# Academic Catalog
# Day School

# Academic Year
# 2026-2027

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# Student Consumer Information

## Institutional Overview

Drury University is an institution of higher education offering masters, baccalaureate, and associate degrees. The university enrollment is approximately 2,600 students. Programs are characterized by a focus on preparing students for satisfying and successful lives and careers. The programs prepare students for professional careers through careful attention to a liberal arts education with professional preparation. Drury is distinctive in its attention to the comprehensive preparation of graduates competent to assume leading roles in their professions and communities. Drury is particularly noted for its small class sizes and excellence in teaching.

The university is comprised of Drury College (traditional Day School), the College of Continuing Professional Studies (CCPS, also called Drury GO), and the College of Graduate Studies (CGS). Drury College of Drury University offers more than 50 majors for undergraduate students, most of whom attend full-time. Degrees offered through this college are Bachelor of Arts, Bachelor of Business Administration, Bachelor of Music Therapy, and Bachelor of Science. Professional degrees - Master of Architecture, and Bachelor of Science programs in Electrical and Mechanical Engineering - are offered through the Hammons School of Architecture and the School of Engineering, respectively.

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

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

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

## Introduction to the University

For more than 150 years, Drury University has prepared students for success in life and the professions. Drury's founders recognized the need for a college that would bring the New England liberal arts tradition to a Midwestern setting. This tradition includes a commitment to helping students learn to serve their communities and the world.

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

**Mission**

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

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

**Vision Statement - Residential**

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

**Vision Statement – Evening and Online**

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

**Vision Statement – Graduate Studies**

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

**Culture Statement**

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

**Guiding Purpose**

Transform student lives through personalized education.

**Guiding Beliefs:**

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

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

Drury University offers a remarkable variety of programs, including day and evening classes; master's degrees in business, communication, nonprofit and civic leadership, public service and safety leadership, integrative leadership, sports administration, health administration, physician assistant studies, and education; a professional Master of Architecture degree; a professional Bachelor of Science degree in Electrical or Mechanical Engineering; and a strong liberal arts preparation for careers in the professions. While offering this variety of academic options that characterize universities, Drury also offers the personal attention, flexibility, and supportive atmosphere that characterize a college. Students have the opportunity to build on personal strengths in preparing for their future of choice. The combination of excellent academic preparation and engaged learning experiences in service learning, internships, labs, and studios gives each student a strong foundation on which to prepare for successful careers in the global economy and lives of meaning in the global community.

## Student Support Services Mission Statement

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

## Family Educational Rights and Privacy Act (FERPA) Policy

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

- The right to inspect and review their education record within 45 days of the request. The student must submit a written request to the University Registrar that identifies the record(s) the student wishes to inspect. The University Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.
- The right to request, in writing, that Drury University correct records which they believe to be inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. If Drury University decides not to amend the record as requested, the student will be notified in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. After the hearing, if Drury University still decides not to amend the record, the student has the right to place a statement with the record setting forth their view about the contested information.
- The right to provide written consent before Drury University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent under the following conditions (34 CFR § 99.31):
    - School officials (i.e., professors, instructors, administrators, attorneys, clerical staff, trustees, members of committees and disciplinary boards, contractors, volunteers, etc.) with legitimate educational interest;
    - Other schools to which a student is transferring;
    - Specified officials for audit or equivalent purposes;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for or on behalf of the school;
    - Accrediting organizations;
    - To comply with a judicial order or lawfully issued subpoena;
    - Appropriate officials in cases of health and safety emergencies; and
    - State and local authorities, within a juvenile justice system, pursuant to specific State law.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Drury University to comply with the requirements of FERPA. Complaints should be submitted to:

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

Drury University may disclose, without consent, "directory" information. The following information is considered directory information: (1) name, (2) address, including e-mail address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) part-time/full-time enrollment status, (7) participation in officially recognized activities in sports, (8) weight and height of members of

athletic teams, (9) dates of attendance (including matriculation and withdrawal dates), (10) academic classification by year, (11) prospective degrees, degrees awarded, and awards received, (12) the most recent previous educational agency or institution attended by the student, and (13) student's photograph.

Indication of religious preference along with name, address, and telephone number are provided to the University Chaplain.

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

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

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

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

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

**Salia Manis**
University Registrar
(417) 873-7543
smanis@drury.edu

## Catalog Policy

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

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

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

## Academic Calendar

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

**August 2026**

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

**September 2026**

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

**October 2026**

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

**November 2026**

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

**December 2026**

| | |
|---|---|
| 7-11, Monday-Friday | Finals Week |
| 11, Friday | Fall Semester Ends |
| 12, Saturday | Winter Commencement @ 10am |

| | |
|---|---|
| 14, Monday | Full Semester & B Block Final Grades Due @ 8am<br>Winter Term Begins |
| 16, Wednesday | Last Day to Add-Winter Term @ 5pm<br>Last Day for Refund-Winter Term @ 5pm |
| 24, Thursday | Christmas Eve Holiday-University Closed |
| 25, Friday | Christmas Holiday-University Closed |
| 31, Thursday | New Year's Eve Holiday-University Closed |

**January 2027**

| | |
|---|---|
| 1, Friday | New Year's Day Holiday-University Closed |
| 4, Monday | Last Day to Withdraw-Winter Term @ 5pm |
| 8, Friday | Winter Term Ends<br>New Student Orientation and Registration |
| 8-11, Friday-Monday | International Student Orientation |
| 11, Monday | Spring Semester Begins @ 8am |
| 15, Friday | Deadline to Apply for May or August Degree (CCPS & Graduate Students Only)<br>Last Day to Enroll (Day School Only)-Full Semester @ 5pm<br>Last Day to Add a Course-A Block @ 5pm |
| 18, Monday | Martin Luther King, Jr. Day – University Closed |
| 22, Friday | Last Day to Add a Course-Full Semester @ 5pm<br>Last Day for Refund-Full Semester & A Block @ 5pm |
| 25, Monday | Winter Term Final Grades Due @ 8am |

**February 2027**

| | |
|---|---|
| 1, Monday | A Block Midterm Grades Due @ 8am |
| 19, Friday | Last Day to Withdraw-A Block @ 5pm |

**March 2027**

| | |
|---|---|
| 1, Monday | Full Semester Midterm Grades Due @ 8am |
| 5, Friday | A Block Ends<br>Deadline to Apply for December Degree (Day School Only) |
| 6-14, Saturday-Sunday | Spring Break-No Classes |
| 8, Monday | A Block Final Grades Due @ 8am |
| 15, Monday | B Block Begins |
| 19, Friday | Last Day to Add a Class-B Block @ 5pm<br>Last Day for Refund-B Block @ 5pm |
| 26, Friday | Good Friday – University Closed |

**April 2027**

| | |
|---|---|
| 2, Friday | Last Day to Withdraw-Full Semester @ 5pm |
| 5, Monday | B Block Midterm Grades Due @ 8am |
| 14, Wednesday | Advance Registration for Fall Begins |
| 23, Friday | Last Day to Withdraw-B Block @ 5pm |

**May 2027**

| | |
|---|---|
| 3-7, Monday-Friday | Finals Week |

| | |
|---|---|
| 7, Friday | Spring Semester Ends<br>May Commencement @ 6:30pm (CCPS & Graduate) |
| 8, Saturday | Day School Baccalaureate @ 9am<br>May Commencement @ 11am (Day School) |
| 10, Monday | Full Semester & B Block Final Grades Due @ 8am<br>May Term Classes Begin<br>May Term International Travel and Special Projects Begin |
| 12, Wednesday | Last Day to Add-May Term @ 5pm<br>Last Day for Refund-May Term @ 5pm |
| 21, Friday | May Term-Last Day to Withdraw from a Course @ 5pm |
| 28, Friday | May Term Classes End |
| 31, Monday | Memorial Day – University Closed |

**June 2027**

| | |
|---|---|
| 1, Tuesday | May Term Final Grades Due @ 8am<br>Summer Semester Begins-Full Term & A Block |
| 4, Friday | Last Day to Add a Course-Full Term & A Block @ 5pm<br>Last Day for Refund-Full Term & A Block @ 5pm |
| 18, Friday | Juneteenth (observed) – University Closed |
| 21, Monday | Full Term Midterm Grades Due @ 8am |
| 25, Friday | Last Day to Withdraw from a Course-A Block @ 5pm |

**July 2027**

| | |
|---|---|
| June 26-July 4, Saturday-Sunday | Full Term Summer Break |
| 2, Friday | A Block Classes End |
| 5, Monday | Independence Day (observed)-University Closed |
| 6, Tuesday | A Block Final Grades Due @ 8am<br>B Block Classes Begin |
| 9, Friday | Last Day to Add a Class-B Block @ 5pm<br>Last Day for Refund-B Block @ 5pm<br>Last Day to Withdraw from a Course – Full Semester @ 5pm |
| 30, Friday | Full Term Courses End<br>Last Day to Withdraw-B Block @ 5pm |

**August 2027**

| | |
|---|---|
| 6, Friday | B Block Ends |
| 9, Monday | Full Semester & B Block Final Grades Due @ 8am |

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

# Admissions

## Admission Procedures

Please complete the steps below for admission consideration at Drury University.

1. Complete the official Drury University application form online at www.drury.edu/apply.
2. Request your high school counseling office send an official high school transcript of all work completed or in progress (at least six semesters of secondary school credit) and all available academic, aptitude and achievement test scores to the Drury University Admission office. Or, high school transcript equivalent such as a home-school transcript, HiSET, or GED completion.
3. Choose one of the following two Admissions Pathway options:
    a. Standardized Test Score(s): Take either the ACT or SAT, then request the score(s) to be sent to Drury University. We superscore for admission and scholarship consideration, so it is in your best interest to send any/all scores. If your official high school transcript lists ACT or SAT test scores, we can use them for admission and scholarships.
        i. While the ACT science section is now optional, those students that choose to submit their ACT as their pathway, will need to include the science score.
    b. Essay/Writing Sample: Choose to apply without test scores by sending an essay/writing sample. We accept any of the Common Application First-year essay prompts. Read more about the test optional pathway at https://www.drury.edu/admission/test-optional-faqs/.

Acceptance is contingent on the submission of all final, official transcripts.

## Transfer Student Admission

A transfer student is defined as a student who has matriculated as a degree-seeking student at another institute of higher education and completed at least one class *post* high school or equivalent diploma.

Drury University has a rolling application so that any student may apply at any time. In addition to the required application transfer students are required to submit the following:

1. Official college transcripts from every college previously or currently attending.
2. A final official high school transcript or equivalent, unless they have a conferred associate's or bachelor's degree.
3. Choose one of the following two Admissions Pathway options. One of the three pathways is only needed at the time of application if you have completed fewer than 24 credit hours:
    a. Standardized Test Score(s): Take either the ACT or SAT, then request the score(s) to be sent to Drury University. We superscore for admission and scholarship consideration, so it is in your best interest to send any/all scores. If your official high school transcript lists ACT or SAT test scores, we can use them for admission and scholarships.
        i. While the ACT science section is now optional, those students that choose to submit their ACT as their pathway, will need to include the science score.
    b. Essay/Writing Sample: Choose to apply without test scores by sending an essay/writing sample. We accept any of the Common Application First-year essay prompts. Read more about the test optional pathway.
4. Transfer Applicant Confidential Recommendation Form from the latest college attended or currently attending.

If a student does not disclose another institution of post high-school on their application for admission, they can have admittance into Drury rescinded.

**Transferable Credits**

Credit may be transferred if coming from another regionally accredited institution.

A transfer evaluation will be completed following payment of the enrollment deposit and before the registration appointment.

## International Student Admission

**Admission Deadline**

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

**Requirements for Admission**

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

**Conditional Admission**
Students are eligible for conditional admission if they have completed and submitted all required admission materials, with the exception of required proof of sufficient financial resources. Students will earn conditional admission only if they demonstrate the ability to successfully complete Drury University graduation requirements.

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

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

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

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

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

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

## International Transfer Student Admission

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

1) Submit an official High School transcript (with English translations, as applicable).
2) Submit all previous college or university official transcripts with English translations.

3) Students who wish to receive transfer credit for prior work must also submit a course-by-course evaluation from an approved National Association of Credential Services (NACES) organization.

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

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

## Scholarships for International Students

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

## Readmission

If a student does not attend Drury for a semester, they cease to be a Drury student. In order to enroll again at Drury, a student must apply and be accepted. Final decisions regarding admission cannot be made until the Office of Admission has reviewed transcripts of all college coursework attempted since the student last attended Drury, and such other information as the faculty admission council may specifically request that the student provide. In many cases, a student may have to re-submit transcripts that they did previously.

Students must not have a previous unpaid balance to Drury, or any other institution.

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.

Students will work in collaboration with their admission counselor, not their previous advisor.

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

## Health Assessment

A confidential health and emergency contact form is available online and must be completed prior to starting classes. Proof of immunizations must be submitted to the Dean of Students Office prior to starting classes. If all health requirements are not submitted, a hold will be placed on the student's account and they will be unable to register for classes until all requirements are met.

## New Student Orientation

New Student Orientation is required for all new incoming students. New first year students, international, and transfer students will participate in various fun and informational sessions to help them acclimate to the Drury campus and ease the transition to college life. The primary goal of New Student Orientation is to facilitate meaningful connections to campus resources, the Springfield community and most importantly, to each other.

*New Students - Fall Semester*

All new incoming students will attend a four-day orientation program in the days before the first day of classes. In addition to the four-day event, international students are required to attend a two-day program designed for their needs.

*New Students - Spring Semester*

New incoming students attend a one-day orientation event in January, prior to the first day of classes. International students will also attend international orientation prior to attending this event.

# Academic Affairs

## Degrees

### Undergraduate Degrees

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

### Graduate Degrees

Master in Athletic and Sports Administration***
Master in Education Curriculum and Instruction***
Master in Education Integrated Learning***
Master in Education Special Education ***
Master in Education Special Reading***
Master in Integrative Leadership***
Master in Public Service and Safety Leadership***
Master of Arts in Communication***
Master of Business Administration***
Master of Health Administration***
Master of Nonprofit and Civic Leadership***
Master of Science in Physician Assistant Studies***

Each degree or certificate can be earned only once. After graduation, a student may pursue the equivalent of an additional major, minor, or certificate to be added as a note on the transcript, but a previously earned degree will not be conferred a second time.

*Degrees with Honors are earned through the University Honors Program.

**Available through the College of Continuing Professional Studies only. Degree programs are described in the College of Continuing Professional Studies catalog.

***Available in Graduate Studies only. Degree programs are described in the College of Graduate Studies catalog.

## Majors:

***Bachelor of Arts***
Art History
Biology
Chemistry
Criminal Justice
Criminology
Digital Media
Elementary Education +++
English
Fine Arts
French and Francophone Studies
Graphic and Digital Design
Health Science++
History
Individualized Major
Mathematics
Mathematics Education +
Middle School Language Arts Education
Middle School Mathematics Education
Middle School Science Education
Middle School Social Science Education
Multimedia Production and Journalism
Music
Non-Profit Leadership
Organizational and Leadership Communication
Philosophy & Religion
Physics
Political Science
Pre-Ministry and Community Engagement
Psychology
Secondary Education +, +++
Sociology
Spanish
Strategic Communication
Theatre
Writing

***Bachelor of Business Administration***
Accounting
Business Economics
Cyber-risk Management
Finance
Integrated Business
Management and Marketing

***Bachelor Of Music Therapy***

***Bachelor of Science***
Architectural Studies
Biochemistry
Biology
Chemistry
Clinical and Behavioral Neuroscience
Computer Science
Cybersecurity
Electrical Engineering
Environmental Biology
Exercise Physiology
Health Science++
Mechanical Engineering
Medical Technology
Psychology

***Master of Architecture***

## Minors:
Actuarial Science and Risk Management
Advanced Scientific Analysis
Animal Studies
Architecture and Design
Art History
Asian Studies
Behavioral Neuroscience
Biobehavioral Health
Biology
Business Administration
Chemistry
Communication
Community Health
Computer Science
Criminology
Cyber-risk Management
Design in Society
English
Exercise Physiology
Fine Arts
French and Francophone Studies
Global and Transnational Studies
Graphic and Digital Design
History
Honors Interdisciplinary Inquiry and Leadership
Law and Society
Marketing and Entrepreneurship
Mathematics
Medieval and Renaissance Studies

Middle East Studies
Music
Personal and Professional Financial Management
Physics
Philosophy and Religion
Political Science
Pre-Engineering
Pre-Ministry and Community Engagement
Psychology
Sociology
Spanish
Special Education
Theatre
Web Communication and Design
Women and Gender Studies
Writing

## Certificates:

**Life/Ideas**

Borders and Bridges: Immigration Through Law, Language, and Story
Designing a Personal Brand for a Multimedia World
Celebrating Neurodiversity: Different is the New Normal
Ethical Leadership
Graphic Storytelling
International Immersion
Life in Close-Up: Film, History and Society
Semester Abroad: Multicultural Perspectives

**Professional/Skills**

The Activist's Toolkit: Transforming Society through Civic Engagement
Arts Administration
The Art & Science of Brewing
Cybersecurity Fundamentals
Data Analytics: Big Problems, Big Data Solutions
Designing Solutions for Environmental Problems
Diversity, Equity, and Inclusion
Justice Denied: Wrongful Convictions
Learning to Lead and Leading to Learn: Facilitating Learning in the Professional Setting
Lifestyle Medicine and Community Well-Being
Modern Healthcare
Professional and Visual Communication
Sports Leadership: Going Beyond the Game
Sports Statistics & Analytics: How to Really Win the Game

\+ Available as a second major only
++ Available only to students admitted to the Dual-Degree Nursing Program
+++ Completion may require that a portion of work be completed during evening hours

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

## Requirements for Graduation

*Bachelor of Arts*
*Bachelor of Arts with Honors*
*Bachelor of Business Administration*
*Bachelor of Business Administration with Honors*
*Bachelor of Music Therapy*
*Bachelor of Music Therapy with Honors*
*Bachelor of Science*
*Bachelor of Science with Honors*
*Master of Architecture*
*Master of Architecture with Honors*

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

1. The successful completion of the required minimum number of credit hours (124 hours for a Bachelors degree, 168 for the Master of Architecture).
2. At the time of graduation the average cumulative grade must be at least "C" (2.0).
3. Completion of all general education requirements.
4. The successful completion of a major (study-in-depth).
5. At least 36 hours of the total number of hours required for graduation must be in upper-division undergraduate courses numbered 300 or higher.
6. The last 30 hours must be taken in residence at Drury. (The last 60 hours for the Master of Architecture must be in residence.)
7. Commencement ceremonies occur in December and May each year. Latin Honors will not be printed in the program, as coursework is not yet final at the time of the ceremony, but will be read at commencement; and students will wear cords, based on hour completion and GPA once A Block grades are finalized for the semester. Students must have a clear financial status for the semester in order to participate in the commencement ceremony.
    - Students eligible to participate in the December ceremony must have applied for graduation, completed a graduation audit, and be on track for degree conferral in December.
    - Students eligible to participate in the May ceremony must have applied for graduation, completed a graduation audit, and be on track for degree conferral in May or August. Financial holds applied as a result of charges incurred for summer semester registrations only will not prevent a student from participating in the May ceremony.

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

**Notes on Majors (studies-in-depth):**

*Required Hours of Study*:
Requirements for majors and minors are developed by each department. All bachelor degree majors require at least 24 hours in a field of study. All minors require at least 15 hours in a field of study.

*Required Capstone of Study:*
Majors shall require no fewer than three semester hours of senior seminar or research.

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

*Maximum Programs of Study:*
Students may complete up to three majors, three minors, and three certificates. Additional majors may be possible if the student is pursuing multiple degrees. Contact the Registrar's Office for more details.

## Regalia Policy

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

### Undergraduate Degree Regalia

All students must wear the undergraduate cap, gown, and tassel provided by the university. The regalia is to be adorned in keeping with the following:

- Master of Architecture degrees will wear a hood provided by the university.
- Students who earn Degrees with Distinction will wear red and gray honor cords provided by the university.

**Stoles**

- Students may wear culture stoles that honor their heritage (e.g., Kente cloth stole, Serape stole, Native American stole, etc.).
- International students may wear a stole representing their home country.
  *Note: all international stoles must be approved by the International Support Services Office.*

**Badges**

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

**Cords**

- Students may wear cords available from organizations and societies who recognize student membership and achievement during their time at the university. *Students are responsible for obtaining these cords.*
- Military cords are provided by the university to graduates who are service members.

## Graduation Requirements for Honors Degrees

***Requirements for the bachelor's or master's degree with honors***

1. Earn a Drury GPA of 3.50.
2. Complete the requirements for the Honors Interdisciplinary Inquiry and Leadership minor.
3. Submit a written paper for the honors project for approval by the supervising faculty member and the Director of Honors Program.
    - Complete the four steps (proposal, literature review, rough draft, and final draft) within the Honors Program's deadlines.
    - Students must meet regularly with their faculty, receive feedback, and respond fully to feedback.
    - Projects must meet the minimum number of sources and written pages for the type of project.
    - Project must demonstrate a significant accomplishment in their area of inquiry.
    - Present the project to an academic or professional audience.

## Academic Excellence

Drury recognizes academic excellence in several ways.

*Dean's List*

The Dean's List is published at the end of each fall and spring term and includes all degree-seeking, full-time students (at least 12 semester hours), whose term GPA is 3.6 or higher.

*Honors at Graduation*

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

*Degrees with Distinction*

The degrees of Bachelor of Arts, Bachelor of Arts with Honors, Bachelor of Business Administration, Bachelor of Business Administration with Honors, Bachelor of Music Therapy, Bachelor of Music Therapy with Honors, Bachelor of Science, Bachelor of Science with Honors, Master of Architecture and Master of Architecture with Honors are awarded with merit in three grades: with distinction, cum laude; with high distinction, magna cum laude; and with highest distinction, summa cum laude.

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

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

*First Ranking Student*

The student of the graduating class who has completed no fewer than 90 semester hours at Drury and whose standing is the highest will be awarded First Ranking Student honors.

## Departmental Honors

Departmental Honors encourages superior, advanced students to do intensive, independent, or creative work of high quality in a field of concentration. It differs from the independent study courses in that it is more inclusive and requires a higher quality of scholarship. Also, a greater degree of initiative on the part of the student is expected. The study may cover the material of individual courses, cut across course or departmental lines or include matter and procedures not offered in usual courses.

In order to qualify for Departmental Honors, the student must comply with the following standards and conditions:

1. Students cannot complete Departmental Honors if earning a degree through the University Honors Program.
2. The student and an advisor must present an application to the dean/department chair who must approve the application prior to appointing an ad hoc committee, with the advisor as chair, to supervise the project and serve as readers of the resulting thesis or jurors of a creative work.
3. The application must be made and the committee appointed prior to the completion of 90 semester hours toward graduation.
4. The student must have maintained a high GPA throughout their college career (a 3.75 or better is usually expected), and the student must satisfy the advisor and the dean/department chair that they have the ability to complete a project of the quality expected (an ACT of 29 or better or the comparable SAT are one acceptable measure of that ability).
5. The student will normally enroll for 495 and 496 Honors Research, three hours in each semester of the senior year. The work usually involves research during the summer between the junior and senior years, and often begins in the junior year.
6. It is expected that the project will be completed in a department or departments in which the student has concentrated at least half of the work during the junior and senior years.
7. Completed work must be satisfactory in both quantity and quality or the student will be dropped from honors work. Work will be evaluated by the advisor, the committee and an external examiner. It is strongly suggested that the student and advisor work closely with the committee throughout the research, seeking its advice, assistance and assessment as the project proceeds.
8. The external examiner will be approved by the committee and the dean/department chair. The examiner should be someone who comes from a distinguished institution of higher learning (other than Drury) who can be objective in evaluating the quality of the work accomplished. It is the advisor's responsibility to identify possible individuals, to invite the evaluator and to brief the evaluator on our departmental honors program and its expectations.
9. No later than March 31 of the senior year, a comprehensive examination must be given by the external evaluator. The examination will be open to the committee members and the college community in general. It should be publicized and it should be an occasion for the student to inform those present regarding their work. The examiner, having read the thesis and conducted the examination, will make a recommendation to the committee. The committee will determine, in consultation with the advisor, whether the student will graduate with departmental honors, or, failing that, what grade should be received (the research that will no longer be listed as honors research). With favorable recommendation by

the committee, the student will be designated as graduating with departmental honors. On the transcript, the student will receive the designation “with departmental honors.” Copies of the work completed by students who graduate with departmental honors shall be placed in the library.

## Pre-Professional Programs

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

1. The successful completion of 94 semester hours with a minimum GPA of “C” (2.0) in all work at Drury University.
2. At least 18 semester hours must be in upper-division courses.
3. The successful completion of core requirements in the specified area of concentration to enable the department head to certify satisfactory completion of a major.
4. A student must submit a petition that outlines the successful completion of the above requirements and request a partial waiver of the senior residency requirement. The petition must be submitted to the Registrar and approved prior to taking coursework at another university.
5. Upon successful completion of the professional school program, a transfer of credit award will be made to complete the 124 hours required for the bachelor’s degree. An official transcript must be provided from the professional school.

## Holistic Student Success: The Robert and Mary Cox Compass Center

You'll encounter many choices during college. Some are huge, like picking a major or landing an internship. Others are smaller, but equally important, like registering for classes, joining a student organization, putting together your first cover letter, or discovering the right fit on campus. At the Robert and Mary Cox Compass Center, Drury provides you with a supportive team to help navigate your college experience. You'll connect even before your first day on campus so your college journey starts out right. It's all part of our distinctive academic program called Your Drury Fusion.

**ACADEMIC ADVISING**

Academic advisors will help you explore professional aspirations and intellectual interests as you find the right combination of life and profession credentials (major(s), minor(s), certificate(s)) to fit your needs. This isn't just for first-year students. Compass Center Academic Advisors and Faculty Advisors will help you understand programs, policies, and opportunities throughout your time at Drury. When something unexpected happens, you will have someone ready to discuss options and help you confidently make informed decisions. Advising will help you reach your goals!

Instructions to schedule an appointment are at https://www.drury.edu/compass-center/academic-advising/ . You may contact AcademicAdvising@drury.edu or (417) 873-3010, or find us in 140 OEC.

**CAREER PLANNING & DEVELOPMENT**

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

Information about graduate and professional education is also available. Students can make an appointment or visit the CP&D webpage at https://www.drury.edu/compass-center/career. CP&D is located in the Robert and Mary Cox Compass Center, OEC 140. You may contact CP&D by calling (417) 873-7284 or by emailing career@drury.edu.

**ACADEMIC LIFE COACHING**

Beyond academic and career advice, you can work with a Compass Center staff member to help you succeed outside of the classroom and foster a sense of belonging. You will get guidance on a variety of areas such as:

› Tutoring
› Time management skills
› Preparing for finals
› Studying and test-taking skills

The Compass Center is part of Your Drury Fusion, our unique academic program that blends professional aspirations and personal interests.

## Registration

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

First-year freshmen are asked to provide information about their interests and preferences prior to being initially registered by advising professionals, and are supported as they fine-tune the schedule for their first term.

Domestic transfer students entering Drury will have the opportunity to discuss their educational background and plans with an advisor in person or remotely before being assisted through the registration process.

Current students are encouraged to consult a faculty advisor in the department of their major(s) before registering each semester.

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

Before a student is entitled to attend class, they must complete all registration procedures. This includes submitting a Health and Emergency Information form and Vaccination Records to the Dean of Students office.

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

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

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

After the end of the first week of the semester, a change in registration can only be made by filing an official drop/add form in the Office of the Registrar. To drop a class, it is important that the drop/add form be filed with the Registrar as soon as this decision is made. Failure to officially drop a class will result in a grade of “F” for the course. Failure to officially add a class will result in no credit.

