing Center, Findlay Student Center, Room 114, (417)873-7418.

If an applicant has previously been accepted into a graduate program, the entrance examination requirement may be waived with proof of full admission and good standing in the program.

5. Two signed letters of recommendation sent directly from professional or educational sources to the graduate programs office
6. A minimum one-page personal goals essay indicating the applicant's desire and ability to pursue a graduate degree
7. Additional items as required by specific programs:

MBA: Satisfy the prerequisite requirements. See page 50.

EDUC: For admission to a graduate program which offers an alternative track to teacher certification, students must fulfill additional admission requirements as specified by the School of Education and Child Development.

MART: A portfolio of 20 images, 5 minutes of video or other evidence representing commitment and/or creative accomplishment submitted on disk

For more information regarding admission, please refer to the specific program into which you are seeking admission.

All admission items should be sent to:

Graduate Programs Office
Drury University
900 North Benton Avenue
Springfield, MO 65802

INTERNATIONAL STUDENT ADMISSION

The College of Graduate Studies does not offer conditional admission for international students.

THE F-1 STUDENT VISA

The recommended deadline for admission is April

1 for the fall semester (begins in August) and November 1 for the spring semester (begins in January).

To enroll in a U.S. university, international students must be admitted as full-time students. Students who are accepted to the university are issued a Form I-20, 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. Embassy in the student's home country in application for an F-1 student visa.

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

Students who plan to study in the U.S. for one semester or year must complete all admission requirements and schedule an interview with the U.S. Embassy to secure an F-1 student visa. Visiting students are issued the I-20 with remarks indicating the specified length of study and non degree status. Any student currently in the U.S. who wants to change from a tourist or other visa to a student visa, or a student who has lost F-1 student visa status for not maintaining full-time enrollment or for any other reason, must apply to DHS for change of status or reinstatement of their student visa status after gaining admission but before enrolling in the university. Maintenance of immigration status is the responsibility of the individual.

INTERNATIONAL STUDENT REQUIREMENTS FOR ADMISSION

International applicants will be required to submit the following additional requirements for admission:

1. Evaluation of all post-secondary education transcripts documented by a recognized international credential evaluator, such as World Education Services, Inc. (WES). Evaluation 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 be consistent with institutional transfer policy

guidelines. Admission to a graduate program cannot be completed without the credential evaluation. Only individuals who hold a bachelor's degree from a recognized four-year college or university are considered for acceptance into a graduate program.

2. Document sufficient financial resources to cover all costs (submit the following):
 - a) Statement of Financial Support (part of the application for admission) stating how tuition and fees will be paid;
 - b) Original, current bank statements stating balance of accounts, mailing address of bank, telephone and fax numbers;
 - c) Letter from sponsor(s), if other than parent, confirming amount of sponsorship and conditions of sponsorship; and
 - d) Authorization to confirm bank document.
 Students applying for an I-20 to attend Drury University as an F-1 student must submit financial documents showing ability to live at and attend Drury University.

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

3. English Proficiency:
 - a) Minimum Test of English as a Foreign Language (TOEFL) score of 550 (paper-based test) or 80 (Internet-based test).
 - b) University of Cambridge International English Language Testing System (IELTS): 6.5.

Students who are not citizens 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.

ADMISSION PROCESS FOR NON-DEGREE SEEKING STUDENTS

Students who wish to take graduate level courses for

admission

personal or professional development, and already have or do not wish to pursue a master's degree, may do so by seeking admission as a non-degree seeking student. Non-degree seeking students are allowed to take a maximum of nine graduate credit hours.

Completion of a bachelor's degree is necessary in order to take graduate level classes. The admission procedure for non-degree seeking students requires the Graduate Programs Office receive the following documentation:

1. Completed application form which may be accessed online at www.drury.edu/graduate
2. Non-refundable \$25 application fee
3. Official transcripts of all college work sent by the issuing institutions
Student copies will not be accepted.

Non-degree seeking students are advised that they are not eligible for financial aid through Drury University, and that taking graduate level coursework as a non-degree seeking student at Drury University in no way guarantees admission. Non-degree seeking students who desire to pursue a degree must meet all admission requirements as set forth in this catalog. No special consideration will be given in the admission process to those who have taken courses in a non-degree seeking status.

READMISSION

If a student does not attend Drury for a period of two years or withdraws from Drury, he or she thereby ceases to be a Drury student. In order to enroll again at Drury, a student must apply and be accepted. Applications may be completed online at www.drury.edu/graduate. 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. Student applications should be submitted well in advance of the semester or

term in which the student plans to return.

TIME LIMITATIONS

All program requirements must be completed no later than seven calendar years (including transfer work) after the student has begun graduate-level work.

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, with the exception of the official MAT/GRE score.

A student who has completed one master's degree at Drury University or elsewhere may, upon recommendation of the advisor and approval by the graduate program director and the graduate council may 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.

DUAL MASTER'S DEGREES

A student may pursue and complete two master's degrees simultaneously at Drury University by:

- satisfying the requirements of both master's degrees in the chosen programs; and
- completing degree 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 that first degree, students may receive financial aid for the second degree if they still have eligibility remaining.

TRANSFER OF CREDIT

A maximum of nine semester hours of A or B graduate work from an accredited college or university may be accepted for credit towards the degree. Correspondence work is not accepted. An official transcript of all transfer work completed must be submitted to the graduate program office. The transcript will be evaluated at the time of admission

to graduate study.

A maximum of 6 hours can be transferred into the MBA 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, a fee will be assessed on each hour transferred to cover the required international travel experience. An additional fee (approximately \$800-\$1000) will be assessed at the time of their travel, which is not charged to students who have completed all MBA coursework through Drury.

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.

REGISTRATION

Before enrolling in any course, all applicants must have begun 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.

Transfer students entering Drury will have the opportunity to discuss their educational background and plans with an advisor in person or by phone before being assisted through the registration process. Entering international students will be advised and assisted with registration during the orientation sessions held prior to each semester.

Current students are encouraged to consult their faculty advisor before registering online or in person in November for the spring semester and in April for the following summer and fall.

Before you are entitled to attend class, you must complete all registration procedures. The normal load for all full-time students is 6 hours per semester. All graduate work for which you are registered counts as a part of your course load. A change in your registration can only be made by filing an official drop and add form in the graduate programs office. If you wish to drop a class, it is important that the drop and add form be filed with the graduate programs office as soon as this decision is made. Failure to officially drop a class you are not attending will result in a grade of F for

the course. Failure to officially add a class you are attending will result in no credit.

Responsibility for drop and add belongs solely to the student. A verbal indication of intent to drop given to either a faculty member, the registrar's office or graduate programs office is insufficient; the correct procedure must be completed on line (only at times when web access to drop/add process is made available) or by submitting the correct drop/add form to the graduate programs office. Other than an extremely limited selection of eight-week "block" courses that may become available at mid-term; you cannot add a course after the second full week of classes.

Registration for block courses is viewed as part of the full load of coursework for the academic semester. Careful attention must be given to the incorporation of block courses into your semester registration. Drop/add of block courses can affect your status as a full-time student and/or result in an academic overload. Financial aid for block courses also require special attention and students should discuss any drop/add of block courses with the graduate programs office in order to remain fully aware of how registration or registration changes in these shortened terms can impact academic standing and/or financial aid awards.

Courses which are offered for the entire semester are subject to the following drop policies: Prior to first day of class and during the first 10 weekdays of term, a student may drop with no transcript notation.

From the beginning of 3rd week or 11th weekday of term through 75% of term, the student can drop courses or withdraw with grade notation "W" which is non-punitive. The ending period for "W" notation is based on a 75% percentage of term rather than actual number of days since terms (summer, blended, semester, block, May Term, Winter Term, etc.) can vary widely in actual number of days.

Beginning in the 13th week or last 25% of term, the student is committed to receiving a grade. Beginning at the same time, the faculty member is committed to grading the student. A student with a documented incidence of injury or illness may be granted a medical withdrawal at any time during the term and will receive the non-punitive grade of W. Medical withdrawal requires approval of the Vice President for Academic Affairs.

At any time during or after the term, the faculty

admission

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.

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

Registration for more than 12 credit hours or 6 credit hours during a block term is considered an academic overload. Students who wish to enroll for more than 12 semester hours (6 in a block term) should have a grade point average of 3.0 or higher in the preceding semester and must obtain the approval of their academic advisor. The deadline to submit this approval is the same date as the last day to add classes during the semester or term. Students with a grade point average below 3.0 in the preceding semester must obtain approval in the form of a student petition directed to the Graduate Council.

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

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

CANCELLATION OF COURSES

The university reserves the right to cancel any course having an enrollment that falls below the minimum enrollment established by the dean of the college and the graduate program director.

ACADEMIC AFFAIRS

We are pleased to welcome you, and we hope that you find answers to your questions here.

If you are interested in issues of degree requirements, academic standing (petitions, probation, suspension, etc.), or other aspects of your academic life at Drury University, you've come to the right place. Our job is to provide the resources, leadership, and support to make your time at Drury a success.

DEGREES

For a complete list of undergraduate degrees offered, please see the catalogs for the College of Continuing Professional Studies and the catalog for Drury College.

Each degree 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.

Master of Arts in Communication
 Master of Arts in Criminology
 Master of Arts in Studio Art and Theory
 Master of Arts in Teaching
 Master of Business Administration
 Master in Education Cross Categorical Special Education K-12
 Master in Education Curriculum and Instruction
 Master in Education Gifted Education
 Master in Education Human Services
 Master in Education Instructional Leadership
 Master in Education Instructional Technology
 Master in Education Special Reading
 Master of Science in Criminal Justice

REQUIREMENTS FOR GRADUATION

Listed below are the general graduation requirements for the conferral of a master of arts and a master of science degree at Drury University.

To be recommended for one of the degrees listed above, 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 the required

minimum number of graduate credit hours, in accordance with the regulations covering the program. See programs for minimum credit hours required.

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" may 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 Intent to Graduate form, no later than the first week of the semester in which graduation is planned. The Intent to Graduate form can be completed at www.drury.edu/graduate.

6. MART students: Successful participation in the Group Thesis Exhibition, which will be held the last week of the Summer Institute #3.

7. MED and MAT 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.

8. Due to state board rules pertaining to provisional certification candidates for the MAT or 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.

9. There is a graduation fee for all students, whether or not they are participating in the ceremony.

10. All candidates for degrees are expected to be present at the commencement exercises. To participate in commencement exercises, students must have completed all degree requirements. (Requests for degrees to be granted "in absentia" must be approved by the graduate programs coordinator.)

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11. No student will be graduated who has any unsettled accounts with the university.

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.

WRITING ENHANCEMENT PROGRAM

The writing of Drury students is evaluated both internally and externally to ensure that the program successfully produces students who can write well. To assist individual students of all levels with their writing, the university has a Writing Center staffed by Drury students and faculty. The Writing Center also offers writing seminars to help faculty stay abreast of developments in composition studies.

The English Department highlights exceptional writing by producing two student literary magazines, *The Bonfire* and *Currents*.

ACADEMIC PLANNING

All 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.

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 the student that records are confidential, Drury University issues official transcripts only upon written authorization of the student. Financial obligations to the college must be satisfied. The university will issue one free transcript to each student upon graduation. Additional transcripts will be made for a charge of \$8 each, payable in advance.

CLASS ATTENDANCE

There is no class-cut system at Drury. 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.

The instructors are responsible for the maintenance of standards and quality of work in their classes. An absence 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.

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, (IP).

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.

An I grade is given for incomplete work only if illness or other unavoidable causes prevent the student from completing the course. The student is responsible for contacting the instructor and determining what must be done to remove the I grade. Coursework must be completed and the I grade replaced with a letter grade within six weeks after the beginning of the semester immediately following the semester in which the I was received. The instructor granting the incomplete, or the graduate program director in his or her absence, is required to report to the registrar a grade for the

permanent record at the end of that period. A grade of I not removed within the time period allowed will automatically be changed to an F. A specified extension of time for removal of the incomplete grade may be granted by the graduate program director. Until the grade has been formally recorded, the course will not be considered as hours attempted and thus will not be a part of the cumulative grade point average.

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

Any student who unofficially drops a course or unofficially withdraws from college will receive an F in the course or courses.

Credit point averages will be computed as follows: each hour of A counts as 4.0; each hour of A- counts 3.7; each hour of B+ counts 3.3; each hour of B counts 3.0; each hour of B- counts 2.7; each hour of C+ counts 2.3; each hour of C counts 2.0.

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 grade point average. A student receiving a grade of Unsatisfactory will not receive the credit toward graduation.

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

Grade reports are available to students at the end of each semester or term. Grades are accessible on the web site to students with a valid student ID number

and password. Additionally, students may request written notification of their grades to be sent to their permanent address.

Mid-semester grades are made available to all students at Drury 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, take-home exam or other work
- Obtaining and/or using unauthorized material, such as a copy of an exam before it is given
- Giving or receiving answers by use of signals during an exam
- Having someone else take your exam
- Altering answers on a score test and submitting it for a re-grade
- Destroying, damaging or stealing another student’s work

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

- Directly quoting the words of others, published or not, without properly using quotation marks or indented format to identify them
- Using sources without proper citations
- Paraphrasing materials or ideas of others without properly crediting the sources
- Submitting purchased (or otherwise acquired) papers as your own work

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- 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 graduate program director, the dean of the college, the graduate council and the president of the university.

The initial judgment regarding both guilt and penalty will be made by the faculty member in the course. That judgment should be clearly communicated to the student. Faculty members shall notify the department chair and the office of the dean of the college of instances of academic dishonesty. A student who thinks he or she has been unfairly judged by a faculty member in questions of academic dishonesty may appeal that judgment by contacting the dean of the college.

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 dean of the college. 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 dean may be considered grounds for dismissal from the university. The dean may request the graduate council to convene to review the evidence and make a recommendation

regarding dismissal.

The dean 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 dean's office. These records will be destroyed upon the graduation of the student.

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) an reconsideration of the grade where prejudice or capriciousness is established. A student may appeal a final course grade by the following steps:

step 1. If a student has a question concerning the final grade, he or she should discuss the matter with the faculty member within the first three weeks of the following semester. If the faculty member who awarded the grade is not on campus during the regular term, the student should contact the 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 the academic dean by the end of the fourth week.

step 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 academic dean will appoint a mediator.

step 3. If mediated negotiations are unsuccessful, the student may file a formal written petition with the Graduate Grade Appeals Committee (consisting of one faculty member from each graduate program and one graduate student, the dean supervising the graduate programs will convene the Graduate Grade Appeals Committee) before the end of the eighth week of the semester stating the reasons why he or she feels the grade was awarded in a prejudicial or capricious manner and presenting evidence to support the case. 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 Grade Appeals Committee 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 Grade Appeals Committee decides to hear the case, the student and the faculty member will present any evidence or other information that is required by the Graduate Grade Appeals Committee. 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 Grade Appeals Committee to hear the case. The committee also may call for whatever other information members deem significant to their decision, including testimony from the mediating faculty member from step two. The mediating faculty member also will be heard if he or she so desires.

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

step 4. In reconsidering the original grade, the graduate program director, in consultation with

the Graduate Grade Appeals Committee, 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 Grade Appeals Committee. 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 Grade Appeals Committee.

step 5. All decisions of the committee on such petitions will be subject to automatic review by the academic dean and thereafter move into the normal channels of the university.

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 students are 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 grade point average 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 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 graduate programs office 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

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and must show significant progress toward the grade point average required for graduation.

Students serving as Graduate Assistants must bring their cumulative grade point averages back up to 3.00 in one semester. A Graduate Assistant on academic probation must meet with the program director to develop a written plan to bring his/her grade point average back up to 3.00. The written plan must be reviewed and accepted by the dean of the college. Failure to achieve at least a 3.00 cumulative graduate grade point average 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.

FINANCIAL AFFAIRS

TUITION AND FEES (2013-2014 ACADEMIC YEAR)

TUITION (PER CREDIT HOUR):

MBA (including \$165 per hour for travel)	\$685
M.A. Communication.	\$425
M.S. Criminal Justice.....	\$440
M.A. Criminology.....	\$440
M.Ed.	\$330
Graduate Cohort	90% of regular tuition rate
M.A. Studio Art & Theory.....	\$330

CERTIFICATE COURSES:

Digital Health Certificate (18 credit hours).....	\$12,000
Social Media Certificate (3 credit hours)	\$2000

PROGRAM SPECIFIC FEES:

MBA Live in Weekend Orientation Session (MBA Students Only).....	\$290
Electronic Portfolio Fee (MED and MAT students only)	\$112
Culminating Internship fee (MED and DATSE students only).....	\$200

FEES:

Application Fee.....	\$25
Technology Fee (per credit hour)	\$5
Graduation Fee	\$72
Orientation Fee (International students only)	\$145
Mandatory Health & Accident Insurance Policy	\$536
for International Students (approximate cost per semester)	
Transcript Fee (discount available for 5 or more transcripts ordered at one time) ..	\$8
Monthly Late Payment Fee	\$40

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. The first transcript received following graduation is free. Unofficial copies of transcripts for currently enrolled students can be obtained at no charge.

ALUMNI AUDIT

Graduates of Drury bachelor's degree programs are invited to register on an audit basis for one undergraduate course per semester or summer session at no cost. This service to graduates is offered on a space-available basis after registration of degree-seeking students. Some courses, such as student teaching, teacher aiding, studio arts and laboratory classes cannot be completed on an audit basis and are therefore excluded from this alumni program. In offering free enrollment to Drury graduates, it is assumed that no outstanding debts are owed to the university.

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 should review the listing of tuition and fees carefully. Students 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, 900 N. Benton Ave., Springfield, Missouri, 65802, or telephone (417) 873-7343.

PAYMENT POLICY

All tuition and fees are due and payable 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 studentfinancialservices@drury.edu.