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

Courses are subject to the following drop policies:

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

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

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

A student with a documented incidence of injury or illness may be granted a medical withdrawal at any time during the term and will receive the non-punitive grade of “W” on all classes. Medical withdrawal requires approval of the Vice President of Student Affairs.

At any time during or after the term, the faculty member has the right to fail the student who has been proven to have behaved in a dishonest or unethical manner relating to class performance. In that instance, a student cannot avoid a failing grade by attempting to drop the course.

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

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

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

## Overload

Request for overload is only available in the fall and spring semesters. More than 18 hours in a full-term (or more than 7 hours in a block period) is considered an academic overload. Students who wish to enroll in an academic overload should have a cumulative GPA of 3.0 or higher and must obtain the approval of their academic advisor. The deadline to submit this approval is the last day to add as listed in the Academic Calendar. Students with a GPA below 3.0 must also obtain approval from the Office of Academic Affairs. Registration for more than 21 hours in full-term (or 9 in a block period) is considered an excessive overload and requires approval by the Office of Academic Affairs before the semester begins. Excessive overload approvals will not exceed more than 10 hours in any block period, and no more than 22 hours total (including block) in any fall or spring term.

Credit hour overloads are not permitted during the summer or winter terms. Maximum credit allowed for summer is 13 semester hours. No more than 3 semester hours can be earned in either May or Winter terms.

## Internships

The three primary goals of Drury's internship program are:

1. To help the student clarify educational and career objectives;
2. To expand the student's understanding of classroom theory by applying their training in some practical way; and
3. To introduce the student to the world of work in terms of responsibilities and employer-employee relationships.

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

Students become eligible to complete an internship for credit when they meet the following criteria:

1. 60 or more credit hours earned.
2. 2.5 GPA or higher, or department chair approval.
3. Have completed coursework appropriate for the internship experience.
4. Have selected an internship experience related to their field of study.

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

Credit will not be granted retroactively.

In order to receive credit for the internship, a student must be registered in coursework designated for internship credit. Each course carries three or six semester hours of credit. It is recommended that a student complete no more than six hours of internship to apply toward the baccalaureate degree. Internships cannot be taken for credit without all approvals being given and formal arrangements having been made. Student interns must work at least 135 hours for a three credit hour internship or 270 hours for a six credit hour internship. All hours must be completed during the semester in which they are receiving credit.

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

For more information: www.drury.edu/career/internships.

## Directed Study

To allow flexibility in students' schedules, the university offers courses by directed study. With the appropriate approvals, a student may register for directed study for courses listed in the catalog. This study will be pursued under the guidance of the instructor. The usual syllabus of the course will be followed and the standards will be the same as when the course is being offered as a class. Directed studies are available to degree-seeking students only and constitute a regular part of the academic load. The regulations regarding registration, tuition, and fees apply.

## Research

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

Sophomores, juniors, and seniors are eligible.

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

## Selected Topics

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

## Concurrent Credit Policy

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

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

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

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

**Student Eligibility for Early Graduate Admission:**

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

- 78 undergraduate credits, 30 of which must have been completed at Drury
- Two (2) upper-division courses in the major area of study
- Overall GPA of 3.5
- Students will complete and file a Request to Register for Concurrent Credit form with the Registrar's Office. Graduate course credit may be applied to the curriculum requirements for an undergraduate major or it may only apply toward the total hour and upper-division requirements.
- Students must meet GPA requirements to stay in the program. If a student earns a "C" in a graduate course, they will be placed on probationary status. A student can be dismissed from the graduate program for failing to maintain a minimum cumulative GPA of 3.0. Students failing to remove themselves from scholastic probation within one semester in residence after being placed on scholastic probation may be dismissed.

**Early Admission Application Requirements:**

- Complete the online application for admission to the College of Graduate Studies no later than the end of the student's junior year
- Submit a personal statement that explains career goals and reasons applying for the +1 master's program
- Submit a letter from the appropriate graduate program director stating that they have agreed to serve as the student's faculty advisor for graduate work
- Two (2) letters of recommendation, one of which must be from a university faculty member
- Upon completion of the bachelor's degree, student must fulfill all program-specific admission requirements (pre-requisites and satisfactory GRE or GMAT exam score)

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

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

## Transcripts of Credit

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

**Official Transcripts**

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

**Unofficial Transcripts**

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

Step 1: Login to MyDrury.
Step 2: Click on the **Student** Tab.
Step 3: Click on **Unofficial Transcript** (link located on the left side of the page).
Step 4: Using the drop-down menu, select the **Division** you would like to view.

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

## Class Attendance

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

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

## Cancellation of Course Policy

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

## Children on Campus

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

## The Grading System

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

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

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

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

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

A grade of "S" (satisfactory) indicates the attainment of a "C" level or better.

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

*Incomplete*

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

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

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

Any student who unofficially drops a course or unofficially withdraws from Drury University will receive an "F" in the course(s).

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

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

*Course Repeat Policy*
A student may repeat any course taken at Drury University. All attempts of the course will appear on the transcript. The GPA will be computed using the highest grade earned in all attempts. No other grades associated with the course are included in the calculation. Grades from repeated courses that are not calculated as part of the GPA are replaced with an "RP" (repeated for higher grade), "RF" (repeated to replace an "F"), or "RU" (repeated to replace a "U").

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

Mid-semester grades are made available to all students at Drury University.

*Satisfactory or Unsatisfactory*
A student who is officially classified as a junior or senior may register for one course during a semester on a Satisfactory/Unsatisfactory basis. The deadline to submit this request is the last day to add as listed in the Academic Calendar. In order to receive a satisfactory grade, a student is expected to perform at the "C" level or better. The decision to take a course on a Satisfactory/Unsatisfactory basis cannot be reversed.

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

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

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

A transfer student officially classified as a junior or senior by Drury University, and in good academic standing, may take a course on a Satisfactory/Unsatisfactory basis during the first semester at Drury.

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

## Appeal of Final Course Grade

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

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

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

Step 3: If mediated negotiations are unsuccessful, the student may file a formal written petition with the appropriate council based on the student's classification [Academic Affairs Committee (AAC)-Residential, Continuing Studies Council (CSC)-Drury GO, or Graduate Council (GC)-Graduate] before the end of the eighth week of the semester stating the reasons why they feel the grade was awarded in a prejudicial or capricious manner and presenting evidence to support the case. As with other petitions, the student may request the presence or absence of the appropriate Committee or Council's student representatives. The petitioning student will be responsible for presenting any papers, tests or exams that were returned to them. The faculty member will be responsible for making available any papers bearing on the case that were not returned to the student.

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

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

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

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

## Satisfactory Academic Standing

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

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

**Probation**

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

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

**Suspension**

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

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

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

Students who are not successful in appealing may apply for readmission to the university in a future semester by contacting the Office of Admission. Readmission is not automatic, and scholarships and financial aid are not guaranteed to students who are readmitted. Students should contact the Financial Aid Office to determine their eligibility after readmission. Academic success in courses taken while separated from Drury is encouraged.

## Undergraduate Transfer Credit Policy

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

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

In addition, transfer credit is:

- Awarded for courses completed at colleges and universities outside the United States that are accredited or approved by the Ministry of Education (or other appropriate governmental agency) of the country in which they are located. Credit placement decisions are based on course-by-course evaluations from an approved National Association of Credential Evaluation Services (NACES) organization.
- Only accepted in the teacher education program for professional education institutions accredited by the state departments of teacher certification of elementary and secondary education.
- Generally not awarded for courses completed at institutions not accredited or approved as indicated above.
- Not awarded for remedial or developmental courses.
- Awarded and posted to transcripts only for students who enroll at Drury subsequent to completing coursework at the other institutions. Advanced Standing Report (preliminary evaluation) is available by transfer counselor request, under certain circumstances.

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

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

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

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

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

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

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

**Transfer of General Education Requirements**
Students with a completed Associate of Arts (AA), Associate of Arts in Teaching (AAT), or bachelors-level degree from any college or university accredited by a CHEA recognized regional accrediting organization, will enter with advanced standing as determined by the Registrar's Office and the relevant academic department(s), and be exempt from all Your Drury Fusion requirements except:

| | |
|---|---|
| Ethical Explorations | 3 hrs. |
| One Certificate | 12 hrs. |

*-The choice of certificate will be based on the selected major, to maintain the life and profession dichotomy.*
*-The certificate may be replaced by a minor or a second major in a field that maintains the required life and profession balance.*

Students with a completed Associate of Science (AS) from any college or university accredited by a CHEA recognized regional accrediting organization, will enter with advanced standing as determined

by the Registrar's Office and the relevant academic department(s), and be exempt from one Your Drury Fusion Certificate (profession designation).

All other transfer students are required to complete all requirements of the Your Drury Fusion curriculum, with ENGL 150 Composition used in place of FUSE 101 Frontiers.

Students with a two-year degree other than an AA or AAT (e.g., an Associate of General Studies/Science or an Associate of Applied Science) are not exempt from Your Drury Fusion requirements on the basis of their degree. Such students will receive a course-by-course evaluation of their transfer credit that will indicate applicability of their courses to Your Drury Fusion.

## Advanced Placement

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

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

| **Advanced Placement Transfer Equivalencies** | | | | |
|---|---|---|---|---|
| **AP Course** | **Score Required** | **Hours Granted** | **Drury Equivalency** | |
| ***Arts*** | | | | |
| Art History | 4 | 3 | ARTH 153 | Visual Literacy-Art History and Culture |
| Music Theory | 4 | 3 | MUSC 117 | Music Theory I |
| Studio Art: 2-D Design | 3 | 3 | ARTZLD01 | Elective Only |
| | 4 | 3 | ARTZ 111 | Foundations of Studio and Design |
| Studio Art: 3-D Design | 3 | 3 | ARTZLD01 | Elective Only |
| | 4 | 3 | ARTZ 111 | Foundations of Studio and Design |
| Studio Art: Drawing | 3 | 3 | ARTZLD01 | Elective Only |
| ***English*** | | | | |
| English Language and Composition | 3 | 3 | ENGL 150 | Composition |
| | 5 | 6 | ENGL 150 + ENGL 207 | Composition + Expository Writing |
| English Literature and Composition | 3 | 3 | ENGL 150 | Composition |
| | 5 | 6 | ENGL 150 + ENGL 200 | Composition + Literature Matters |
| ***History & Social Science*** | | | | |
| Comparative Government and Politics | 4 | 3 | PLSC 151 | Introduction to Comparative Politics |
| European History | 4 | 3 | HIST 230 | Modern Europe |
| Human Geography | 4 | 3 | HIST 111 | Geographical History |
| Macroeconomics | 3 | 3 | ECON 211 | Principles of Macroeconomics |
| Microeconomics | 3 | 3 | ECON 210 | Principles of Microeconomics |
| Psychology | 4 | 3 | PSYC 101 | Introduction to Psychology |
| U.S. Government and Politics | 4 | 3 | PLSC 101 | Government and Politics in the U.S. |
| U.S. History | 4 | 3 | HIST 101 | United States History to 1865 |
| World History | 4 | 3 | HIST 108 | World History from 1500 |
| ***Math & Computer Science*** | | | | |
| Calculus AB | 3 | 4 | MATH 231 | Calculus I |
| Calculus BC | 3 | 4 | MATH 231 | Calculus I |
| | 5 | 8 | MATH 231 + MATH 232 | Calculus I + Calculus II |
| Computer Science A | 3 | 4 | CSCI 251 | Introduction to Computer Science |
| Computer Science Principles | 3 | 3 | CSCI 152 | Fundamentals of Programming |
| Statistics | 3 | 3 | MATH 227 | Introduction to Statistics |
| ***Sciences*** | | | | |
| Biology | 3 | 3 | BIOL 160 | Exploration and Discovery in Biology |
| | 5 | 4 | BIOL 110 | Fundamentals of Cell Biology |
| Chemistry | 3 | 5 | CHEM 115 + CHEM 115L | Principles of Chem. + Prin. Of Chem. Lab |
| Environmental Science | 3 | 3 | BIOL 160 | Exploration and Discovery in Biology |

| | | | | |
|---|---|---|---|---|
| | 5 | 3 | BIOL 163 | Science of the Environment |
| Physics C: Electricity and Magnetism | 3 | 5 | PHYS 212 | General Physics II |
| Physics C: Mechanics | 3 | 5 | PHYS 211 | General Physics I |
| Physics 1: Algebra-Based | 3 | 5 | PHYS 201 | Principles of Physics I |
| Physics 2: Algebra-Based | 3 | 5 | PHYS 202 | Principles of Physics II |
| ***World Languages & Cultures*** | | | | |
| Any Foreign Language | 3 | 3 | Expl. Global Cultures | (Language 101) |
| | 5 | 6 | Expl. Global Cultures + Elective | (Language 101 + 102) |
| Spanish Literature and Culture | 3 | 3 | SPANLD01 | Elective Only |

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

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

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

## International Baccalaureate

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

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

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

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

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

| IB Exam | Score Required | Hours Granted | Drury Equivalency | |
|---|---|---|---|---|
| ***Language and Literature*** | | | | |
| Lang. A: Literature SL | 5 | 3 | ENGL 200 | Literature Matters |
| Lang. A: Literature HL | 4 | 3 | ENGL 200 | Literature Matters |
| | 5 | 6 | ENGL 200 + ENGLLD01 | Literature Matters + Elective |
| Lang. A: Language and Literature SL | 5 | 3 | ENGL 150 | Composition |
| Lang. A. Language and Literature HL | 4 | 3 | ENGL 150 | Composition |
| | 5 | 6 | ENGL 150 + ENGL 200 | Composition + Literature Matters |
| Literature and Performance SL | 5 | 3 | TRANLD01 | Elective Only |
| ***Language Acquisition*** | | | | |
| Classical Language SL | 5 | 3 | Expl. Global Cultures | (Language 101) |
| Classical Language HL | 4 | 3 | Expl. Global Cultures | (Language 101) |
| | 5 | 6 | Expl. Global Cultures + Elec. | (Language 101 + 102) |
| Language B SL | 4 | 3 | Expl. Global Cultures | (Language 101) |
| | 5 | 6 | Expl. Global Cultures + Elec. | (Language 101 + 102) |
| Language B HL | 4 | 3 | Expl. Global Cultures | (Language 101) |
| | 5 | 6 | Expl. Global Cultures + Elec. | (Language 101 + 102) |
| | 6 | 6 | Elective | (Language 201 + 202) |
| Language ab Initio SL | 5 | 3 | Expl. Global Cultures | (Language 101) |
| ***Individuals and Societies*** | | | | |
| Business Management SL | 5 | 3 | BADM 103 | Business Foundations |
| Business Management HL | 4 | 3 | BADM 103 | Business Foundations |
| | 5 | 6 | BADM 103 + BADMLD01 | Business Foundations + Elective |
| Economics SL | 5 | 3 | ECON 201 | Basic Economic Theory |
| Economics HL | 4 | 3 | ECON 201 | Basic Economic Theory |
| | 5 | 6 | ECON 201 + ECONLD01 | Basic Economic Theory + Elective |

| | | | | |
|---|---|---|---|---|
| Geography SL | 5 | 3 | HIST 111 | Geographical History |
| Geography HL | 4 | 3 | HIST 111 | Geographical History |
| Global Politics SL | 5 | 3 | PLSC 151 | Intro. To Comparative Politics |
| Global Politics HL | 4 | 3 | PLSC 151 | Intro. To Comparative Politics |
| | 5 | 6 | PLSC 151 + PLSC 152 | Intro. To Comparative Politics + Intro to International Relations |
| History SL | 5 | 3 | HIST 108 | World History from 1500 |
| History HL | 4 | 3 | HIST 108 | World History from 1500 |
| | 5 | 6 | HIST108+ HISTLD02 | World History + Elective |
| IT in Global Society SL | 5 | 3 | TRANLD01 | Elective Only |
| IT in Global Society HL | 4 | 3 | TRANLD01 | Elective Only |
| Philosophy SL | 5 | 3 | PHIL 105 | Intro. To Philosophy |
| Philosophy HL | 4 | 3 | PHIL 105 | Intro. To Philosophy |
| | 5 | 6 | PHIL 105 + PHILLD01 | Intro. To Philosophy + Elective |
| Psychology SL | 6 | 3 | PSYC 101 | Intro. To Psychology |
| Psychology HL | 5 | 3 | PSYC 101 | Intro. To Psychology |
| Social and Cultural Anthropology SL | 5 | 3 | ANTHLD01 | Elective Only |
| Social and Cultural Anthropology HL | 4 | 3 | ANTHLD01 | Elective Only |
| World Religions SL | 5 | 3 | RELG 109 | Intro. To the Study of Religion |
| ***Sciences*** | | | | |
| Biology SL | 5 | 3 | BIOL 160 | Expl. And Discover in Biology |
| Biology HL | 4 | 4 | BIOL 110 | Fundamentals of Cell Biology |
| Chemistry SL | 5 | 5 | CHEM 115/115L | Prin. of Chemistry + Prin. of Chemistry Lab |
| Chemistry HL | 4 | 5 | CHEM 115/115L | Prin. of Chemistry + Prin. of Chemistry Lab |
| | 5 | 8 | CHEM 115/115L + Elec | Prin. Of Chemistry + Prin. of Chem. Lab + Elec |
| Computer Science HL | 4 | 3 | CSCI 152 | Fund. Of Programming |
| Design Technology SL | 5 | 3 | TRANLD01 | Elective Only |
| Design Technology HL | 4 | 3 | TRANLD01 | Elective Only |
| Envr. Systems and Societies SL | 5 | 3 | BIOL 160 | Expl. and Discovery in Biology |
| Physics SL | 5 | 5 | PHYS 201 | Principles of Physics I |
| Physics HL | 4 | 5 | PHYS 201 | Principles of Physics I |
| | 5 | 10 | PHYS 201 + PHYS 202 | Prin. Of Physics I + Prin. Of Physics II |
| Sports, Exercise & Health Sci. SL | 5 | 3 | BIOL 160 | Expl. And Discover in Biology |
| Sports, Exercise & Health Sci. HL | 4 | 3 | BIOL 160 | Expl. and Discovery in Biology |
| ***Mathematics*** | | | | |
| Further Mathematics HL | 4 | 3 | TRANLD01 | Elective Only |
| | 5 | 6 | TRANLD01 | Elective Only |
| Mathematical Studies SL | 5 | 4 | TRANLD01 | Elective Only |
| Mathematics SL | 5 | 4 | MATH 231 | Calculus I |
| Mathematics HL | 4 | 4 | MATH 231 | Calculus I |
| | 5 | 8 | MATH 231 + MATH 232 | Calculus I + Calculus II |
| Math: Analysis & Approaches SL | 5 | 3 | TRANLD01 | Elective Only |
| Math: Analysis & Approaches HL | 4 | 3 | TRANLD01 | Elective Only |
| | 5 | 6 | TRANLD01 | Elective Only |
| Math: Apps & Interpretation SL | 5 | 3 | TRANLD01 | Elective Only |

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

## Missouri Seal of Biliteracy

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

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

## College Level Examination Program Policy

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

**General Examinations**

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

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

**Subject Examinations**

CLEP subject examinations may be completed prior to attaining a senior classification if a student has not previously completed a college-level course equal to, or more advanced than, the subject of examination. Because not all subject exams offered are appropriate to Drury degree programs, an agreement must be made with the concerned department chair/dean and a prior determination

made as to how completion of the exam will apply toward degree requirements. Subject exams approved for credit must have a test score equal to or greater than 50.

| CLEP Exam | Score Required | Hours Granted | Drury Equivalency | |
|---|---|---|---|---|
| **Languages and Literature** | | | | |
| American Literature | 50 | 3 | ENGL 203 | American Literature I |
| Analyzing/Interpreting Literature | 50 | 3 | ENGL 200 | Literature Matters |
| College Composition | 50 | 3 | ENGL 150 | Composition |
| College Composition (Modular) | 50 | 3 | ENGL 150 | Composition |
| Any Foreign Language | 50 | 3 | LANG 101 | Elementary Language I |
| | 70 | 6 | LANG 101/102 | Elementary Language I/II |
| **History and Social Sciences** | | | | |
| American Government | 50 | 3 | PLSC 101 | Govt. & Politics in the US |
| History of the US I | 50 | 3 | HIST 101 | US History to 1865 |
| History of the US II | 50 | 3 | HIST 102 | US History 1865 to Present |
| Introductory Psychology | 50 | 3 | PSYC 101 | Intro to Psychology |
| Introductory Sociology | 50 | 3 | SOCI 101 | Intro to Sociology |
| Principles of Macroeconomics | 50 | 3 | ECON 211 | Principles of Macroeconomics |
| Principles of Microeconomics | 50 | 3 | ECON 210 | Principles of Microeconomics |
| **Natural and Math Sciences** | | | | |
| Biology | 50 | 3 | BIOL 160 | Explorations in Biology |
| Calculus | 50 | 4 | MATH 231 | Calculus |
| Chemistry | 50 | 3 | CHEM 115 | Principles of Chemistry |
| College Algebra | 50 | 3 | MATH 109 | College Algebra |
| College Mathematics | 50 | 3 | TRANLD01 | Elective Only |
| Natural Sciences | 50 | 3 | PHYS 160 | Explorations in Physics |
| Precalculus | 50 | 4 | TRANLD01 | Elective Only |
| Info Systems/Computer Apps | 50 | 3 | TRANLD01 | Elective Only |
| **Business** | | | | |
| Introductory Business Law | 50 | 3 | TRANLD01 | Elective Only |
| Principles of Management | 50 | 3 | TRANLD01 | Elective Only |
| Principles of Marketing | 50 | 3 | TRANLD01 | Elective Only |

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

## Transfer of Dual Credit Courses

Courses taken for dual credit (courses for which students receive both high school and college credit) at other institutions are evaluated for transfer credit in the same manner as traditional courses offered by the institution through which they are taken. No limit exists on the number of transfer credit hours that will be awarded for dual credit courses, other than the 94-hour restriction applied to all transfer credit.

## Credit for Military Education and Experience

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

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

## Administration of Policy

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

## Winter Term and May Term

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

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

The activities of the short terms typically include:

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

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

## Summer Session

The university offers a limited number of courses in the summer. The summer session is designed for those who wish to accelerate their study, for teachers who desire additional training for their profession, and for those who may desire to take advantage of the opportunities for cultural and educational enrichment during the summer months. The maximum credit possible for summer is 13 semester hours.

## Academic Integrity

As members of an academic community, faculty and students are committed to maintaining high ethical standards. Academic misconduct undermines the educational goals of the university and is a serious offense. Students and faculty are required to act honestly and with integrity in their academic pursuits.

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

- Copying from another student's exam and/or work of any nature.
- Allowing one student to copy from another's exam.
- Using unauthorized aids (such as formulas, a computer, calculator or other unauthorized materials and/or devices) for an in-class exam, a proctored exam through Accessibility and Disability Services, a take-home exam, or other work outside of the classroom.
- Obtaining and/or using unauthorized material, such as a copy of an exam before it is given.
- Giving or receiving answers by use of signals during an exam.
- Having someone else take your exam.
- Altering answers on a scored test and submitting it for a re-grade.
- Using artificial intelligence applications, such as ChatGPT, without permission to complete an exam, assignment, or academic exercise.
- Submitting papers with made up or false data, evidence, or citations (including those generated by artificial intelligence).

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

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

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

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

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

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

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

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

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

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

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

## Academic Forgiveness Policy

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

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

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

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

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

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

## U.S. Military Call to Active Duty/Training Policy

Drury University supports students who are members of the U.S. Armed Forces and Reserve Units. This policy applies to the student, or the spouse of a student, performing voluntary or involuntary active duty service in the U.S. Armed Forces, including active duty for training and National Guard or Reserve service under state or federal authority. These service types are defined in the policy as:

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

**I. SP DEPLOYMENT OR TRAINING CALL-UP <u>BEFORE</u> THE LAST DAY TO DROP:**

1. Students may elect to drop all courses for the term. This results in an automatic 100% refund of all tuition and fees.
2. Students who wish to maintain their schedule for the term, and receive faculty approval to remain in courses, will follow the guidelines listed in section II.

**II. SP DEPLOYMENT OR TRAINING CALL-UP <u>AFTER</u> THE LAST DAY TO DROP FOR THE TERM:**

1. The Military Call to Active Duty/Training Notification form is submitted to the Office of the Registrar, along with a copy of the deployment or training orders.
2. Due to the short period of this type of call-up, academic accommodations may be possible to allow students to continue in existing courses. Students will work with instructors to determine the best course of action for each course.
3. GUIDING PRINCIPLES FOR A SP DEPLOYMENT OR TRAINING ORDER:
    a. Students activated for deployment or training are held to the same standard of academic excellence expected of all students.
    b. Documented absences for scheduled deployment or training do not relieve students of class responsibilities, including any course material covered during their absence.
    c. All coursework should be completed by the end of the term. In the instance that an incomplete must be assigned, standard deadlines for completion and final grade assignment apply.
    d. Instructors should make every reasonable effort to support and accommodate SP absences, however, some courses are not conducive to periods of non-attendance (e.g., labs). In these cases, the instructor may determine that the student will need to withdraw from the course, even though the absence is for a short period.
    e. Students withdrawn from some, but not all courses for the term, will be assigned a “W” grade for withdrawn courses.
    f. Students withdrawn from all courses in a term will be assigned a “W” grade and may receive 100% refund of tuition and course fees based on the following:
        - Students who did not receive a refund of financial aid will automatically receive a refund of tuition and course fees paid to the institution.
        - If the student was issued a refund of student aid (i.e., loans), that refund must be returned to the Business Office in full before a refund of tuition and course fees can be processed.

- If the student was issued a refund of student aid (i.e., loans), and the student elects not to return that refund of student aid, no refund of tuition and course fees can occur.

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

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

**III. EP DEPLOYMENT OR TRAINING CALL-UP <u>BEFORE</u> THE LAST DAY TO DROP:**

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

**IV. EP DEPLOYMENT OR TRAINING CALL-UP <u>BEFORE</u> THE LAST DAY TO WITHDRAW FOR THE TERM:**

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

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

**V. EP DEPLOYMENT OR TRAINING CALL-UP <u>AFTER</u> THE LAST DAY TO WITHDRAW FOR THE TERM:**

1. At the discretion of the instructor, a final grade or an incomplete may be assigned. In this case:
   - No refund of tuition, course fees, or room and board on graded coursework is allowed.
   - All deadlines for completion of an incomplete apply.
2. If a final grade or an incomplete is not feasible, the Military Call to Active Duty/Training Notification form is submitted to the Office of the Registrar, along with a copy of the deployment or training orders.
3. Once the form and orders are provided, students withdrawn from all courses in a term will be assigned a "W" grade and may receive 100% refund of tuition and course fees based on the following:
   - Students who did not receive a refund of financial aid will automatically receive a refund of tuition and course fees paid to the institution.
   - If the student was issued a refund of student aid (i.e., loans), that refund must be returned to the Business Office in full before a refund of tuition and course fees can be processed.
   - If the student was issued a refund of student aid (i.e., loans), and the student elects not to return that refund of student aid, no refund of tuition and course fees can occur.

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

**VI. FINANCIAL IMPLICATIONS OF COURSE WITHDRAWAL:**

1. Financial aid and payments received by students on courses that have been withdrawn are refunded to the source, as per the Office of Student Financial Aid policies. This may result in the student owing a balance to Drury.
2. Students who have received a refund from financial aid sources are expected to repay the financial aid according to the terms of any promissory notes they signed. The same standards that are applied to students who have an outstanding balance with the university are applied to those called up for military duty.
3. In addition, the university adheres to the guidance offered by the U.S. Department of Education regarding students who have received a Federal Perkins Loan.
4. Students must contact their lender to request a loan deferment.

# Financial Affairs

## Tuition and Fees 2026-2027

| DAY SCHOOL TUITION | Per Credit Hour | Special Rates | Per Semester | Annual or One-time Fees |
|---|---|---|---|---|
| Enrollment Deposit-Domestic Students | | | | $200 |
| Enrollment Deposit-International Students | | | | $500 |
| Full time student - 12 to 18 hours | | | $18,975 | $37,950 |
| Tuition part time - Day | $1,277 | | | |
| Overload - over 18 hours | $675 | | | |
| **DAY SCHOOL FEES** | | | | |
| **Required of all full-time day school students:** | | | | |
| Full time day student fee, annual fee imposed by Student Senate | | | | $365 |
| Health center fee | | | $110 | $220 |
| Technology fee - full time students | | | $325 | |
| **Circumstantially required of day school students:** | | | | |
| Part time day-student fee - billed every semester | | | $105 | |
| Technology fee - part time students - every semester (Students starting Fall 2013 and after) | | | $150 | |
| Technology fee - part time students - every semester (Students starting prior to Fall 2013) | | | $55 | |
| New student orientation fee, including all students transferring in Fall ($100 Spring) | | | | $210 |
| Electronic Course Support Fee | | | | $225 |
| Hour lesson or full recital | | $600 | | |
| Half hour lesson or half recital | | $300 | | |
| MUSC 139-140 and/or MUSC 159-160 | | | $100 | |
| Music Therapy Clinical Fee (MTHP 101, 201, 301 & 401) | | | $175 | |
| **MISCELLANEOUS FEES for ALL students as applicable** | | | | |
| Graduation fee-Associate & Bachelor degrees | | | | $110 |
| Graduation fee-Master in Architecture | | | | $135 |
| Official Transcript | | | | $10 |
| Parking Fee | | | | $35 |
| International student orientation fee Fall & Spring (includes Grad) | | | | $190 |
| International student health insurance fee (non-athletes) Aug 1-July 31 | | | | $1,776 |
| International student health insurance fee (athletes) Aug 1-July 31 | | | | $2,160 |
| Audit fee - not available online | $105 | | | |
| Audit fee – blended course | $130 | | | |

| | | | | |
|---|---|---|---|---|
| Student teaching fee (this is in addition to tuition) (additional $200 for out of the area students) (EDUC 473, 476, 477, 478, 699) | | | | $250 |
| Methods Course fee (EDUC 383, 385, and 452) | | | | $250 |
| Computer Science Fee (CSCI 251, 261, 277, 282, 315, 351, 355, 361, 395, 475, 476, 495, or 496) The Computer Science Fee is only charged once per semester no matter how many classes student takes. | | | $150 | |
| Laboratory Fee (BSCI 359 & 361) | | | | $40 |
| Breech Enhancement Fee (all udg courses-except BADM 103, CISQ 363, CISQ 463, ECON 225. Non-Breech students pursuing the Data Analytics / Learning to Lead Certificates will not be charged for CISQ 263 / MGMT 300) | $30 | | | |
| Behavioral Research & Thesis Fee (BSCI 361) | | | | $125 |
| Holistic Health Practices Fee (PSYC 372) | | | | $50 |
| Lifestyle Medicine Theory and Practice Fee (PSYC 363) | | | | $50 |
| Chemistry Lab Fee (CHEM 115L, 121L, 131L, 208L, 238L, 308L, 310L, 312L, 315L, 327L, 336L, 338L, 414L, 415L, 427L, 436L) | | | $50 | |
| Biology Lab Fee (BIOL 226) | | | $50 | |
| Biology Lab Fee (BIOL 321) | | | $250 | |
| Engineering Program Fee (EGRA 130, 140, 160, 200, 320, 360, 460, 461) (EGRM 220, 235, 240, 320, 325, 330, 350, 420, 430) (EGRE 205, 230, 310, 350, 355, 410) $600 per class or a maximum of $1200 per semester. | | | $600 | |
| Engineering Program Fee (EGRA 123, 124) | | | $300 | |
| Physics Fee (PHYS 201, 202, 211, 212) | | | $50 | |
| **Design, Performing and Fine Arts Fees** | | | | |
| Architecture Program Fee (ARCH 112) | | | | $1,200 |
| Architecture Program Fee (ARCH 201) | | | | $1,200 |
| Architecture Program Fee (ARCH 202) | | | | $1,200 |
| Architecture Program Fee (ARCH 303) | | | | $1,100 |
| Architecture Program Fee (ARCH 405) | | | | $1,000 |
| Architecture Program Fee (ARCH 406) | | | | $1,000 |
| Architecture Program Fee (MARC 507) | | | | $1,000 |
| Architecture Program Fee (MARC 508) | | | | $1,000 |
| Photography Fee (ARTZ 360) | | | | $30 |
| Weaving I Fee (ARTZ 205) | | | | $85 |
| Ceramics Fee (ARTZ 240, 345) | | | | $110 |
| Sculpture Fee (ARTZ 250, 355, 455) | | | | $140 |
| Photography Fee (ARTZ 260, 360, 361, 364, 465) | | | | $140 |
| Publication Design Fee (ARTZ 311) | | | | $115 |
| Digital Illustration Fee (ARTZ 328) | | | | $115 |

| | | | | |
|---|---|---|---|---|
| Typography Fee (ARTZ 329) | | | | $115 |
| Sculpture Fee (ARTZ 250, 355, 455) | | | | $140 |
| Graphic Design Fee (ARTZ 210) | | | | $60 |
| Graphic Design Fee (ARTZ 310) | | | | $115 |
| **Program Fees** | | | | |
| Regents University Program Fee | | | $3,550 | |
| Administrative Fee for Exchange Semester Study Abroad Programs | | | $315 | |
| Washington Center - program fee | | | $3,000 | |
| **HOUSING** | | | | |
| Lydy Suites Doubles | | | $3,618 | |
| Wallace Hall Doubles | | | $3,486 | |
| Sunderland Hall | | | $3,746 | |
| Summit Park | | | $4,075 | |
| College Park Apts- 4 bed | | | $4,178 | |
| College Park Cottages – 3 bed | | | $4,349 | |
| College Park Residences/Studio & 4-bed house | | | $4,470 | |
| Jefferson Park S 3BR | | | $4,379 | |
| Jefferson Park S 2BR | | | $4,379 | |
| Jefferson Park Studio | | | $4,566 | |
| Jefferson Park N 2BR | | | $4,464 | |
| Jefferson Park N 2BR-unfurnished | | | $4,338 | |
| Jefferson Park N 1BR-unfurnished | | | $4,758 | |
| Midtown – 1225 Robb, 1224 N Summit, 416 E Calhoun, 1028 N Clay | | | $4,286 | |
| Rose O'Neil (1126 N Summit), Midtown House 410 E. Calhoun | | | $4,087 | |
| Midtown-1202 N Jefferson | | | $3,879 | |
| Midtown-517 E Calhoun (Parsonage) | | | $4,290 | |
| Fraternity Houses | | | $3,883 | |
| Manley Hall 2BR | | | $4,276 | |
| Manley Hall 1BR | | | $4,577 | |
| University Suites | | | $4,898 | |
| Patterson Apt – 1 bed no WD, studio | | | $4,563 | |
| Patterson Apt – 3 bed w/WD | | | $4,593 | |
| Patterson Apt – 2 bed w/WD | | | $4,652 | |
| Patterson Apt – 1 bed w/WD | | | $4,742 | |
| **MEALS** | | | **Residential** | **Commuter** |
| 45 meal plan + $150 panther bucks | | | $893 | $919 |
| 90 meal plan + $225 panther bucks | | | $1,361 | $1,382 |
| 120 meal plan + $300 panther bucks | | | $1,574 | $1,639 |
| 150 meal plan + $375 panther bucks | | | $1,922 | $2,032 |
| 180 meal plan + $375 panther bucks | | | $2,165 | $2,292 |

| | | | | |
|---|---|---|---|---|
| DS Meal Plan=10 meal swipes + $150 panther bucks | | | $265 | $265 |
| **HOUSING SURCHARGES, regular terms** | **one semester** | | **two semesters** | **twelve months** |
| Lydy & Wallace Halls - Double Room Occupied as a Single | $1,500 | | $3,000 | *not available* |
| Lydy Upperclass/Gender-Inclusive-Double Room Occupied as Single | $1,500 | | $3,000 | *not available* |
| Fraternity Houses - Double Room Occupied as Single | $1,500 | | $3,000 | *not available* |
| Fraternity Houses - Triple Room Occupied as Single | $2,500 | | $5,000 | *not available* |
| Covered parking space fee | | | | $480 |
| Manley Hall or Jefferson Park- family surcharge | | | | $2,400 |
| Manley Hall or Jefferson Park-Non Family surcharge to buy out empty bedroom | | | | *Not available* |
| Jeff Park N unfurnished-Nonrefundable Pet Fee | | | | $400 |
| Jeff Park N unfurnished-Pet Rent | | | | $400 |
| **Summer Housing Fees** | **per night** | | | |
| Short-term summer housing (less than 2 summer sessions) | $30 | | | |
| Long-term summer housing (minimum 2 summer sessions) | $18 | | | |
| **Housing Surcharge for Holiday Breaks** | **per night** | | | |
| Residence Halls | $30 | | | |
| Fraternity Houses* | $30 | | | |
| **Students only charged if they stay past contracted period or if they do not qualify for mileage waiver during academic-year breaks.* | | | | |
| **Camps and Conference Housing Fees** | **per night per room** | | | |
| **Drury affiliates:** | | | | |
| Lydy Double Occupancy | $20 | | | |
| Wallace Double Occupancy | $20 | | | |
| Sunderland Single | $15 | | | |
| Apartments | $22 | | | |
| **Not Drury affiliates:** | | | | |
| Smith Double Occupancy | $30 | | | |
| Wallace Double Occupancy | $30 | | | |
| Sunderland | $25 | | | |
| Apartments | $27 | | | |

## General Information

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

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

Students and parents should become familiar with Drury's deferred payment and withdrawal refund policies.

All questions or requests should be addressed to:

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

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

## How Drury Tuition Is Paid

Educational costs are met by Drury families in three ways:

1. The full cost may be covered by personal or family resources. The total bill is paid in full two weeks before the start of the semester, or a percentage of the full amount is paid and that balance is due in accordance with the deferred payment plan.
2. The student may qualify for financial aid that is awarded directly through the university and is credited to the student's bill by the Business Office. These kinds of financial aid awards are made annually and the amount awarded is divided equally between charges for the fall and spring semesters. Full-time enrollment (12 hours) is required to receive most of the following.

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

Dean's Scholarship
Trustee Scholarship
Phi Theta Kappa Scholarship
Activity Grant
Presidential Scholarship
Endowed Scholarship
Founders Award
Provost Scholarship

After application of the financial aid award, the balance due to the university is the responsibility of the student or parents and must be paid in full two weeks before the start of the semester, or in accordance with an agreed upon plan for deferred payment.

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

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

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

*Federal College Work-Study*

Students are required to visit the Human Resources office at the beginning of the semester to arrange a work assignment. Students who work on campus will be paid every two weeks. Students will receive a work study payroll payment for the hours worked after a time record has been approved and submitted by their supervisor. Students may use this money to make payments on their accounts. Billing for tuition and other expenses will not be delayed nor can an account be credited because a work-study payment is expected.

## Explanation of Tuition and Fees

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

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

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

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

*Part-time Student Tuition and Fees*
Covers a portion of the expenditure as listed above for full-time students.

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

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

*Tuition for Semester Credit Hours in Excess of 18 Semester Credit Hours*
The full-time tuition for Drury University is predicated on a certain number of courses, available classroom space and an average student credit hour load that permits graduation within eight semesters of full-time attendance.

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

*New Student Orientation Fee*
Covers the cost of the freshmen orientation program and room and board for the period immediately prior to the start of the fall semester.

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

*Transcript Fee*
A charge to cover the cost of processing a request for a certified transcript copy and mailing to prospective employers and graduate schools. Unofficial copies of transcripts for currently enrolled students can be obtained at no charge (for students with no balances).

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

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

*Digital Student Support Fee*
This fee provides access to digital platforms that assist students with course assignments and learning activities.

## Deferred Payment Policy

It is the intention of Drury University to provide the means for students to pay tuition and fees over time. Drury University has partnered with Nelnet Business Solutions to make the payment plan process easier for students and their families. When you sign up for the payment plan determines how many months you have to pay off your account balance. Payment plan details can be found at www.mycollegepaymentplan.com/drury.

A new Payment Plan agreement must be completed for each semester in which you register. If you change your registration, please DO NOT create a second payment plan. Your payment plan will adjust based on your registration.

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

Any balance not covered by an approved payment plan will be assessed interest at one percent per month on the unpaid balance, or 12 percent per annum. Any collection cost or legal fees incurred in collecting an account will be the responsibility of the student.

## Student Billing

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

## Explanation of Student Billing

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

## Payment Policy

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

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

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

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

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

All questions or requests should be addressed to:
Accounts Receivable Coordinator
Burnham Hall
Drury University
900 N Benton Ave, Springfield, MO 65802
417-873-3033
Or email businessoffice@drury.edu

## VA Payment Policy for Consortium Courses

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

## Tuition Assistance Refund Policy

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

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

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

## Consequences of Non-Compliance with Payment Policies

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

*Failure to return financial aid award acceptance by announced deadlines.*

- Money will be given to another student immediately.

*Failure to make initial payment for semester tuition.*

- Course spaces may be given to another student.
- Campus services may not be available.

*Failure to meet appropriate payment dates.*

- The total bill becomes due and payable immediately.
- An administrative fee of $200 per month will be charged for processing a late payment.
- Interest at the rate of 12 percent annual effective rate will accrue on the outstanding balance due from the date of the missed payment until the account is paid in full.
- Any collection costs (up to 60% charged) or legal fees incurred in collecting an account will be the responsibility of the student/parent.
- The privilege of deferred payments in subsequent semesters may not be permitted.

*Outstanding balance from a previous semester.*

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

- Register for any subsequent semester.
- Obtain a complete transcript of academic work.
- Apply for campus housing.
- Participate in graduation ceremonies and obtain a diploma.

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

## Commuter Meal Plan Refund Policy

Refunds generally are not granted after the advertised bi-annual meal plan change deadline. Students who dis-enroll from Drury after the deadline are required to pay for the semester's meal plan in full.

## Concurrent Credit Tuition Policy

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

> **Day School:** Students enrolled in 12-18 hours while taking graduate-level coursework will be charged at the Day School tuition rate. In the event of an overload (more than 18 hours), graduate courses will be charged at the applicable graduate tuition rate. Reference the Tuition and Fees chart for tuition rates.
>
> **CCPS:** Courses taken at the graduate level are charged the applicable graduate tuition rate. Reference the Tuition and Fees chart for tuition rates.

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

## Overview of Financial Aid

Drury University recognizes the important role finances play in choosing a college and completing your education. Our mission is to assist students in securing the maximum financial aid available, and meeting that goal requires a collaborative effort between the institution and the student.
Financial aid may be awarded up to the cost of attendance. A student's financial aid offer may include federal grants, state grants, work opportunities, loans, Drury scholarships and grants, and other sources of aid available to the student. Drury scholarships and grants cannot be applied to off-campus enrichment programs or study abroad programs, with the exception of specific international institutions with which Drury has formalized exchange agreements. Please contact the Study Abroad Office for information regarding specific programs.

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

*Admission Requirements for Financial Aid*
Drury University admits as regular students only persons who:

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

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

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

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

*Day School*

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

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

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

- Art
- Athletics
- Music
- Theatre

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

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

*Drury GO*

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

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

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

It is important for prospective international students to become informed of the full costs of attending Drury and living in the United States for the duration of their studies. The university and the U.S. government require that students document their ability to cover their financial obligations to the university in addition to their estimated personal and living expenses. The university can only grant admission and issue the Form I-20 (required to apply for an F-1 student visa) to those individuals who submit adequate financial documentation. The university confirms all financial documentation directly through the issuing financial institution before granting admission. Likewise, the U.S. Embassy can only issue student visas to those individuals who submit acceptable financial documentation. Students who receive a Form I-20 should understand that they will not receive additional financial aid after they arrive at campus.

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

The FAFSA is a universal financial aid application for colleges/universities nationwide. The FAFSA will be processed by the Federal Processing Agency (U.S. Department of Education). When filed, the student will receive a FAFSA Submission Summary (FSS) that he or she must review for accuracy. The Financial Aid Office cannot make an official financial aid award to a student until the student's electronic Institutional Student Information Report (ISIR) has been received by the university. Applicants should complete the form electronically before February 1 of each year. Students who submit a FAFSA to or enroll in Drury University consent to receiving electronic communications regarding their financial aid eligibility and awards.

Each year, a formula for determining need is established by the government. The information the student and family provide on the FAFSA is analyzed according to this formula to arrive at a Student Aid Index (SAI). The difference between the student's SAI and the cost of attendance at Drury is the amount of need-based financial aid for which the student may be eligible.

A financial aid offer will be sent to the student. The offer will include a list of the kinds and amounts of aid that can be offered. The student should study this list carefully and accept or decline all awards by the established deadlines. Awards that are not accepted by the established deadline will be cancelled. If new information is received, awards may be revised.

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

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

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

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

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

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

Many employers provide a generous program of reimbursement for educational expense, but payment to the student usually is made after successful completion of coursework and not at the beginning of the semester. The student is responsible for paying for coursework according to established payment dates. Drury University reserves the right to withdraw part or all of any Drury-funded scholarship if a student's tuition is paid in full or in part by an outside agency.

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

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

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

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

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

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

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

These standards apply only to a student's eligibility for federal and/or state financial aid. Refer to the academic policies of Drury University for requirements that apply to all students regardless of whether they are receiving financial aid. Students will receive written notification of the opportunity to appeal, the appeal decision, and subsequent financial aid eligibility via Drury email.

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

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

reach the maximum attempted hours eligible for financial aid at any point in the year are subject to financial aid suspension.
The maximum timeframe for graduate students is 45 credit hours. Students who reach the maximum attempted hours eligible for financial aid at any point in the year are subject to financial aid suspension. Students who have reached the maximum timeframe will be evaluated on a case-by-case basis through the appeal process. Successful appeals will be monitored in the same manner as other SAP appeals.

*Qualitative Assessment - Grade Point Average (GPA) Requirement*
Undergraduate students must maintain a cumulative GPA of 2.0 or higher to meet the qualitative measure of Satisfactory Academic Progress.

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

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

*Withdrawals, Repeats and Incomplete Grades*

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

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

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

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

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

*SAP Appeal Process*

Academic progress is monitored annually, following the end of the spring semester. Students will be notified via their Drury email address if they are not meeting SAP requirements, and that their eligibility for financial aid is suspended. Every effort will be made to assist students in submitting complete documents, but submission of appeal documents is ultimately the student's responsibility. Failure to review the Drury email account or read notices sent regarding SAP and financial aid eligibility do not negate the loss of aid eligibility or need for appeal. Incomplete appeals will not be reviewed.

Students who are not meeting SAP requirements may have the opportunity to appeal the loss of financial aid, if the failure to meet SAP requirements is due to an extenuating circumstance. Appeal documents will be available in the student's MyDrury account. Successful appeals will meaningfully address the extenuating circumstances that prevented the student from meeting SAP requirements, and describe changes in the student's situation that will allow him or her to meet SAP in future semesters. Students who successfully appeal will remain eligible for aid for the next semester of enrollment, and may be placed on probation or an academic improvement plan. At the end of the next semester of enrollment, the student's academic progress will be reviewed.

- If the student has met all SAP requirements, he or she is once again in good standing and will be eligible for federal financial aid.
- If the student was placed on probation and has not met SAP requirements, he or she may be able to appeal again following the guidelines above.
- If the student was placed on an academic improvement plan and is meeting the terms outlined therein, the student will continue to be eligible for federal financial aid.
- If the student was placed on an academic improvement plan and is not meeting the terms outlined therein, the student will be suspended from financial aid until such time as he or she is once again meeting all SAP requirements.

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

- Extenuating circumstances include (but are not limited to) the death of a family member, illness or injury, or other circumstances beyond the student's control. Appropriate supporting documentation of the circumstance must be provided when requested. Students may not use the same extenuating circumstance for multiple appeals without sufficient documentation of ongoing issues.
- Appeals must include a statement from the student explaining why they did not meet the SAP requirements, and what has changed to allow them to meet the requirements in the next semester. If requested, students must also submit an academic improvement plan completed by the student and the advisor.

*Reestablishing Eligibility*

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

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

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

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

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

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

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

**Withdrawals and the Return of Title IV Funds**
Drury University encourages all students to carefully consider the financial and academic ramifications of withdrawing from any coursework. Federal financial aid regulations require the Financial Aid Office to perform a Return to Title IV recalculation for federal financial aid eligibility for students who withdraw, drop out, are dismissed, fail to begin enrollment in, or take a leave of absence (and do not return) prior to completing 60 percent of their coursework. Students who have completed 60% of their course enrollment have earned their full federal aid eligibility for that term, but a Return to Title IV calculation will still be processed to determine the student's eligibility for a post-withdrawal disbursement. All Return to Title IV calculations and any resulting aid returns will be processed as soon as possible, but no later than 45 days after the determination a student has withdrawn.

If a student wishes to withdraw from a course or courses, the designated office the student should contact is the Registrar's Office or the branch campus coordinator. Failure to begin attendance in a course does not constitute a formal withdrawal from a course, and students may still incur charges for that course if it is not formally dropped. If the Financial Aid Office becomes aware that a student does not begin attendance in a course in which he or she is enrolled, financial aid eligibility will be recalculated according to actual enrollment. The student will not be formally withdrawn from the course unless he or she follows the appropriate steps to do so.
If a student officially withdraws from Drury University, the student's withdrawal date will be determined by the later of: a. the date the student initiated the withdrawal, or b. the date the student provided official notification to the institution of the intention to withdraw. The institution's determination of the date that the student has withdrawn is the date that the student officially withdraws.

If a student unofficially withdraws (ceases attending), the student's withdrawal date will be determined by the date of the student's last attendance at an academically related activity. If a student is administratively withdrawn, or withdraws due to circumstances beyond the student's control, the date of the action or circumstance will be used. If it is not possible to determine the student's last date of attendance, action, or circumstance, the midpoint of the payment period will be used. The institution's determination of the date that the student has withdrawn is the date that the school becomes aware the student has ceased attendance.

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

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

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

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

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

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

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

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

Federal funds will be returned in the following order:

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

**Alumni Audit**

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

**e-Agree for access to Drury University Financial Aid Awards**

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

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

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

- E-mail reminder notices of the need to submit your online award letter

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

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

I agree to the following:

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

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

# Student Affairs

## Food Services

**Meal Plans for 2026-2027**
The university meal plans are listed below. These meal (block) plans give the student the ultimate in flexibility and control.
45 Blocks with $150 Panther Bucks*
90 Blocks with $225 Panther Bucks
120 Blocks with $300 Panther Bucks
150 Blocks with $375 Panther Bucks
180 Blocks with $375 Panther Bucks
*Note: This meal plan is not an option for students in residence halls.
(There are approximately 16 weeks per semester.)

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

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

Students may also pay with cash/credit at the CX, the Commons, and Einstein Bros. Bagels.

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

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

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

## Bookstore

The university bookstore offers students a broad range of supplies and services. In addition to new and used textbooks, the store stocks classroom supplies, art and architecture supplies, sportswear, convenience store items, insignia giftware, greeting cards and study aids.

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

## Identification Cards

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

## Panther Health Clinic

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

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

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

## Olin Library

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

**Off-Campus Library Services (OCLS)**

This service works to provide seamless access for off-campus faculty and students to the resources and services of the Olin Library.

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

**Library services available:**

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

**Interlibrary Loan**

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

Methods for requesting these items:

- Interlibrary loan form on the library's website under "Services"
- Email requests at illdesk@drury.edu that include comprehensive information about the item being requested
- Request forms built into a large number of electronic databases

**Library Catalogs**

Drury – Search for 150,000 unique paper titles held by the Olin Library, and over 400,000 of electronic book titles

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

University, Missouri Southern University, Crowder College, Cottey College, Ozark Christian College, and Evangel University. These books may be requested online for delivery by courier.
MOBIUS – Search for more than 7 million unique titles in the joint catalog of over 70 academic and public libraries in Missouri. These books may be requested online for delivery by courier.
Springfield-Greene County Library – Search the catalog of the public library as well as the catalogs of the Ozarks Genealogical Society and the Landers Theater. All Drury students are eligible for public library cards. SGCL books may also be found through MOBIUS and requested for delivery by courier.

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

## Student Support Services Mission Statement

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

## International Support Services

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

International Support Services is located in suite 107 of the Findlay Student Center.

## Accessibility and Disability Services

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

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

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

## Mental Health Support

Drury University has partnered with Burrell Behavioral Health to expand mental health services offered in our Drury Counseling Center for our Day School students. The Drury Counseling Center is located in the lower level of the Findlay Student Center. Students can be seen on a walk-in basis or via referral. Students now have access to a behavioral health consultant, sports psychology, and therapy sessions, in addition to a Drury mental health counselor. Students can also quickly and easily gain access to other services offered by Burrell Behavioral Health, including diagnostic testing services, psychiatry, and specialized mental health services. Should a student be referred for specialized mental health services, they will receive five free sessions via the Drury Student Assistance Program (SAP). For more information, questions, or to make an appointment, please contact Burrell on Campus Behavioral Health Services. Burrell counselors are bound to professional standards regarding confidentiality, and will not reveal the identity of victims, unless there is an imminent safety concern or as otherwise required by law. Burrell on Campus is located in the Findlay Student Center, Room 114. Students can schedule appointments by visiting https://www.drury.edu/counseling/forms/MakeAnAppt.php, or by contacting a counselor directly.

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

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

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

## Co-Curricular Programs

*Student Government*

The Student Government Association, composed of senators from each class and a faculty/staff advisor, takes an active role in all phases of campus life. The student government association, in addition to governing in the normal province of student affairs, appoints voting student representatives on all student-faculty committees. Student government association provides open lines of communication, promotes cooperation and allocates funds to designated student organizations.

*Student Activities Office*

The Student Activities Office oversees, evaluates and improves functionality of Student Activities and involvement programs, including student organizations, club sports, intramural teams, Greek chapters and councils, Student Government Association and Student Union Board. The Office of Student Activities provides appropriate input, goals and action strategies; implementation support and evaluation tools for driving positive change; effective student leader development; constructive member management; success recruitment, retention and recognition initiatives; progressive communication and marketing practices; valuable program implementation; accountability measures and relevant healthy-lifestyle and safe living support. The office also provides information and opportunities for interested students to learn more about getting involved in activities that benefit them.

The Student Activities Office is located in room 124 of the Findlay Student Center.

*Study Abroad and International Programs*

International Programs seeks to provide opportunities for personal growth and advancement of Drury's students through long-term and short-term study abroad programs. These programs are continuously improved and enhanced, and they encourage students to combine their theoretical knowledge with practical, everyday activities in a foreign country.

*Community Outreach and Leadership Development*

Community Outreach and Leadership Development encourages Drury students to become more aware of responsibilities in local and global communities. As Drury students progress through their college careers, the following programs are designed to expose students to volunteerism.

Students with one year of academic experience can apply to live in Summit Park Leadership Community. Summit Park Leadership Community engages Drury University students in an experiential learning environment that focuses on the principles of leadership while incorporating the value of community service. Student teams focus an entire year of residency to design, organize and implement a project based on the idea that leadership is a purposive process that is ultimately concerned with fostering change.

Students who qualify for federal work-study grants are eligible to serve as trained literacy and mathematics tutors in the Springfield Reads and MATHCOUNTS programs. In a partnership with neighboring Title 1 public schools and community agencies, Drury University and its students are dedicated to ensuring every child in the community receives the needed assistance to become successful in academics.

Leadership and Volunteer Development also sponsors international service experiences during various short-term study abroad trips. The International Service Experience leads students to become active global citizens as they volunteer in various initiatives while experiencing another culture.