No student will be officially registered unless payment or satisfactory deferred payment arrangements have been made by the first day of the semester. Student account balances that become past due will result in notification from the Director of Business Services for official withdrawal from classes. Students with a prior semester balance will not be permitted to register for subsequent semesters. All delinquent accounts will be assessed interest at one percent per month on the unpaid balance, or 12 percent per annum. Any collection cost 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 the Accounts Receivable Coordinator, Burnham Hall 100, 900 North Benton Avenue, Springfield, MO 65802, or email studentfinancialservices@drury.edu.

DEFERRED PAYMENT POLICY

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

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.

OFFICIAL WITHDRAWAL/REFUND POLICY

Students who withdraw from courses will be allowed a refund of tuition according to the schedule below. All refunds are calculated from the date the application for withdrawal is filed with the registrar. No other notice will suffice. Nonattendance of classes does not constitute official withdrawal. 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.

The responsibility for initiating and completing the withdrawal process with appropriate university offices rests with the student. The first day of classes constitutes the beginning of the semester for tuition refund purposes. 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.

REFUNDS/DAY OF SEMESTER OR TERM	FULL 4 WEEKS			
	FALL/SPRING	FALL	SUMMER	OTHER
Prior to first day	100%	100%	100%	100%
During first 5 days	100%	100%	100%	0%
During second 5 days	100%	0%	0%	0%

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

Each year the university publishes a calendar guide for institutional refunds and complies with the Return of Title IV Funds policy for federal programs. Students should become familiar with the guide each semester or term, and must remember that credit

courses that are less than a regular term in duration follow the refund schedule for the full semester or term in which they are taught, regardless of the start date of instruction. The refund policy for noncredit conferences, institutes, seminars and community services courses is a 100 percent refund if the official withdrawal occurs prior to the first day of instruction.

EXPLANATION OF STUDENT BILLING

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

The business services and financial aid programs of Drury University are designed to assist students in managing the expense of a quality university education.

HOW DRURY UNIVERSITY IS PAID

Educational costs are met by Drury students in two ways:

1. The full cost may be covered by personal resources. The total bill is paid in full at 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.
2. The student may receive financial aid that, by law, cannot be automatically credited to the student account but which is paid to the student for application to educational expenses. With these types of aid, the student is solely responsible for paying university costs in accordance with the established payment plan.

The following forms of financial aid result in money being paid to the student. Federal financial aid for graduate students at Drury University includes the Federal Direct Student Loan, unsubsidized, and Graduate PLUS Loan.

Federal Direct Student Loan, unsubsidized: This loan program represents an agreement between the university student and the U.S. Department of

Education. Loan monies may not be released to the student until the student is fully charged. Drury University's refund policy provides for prorated charges through the third week of classes. The loan will be wire-transferred from the Department of Education to the student's account as early as the third week of school. After the third week of classes, the college will automatically generate and mail a refund check to the student for any loan monies in excess of the student's account balance.

RETURN OF FEDERAL FUNDS POLICY

Based on the Reauthorization of the Higher Education Act enacted October 1998:

The Financial Aid Office recalculates federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence (and do not return) prior to completing 60 percent of a semester. When withdrawing or dropping graduate courses, the student should officially notify the Graduate Programs Office.

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

$$\text{Percent earned} = \frac{\text{Number of days completed up to the withdrawal date}}{\text{total days in semester}}$$

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

$$\text{Aid to be returned} = (100\% \text{ minus percent earned}) \times \text{the amount of aid disbursed toward institutional charges.}$$

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

SCHOLARSHIPS FROM OUTSIDE SOURCES

Many agencies, civic groups, churches and even employers give various forms of financial aid directly to the student. It is the student's responsibility 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.

RECEIVING AND KEEPING FINANCIAL AID

Rule number one: Apply early. Students should begin by going to www.drury.edu/fa or by utilizing MyDrury.

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

STUDENT BILLINGS

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

THE FINE PRINT

We believe that when the importance of timely tuition/fees payment is understood and when 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 make initial payment for semester tuition

- Course registration is incomplete.
- Course spaces may be given to another student.
- Campus services are not available.

Failure to meet appropriate payment dates

- The total bill becomes due and payable immediately.
- An administrative fee of \$40 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 or legal fees incurred in

collecting an account will be the responsibility of the student/parent.

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

Outstanding balance from a previous semester

Until the balance is paid, the student will not be allowed to:

- Register for any subsequent semester
- Obtain a transcript of academic work
- Participate in graduation ceremonies and obtain a diploma

FINANCIAL AID: THE BASICS

OVERVIEW

Students must be fully admitted to a graduate program before they can receive financial aid. Students may receive financial aid to cover tuition and fees, but the amount of aid in aggregate will not exceed need.

THE FAFSA

Students wishing to file for financial assistance at Drury University must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA can be completed online at www.fafsa.gov.

The FAFSA is a universal application of all 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 he or she should review for accuracy. The financial aid office cannot make an official financial aid award to a student until the student's electronic Institutional Student Information Report (ISIR) has been received by the university. Applicants should complete the form electronically by April 1 of each year.

note: Answer all FAFSA questions accurately and completely to avoid delays in processing that might affect the amount it is possible to receive. Read instructions carefully; this application is the cornerstone of the financial aid search.

DETERMINATION OF NEED

Each year, a formula for determining need is set by the government. The information the student provides on the FAFSA is analyzed according to this formula to arrive at an Expected Family Contribution

(EFC). The U.S. Department of Education will send the student via email an acknowledgment of the FAFSA application. The student will also receive via email information to find and review online their Student Aid Report (SAR) from the U.S. Department of Education.

ELIGIBILITY OF INTERNATIONAL STUDENTS

Government-based financial assistance in the form of loans and grants are not available for students who are not citizens or permanent resident visa holders of the United States or its possessions. The university does not provide institutional need-based assistance. It is important for prospective students to become informed of the full costs of attending Drury and living in the United States for the duration of their studies. The university and the U.S. government require that students document their ability to cover their financial obligations to the university in addition to their estimated personal and living expenses. The university can only grant admission and issue the Form I-20 (required to apply for an F-1 student visa) to those individuals who submit adequate financial documentation. The university confirms all financial documentation directly through the issuing financial institution before granting admission. Likewise, the U.S. Embassy can only issue student visas to those individuals who submit acceptable financial documentation.

FINANCIAL AID: GOVERNMENT ASSISTANCE AVAILABLE

FEDERAL DIRECT STUDENT LOAN

These loans are available to almost any student regardless of financial need. The loan interest rate is fixed at 6.8% for unsubsidized loans. Application must be made through Drury University. Loans cannot exceed the cost of attendance minus other financial aid. Subsidized loans are not available to graduate students.

The unsubsidized direct loan is not based on financial need and is available to most graduate students regardless of income. Since this loan is not subsidized by the government, the student is responsible for all interest that accrues during inschool, grace and deferment periods. The student may choose to make interest payments while in school

or may defer (and accumulate) the interest until repayment.

Direct loans will be prorated under certain conditions. Prorated loan limits are used when a borrower's remaining period of enrollment, until completion of his or her academic program, is less than an academic year in length.

FEDERAL DIRECT PLUS LOAN PROGRAM (PLUS)

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 cost of attendance of the student and repayment begins 60 days after disbursement of the loan, unless a deferment is requested by the borrower.

DEFINITION OF GRADUATE COURSE WORK RELATED TO FINANCIAL AID ELIGIBILITY

Students must be enrolled at least half-time in graduate courses which will be creditable to the student's degree program to be eligible for the Federal Direct Student Loan Program. Undergraduate courses are not loan applicable.

- Full time.....6+ hours
- Half time.....3-5 hours

DRURY UNIVERSITY POLICIES REGARDING FINANCIAL AID

ELIGIBILITY FOR DRURY GRANTS AND SCHOLARSHIPS

Graduate program students are not eligible for financial assistance funded by Drury University. Students must be classified as full-time undergraduate day school students to receive any financial assistance funded by Drury University.

RENEWAL OF FINANCIAL AID

All students receiving any type of federal (Title IV Funds) and/or state financial assistance must make satisfactory academic progress each academic year. A copy of the satisfactory academic progress statement is available online at www.drury.edu/fa.

SATISFACTORY ACADEMIC PROGRESS

REQUIREMENTS FOR FINANCIAL AID

Federal legislation governing the administration of the Federal Pell Grant, the Federal Perkins Loan, the Federal Supplemental Educational Opportunity Grant (FSEOG), the Federal College Work-Study Program (FCWSP), the Federal Direct Student Loan Program and the Federal Parent Plus Loan Program requires that eligible institutions define and enforce standards of progress for students receiving financial aid. To comply with the legislation, the following standards of "Satisfactory Academic Progress" have been established at Drury University to ensure all students receiving financial aid are making reasonable progress toward completing their degree. All recipients of the above mentioned forms of financial aid as well as all state funded programs are subject to these standards for renewal of their financial aid. Students who fail to make progress will be suspended from receiving financial aid.

Satisfactory academic progress is defined as passing a required number of hours and achieving and maintaining a required 3.0 grade point average (GPA). Pace is calculated by dividing the cumulative number of credit hours completed by the cumulative number of credit hours attempted per semester. Students must maintain a pace equal to 67% of their cumulative hours completed per semester.

APEALS

Students who do not comply with the satisfactory academic progress requirements may submit a written appeal to the financial aid director if unusual circumstances have affected the student's academic progress. Go to www.drury.edu/fa, click on appeals and follow directions to submit the appeal. The financial aid committee will review the written appeal. The decision of the committee shall be final.

BENEFITS

Benefits are funds extended to certain groups of people under special conditions.

PRIVATE COMPANY BENEFITS

Check with employers to see if they have a program of educational benefits for employees.

VA BENEFITS

Students may be eligible to receive educational assistance under a number of programs offered by

the Veterans Administration. Programs include the Post 9/11 GI Bill, Montgomery 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.

NOTE TO STUDENTS RECEIVING VA EDUCATIONAL BENEFITS MINIMUM STANDARDS FOR VETERANS EDUCATION

Veterans or eligible people must be formally admitted during the first semester enrolled and must maintain a 3.0 GPA for all courses counted toward graduation. If at any time a veteran's or eligible student's GPA falls below 3.0, they will be placed on scholastic probation for one semester. If at the end of that semester the veteran or eligible student has raised their GPA to 3.0 or better, they will no longer be on scholastic probation.

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.

Repeating a Course: Veterans may repeat a course that has been failed providing the course is required

for graduation. Veterans may not repeat courses to raise their GPAs. A course also may be repeated if it becomes necessary to raise the GPA in order to meet minimum requirements of the department. exceptions to this should be referred to the VA representative.

EMPLOYMENT OPPORTUNITIES

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 SERVICES

WELCOME TO STUDENT SERVICES

Our goal is to provide our students with an educational college environment that encourages and supports the mission of Drury University. We are confident that the many individuals and experiences that you will encounter will make your involvement in our campus community an exciting and enjoyable part of your college years.

Our students represent a wide array of backgrounds, cultures, lifestyles, and attitudes. Campus life provides students a rich and unique opportunity to learn more about themselves and others. We invite you to seek out our professional staff members or experienced students to assist you in making your graduate experience at Drury University a successful one.

Our educational programs, community standards, and safety procedures are directed and implemented by a talented team of student affairs professionals who are dedicated to student success.

TESTING

The Testing Office provides testing services and resources to students and departments of the university. The College BASE exams required for entry to teacher education and for teacher certification are administered on campus. The following national tests required for undergraduate and graduate study include the following: the Miller Analogies Test (MAT) and ACT. College Level Examination Program (CLEP) testing for academic credit is also available. For CLEP information, visit www.collegeboard.com/clep. Study guides, resources and sample tests are also available at the Olin Library at Drury's Springfield campus.

The Testing Office is located in room 114 of the Findlay Student Center.

DIVERSITY SUPPORT SERVICES

Diversity Support Services provides programs and activities that promote and celebrate diversity and inclusion. One of the primary responsibilities of this office is to help domestic minorities adjust to campus life (mentoring, advising, counseling, etc.). The office also conducts diversity education (training) for various

groups on campus. In addition, the office works with faculty, staff and students who have programs or activities that promote inclusion. The diversity office is not just meant for minority students; anyone part of the Drury community is welcome.

Diversity Support Services is located in room 112 of the Findlay Student Center.

DISABILITY SERVICES

Drury University is committed to providing a hospitable and supportive environment to qualified students with diagnosed disabilities and to comply fully with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Services for students with disabilities are coordinated by the director of disability services. To begin the process of planning for success, students are encouraged to present appropriate and current documentation of their disability within the last three years before their first semester of classes. Accommodations will be determined by the director of disability services based on the documentation. Students will be empowered to communicate this disability and classroom learning needs to their faculty each semester. The director of disability services is the initial contact for a grievance of accommodations. The coordinator of disability services may be contacted by visiting Bay Hall, room 134 or by calling (417) 873-6881.

INTERNATIONAL SUPPORT SERVICES

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

International Support Services is located in room 113 of the Findlay Student Center.

RELIGIOUS LIFE

Drury University is related both to the Christian Church (Disciples of Christ) and the United Church of Christ. Both church traditions are committed to an expression of faith that affirms intellectual inquiry and respects the integrity of different religious communities. As a result, all religious life programming at the college is voluntary and

ecumenical. The college chaplain directs a weekly Chow and Chapel series, coordinates religious groups on campus, provides a forum for the discussion of religious and moral questions and encourages student involvement in community service. Drury students are invited to participate in a local religious community of their choice.

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.

CAMPUS EXCHANGE

The CX (Campus eXchange) is located in the heart of the Drury University campus in Springfield Hall and is perfect to meet classmates for a project or just to unwind. The Field Room has overstuffed furniture to relax while the Inside Room features two televisions with tables. The CX offers menu items that are healthy and trendy as well as some traditional favorites. The CX has Grab 'n'Go menu items that are prepackaged ranging from great entrée salads to super sandwiches.

OLIN LIBRARY

Graduate students with photo or validated Drury ID cards are welcome to use all of the facilities of the library on campus. Photocopy machines are available for students.

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, to fully utilize available technologies 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 and online 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.

CODE OF CONDUCT

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

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

1. **HARASSMENT:** Students shall not harass other students, faculty or staff members.
2. **BEHAVIOR:** Students shall not behave in a manner that is disruptive to class or other learning experiences.
3. **PROPERTY RIGHTS:** Drury students shall observe property rights of individuals and institutions. Theft, destruction of property and unauthorized entry are not permitted.
4. **HONESTY:** Fraud, forgery and failure to honor agreements with the university are not permitted.
5. **ACADEMIC INTEGRITY:** The highest standards of academic excellence and integrity are expected from all Drury students. Please see Academic Integrity in the Academic Affairs section for more details.

6. **PRIVACY:** Students shall respect others' right to privacy.

7. **CAMPUS INVOLVEMENT:** Students shall respect the right of others to engage in campus activities, to attend meetings, to move freely about the campus and to study.

8. **ENDANGERMENT:** Students shall not injure or endanger the health of others.

9. **ADDRESS REPORTING:** Each student is required to report his or her correct Springfield or community address at the time of registration each semester. This reported address must be the student's actual place of residence. Any change of address must be reported within three days to the Graduate Programs 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.

POLICIES AND PROCEDURES

HEALTH INSURANCE

All international students enrolled at Drury University are required to purchase the student health plan offered through the university. A waiver of this requirement can be requested and must be renewed annually in the fall. A student's prior insurance

benefits must be equal to or greater than the Drury plan. Apply annually for a waiver through the ISS office within the first two weeks of the fall semester (or spring semester for new spring students).

STUDENT RECORDS - FERPA

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

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

In the absence of an official request, information contained in the student's records remains confidential between the student and Drury University and will not be released to third parties without the consent of the student with the following exceptions: information for the university directory, information needed by Drury officials, information requested by federal or state educational authorities, information released pursuant to state law of subpoena, information requested by accrediting

agencies, academic information requested by parents of dependent students, information needed in connection with the receipt of financial aid and information requested by officials of other schools to which the student is seeking admission.

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

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

CHANGE OF NAME, ADDRESS, MARITAL STATUS

In order that the university may keep accurate records, students who change their name, marital status, or local or home address should notify the graduate programs office or the registrar's office..

WITHDRAWAL

Students who are considering withdrawing from Drury during the semester (after registration has been completed and before the last week of classes) should initiate the withdrawal process at the graduate programs office in Shewmaker Communication Center. Nonattendance of classes does not constitute official withdrawal.

MEDICAL WITHDRAWAL

Students who are considering a medical withdrawal should contact the graduate programs office.

STUDENT COMPLAINT POLICY

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 complaint with the appropriate officer of the university. Those officers are the president, the vice president for academic

affairs, the vice president for student affairs and the vice president for administration. When in doubt regarding the appropriate officer for a particular complaint, the student is encouraged to contact the office of any of the officers mentioned above.

SEXUAL HARASSMENT POLICY STATEMENT AND COMPLAINT PROCEDURE

Drury University is committed to excellence in education and believes that excellence may only be reached in an environment free of sexual harassment. Sexual harassment threatens the careers of students, faculty and staff and undermines the mission of the university. Drury affirms that sexual harassment is unacceptable and will not be condoned; and its intent to provide an environment for students and employees which is free from sexual harassment.

It is the policy of Drury University that a member of the faculty shall not engage in amorous or sexual relations with, or make amorous or sexual overtures to, any student over whom he or she holds a position of authority with regard to academic or administrative judgements and decisions.

Definition

Sexual harassment is the use of personal authority or power to coerce or influence another person into unwanted sexual relations or to create a sexually intimidating, hostile or offensive academic or work environment.

Sexual harassment is defined as unwelcome sexual advances or comments, requests for sexual favors and other verbal or physical conduct of a sexual nature. These actions constitute sexual harassment when, (a) such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or creating an intimidating, hostile or offensive academic work environment, or (b) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic or employment retention or advancement or (c) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting the individual.

Sanctions

Violators of this policy will be subject to sanction ranging from letters of reprimand to dismissal, according to the severity of the offense.