Contact Community Outreach and Leadership Development for more details about any of the above programs at Findley Student Center 117 Student Development, (417) 873-7419, www.drury.edu/volunteer, or www.drury.edu/leadership.

*First-Year Experience*
The first-year experience begins with admission to the university, summer registration and an orientation program in the fall. During these times, every effort is made to help each student develop a sense of what to expect through contacts with an academic advisor/mentor and upper-class orientation leaders. Academic and social integration into the university are the keys to a successful first-year experience, and the first-year experience program supports this effort throughout the first year. Academic and personal counseling, the mentor classes and group activities, special programming to assist in the transition from high school to college and the opportunity to be involved in a leadership development program highlight the first-year experience at Drury. The Director of New Student Programs serves as a resource for all first-year students — freshmen, transfer and international—who may seek additional assistance with their transition to Drury University.

Contact: Jennifer Goodman, Director of Orientation and New Student Programs. jstewart012@drury.edu

## 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.

## Parking Regulations

Parking is available on the Springfield campus. Students will pay a $25 parking fee per academic year and must register their vehicles with the security office. Permits are issued at the security office in the Findlay Student Center, room 101, between 8 a.m. and 5 p.m., Monday through Friday (except holidays).

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

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

## University Guests

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

## Policies and Procedures

*Health Insurance*

Drury University requires all students to have proof of medical insurance coverage on file in the Dean of Students Office. If students do not provide proof of insurance, they may be enrolled in a health insurance plan by the university.

Failure to provide proof of insurance will prohibit students from participating in extracurricular or off-campus university activities.

We hope that all students enjoy good health while at Drury University; however, illness and accidents are a reality of life. Recent changes in medical insurance plans (HMOs, PPOs, etc.) make it necessary for families to examine their insurance coverage before students leave for college. Please check to see if there are preferred providers for your plan in the Springfield area. The health center nurses are happy to help make arrangements with these providers when this information is available to them.

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).

*Change of Name, Address, and Marital Status*

In order that the university may keep accurate records, students who change their name, marital status, or local or home address should notify the Registrar's Office or the Dean of Students office.

*Withdrawal*

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

*Medical Withdrawal*

Students who are considering a medical withdrawal should contact the Dean of Students office.

## Leave of Absence Policy

A formal leave of absence is granted only for academic or military purposes. Students who wish to pursue a leave of absence for academic or military purposes should begin the application with the Registrar's office.

Official withdrawal from the university can also have specific academic and financial implications. Drury University recommends that students who wish to pursue a withdrawal or leave of absence should consult with their academic advisor and the Financial Aid Office to better understand their individual situation.

## Medical Leave/Medical Withdrawal

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

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

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

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

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

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

## Non-Discrimination/Harassment Policy and Complaint Procedures

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

I. General Statement

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

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

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

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

II. Applicability

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

III. Filing a Complaint

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

Title IX Coordinator
Director of Human Resources
Jennifer Baltes
Drury University
900 North Benton Avenue
Burnham Hall 107
Springfield, MO 65802
(417) 873-7266
jbaltes01@drury.edu

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

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

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

- the date(s) and time(s) of the alleged conduct
- the names of all persons involved in the alleged conduct, including possible witnesses
- pertinent facts of the incident; and contact information for the complainant so that the University may follow up appropriately.
- If the complaint is to be filed against the Title IX Coordinator, then the complaint should be filed with the Deputy Coordinator specified above.

Administrators, supervisors, staff, and faculty members who receive a report or complaint of discrimination or harassment, or witness what they perceive to be discrimination or harassment, are mandated to immediately report such information to the Title IX Coordinator. Students who witness what they perceive to be discrimination or harassment, or receive other information regarding an incident of discrimination or harassment, are encouraged to report such information to the Title IX

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

IV. Good Faith Complaints

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

V. Non-Retaliation

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

VI. Confidentiality

The University endeavors to maintain confidentiality with respect to the complaint and investigation to the degree that it can be maintained while conducting a thorough investigation, but the University may be hindered in its ability to investigate a complaint if the person bringing the complaint requests complete confidentiality. To enable confidentiality, those processing the complaint and all parties to the investigation must maintain the confidentiality of information obtained during a complaint, including the name of the person who filed the complaint and other information received during the processing of the complaint.

VII. Investigation

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

A. Commencement of the Investigation

After receiving the complaint, the Title IX Coordinator will give a copy of the complaint to the appropriate Deputy Coordinator (as appropriate depending on whether the respondent is a student, staff member or faculty member). The Deputy Coordinator will assign an Investigation Officer who will review the complaint and commence an investigation as soon as practicable, but no later than seven (7) days after the complaint is made. During the course of the investigation, the Investigating Officer may consult with appropriate University personnel and outside counsel.

B. The Content of the Investigation

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

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

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

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

C. Non-Attorney Support Person for Cases Involving Students

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

D. Interim Measures

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

E. Findings Of the Investigation

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

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

1. Finding "No Violation"

If there is a determination that the behavior investigated did not violate the Non-Discrimination/Harassment Policy, both parties will be so informed.

2. Finding "Inappropriate Behavior Not Rising to the Level of a Violation"

There may be a determination that the behavior investigated did not violate the Non-Discrimination/Harassment Policy, but was inappropriate, unprofessional, or violated some other University policy. The Title IX Coordinator may determine that such inappropriate behavior merits discipline, ongoing monitoring, coaching, or other appropriate action. If so, the Title IX Coordinator may refer the matter to any appropriate administrator, dean or other manager for further proceedings or disciplinary measures consistent with University policy.

3. Finding "Violation"

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

F. Special Procedure Concerning Complaints Against the President, the Title XI Coordinator, or the Deputy Title IX Coordinator

If a complaint involves alleged conduct on the part of the University President, the Executive Committee of the Board of Trustees will designate an appropriate person to conduct the investigation required by these procedures. The written report of the investigation will be presented to the Executive Committee of the Board of Trustees, which will prepare and issue the written determination and implement any appropriate and reasonable measures. The determination issued by the Executive Committee of the Board of Trustees is final, unless the President or the complainant provides a written letter of appeal to

the full Board of Trustees within ten (10) days of his/her receipt of the Executive Committee's written determination and in accordance with Sections VIII.A. and VIII.B. below. The full Board of Trustees will issue a resolution on the matter within twenty-one (21) days and the resolution will be final and not subject to further appeal. The full Board of Trustees shall issue a short and plain, written statement of the resolution of the appeal. The written statement shall be provided to the complainant, the President, and the Title IX Coordinator within three (3) days of the resolution.

If a complaint involves alleged conduct on the part of the Title IX Coordinator or Deputy Title IX Coordinator, the President will designate an appropriate person to conduct the investigation required by these procedures. The written report of the investigation shall be presented to the President, who will appoint three (3) individuals, chosen from the pool of Deputy Coordinators and Investigators, to make a determination and prepare and issue the written determination and implement appropriate and reasonable measures. The resolution issued is final, unless the complainant or respondent provides a written letter of appeal to the Executive Committee of the Board of Trustees within five (5) days of his/her receipt of the written determination and in accordance with Sections VIII.A. and VIIL.B. below. The Executive Committee of the Board of Trustees will issue a resolution on the matter within twenty-one (21) days and the resolution will be final and not subject to further appeal. The Executive Committee of the Board of Trustees shall issue a short and plain, written statement of the resolution of the appeal. The written statement shall be provided to the complainant, respondent, and the Title IX Coordinator within three (3) days of the resolution. If the Title IX Coordinator is the respondent, a copy of the resolution should also be given to one of the Deputy Coordinators to ensure it is properly filed.

G. Timing of the Investigation

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

H. Rights of the Parties

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

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

VIII. APPEALS

A. Grounds for Appeal

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

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

B. Method Of Appeal

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

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

C. Resolution of the Appeal

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

IX. Documentation

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

X. Intersection with Other Procedures

These complaint resolution procedures are the exclusive means of resolving complaints alleging violations of the Non-Discrimination/Harassment Policy, except those complaints falling under the Title IX: Sexual Misconduct Policy. To the extent there are any inconsistencies between these complaint

resolution procedures and other University grievance, complaint, or discipline procedures, these complaint resolution procedures will control the resolution of complaints alleging violations of the Non-Discrimination/Anti-Harassment Policy.

## TITLE IX – Sexual Misconduct Policy

*Effective 8-1-13, Rev 2-25-14, 6-1-15, 9-1-16, 8-1-18, 12-1-19, Updated 8-14-20, 8-2-22, 4-1-24, 1-24-25;*

### I. Policy Statement

Drury University (the "University") strives to be a safe, education-oriented and community-minded campus that maintains an academic and social environment conducive to intellectual and personal development of students, promotes the safety and welfare of all members of the campus community, and is free of Sexual Harassment. Consistent with the U.S. Department of Education's implementing regulations for Title IX of the Education Amendments of 1972 ("Title IX") (see 34 C.F.R. § 106 et seq.), the University prohibits Sexual Harassment that occurs within its Education Programs or Activities.

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

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

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

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

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

### II. Scope

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

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

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

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

**III. Policy Definitions**

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

E. “Domestic Violence” is felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of Missouri, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of Missouri.
F. “Dating Violence” is violence committed by a person –
    1. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
    2. Where the existence of such a relationship will be determined based on a consideration of the following factors:
        - The length of the relationship;
        - The type of relationship; and
        - The frequency of interaction between the persons involved in the relationship.
G. “Stalking” is engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
        - Fear for their safety or the safety of others; or
        - Suffer substantial emotional distress.
H. “Consent” refers to words or actions that a reasonable person in the perspective of the Respondent would understand as agreement to engage in the sexual conduct at issue. A person who is Incapacitated is not capable of giving Consent.

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

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

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

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

I. “Incapacitated” refers to the state where a person has the inability, temporarily or permanently, to give consent, due to mental or physical incapability, unconsciousness, or vulnerability due to drug or alcohol consumption (voluntarily or involuntarily), or for some other reason.

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

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

Incapacitation may result from the use of alcohol and/or other drugs; however, consumption of alcohol of other drugs, inebriation, or intoxication alone are insufficient to establish incapacitation. Incapacitation is beyond mere drunkenness or intoxication. The impact of alcohol or drugs varies from person to person, and evaluating incapacitation requires an assessment of how consumption of alcohol and/or drugs impacts an individual's:

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

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

J. "Retaliation" is intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX and its implementing regulations or because an individual has made a report or Formal Complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy.
K. "Complainant" means an individual who is alleged to be the victim of conduct that could constitute Sexual Harassment.
L. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment.
M. "Formal Complaint" means a document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that the University investigate the allegation of Sexual Harassment in accordance with this policy. At the time of filing a Formal Complaint, a Complainant must be participating in or attempting to participate in the University's Education Programs or Activities. A "document filed by a Complainant" means a document or electronic submission (such as an email) that contains the Complainant's physical or electronic signature or otherwise indicates that the Complainant is the person filing the Complaint.
N. "Supportive Measures" are non-disciplinary, non-punitive individualized services offered, as appropriate, and reasonably available, and without fee or charge, that are designed to restore or preserve equal access to the University's Education Programs or Activities without unreasonably burdening another party, including measures designed to protect the safety of all parties implicated by a report or the University's education environment, or to deter Sexual Harassment. Supportive Measures may include: counseling, extensions of academic or other deadlines, course-related adjustments, modifications to work or class schedules, campus escort

services, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of campus, and other similar measures. Supportive Measures may also include mutual restrictions on contact between the parties implicated by a report.

O. "Education Programs or Activities" refers to all the operations of the University, including, but not limited to, in-person and online educational instruction, employment, extracurricular activities, athletics, residence life, dining services, performances, and community engagement and outreach programs. The term applies to all activity that occurs on campus or on other property owned or occupied by the University. It also includes off-campus locations, events, or circumstances over which the University exercises substantial control over the Respondent and the context in which the Sexual Harassment occurs, including Sexual Harassment occurring in any building owned or controlled by a student organization that is officially recognized by the University.

**IV. Understanding Hostile Environment Sexual Harassment**

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

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

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

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

## V. Reporting Sexual Harassment

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

**Title IX Coordinator**
Jennifer Baltes
Director of Human Resources
Burnham Hall 107
(417) 873-7266
jbaltes01@drury.edu

**Deputy Title IX Coordinator**
Dr. Allin Sorenson
Associate Provost
Burnham Hall 203
(417) 873-7291
asorenson@drury.edu

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

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

An anonymous report can also be made at: https://www.drury.edu/security/confidential-web-tip-information-system. However, Reporting Officials cannot fulfill their reporting obligation by using this anonymous mechanism.

A person may also file a complaint with the United States Department of Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting this link: https://www2.ed.gov/about/offices/list/ocr/docs/howto.pdf or by calling 1-800-421-3481.

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

1. Burrrell on Campus Behavioral Health Services is available to students. Burrell counselors are bound to professional standards regarding confidentiality, and will not reveal the identity of victims, unless there is an imminent safety concern or as otherwise required by law. Burrell on Campus is located in the Findlay Student Center, Room 114. Students can schedule appointments by visiting https://www.drury.edu/counseling/forms/MakeAnAppt.php, or by contacting a counselor directly.

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

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

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

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

## VI. Conduct that Constitutes a Crime

Any person who wishes to make a report or Formal Complaint of Sexual Harassment that also constitutes a crime—including Sexual Assault, Domestic Violence, Dating Violence, and Stalking—is encouraged to make a complaint to local law enforcement. If requested, the University will assist the Complainant in notifying the appropriate law enforcement authorities. In the event of an emergency, please contact 911. A person may decline to notify such authorities.

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

If you believe you are the victim of Sexual Assault, Domestic Violence, or Dating Violence, get to safety and do everything possible to preserve evidence by making certain that the crime scene is not disturbed. Preservation of evidence may be necessary for proof of the crime or in obtaining a protection order. For those who believe that they are victims of Sexual Assault, Domestic Violence, or Dating Violence, the University recommends the following:

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

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

Once a report of Sexual Assault, Domestic Violence, Dating Violence, or Stalking is made, the victim has several options such as, but not limited to:

- Contacting parents or a relative
- Seeking legal advice

- Seeking personal counseling (always recommended)
- Pursuing legal action against the perpetrator
- Pursuing disciplinary action through the University
- Requesting that no further action be taken
- Requesting further information about the University's policy and procedures for addressing Sexual Harassment
- Requesting further information about available resources

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

**VIII. Preliminary Assessment**

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

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

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

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

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

**IX. Contacting the Complainant**

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

## X. Supportive Measures

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

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

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

## XI. Interim Removal

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

In the case of a Respondent who is a non-student employee (administrator, faculty, or staff), and in its discretion, the University may place the Respondent on administrative leave at any time after receiving a report of Sexual Harassment, including during the pendency of the investigation and adjudication process (see "Investigation" and "Adjudication").
For all other Respondents, including independent contractors and guests, the University retains broad discretion to prohibit such persons from entering onto its campus and other properties at any time, and for any reason, whether after receiving a report of Sexual Harassment or otherwise.

## XII. Formal Complaint

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

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

In any case, including a case where a Complainant elects not to file a Formal Complaint, the Title IX Coordinator may file a Formal Complaint on behalf of the University if doing so is not clearly unreasonable. Such action will normally be taken in limited circumstances involving serious or repeated conduct or where the alleged perpetrator may pose a continuing threat to the University Community. Factors the Title IX Coordinator may consider include (but are not limited to): (a) was a weapon involved in the incident; (b) were multiple assailants involved in the incident; (c) is the accused a repeat offender; and (d) does the incident create a risk of occurring again.

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

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

**XIII. Consolidation of Formal Complaints**

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

**XIV. Dismissal Prior to Commencement of Investigation**

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

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

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

**XV. Notice of Formal Complaint**

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

- A physical copy of this policy or a hyperlink to this policy;

- Sufficient details known at the time so that the parties may prepare for an initial interview with the investigator, to include the identities of the parties involved in the incident (if known), the conduct allegedly constituting Sexual Harassment, and the date and location of the alleged incident (if known);
- A statement that the Respondent is presumed not responsible for the alleged Sexual Harassment and that a determination of responsibility will not be made until the conclusion of the adjudication and any appeal;
- Notifying the Complainant and Respondent of their right to be accompanied by an advisor of their choice, as specified in "Advisor of Choice."
- Notifying the Complainant and Respondent of their right to inspect and review evidence as specified in "Access to Evidence."
- Notifying the Complainant and Respondent of the University's prohibitions on retaliation and false statements specified in Sections "Retaliation" and "Bad Faith Complaints and False Information."
- Information about resources that are available on campus and in the community.

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

## XVI. Investigation

### A. Commencement and Timing

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

### B. Equal Opportunity

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

The investigation is a party's opportunity to present testimonial and other evidence that the party believes is relevant to the resolution of the allegations in the Formal Complaint. A party that is aware of and has a reasonable opportunity to present particular evidence and/or identify particular

witnesses during the investigation, and elects not to, will be prohibited from introducing any such evidence during the adjudication absent a showing of mistake, inadvertence, surprise, or excusable neglect.

**C. Documentation of Investigation**

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

**D. Access to the Evidence**

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

**E. Investigation Report**

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

## XVII. Adjudication Process Selection

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

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

## XVIII. Adjudication

### A. Hearing Process

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

#### 1. Hearing Officer

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

#### 2. Hearing Notice and Response to the Investigation Report

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

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

- To the extent the party disagrees with the investigation report, any argument or commentary regarding such disagreement;
- Any argument that evidence should be categorically excluded from consideration at the hearing based on privilege, relevance, the prohibition on the use of sexual history specified in "Sexual History," or for any other reason;
- A list of any witnesses that the party contends should be requested to attend the hearing pursuant to an attendance notice issued by the hearing officer;
- A list of any witnesses that the party intends to bring to the hearing without an attendance notice issued by the hearing officer;
- Any objection that the party has to the University's hearing procedures;
- Any request that the parties be separated physically during the pre-hearing conference and/or hearing;

- Any other accommodations that the party seeks with respect to the pre-hearing conference and/or hearing;
- The name and contact information of the advisor who will accompany the party at the pre-hearing conference and hearing;
- If the party does not have an advisor who will accompany the party at the hearing, a request that the University provide an advisor for purposes of conducting questioning as specified in "Hearing."

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

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

**3. Pre-Hearing Conference**

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

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

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

**4. Issuance of Notices of Attendance**

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

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

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

**5. Hearing**

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

The hearing will be conducted live, with simultaneous and contemporaneous participation by the parties and their advisors. By default, the hearing will be conducted with the hearing officer, the parties, the advisors, witnesses, and other necessary University personnel together in the same physical location. However, upon request of either party, the parties will be separated into different rooms with technology enabling the parties to participate simultaneously and contemporaneously by video and audio. In the hearing officer's discretion, the hearing may be conducted virtually, by use of video and audio technology, where all participants participate simultaneously and contemporaneously by use of such technology.

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

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

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

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

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

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

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

**6. Subjection to Questioning**

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

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

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

**7. Deliberation and Determination**

After the hearing is complete, the hearing officer will objectively evaluate all relevant evidence collected during the investigation, including both inculpatory and exculpatory evidence, together with testimony and non-testimony evidence received at the hearing, and ensure that any credibility determinations made are not based on a person's status as a Complainant, Respondent, or witness. The hearing officer will take care to exclude from consideration any evidence that was ruled inadmissible at the pre-hearing conference,

during the hearing, or by operation of "Subjection to Questioning." The hearing officer will resolve disputed facts using a clear and convincing standard of evidence (that is, "concluding that a fact is highly probable to be true") and reach a determination regarding whether the facts that are supported by a clear and convincing standard of evidence constitute one or more violations of the policy as alleged in the Formal Complaint.

**8. Discipline and Remedies**

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

**9. Written Decision**

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

- Identification of the allegations potentially constituting Sexual Harassment made in the Formal Complaint;
- A description of the procedural steps taken by the University upon receipt of the Formal Complaint, through issuance of the written decision, including notification to the parties, interviews with the parties and witnesses, site visits, methods used to gather non-testimonial evidence, and the date, location, and people who were present at or presented testimony at the hearing.
- Articulate findings of fact, made under a clear and convincing standard of evidence, that support the determination;
- A statement of, and rationale for, each allegation that constitutes a separate potential incident of Sexual Harassment, including a determination regarding responsibility for each separate potential incident;
- The discipline determined by the appropriate University official as referenced in "Discipline and Remedies";
- Whether the Complainant will receive any ongoing support measures or other remedies as determined by the Title IX Coordinator; and
- A description of the University's process and grounds for appeal, as specified in "Appeal."

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

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

**B. Administrative Adjudication (Optional)**

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

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

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

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

- To the extent the party disagrees with the investigation report, any argument or commentary regarding such disagreement;
- Any argument that a particular piece or class of evidence should be categorically excluded from consideration at the hearing based on privilege, relevance, the prohibition on the use of sexual history specified in "Sexual History," or for any other reason;
- Argument regarding whether any of the allegations in the Formal Complaint are supported by a clear and convincing standard of evidence;
- Argument regarding whether any of the allegations in the Formal Complaint constitute Sexual Harassment.

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

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

whether the facts that are supported by a clear and convincing standard of evidence constitute one or more violations of the policy as alleged in the Formal Complaint.

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

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

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

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

**XIX. Dismissal During Investigation or Adjudication**

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

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

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

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

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

**XX. Appeal**

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

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

No other grounds for appeal are permitted.

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

Promptly upon receipt of an appeal, the appeal officer will conduct an initial evaluation to confirm that the appeal is timely filed and that it invokes at least one of the permitted grounds for appeal. If the appeal officer determines that the appeal is not timely, or that it fails to invoke a permitted ground for appeal, the appeal officer will dismiss the appeal and provide written notice of the same to the parties.

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

the appeal and transmit a written decision to the parties that explains the outcome of the appeal and the rationale.

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

No further review beyond the appeal is permitted.

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

**XXI. Advisor of Choice**

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

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

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

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

**XXII. Treatment Records and Other Privileged Information**

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

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party; or

- Information or records protected from disclosure by any other legally-recognized privilege, such as the attorney client privilege unless the University has obtained the party's voluntary, written consent to do so for the purposes of the investigation and adjudication process.

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

**XXIII. Sexual History**

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

**XXIV. Informal Resolution**

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

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

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

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

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

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

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

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

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

**XXV. Presumption of Non-Responsibility**

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

**XXVI. Resources**

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

**XXVII. Conflicts of Interest, Bias, and Procedural Complaints**

The Title IX Coordinator, investigator, hearing officer, administrative officer, appeals officer, and informal resolution facilitator will be free of any material conflicts of interest or material bias. Any party who

believes one or more of these University officials has a material conflict of interest or material bias must raise the concern promptly so that the University may evaluate the concern and find a substitute, if appropriate. The failure of a party to timely raise a concern of a conflict of interest or bias may result in a waiver of the issue for purposes of any appeal specified in "Appeal," or otherwise.

**XXVIII. Objections Generally**

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

**XXIX. Free Speech and Academic Freedom**

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

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

**XXX. Relationship with Criminal Process**

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

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

**XXXI. Recordings**

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

**XXXII. Vendors, Contractors, and Third Parties**

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

by contract or law to terminate its relationship with any vendor, contractor, or third-party irrespective of any process or outcome under this policy.

**XXXIII. Amnesty**

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

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

**XXXIV. Bad Faith Complaints and False Information**

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

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

**XXXV. Retaliation**

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

**XXXVI. Confidentiality**

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

notwithstanding the University's general obligation to maintain confidentiality as specified herein, the parties to a report or Formal Complaint will be given access to investigation and adjudication materials in the circumstances specified in this policy.

While the University will maintain confidentiality specified in this Section, the University will not limit the ability of the parties to discuss the allegations at issue in a particular case. Parties are advised, however, that the manner in which they communicate about, or discuss a particular case, may constitute Sexual Harassment or Retaliation in certain circumstances and be subject to discipline pursuant to the processes specified in this policy.

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

**XXXVII. Other Violations of This Policy**

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

**XXXVIII. Signatures and Forms of Consent**

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

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

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

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

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

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

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

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

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

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

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

**XL. Other Forms of Discrimination**

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

**XLI. Education**

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

**XLII. Outside Appointments, Dual Appointments, and Delegations**

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

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

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

**XLIII. Training**

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

**XLIV. Recordkeeping**

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

**XLV. Definitions Herein**

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

**XLVI. Discretion in Application and Revision of Policy**

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

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

The provisions of this policy and the Hearing Procedures referenced in "Hearing" are not contractual in nature, whether in their own right, or as part of any other express or implied contract. Accordingly, the University retains discretion to revise this policy and the Hearing Procedures at any time, and for any

reason.  Approved revisions will be made to the electronic version of the policy, but may not be able to made to printed versions of the policy until the next academic year. The University may apply policy revisions to an active case provided that doing so is not clearly unreasonable.

## Right to Dismiss

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

## Student Complaint Guidelines

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

- The President
- The Provost
- The Executive Vice President for Student Affairs and Dean of Students
- The Executive Vice President, Chief Operating Officer/Chief of Staff

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

## Code of Conduct

As a member of the Drury University community, I vow to treat others with respects. I will not violate others' right to learn and thrive in a safe, respectful environment, and by extension I will not bully or intimidate others. Honesty will guide my every action. I will not condone anyone that compromises the Drury Honor Code.

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

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

1. HARASSMENT: Students shall not harass other students, faculty or staff members.
2. BEHAVIOR: Students shall not behave in a manner that is disruptive to class or other learning experiences.
3. PROPERTY RIGHTS: Drury students shall observe property rights of individuals and institutions. Theft, destruction of property and unauthorized entry are not permitted.
4. HONESTY: Fraud, forgery and failure to honor agreements with the university are not permitted.
5. ACADEMIC INTEGRITY: The highest standards of academic excellence and integrity are expected from all Drury students. Please see Academic Integrity in the Academic Affairs section for more details.
6. PRIVACY: Students shall respect others' right to privacy.
7. CAMPUS INVOLVEMENT: Students shall respect the right of others to engage in campus activities, to attend meetings, to move freely about the campus and to study.
8. ENDANGERMENT: Students shall not injure or endanger the health of others.
9. ADDRESS REPORTING: Each student is required to report their correct Springfield or community address at the time of registration each semester. This reported address must be the student's actual place of residence. Any change of address must be reported within three days to the Dean of Students Office or to the Registrar's Office.
10. DEBT TO UNIVERSITY: Any student who incurs debt with the university and fails to make a satisfactory settlement may be dismissed. No student with unsettled debt will be permitted to register for academic work. In addition, the university will not provide any evidence of attendance or any official credentials while the debt remains unsettled.
11. RESPONSE & COOPERATION: Students are required to respond promptly to any summons, identify themselves and cooperate when asked to do so by university officials.
12. GAMBLING: Gambling is prohibited on university property or at any official student function.
13. DRUGS & ALCOHOL: Any illegal use, possession or trafficking of drugs or alcohol is forbidden. Please see Campus Alcohol and Drug policies for more information.
14. COMMUNITY STANDARDS: Drury students shall observe all Drury policies and procedures.
15. CAMPUS HOUSING: Drury students shall observe all Drury Housing and residential regulations.
16. SEXUAL ABUSE & HARASSMENT: Drury University prohibits sexual abuse and/or harassment by its students, employees and citizens.

17. PROTEST: Although the right of peaceful protest within the Drury community is recognized, the university retains the right to assure the safety of individuals, the protection of property and the continuity of the educational process. In order to ensure that the rights of the institution and of all individuals be protected, the following regulations have been established:
    a. Picketing within 50 feet of an external access to buildings, interference with entrance to or exit from facilities and interruption of classes or other normal functions of the university exceed permissible limits.
    b. Any attempt to control or take over buildings, faculty or administrative offices, or other facilities in any buildings where university space is in use for an authorized function, whether conduct of a class, a public or a private meeting under approved sponsorship, normal administrative or educational functions, or service-related activities (health services, recreational activities or personnel placement) exceed permissible limits. Respect must be accorded any regulations imposed by the person in charge. That is, any requirement to desist from specified activities or to leave the premises must be obeyed. Any regulations imposed are reviewable by the president.
    c. At no time is force or violence to be employed, nor should participants in a demonstration or picketing conduct themselves in such a way as to constitute an immediate or potential threat of force or violence against persons or property.
    d. Rooms in which instruction, research or study normally take place may be occupied only when assigned through established procedures; however, buildings must be cleared at the normal closing time for each building unless other arrangements are approved in advance.
    e. Every student enrolled in the university has the right to be interviewed on campus by any legal organization that desires to recruit at the campus. Any student or group of students has the right to protest against the appearance on campus of any organization, provided the protest does not interfere with any other student's opportunity to have such an interview.
    f. The dean of students shall be informed of the time and place of demonstration in advance of any public announcement of plans for a demonstration. Only such limitations on the areas in which demonstrations are held as are reasonably necessary to avoid physical harm or physical conflict between groups of demonstrators may be prescribed. Students also should be advised as to whether their demonstration is consistent with stated regulations.

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

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

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

**PROCEDURES FOR STUDENT CONDUCT ADMINISTRATION**

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

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

**PROCESS OVERVIEW**

The Dean of Students shall have primary authority and responsibility for the administration of student conduct at Drury University and for investigating allegations that a student has violated University rules and regulations, or specific orders and instructions issued by an administrative official of the University.

- The decision process in campus judicial processes is that of a hearing, not a trial. Students should expect a supportive and non-adversarial environment during the hearing process.
- The campus judicial process is intended to be educational, not punitive. Our goal is to help the student better understand the impact of their actions and to help him or her take steps toward repairing the harm done to the university community. Sanctions are not always predetermined; in such a case a sanction will be designed to accommodate the individual circumstances.
- The standard of evidence in determining a student in violation is not as high as that of the criminal process. At Drury University, like many colleges and universities, we use a level of "preponderance of evidence." as opposed to "beyond a reasonable doubt." A preponderance of evidence is described as enough evidence to make it more likely than not that the accused student has violated the Community Standards.
- Legal rules of evidence, i.e. whether something is "admissible," do not apply in campus judicial cases. The hearing officers will gather and utilize any information that they deem is relevant, including hearsay or third-party testimony.
- Findings of guilt in the campus judicial process will not result in any criminal record, but will be placed in the student's Drury University file.
- Campus judicial cases are confidential, in compliance with the Family Educational Rights and Privacy Act (FERPA), a federal law.
- While students are entitled to an advisor, friend, parent, or other person of their choosing, that advisor may not represent that student. Students are expected to speak for themselves at all times during the process. Any advisors disregarding these rules will be asked to leave any meeting or hearing.
- It is a privilege to attend Drury University, not a right. As such, removal of a student from campus through a sanction of suspension or dismissal is a possibility in certain circumstances in which the student has endangered the university community or engaged in repeated violations of the Community Standards.

**INCIDENT RECORDED & SUBMITTED:** The student conduct process begins when information and/or documentation is submitted to the Student Affairs Division regarding a Drury-related incident.

This documentation could include, but is not limited to:

- Statement provided by a faculty or staff member
- Statement provided by a Drury University student
- Statement provided by a member of the community
- Drury University Facilities Damage Report
- Drury University Information Report
- Drury University Security Report
- Drury University Policy Violation Citation
- Online information report www.drury.edu/informationreport

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

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

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

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

1. The first option is to accept responsibility for violating the policy; thus, waiving the right to a formal Judicial Board Hearing, and having the Conduct Officer issue the student(s} their judicial sanctions (outcome). When this occurs, the case is considered CLOSED at the conclusion of the meeting. Students may NOT appeal the outcome of this meeting, since the student is essentially taking responsibility for violating the Community Standards, and they are waiving their right to a formal judicial hearing. Additionally, at this conduct meeting, the student is either informed of the exact disciplinary sanctions being imposed, or at a minimum, they will be given a range of possible sanctions being considered, before the student is required to accept responsibility or request a formal judicial hearing.
2. Students who do not feel as though they have violated the Community Standards have a second option, which is to request a formal Judicial Board Hearing. Al\ students have the right to a fair and objective Judicial Board Hearing.

There are other situations which based upon the circumstances may result in immediate action taken by the Student Affairs Division staff, the Dean of Students or the Drury University Judicial Board assigned

sanctions remain in effect until the Judicial Board Hearing process is completed and a final decision is rendered.

**JUDICIAL BOARD HEARINGS**

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

- Three faculty/staff members
- Six students, who are selected based on their involvement with Governing Student Organizations (Residence Life Association, Interfraternity Council, and Panhellenic Council).
- The Dean of Students, who serves as ex-officio and Judicial Board Coordinator.

Every effort will be made to ensure that each accused student is given a fair and objective judicial hearing. Part of this will be limiting conflicts of interest between a board member and an accused student (i.e. the accused student's academic advisor being on the board, accused student in a board member's academic discipline, accused student having a personal friendship with a board member, etc.) Board members are trained to excuse themselves if there is a significant conflict of interest. Should the accused student feel a conflict of interest may exist, they should immediately bring this to the attention of the Director of Residence life or Dean of Students, upon receipt of the hearing notice.

**JUDICIAL BOARD HEARING PROCEDURES**

The following procedures will be followed in any case, which results in a hearing before the Judicial Hearing Board ("Board"). University Judicial Hearings are not legal proceedings, therefore, neither the student nor the University may have legal counsel present at the hearing.

1. The accused student will be given written notice of the date and place of the Hearing.
2. The student is entitled to appear in person before the Board to defend against the charges. If the student elects not to appear, the Board will reach its decision on the basis of information available to it at the Hearing.
3. The student or the University may request that witnesses competent to give testimony relevant to the specific charges preferred, be called to testify before the Board. Written or tape recorded statements, rather than personal testimony by witnesses before the Board, may be permitted at the Board's discretion when extenuating circumstances prevent the appearance of a witness. Failure of a witness to be present at the time of the Hearing, except in extenuating circumstances, will not be grounds to delay the proceedings.
4. The Judicial Board may accommodate concerns for the personal safety, wellbeing, and/or fears of confrontation of the Complainant, Accused Student, and/or other witnesses during the hearing by providing separate facilities, by using a visual screen, and/or by permitting participation by telephone, videophone, closed circuit television, videoconferencing, videotape, audiotape, written statement, or other means, where and as determined in the judgment of the Dean of Students and/or Judicial Board to be appropriate.
5. The University's case will be presented by the Director of Residence Life, Director of Safety & Security, or designee, who may ask questions of any witness.
6. The student may invite a member of the Drury University Faculty or Professional Staff to be present throughout the Hearing, as an advisor. The advisor's role in the hearing is limited. The advisor is not permitted to directly address the members of the hearing board or any witnesses. The advisor may not offer any testimony to the Judicial Board.

7. The Complainant, Accused Student and their advisors, if any, shall be allowed to attend the entire portion of the Disciplinary Hearing at which information is received except deliberations (except when the board feels this presents safety concerns).
8. The Board's determination will be made on the basis of whether it is more likely than not that the accused student violated the Student Code of Conduct or university policy, which is equivalent to the "preponderance of the evidence" standard.
9. The Board shall make an appropriate record of the proceedings and this record shall be available to the accused upon their request; however, it may not leave the Dean of Students Office or Office of Student Conduct. Board Hearings shall be tape recorded in their entirety. Following the Hearing and during the appeal period, the student and/or advisor present throughout the Hearing may listen to the tape in the Dean of Student's office. Recordings of Board Hearings and decisions shall be filed in the Office of the Dean of Students.
10. At the conclusion of a Hearing, the Board members shall meet in closed session to determine its decision. If the student is found responsible of violating the Community Standards, the Board shall consult with the Dean of Students prior to determining a sanction or censure.
11. The student or student organization and campus advisor will be notified of any assigned sanctions by the Director of Student Conduct or the Dean of Students by email to the Drury University email account and may also include an official Drury letter within three (3) business days. The notification will indicate specific charges and violations. It will also indicate the decision, findings and sanctions, if applicable, with any relevant information such as specificity and deadlines

**APPEAL PROCEDURES**

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

**SANCTIONS**

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

Sanctions may include but are not limited to:

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

- Removal or restricted access from campus housing
- Restitution

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

**PENALTIES FOR NON-COMPLETION OF SANCTIONS**

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

- **Career counseling:** Minimum $50 fine for each career counseling session not completed by required completion date or not upholding the standards of the Career Center sanction supervisor.
- **CHOICES class:** $100 fine for not satisfactorily completing the requirements of the CHOICES alcohol-education class.
- **Community service hours:** $25 fine per hour, up to $250 maximum, for assigned service hours by required completion date or not upholding the standards of the site supervisor.
- **Counseling:** Minimum $50 fine for each counseling session not completed by required completion date or not upholding the standards of the Drury Counseling Office.
- **Disciplinary probation:** Student may have limited involvement in extra-curricular activities.
- **Disciplinary suspension from the university:** Student may be removed from university property by the Drury University security staff and could be arrested for trespassing.
- **Educational sanctions:** Minimum $50 fine for each educational assignment not completed by required completion date or not upholding the standards listed by the educational sanction completion supervisor.
- **Fines:** Fines are assessed to the Drury University business account. Not paying these fines limits semester class registration and may limit a student's ability to graduate.
- **Loss of participation and privileges in campus activities:** Minimum $50 fine for continued participation in campus organizations listed as part of the sanctioning process. The campus organization may also have their Drury University business account frozen for allowing continued participation and may be limited from receiving future SGA funding.
- **Parent notification:** The Student Affairs Division staff or the Dean of Students completes parent notification. Providing inaccurate parent contact information is a violation of the Community Standards and may result in additional sanctions.
- **Peer mentoring:** Minimum $50 fine for each peer mentoring session not completed by required completion date or not upholding the standards listed by the peer mentor supervisor.
- **Professional assessment:** Minimum $150 fine for each professional assessment session not completed by required completion date or not upholding the standards listed by the professional assessment site.
- **Removal or restricted access from campus housing:** Student and student belongings may be removed from university property by the Drury University security staff and students could be arrested for trespassing. Student will pay for housing and meal plan costs for the semester in which they were removed.

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

**RESPONSIBILITY & COOPERATION FOR REPORTING INCIDENTS**

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

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

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

**PENALTIES FOR NON-COOPERATION**

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

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

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

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

- Drury University approved restitution relating to noncooperation during an investigation may include but is not limited to:
- Students found to be deliberately non-cooperative, or fraudulent in their statements, may be subject to three times the minimum sanction.
- Based on the nature and severity of the incident, students found to be deliberately non-cooperative may also be subject to disciplinary probation or suspension from the university.

## Campus Housing Policy

Drury University recognizes the value of residential living to the total educational process and therefore requires full-time day school undergraduate students to live in campus housing or in fraternity houses.

Once a student moves into a residence, they accept accommodations and board as a contractual agreement with the university for the full academic year, or as specified on the housing contract.

- To be eligible for campus housing, students must be 17 or older upon Move-In.
- No one may move in or out of campus housing without the approval of the Housing Office. Approval is granted first through the Housing Office, and then it is referred to the Dean of Students.
- The Housing Office makes room assignments. While every effort will be made to assign compatible individuals, the decision of the Housing Office is final. The student participant in a housing contract agrees to accept the roommate(s) assigned with them.
- In case of a vacancy in a double or triple room, the remaining occupant may elect to pay the private room fee (if space permits) or the occupant may be requested to move to another room, or may be assigned a new roommate. Fraternity houses are NOT exempt from this policy.
- Residents may not sublease units and only residents who have signed contracts are considered legal occupants.
- Residence halls and fraternity houses are closed over winter and spring breaks. Students without outstanding conduct sanctions may sign up to stay in their residence. Break housing fees will be assessed to the student's account, unless the student's permanent address is 250 miles or further from campus.
- Students residing in apartment-style housing may stay during spring break. Apartment-style residents may stay in housing during winter break only if contracted for the entire academic year. Students residing in apartment-style housing for just the fall or spring must move out at the conclusion of their semester.
- At the conclusion of the contract, all personal property must be removed from the residence and the residence must be cleaned by the deadline advertised, even if the resident has signed a new contract and is returning to the same unit at a later date. The university does not provide storage space.
- The University reserves the right to cancel any housing contract at any time.
- If a student becomes ineligible to live in campus housing for any of the following reasons, refunds are not granted after signing a housing contract:
    - o Disciplinary action or violation of university policy
    - o Withdrawal from Drury
    - o Academic suspension from Drury
    - o Change in marital status
    - o Birth or adoption of a child
    - o Extenuating circumstances as deemed by the Dean of Students

***Exemption from Housing Policy***

Full-time undergraduate day students who desire to live off campus for the upcoming academic year must submit a "Request for Exemption from the University Housing Policy" to the Housing Office by the advertised deadline. Students 21 and over will receive priority for off-campus housing, but are not guaranteed approval.

Full-time day school students may apply to live off campus if they meet specific criteria.

- Residing with a parent in the primary household within 30 miles of Drury
- Aged 21 or older at the start of the academic year
- Married
- Have a child
- Medical condition that cannot reasonably be accommodated in student housing
- Extenuating circumstances (an unforeseen situation when a student would not be able to attend Drury if they had to live on campus)
- Veteran status or currently serving in the U.S. military

Students who do not receive email permission to be exempt from the housing policy will be required to fill out a housing contract in the Housing Office; an on-campus bed and meal plan will be assigned. Students will not be able to register unless the Housing Office has an approved exemption form or a housing contract on file. Failure to receive permission to live off campus through the exemption process does not release students from the financial obligation of room and board. Exemptions are only granted by academic year. Each spring, students must reapply to live off campus prior to registering for the upcoming summer and/or academic year. Do not commit to an off-campus lease until you receive official release from the Housing Office. Housing exemption forms and contracts are available in MyDrury.

***Housing Holds on Student Account***

Full-time undergraduate day school students who do not participate in the annual housing sign-up process or exemption process will have a housing hold placed on their account. A housing hold prevents course registration. Housing holds will be released when the Housing Office receives a student's required paperwork.

***Housing Deposit & Refund***

To obtain campus housing, a $200 enrollment deposit is required of each resident. This fee is not covered by full-ride scholarships.

New students can pay their enrollment deposit here: https://www.drury.edu/admission/pay-your-deposit/.

Returning students should participate in the Housing Sign-Up process in the spring, and should submit contracts in MyDrury. Students who currently live on campus will not need to pay another housing deposit.

New fall admits who drop prior to May 1 will get their deposit back in full. New spring admits who drop prior to December 1 will get their deposit back in full.

The deposit will be carried forward from year to year.

## Residential Plan Refund Policy

New students should fill out a housing contract online at: https://www.drury.edu/housing/housing-forms/housing-contract.

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

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

### 2025-26 Contract Cancellation Fee Schedules

**Current Students – Those with academic year housing contracts or fall-only contracts**
If a 2025-26 Request for Exemption is received on or before the exemption deadline (April 1, 2025) there is NO contract cancellation fee.

If a 2025-26 Request for Exemption is received after the exemption deadline (April 1, 2025), but prior to fall move-in, the student will be charged a $500 contract cancellation fee.

If a 2025-26 Request for Exemption is received on or after fall move-in and by the add-course deadline (September 2, 2025), the student will be charged:

- $500 contract cancellation fee
- The nightly room rate until date of formal check-out
- The prorated cost of the fall meal plan

If a 2025-26 Request for Exemption is received after the add-course deadline (September 2, 2025), the student will be charged:

- $500 contract cancellation fee
- The nightly room rate until date of formal check-out
- The entire cost of the current semester's meal plan, unless cancellation/move-out occur during Winter Break or between Jan move-in and the Jan meal change deadline (in which case the spring meal plan would be prorated)
- 40% of the remaining room rent for the academic year

**Newly Admitted Students - Entering Drury at the fall semester with academic year housing contracts or fall-only contracts**

If a 2025-26 Request for Exemption is received on or before the new student exemption deadline (July 31, 2025) there is NO contract cancellation fee.

If a 2025-26 Request for Exemption is received after the new student exemption deadline (July 31, 2025) but prior to fall move-in, the student will be charged a $500 contract cancellation fee.

If a 2025-26 Request for Exemption is received after fall move-in and by the add-course deadline (September 2, 2025), the student will be charged:

- $500 contract cancellation fee
- The nightly room rate until date of formal check-out
- The prorated cost of the fall meal plan

If a 2025-26 Request for Exemption is received after the add-course deadline (September 2, 2025), the student will be charged:

- $500 contract cancellation fee
- The nightly room rate until date of formal check-out
- The entire cost of the current semester's meal plan, unless cancellation/move-out occur during Winter Break or between Jan move-in and the Jan meal change deadline (in which case the spring meal plan would be prorated)
- 40% of the remaining room rent for the academic year

**Newly Admitted Students - Entering Drury at the spring semester AND Current students with a spring-only housing contract**

If a 2025-26 Request for Exemption is received on or before the new spring admit exemption deadline (December 1, 2025), there is NO contract cancellation fee.

If a 2025-26 Request for Exemption is received after the new spring admit exemption deadline (December 1, 2025), but prior to spring move-in, the student will be charged a $500 contract cancellation fee.

If a 2025-26 Request for Exemption is received on or after spring move-in day and by the course-add deadline (January 29, 2026), the student will be charged:

- $500 contract cancellation fee
- The nightly room rate until date of formal check-out
- The prorated cost of the spring meal plan

If a 2025-26 Request for Exemption is received after the course-add deadline (January 29, 2026), the student will be charged:

- $500 contract cancellation fee
- The nightly room rate until date of formal check-out
- The entire cost of the spring semester's meal plan
- 40% of the remaining room rent for the academic year

## Campus Alcohol Policy

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

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

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

*Individual Regulations*

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

11. Alcohol in Open Locations: Possession of an open container or consumption of alcoholic beverages in any area other than individual rooms is prohibited. This includes (but is not limited to) Sunderland Field, Drury Lane, Hutchens Field, Harrison Stadium, FSC Fountains, FSC Down-Under area, College Park Common Area, Wallace Hall porch, Smith Hall porch, Sunderland Hall patio and all other academic buildings.
12. Student Organization Funds: Under no circumstances may student organization funding be used to purchase alcohol.
13. Greek Organizations: Greek organizations, including students residing in the Fraternity Quadrangle, are required to follow the Fraternal Information and Programming Guidelines (FIPG) and Drury University Greek Life Policies when planning social events that involve alcohol.
14. O'Reilly Family Event Center: Events held at the O'Reilly Family Event Center, a freestanding auxiliary enterprise, are subject to guidelines and regulations outlined by specific contracted events.

*Online Resources*

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

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

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

*Educational Program Opportunities*

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

Medical Amnesty Policy ("Good Samaritan Clause") Relating to Alcohol and Drugs

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

*Responsibility and Cooperation for Reporting Incidents*

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

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

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

*Alcohol Policy Violation Sanctions*

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

Sanctions may include, but are not limited to:

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

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

## Campus Drug Policy

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

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

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

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

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

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

*Online Resources*

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") Relating to Alcohol and Drugs*

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

*Responsibility and Cooperation for Reporting Incidents*

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

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

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

*Drug Policy Violation Sanctions*

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

Sanctions may include but are not limited to:

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

- Restitution

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

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

## Commercial Activity Policy

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

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

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

*Solicitation Guidelines*

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

*Commercial Activity and Vendor Sponsorship Guidelines*

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

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

*Signing Contracts*

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

*Contract Approvals*

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

*University Involvement*

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

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

## Animals on Campus Policy

SERVICE ANIMAL POLICY GENERAL GUIDELINES

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

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

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

SPECIFIC PROVISIONS - SERVICE ANIMALS

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

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

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

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

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

F. An entity shall not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. An entity may ask: (1) If the animal is required because of a disability and (2) what work or task the animal has been

trained to perform. An entity shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, a public entity may not make these inquires about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

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

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

SUPPORT ANIMAL ACCOMMODATION POLICY

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

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

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

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

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

After the student has signed the agreement and provided the required veterinary records outlined for that species, the Housing Office will provide written confirmation to the student (and need-to-know offices)

that the emotional support animal may reside with the student in their assigned bedroom or apartment. An approved emotional support animal [that is not also defined as a service animal) may only be in a student's private dwelling (assigned bedroom or apartment) and is prohibited in all other campus locations. When being transported out of the room, the animal must be caged or leashed.

Emotional support animals are required to be housebroken, be in good health and vaccinated per all applicable laws, and under adult control at all times. Emotional support animals may not infringe upon the right of other tenants to enjoy their residence (allergies, noise, odor, phobias, scratching, chewing, etc.). More species-specific obligations will be outlined in the emotional support agreement.
Drury may reassign a student to a different housing location to accommodate a request for an emotional support animal. Additionally, if the animal infringes upon the rights of other residents or poses a threat to others, the student may lose the right to have the animal in housing.

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

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

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

## Technology Resources Usage Policy

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

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

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

*Responsibility*

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

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

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

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

*Unacceptable Use of Technology Resources*

1. Using computer resources for any purpose unrelated to the mission of the university
2. Using computer facilities for cheating; including unauthorized copying, installation, sending or receiving of programs, assignments or files
3. Sending unsolicited, annoying or obscene messages or mail to another computer or computer user
4. Utilizing a false identity in obtaining or utilizing an e-mail account
5. Displaying adult Web sites (specifically those self-identified as such) or other obscene materials in public labs in view of other users. Such conduct is considered sexual harassment, i.e., an action "that has the purpose or effect of unreasonably interfering with an individual's academic or work

performance, or creating an intimidating, hostile or offensive academic or work environment" (from the university's Sexual Harassment Policy Statement)
6. Examining, or attempting to examine, another computer user's files or mail without explicit permission by the owner of those files or mail
7. Interrupting, hindering or otherwise interfering with the normal operation of the computer labs and network
8. Posting copyrighted text or images on a Web page without the owner's permission

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

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

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

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

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

*Unacceptable Use of E-mail*
1. Re-posting (forwarding) personal communication, intended to be confidential, without the author's prior consent

2. “Chain letters,” “broadcasting” messages to lists or individuals and other types of use that would cause congestion of the networks or otherwise interfere with the work of others are not allowed
3. Anonymous and/or fraudulent posting of e-mail messages

*Privacy*

1. Electronic mail (e-mail) is a form of public communication and cannot be guaranteed to be private. Messages can be intercepted while in transit through the system. Be discreet.
2. The systems and network administrators have access to all files stored on the university servers. In the course of routine system maintenance, trouble-shooting and mail delivery problem resolution, staff may inadvertently see the content of e-mail messages. However, these individuals are prohibited from accessing personal files except as otherwise stated in this handbook.

*Online Resources*

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

*Educational Program Opportunities*

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

*Responsibility & Cooperation for Reporting Incidents*

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

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

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

*Computer Resources Usage Policy Violation Sanctions*

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

Sanctions may include but are not limited to:

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

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

## Personal Rights Policy

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

- Threats or implied threats of physical violence, physical intimidation in any form and violent behavior by or at the direction of a person are strictly prohibited.
- Possession of any type of weapon on university property, including parking lots and green space, is strictly prohibited unless the individual has university approval through association with a public law enforcement agency, or has registered the weapon with the director of safety and security and has written permission from a vice president or president. In the case of firearms, the policy applies whether or not the weapon is loaded and whether or not it is capable of being fired.
- Any person who feels that they or another person have been threatened in any way on Drury property, at any Drury activity or by any person related to Drury in any way must immediately report the threat to the director of safety and security or another member of the administration. Drury will investigate the threat and take appropriate action. Students, faculty and other Drury citizens are required to cooperate fully with any investigation by or at the request of Drury.
- Former employees who left involuntarily or students who have been dismissed from the university or denied admission for reasons other than academic performance are prohibited from Drury property and will constitute as trespassers, unless they are participating in a public university program and have not been requested to depart.

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

# Academic Programs

## Your Drury Fusion

Your Drury Fusion is a common experience for all students. It has been carefully designed to equip students for life and profession through a blend of academic credentials. Each student completes at least three credentials: one major and two certificates (or one major and one certificate plus a second major or a minor). Of the three credentials, at least one must be in the "Life" category and one must be in the "Profession" category.

Your Drury Fusion integrates theoretical learning with real-world projects and problems in order to empower students to develop intellectually and gain marketable competencies. Your Drury Fusion is structured to provide the knowledge, perspectives, and skills associated with a liberal arts and sciences education.

## Life vs. Profession

**Majors and minors**

Life majors and minors are "formal programs of study designed to impart knowledge and skills that represent the accumulated knowledge base in a subject area. The instruction is typically designed to be comprehensive, theoretical, and decontextualized."

Professional majors and minors are "formal programs of study designed to impart knowledge and skills that represent the relevant accumulated knowledge within the context of occupation-specific job requirements. The knowledge and skills imparted typically involve less theory, more application, and a narrower focus than what is taught in a [Life] major; they are also often explicitly linked to occupational skill demands."[1]

The biggest difference between "Life" and "Profession" is that the professional programs provide students with specific skill sets, and in many cases official credentials (like teacher certification, CPA certification, etc.) that are necessary for a specific job or profession. This is not to say that Life majors do not give students marketable skills, but these credentials are not exclusive to a specific career option. Life certifications provide necessary skills sets through both a broad and deep knowledge of a specific area that empower students to pursue further education through graduate school, or a wide variety of jobs.

***Majors:***
***Bachelor of Arts***
Art History-*Life*
Biology-*Life*
Chemistry-*Life*
Criminal Justice-*Life*
Criminology-*Life*
Digital Media-*Profession*
Elementary Education-*Profession*

[1] Definitions from "Undergraduate Enrollment in Academic, Career and Vocational Education," *National Center for Education Statistics (NCES), US Department of Education,* February 2004, https://nces.ed.gov/pubs2004/2004018.pdf.