Implementation

In support of this policy, the university shall conduct periodic orientation and educational programs for faculty, students and staff on the nature of sexual harassment in order to ensure an academic and work environment free of sexual harassment.

Procedure for Handling Sexual Harassment Complaints

A member of the Drury community who feels he or she has been sexually harassed should advise one of the following individuals: the dean of the college, the human resources director or the chaplain.

The individual contacted will in turn see that the appropriate officer of the university is aware of the complaint and that an investigation of the complaint is made. The appropriate officer for a complaint against a faculty member is the dean of the college; for complaint against a staff member, the human resources director; for a complaint against a student, the dean of students.

The investigation of the complaint will be conducted by one or a combination of the above listed officers and should adhere to the following guidelines:

1. The investigation shall be conducted by the appropriate officer(s) as soon as possible after the complaint has been received.
2. The investigation will be handled as discreetly as possible with the identity of the parties involved and the information collected treated as confidential.
3. The individual making the complaint in good faith shall have no fear of reprisal.
4. At the time a formal investigation is undertaken, the individual shall make the complaint in writing.
5. The results of the investigation will be reported in writing to the parties involved.

If the investigation proves the complaint valid, appropriate counseling will be provided and/or disciplinary action may be taken. If disciplinary action is deemed appropriate, it will be determined by the president in consultation with the investigating officer(s). Sexual harassment is a serious matter that may lead to dismissal of the student or employee. It is grounds for termination of tenured faculty.

If the disciplinary action involves a faculty member who feels he or she has been misjudged, he or she has recourse to the Grievance Committee through the Academic Freedom and Tenure Policy, regulations 5 and 6, as stated in the *Faculty Handbook*.

STUDENT VICTIMS OF SEX OFFENSES

Assistance Available

Special assistance is available to student victims of sexual offenses by calling the Safety and Security Department at (417)873-7911. Such assistance is available 24 hours a day through the entire year.

Calls for Help

Upon receiving a call that a sex offense has occurred, the safety and security officer will determine if the victim or others are in any immediate danger, the victim's first name or other means by which the victim can be identified, the nature of the offense and the present location and phone number where the victim can be reached.

Immediate Danger: If the officer believes there is a clear and immediate danger to the victim or others, or if there are serious injuries or trauma, the on-duty safety and security supervisor and the Springfield Police Department will be notified. When the immediate danger is past, the help of a Missouri Victim Center counselor will be offered.

No Immediate Danger: When there is no indication of immediate danger, the officer will encourage the victim to accept the help of a Missouri Victim Center counselor, who has been trained to provide such assistance. The on-call safety and security supervisor will be contacted and assume charge of the situation.

Consent for Help: If the victim consents to talk with a counselor, the officer will immediately contact the Missouri Victim Center for assistance. The officer

will then contact the victim to give him or her the name of the proposed counselor. The victim may then ask for a different counselor if the proposed counselor is known to the victim or unacceptable for any reason. In such an event, the officer will request another counselor who is available and then repeat the identification process. When a proposed counselor is approved by the victim, the officer will immediately call the Missouri Victim Center.

Refusal of Help: If the victim declines to talk with a counselor, any information obtained by the officer will be reported to the dean of the students.

Information

The officer will provide the victim with the following information, including telephone numbers for the referral sources:

- a) The victim's right to anonymity;
- b) The university's willingness to appoint a person to serve as the victim's liaison with university officials and other parties, including service as the victim's advisor in any disciplinary proceeding against the alleged offender;
- c) The availability of medical treatment, counseling services and other resources;
- d) The procedures for reporting the incident to the safety and security department, Springfield Police Department, or other appropriate law enforcement agencies;
- e) The university's procedures for the disciplinary action against students found guilty of sexual offenses; and
- f) The availability of local attorneys for legal counsel.

Medical and Counseling Assistance

The officer will strongly encourage the victim to seek medical treatment or examination, if needed, and offer to arrange transportation to a local hospital. Should the victim desire counseling, the officer will offer to make the necessary arrangements.

Rape Kit: If the sexual offense involved sexual

intercourse, the officer will inform the victim about the importance of a rape kit (if the intercourse occurred within the past 72 hours) in order to preserve evidence. The rape kit procedure can be performed at a local hospital.

Support and Safety: Should the victim require medical examination or treatment, the officer can remain outside the examination or treatment room during the examination or treatment and then return the victim to his or her residence or, if necessary, to a safe place other than the victim's residence.

Report of Offense

When time permits, in an area free from distractions, the officer will interview the victim and complete an offense report form.

Victim's Statement. The officer will provide the victim's account of the offender's actions and any relevant background information.

Other Information. The officer will also seek and identify in the report as much potential corroborating information as possible.

Three Options. The officer will provide information to the victim concerning the options for reporting the alleged sexual offense and will use one of the following three formats as selected by the victim:

a) *Anonymous Report.* The report will not include the name of the victim or other information about the victim's identity. The report will be used solely for information to enhance prevention programs and to prepare statistical records. The report will be signed by the officer, who will verify that the victim has requested that no further investigation or action be undertaken.

b) *Signed Report.* The report will include the name of the victim, but will be used solely for the statistical and informational purposes of an anonymous report. The report will be signed by the victim and will verify that he or she requests that no further investigation or action be undertaken.

c) *Formal Complaint.* The report will be signed by

the victim and will request further investigation and appropriate disciplinary action.

Preferred Option. Absent special circumstances, the officer will encourage the victim to choose the third option for a formal complaint.

Confidentiality

Regardless of the type of report, the name of the victim and other information about the victim's identity will be kept confidential by the officer and other university employees.

Filing of Report

Promptly after the completion of a report, the officer will deliver the original copy of the report to the vice president of academic affairs and a photocopy of the report to the director of safety and security. Upon receipt of a report, if the director of safety and security determines there is a safety threat to the community, the victim will be consulted and an appropriate warning will be issued to the community.

Change of Program or Residence

The university will change the victim's class schedule, or the victim's location in the university housing system, if the victim requests such change and the new classes and/or the new location can be reasonably provided.

Disciplinary Action

If the report requests disciplinary action, and if the offender is a student, the vice president of academic affairs will review the complaint for action pursuant to the student conduct code. The policy for student disciplinary cases is established by the student conduct code and copies are available for review in the dean of students office. Disciplinary action under the Drury University student conduct code is independent of any legal proceedings. This action may run concurrently with or in addition to any law enforcement investigation or court proceedings.

The following sections of this protocol summarize some of the steps in the disciplinary procedures implemented by the vice president of academic affairs.

Parties

In the disciplinary process, the victim of a sexual

offense is referred to as the complainant and the student who offended the victim is referred to as the accused student. Collectively, the complainant and the accused student are referred to as the parties for the particular case.

Gender Balance

The vice president of academic affairs may elect to handle sexual offense complaints in cooperation with another faculty or staff member of the opposite sex in order to eliminate the risk of any gender bias, either perceived or real.

Administrative Resolution

The vice president of academic affairs will conduct an investigation to determine if the complaint has merit. Unless the complaint is found to be without merit, the vice president of academic affairs will seek to resolve the matter administratively by determining the nature and severity of the violations and by reaching an agreement with the accused student on the appropriate sanctions for such violations. The vice president of academic affairs will confer with the complainant prior to completing an agreement with the accused student. If the complainant is dissatisfied with the completed agreement, the complainant may appeal to the graduate council.

Written Charges

If the complaint cannot be resolved administratively by mutual consent, the vice president of academic affairs will prepare written charges against the accused student, unless the vice president of academic affairs finds there is no probable cause (that is, reasonable grounds) for the filing of charges. The charges will be forwarded to the graduate council and copies will be sent to the accused student and the complainant by the vice president of academic affairs.

Hearing Date

The graduate council will set the time and place for the hearing and both the accused student and the victim will be given notice of the hearing at least one week in advance of the date. Either party may request the board to delay the hearing for good cause.

Hearing Guidelines

The hearing will be administrative in nature and every attempt will be made to assure a fair and impartial

hearing. Following is a summary of the guidelines for such hearings.

Closed Hearings. Hearings will be conducted in closed session. The parties may be present during the hearings, but may not be present during the deliberations of the board.

Advisors. The complainant and the accused student each will have the right be assisted by an advisor, who is a full-time student, faculty or staff member of the university.

Admission of Other. Admission of witnesses and other persons to the hearing will be subject to the discretion of the board, as permitted by the Family Educational Rights and Privacy Act.

Witnesses. The parties will have the privilege of presenting witnesses and the board may call additional witnesses.

Cross-Examination. The members of the board may question and cross-examine witnesses. The parties and/or their advisors may not cross-examine witnesses or other parties, but may suggest questions to be asked by their chair of the board.

Deliberation and Voting. After the hearing, the board will deliberate and then determine by secret ballot whether a majority of the members believe the accused student violated the student conduct code.

Standard of Required Proof. The board's determination will be made on the basis of whether it is more likely than not that the accused student violated the student conduct code, which is equivalent to the "preponderance of the evidence" standard.

Disciplinary Sanctions. Based on its findings of violations, or the lack of violations, and its information about the appropriateness of sanctions, the board will determine the disciplinary sanctions to be recommended to the vice president of academic affairs for imposition against the accused student.

Announcement of Decision. Upon conclusion of the hearing, the dean of students will provide written notice to the accused student and the complainant about the board's decisions. Such notices will

include information about each party's right of appeal under the student conduct code.

Special Provisions

Due to the special problems of sexual offenses, the following procedures will be utilized by the board.

Room Divider. The board will install a screen divider between the complainant and the accused student in order to prevent eye contact between the parties during the hearing.

Participation by Telephone. If the complainant does not believe the divider screen will be adequate, the board will offer to the complainant the opportunity to testify at the hearing and to listen to the proceedings of the hearing through speaker telephones located in the hearing room and in a separate room assigned to the complainant by the board. Only the complainant and his or her advisor may be present in the assigned room.

Corroborative Evidence. The board will make a bona fide effort to avoid any re-victimization of the complainant and shall seek out all avenues of corroborative evidence identified by the complainant without limiting itself to statements of the complainant and the accused student. If necessary, the board may recess its hearing to a later announced time when further evidence may be available.

Imposition of Sanctions

If the board finds that an accused student violated the student conduct code, the vice president of academic affairs will impose appropriate disciplinary sanctions and give written notice of the sanctions to the accused student and the complainant. The sanctions may be the same as, less than, or greater than the sanctions recommended by the board.

Appeals

Either party may appeal decisions in the case to the president of the university. Appeals are limited to reviews of the official records. Appeals do not include additional hearings.

Questions about this protocol may be directed to the vice president of academic affairs or the director of safety and security.

PERSONAL RIGHTS POLICY

Drury University 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 the president. In the case of firearms, the policy applies whether or not the weapon is loaded and whether or not it is capable of being fired.
- Any person who feels that he or she or another person has been threatened in any way on Drury property, at any Drury activity, or by any person related to Drury in any way must immediately report the threat to the director of safety and security or another member of the administration. Drury will investigate the threat and take appropriate action. Students, faculty and other Drury citizens are required to cooperate fully with any investigation by or at the request of Drury.
- Former employees who left involuntarily or students who have been dismissed from the university or denied admission for reasons other than academic performance are prohibited from Drury property and will constitute as trespassers, unless they are participating in a public university program and have not been requested to depart.

Any violation of this policy will be dealt with through

disciplinary action, up to and including separation from the university.

TECHNOLOGY RESOURCES USAGE POLICY

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

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

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

Responsibility

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

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

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

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

Unacceptable Use of Technology Resources:

1. Using computer resources for any purpose unrelated to the mission of the university
2. Using computer facilities for cheating; including unauthorized copying, installation, sending or receiving of programs, assignments or files
3. Sending unsolicited annoying or obscene messages or mail to another computer or computer user
4. Utilizing a false identity in obtaining or utilizing an e-mail account
5. Displaying adult websites (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 webpage

without the owner's permission

Intellectual Property

All communications and information accessible via the Internet should be assumed to be copyrighted and should be accessed and re-distributed using regular copyright rules. When sources found on the Internet are cited, the name, date and location of the information must be included. Anyone discovered to be hindering normal operations or making inappropriate use of computing resources will be contacted, and appropriate action will be taken. Upon report of a violation, the user may be denied access to Drury computing facilities. All pertinent information on the alleged violation will be given to the appropriate vice president who will oversee the judicial review process. The university and its staff shall treat all electronically stored information as confidential, but may examine or disclose information when authorized by the owner of the information, when approved by appropriate vice president, or required by local, state or federal law including, but not limited to, laws regarding harassment, libel and defamation of character.

E-mail Policy Statement and Definition

The official account/address for e-mail communication at Drury University shall be the "@drury.edu" account/address assigned by the university to each member of the community. All official e-mail communication from employees of the university to other members of the university community is sent from and directed to official Drury e-mail accounts. No assurance is given when using non-Drury e-mail accounts. Neither the university nor its personnel make any assurance of delivery or receipt when attempts are made to communicate through a non-Drury e-mail address. It is the user's responsibility to keep his/her Drury e-mail account usable. 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 email 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, troubleshooting and mail delivery problem resolution, staff may inadvertently see the content of e-mail messages. However, these individuals are prohibited from accessing personal files except as otherwise stated in this handbook.

Online Resources

1. CONFIDENTIAL REPORTING: Concerned Drury citizens may report possible incidents or information relating to an incident at www.drury.edu/informationreport.
2. DRURY UNIVERSITY POLICIES & PROCEDURES: Current Drury University Community Standards Policies and Procedures can be found at www.drury.edu/communitystandards.

Educational Program Opportunities

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

Responsibility & Cooperation for Reporting Incidents

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

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

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

Computer Resources Usage Policy Violation Sanctions

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

Sanctions may include but are not limited to:

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

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

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:** 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 (FIG) and Drury University Greek Life Policies when planning social events that involve alcohol.

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

Online Resources

1. **CONFIDENTIAL REPORTING:** Concerned Drury citizens may report possible incidents or information relating to an incident at www.drury.edu/informationreport
2. **DRURY UNIVERSITY POLICIES AND PROCEDURES:** Current Drury University Community Standards Policies and Procedures can be found at www.drury.edu/communitystandards
3. **MISSOURI STATUTES:** Current Missouri

statutes can be found at: www.moga.mo.gov

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

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

Responsibility and Cooperation for Reporting Incidents

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

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

citizens.

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

Alcohol Policy Violation Sanctions

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

Sanctions may include, but are not limited to:

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

More sanction information is available online at www.drury.edu/communitystandards.

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 in this handbook and online at www.drury.edu/communitystandards.

Online Resources

1. CONFIDENTIAL REPORTING: Concerned Drury citizens may report possible incidents or information relating to an incident at www.drury.edu/informationreport
2. DRURY UNIVERSITY POLICIES AND PROCEDURES: Current Drury University Community Standards Policies and Procedures can be found at www.drury.edu/communitystandards
3. MISSOURI STATUTES: Current Missouri statutes can be found at: www.moga.mo.gov

Educational Program Opportunities

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

Medical Amnesty Policy (“Good Samaritan Clause”)

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

Responsibility and Cooperation for Reporting Incidents

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

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

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

Drug Policy Violation Sanctions

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

Sanctions may include but are not limited to:

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

Certain violations already have standard sanctions in place. The following sanctions are standard for drug policy violations. Drury University reserves the right to modify any standard sanction dependent upon the severity and nature of the violation. Information regarding Educational Sanctions for Alcohol and Drug Violations can be found in the student life guide or students may contact Tijuana Julian, vice president for student affairs and dean of students.

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.

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.

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 including 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.

Master of Business Administration (MBA)

Breech School of Business Administration

Angie Davis, MBA 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 goals:

1. Strategic Thought: the ability to develop long-term strategic goals
2. Leadership: the ability to incorporate appropriate leadership styles in pursuit of strategic goals
3. Integrative Thinking: the ability to incorporate the insights of more than one discipline in the completion of a task
4. Teamwork/Communication: the ability to plan, implement, and manage team-based tasks, with particular emphasis on successful communication of the product of a team's efforts
5. Intercultural Competence: the ability to use appropriate interpersonal, informational, analytical, action and adaptive skills in intercultural situations

PROGRAM OVERVIEW

Drury's MBA program curriculum consists of a 30 credit hour course requirement, customizable based on students' needs. In addition to coursework, other program highlights include:

- A week long trip to an international business destination as part of the Global Business, New Ventures and Innovations course. Airfare, lodging, and transportation costs for the trip come at no additional cost to students (students who transfer credit into the MBA program will be charged a program fee for this travel of between \$450 and \$1000 depending on the number of hours transferred).
- A mentorship program in which students learn from individuals from the Springfield business community as they build their professional network.

The program can be completed in one year, with options for two to four year sequences also available. All courses take place in the evening.

Prospective students who have not completed their prerequisite coursework may enroll in the Certificate in Business Essentials program, during which students can satisfy all course requirements in a short summer session prior to the fall semester.

THE CURRICULUM

Drury's MBA comprises two parts: the leadership core and electives. The leadership core includes eight courses (24 credit hours) that integrate and represent the major disciplines in business administration. All MBA students must complete these courses:

- MBA 661: Corporate Investment and Valuation. 3 hours.
- MBA 662: Strategic Advantage through Technology and Information. 3 hours.
- MBA 664: Corporate Responsibility, Leadership and Ethics. 3 hours.
- MBA 671: Strategic Organization and Human Resources Management. 3 hours.
- MBA 672: Measuring and Reporting Financial and Statistical Information. 3 hours.
- MBA 673: Economics of Strategy. 3 hours.
- MBA 674: Understanding and Serving Customers and Markets. 3 hours.
- MBA 682: Global Business, New Ventures and Innovation. 3 hours.

In addition to the leadership core, MBA students complete six hours of elective credit (normally two courses). Elective courses are normally taught during

the spring and summer terms.