English-*Life*
Fine Arts-*Life*
French and Francophone Studies-*Life*
Graphic and Digital Design-*Profession*
Health Science-*Profession*
History-*Life*
Individualized Major-*Life or Profession*
Mathematics-*Life*
Mathematics Education-*Life*
Middle School Language Arts Education-*Profession*
Middle School Mathematics Education-*Profession*
Middle School Science Education-*Profession*
Middle School Social Science Education-*Profession*
Multimedia Production and Journalism-*Profession*
Music-*Life*
Non-Profit Leadership-*Profession*
Organizational and Leadership Communication-*Profession*
Philosophy & Religion-*Life*
Physics-*Life*
Political Science-*Life*
Pre-Ministry and Community Engagement-*Profession*
Psychology-*Life*
Secondary Education-*Profession*
Sociology-*Life*
Spanish-*Life*
Strategic Communication-*Profession*
Theatre-*Life*
Writing-*Life*

***Bachelor of Business Administration***
Accounting-*Profession*
Business Economics-*Life*
Cyber-risk Management-*Profession*
Finance-*Profession*
Integrated Business-*Profession*
Management and Marketing-*Profession*

***Bachelor Of Music Therapy****-Profession*

***Bachelor of Science***
Architectural Studies-*Profession*
Biochemistry-*Life*
Biology-*Life*
Chemistry-*Life*
Clinical and Behavioral Neuroscience-*Life*
Computer Science-*Life*
Cybersecurity-*Profession*

Electrical Engineering-*Profession*
Environmental Biology-*Life*
Exercise Physiology-*Life*
Health Science-*Profession*
Mechanical Engineering-*Profession*
Medical Technology-*Profession*
Psychology-*Life*

***Master of Architecture****-Profession*

***Minors:***
Actuarial Science and Risk Management-*Profession*
Advanced Scientific Analysis-*Profession*
Animal Studies-*Life*
Architecture and Design-*Profession*
Art History-*Life*
Asian Studies-*Life*
Behavioral Neuroscience-*Life*
Biobehavioral Health-*Life*
Biology-*Life*
Business Administration-*Profession*
Chemistry-*Life*
Communication-*Life*
Community Health-*Profession*
Computer Science-*Life*
Criminology-*Life*
Cyber-risk Management-*Profession*
Design in Society-*Profession*
English-*Life*
Exercise Physiology-*Life*
Fine Arts-*Life*
French-*Life*
French and Francophone Studies-*Life*
Global and Transnational Studies-*Life*
Graphic and Digital Design-*Profession*
Health Science-*Profession*
History-*Life*
Honors Interdisciplinary Inquiry and Leadership Minor – *Students pursuing this minor are exempt from life/profession dichotomy.*
Law and Society-*Life*
Marketing and Entrepreneurship-*Profession*
Mathematics-*Life*
Medieval and Renaissance Studies-*Life*
Middle East Studies-*Life*
Music-*Life*
Personal and Professional Financial Management-*Profession*
Physics-*Life*

Philosophy & Religion-*Life*
Political Science-*Life*
Pre-Engineering-*Profession*
Pre-Ministry and Community Engagement-*Profession*
Psychology-*Life*
Sociology-*Life*
Spanish-*Life*
Special Education-*Profession*
Theatre-*Life*
Web Communication and Design-*Profession*
Women and Gender Studies-*Life*
Writing-*Life*

**Certificates**

As a unique feature of the Fusion curriculum, Certificates are designed to more deeply explore an idea, theme, or skill set from an intentionally interdisciplinary approach. This means that many times there is an appropriately great degree of intersection between Life and Profession within Certificates. The biggest difference in the designations of Certificates, then, continues from the description of Life and Professional majors and minors. Life Certificates tend more towards an exploration of the "accumulated knowledge base" surrounding the theme or problem. Professional Certificates focus more on "the knowledge and skills that represent the relevant accumulated knowledge." In other words, Life Certificates tend more towards content and theme while Professional Certificates tend more towards skill sets, with the understanding that these two areas will necessarily overlap.

***Certificates:***

**Life/Ideas**

Designing a Personal Brand for a Multimedia World
Different is the New Normal: Celebrating Neurodiversity
Ethical Leadership
Graphic Storytelling
International Immersion
Life in Close-Up: Film, History and Society
Semester Abroad: Multicultural Perspectives

**Professional/Skills**

The Activist's Toolkit: Transforming Society through Civic Engagement
Arts Administration
The Art & Science of Brewing
Cybersecurity Fundamentals
Data Analytics: Big Problems, Big Data Solutions
Designing Solutions for Environmental Problems
Diversity, Equity, and Inclusion
Justice Denied: Wrongful Convictions
Learning to Lead and Leading to Learn: Facilitating Learning in the Professional Setting
Lifestyle Medicine and Community Well-Being
Modern Healthcare
Professional and Visual Communication
Sports Leadership: Going Beyond the Game
Sports Statistics & Analytics: How to Really Win the Game

Your Drury Fusion has three components: first-year seminar courses, Exploration requirements, and certificates.

**First-Year Seminar Course:**

> **Frontiers:** Frontiers is the gateway course to Your Drury Fusion. It introduces students to academic work at the collegiate level and fosters their discovery within a community of the many educational pathways available to them at Drury. Each course section has its own theme, developed by faculty members from a wide variety of disciplines. The emphasis is on developing skills in writing, critical thinking, and information literacy.

**Drury Explorations:**
Drury Exploration categories support a broad education by allowing students to explore the world through seven broad, compelling liberal arts and sciences areas: Creative Explorations, Ethical Explorations, Exploring Communities and Civic Engagement, Exploring Global Cultures, Exploring the Natural World, Exploring Self and Others, and Exploring Narratives and Texts. These courses may overlap with majors, minors, and certificates, because of this experience.

**Certificates:**
A certificate is a widely-recognized credential that is distinct from both majors and minors. It emphasizes depth in multiple disciplines. Certificates will allow students a measure of freedom to design their curriculum consistent with their interests and goals, and will provide a meaningful framework for problem-based, hands-on experiences.

| **First Year Seminar Course** | | **3 hrs.** |
|---|---|---|
| FUSE 101 | Frontiers | 3 hrs. |

| **Drury Explorations** | | **21-22 hrs.** |
|---|---|---|
| *Select one course from each of the following categories:* | | |
| ***Category 1: Creative Explorations*** | | |
| ARTZ 123 | Drawing | 3 hrs. |
| ARTZ 210 | Graphic Design I | 3 hrs. |
| ARTZ 230 | Painting I | 3 hrs. |
| ARTZ 250 | Sculpture I | 3 hrs. |
| ARTZ 260 | Photography I | 3 hrs. |
| COMM 211 | Presentational Speaking | 3 hrs. |
| ENGL 266 | Creative Writing I-Fiction | 3 hrs. |
| ENGL 267 | Creative Writing I-Poetry | 3 hrs. |
| ENGL 268 | Creative Writing I-Nonfiction | 3 hrs. |
| MUSC 115 | Introduction to Music | 3 hrs. |
| MUSC 116 | History of American Popular Music | 3 hrs. |
| MUSC 224 | Jazz History | 3 hrs. |
| THTR 140 | Acting I | 3 hrs. |
| THTR 354 | Writing for Stage and Screen | 3 hrs. |

***Category 2: Ethical Explorations***

| | | |
|---|---|---|
| ANML 212 | Animal Ethics | 3 hrs. |
| COMM 285 | Communication and Ethics | 3 hrs. |
| CRIM 341 | Justice, Punishment and Ethics | 3 hrs. |
| ENGL 342 | Shakespeare and Ethics | 3 hrs. |
| ENGL 345 | Literature and Ethics | 3 hrs. |
| PHIL 305 | Ethical Issues in Health Care | 3 hrs. |
| PHIL 310 | Asian Ethics | 3 hrs. |
| PHIL 316 | Ethics | 3 hrs. |
| PHIL 318 | Ethics in Greece | 3 hrs. |
| PHIL 320 | Environmental Ethics | 3 hrs. |
| RELG 309 | Christian Ethics | 3 hrs. |
| SPAN 345 | Spanish Film and Ethics | 3 hrs. |

***Category 3: Exploring Communities and Civic Engagement***

| | | |
|---|---|---|
| BADM 103 | Business Foundations | 3 hrs. |
| HIST 101 | United States History to 1865 | 3 hrs. |
| HIST 102 | United States History 1865 to Present | 3 hrs. |
| NPFT 201 | Understanding Nonprofit Sector | 3 hrs. |
| PLSC 101 | Government and Politics in the United States | 3 hrs. |
| PLSC 151 | Introduction to Comparative Politics | 3 hrs. |
| PLSC 152 | Introduction to International Relations | 3 hrs. |
| SOCI 101 | Introduction to Sociology | 3 hrs. |

***Category 4: Exploring the Natural World***

| | | |
|---|---|---|
| BIOL 160 | Exploration and Discovery in Biology | 3 hrs. |
| CHEM 121 | Introductory Chemistry | 5 hrs. |
| CHEM 131/L | Foundations of Chemistry + Lab | 5 hrs. |
| CHEM 160 | Exploration and Discovery in Chemistry | 3 hrs. |
| CSCI 152 | Fundamentals of Programming | 3 hrs. |
| CSCI 251 | Introduction to Computer Science | 4 hrs. |
| MATH 213 | Trigonometry and Vectors with Applications | 3 hrs. |
| MATH 227 | Introduction to Statistics | 3 hrs. |
| PHIL 277 | Philosophy of Science | 3 hrs. |
| PHYS 160 | Exploration and Discovery in Physics | 3 hrs. |
| PHYS 205 | Physics for the Built World | 3 hrs. |

***Category 5: Exploring the Self and Others***

| | | |
|---|---|---|
| CRIM 102 | Introduction to Criminology | 3 hrs. |
| EDUC 205 | Diversity and Social Justice in Education | 3 hrs. |
| ENGL 302 | Women Writers | 3 hrs. |
| ENGL 317 | African-American Literature | 3 hrs. |
| FREN 230 | French Beyond France: Cultural Identity in the Francophone World | 3 hrs. |
| HIST 241 | Muslim Societies Since 1500 | 3 hrs. |
| HIST 262 | African-American History | 3 hrs. |
| MTHP 200 | Psychology of Music | 3 hrs. |
| PLSC 223 | The Individual, Society, and the Environment | 3 hrs. |

| | | |
|---|---|---|
| PSYC 101 | Introduction to Psychology | 3 hrs. |

***Category 6: Exploring Narratives and Texts***

| | | |
|---|---|---|
| ANML 207 | Animals in Documentaries | 3 hrs. |
| ENGL 200 | Literature Matters | 3 hrs. |
| ENGL 212 | Comparative Mythology | 3 hrs. |
| ENGL 235 | The History of Film | 3 hrs. |
| FREN 330 | Dangerous Liaisons: French Literature in Translation | 3 hrs. |
| HIST 110 | Ancient Civilizations | 3 hrs. |
| HIST 223 | Medieval Europe | 3 hrs. |
| HIST 273 | Rome, the City: Ancient to Renaissance | 3 hrs. |
| LLIT 220 | Immigrant Stories | 3 hrs. |
| MUSC 230 | Jazz and Social Issues | 3 hrs. |
| PHIL 105 | Introduction to Philosophy | 3 hrs. |
| PHIL 205 | Meaning of Life | 3 hrs. |
| PHIL 218 | Thinking Like a Confucian | 3 hrs. |
| PHIL 219 | Daoism | 3 hrs. |
| RELG 109 | Introduction to the Study of Religion | 3 hrs. |
| RELG 203 | Introduction to the Bible | 3 hrs. |
| SPAN 313 | These Are Not Sweet Girls: Hispanic Women's Literature | 3 hrs. |
| THTR 267 | Play Analysis | 3 hrs. |

***Category 7: Exploring Global Cultures***

| | | |
|---|---|---|
| ANML 201 | Beauty & the Beast: Animal Issues Around the World | 3 hrs. |
| ARAB 101 | Elementary Arabic I | 3 hrs. |
| ARTH 153 | Visual Literacy: Art History and Culture | 3 hrs. |
| CHIN 101 | Elementary Mandarin I | 3 hrs. |
| ENGL 353 | Nature of the English Language | 3 hrs. |
| FREN 101 | Elementary French I | 3 hrs. |
| FREN 102 | Elementary French II | 3 hrs. |
| FUSE 201 | Introduction to International Diversity and Culture | 3 hrs. |
| HIST 109 | Asian History to 1700 | 3 hrs. |
| HIST 247 | Modern Japan | 3 hrs. |
| PLSC 312 | Islam and the West | 3 hrs. |
| PSYC 313 | Cross-Cultural Psychology | 3 hrs. |
| RELG 202 | Religions of the World: Middle East | 3 hrs. |
| RELG 204 | Global Christianity | 3 hrs. |
| SOCI 202 | Global Social Problems | 3 hrs. |
| SPAN 101 | Elementary Spanish I | 3 hrs. |
| SPAN 102 | Elementary Spanish II | 3 hrs. |
| SPAN 281 | Spanish for the Professions I | 3 hrs. |
| SPAN 383 | Spanish for the Professions II | 3 hrs. |
| THTR 135 | Introduction to Theatre | 3 hrs. |

## Life/Ideas Themed Certificates

### Borders and Bridges: Immigration Through Law, Language, and Story

*Dr. Elizabeth Nichols, Director*

Immigration shapes headlines, elections, communities, and everyday lives. Borders and Bridges: Immigration Through Law, Language, and Story invites students to explore one of the most pressing and complex issues of our time from multiple perspectives. Through the study of language, art, and literatures, as well as legal policy analysis, students develop the knowledge and skills to contribute thoughtfully to public discourse on immigration with insight and empathy. The certificate then culminates in a hands-on community engagement experience that allows students to put this knowledge into practice. This certificate challenges students to communicate across cultures, interpret powerful immigrant stories, critically analyze immigration in law, public service, criminology, education, healthcare, social work, business, cultural studies or the arts, this program prepares you to take meaningful action in an increasingly interconnected world.

**Program Learning Outcomes:**

1. Communicate at the Novice-Mid proficiency level in a selected foreign (to the student) language across everyday situations using speaking, listening, reading, and writing skills, while demonstrating awareness of the cultures where the language is spoken.
2. Evaluate and interpret immigrant narratives and artistic expressions, considering how social factors such as race, class, and gender shape identity, displacement, and assimilation.
3. Produce clear, well-supported arguments in written, oral, or creative formats to communicate interpretations of the immigrant experience.
4. Critically analyze U.S. immigration history, policies, and enforcement practices by evaluating laws, public narratives, and empirical evidence to understand their evolution and impacts on individuals, communities, and society.
5. Apply classroom knowledge through hands-on engagement with immigrant communities to enhance personal growth, cultivate empathy, strengthen civic responsibility, and enhance communication skills.

*Required Courses*

| | | |
|---|---|---|
| X 102 | Any foreign language course at the 102 level or above | 3 hrs. |
| LLIT 220 | Immigrant Stories | 3 hrs. |
| CRIM 363 | Immigration and the Law | 3 hrs. |
| FUSE 401 | Intercultural Communication Project | 3 hrs. |

## Designing a Personal Brand for a Multimedia World

*Dr. Jonathan Groves, Director*

This certificate will introduce students to marketing, storytelling, and branding. Students enrolled in this certificate will be encouraged to apply course content to the development of their personal brand/image. In the capstone course, student projects will be oriented toward the development of a reflective or creative representation of the image they would like to project across various media. Capstone projects should also consider consistencies across and contradictions between their actual and (various) digital self(ves).

**Program Learning Outcomes:**
1. Students will explore the fundamentals of marketing, communication, and branding.
2. Students will apply marketing and communication principles to their own personal brand with a particular focus on personal social media presence and voice.
3. Students will examine critical ethical considerations in the context of making strategic (personal) branding decisions.

| *Required Courses* | | *12 hrs.* |
|---|---|---|
| COMM 216 | Multimedia Storytelling | 3 hrs. |
| MKTG 337 | Marketing | 3 hrs. |
| COMM 231 | Integrated Brand Management | 3 hrs. |
| MKTG 437 | Digital Marketing | 3 hrs. |

## Celebrating Neurodiversity: Different is the New Normal

*Dr. Laurie Edmondson, Director*

Neurodiversity is about recognizing differences in people as human variation rather than disabilities. Many people experience some type of neurodiversity in their lives today. These differences may include Attention Deficit Disorder, Autistic Spectrum, Dyslexia, Dyscalculia, Anxiety Disorder, Depression and other neurological disorders. This certificate aims to help students understand how to acknowledge and appreciate these differences. The goal is to understand neurodiversity and mental health issues and to create future workplaces that are inclusive and supportive of every human being.

**Program Learning Outcomes:**
1. Students will be able to recognize Neurodiversity in themselves and others.
2. Students will develop understanding and empathy for people who think differently than themselves.
3. Students will plan for how to work with Neurodiversity in their prospective disciplines and careers.
4. Students will challenge their current thinking on people with intellectual and behavioral differences and work on ways to collaborate effectively.
5. Students will create a project designed to acknowledge and appreciate differences in others and provide a platform for all people to be successful.

| *Required Courses* | | *12 hrs.* |
|---|---|---|
| PSYC 312 | Positive Psychology | 3 hrs. |
| EDUC 225 | Neurodiversity in Society and Why it Matters | 3 hrs. |
| PHIL 337 | Challenging Normality | 3 hrs. |
| EDUC 322 | Capstone Project in Neurodiversity | 3 hrs. |

## Ethical Leadership

*Dr. Ted Vaggalis & Dr. Chris Panza, Co-Directors*

The certificate in Ethical Leadership provides students with a highly focused and robust understanding of the central components of ethics as they are expressed in philosophical theory, enriched by literature, broadened by religion, and complicated by perspectives from non-Western cultures. Students will work to bring together the understanding gained from the certificate courses and apply it in the capstone applied ethics course. In the capstone course students will engage in a sustained study of one ethical issue (topics will rotate year to year), in addition each student will develop, in conjunction with a faculty sponsor, a sustained research project on an important ethical problem of the student's own choosing. All students are required to jointly present their research in a public symposium at the conclusion of the year.

**Program Learning Outcomes:**

Foundational Knowledge Learning Outcomes: Upon successful completion of this certificate, students will be able to:

1. Demonstrate mastery over the three mature ethical theories: virtue ethics, utilitarianism, and deontological ethics.
2. Understand how the three mature ethical theories get expressed in variety of religious and cultural traditions as well as differences between these traditions.

Application and Integration Learning Outcomes: Upon successful completion of this certificate, students will be able to:

3. Apply ethical theories to specific and concrete personal and professional problems.
4. Critically reflect upon the experience of applying ethical theories to specific problems and gain greater insight into the scope and consequences of ethical analysis.

Lifelong Learning Goals: Upon successful completion of this certificate, students will be able to:

5. Become steadfast advocates for ethical inquiry and bring an ethical perspective to their lives and work.
6. Clarify their own self-understanding of moral agency and character.

| *Required Courses* | | *12 hrs.* |
|---|---|---|
| PHIL 310 | Asian Ethics | 3 hrs. |
| ENGL 345 | Literature and Ethics | 3 hrs. |
| RELG 309 | Christian Ethics | 3 hrs. |
| FUSE 389 | Seminar in Professional Ethics | 3 hrs. |

## Graphic Storytelling

*Jo Van Arkel, Director*

The certificate in Graphic Storytelling develops foundation skills in creative process, sequential thinking, visual narrative and graphic design as it relates to the practice of illustrated storytelling. Students will enhance skills in drawing, storyboarding, and shaping narrative structure with an understanding of the history of visual narrative as an opportunity for creative expression, informational and technical writing related to professional fields and/or social commentary. Upon successful completion of the first three courses, students will create a capstone comic or visual narrative publication.

**Program Learning Outcomes:**
1. Develop visual literacy by reading graphic text.
2. Learn and apply graphic design fundamentals such as concept development, typography, layout, use of imagery and process.
3. The development of familiarity with the terminology of drawing by creating works that exhibit formal skills and a deep understanding of such matters as line, shape/form, color/value, texture, and space.
4. Students will develop skills in project development for publication in writing and graphic storytelling.

| *Required Courses* | | *12 hrs.* |
|---|---|---|
| ARTZ 123 | Drawing | 3 hrs. |
| ENGL 200 | Literature Matters-History & Theory Of Visual Narrative of Graphic Storytelling | 3 hrs. |
| ARTZ 210 | Graphic Design I | 3 hrs. |
| ENGL 355 | Small Press Publishing | 3 hrs. |

## International Immersion

*Dr. Robert Weddle, Director*

International study has a unique ability to provide immersive learning experiences that heighten students' knowledge of and sensitivity to other cultures. Drury faculty offer a broad range of international experiences, from short-term summer or winter programs to full-semester opportunities. Some of these programs qualify students for the International Immersion Certificate, which recognizes the integrative experiences of students who study abroad in significant and focused ways.

The courses in this certificate will vary depending on the specific study-abroad program. A list of approved and currently scheduled programs (along with required courses for those programs) can be found on the Themed Certificates section of Drury's website and at the International Programs Office.

**Program Learning Outcomes:**
1. Intercultural Understanding
Students will develop understanding of a given location and culture through both foundational knowledge as well as increased cultural sensitivity (openness, empathy, curiosity).

2. Intercultural Analysis
Students will develop skills in observing, recording, analyzing, and presenting responses to a given location and culture.

3. Intercultural Application
Students will develop abilities to integrate intercultural understanding with intercultural analytical skills through application to specific place-based problems, challenges, or issues. 4. Interdisciplinary Contexts
All study-abroad programs approved for the International Immersion Certificate will also designate one "Interdisciplinary Contexts" course that supplements the other courses taken by students in the specific program. One course determined by the study-abroad program organizer(s), taken either abroad or on campus, and providing context, depth, and interdisciplinary perspectives and approaches relevant to the study-abroad experience.

Programs are approved by the faculty's Academic Affairs Committee, and must contain the following components, including a minimum of 6 hours of coursework taken at the study-abroad location:

| | |
|---|---|
| Understanding Place<br>Two courses taken at the study-abroad location, covering issues relevant to the location of the study-abroad experience and emphasizing acquisition of intercultural understanding and analysis. | 6 hrs. |
| Interdisciplinary Contexts<br>One course determined by the study-abroad program organizer(s), taken either abroad or on campus, and providing context, depth, and interdisciplinary perspectives and approaches relevant to the study-abroad experience. | 3 hrs. |
| Place-Based Project | 3 hrs. |

One course taken either abroad or on campus, providing an integrative capstone to the study-abroad experience through a project-based application of ideas and skills, to specific place-based problems, challenges, or issues.

**Approved Programs:**

*Greece: Ethics, Myth, and History*

| | | |
|---|---|---|
| PHIL 318 | Ethics in Greece | 3 hrs. |
| HIST 205 | Maritime History of the Mediterranean | 3 hrs. |
| ENGL 212 | Comparative Mythology | 3 hrs. |
| FUSE 370 | International Immersion Capstone | 3 hrs. |

*London & Paris: Photography, Contemporary Art, and Culture*

| | | |
|---|---|---|
| ARTH 153 | Visual Literacy - Art History & Culture | 3 hrs. |
| ARTH 380 | Field Studies: Art History | 3 hrs. |
| ARTZ 380 | Field Studies: Design and Fine Arts | 3 hrs. |
| FUSE 370 | International Immersion Capstone | 3 hrs. |

*Drury in Paris: Beyond Berets and Baguettes*

| | | |
|---|---|---|
| FUSE 320 | Travel Journal | 3 hrs. |
| FUSE 350 | Culture and Place | 3 hrs. |
| FREN 101 | Elementary French I* | 3 hrs. |
| | *(or appropriate language level) | |
| FUSE 370 | International Immersion Capstone | 3 hrs. |

*Rome: The Eternal City*

| | | |
|---|---|---|
| HIST 273 | Rome, the City: Ancient to Renaissance | 3 hrs. |
| PLSC 312 | Islam and the West | 3 hrs. |
| RELG 202 | Religions of the World: Middle East | 3 hrs. |
| FUSE 370 | International Immersion Capstone | 3 hrs. |

*Spain: Language and Culture*

| | | |
|---|---|---|
| FUSE 201 | Introduction to International Diversity and Culture | 3 hrs. |
| SPAN 280 | Intermediate International Language Study | 3 hrs. |
| SPAN 308 | Spain Now | 3 hrs. |
| FUSE 370 | International Immersion Capstone | 3 hrs. |

*The City of Tours, France: Language and Culture*

| | | |
|---|---|---|
| HIST 223 | Medieval Europe | 3 hrs. |
| FREN 102 | Elementary French II | 3 hrs. |
| FREN 201 | Intermediate French III | 3 hrs. |
| FREN 370 | Capstone Project | 3 hrs. |

*Venice and Amsterdam: Water, Culture, and Urban Experience-Cities on Water*

| | | |
|---|---|---|
| SOCI 360 | Urban Sociology | 3 hrs. |
| FUSE 320 | Travel Journal | 3 hrs. |
| FUSE 350 | Culture and Place | 3 hrs. |
| FUSE 370 | International Immersion Capstone | 3 hrs. |

*Venice, Italy: The Floating City and Other Urban Narratives*

| | | |
|---|---|---|
| ARTH 362 | History of Museums and Collecting | 3 hrs. |
| FUSE 320 | Travel Journal | 3 hrs. |
| FUSE 350 | Culture and Place | 3 hrs. |
| FUSE 370 | International Immersion Capstone | 3 hrs. |

*Education in Northern Ireland*

| | | |
|---|---|---|
| EDUC 205 | Diversity and Social Justice in Education | 3 hrs. |
| EDUC 361 | Collaborative Classroom Environments | 3 hrs. |
| SEO 2004 | Aspects of Northern Ireland Culture and Education *(transfer course taken through Stranmillis University)* | 3 hrs. |
| FUSE 370 | International Immersion Capstone | 3 hrs. |

*Rome: Past, Present and Future*

| | | |
|---|---|---|
| ARTH 153 | Visual Literacy-Art History and Culture | 3 hrs. |
| FUSE 320 | Travel Journal | 3 hrs. |
| FUSE 350 | Culture & Place | 3 hrs. |
| FUSE 370 | International Immersion Capstone | 3 hrs. |

## Life in Close-Up: Film, History and Society

*Dr. Kevin Henderson, Director*

The certificate in Film, History and Society will introduce students to the study of film, with an emphasis on how film reflects, distorts and challenges our ideas of historical eras, gender identities and political events. Students will learn how to read films in order to question how film represents and misrepresents the "true stories" of historical figures, cultural ideas, and our sense of what really happened. Across four connected courses, students will develop skills in writing, visual literacy, textural analysis of film, and questioning the sources of historical knowledge. In the capstone course, students will have the option of pursuing either a critical or creative final project, which will be presented on campus or in coordination with The Moxie Cinema in downtown Springfield.

**Program Learning Outcomes:**
1. Develop a working knowledge of film history, including the impact of camera movement, placement and editing on the evolution of visual storytelling in this medium;
2. Develop a familiarity with contemporary theories for analyzing film;
3. Develop skills in writing, visual literacy and the textual analysis of film by practicing a variety of critical and creative ways that professional writers (academics, bloggers, screenwriters, and movie critics) respond to film;
4. Learn to analyze the gendered and racial assumptions that have marginalized many filmmakers while solidifying the iconic auteur status of a comparative few; and
5. Understand how to read film to question how the medium represents and misrepresents historical figures, cultural ideas and political events.

| *Required Courses* | | *12 hrs.* |
|---|---|---|
| ENGL 219 | The Lawyer in Literature and Film | 3 hrs. |
| ENGL 235 | The History of Film | 3 hrs. |
| ENGL 335 | Film Studies | 3 hrs. |
| PLSC 321 | Music, Film and Politics | 3 hrs. |

## Semester Abroad: Multicultural Perspectives

*Dr. Tom Russo, Director*

We live in a society in which globalization, the process of interaction among people, corporations and cultures around the world, continues to accelerate and impact our lives. Studying abroad for a full semester at a foreign institution provides a deep understanding of such intercultural connections. This certificate gives students the opportunity to increase their cultural capital through developing personal and professional abilities such as independence, time management, organization, self-confidence, flexibility and creative problem solving. Through this certificate, students add value to their Drury education and to their career prospects as employers today increasingly value such international experience.

**Program Learning Outcomes:**
1. Intercultural Understanding – Students will develop understanding of a given location and culture through both foundational knowledge as well as increased cultural sensitivity (openness, empathy, curiosity).
2. Intercultural Analysis – Students will develop skills in observing, record, analyzing, and presenting responses to a given location and culture.

| *Required Courses* | | *12 hrs.* |
|---|---|---|
| Transfer a minimum of 12 credit hours from a foreign university | | 12 hrs. |
| FUSE 306 | Semester Abroad Capstone | 0 hrs. |

## Professional/Skills Themed Certificates

### The Activist's Toolkit: Transforming Society through Civic Engagement

*Dr. Jeffrey A. VanDenBerg, Director*

The Activist's Toolkit certificate develops practical skills in advocacy, social mobilization, political engagement, and community leadership. Students in the certificate will gain hands-on experience through partnership projects with local non-profit and civic organizations.

**Program Learning Outcomes:**
1. Demonstrate an understanding of the policy making process in the United States and the ways citizens can engage with and influence politics and public policy.
2. Employ and critically analyze persuasive communication strategies and social influence across a variety of interpersonal, social, and political contexts.
3. Demonstrate an understanding of how citizens can participate in political and social mobilization and collective action for social change.

| *Required Courses* | | *12 hrs.* |
|---|---|---|
| PLSC 101 | Politics and Government in the United States | 3 hrs. |
| COMM 351 | Principles of Persuasion and Influence | 3 hrs. |
| SOCI 306 | Social Movements | 3 hrs. |
| PLSC 340 | Civic Leadership and Political Action | 3 hrs. |

## The Art & Science of Brewing

*Dr. Scott Petrich, Director*

Students will learn about the history and science behind brewing as well as marketing the product upon completion. They will start their journey studying the impact that brewing had on culture through various time periods throughout history. The second course looks at the science behind the brewing process and the impact of alcohol within the body. In the third course students will move on to understanding how to create a label to market their beer. The capstone course will provide a hands-on experience of developing and brewing their own beer and evaluating the different varieties of beer.

**Program Learning Outcomes:**

1. Provide an educational framework for responsible drinking.
2. Understand the process of brewing beer.
3. Understand the practices of product marketing through graphic design.
4. Understand the varieties of beer while creating an original beer.

| *Required Courses* | | *12 hrs.* |
|---|---|---|
| FUSE 133 | The Art and Science of Brewing | 3 hrs. |
| FUSE 233 | The Science of Brewing | 3 hrs. |
| ARTZ 210 | Graphic Design I | 3 hrs. |
| FUSE 333 | The Art of Brewing* | 3 hrs. |

**Students must be 21 years of age or older to enroll in capstone course.*

## Arts Administration

*Dr. Allin Sorenson, Interim Director*

This certificate develops skills in marketing, cultural policies, and arts management. These skills will enable students to pursue advanced study in non-profit leadership or art administration in fields such as museums, art galleries, theatres, music ensembles, and arts councils.

**Program Learning Outcomes:**
1. Understand the role arts administration plays in the United States and globally.
2. Understand the basic functions and organizational structure of for-profit and non-profit arts organizations.
3. Demonstrate an understanding for a variety of Cultural activities in the visual and performing arts.
4. Demonstrate effective communication methods of writing, digital presentation, and public speaking.

| *Required Courses* | | *12 hrs.* |
|---|---|---|
| AADM 101 | Introduction to Arts Administration | 3 hrs. |
| ENGL 320 | Grant Writing and Research | 3 hrs. |
| MKTG 337 | Marketing | 3 hrs. |
| AADM 460 | Arts Administration Capstone | 3 hrs. |

## Cybersecurity Fundamentals

*Dr. Shannon McMurtrey, Director*

Cybersecurity has risen to the top of mind awareness for individuals all around the world. Issues such as data privacy, ransomware, and cyberwar have become more relevant for all members of our society. This certificate will take the mystery out of technology and enable graduates to feel confident in their understanding of what it means to transact safely and securly in our ever increasingly connected world.

**Program Learning Outcomes:**
1. Demonstrate computer skills necessary for cybersecurity data analytics.
2. Describe the principles of risk management, the common response techniques, and the issues related to recovery of IT systems.
3. Analyze the importance of network principles, architecture, and virtualization to security operations.
4. Perform basic security audits, testing, and monitoring of computer networks.

| *Required Courses* | | *12 hrs.* |
|---|---|---|
| CSCI 152 | Fundamentals of Programming | 3 hrs. |
| CISQ 263 | Introduction to Data Analytics | 3 hrs. |
| CISQ 352 | Fundamentals of Cybersecurity | 3 hrs. |
| FUSE 497 | Internship | 3 hrs. |

*Students pursuing the Cybersecurity Fundamentals Certificate cannot earn the Cyber-risk Management major or minor.*

*Students pursuing the Cybersecurity Fundamentals Certificate cannot earn the Integrated Business major with a track in Cybersecurity.*

## Data Analytics: Big Problems, Big Data Solutions

*Dr. Gehan Dhameeth, Director*

Our world has many problems in every field imaginable that require data analysis to develop solutions. The rapid growth in technology has led to enormous amounts of data available. Journalism, sociology, marketing, biology – name the field and there is an opportunity to use data to inform the users of trends and relationships that could help the world solve big problems.

**Program Learning Outcomes:**

1. Demonstrate computer skills necessary for data analytics.
2. Utilize data in many forms and structures and be able to differentiate between different types and categories of data.
3. Use analytical tools (e.g., Excel, Python, SQL, Splunk, etc.) to clean and describe data. Demonstrate critical thinking about the ways data is dramatically changing the world we live in (e.g., big data, artificial intelligence, data mining, etc.).
4. Create reports and presentations that clearly communicate research in a way that informs and motivates action.

| *Required Courses* | | *12 hrs.* |
|---|---|---|
| CSCI 152 | Fundamentals of Programming | 3 hrs. |
| CISQ 263 | Introduction to Data Analytics | 3 hrs. |
| CISQ 363 | Data Analytics Applications | 3 hrs. |
| CISQ 463 | Big Data Capstone Project | 3 hrs. |

## Designing Solutions for Environmental Problems

*Dr. Justin Leinaweaver, Director*

The long-term success of any society is inextricably linked to its ability to maintain the health of its environment. Environmental problems arise as unintended side-effects of consumers seeking to provide for themselves, business owners seeking to earn profits, and government representatives seeking to stay in power. Therefore, solving environmental problems can only be successful over time if policies are carefully designed to ensure the sustainability of the resource and the community that depends on it in equal measure. This certificate aims to provide students with the skills necessary to understand and address complex environmental problems in this way.

**Program Learning Outcomes:**
1. Identifying the environmental problem's scientific basis,
2. Identifying the role of individual choices and group dynamics in the problem,
3. Evaluating the economic conditions that contribute to these problems, and
4. Articulating a plan that accounts for the competing political interests and institutions involved.

| *Required Courses* | | *12 hrs.* |
|---|---|---|
| PLSC 223 | The Individual, Society, and the Environment | 3 hrs. |
| BIOL 163 | Science of the Environment | 3 hrs. |
| ECON 225 | Introduction to Environmental Economics | 3 hrs. |
| PLSC 323 | Issues in Environmental Policy | 3 hrs. |

## Diversity, Equity, and Inclusion

*Dr. Richard Schur, Director*

Organizations, no matter their size or focus, need to work with people from all backgrounds and create inclusive cultures that value all stakeholders. This certificate helps students gain the social, cultural, legal, and policy-making skills to build inclusive institutions and organizations. Students will work through various case studies and projects and gain skills in community-building, coalition building, policy development, and inclusive media representations. It is the perfect complement to any major. This certificate is classified as professional for the purposes of the Drury Fusion curriculum.

**Program Learning Outcomes:**
1. Develop a deep understanding of the role of bias, oppression, and discrimination in shaping power dynamics in society and within organizations.
2. Identify and characterize inequality at both the individual levels and at the institutional or systemic level.
3. Understand the fundamentals of antidiscrimination law and how it applies to diversity issues in organizations.
4. Understand the systems change process and apply Diversity, Equity, and Inclusion principles to change initiatives in organizations in society.
5. Plan and carry out a capstone project and evaluate the effectiveness of implementation of the project.

| *Required Courses* | | *12 hrs.* |
|---|---|---|
| EDUC 205 | Diversity and Social Justice in Education | 3 hrs. |
| FUSE 205 | Lasting Scars and Open Wounds: Media Depictions of Under-represented Groups | 3 hrs. |
| BLAW 374 | Employment Laws and Regulations | 3 hrs. |
| FUSE 305 | Diversity, Equity, and Inclusion Capstone | 3 hrs. |

## Justice Denied: Wrongful Convictions

*Dr. Jennie Long, Director*

One of the greatest tragedies in the criminal justice system is the conviction of a person for a crime they did not commit. The themed certificate in Wrongful Convictions will provide the opportunity for students to gain an in-depth understanding of the legal process used to process criminal cases, evaluate the ways in which ethics and social justice issues impact conviction rates, and critically analyze real-life examples of wrongful conviction, as well as state and federal post-conviction remedies.

**Program Learning Outcomes:**
1. Demonstrate an understanding of how cases are processed through the criminal justice system and how factors like the media, court decisions, and discretion impact the decisions made by judges, police officers, attorneys, and other key criminal justice professionals.
2. Demonstrate an understanding of theories of free will, the standard challenges to them, and the ways in which free will can (and cannot) be deployed to provide a foundation for theories of responsibility and criminal justice.
3. Demonstrate a comprehensive understanding of the Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments of the United States Constitution and the ways in which the Supreme Court has attempted to resolve the tension between individual rights and crime control needs.
4. Describe the primary factors that lead to wrongful conviction in criminal cases and describe strengths and weaknesses of post-conviction remedies available to defendants wrongfully convicted of crimes.

| *Required Courses* | | *12 hrs.* |
|---|---|---|
| CRIM 102 | Introduction to Criminology | 3 hrs. |
| PHIL 214 | Free Will & Responsibility | 3 hrs. |
| FUSE 300 | Constitutional Criminal Law and Procedure | 3 hrs. |
| CRIM 345 | Cases of Innocence in the Criminal Justice System | 3 hrs. |

## Learning to Lead and Leading to Learn: Facilitating Learning in the Professional Setting

*Dr. Natalie Precise, Director*

This certificate will prepare students to be the developers and providers of the organizational training employers are looking for in today's work environment. Completers of this certificate will understand the importance of ongoing professional learning within any profession and how being a facilitator that can lead the learning and development of others can set them apart from their colleagues. Students will learn facilitation techniques for delivering training and workshops, how to be a work-place mentor, how to lead process changes, and how to develop employee soft skills in the workplace.

**Program Learning Outcomes:**

1. Demonstrate the skills required for collaboration in professional settings;
2. Understand and apply adult learning theory;
3. Demonstrate the ability to develop and deliver professional training, learning, and collaboration opportunities based on adult learning theory;
4. Possess the skills necessary to serve as leaders and mentors within the professional setting;
5. Identify their strengths as a presenter in order to develop an engaging presentation to meet the needs of the audience;
6. Commit to ongoing learning in order to remain current with student's chosen field and to continue with the most current training practices.

| *Required Courses* | | *12 hrs.* |
|---|---|---|
| EDUC 216 | Fundamentals of Adult Learning Theory | 3 hrs. |
| COMM 211 | Presentational Speaking | 3 hrs. |
| EDUC 321 | Professional Training Skills in Action | 3 hrs. |
| MGMT 300 | Principles of Management | 3 hrs. |

## Lifestyle Medicine and Community Well-Being

*Dr. Vickie Luttrell, Director*

The certificate in Lifestyle Medicine and Community Well-Being provides students with a set of skills to help them live a better life. The certificate introduces students to evidence-based lifestyle interventions to optimize their personal health and well-being. It also explores the ways in which social factors such as race, class, gender, and physical environment affect individual and community well-being, as well as the ways in which technology has both enriched and impaired their lives. In the capstone, students implement a holistic self-intervention strategy to promote a healthier lifestyle and design a community-focused health intervention to improve the lives of others.

**Program Learning Outcomes:**
1. Demonstrate a comprehensive understanding of the arc of human health and illness from ancient times when pathogens ruled and plagues ensued, to our contemporary era where progress in human health is in question.
2. Demonstrate thorough knowledge and application of the ways in which therapeutic lifestyle interventions can be utilized to treat chronic conditions, improve immune function, increase resilience, and optimize health at both the organismic and systemic levels.
3. Demonstrate an understanding of sociological concepts of health and illness, as well as the political, economic, cultural, and environmental factors that shape health, illness, and health disparities in the United States and globally.
4. Demonstrate an understanding of theoretical models for sustainable and positive behavior change and apply such models on both individual- and community-based levels.
5. Experience the benefits, challenges, and potential pathological reactions to being “unplugged” in a technology-mediated society.

| *Required Courses* | | *12 hrs.* |
|---|---|---|
| BIOL 271 | Pathogens, Plagues, and Human Progress? | 3 hrs. |
| PSYC 363 | Lifestyle Medicine Theory and Practice | 3 hrs. |
| SOCI 373 | Sociology of Health, Illness, and Health Care | 3 hrs. |
| PSYC 374 | Health Behavior Interventions | 3 hrs. |

## Modern Healthcare

*Bethany Scanlon, Director*

Drury students pursue many careers in and adjacent to healthcare. The Modern Healthcare certificate will provide students with information that will help them decide which career path is best for them and how to succeed in these dynamic fields. Further, local, national, and global variables will be introduced that affect the practice of healthcare as well as patients' success within the system. To understand today's complex healthcare system, students will engage with career options, ethical and economic variables that impact the field, and innovations that theoretically improve the practice of healthcare. The certificate courses will use literature readings, group discussions, lectures, and seminars from working professionals to present the modern healthcare system.

**Program Learning Outcomes:**
1. Describe the roles and responsibilities of and relationships among careers in healthcare.
2. Present well-reasoned arguments on healthcare topics through written reports, discussions, and presentations.
3. Apply problem-solving and critical thinking to real-world healthcare challenges, proposing potential solutions from a variety of perspectives.

| *Required Courses* | | *12 hrs.* |
|---|---|---|
| BIOL 145 | Pathways and Opportunities in Healthcare | 3 hrs. |
| BADM 240 | Healthcare Operations | 3 hrs. |
| PHIL 305 | Ethical Issues in Healthcare | 3 hrs. |
| BIOL 440 | Issues and Innovations in Healthcare | 3 hrs. |

## Professional and Visual Communication

*Matt Noblett, Director*

The Professional and Visual Communication certificate develops professional presentation skills, utilizes visual design tools, and teaches basic communication and design philosophy. This certificate will prepare the student for professional, design and communications-oriented leadership and support roles. Students will explore standard professional guidelines, brand identity and variety of techniques to engage and persuade audiences.

**Program Learning Outcomes:**
1. Demonstrate competence in oral, written and visual communication
2. Demonstrate the ability to use current technology related to professional presentation design and development
3. Demonstrate responsible and ethical presentations skills
4. Exhibit critical and creative thinking skills through effective and unorthodox solutions
5. Respond to cultural and demographic differences

| *Required Courses* | | *12 hrs.* |
|---|---|---|
| ARTZ 210 | Graphic Design I | 3 hrs. |
| COMM 211 | Presentational Speaking | 3 hrs. |
| COMM 231 | Integrated Brand Management | 3 hrs. |
| ARTZ 322 | Professional & Visual Communication Capstone | 3 hrs. |

## Sports Leadership: Going Beyond the Game

*Dr. Jonathan Groves, Director*

The Sports Leadership certificate introduces students interested in coaching or leadership positions to key ideas in communication, management, and sociology. The coursework will provide a foundation for understanding how teams interact, evolve, and thrive.

**Program Learning Outcomes:**
1. Understand the broader cultural implications of sports and representations within them
2. Demonstrate a critical perspective of sports as a cultural creator/reinforcer
3. Integrate multiple frameworks for understanding the roles/obligations of players, coaches, and fans
4. Apply ethical leadership strategies in sports contexts

| *Required Courses* | | *12 hrs.* |
|---|---|---|
| COMM 230 | Sports Communication | 3 hrs. |
| COMM 285 | Communication and Ethics | 3 hrs. |
| SOCI 280 | Sociology of Sport | 3 hrs. |
| FUSE 380 | Sports Leadership Internship | 3 hrs. |

## Sports Statistics & Analytics: How to Really Win the Game

*Dr. Colin Barker, Director*

The Sports Stats Certificate teaches students to apply statistical techniques to explain the why behind particular games, seasons and careers. Exploring a sport of interest, students will create stats from sports data to strengthen arguments, predict team and player outcomes, and find competitive advantages. In the capstone course, students will create their own descriptive and prescriptive statistics that may help teams make decisions for implementing coaching strategies, predicting player-prospect future success, or ascertain player value.

**Program Learning Outcomes:**
1. Create a unique descriptive and a unique prescriptive statistic about a sporting event or player performance.
2. Proficiently analyze current statistics in sports.
3. Work with sports teams and coaches to implement a new analysis to improve awareness or performance with a sport.
4. Demonstrate an ability to communicate innovative analysis to a general public.

| *Required Courses* | | *12 hrs.* |
|---|---|---|
| MATH 227 | Introduction to Statistics | 3 hrs. |
| CSCI 152 | Fundamentals of Programming | 3 hrs. |
| MGMT 356 | Negotiation and Organizational Conflict | 3 hrs. |
| MATH 302 | Sports Statistics Certificate Capstone | 3 hrs. |

## Breech School of Business Administration

*Dr. Dan Bumblauskas, Dean*

The Breech School of Business Administration develops ethical leaders to thrive in a diverse and dynamic business environment. Throughout their time at the Breech School, students will learn to recognize opportunities and problems through a variety of lenses and across contexts. They will learn to rally others to join them in purposeful enterprises, attracting and employing resources in a sustainable and effective manner.

Six majors and four minors are offered at the undergraduate level. Classes and projects are designed for engaged learning, and all Breech students explore the world beyond the classroom through a required internship and a required study abroad experience.

**Mission Statement**
Mission: Developing ethical leaders to thrive in a diverse and dynamic business environment.
Goals: To accomplish the mission, our goals are to instill the ability in our students to:

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

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

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

**Learning Goals**
*Ethics.* Our graduates will identify ethical issues in business situations, evaluate possible responses, and demonstrate the ability to act in ways that promote ethical business practices.
*Diverse Perspectives.* Our graduates will demonstrate intercultural competence and analyze business issues from diverse cultural and global perspectives.
*Written Communication.* Our graduates will clearly and effectively present their ideas in written communication.
*Oral Communication.* Our graduates will clearly and effectively present their ideas in oral communication.
*Analytical Skills and Business Judgment.* Our graduates will analyze business problems using appropriate theories and techniques and use sound business judgment.
*Professionalism.* Our graduates will demonstrate professional behavior and apply standards of conduct expected in business environments.

**Admission Policy**
To enroll in any upper-division course (numbered 300 or 400) with the prefixes ACCT, ECON, FINC, MGMT, or MKTG, students must have declared a Business Administration major, minor, or certificate and must have met all applicable prerequisites. It is important that students complete the following requirements before their junior year to reduce the risk of delaying their date of graduation.

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

1. Be officially admitted to Drury University.
2. Declare a major by completing a *Declaration of Major/Minor/Advisor* form online through MyDrury. Second majors and minors may also be declared.
3. Read and sign the Breech Student Honor Code.
4. Complete at least 42 hours of college level credit, including a minimum of 12 credit hours at Drury University.
5. Complete each of the following preparatory courses (or their transfer equivalents) with a minimum grade of C-:
    - ACCT 209 Principles of Accounting
    - BADM 105 Introduction to Excel
    - CISQ 263 Introduction to Data Analytics
    - MATH 227 Introduction to Statistics

    *Choose one of the following:*
    - ECON 210 Principles of Microeconomics
    - ECON 211 Principles of Macroeconomics
6. Achieve a cumulative GPA of 2.75 or greater on all Drury University coursework.

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

**Students Pursuing Certificates, Minors, or Non-Breech Majors**
Students who must enroll in a Breech School 300+ level course to fulfill requirements of a certificate, minor (including Breech minors), or a major NOT offered through the Breech School may be exempted from this admission policy, provided they have completed all other specific prerequisites for the course.

## Accounting Major

Drury University's accounting major is perfect for students looking to become either public or private accountants. With courses of study that seamlessly integrate accounting instruction with a cross-disciplinary business core, Drury accounting graduates are well positioned for a successful career. A broad foundational knowledge of business concepts is key to understanding the way businesses run, the types of transactions they might incur, and why they may be treated as they are for accounting purposes. Students also engage in community service through VITA, an IRS grant program that prepares income tax returns for low-income households, giving students professional and community service experience.

For students who plan to become public accountants, the accounting curriculum provides students with all the necessary requirements to take the CPA exam. Students desiring to sit for the Uniform CPA exam in Missouri, as well as many other states, must complete 150 hours of education. In addition to the courses outlined below, students will need to complete elective courses to reach 150 hours. This path usually requires more than four years of study.

*Accounting majors are not allowed to receive the Business Administration minor.*

*Students pursuing the Accounting major may not earn an Integrated Business major with a track in Accounting.*

The Accounting major requires 63 credit hours of coursework.

| **BBA Core Courses** | | **22 hrs.** |
|---|---|---|
| ACCT 209* | Principles of Accounting | 3 hrs. |
| BADM 105* | Introduction to Excel | 1 hr. |
| CISQ 263* | Introduction to Data Analytics | 3 hrs. |
| ECON 210* | Principles of Microeconomics | 3 hrs. |
| ECON 211* | Principles of Macroeconomics | 3 hrs. |
| MATH 227* | Introduction to Statistics | 3 hrs. |
| ACCT 210 | Accounting for Management | 3 hrs. |
| BLAW 300 | Business Law and Ethics | 3 hrs. |

**Breech School admittance requirements; students must complete both ECON 210 and ECON 211 for the major, but only one is required for Breech School admittance.*

| **BBA Upper Level Core Courses** | | **15 hrs.** |
|---|---|---|
| BADM 205-208** | Study Abroad | 0 hrs. |
| BADM 480** | The Professional Business Experience | 3 hrs. |
| FINC 331 | Corporate Finance | 3 hrs. |
| MGMT 300 | Principles of Management | 3 hrs. |
| MKTG 337 | Marketing | 3 hrs. |
| *Choose One:* | | |
| MGMT 424** | Business Simulation Workshop | 3 hrs. |
| MGMT 448** | Venture Strategy Development | 3 hrs. |

| **Major Requirements** | | **26 hrs.** |
|---|---|---|
| ACCT 307 | Intermediate Accounting I | 3 hrs. |
| ACCT 308** | Intermediate Accounting II | 3 hrs. |
| ACCT 310** | Tax Service I | 1 hr. |
| ACCT 321** | Federal Taxation I | 3 hrs. |
| ACCT 322** | Federal Taxation II | 3 hrs. |
| ACCT 403** | Auditing Principles and Procedures | 3 hrs. |
| ACCT 409** | Intermediate Accounting III | 3 hrs. |
| ACCT 410** | Tax Service II | 1 hr. |
| ACCT 412** | Advanced Accounting | 3 hrs. |
| ACCT 429** | Governmental and Not-for-profit Accounting | 3 hrs. |

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

## Business Administration Minor

The Business Administration minor introduces students to the foundational areas of business by drawing on business core courses to give a broad, non-specialized exposure to business. It is designed to provide entry-level employment skills for a wide range of jobs and to help provide a bridge to the business world for non-business majors.

*Students majoring in Accounting, Cyber-risk Management, Business Economics, Finance, Integrated Business, Management and Marketing may not earn the Business Administration minor.*

The Business Administration minor requires 19 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

*Admission to Breech is not required for those pursuing a minor offered by the Breech School.*

| **Required** | | **19 hrs.** |
|---|---|---|
| ACCT 209 | Principles of Accounting | 3 hrs. |
| ACCT 210 | Accounting for Management | 3 hrs. |
| BADM 105 | Introduction to Excel | 1 hr. |
| BADM 103 | Business Foundations | 3 hrs. |
| MGMT 300 | Principles of Management | 3 hrs. |
| MKTG 337 | Marketing | 3 hrs. |
| | | |
| *Choose One:* | | |
| ECON 210 | Principles of Microeconomics | 3 hrs. |
| ECON 211 | Principles of Macroeconomics | 3 hrs. |

## Business Economics Major

The study of Business Economics develops analytical skills that are applicable to many jobs, including careers in business and government. A Business Economics major also provides an excellent background for graduate study in law, public administration, and finance.

*Students pursuing the Business Economics major may not earn an Integrated Business major with a track in Business Economics.*

*Business Economic majors are not eligible to earn the Business Administration minor.*

*Business Economics majors who are also pursuing a Finance major, Track 2: General Finance may not count 300+ level economic courses towards that track.*

The Business Economics major requires 58 credit hours of coursework.

| **BBA Core Courses** | | **22 hrs.** |
|---|---|---|
| ACCT 209* | Principles of Accounting | 3 hrs. |
| BADM 105* | Introduction to Excel | 1 hr. |
| CISQ 263* | Introduction to Data Analytics | 3 hrs. |
| ECON 210* | Principles of Microeconomics | 3 hrs. |
| ECON 211* | Principles of Macroeconomics | 3 hrs. |
| MATH 227* | Introduction to Statistics | 3 hrs. |
| ACCT 210 | Accounting for Management | 3 hrs. |
| BLAW 300 | Business Law and Ethics | 3 hrs. |

**Breech School admittance requirements; students must complete both ECON 210 and ECON 211 for the major, but only one is required for Breech School admittance.*

| **BBA Upper Level Core Courses** | | **15 hrs.** |
|---|---|---|
| BADM 205-208** | Study Abroad | 0 hrs. |
| BADM 480** | The Professional Business Experience | 3 hrs. |
| FINC 331 | Corporate Finance | 3 hrs. |
| MGMT 300 | Principles of Management | 3 hrs. |
| MKTG 337 | Marketing | 3 hrs. |
| *Choose One:* | | |
| MGMT 424** | Business Simulation Workshop | 3 hrs. |
| MGMT 448** | Venture Strategy Development | 3 hrs. |

| **Major Requirements** | | **21 hrs.** |
|---|---|---|
| ECON 311** | Price Theory | 3 hrs. |
| ECON 312 | Aggregate Economic Analysis | 3 hrs. |
| ECON 325 | Environmental Economics | 3 hrs. |
| ECON 375** | Econometrics | 3 hrs. |
| FINC 305** | Financial Markets and Institutions | 3 hrs. |
| FINC 335** | Investments | 3 hrs. |
| FINC 441** | Advanced Corporate Finance | 3 hrs. |

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

## Cyber-risk Management Major

The Cyber-risk Management major prepares students for a future career in business paired with a solid technical foundation in cybersecurity. Courses are designed to help students throughout their careers by giving them an understanding of cyber risk and the ability to help businesses choose appropriate strategies to respond to those risks. Cyber-risk Management courses will address many technical areas including network security, software security, web application security, cryptography, end user security, and legal and regulatory compliance.

*Cyber-risk Management majors are not allowed to receive the Business Administration minor or the Cyber-risk Management minor. Students pursuing the Cyber-risk Management major cannot earn the Cybersecurity Fundamentals certificate. Students pursuing the Cyber-risk Management major may not earn an Integrated Business major with a track in Cyber-risk Management.*

The Cyber-risk Management major requires 63 credit hours of coursework.

| **BBA Core Courses** | | **22 hrs.** |
|---|---|---|
| ACCT 209* | Principles of Accounting | 3 hrs. |
| BADM 105* | Introduction to Excel | 1 hr. |
| CISQ 263* | Introduction to Data Analytics | 3 hrs. |
| ECON 210* | Principles of Microeconomics | 3 hrs. |
| ECON 211* | Principles of Macroeconomics | 3 hrs. |
| MATH 227* | Introduction to Statistics | 3 hrs. |
| ACCT 210 | Accounting for Management | 3 hrs. |
| BLAW 300 | Business Law and Ethics | 3 hrs. |

**Breech School admittance requirements; students must complete both ECON 210 and ECON 211 for the major, but only one is required for Breech School admittance.*

| **BBA Upper Level Core Courses** | | **12 hrs.** |
|---|---|---|
| BADM 205-208** | Study Abroad | 0 hrs. |
| BADM 480** | The Professional Business Experience | 3 hrs. |
| FINC 331 | Corporate Finance | 3 hrs. |
| MGMT 300 | Principles of Management | 3 hrs. |
| MKTG 337 | Marketing | 3 hrs. |

| **Major Requirements** | | **29 hrs.** |
|---|---|---|
| MATH 231 | Calculus I | 4 hrs. |
| CSCI 241 | Discrete Mathematics | 3 hrs. |
| CSCI 251 | Introduction to Computer Science | 4 hrs. |
| CSCI 277 | Application Development I | 3 hrs. |
| CISQ 352 | Fundamentals of Information Security | 3 hrs. |
| CISQ 440** | Web Application Security | 3 hrs. |
| CISQ 470** | Hacking Tools, Techniques and Incident Response | 3 hrs. |
| CISQ 478** | Network Security | 3 hrs. |
| CISQ 494** | Cybersecurity Capstone | 3 hrs. |

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

## Cyber-risk Management Minor

The minor in Cyber-risk Management provides students with foundational knowledge in critical areas of cybersecurity. It is designed to provide entry-level employment skills for a wide range of jobs and to provide a bridge to cyber-risk management for non-business majors.