ADMISSION TO THE PROGRAM

Admission to the Drury MBA program is determined on the basis of the information obtained in the steps on page 14. Enrollment is limited, so an individual should submit an application at the earliest possible date prior to the semester in which admission is desired.

Semester deadlines:
Fall: July 1
Spring: November 15
Summer: April 1

Each applicant must take the Graduate Management Admission Test (GMAT) no more than three years prior to admission. The minimum score is 450. Students entering the program with GMAT scores of at least 600 will be reimbursed for the cost of the exam. Please visit GMAT.org to learn more about exam times and locations.

Applicants must satisfy the prerequisite requirements. There are two options for satisfying the prerequisite requirement. First, the applicant must have completed each of the prerequisite courses listed below as part of his or her undergraduate work:

Financial Accounting
Managerial Accounting
Microeconomics
Macroeconomics
Marketing
Management or Organizational Behavior
Finance
Statistics

The applicant may also complete the Certificate in Business Essentials, held in the summer prior to the beginning of the fall semester. The Certificate in Business Essentials program will satisfy all prerequisites.

ORIENTATION

A unique feature of the Drury MBA program is the requirement that everyone admitted to the program participate in an orientation session, which involves overnight scheduling. Orientation activities include

course preparation, advising and team-building exercises. Students are required to pay an orientation fee.

FINANCIAL AID FOR MBA STUDENTS

Limited amounts of financial aid in the form of assistantships, student loans, and university scholarships are available to qualified graduate students. Deadlines for financial aid are normally July 1 (August admission), November 15 (January admission), and April 1 (June admission). All recipients of Breech School of Business financial aid must remain in good academic standing by achieving at least a 3.00 cumulative grade point average in all MBA coursework. Merit scholars must earn at least a 3.5 cumulative grade point average in their MBA coursework to qualify for renewal of the scholarship. Contact the Breech School of Business office for details.

PROGRAM ASSESSMENT

Each year the administration of the Breech School of Business conducts an assessment of educational outcomes in the MBA program as measured against the Learning Goals described on page 49. This assessment includes faculty observation of student performance in the classroom and evaluation of written case analyses.

THE LEADERSHIP CORE

The following courses comprise the leadership core common to all MBA degrees at Drury. In addition to these 24 hours of credit, students will complete six hours of elective credit.

MBA 661 Corporate Investment and Valuation. 3 hours. This course provides in-depth coverage of evaluating corporate investments, using tools of investment analysis and decision making.

MBA 662 Strategic Advantage through Technology and Information. 3 hours. This course addresses the key strategic implications of technology and information and how to use technology and information to build competitive advantage.

MBA 664 Corporate Responsibility, Leadership and Ethics. 3 hours. The focus of this course is to conduct business in a responsible and ethical manner

and to advance the practice of professional and ethical business leadership.

MBA 671 Strategic Organization and Human

Resources Management. 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.

MBA 672 Measuring and Reporting Financial and Statistical Information. 3 hours. The focus in this course is to measure financial performance on a variety of important dimensions, to use statistical analysis effectively, and to correctly interpret, evaluate and report complex financial and statistical information.

MBA 673 Economics of Strategy. 3 hours This course includes reading the structure and dynamics of competition in industries and markets, and using sound strategic thinking to favorably position a company for competition within a particular industry and strategic peer group.

MBA 674 Understanding and Serving Customers and Markets. 3 hours. The focus of this course is to understand customer needs and identify customer markets, and how to effectively serve and grow a particular market or markets.

MBA 682 Global Business, New Ventures, and Innovation. 3 hours. This course effectively assesses business opportunities and potential innovations. Understanding the strategic issues and actions necessary to convert ideas and product developments into successful business ventures in a context of global markets and global competition is also addressed.

Note: This class would be taken during the final summer semester of each student's program, and includes a one-week mandatory international experience.

ELECTIVES

MBA 615 Entrepreneurial Development. 3 hours.

This course addresses some of the critical strategic, financial and people issues involved in the launch

and early formation of an entrepreneurial venture. Emphasis is placed on developing strategies and managerial thinking vital to launching and leading a new venture.

MBA 665 Innovation and Entrepreneurship.

3 hours. This course explores the hot issues concerning innovation. Innovation is an important and multifaceted topic. It is vitally important to the successful launch and growth of business ventures.

MBA 667 Negotiation, Conflict Resolution, and Labor Disputes. 3 hours.

The purpose of this course is to understand the theory and processes of dispute resolution. Negotiation is the art and science of securing agreements between two or more parties who are interdependent and who are seeking to maximize their own outcomes. The central issues of this course deal with understanding the behavior of individuals, groups and organizations in the context of competitive and cooperative situations. This course allows students to gain and develop negotiation skills through experimental learning and provides extensive feedback to improve participants' ability to discover optimal solutions to problems.

MBA 669 Designing Strategic Teams. 3 hours.

This is a course on the theory and practice of managing groups and teams. It has two primary goals. The first goal is to provide conceptual guidelines for analyzing and diagnosing group dynamics and determining one's strategic options as a manager. The second goal is to impart practical interpersonal skills for implementing effective strategies for group situations. Both of these should be useful while working in study groups and on class projects and for working in groups and teams upon graduation.

MBA 690 Semester Elective. 3 hours.

Variable topics.

MASTER OF ARTS IN COMMUNICATION

Curt Gilstrap, director

COMMUNICATION

Careers in communications are the most exciting, dynamic and challenging careers in the 21st century. Developments in computers and communication technology, expansion of the global marketplace, growing competition among internal departments and external agencies, a move from a manufacturing-based economy to a service-based one, increase in mergers and acquisitions and an increase in customer demand require organizations to transform how they communicate with customers and publics.

In this environment, the priority is communication- how a company controls or influences the communication of everything it does and how it manages the exchanges among its customers and other stakeholders. All organizations- business, government, nonprofit and volunteer - need professional communicators who understand and can apply the theories of communication to the day-to-day practices in their organizations. Preparing you to take your place in this fast-paced world is what the Drury Master of Arts in Communication program is prepared to do.

The department of communication is a component of the humanities division of the university.

The Master of Arts in Communication with Emphases in Integrated Marketing Communications, Organizational Leadership and Change, and Nonprofit Communication requires 30 hours of credit, usually taken in 10 courses. Each emphasis has a core of courses required of all students. Elective courses are selected, in consultation with the student's advisor, from a list of professional or liberal arts electives. Coursework may be completed through full-time or part-time enrollment and by taking a combination of both seated and online classes. An undergraduate degree in communication is not required for admission to the program.

ADMISSION TO THE PROGRAM

The Graduate Communication Council determines whether an individual is accepted for the program

on the basis of the information obtained in the steps above. Because enrollment is limited, an individual should submit an application at the earliest possible date prior to the semester in which admission is desired.

A minimum grade point average (GPA) of 3.00 is normally required for admission. However, GPA minimums may be waived if additional evidence of academic promise is presented (e.g. high GRE scores and strong letters of recommendation).

PROGRAM ASSESSMENT

The Master of Arts in Communication program is designed to educate students who can integrate the theoretical and practical understandings and skills of their discipline in a free and global society. It is realized that no single measure alone would provide the kind of reliable, valid data needed, thus various means of assessment are included in the assessment plan.

Assessment of student outcomes in each individual class is designed to ascertain student learning, including changes in knowledge, skills and understandings, as well as students' affective responses, including attitude, satisfaction, and perceived utility. Each course undergoes careful formative assessment, with in-course student evaluations that measure teaching material and effectiveness.

The 700 capstone course, Integrated Marketing Campaigns, involves researching and designing an integrated marketing campaign for a real world client. The presentation of this campaign, both in written plan book and in oral presentation, provides a realistic assessment of what the student has achieved in graduate studies. The 701 capstone course, Advanced Organizational Research, involves designing and delivering a research project assessing organizational structures, leaders, or cultures. The completion of this research culminates in a final presentation intended to demonstrate a student's capacity both as a research specialist and as an expert in organizational life. Research questions, methods, and reports are

evaluated. The 702 capstone course, Research in Nonprofit Communication, mirrors the work in the 701 course, although the focus locates the research work in nonprofit area. Research questions, methods, and reports are evaluated in terms of contemporary nonprofit organizations' needs.

Internal program assessment is provided by the Graduate Communication Council, composed of the communication faculty and three other faculty, one each from the humanities, math and science, and the social science divisions.

External assessment is provided by an Advisory Council composed of leaders who hold appropriate professional positions in the community.

INTERNSHIPS

A professional internship can give a student an enormous advantage when starting a job search. It can provide real-world experience, a network of contacts, work samples for a portfolio, and a list of 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 sponsors with weekly reports and to write a reflection paper at the end of the experience.

M.A. IN COMMUNICATION

The Master of Arts in communication requires 30 hours of credit taken in 10 courses. There are three different programs of study: Emphasis I: Integrated Marketing Communications, Emphasis II: Organizational Leadership and Change and Emphasis III: Nonprofit Communication

Emphasis I: Integrated Marketing Communications

601 Introduction to Graduate Studies in Communication
 604 Seminar in Communication & Ethics
 606 Public Relations & Corporate Writing
 607 Seminar in Organizational Communication
 630 Media & Technology Literacy
 636 Integrated Marketing Communications
 639 Strategic Issues Management

661 Entrepreneurial Communication
 700 Integrated Marketing Campaigns
 Electives (3 hours)

Emphasis II: Organizational Leadership and Change

601 Introduction to Graduate Studies in Communication
 604 Seminar in Communication & Ethics
 605 Organizational Change
 607 Seminar in Organizational Communication
 611 Management & Leadership
 630 Media & Technology Literacy
 651 Communication Consulting
 661 Entrepreneurial Communication
 701 Advanced Organizational Research
 Electives (3 hours)

Emphasis III: Nonprofit Communication

601 Introduction to Graduate Studies in Communication
 604 Seminar in Communication & Ethics
 606 Public Relations & Corporate Writing
 607 Seminar in Organizational Communication
 636 Integrated Marketing Communications
 639 Strategic Issues Management
 682 Social Media Certificate
 688 Advanced Grant Writing Certificate
 702 Research in Nonprofit Communication
 Electives (3 hours)

COMMUNICATION CERTIFICATES

The Master of Arts in communication program also offers two certificate programs: Social Media Certificate and Digital Health Communications Certificate.

SOCIAL MEDIA CERTIFICATE 3 hours:

COMM 682 Social Media Certificate

DIGITAL HEALTH COMMUNICATION 18 hours:

COMM 602 Introduction to Health Communication
 COMM 612 Electronic Health Record Application and Implementation
 COMM 613 Healthcare Organizations & Provider/Patient Communication
 COMM 614 Healthcare Data Infrastructure & Integration
 COMM 615 Healthcare Laws & Regulations
 COMM 616 Managing Healthcare Communication:

Information Flows & Project Management

COURSE DESCRIPTIONS

With the exception of the culminating capstone courses, COMM 700, COMM 701 and COMM 702, 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.

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.

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 602: Introduction to Health

Communication. 3 hours. Additional Fee. This course is designed to introduce you to health communication theory, research, and practice. The primary course objective is to provide you with a solid framework for understanding health communication interactions across diverse contexts. Faculty will focus on the health communication processes as well as on the production of communication messages. By the end of the course, students will develop a practitioner's deeper understanding of health communication as well as skill sets useful in professional careers across a wide spectrum of health communication situations.

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 & Corporate

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, as well as corporate publications including annual reports and strategic plans.

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 611 Management and Leadership. 3 hours.

This course offers an in-depth analysis of the critical concepts and practices of leadership, motivation, and decision-making. Emphasis is placed on the role of implementing the concepts studied, as well as the synergistic nature of the overall organizational leadership process.

COMM 612 Electronic Health Record Application and Implementation. 3 hours. Additional

Fee. Electronic Health Record Application and Implementation is concerned with the handling and management of information in the delivery of healthcare and the management of health and illness, and the use of technologies to do so. It is an expansive and multidisciplinary field that encompasses (1) the technical aspects of system design and implementation in healthcare contexts and (2) efforts

to understand how and why such systems are used. This course examines the contemporary healthcare environment, stakeholders in that environment, and the current technologies employed to manage health information. We will examine the ways in which patients, caregivers, healthcare providers, and others “work” to manage health and illness, and the role that electronic health records applications play in their efforts.

COMM 613 Healthcare Organizations & Provider/Patient Communication. 3 hours. *Additional Fee.*

The course provides background on the organizational features of the U.S. healthcare system as well as research into the structure and messaging between providers and patients. The aim of the course is to provide students with a comprehensive image of the context in which communication between patients and providers, healthcare consumers and organizations, and public healthcare messages are designed, circulated, and interpreted.

COMM 614 Healthcare Data Infrastructure & Integration. 3 hours. *Additional Fee.*

This course explores the concepts of healthcare infrastructure and data exchange across diverse systems and networks. The development, role and future of the National Health Information Network (NHIN) is examined as are other federal, state and national initiatives related to the sharing of healthcare data securely. The impact of information exchange on seamless delivery of patient care is explored.

COMM 615 Healthcare Laws & Regulations. 3 hours. *Additional Fee.*

This course covers a broad range of legal issues relevant to healthcare management. It is designed to introduce students to the regulatory complexity present in healthcare management. The course will introduce laws applicable to the healthcare industry such as antitrust, contracts, corporate law, mergers and acquisitions, joint ventures, and insurance law. It will also examine medical malpractice and patient care laws such as informed consent, advanced directives, and patient restraints.

COMM 616 Managing Healthcare Communication: Information Flows & Project Management. 3 hours. *Additional Fee.*

For the sake

of healthcare communication management, this course is bifurcated into the assessment of information flows and project management. In the first half of the course, students explore methods and processes used to collect and measure information systematically for the purpose of program evaluation. Data flow from referral through discharge based on care setting (i.e. ambulatory, in-patient, clinic, home health, hospice, and long term care) will be analyzed. The course integrates several knowledge and skill areas including: research methods, proposal writing, budget planning, and program evaluation. In the second half of the course, students learn the necessary skills of project management, including the development of a project and leading teams of clerical, technical and professional specialists through workflow and work process redesign activities within a healthcare organization or system.

COMM 624 Marketing Management. 3 hours.

Projects are used to build an understanding of marketing plan formulation and application

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 631 Integrated Marketing

Communications Principles. 3 hours. Public relations, advertising, sales promotion, direct response, and other functional marketing communications areas are reviewed in this foundation integrated marketing communications course. The focus is on strategy and planning, with students concentrating on integrating targets, timing, and message strategies and looking at both U.S. and global marketing communications practices.

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 reviewed. Service

communication

marketing, industrial marketing, consumer products, and nonprofit organizational examples provide the opportunity to analyze and critique the use of IMC strategies and practices.

COMM 639 Strategic Issues 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. An extensive use of case studies will allow students to shape institutional and special interest messages as well as participate in policy debates.

COMM 641 Account Management. 3 hours. This course focuses on the role of planning and decision making within the marketing mix and integrated marketing communications. A case/readings approach is utilized in order to investigate many of the decision-making areas advertising/marketing communications media managers normally encounter.

COMM 645 Direct Marketing. 3 hours.

This is an examination of the concepts, strategies and applications involved in direct marketing including measurability, accountability, lists, data and the integration of direct marketing programs into total marketing efforts.

COMM 649 Ethics in Media. 3 hours.

Exploring ethical guidelines for professional behavior, this course surveys federal, state, and municipal laws governing freedom of speech and commerce in journalism, public relations and advertising. It covers the reasoning and precedents behind the laws and regulations that affect communication and media.

COMM 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.

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 659 Communication Law and Regulation. 3 hours.

This course is an investigation of the legal context in which mass-mediated communication is embedded. Attention is given to libel, access, privacy, corporate and commercial speech and obscenity as defined by courts and regulatory agencies.

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 671 Seminar in Communication Issues. 3 hours.

Variable topics. In-depth analysis of timely issues. To be offered from time to time, as announced.

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 Certificate. 3 hours.

Additional Fee. This course provides a two-week, 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. In addition to course credit toward a master's degree, each student who successfully completes the course will receive a Social Media Certificate, attesting to the acquisition of knowledge and skills addressed in the course.

COMM 688 Advanced Grant Writing Certificate.

3 hours. This course provides hands-on work related to numerous grant writing issues organizations face daily. Extending student knowledge of grant writing principles and concepts introduced in previous course experiences, Advanced Grant Writing offers an in-depth examination of contemporary grant research and construction praxis.

COMM 697/698 Internship. 3 hours. These courses are acceptable as professional electives courses. Requires the approval of the program director.

COMM 700 Integrated Marketing Campaigns. 3

hours. This course is an actual problem-solving effort for a real-world client who articulates the campaign problems and assists in the evaluation of the final work. Focus is on the development of an integrated marketing communication campaign that is presented in both plan book and in oral business presentation. This is a capstone course and should be taken within the last nine hours of the curriculum.

COMM 701 Advanced Organizational Research.

3 hours. This course is designed to extend student knowledge of organizational communication principles and concepts introduced in COMM 607. An in-depth examination of contemporary organizational issues and research methods serves as the foundation for conducting organizational research in applied settings.

COMM 702 Research in Nonprofit

Communication. 3 hours. Matching theory and research methods with real-world praxis, the intensive Nonprofit Research course offers students the opportunity to examine important social issues. When possible, students will be led by a tandem of faculty and external experts trained in nonprofit research. Deliverables will be community oriented.

COMM 690 Special Topics. 3 hours

MASTER OF ARTS IN CRIMINOLOGY MASTER OF SCIENCE IN CRIMINAL JUSTICE

Jana Bufkin, director

CRIMINOLOGY/CRIMINAL JUSTICE

The department of behavioral sciences is a component of the social science division of the university.

The undergraduate program in the department of behavioral sciences focuses on the disciplines of psychology, sociology and criminology. A primary goal of this department is to help the student function as an effective, informed person in our culture, which is defined by enormously complicated contingencies of adaptation. To this end, the principles of human behavior are presented within the context of an interdisciplinary liberal arts educational program. Psychology, sociology and criminology address different dimensions of human behavior that can be integrated to form a comprehensive view of the human condition.

The master's in criminology and criminal justice program is carefully integrated with the undergraduate program and grows out of the institutional commitment to the liberal arts. It is intended to provide sound preparation for careers while explaining the breadth of perspective and flexibility that characterize the liberal arts graduate. The program and the faculty are seen as a significant enrichment to the undergraduate program and the graduate and undergraduate programs are intended to be mutually supportive. The Master of Arts in Criminology degree is especially recommended for students who will eventually pursue a Ph.D. The Master of Science in Criminal Justice degree is recommended for students who wish to apply their knowledge in the field of criminology and criminal justice.

The master's in criminology/criminal justice program consists of 30 (M.A.) or 36 (M.S.) hours of graduate study that may be completed in two calendar years. For students who have had no prior background in criminology/criminal justice in their undergraduate work, the program consists of up to 48 semester hours.

Coursework may be completed through full time

or part time enrollment.

ADMISSION TO THE PROGRAM

The Graduate program director determines whether an individual is accepted for the program on the basis of the information obtained in the steps on page 14. Because enrollment is limited, an individual should submit an application at the earliest possible date prior to the semester in which admission is desired.

Only individuals who hold a baccalaureate degree from an accredited four-year college or university are considered for acceptance into the program. A minimum grade point average of 3.25 is normally required for admission. However, GPA minimums may be waived if additional evidence of academic promise is presented (e.g., high MAT or GRE scores and strong letters of recommendation). Applicants having social science majors and criminal justice backgrounds are weighted more than others. In addition, all applicants must have successfully completed 12 hours of undergraduate work in statistics, introductory and advanced criminology and research methods.

M.A. in CRIMINOLOGY

M.S. in CRIMINAL JUSTICE

Required Prerequisite Courses 12 hours:

- Introduction to Criminology
- Advanced Criminology
- Research Methods
- Statistics

Students may enroll and complete prerequisite courses at Drury University through the traditional undergraduate program or through the School of Continuing Professional Studies.

The program is designed so that individuals who are employed full-time may pursue graduate study on a part-time basis. Students who are employed may take as many as six hours of graduate work each semester and obtain the degree in two calendar years. The normal course load for such students is two

courses each semester of the academic year and two courses during the summer session.

Graduate students are expected to do work of a high caliber and standards. Receiving a grade below a “B-” requires the student to meet with the graduate program director and discuss academic performance. Any student receiving two grades below a “B-” will be dismissed from the program.

REQUIRED COURSES 12 hours:

- CRIM 600 Research Methods
- CRIM 601 Statistical Analysis
- CRIM 631 Contemporary Criminological Theory
- CRIM 702 Comprehensive Examination

PROFESSIONAL & LIBERAL ARTS ELECTIVES

- M.A. in Criminology: 12 hours
- M.S. Criminal Justice: 18 hours

PROFESSIONAL ELECTIVE COURSES

*M.A. candidates are required to take three classes;
M.S. candidates are required to take four classes.*

- CRIM 611 Foundations of Criminological Theory
- CRIM 613 Race, Ethnicity and Social Justice
- CRIM 615 Police and Society
- CRIM 619 Alcohol, Drugs and Crime
- CRIM 621 The Correctional System
- CRIM 623 Social Justice and Punishment
- CRIM 634 Deviant Behavior
- CRIM 637 Political Economy Crime and Justice
- CRIM 641 Gender, Crime and Justice
- CRIM 645 White Collar Crime
- CRIM 651 Juvenile Justice
- CRIM 652 Managing Terrorism
- CRIM 656 Domestic Terrorism and Hate Crimes
- CRIM 661 Seminar in Criminology and Criminal Justice

LIBERAL ARTS ELECTIVE COURSES

Students select one course from each area totaling six hours:

I. Humanities:

- CRIM 671 Philosophical Issues in Contemporary Society
- CRIM 675 Ethics in Criminology and Criminal Justice

II. Sciences:

- CRIM 639 Biological Basis of Aggressive Behavior

M.A. IN CRIMINOLOGY THESIS

(700 and 701). 6 hours.

The thesis is designed to generate independent inquiry and original research. Students who plan to earn the M.A. degree make arrangements with the graduate program director in accordance with thesis guidelines. Supervisory committees, appointed by the graduate program director, assist students with their thesis and consist of the advisor and one other faculty member. A successful oral defense of the thesis is required.

M.S. IN CRIMINAL JUSTICE INTERNSHIPS

(680 and 681). 3 hours each.

This component of the program requires students to successfully complete an internship and present their experiences through a paper. Students discuss the internship program with the graduate program director who describes internship sites and discusses expectations and guidelines for completion of the M.S. requirement. In consultation with the student, the graduate program director appoints a faculty sponsor who works together with a prearranged on-site supervisor. The faculty sponsor arranges an initial meeting with the student to review expectations and discuss in detail the guidelines for the final paper.

COMPREHENSIVE EXAMINATION

All students are required to take a comprehensive examination in theory and research methods. The comprehensive examination for both the M.A. in Criminology and the M.S. in Criminal Justice is administered each spring semester.

The comprehensive examination will be offered during the semester and will be graded on a satisfactory/unsatisfactory basis. Students must receive an “A” or “B” on the examination in order to successfully complete the class. Students who receive a “C” will be permitted to re-take the examination prior to the conclusion of the semester. Students who score below a “C” will receive an incomplete for the course, and will be allowed to complete the course a following semester. If students do not pass the comprehensive examination in the second class, following the grading guidelines noted above, they will not be allowed to continue in the master’s program.

COURSE DESCRIPTIONS

With the exception of the courses CRIM 700/701 (Thesis), required of students completing the M.A. degree, and 702 Comprehensive Examination, all courses carrying graduate credit are numbered in the 600s and are open to students holding the baccalaureate degree and admitted to the graduate criminology/criminal justice program.

Courses are grouped in the following areas: core required courses, professional electives and liberal arts electives. Credit cannot be given for courses for which the student is not registered. Credit cannot be claimed more than once for the same course.

CRIM 600 Research Design and Methodology. 3 hours. This course prepares the student to design, evaluate and report criminological research. Provides students with an understanding of the fundamentals of criminological research with a concentration on quantitative methodologies. Upon completion of the course, students will understand the nature of the research process and will be able to both design their own research project and critically evaluate research in the field.

CRIM 601 Statistical Analysis. 3 hours. Emphasizing descriptive and inferential statistical methods for the analysis of data and the application of appropriate computer statistical packages, this course is designed to provide students with an understanding of the relationship between research methods and statistical techniques.

CRIM 611 Foundations for Criminological Theory. 3 hours. Review and assessment of basic theories of crime causation and punishment that arose in the nineteenth and early twentieth centuries. Emphasis is placed on early criminological theories and an evaluation of their contemporary relevance.

CRIM 613 Race, Ethnicity and Social Justice. 3 hours. Analysis of the involvement of racial minorities in crime and the criminal justice system. Emphasis is placed on critically examining major theories, research and policies as they pertain to group differences in offending, processing and victimization.

CRIM 615 Police and Society. 3 hours. This course explores the development and role of police in America. Emphasis is placed on critical issues in policing, especially the patterns of interaction between police and the public.

CRIM 619 Alcohol, Drugs and Crime. 3 hours. An analysis of the relationship and impact between drugs and alcohol on crime and criminal behavior. The course surveys both historical and contemporary literature examining theory, research, intervention strategies and crime control policies.

CRIM 621 The Correctional System. 3 hours. Examination of the history, forms and functions of correctional philosophies, institutions, programs and policies. Emphasis is placed on the examination of topics such as the growth of correctional control in modern society (i.e. widening the net), the structure of jails and prisons, intermediate sanctions, community corrections and the death penalty.

CRIM 623 Social Justice and Punishment. 3 hours. An examination of major moral, legal and ethical issues as they relate to crime and criminal behavior and theoretical rationales and justifications of punishment are explored. The concepts of justice and rule-breaking in America is addressed in detail.

CRIM 631 Contemporary Criminological Theory. 3 hours. Analyzes sociological theories of crime and deviance and explores social control strategies and policies derived from those theories. This course focuses on critically assessing and applying criminological theories.

CRIM 634 Deviant Behavior. 3 hours. A course designed to explain nonconformity and the rationales used to justify the control of deviance. Includes consideration of social and psychological factors that contribute to maladaptive behavior.

CRIM 637 Political Economy of Crime and Justice. 3 hours. This course examines crimes committed against the state and crimes committed by the state. Formal and informal social control responses to these crimes are critically studied and evaluated.

CRIM 639 Biological Bases of Aggressive Behavior. 3 hours. This course examines theories and contemporary research which focus on the biological bases of aggressive/violent behavior. Emphasis is placed on physiological and neurological factors that interact with the environment to produce behavioral outcomes.

CRIM 641 Gender, Crime and Justice. 3 hours. This course introduces students to current empirical research and theories on gender, crime and justice issues as they relate to criminology and the justice system. Emphasis is placed on gender differences in crime commission, criminal processing and the employment of women in justice agencies.

CRIM 645 White Collar Crime. 3 hours. Organizational and occupational crime are examined; the causes, frequency, legal control and social consequences are emphasized. This course focuses on crimes perpetrated by elite members and organizations of society. Their unethical acts are also explored.

CRIM 651 Juvenile Justice. 3 hours. An examination of the development of juvenile justice over time and the processes by which certain behaviors are identified as delinquent. Theories of delinquency are examined along with formal societal responses to delinquency and delinquents.

CRIM 652 Managing Terrorism. 3 hours. This course serves as an introduction to terrorism as a global phenomenon. It will explore and analyze the criminology of terrorism, the origins of modern terrorism, foreign and domestic terrorist groups, traditional and contemporary tactics and related issues.

CRIM 656 Domestic Terrorism & Hate Crimes. 3 hours. This course examines organizations that promote bigotry in the U.S. and are often treated as domestic terrorist groups. Those groups will be explored in terms of their history and evolution, ideological beliefs, organizational structure and current activities. Emphasis is placed on laws and legislation, as well as law enforcement, judicial and correctional responses to domestic terrorist threats and hate crimes.

CRIM 661 Seminar in Criminology and Criminal Justice. 3 hours. This course provides the opportunity for intensive analysis of significant recent issues. Topics are announced at the time of offering and the course can be repeated to earn up to six credit hours.

CRIM 671 Philosophical Issues in Contemporary Society. 3 hours. This is a study of the nature of value judgements, the methods of their analysis and verification, and their systematic application in the areas of science, religion, art, morality, education and social policy.

CRIM 675 Ethics in Criminology and Criminal Justice. 3 hours. This course examines the ethical issues as they relate to crime and justice. Includes moral dilemmas and the accompanying legal consequences in conjunction with studying the values associated with social justice and social control.

CRIM 680 and 681 Internships. 3 hours. These courses are required of students completing the M.S. degree (see description on page 51). Students must take both courses.

CRIM 699 Comprehensive Exam Preparation. 1-6 hours. This course allows for independent student preparation for the comprehensive examinations. Enrollment in this course does not fulfill degree requirements. (S/U grade only.)

CRIM 700 and 701 Thesis. 3 hours each. This course is required of students completing the M.A. degree and is taken over two semesters. (see description on page 51). (S/U grade only.)

CRIM 702 Comprehensive Examination. 3 hours. Students are required to take the comprehensive examination in this course. A required reading list is provided by the instructor each fall and must be completed prior to enrollment. (Further description of this course is provided on page 52).

CRIM 690 Special Topics. 3 hours.

MASTER IN EDUCATION
School of Education and Child Development
Lauren A. Edmondson, interim director

The university undergraduate colleges offer programs for the preparation of both elementary and secondary teachers. Students intending to prepare for teaching should visit the School of Education and Child Development website at www.drury.edu/education.

**SCHOOL OF EDUCATION & CHILD
 DEVELOPMENT**

The Drury teacher education program is accredited by the National Council for the Accreditation of Teacher Education (NCATE, 2010 Massachusetts Avenue NW, Washington, DC 20036-1023), and approved by the Missouri Department of Elementary and Secondary Education. The Drury elementary education program is nationally recognized by the Association of Childhood Education International. The Drury program strives to be identified with exemplary teacher education programs.

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. The purpose of the human services graduate degree is to acquaint students with methods, resources, and recent viewpoints to foster an area of specialization.

PROGRAM ASSESSMENT

I. Outcomes stated as Abilities

The outcomes of the Drury University M.Ed. and MAT degrees 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 with the

National Board for Professional Teaching Standards (NBPTS) located at <http://www.nbpts.org>. They include:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

In concert, these five general outcome abilities evidenced in our graduate programs enable students to demonstrate active wisdom, the ability to distinguish relevant from non-relevant issues and employ knowledge to add value to the experience of living.

1. Teachers are committed to students and their learning.

- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
- NBCTs are also concerned with the development of character and civic responsibility.

2. Teachers know the subjects they teach and how to teach those subjects to students.

- NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

3. Teachers are responsible for managing and monitoring student learning.

- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTs know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring students' growth and understanding, and they can clearly explain student performance to parents.

4. Teachers think systematically about their practice and learn from experience.

- NBCTs model what it means to be an educated person. They read, they question, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

5. Teachers are members of learning communities.

- NBCTs collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and

staff development.

- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- They know how to work collaboratively with parents to engage them productively in the work of the school.

II. Assessment Techniques

Drury University School of Education and Child Development graduate students are assessed in multiple settings within a variety of contexts. As a part of the Entry Assessment and Advising completed during SCI 620: Technology in the Classroom (M.Ed. and MAT students) or EDUC 649: Introduction to Cross-Categorical Disabilities (DATSE students), 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.

During the graduate program of study, students submit items for inclusion in Foliotek such as: Teacher Work Sample, case studies, disposition self-evaluation forms, research papers from graduate classes, videotape of the teacher working with students, reflection papers regarding student work, collaborative research projects, a statement of professional ethics, and a community development project. The student and their instructor assess the work and reflect on the student's developmental goals for the remainder of the program. Most of the entries into the student's portfolio represent work the student is responsible for selecting as best representing their development related to the five outcome abilities of the program.

In order to make the five general outcome abilities function as an organizing framework for the graduate program of study, a matrix of assessment strategies is provided (a matrix may be obtained from the Graduate Programs Office). Assessments are conducted during SCI 620: Technology in the Classroom (M.Ed. and MAT students) or EDUC 649: Introduction to Cross-Categorical Disabilities (DATSE) students and at the conclusion of the graduate program in a specified course. 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.

MID-MISSOURI REGION

(Ft. Leonard Wood/St. Robert Annex)

Drury University began offering a graduate program of study in Ft. Leonard Wood in 1977. This program has expanded to the St. Robert Annex. The Drury program is primarily designed for practitioners in the field of education to include U.S. Army training and instruction.

All Master in Education degrees with the exception of gifted education and cross-categorical special education may be completed at the St. Robert campus through a combination of seated and online courses. Additionally, Troops-to-Teachers developed in coordination with the Missouri Department of Elementary and Secondary Education provides an accelerated middle school certification option for former military service members (see catalog description of Master of Arts in Teaching for graduate option for middle school certification).

ADMISSION TO THE PROGRAM

Admission to the program is determined on the basis of the information obtained in the steps on page 14. Enrollment is limited, so an individual should submit an application at the earliest possible date prior to the semester in which admission is desired.

Students are admitted or denied admission based on the following basis:

1. *Regular Standing:* an undergraduate grade point average of 2.75 or higher and a Miller Analogies Test or Graduate Record Examination test score; or, an undergraduate grade point average lower than 2.75 with a qualifying score on the Miller Analogies Test or Graduate Record Examination.

2. *Conditional Standing:* those students who have applied for admission who have been allowed temporary registration (up to 9 hours) as a special graduate student while their credentials are being evaluated and eligibility for admission is being established. It is expected that students in this classification will become students in regular standing when their applications are processed and approved. (Financial aid is not available without full admission in regular standing.)

3. *Denial of Admission:* failure to meet the requirements listed above or such other reasons considered valid by the Graduate Education Council in individual cases.

Students in good standing in a recognized graduate school who wish to take graduate courses at Drury University must submit a letter from the institution where the degree work is being taken authorizing the student to register for a particular course or courses.

ENTRY ASSESSMENT AND ADVISING

Entry assessment and advising is a required step in the process of completing the master in education degree. Entry assessment and advising has three (3) basic purposes:

1. Provide a general assessment of how the master in education degree program is contributing to the student's personal and professional development,

education

2. Provide an opportunity for the student to meet with his or her 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

3. Provide approval of transfer courses.

Entry Assessment and Advising is completed during the first semester of enrollment and returned to the Graduate Programs Office.

GRADUATION REQUIREMENTS

In order to be recommended for the degree of M.Ed or MAT, a candidate must satisfy the following conditions in addition to the requirements for graduation found on page 19:

1. 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.

2. Due to state board rules pertaining to provisional certification candidates for the MAT or 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.

GRADE REQUIREMENTS FOR STATE TEACHER CERTIFICATION

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

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 DEGREES

Drury University offers the Master of Arts in Teaching and nine different master in education degrees: elementary, middle school, and secondary curriculum and instruction, gifted education, human services, instructional leadership, instructional mathematics K-8, instructional technology and instructional technology/media, cross-categorical education K-12 (also offered as the Drury Alternative Track to Special Education or DATSE) and special reading.

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.

CURRICULUM AND INSTRUCTION - ELEMENTARY

REQUIRED COURSES 18 hours:

- *SCI 620 Technology in the Classroom
*(must be taken within the first two semesters)
- EDUC 605 Advanced Educational Psychology & Assessment
- SS 624 The Home, the School & the Community
- HFA 636 Teaching & Evaluation of Writing
- **EDUC 689 Introduction to Educational Research
- **EDUC 700 Capstone Seminar
**(must be taken in last 12 hours of program)

COURSES REQUIRED IN EMPHASIS 18 hours:

- EDUC 634 Advanced Curriculum & Instruction
- EDUC 665 Improvement of Reading Instruction
- SCI 622 Strategies in Teaching Math K-12
- SCI 631 Improvement of Science Instruction
(Teaching Field Elective)
(Teaching Field Elective)

CURRICULUM AND INSTRUCTION - MIDDLE SCHOOL

REQUIRED COURSES 18 hours:

- *SCI 620 Technology in the Classroom
 *(must be taken within the first two semesters)
 EDUC 605 Advanced Educational Psychology & Assessment
 SS 624 The Home, the School & the Community
 HFA 636 Teaching & Evaluation of Writing
 **EDUC 689 Introduction to Educational Research
 **EDUC 700 Capstone Seminar
 **(must be taken in last 12 hours of program)

COURSES REQUIRED IN EMPHASIS 18 hours:

- EDUC 603 Middle School Philosophy
 EDUC 633 Middle School Curriculum & Instruction
 EDUC 665 Improvement of Reading Instruction
 (Teaching Field Elective)
 (Teaching Field Elective)
 (Teaching Field Elective)

CURRICULUM AND INSTRUCTION-SECONDARY

REQUIRED COURSES 18 hours:

- *SCI 620 Technology in the Classroom
 *(must be taken within the first two semesters)
 EDUC 605 Advanced Educational Psychology & Assessment
 SS 624 The Home, the School & the Community
 HFA 636 Teaching & Evaluation of Writing
 **EDUC 689 Introduction to Educational Research
 **EDUC 700 Capstone Seminar
 **(must be taken in last 12 hours of program)

COURSES REQUIRED IN EMPHASIS 18 hours:

- EDUC 634 Advanced Curriculum & Instruction
 EDUC 665 Improvement of Reading Instruction

 (12 hours required in teaching field)
 (Teaching Field Elective)
 (Teaching Field Elective)
 (Teaching Field Elective)
 (Teaching Field Elective)

GIFTED EDUCATION

(Elementary & Secondary Teachers)

REQUIRED COURSES 18 hours:

- *SCI 620 Technology in the Classroom
 *(must be taken within the first two semesters)
 EDUC 605 Advanced Educational Psychology & Assessment
 SS 624 The Home, the School & the Community
 HFA 636 Teaching & Evaluation of Writing

- **EDUC 689 Introduction to Educational Research
 **EDUC 700 Capstone Seminar
 **(must be taken in last 12 hours of program)

COURSES REQUIRED IN EMPHASIS 18 hours:

It is recommended that the required courses be taken in the following order:

- EDUC 676 Survey of Gifted Education
 EDUC 677 Curriculum & Differentiated Instruction for the Gifted
 EDUC 678 Administration & Supervision of Gifted Programs
 EDUC 679 Counselling & Guidance of the Gifted
 EDUC 686 Practicum in Gifted Education
 EDUC 643 Gifted Conference. 1 hour each.
 Fall - Gifted Education Conference
 Spring - Symposium in Gifted Education
 Summer - New Teachers in Gifted Workshop

INDIVIDUALIZED PROGRAM FOR HUMAN SERVICES PROFESSIONALS

REQUIRED COURSES 18 hours:

- *SCI 620 Technology in the Classroom
 *(must be taken within the first two semesters)
 EDUC 605 Advanced Educational Psychology & Assessment
 SS 624 The Home, the School & the Community
 HFA 636 Teaching & Evaluation of Writing
 **EDUC 689 Introduction to Educational Research
 **EDUC 700 Capstone Seminar
 **(must be taken in last 12 hours of program)

COURSES REQUIRED IN EMPHASIS 18 hours

Human Services (Elective Credit) 18 hours

INSTRUCTIONAL LEADERSHIP

This program is designed for certified educators interested in participating in an instructional leadership capacity in their school.

REQUIRED COURSES 15 hours:

- *SCI 620 Technology in the Classroom
 *(must be taken within the first two semesters)
 EDUC 605 Advanced Educational Psychology & Assessment
 SS 639 Leadership Techniques
 **EDUC 689 Introduction to Educational Research
 **EDUC 700 Capstone Seminar
 **(must be taken in last 12 hours of program)

COURSES REQUIRED IN EMPHASIS 21 hours

- SS 601 The Sociological Foundations of Educational Practices

education

SCI 632	Educational Evaluation
EDUC 634	Advanced Curriculum and Instruction
EDUC 638	Teaching & Learning in Diverse Classrooms
EDUC 656	Legal and Ethical Issues in Education
EDUC 657	Developing & Sustaining Professional Learning Communities
HFA 671	Philosophical Issues in Contemporary Society

INSTRUCTIONAL TECHNOLOGY

Available Completely Online

REQUIRED CORE COURSES 15 hours:

*SCI 620	Technology in the Classroom
*(must be taken within the first two semesters)	
EDUC 605	Advanced Educational Psychology & Assessment
HFA 636	Teaching & Evaluation of Writing
**EDUC 689	Introduction to Educational Research
**EDUC 700	Capstone Seminar
**(must be taken in last 12 hours of program)	

REQUIRED LEADERSHIP COURSES 3 hours:

SS 624	The Home, the School, & the Community
SS 639	Leadership Techniques

REQUIRED TECHNOLOGY COURSES 9 hours:

SCI 623	History, Security, & Ethics of Technology
SCI 625	Online Pedagogy
SCI 626	Web Communication & Design

REQUIRED TECHNOLOGY COURSES 9 hours:

SCI 627	Advanced Web Design & Development
SCI 628	Infrastructure & Support
SCI 629	Technology Internship
SCI 632	Educational Evaluation
SCI 633	Instructional Product Development
SCI 634	Instructional Design & Delivery
SCI 635	Simulations and Virtual Reality

INSTRUCTIONAL TECHNOLOGY/MEDIA

This program requires attendance at a minimum of two summer media camps. Additional coursework is available through the camps; the remainder of the program may be completed online. There is an additional fee for attending summer camps.

REQUIRED COURSES 30 hours:

*SCI 620	Technology in the Classroom
*(must be taken within the first two semesters)	
EDUC 605	Advanced Educational Psychology & Assessment
HFA 636	Teaching & Evaluation of Writing
SS 639	Leadership Techniques

HFA 646	Broadcasting for Teachers I
HFA 647	Broadcasting for Teachers II
HFA 649	Ethics in Media
HFA 650	Media Writing
**EDUC 689	Introduction to Educational Research
**EDUC 700	Capstone Seminar
**(must be taken in last 12 hours of program)	

Choose 6 hours:

HFA 648	Broadcasting for Teachers III
HFA 651	Digital Editing- Adobe
HFA 652	Digital Editing - Final Cut Pro
HFA 690	Special Topics
HFA 690	Special Topics
HFA 690	Special Topics

Up to 9 hours of appropriate coursework may be transferred from another university.

INSTRUCTIONAL MATH K-8

Available completely online. This program is designed for those persons who already have a teaching certificate.

REQUIRED COURSES 18 hours:

*SCI 620	Technology in the Classroom
*(must be taken within the first two semesters)	
EDUC 605	Advanced Educational Psychology & Assessment
SS 639	Leadership Techniques
HFA 636	Teaching & Evaluation of Writing
**EDUC 689	Introduction to Educational Research
**EDUC 700	Capstone Seminar
**(must be taken in last 12 hours of program)	

COURSES REQUIRED IN EMPHASIS 18 hours:

SCI 639	Data Analysis
SCI 640	Integers, Brain Research & Differentiated Instruction
SCI 641	From Patterns to Functions
SCI 642	Introduction to Continuous Functions
SCI 643	Rational Numbers
SCI 644	Geometry & Measurements

CROSS-CATEGORICAL SPECIAL EDUCATION

This program is designed for persons who are already certified as teachers and does not lead to initial certification in special education.

REQUIRED COURSES 36 hours:

*SCI 620	Technology in the Classroom
*(must be taken within the first two semesters)	
EDUC 611	Counseling Parents of Exceptional Children
EDUC 625	Correction of Math Difficulties
EDUC 649	Introduction to Cross-Categorical Disabilities

EDUC 651	Evaluation of Abilities & Achievement
EDUC 652	Language Development
EDUC 653	Methods of Teaching Students/Cross-Categorical Disabilities
EDUC 654	Clinical Experience-Elementary
EDUC 655	Clinical Experience-Secondary
**EDUC 689	Introduction to Educational Research
**EDUC 700	Capstone Seminar

** (must be taken in last 12 hours of program)

CROSS-CATEGORICAL SPECIAL EDUCATION K-12 DATSE PROGRAM (Drury Alternative Track in Special Education)

This program is designed for persons who are not state certified in education, but hold an accredited undergraduate degree in an applicable content area.

In addition to the items submitted to the Graduate Programs Office, candidates for the DATSE program must also complete the following:

1. Criminal background check. Online registration at www.dhss.mo.gov/FCSR (click on "Online Registration"). If you are unable to pay online, click "Online Registration" then "FCSR Registration" then "Worker Registration Form" and mail your application and payment to the address provided.
2. Completion of the required prerequisite course.
3. Students must complete an entrance interview.

In addition, the cumulative GPA will be calculated for all applicants seeking admission to a graduate program leading to state teacher certification.

REQUIRED PREREQUISITE

EDUC 606	Psychology of the Exceptional Child
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REQUIRED COURSES 36-39 hours:

Must be taken in sequence.

FALL START

Semester 1:	
EDUC 649	Introduction to Cross-Categorical Disabilities
EDUC 607	Psychology of Human Growth and Development
Semester 2:	
EDUC 651	Evaluation of Abilities and Achievement
EDUC 610	Behavior Analysis and Intervention

Semester 3:	
EDUC 665	Improvement of Reading Instruction
EDUC 625	Correction of Math Difficulties

Semester 4:	
EDUC 652	Language Development of the Exceptional Child
EDUC 667	Analysis and Correction of Reading Disabilities

Semester 5:	
EDUC 653	Methods of Teaching Students/Cross-Categorical Disabilities

Semester 6:	
EDUC 700	Capstone Seminar

Semester 7:	
EDUC 654	Clinical Experience - Elementary
EDUC 655	Clinical Experience - Secondary

SPRING START

Semester 1:	
EDUC 649	Introduction to Cross-Categorical Disabilities
EDUC 607	Psychology of Human Growth and Development

Semester 2:	
EDUC 665	Improvement of Reading Instruction
EDUC 625	Correction of Math Difficulties

Semester 3:	
EDUC 651	Evaluation of Abilities and Achievement
EDUC 610	Behavior Analysis and Intervention

Semester 4:	
EDUC 652	Language Development of the Exceptional Child
EDUC 667	Analysis and Correction of Reading Difficulties

Semester 5:	
EDUC 700	Capstone Seminar

Semester 6:	
EDUC 653	Methods of Teaching Students/Cross-Categorical Disabilities

Semester 7:	
EDUC 654	Clinical Experience - Elementary
EDUC 655	Clinical Experience - Secondary

SPECIAL READING

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

REQUIRED COURSES 36 hours:

*SCI 620	Technology in the Classroom
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*(must be taken within the first two semesters)

education

EDUC 611	Counseling Parents of Exceptional Children
HFA 636	Teaching & Evaluation of Writing
EDUC 651	Evaluation of Abilities & Achievement
EDUC 652	Language Development of the Exceptional Child
EDUC 660	Practicum I; Diagnosis & Remediation of Reading & Related Difficulties
EDUC 661	Practicum II; Diagnosis & Remediation of Reading and Related Difficulties
EDUC 665	Improvement of Reading Instruction
*EDUC 667	Analysis and Correction of Reading Disabilities

*(Must be taken before or with EDUC 660 - Practicum I)

EDUC 670 Leadership in Reading

**EDUC 689 Introduction to Educational Research

**EDUC 700 Capstone Seminar

** (must be taken in last 12 hours of program)

Please note: Acquisition of the M.Ed-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.

CERTIFICATION OF SCHOOL PERSONNEL

All teaching certificates are issued directly by the Missouri Department of Elementary and Secondary Education. Students completing requirements for certification who already possess professional certification in the state of Missouri in another teaching area must make direct application to the Missouri Department of Elementary and Secondary Education for additional certification.

MASTER OF ARTS IN TEACHING

Students representing a wide range of academic and professional backgrounds are able to enter a graduate program that has been developed specifically to lead to an initial certification in four key content areas in Middle School. The MAT is a common degree utilized by many colleges and universities in Missouri offering teacher education programs approved by DESE. The Drury MAT program is particularly

responsive to the needs of the mid-career change professional and anyone with a strong content background (areas of science, math, social studies, and language arts at the middle school level).

Students must have a baccalaureate degree from an accredited institution of higher learning with a cumulative GPA of no lower than 2.5 on a 4.0 scale. Students must either have a degree in the area of certification or meet the state content area requirements. Students must be employed by a Missouri school district in their area of certification in order to be eligible for provisional certification.

In addition to the items submitted to the graduate programs office candidates for the MAT must also complete the following:

1. Criminal background check. Online registration at www.dhss.mo.gov/FCSR (click on "Online Registration"). If you are unable to pay online, click "Online Registration" then "FCSR Registration" then "Worker Registration Form" and mail your application and payment to the address provided.
2. Students must obtain a passing Praxis score in the relevant content area.
3. Students must complete an entrance interview.
4. Verified completion of at least 21 semester hours in content area with a grade of C or higher.

In addition, the cumulative GPA will be calculated for all applicants seeking admission to a graduate program leading to state teacher certification.

REQUIRED COURSES 36 hours:

*SCI 620 Technology in the Classroom

*EDUC 607 Psychology of Human Growth & Development

*Methods course appropriate for teaching area: (SCI 622, SCI 631, SS 631 or EDUC 609)

*(must be taken within the first two semesters)

EDUC 605 Advanced Educational Psychology & Assessment

SS 624 The Home, the School, & the Community

EDUC 632 Literacy Instruction in Content Area

EDUC 606 Psychology of the Exceptional Child

EDUC 603 Middle School Philosophy

EDUC 633 Middle School Curriculum & Instruction
 EDUC 665 Improvement of Reading Instruction
 EDUC 608 Classroom Management
 EDUC 699 Culminating Internship

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.

TECHNOLOGY CERTIFICATES

The master in education program also offers four 18-hour certificate programs: instructional math, instructional technology, instructional technology/media, and web design.

(Please note that these are not state teaching certificates.)

INSTRUCTIONAL MATH 18 hours:

Available completely online.

SCI 639 Data Analysis
 SCI 640 Integers, Brain Research & Differential Instruction
 SCI 641 From Patterns to Functions
 SCI 642 Introduction to Continuous Functions
 SCI 643 Rational Numbers
 SCI 644 Geometry & Measurements

INSTRUCTIONAL TECHNOLOGY 18 hours:

Available completely online.

SCI 623 History, Security & Ethics of Technology
 SCI 632 Educational Evaluation
 SCI 633 Instructional Product Development
 SCI 634 Instructional Design & Delivery
 SCI 635 Simulations & Virtual Reality
 SS 639 Leadership Techniques

INSTRUCTIONAL TECHNOLOGY/MEDIA 18 hours:

This certificate requires attendance at a minimum of two summer media camps.

HFA 646 Broadcasting for Teachers I
 HFA 647 Broadcasting for Teachers II
 HFA 649 Ethics in Media
 HFA 650 Media Writing

Choose six hours:

HFA 651 Digital Editing-Adobe

HFA 652 Digital Editing Techniques and Tips-Final Cut Pro
 HFA 690 Special Topics
 HFA 690 Special Topics

WEB DESIGN 18 hours:

Available completely online.

SCI 620 Technology in the Classroom
 SCI 623 History, Security, and Ethics of Technology
 SCI 625 Online Pedagogy
 SCI 626 Web Communication & Design
 SCI 627 Advanced Web Design & Development
 SCI 628 Infrastructure & Support

COURSE DESCRIPTIONS

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 are grouped into the following areas: education, humanities, and social sciences. 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 without special approval.

PROFESSIONAL EDUCATION COURSES - EDUC

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. *Prerequisite: EDUC 203.* 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 609 Methods of Teaching Language Arts.

3 hours. A course designed for the in-service teacher to consider the fundamental nature and structure of the language arts and strategies for improving instruction of language arts in the middle school curriculum. Special attention will be given to curriculum frameworks provided by the Missouri Department of Elementary and Secondary Education and the National Council of Teachers of English. Candidates are provided the opportunity to understand and explore the theories, models, and strategies for teaching and learning the components associated with language arts. The course emphasizes the acquisition of language arts knowledge and the application of instructional strategies aligned

with reading, writing, listening, speaking, viewing, and visual representations. The course includes examination and evaluation of textbooks and other curriculum materials; planning of lessons and units; discussion of issues involving professional educators; development of means to assess learning; and discussion of methods to teach the language arts discipline.

EDUC 610 Behavior Analysis and Intervention.

3 hours. This course is intended only for students admitted to the DATSE program. 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 616 New Teacher Connections. 1 hour.

Prerequisite: Employment as a full-time teacher. This course, delivered in collaboration with the new teacher's employing school district, is the first in a series of three courses. This course is designed to begin the process of effectively inducting new teachers to the education profession. This is accomplished by delivering support at multiple levels including thoughtful, sustained mentoring/coaching of the new teacher. New teachers will receive common language and common practices for effective teaching. This course is graded satisfactory or unsatisfactory.

EDUC 617 Early Career Connections. 2 hours.

Prerequisite: EDUC 616. This course, delivered in collaboration with the new teacher's employing school district, is the second in a series of three courses. The course provides a systems (process) approach to the following topics: cooperative learning, classroom management, lesson planning, research supported

instructional strategies, data driven instructional decision making, intervention strategies with children, effective use of instructional time, and development of positive relationships with students, parents, and colleagues. This course is graded satisfactory or unsatisfactory.

EDUC 618 Early Career Completion. 3 hours.

Prerequisites: EDUC 616, EDUC 617. This course, delivered in collaboration with the new teacher's employing school district, is the third in a series of three courses. This course addresses the following topics: research based instructional strategies for each grade level and subject area, working with special needs students, teaching with higher-order thinking skills, strategies for closing achievement gaps, differentiated instruction, assessment strategies, using assessment data to improve instruction and developing the dispositions of professionalism and leadership. This course is graded satisfactory or unsatisfactory.

EDUC 625 Correction of Mathematical

Difficulties. 3 hours. This course is designed to provide in-service teachers 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 the in-service teacher, 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 candidates 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 643 Gifted Conference. 1 hour.

This workshop covers a variety of topics including characteristics, curriculum, social and emotional needs, communication, specific activities and other opportunities for gifted students. The participants will interact with experienced teachers of the gifted in large group and small group sessions. The main intent of this workshop is to give teachers of the gifted some special strategies and confidence as they enter their new field. *Course may be repeated for credit.*

EDUC 647 Improvement of Instruction of Children's and Adolescents' Literature. 3 hours.

This is a course designed for in-service teachers in the elementary and secondary schools. Various types of literature for elementary and secondary school-age groups are surveyed. The ability to evaluate children's and adolescents' literature critically, to understand its history, to assess children's and young adults' needs and developmental levels, and to be able to select and effectively use quality literature are major objectives of the course.

EDUC 648 K-6 Science and Mathematics

Teaching. 3 hours. A KSAM training course for lead teachers and prospective lead teachers, this course includes methodology of teaching hands-on, process-oriented science and mathematics in K-6 and is demonstrated and practiced in a concentrated 40-hour (5 days) summer workshop.

EDUC 649 Introduction to Cross-categorical 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.* 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/Cross-Categorical Disabilities. 6 hours. *Prerequisites: EDUC 649 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 - Elementary. 3 hours. *Prerequisite: Approval of Instructor. Additional fee.* Working in settings which include elementary school students with mild/moderate disabilities, students will collaborate with members of multi-disciplinary teams to develop and implement individual education programs and will collect and analyze data pertaining to student diagnosis/academic achievement. The outcome of the clinical experience will be an extensive, thorough, and formal case study of a student with a specified disability.

EDUC 655 Clinical Experience-Secondary 3 hours. *Prerequisite: Approval of Instructor. Additional fee.* Working in settings which include secondary school students with mild/moderate disabilities, students will collaborate with members of multi-disciplinary teams to develop and implement individual education programs and will collect and analyze data pertaining to student diagnosis/academic achievement. The outcome of the clinical experience will be an extensive, thorough, and formal case study of a student with a specified disability.

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 schools and districts.

EDUC 658 Strategies in Teaching Math K-6. 1 hour. Strategies of teaching K-6 mathematics in a hands-on, process-oriented style utilizing demonstration followed by participant classroom practice are included in seven 3-hour sessions, once weekly.

EDUC 659 Strategies in Teaching Life Science K-6. 1 hour. Strategies of teaching K-6 life science in a hands-on, process-oriented style utilizing demonstration followed by participant classroom practice are included in seven 3-hour sessions, once weekly.

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 candidate 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 the in-service elementary and secondary teacher, 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 hour. A course designed to study school age children experiencing difficulties in reading through the examination and utilization of diagnostic testing methods and remedial practices. Candidates learn to adapt testing materials and remedial techniques to the developmental level, diagnostic needs, and cultural and linguistic background of the pupils.

EDUC 668 Strategies in Teaching Physical Science K-6. 1 hour. Strategies of teaching K-6 physical science in a hands-on, process-oriented style utilizing demonstration followed by participant classroom practice are examined in seven 3-hour sessions, once weekly.

EDUC 669 Strategies in Teaching Earth Science K-6. 1 hour. Strategies of teaching K-6 earth science in a hands-on, process-oriented style utilizing demonstration followed by participant classroom practice are examined in seven 3-hour sessions, once weekly.

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 675 Teaching the Gifted in the Regular Classroom. 3 hours. This course is designed to assist teachers in addressing the need for appropriate educational experiences for gifted students in regular classroom settings as part of an overall programming effort for this population.

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 677 Curriculum & Differentiated Instruction for Gifted. 3 hours. *Prerequisite: EDUC 676.* This course delineates the core issues and provides a framework for understanding the content, process and product considerations in developing a comprehensive, articulated curriculum for the gifted. Skills are developed in scope and sequence, promoting appropriate higher-level cognitive functioning and assessment of individual student learning styles and needs.

EDUC 678 Administration & Supervision of Gifted Programs. 3 hours. *Prerequisite: EDUC 676.* This course introduces the fundamental principles of program planning and development for the gifted. Topics include screening, assessing and evaluation of gifted students, role functions and referent groups, general educational procedures, steps in basic program development, provision for appropriate resources and refinement of effective supervision strategies.

EDUC 679 Counseling and Guidance of the Gifted. 3 hours. *Prerequisite: EDUC 676.* This course focuses on the differential affective characteristics and needs of gifted students. General counseling theories are studied as they apply to helping gifted students discover and utilize effectively their special gifts and talents to aid in the development of potential.

EDUC 686 Practicum in Working with Gifted Students. 3 hours. *Prerequisites: EDUC 676, EDUC 677, EDUC 678, and EDUC 679.* This is an intensive practicum, which involves the application of knowledge, skills, strategies, and competencies delineated in the basic courses for teachers of the gifted. Emphasis is given to working with gifted pupils.

EDUC 689 Introduction to Educational Research. 3 hours. *Prerequisite: 27 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 691 Research. 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 hours. *Additional fee.* A course designed for the in-service middle school (grades 5-9) teacher providing supervised teaching at the middle school level. Students will receive instruction in curriculum, instruction, and assessment of middle school level education. This course replaces EDUC 700 Capstone Seminar for students in the Master of Arts in Teaching (MAT) program and is available only for students in the MAT program.

EDUC 700 Capstone Seminar (for all graduating students except those pursuing tracks where this course is not specified). 3 hours. *Prerequisite: EDUC 689.* 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 he or she relate 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. Successful completion of a written or oral, comprehensive, master's degree examination is required as a part of the Capstone Seminar course. The course is graded satisfactory or unsatisfactory.

EDUC 690 Special Topics. 1-3 hours.

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 600 Humanities. 3 hours. This course includes investigations into the nature of the humanities through the study of drama, philosophy, music, literature and art.

HFA 603 Linguistics. 3 hours. This is a survey of language (with study and examples stressing English) covering variously grammar (syntax, morphology, phonology); origin and development; dialects (social and regional); onomastics; semantics; writing and spelling; lexicography, etc.

HFA 623 Eastern Experience Through Art and Architecture. 3 hours. This course examines experiences in non-Western culture through the study of the arts, architecture and ideas of China, Japan, Korea, and South Asia.

HFA 625 Building Community Through the Arts. 3 hours. Through combined on-campus seminars and community-based field work, graduate students will experience an integrated and experiential approach to creativity in everyday living and learning. Students will relate the strategies for building community through the arts to their current professional practice.

HFA 626 Developing Personal and Professional Creativity Through the Liberal Arts. 3 hours.

Using the elements and principles of creating art as metaphor, students will explore their personal and professional creativity as they integrate this course's enriching experiences and insights into their current professional positions.

HFA 627 Mark Twain. 3 hours. This course is a study of the life, times and works of Samuel Clemens, known by his "non de guerre," Mark Twain. By reading his works and studying his life, the student will gain a greater appreciation and understanding of his contributions to American literature and thought.

HFA 628 Creative Writing. 3 hours. This course is for graduate students who are serious about their creative writing goals and teachers who are serious about helping their students achieve their goals. Students will be reading theories about writing from contemporary authors as well as producing their own works and providing constructive help for their fellow writers.

HFA 629 Murder, Mystery and Mayhem. 3 hours. This course is a study of the mystery as a literary genre. The student will study representative works and authors, and so investigate the mystery from its development through the present. Students will also develop their own mystery writing skills.

HFA 630 Media Literacy. 3 hours. This is a study of media (newspapers, radio, and TV) as sources of information in America. The course will focus on how the media may be used in the classroom.

HFA 632 Methods of Teaching Language Arts. 3 hours. A course designed for the in-service teacher to consider the fundamental nature and structure of the language arts and strategies for improving instruction of language arts in the middle school curriculum. Special attention will be given to curriculum frameworks provided by the Missouri Department of Elementary and Secondary Education and the National Council of Teachers of English. Candidates are provided the opportunity to understand and explore the theories, models, and strategies for teaching and learning the components associated with language arts. The course emphasizes

the acquisition of language arts knowledge and the application of instructional strategies aligned with reading, writing, listening, speaking, viewing, and visual representations. The course includes examination and evaluation of textbooks and other curriculum materials; planning of lessons and units; discussion of issues involving professional educators; development of means to assess learning; and discussion of methods to teach the language arts discipline.

HFA 634 Creativity in Language Arts. 3 hours.

This is a study in the development and fostering of creativity in the classroom, with particular regard to written and oral communication activities.

HFA 636 Current Trends in Teaching and Evaluation of Writing. 3 hours.

A survey of new theories of writing and language development in elementary, middle school, and secondary schools. Students read and evaluate new approaches and test them in their writing.

HFA 640 The Adolescent Hero in American Fiction. 3 hours.

The purpose of this course is to study the problems of American youth as they are reflected and analyzed in literature. The course emphasizes discussion of each author's views on the causes and consequences of adolescent unrest in our society and it asks students in the class to formulate their own conclusions on the problems of American adolescents. There is ample opportunity to consider the traditions and techniques of our own literary culture as well as the figure of the adolescent.

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 649 Ethics in Media. 3 hours. Exploring ethical guidelines for professional behavior, this course surveys federal, state and municipal laws governing freedom of speech and commerce in journalism, public relations and advertising. It covers the reasoning and precedents behind the laws and regulations that affect communication and media.

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 651 Digital Editing Techniques and Tips

- Adobe. 1 hour. This course in Adobe Premiere Pro editing software takes the student through the entire process of capturing media to the hard drive, organizing files, creating a time line and putting the finishing touches on a multi-media project. Basic and advanced techniques will be introduced, along with a number of shortcuts and special approaches. Graphics, audio editing, special effects and transitions will all be a part of this course. There is an additional fee for participation in the course.

HFA 652 Digital Editing Techniques and Tips

- Final Cut Pro. 1 hour. This course in Final Cut Pro editing software takes the student through the entire process of capturing media to the hard drive, organizing files, creating a time line and putting the finishing touches on a multi-media project. Basic and advanced techniques will be introduced, along with a number of shortcuts and special approaches. Graphics, audio editing, special effects and transitions will be part of this course.

HFA 667 Experimentation in Communication

Arts. 3 hours. This course proposes to explore new methods of creating verbal facility in teachers and students from kindergarten to college. Emphasis is also given to new approaches to the understanding of non-verbal communication. There is an additional fee for participation in the course.

HFA 671 Philosophical Issues in Contemporary

Society. 3 hours. Students examine the nature of value judgements, the methods of their analysis and verification and their systematic application in the areas of science, religion, art, morality, education and social policy.

HFA 673 Religious Perspectives and Practices.

3 hours. The contemporary influence and characteristics of major Christian church groups and major living world religions is the focus of this class.

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 683 20th Century World Literature. 3 hours.

Students examine the work of major 20th century writers or literary themes with special emphasis upon contemporary poetry and fiction.

HFA 684 20th Century American Literature.

3 hours. A study of important themes and writers as they relate to the ideals and values of American culture, particular emphasis is placed on the insights, offered by authors and their characters, into common attitudes and problems of youth in dealing with family, friends, school, and conventions of adult society.

HFA 687 African-American Literature. 3 hours.

Designed primarily to develop in elementary, middle school and secondary teachers a more complex, sympathetic and profound understanding of African-American experience, this course focuses on literature of black Americans. Attention is paid to the history and total culture of black America.

HFA 691 Research. 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. 3 hours.**SCIENCE & MATHEMATICS-SCI**

Courses in this field are designed to supplement the training of the general or specialized teacher, broadening the student's background in the various fields of science, acquainting him or her with current frontiers of scientific investigation and providing an understanding of the fundamental principles of science that should be included in the education of every citizen. Secondary school teachers electing a program of study emphasizing science are expected to take 12 to 15 hours in this area.

SCI 601 Science: Its Impact on Society. 3 hours.

This course constitutes a study of the important

discoveries in science, the people involved in making them and their effect on society as a whole. Innovative teaching techniques are employed and selected case histories are used to illustrate the growth and development of the scientific method and to increase appreciation of the complexities science has in its effect on society.

SCI 609 Physical Science Concepts. 3 hours.

This course is intended to give the non-science major a background in the basic concepts of physical science. Topics are selected from the areas of astronomy, physics, chemistry and earth science. Topics are handled with a minimum of mathematics and the historical aspect of the development of science is included in the discussions.

SCI 620 Technology in the Classroom. 3 hours.

Students are required to take this course during their first two semesters of graduate study. This course is required for all programs leading to the master in education degree, and provides an introduction to educational technology. The focus of the course includes how to operate the technologies, use the technologies to enhance personal productivity and apply technologies in a learning/instructional environment.

SCI 622 Improvement of K-12 Mathematics

Instruction. 3 hours. A course designed for the in-service teacher 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 620 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 620 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 Blackboard technology design tool. The

emphasis is on designing and learning environments that encourage and motivate students as their knowledge and skills in using Blackboard are developed.

SCI 626 Web Communications and Design.

3 hours. *Prerequisite: SCI 620 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 628 Technology Infrastructure & Support.

3 hours. *Prerequisite: SCI 620 or approval of instructor.* Educators will have the opportunity to design, develop and implement technology plans at the classroom, building and district level. Visits and interaction with area school district technology coordinators will be an integral part of this course. Primary focus will be on systems, servers, technology layout and design, as well as purchasing and procurement of technology.

SCI 629 Technology Internship. 3 hours.

Prerequisite: A in SCI 620 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.

SCI 631 Improvement of K-12 Science Instruction.

3 hours. A course designed for the in-service teacher 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 638 Applied Statistics. 3 hours.

Students focus on a comprehensive package of statistical techniques, measurement theory and testing procedures designed to provide theoretical and practical learning experiences for physical educators. Statistical concepts covered include frequency distributions, measures of central tendency, measures of variability, percentile ranks, standard scores, probability and correlational techniques.

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 640 Integers, Brain Research and

Differentiated Instruction. 3 hours. Teachers develop a mathematical understanding of the key concepts of integers from teaching algebra. The course integrates standards-based lessons with strategies for differentiated instruction and brain-based research classroom applications. Participants have opportunities to view video clips of master teachers working with their students, followed with online discussions and professional online reflection journals.

SCI 641 From Pattern to Functions. 3 hours.

Teachers investigate how patterns lead to an understanding of discrete functions. The course explores number sequences, geometric patterns, function machines, t-tables, graphs and how to generalize rules in function notation.

SCI 642 Introduction to Continuous Functions. 3 hours.

Prerequisite: SCI 641. Teachers continue to learn more on the study of functions. Attention focuses on direct variation, other linear equations, their slope and y-intercept, and the standard form of a line: $y=mx+b$. The course culminates with a discussion of simple quadratic and cubic functions.

SCI 643 Rational Numbers. 3 hours.

Prerequisite: SCI 640. This course introduces teachers to rational numbers as an extension of integers. Emphasis is placed on using concrete models to develop conceptual understanding of rational number operations, their algorithms and the application of proportional reasons.

SCI 644 Geometry and Measurements. 3 hours.

Focus is given to two- and three-dimensional geometric figures and their properties. Measurement concepts lead to computational algorithms for perimeter, circumference, area and volume.

SCI 645 Solving Equations. 3 hours.

Focus is placed on reviewing algebraic notation and the properties of algebra and their use in translating word problems into algebraic sentences.

SCI 646 Exercise Physiology. 3 hours.

This course is designed to help students gain an appreciation and knowledge of how the body functions under conditions of exercise stress. Special emphasis is placed on the development of training programs, diagnosis of exercise and sport-related problems, tests of physiological capacity and the effects of exercise on general health, growth and aging.

SCI 661 Field Biology. 3 hours.

This is a course designed to increase the teacher's familiarity with, and understanding of, living things in their natural surroundings; study plants and animals in the more important types of habitats of the region; and illustrate various ways of life. Methods of collection,

identification and preservation of specimens are included in the course.

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 663 Astronomy Today. 3 hours.

This course reviews the history of astronomy but concentrates on the developments of the last 20 years. The course is developed to help the teacher use the new astronomical information as it appears in the popular press. For the non-science teacher, this course is a science enrichment study.

SCI 670 Chemistry and Current Problems. 3 hours.

A study of basic chemical concepts that prepares the teacher and students to become effectively involved in understanding and evaluating relevant issues of today, such as recent advances in environmental chemistry, the energy crisis, drug abuse, forensic chemistry, and chemistry and society.

SCI 691 Research.

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. 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 public school children; 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 618 Group Dynamics. 3 hours. This is a study of recent experimental research findings in the area of small groups, with particular attention to interpersonal communications.

SS 619 Mental Hygiene. 3 hours. This course is designed to develop an understanding of the principles of good mental health and the dynamics involved in healthy personality development. As time permits, special study is made of current mental health programs most relevant to the life situations of the students.

SS 620 Family Living. 3 hours. A study of the changing role of the family in American society, the course emphasizes trends in family structure, the role of men and women in the family relationship and the means of creating intimacy, communication and growth within the family system.

SS 621 Studies in European Civilization. 3 hours. Students survey the major intellectual trends in European civilization beginning with the Greek and Biblical traditions; the shape of medieval civilization as formed first by Augustine and then by Aquinas; the old and new in the Renaissance and Reformation; the Enlightenment, Romanticism and Existentialism.

SS 622 The Adolescent Experience in Contemporary Society. 3 hours. Students examine the developmental influences that lead to adolescence approached from a multidisciplinary life-span perspective. Adolescence is studied from an integrated biological, psychological, sociological and historical perspective in an approach focused on

the special interests and concerns of the teacher and administrator in the contemporary school.

SS 624 The Home, the School and the Community. 3 hours. The course focuses on the James Comer School Development Program model for parent participation and community involvement for the improvement of elementary and secondary education. Emphasis is given to the environmental transactions among the home, school and the community for the purpose of increasing the quality of life and the educational attainment of children and youth.

SS 625 Studies in American Civilization. 3 hours. These are selected topics in historical interpretation; the colonial mind, nationalism and sectionalism, Jeffersonian democracy, the frontier, slavery and abolition, etc.

SS 631 Methods of Teaching Social Sciences. 3 hours. A course designed for the in-service teacher to consider the fundamental nature of the social sciences and strategies for improving instruction of social sciences in the middle school curriculum. Special attention will be given to curriculum frameworks provided by the Missouri Department of Elementary and Secondary Education and the National Council for the Social Studies. Candidates study the definitions, objectives, evaluation, and challenges associated with teaching social sciences. The course emphasizes the acquisition of social science knowledge: culture; time, continuity, and change; people, places, and environments; individual development and identity; individuals, groups, and institutions; power, authority, and governance; production, distribution, and consumption; science, technology, and society; global connections; and civic ideals and practices. The course includes examination and evaluation of textbooks and other curriculum materials; planning of lessons and units; discussion of issues involving professional educators; development of means to assess learning; and discussion of methods to teach the social sciences discipline.

SS 635 Studies in Contemporary International Affairs. 3 hours. An examination of influence and power relationships among nation-states such as the United States, Russia and China, the course

combines a basic scheme for analysis of world affairs with a concern of international political events that are timely and relevant.

SS 637 Trends and Issues in Health Education.

3 hours. This course is designed to familiarize students with the latest trends and programs in health education. Major health problems of the public schools are studied and their best possible solutions discussed by the class. The student is helped to recognize ways in which the school and community can work together to solve health problems.

SS 639 Leadership Techniques. 3 hours. This course studies the development of concepts of leadership 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 641 Stability and Change in American Government. 3 hours.

A systematic survey of politics in the United States in the context of the "democratic" tradition, this course examines both current and projected roles and behavior of formal as well as informal institutions and groups in response to social, economic, and political problems in American society.

SS 642 Economics for Teachers. 3 hours. Students learn basic economic principles, emphasizing the areas most easily transferred into valuable learning experiences at the elementary, middle school and high school levels.

SS 681 Culture of the Ozarks: Past and Present.

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

SS 682 Teaching American History: Pre-Colonial to 1877. 3 hours.

This course is designed to guide educators through the development and instruction of a college level American History course from the pre-

colonial time to 1877. The course will cover in-depth historical knowledge of key events of this period in history. Students will work throughout the course to develop challenging and insightful ways to pass the information on to future students.

SS 691 Research. 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. 3 hours.

MASTER OF ARTS IN STUDIO ART AND THEORY

Tom Parker, director

MASTER OF ARTS IN STUDIO ART AND THEORY: SUMMER INSTITUTE FOR VISUAL ARTS

The Summer Institute for Visual Arts at Drury University provides an intensive two month period each summer to focus on studio development in a critically driven environment while earning graduate level course credit toward a Master of Arts in Studio Art and Theory degree.

The Summer Institute for Visual Arts employs a pedagogy that stresses creative work as its primary discipline. By emulating the societal avant-garde cell, the graduate program synergizes theory and studio discussions and utilizes a cohort model in organizing of each hear of students to that conversations about art making activities will reflect the nature, complexity and character of each group.

From the first day, student artists will be encouraged to enter into dialogue about their own intended artwork in search of theoretical clarity about those intentions. Each of the three summers in which the student artist participates will include different Visiting Artist Fellows with skill-sets varied to the need of the Summer Institute. These Visiting Artist Fellows, in conjunction with the faculty and staff, will work collegially with the student artists to formulate, clarify and achieve specific goals and lead the cohort in an attempt to understand and evaluate the results. By being active participants in such a process, student artists will observe not only how the creative process actually works, but, by extension, how others might be brought into that process.

Reflection on theoretical, critical and technical issues will take place in an integrated process. Five related questions are the basis of these conversations:

1. What do I want to make and why?
2. What skills and processes will be necessary to realize my intentions and how will I acquire those skills and processes?
3. How will I know when I have succeeded?

4. How might I improve the result?

5. What is the significance or value of what has been accomplished?

The Summer Institute of Visual Arts curriculum is designed to offer the post-baccalaureate student artist an opportunity to create significant work in a supportive and collaborative environment. Graduate student in the summer institute includes three two-month summer sessions of intensive studio engagement that consist of studio and theory courses (6 credits of studio and 3 credits of theory or thesis equalling 9 credits) plus an online dialogues and practices course (3 credits) resulting in a total of 30 hours of coursework for which a Master of Arts in Studio Art and Theory degree will be granted.

ACADEMIC PREREQUISITES

ARTH 152 Survey of Art history (or equivalent) should be completed prior to the third summer of graduate study.

ADMISSION TO THE PROGRAM

Admission to the program is determined on the basis of the information obtained in the steps on page 14. Enrollment is limited. The priority deadline for admission in March 31st and applications will be reviewed on a rolling basis based on availability thereafter.

PROVISIONAL ADMISSION

With the formal approval of the program director, specific criteria for full admission (such as MAT completion, reference letters, etc.) may be temporarily suspended.

A candidate needing 30 undergraduate credits or less to complete the required undergraduate degree may be considered (at the discretion of the MART director) for provisional enrollment in Master of Arts in Studio Art and Theory (MART) coursework. Completion of the Master of Studio Art and Theory requires 30 credit hours (27 in the Summer Institute,

plus 3 in Dialogues and Practices). Credits earned during a Summer Institute may not exceed 9. Graduate credits earned provisionally may not exceed 21. No financial aid is available for graduate students not fully admitted.

POLICY STATEMENTS

1. Students will be evaluated for continuance in the program at the end of each Summer Institute.
2. Failure in any course will be considered grounds for termination from the program.
3. When enrolling for a Summer Institute, a student must take all nine hours, both the studio and theory courses together.
4. It will take a minimum of three summers to complete the program.
5. In order to graduate, students must complete the prescribed curriculum and maintain a cumulative GPA of 3.0.

Successful participation in the Group Thesis Exhibition, which will be held the last week of the Summer Institute #3 is required for graduation.

MASTER OF ARTS IN STUDIO AND THEORY

REQUIRED COURSES 30 hours

- MART 613 Alpha Studio 6 hours
- MART 614 Theory & Criticism I 3 hours
- MART 623 Theory & Criticism II 6 hours
- MART 633 Visiting Artist Studio I 3 hours
- MART 634 Visiting Artist Studio II 3 hours
- MART 635 Visiting Artist Studio III 3 hours
- MART 636 Visiting Artist Studio IV 3 hours
- MART 643 Dialogues and Practices 3 hours
- MART 652 Artist Thesis 3 hours
- Group Thesis Exhibition (to be held the last week of Summer Institute #3) no credit

COURSE DESCRIPTIONS

MART 613 Alpha Studio. 6 hours. This course affords the first year cohort of student artists an introduction to the Summer Institute of Visual Arts graduate program through studio work and individual

and group discussions. The agenda of the course will be student derived in accordance with individual intentions, after collaborative discussion with cohort artists and the teaching faculty. Must be taken concurrently with MART 614. *This course replaces MART 611 2D Studio.*

MART 614 Theory & Criticism I. 3 hours. This course affords the first year cohort of student artists an introduction to Modern and Contemporary Art History, Theory and Criticism. Through reading, writing, faculty lectures and group discussions, this course is meant to clarify theoretical and critical issues raised by the creative studio work of the cohort members and must be taken concurrently with MART 613. *This course replaces MART 612 2D Theory and Criticism.*

MART 623 Theory & Criticism II. 3 hours. This course expands on the introduction provided by MART 614 Theory and Criticism I and affords the second year cohort of student artists intensified exposure to Contemporary Art History, Theory and Criticism. Through reading, writing, faculty lectures and group discussions, this course is meant to clarify theoretical and critical issues raised by the creative studio work of the cohort members and must be taken concurrently with two sections of MART 631-634. *This course replaces MART 622 3D Theory and Criticism.*

MART 633 Visiting Artist Studio I. 3 hours. This course is a part of the visiting artist sequence (633-636) which affords second and third year cohort students the opportunity to work directly with Summer Institute of Visual Arts Visiting Artist Fellows, toward a student derived agenda in accord with individual intentions, determined by collaborative discussion with cohort artists and the teaching faculty. Courses in this sequence may be taken in any order, but may not be repeated. Must be taken concurrently with MART 623 (in second year) or MART 652 (in third year). *The visiting artist sequence (633, 634, 635, 636) replaces MART 631 and 641.*

MART 634 Visiting Artist Studio II. 3 hours. This course is a part of the visiting artist sequence (633-636) which affords second and third year

cohort students the opportunity to work directly with Summer Institute of Visual Arts Visiting Artist Fellows, toward a student derived agenda in accord with individual intentions, determined by collaborative discussion with cohort artists and the teaching faculty. Courses in this sequence may be taken in any order, but may not be repeated. Must be taken concurrently with MART 623 (in second year) or MART 652 (in third year). *The visiting artist sequence (633, 634, 635, 636) replaces MART 631 and 641.*

MART 635 Visiting Artist Studio III. 3 hours.

This course is a part of the visiting artist sequence (633-636) which affords second and third year cohort students the opportunity to work directly with Summer Institute of Visual Arts Visiting Artist Fellows, toward a student derived agenda in accord with individual intentions, determined by collaborative discussion with cohort artists and the teaching faculty. Courses in this sequence may be taken in any order, but may not be repeated. Must be taken concurrently with MART 623 (in second year) or MART 652 (in third year). *The visiting artist sequence (633, 634, 635, 636) replaces MART 631 and 641.*

MART 636 Visiting Artist Studio IV. 3 hours.

This course is a part of the visiting artist sequence (633-636) which affords second and third year cohort students the opportunity to work directly with Summer Institute of Visual Arts Visiting Artist Fellows, toward a student derived agenda in accord with individual intentions, determined by collaborative discussion with cohort artists and the teaching faculty. Courses in this sequence may be taken in any order, but may not be repeated. Must be taken concurrently with MART 623 (in second year) or MART 652 (in third year). *The visiting artist sequence (633, 634, 635, 636) replaces MART 631 and 641.*

MART 643 Dialogues and Practices. 3 hours.

Dialogues and Practices is a self-directed travel and research course that provides greater context for the creative work done in the program's three summer sessions through museum visits, film screenings and participation in other art-related events. The Dialogues and Practices website serves

as a platform for students to reflect upon and share their explorations of contemporary art through written responses and images. This course is taken by independent study online between the second and third years of the program. (S/U grade only.) *This course replaces MART 651 Omega Seminar.*

MART 652 Artist Thesis. 3 hours. This course affords the third year cohort of student artists the opportunity to synthesize their previous experiences in both the studio and theory components of the program, engages professional development through the creation of a graduate thesis in the form of a comprehensive packet of professional documents (i.e. artist statement, portfolio, artist resume and CV, project proposals), and culminates in the completion of the Graduate Thesis Exhibition. This course must be taken during the students' third year in the Summer Institute. *This course replaces MART 642 Extended Media Theory and Criticism.*

FACULTY & ADMINISTRATION

BREECH SCHOOL OF BUSINESS

ADMINISTRATION

ADMINISTRATION

Michael Shirley, Director, Breech School of Business

Angie Davis, MBA, MBA Director

FACULTY

Janis Prewitt Auner: J.D., University of Missouri

Penny R. Clayton: Ph.D., Oklahoma State University

Gary DeBauche: Ed.D., University of Arkansas

Michael Hass: ABD, Oklahoma State University

Gary Holmes: Ph.D., University of North Texas

Amy Lewis: Ph.D., Indiana University - Bloomington

Steven D. Mullins: Ph.D., Oklahoma State University

Rodney Oglesby: Ph.D., University of Missouri

Clifton D. Petty: Ph.D., University of Houston

William D. Rohlf Jr.: Ph.D., Kansas State University

Michael R. Shirley: J.D., University of Oklahoma

Robin Sronce: Ph.D., Southern Illinois University

Kelley Still: Ph.D., University of Oklahoma

COMMUNICATION

ADMINISTRATION

Curt Gilstrap, Ph.D., Director, Graduate Program

GRADUATE COMMUNICATION COUNCIL

Jana Bufkin: Ph.D., Associate Professor of Criminology/Criminal Justice

Hue-Ping Chin: Ph.D., Associate Professor of History

Cristina Gilstrap: Ph.D., Associate Professor of Communication

Curt Gilstrap: Ph.D., Associate Professor of Communication

Jonathan Groves: Ph.D., Assistant Professor of Communication

Rick Maxon: Ph.D., Associate Professor of Communication

Charles Taylor: Ph.D., Vice President, Academic Affairs/Dean of the College, Professor of Communication

Regina Waters: Ph.D., Professor of Communication

Roger Young: Ph.D., Associate Professor of Biology

FACULTY

Cristina Gilstrap: Ph.D., Purdue University

Curt Gilstrap: Ph.D., Purdue University

Jonathan Groves: Ph.D., University of Missouri

Sun-Young Park: Ph.D., University of Florida

Dan Prater: M.A., Drury University

Charles Taylor: Ph.D., University of Illinois-Champaign

Regina Waters: Ph.D., University of Missouri

CRIMINOLOGY/CRIMINAL JUSTICE

ADMINISTRATION

Jana Bufkin: Ph.D., Director, Graduate Program

GRADUATE CRIMINOLOGY/CRIMINAL JUSTICE

COUNCIL

Jana Bufkin: Ph.D., (Chair) Associate Professor of Criminology/Criminal Justice

Valerie Eastman: Ph.D., Professor of Psychology

Rachael Herrington: Ph.D., Assistant Professor of Psychology

Jennie Long: Ph.D., Associate Professor of Criminology

Vickie Luttrell: Ph.D., Professor of Psychology, Department Chair

A.L. Marsteller: Ph.D., Associate Professor of Criminology

Robin Miller: Ph.D., Associate Professor of Sociology

Trish Morris: Ph.D., Assistant Professor of Sociology

Wesley Rowley: Ph.D., Associate Professor of Biology

Jennifer Silva Brown: Ph.D., Assistant Professor of Psychology

Mary Utley: Ph.D., Professor of Psychology

Jayne White: Ph.D., Professor of Education

Jeannie Allen: Ph.D., Assistant Professor of Psychology

Dave Derossett: Ph.D., Assistant Professor of Sociology

FACULTY

Jana Bufkin: Ph.D., Florida State University

Jennie Long: Ph.D., Arizona State University

Vickie Luttrell: Ph.D., Southern Illinois University

A.L. Marsteller: Ph.D., University of Nebraska-Lincoln

R. Robin Miller: Ph.D., University of Cincinnati

Trish Morris: Ph.D., Northeastern University

Mary Utley: Ph.D., University of Georgia

EDUCATION

ADMINISTRATION

Lauren A. Edmondson: Ed.D., Interim Director, School of Education and Child Development

GRADUATE EDUCATION COUNCIL

Antiqua Bradley-Hunter: Ed.D., Assistant Professor of Education

Kelly Lacara: Ph.D., SECD Director of Student Services

FACULTY

Bonnie Tabor: Ph.D., Visiting Professor of Education

Ed Williamson: Ph.D., Associate Professor of Education and Associate Director of SECD

Gail Slye: Ed.D., Associate Professor of Education

Jane Doelling: Ed.D., Special Instructor of Education

Jayne White: Ed.D., Professor of Education

Susan Davis: Ph.D., Associate Professor of Education

Protima Roy: Ph.D., Professor of Education

Rebecca Burrell: Ed.D., Special Instructor of Education

Rebecca Denton: Ph.D., Associate Professor of Education

Resa Willis: Ph.D., Professor of English

Sharon Price: Ed.D., Special Instructor of Education

Valerie Zelenka: Ph.D., Assistant Professor of Education

Asikaa Cosgrove: M.Ed., Special Instructor

Hue-Ping Chin: Ph.D., Associate Professor of History

Mary Potthoff: MBA, Director, The Center for Gifted Education

James Grandon: Ed.S., Principal, Boyd Elementary School

STUDIO ART & THEORY

ADMINISTRATION

Thomas Parker: M.F.A., Director, Graduate Program

FACULTY

Lisa Esposito: Ph.D., University of Toronto (Canada)

John Herschend: M.F.A., University of California at Berkeley

Tomiko Jones: M.F.A., University of Arizona

Larry Kolden: M.F.A., University of Wisconsin

Matthew McConnell: M.F.A., University of Colorado

Thomas Parker: M.F.A., University of Iowa

Benjamin Schulman: M.F.A., Tyler School of Art of Temple University

Joseph Blaine Whisenhunt: M.F.A., Louisiana State University

GRADUATE COUNCIL

Jana Bufkin: Ph.D., Director, Graduate Program in Criminology/Criminal Justice

Angie Davis: MBA, Director, Graduate Program in Business Administration

Curt Gilstrap: Ph.D., Director, Graduate Program in Communication

Lauren A. Edmondson: Ed.D., Interim Director, School of Education and Child Development

Vickie Luttrell: Ph.D., Chair, Department of Behavioral Sciences

Thomas Parker: M.F.A., Director, Graduate Program in Studio Art & Theory

Mike Shirley: J.D., Director, Breech School of Business Administration

Allin Sorenson: D.M.A., Chair, Department of Music, Professor of Music

Jeffrey VanDenBerg: Ph.D., Chair, Department of Political Science and Geography, Professor of Political Science

Two student representatives

EX OFFICIO

Charles A. Taylor: Ph.D., Dean of the College