*All prerequisites must be completed prior to enrollment in the following courses.*

*Students majoring in Cyber-risk Management are not eligible to earn a Cyber-risk Management minor.*

Admission to Breech is not required for those pursuing a minor offered by the Breech School.

The Cyber-risk Management minor requires 16 credit hours of coursework.

| **Required** | | **16 hrs.** |
|---|---|---|
| CSCI 251 | Introduction to Computer Science | 4 hrs. |
| CISQ 263 | Introduction to Data Analytics | 3 hrs. |
| CISQ 352 | Fundamentals of Information Security | 3 hrs. |
| CISQ 470 | Hacking Tools, Techniques and Incident Response | 3 hrs. |
| CISQ 478 | Network Security | 3 hrs. |

*Students pursuing the Cyber-risk Management minor cannot earn the Cybersecurity Fundamentals certificate.*

## Finance Major

Finance courses are designed to both ground students in the current theories and give them active practice in applying financial concepts. Students who study finance will develop skills in financial management, forecasting, and analysis; assets for a career of any kind. Graduates of Drury's finance major have gone on to top-level corporate positions in areas such as corporate finance, financial planning, real estate, and investment banking.

*Students pursuing the Finance major may not earn an Integrated Business major with a track in Finance.*

*Finance majors are not allowed to receive the Business Administration minor. Additionally, students who are also pursuing a Business Economics major cannot count 300+ level economic courses toward Track 2: General Finance.*

The Finance major requires 58 credit hours of coursework.

| **BBA Core Courses** | | **22 hrs.** |
|---|---|---|
| ACCT 209* | Principles of Accounting | 3 hrs. |
| BADM 105* | Introduction to Excel | 1 hr. |
| CISQ 263* | Introduction to Data Analytics | 3 hrs. |
| ECON 210* | Principles of Microeconomics | 3 hrs. |
| ECON 211* | Principles of Macroeconomics | 3 hrs. |
| MATH 227* | Introduction to Statistics | 3 hrs. |
| ACCT 210 | Accounting for Management | 3 hrs. |
| BLAW 300 | Business Law and Ethics | 3 hrs. |

**Breech School admittance requirements; students must complete both ECON 210 and ECON 211 for the major, but only one is required for Breech School admittance.*

| **BBA Upper Level Core Courses** | | **15 hrs.** |
|---|---|---|
| BADM 205-208** | Study Abroad | 0 hrs. |
| BADM 480** | The Professional Business Experience | 3 hrs. |
| FINC 331 | Corporate Finance | 3 hrs. |
| MGMT 300 | Principles of Management | 3 hrs. |
| MKTG 337 | Marketing | 3 hrs. |
| *Choose One:* | | |
| MGMT 424** | Business Simulation Workshop | 3 hrs. |
| MGMT 448** | Venture Strategy Development | 3 hrs. |

| **Major Requirements** | | **21 hrs.** |
|---|---|---|
| FINC 305** | Financial Markets and Institutions | 3 hrs. |
| FINC 310 | Risk Management and Insurance | 3 hrs. |
| FINC 335 | Investments | 3 hrs. |
| FINC 441** | Advanced Corporate Finance | 3 hrs. |

| | | |
|---|---|---|
| **Choose one of the following tracks:** | | 9 hrs. |
| **Track 1: Financial Analysis** | | |
| ACCT 307 | Intermediate Accounting I | 3 hrs. |
| ACCT 308** | Intermediate Accounting II | 3 hrs. |
| ACCT 409** | Intermediate Accounting III | 3 hrs. |

| | | |
|---|---|---|
| **Track 2: General Finance** | | |
| FINC 321 | Financial Planning | 3 hrs. |
| Select any six hours from a 300+ level course in ACCT, ECON, or FINC | | 6 hrs. |

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

## Integrated Business Major

In today's business world many companies require employees to engage in a wide variety of disciplines across the enterprise that require a robust, varied education experience. The Integrated Business major focuses on the critical processes that cross industries and the skills that can be applied to diverse roles in a dynamic environment. The Integrated Business major also meets the needs of today's global business world which seeks graduates who understand the cross-integration of business functions.

*See individual tracks options below for restrictions in combining majors.*

*Students majoring in Integrated Business are not eligible to earn the Business Administration minor.*

The Integrated Business major requires 55 credit hours of coursework.

| **BBA Core Courses** | | **22 hrs.** |
|---|---|---|
| ACCT 209* | Principles of Accounting | 3 hrs. |
| BADM 105* | Introduction to Excel | 1 hr. |
| CISQ 263* | Introduction to Data Analytics | 3 hrs. |
| ECON 210* | Principles of Microeconomics | 3 hrs. |
| ECON 211* | Principles of Macroeconomics | 3 hrs. |
| MATH 227* | Introduction to Statistics | 3 hrs. |
| ACCT 210 | Accounting for Management | 3 hrs. |
| BLAW 300 | Business Law and Ethics | 3 hrs. |

**Breech School admittance requirements; students must complete both ECON 210 and ECON 211 for the major, but only one is required for Breech School admittance.*

| **BBA Upper Level Core Courses** | | **15 hrs.** |
|---|---|---|
| BADM 205-208** | Study Abroad | 0 hrs. |
| BADM 480** | The Professional Business Experience | 3 hrs. |
| FINC 331 | Corporate Finance | 3 hrs. |
| MGMT 300 | Principles of Management | 3 hrs. |
| MKTG 337 | Marketing | 3 hrs. |
| | | |
| *Choose One:* | | |
| MGMT 424** | Business Simulation Workshop | 3 hrs. |
| MGMT 448** | Venture Strategy Development | 3 hrs. |

**Major Requirements** **21 hrs.**

1. Select any three hours from a 300+ level courses in ACCT, CISQ, ECON, FINC, MKTG or MGMT.
2. Select at least 9 hours each from **two** of the following tracks:

**Track 1: Accounting**-*Students with an Accounting major cannot pursue this track.*

| | | |
|---|---|---|
| ACCT 307 | Intermediate Accounting I | 3 hrs. |
| ACCT 321** | Federal Taxation I | 3 hrs. |
| ACCT 403** | Auditing Principles and Procedures | 3 hrs. |
| ACCT 429** | Governmental and Not-for-profit Accounting | 3 hrs. |

**Track 2: Cybersecurity**-*Students with a Cyber-risk Management major cannot pursue this track.*

| | | |
|---|---|---|
| CSCI 152** | Fundamentals of Programming | 3 hrs. |
| CISQ 352 | Fundamentals of Information Security | 3 hrs. |
| CISQ 470** | Hacking Tools, Techniques and Incident Response | 3 hrs. |
| CISQ 478** | Network Security | 3 hrs. |

**Track 3: Economics** -*Students with a Business Economics major cannot pursue this track.*

| | | |
|---|---|---|
| ECON 311** | Price Theory | 3 hrs. |
| ECON 312** | Aggregate Economic Analysis | 3 hrs. |
| ECON 325 | Environmental Economics | 3 hrs. |
| ECON 375** | Econometrics | 3 hrs. |

**Track 4: Finance** -*Students with a Finance major cannot pursue this track.*

| | | |
|---|---|---|
| FINC 305** | Financial Markets and Institutions | 3 hrs. |
| FINC 310 | Risk Management and Insurance | 3 hrs. |
| FINC 335 | Investments | 3 hrs. |
| FINC 441** | Advanced Corporate Finance | 3 hrs. |

**Track 5: Management** -*Students with a Management and Marketing major cannot pursue this track.*

| | | |
|---|---|---|
| BLAW 374 | Employment Law | 3 hrs. |
| MGMT 330** | Leading People in Organizations | 3 hrs. |
| MGMT 340** | Project Management | 3 hrs. |
| MGMT 425** | International Management | 3 hrs. |

**Track 6: Marketing**- *Students with a Management and Marketing major cannot pursue this track.*

| | | |
|---|---|---|
| MGMT 356 | Negotiation and Organizational Conflict | 3 hrs. |
| MKTG 344** | Consumer Behavior | 3 hrs. |
| MKTG 348** | Marketing Research | 3 hrs. |
| MKTG 437** | Digital Marketing | 3 hrs. |

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

## Management and Marketing Major

Sustainability in business means designing products and services that meet the short-term and long-term needs of customers and other stakeholders. The Management and Marketing major prepares the graduate for engaging and leading individuals and organizations as well as engaging stakeholders for sustainable value creation.

We have combined the Management and Marketing disciplines into one credential to concentrate our emphasis on the sustainable product offering and the organization needed to create it. The Management and Marketing major includes the same core classwork as other business majors, plus four additional major courses in Project Management, Employment Law, Marketing Research, and Strategy (either Ventures or Global Entry). The student must then choose a concentration in either Management or Marketing for an additional 9 hours. During their time at Breech, MGMT/MKTG students will have the opportunity to explore International Business, Entrepreneurship, Business Law, and advanced Marketing techniques as well as independent study and research in these fields. As with all Breech students, Management and Marketing majors must experience at least one semester of internship with a trusted partner firm or other organization.

*Management and Marketing majors are not allowed to receive the Business Administration minor, the Marketing and Entrepreneurship minor, or an Integrated Business major with either a management or marketing track.*

The Management and Marketing major requires 58 credit hours of coursework.

| **BBA Core Courses** | | **22 hrs.** |
|---|---|---|
| ACCT 209* | Principles of Accounting | 3 hrs. |
| BADM 105* | Introduction to Excel | 1 hr. |
| CISQ 263* | Introduction to Data Analytics | 3 hrs. |
| ECON 210* | Principles of Microeconomics | 3 hrs. |
| ECON 211* | Principles of Macroeconomics | 3 hrs. |
| MATH 227* | Introduction to Statistics | 3 hrs. |
| ACCT 210 | Accounting for Management | 3 hrs. |
| BLAW 300 | Business Law and Ethics | 3 hrs. |

**Breech School admittance requirements; students must complete both ECON 210 and ECON 211 for the major, but only one is required for Breech School admittance.*

| **BBA Upper Level Core Courses** | | **15 hrs.** |
|---|---|---|
| BADM 205-208** | Study Abroad | 0 hrs. |
| BADM 480** | The Professional Business Experience | 3 hrs. |
| FINC 331 | Corporate Finance | 3 hrs. |
| MGMT 300 | Principles of Management | 3 hrs. |
| MKTG 337 | Marketing | 3 hrs. |
| | | |
| *Choose One:* | | |
| MGMT 424** | Business Simulation Workshop | 3 hrs. |
| MGMT 448** | Venture Strategy Development | 3 hrs. |

| **Major Requirements** | | **21 hrs.** |
|---|---|---|
| BLAW 374 | Employment Law | 3 hrs. |
| MGMT 340** | Project Management | 3 hrs. |
| MKTG 344** | Consumer Behavior | 3 hrs. |
| | | |
| *Choose One: (whichever not used in BBA Upper Level Core above)* | | |
| MGMT 424** | Business Simulation Workshop | 3 hrs. |
| MGMT 448** | Venture Strategy Development | 3 hrs. |
| | | |
| *Choose three (3) of the following courses* | | *9 hrs.* |
| MGMT 330** | Leading People in Organizations | 3 hrs. |
| MGMT 356 | Negotiation and Organizational Conflict | 3 hrs. |
| MGMT 425** | International Management | 3 hrs. |
| MGMT 390/490** | Selected Topics | 1-3 hrs. |
| MKTG 348** | Marketing Research | 3 hrs. |
| MKTG 437** | Digital Marketing | 3 hrs. |
| MKTG 390/490** | Selected Topics | 1-3 hrs. |

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

## Marketing and Entrepreneurship Minor

The Marketing and Entrepreneurship minor prepares the graduate to generate and enhance opportunities in their field of work and increase professionalism within any major program of study.

Students will develop as future entrepreneurs by cultivating their creativity in developing new and innovative ideas and engaging their stakeholders for positive change. The Marketing and Entrepreneurship minor requires coursework that is focused on working within organizations, engaging customers and stakeholders, and generating sustainable solutions and business plans. Students with backgrounds in the natural sciences, health care, behavioral sciences, business, fine arts, graphic design, education, and architecture will be better prepared for innovation in their fields or even creating their own enterprise.

The Marketing and Entrepreneurship minor requires 18 credit hours of coursework.

*Students pursuing a major in Management and Marketing or Integrated Business with a management or marketing track are not eligible for this minor.*

*All prerequisites must be completed prior to enrollment in the following courses.*

*Admission to Breech is not required of those pursuing a minor offered by the Breech School.*

| **Required** | | **18 hrs.** |
|---|---|---|
| BLAW 300 | Business Law and Ethics | 3 hrs. |
| MGMT 300 | Principles of Management | 3 hrs. |
| MGMT 340 | Project Management | 3 hrs. |
| MKTG 337 | Marketing | 3 hrs. |
| MKTG 344 | Consumer Behavior | 3 hrs. |
| | | |
| *Choose One:* | | |
| MGMT 424 | Business Simulation Workshop | 3 hrs. |
| MGMT 448 | Venture Strategy Development | 3 hrs. |

## Personal and Professional Financial Management Minor

The Personal and Professional Financial Management minor empowers students not only to manage their personal finances but prepares them to advance professionally in for-profit and not-for-profit settings, and to pursue their interests in philanthropy and service.

The course selection extensively covers various aspects of Accounting and Finance that will allow students to read, interpret, and understand financial statements and topics in personal finance such as investments, taxation, risk management, insurance, and retirement planning. These skill sets can help students from all disciplines advance their private ventures and careers.

By blending courses from Accounting and Finance, graduates from all disciplines with the Personal and Professional Financial Management minor will gain the foundational knowledge to seek careers in financial services such as banking, insurance, investment advisory firms, financial planning firms, pension, and accounting firms.

The Personal and Professional Financial Management minor requires 19 hours of coursework.

*Students pursuing a Finance major or an Integrated Business major with a finance track are not eligible for this minor.*

*All prerequisites must be completed prior to enrollment in the following courses.*

*Admission to Breech is not required of those pursuing a minor offered by the Breech School.*

| **Required** | | **19 hrs.** |
|---|---|---|
| ACCT 209 | Principles of Accounting | 3 hrs. |
| ACCT 210 | Accounting for Management | 3 hrs. |
| ACCT 321 | Federal Taxation I | 3 hrs. |
| BADM 105 | Introduction to Excel | 1 hr. |
| FINC 310 | Risk Management and Insurance | 3 hrs. |
| FINC 321 | Financial Planning | 3 hrs. |
| FINC 335 | Investments | 3 hrs. |

## Department of Behavioral Sciences

*Dr. Vickie Luttrell, Chair*

The department of behavioral sciences focuses on the disciplines of criminal justice, criminology, psychology, sociology, animal studies, behavioral neuroscience, biobehavioral health, community health, and women and gender studies. These disciplines address different dimensions of behavior that can be integrated to form a comprehensive understanding of our human experiences. A primary goal of the department is to help students function as effective, informed global citizens. To this end, the principles of human behavior are presented within the context of an interdisciplinary liberal arts educational program.

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

### Advanced Scientific Analysis Minor

Success in a global community hinges on scientific literacy, which is the capacity to identify questions, utilize scientific methodologies, and draw evidence-based conclusions in order to make informed decisions about issues and problems that arise in everyday life. The minor in Advanced Scientific Analysis is designed to help students better understand their role in the scientific enterprise, both as consumers of information in the public arena and as researchers who generate that knowledge. Students interested in pursuing a graduate degree in behavioral science, natural science, or social science fields are encouraged to complete this program.

The Advanced Scientific Analysis minor requires 28 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*
*Co-requisites must be taken during the same semester.*

| | | |
|---|---|---|
| BSCI 109 | Scientific Writing | 1 hr. |
| BSCI 200 | Research Methods for the Behavioral Sciences | 3 hrs. |
| BSCI 275 | Statistics for the Behavioral Sciences | 3 hrs. |
| BSCI 275-L | Statistics for the Behavioral Sciences Laboratory | 1 hr. |
| BSCI 308 | Qualitative Research Methods | 3 hrs. |
| BSCI 359 | Advanced Behavioral Research with Thesis I | 3 hrs. |
| BSCI 361 | Advanced Behavioral Research with Thesis II | 3 hrs. |
| BSCI 435 | Psychological Tests and Measurements | 3 hrs. |
| BSCI 435-L | Psychological Tests and Measurements Laboratory | 1 hr. |
| BSCI 475 | Advanced Statistics for the Behavioral Sciences | 3 hrs. |

| | | |
|---|---|---|
| BSCI 475-L | Advanced Statistics for the Behavioral Sciences Laboratory | 1 hr. |
| *Choose One:* | | *3 hrs.* |
| CRIM 102 | Introduction to Criminology | 3 hrs. |
| PSYC 101 | Introduction to Psychology | 3 hrs. |
| SOCI 101 | Introduction to Sociology | 3 hrs. |

*It is essential that students complete BSCI 109, BSCI 200, BSCI 275, and BSCI 275-L before taking BSCI 359.*

*Students must earn a grade of "C" or better in BSCI 308, BSCI 435, BSCI 435-L, BSCI 475, and BSCI 475-L to earn the minor in Advanced Scientific Analysis.*

*Those students who fail or do not successfully complete BSCI 359 will be removed from the BSCI 359/361 sequence. Students will not be allowed to register for and/or audit BSCI 361 during the following spring semester. Failing students must re-attempt the 359/361 sequence the following fall semester.*

## Animal Studies Minor

*Dr. Patricia A. McEachern, Coordinator*

The minor in Animal Studies seeks to provide students with a specialized, in-depth understanding of animals' lives and the intersection of their lives with humans, historically and in contemporary societies. This interdisciplinary minor is composed of six courses including animal ethics (the foundational, team-taught, interdisciplinary course), animals and society, animal law, social movements, animals in documentaries, and an animal studies internship.

The Animal Studies minor requires 18 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses:*

| | | |
|---|---|---|
| ANML 207 | Animals in Documentaries | 3 hrs. |
| ANML 212 | Animal Ethics | 3 hrs. |
| ANML 303 | Animals and Society | 3 hrs. |
| ANML 305 | Animal Law I | 3 hrs. |
| ANML 397/497 | Internship | 3 hrs. |
| SOCI 306 | Social Movements | 3 hrs. |

## Biobehavioral Health Minor

The biobehavioral health minor offers students insights into living healthier, more balanced lives by exploring how psychological, biological, social, emotional, and cultural factors shape health and well-being. This specialized psychology minor is designed to cultivate a nuanced understanding of the mind-body-environment connection and equip students with a foundation in whole-person health. While beneficial to all students, it is particularly advantageous for those in pre-health programs, as it prepares future practitioners for the complexities of modern healthcare and fosters the mindset needed to deliver effective, equitable, and compassionate care. It also fulfills prerequisites for exams such as the MCAT.

The Biobehavioral Health minor requires 21 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

| | | |
|---|---|---|
| PSYC 101 | Introduction to Psychology | 3 hrs. |
| PSYC 230 | Life Span Development | 3 hrs. |
| PSYC 346 | Health Psychology | 3 hrs. |
| PSYC 356 | Biopsychology | 3 hrs. |
| SOCI 101 | Introduction to Sociology | 3 hrs. |

*Choose Two Courses:*

| | | |
|---|---|---|
| PSYC 313 | Cross-Cultural Psychology | 3 hrs. |
| PSYC 337 | Psychopathology and Clinical Science | 3 hrs. |
| PSYC 348 | Psychoneuroimmunology | 3 hrs. |
| PSYC 363 | Lifestyle Medicine Theory and Practice | 3 hrs. |

*Because of curricular overlap, students who are majoring in Clinical and Behavioral Neuroscience or Psychology (BS or BA) or minoring in Behavioral Neuroscience, Community Health, or Psychology are not permitted to simultaneously minor in Biobehavioral Health.*

## Behavioral Neuroscience Minor

Behavioral neuroscience explores biological processes underlying behavior. Information derived from behavioral neuroscience helps us understand normal and abnormal brain development and subsequent behaviors, the role of environmental factors on brain functioning, and the ways in which brain dysfunctions are linked to physical and mental health. Because the field is interdisciplinary and integrative, studies of brain-behavior linkages incorporate findings related to learning, memory, intellectual functioning, language, sensation, perception, motivation, emotion, and development.

The Behavioral Neuroscience minor requires the completion of coursework in three disciplines, psychology, biology, and philosophy. This academically rigorous program will be of interest to students considering careers in medicine, clinical psychology, clinical neuropsychology, forensic psychology, gerontology, health psychology, sport psychology, biology, occupational therapy, and science education.

The Behavioral Neuroscience minor requires 23-24 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

| | | |
|---|---|---|
| PSYC 101 | Introduction to Psychology | 3 hrs. |
| PSYC 348 | Psychoneuroimmunology | 3 hrs. |
| PSYC 356 | Biopsychology | 3 hrs. |
| PSYC 440 | Cognitive Psychology | 3 hrs. |
| BIOL 364 | Neuroanatomy | 5 hrs. |
| *Choose One:* | | *3-4 hrs.* |
| BIOL 110 | Fundamentals of Cell Biology | 4 hrs. |
| BIOL 172 | Molecular Biology | 3 hrs. |
| *Choose One:* | | *3 hrs.* |
| PHIL 214 | Free Will & Responsibility | 3 hrs. |
| PHIL 374 | Philosophy of Mind | 3 hrs. |

## Clinical and Behavioral Neuroscience Major

Courses in the BS in Clinical and Behavioral Neuroscience provide an in-depth understanding of biological bases of behavior and expose students to the basic scientific concepts that underlie clinical symptoms and practice, to include the ways practitioners assess, diagnose, and treat clinical disorders. The major emphasizes coursework in psychology, but it also involves coursework in biology, research methodologies, psychometrics, statistics, and philosophy.

With appropriate advising, the major is an option for students considering careers in clinical or counseling psychology, clinical neuropsychology, experimental psychology, forensic psychology, health psychology, occupational therapy, school psychology, and other such professions.

The Clinical and Behavioral Neuroscience major requires 49-51 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*
*Co-requisites must be taken during the same semester.*

| | | |
|---|---|---|
| PSYC 101 | Introduction to Psychology | 3 hrs. |
| PSYC 230 | Life Span Development | 3 hrs. |
| PSYC 337 | Psychopathology and Clinical Science | 3 hrs. |
| PSYC 356 | Biopsychology | 3 hrs. |
| BIOL 110 | Fundamentals of Cell Biology | 4 hrs. |
| BSCI 109 | Scientific Writing | 1 hr. |
| BSCI 200 | Research Methods for the Behavioral Sciences | 3 hrs. |
| BSCI 275 | Statistics for the Behavioral Sciences | 3 hrs. |
| BSCI 275-L | Statistics for the Behavioral Sciences Laboratory | 1 hr. |
| BSCI 359 | Advanced Behavioral Research with Thesis I | 3 hrs. |
| BSCI 361 | Advanced Behavioral Research with Thesis II | 3 hrs. |
| BSCI 380 | Undergraduate Internship Experience | 3 hrs. |
| BSCI 435 | Psychological Tests and Measurements | 3 hrs. |
| BSCI 435-L | Psychological Tests and Measurements Laboratory | 1 hr. |
| PSYC 450 | History of Psychology | 3 hrs. |
| *Choose Three:* | | *9-11 hrs.* |
| BIOL 364 | Neuroanatomy | 5 hrs. |
| PHIL 374 | Philosophy of Mind | 3 hrs. |
| PSYC 346 | Health Psychology | 3 hrs. |
| PSYC 348 | Psychoneuroimmunology | 3 hrs. |
| PSYC 440 | Cognitive Psychology | 3 hrs. |

*Because of curricular overlap, students majoring in Clinical-Behavioral Neuroscience are not permitted to major simultaneously in Psychology (BS or BA). Students are also not permitted to major in Clinical-Behavioral Neuroscience and minor in Behavioral Neuroscience or Psychology.*

## Community Health Minor

*Dr. Vickie Luttrell, Program Director*

Community health is an interdisciplinary field of study that seeks to improve the health characteristics of diverse communities through a research-based understanding of social, cultural, and environmental determinants. Coursework examines determinants of health through the viewpoints offered by psychology, sociology, biology, and philosophy. Upon completion, students will better understand the underlying social, economic, psychological, and environmental forces that create health and social inequities in a community and be more informed health practitioners.

Because student experience with and knowledge of medically underserved populations is becoming increasingly important for healthcare practitioners, all students pursuing health-related professions are encouraged to earn the minor in community health.

The Community Health minor requires 18 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

| | | |
|---|---|---|
| PSYC 101 | Introduction to Psychology | 3 hrs. |
| PSYC 337 | Psychopathology and Clinical Science | 3 hrs. |
| PSYC 346 | Health Psychology | 3 hrs. |
| PHIL 305 | Ethical Issues in Health Care | 3 hrs. |
| SOCI 320 | Drugs and Society | 3 hrs. |
| *Choose One:* | | *3 hrs.* |
| SOCI 302 | Poverty and Inequality | 3 hrs. |
| SOCI 373 | Sociology of Health, Illness, and Health Care | 3 hrs. |

## Criminal Justice Major

Drury offers a BA in Criminology and a BA in Criminal Justice. Criminology and criminal justice are closely related disciplines that overlap in some areas but are distinct in meaningful ways. Criminology focuses on the study of criminal behavior. It is an interdisciplinary field that studies the causes and consequences of crime and the origins and efficacy of crime prevention policies. Criminal justice is focused on examining the institutions that respond to crime and the relationships, behaviors, and responsibilities of the individuals who work for criminal justice agencies.

The BA in Criminal Justice is an appropriate degree for students who plan to go straight into the workforce after graduating. Students who are interested in pursuing a graduate degree in criminology or criminal justice, going to law school, or working as a researcher or analyst for a criminal justice agency should consider completing the BA in Criminology.

The BA in Criminal Justice requires 46-47 credit hours of coursework.

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

*All prerequisites must be completed prior to enrollment in the following courses.*

| | | |
|---|---|---|
| CRIM 102 | Introduction to Criminology | 3 hrs. |
| CRIM 221 | Victimology | 3 hrs. |
| BSCI 200 | Research Methods for the Behavioral Sciences | 3 hrs. |
| BSCI 275 | Statistics for the Behavioral Sciences | 3 hrs. |
| BSCI 275-L | Statistics for the Behavioral Sciences Laboratory | 1 hr. |
| BSCI 380 | Undergraduate Internship Experience | 3 hrs. |
| BSCI 480 | Undergraduate Internship Experience II | 3 hrs. |
| BSCI 493 | Senior Seminar | 3 hrs. |

*Students enrolled in BSCI 493 are required to take a comprehensive examination over topics covered in the major as well as a nationally-normed exit exam.*

**Criminal Justice Administration Courses**

| | | |
|---|---|---|
| *Choose Three:* | | *9 hrs.* |
| CRIM 332 | Juvenile Delinquency | 3 hrs. |
| CRIM 342 | The Correctional System | 3 hrs. |
| CRIM 360 | The Judicial Process | 3 hrs. |
| CRIM 370 | Policing in America | 3 hrs. |

**Community Justice Courses**

| | | |
|---|---|---|
| *Choose Three:* | | *9 hrs.* |
| CRIM 337 | The Death Penalty | 3 hrs. |
| CRIM 341 | Justice, Punishment and Ethics | 3 hrs. |
| CRIM 345 | Cases of Innocence in the Criminal Justice System | 3 hrs. |
| CRIM 363 | Immigration and the Law | 3 hrs. |
| SOCI 320 | Drugs & Society | 3 hrs. |

**Electives**

| | | |
|---|---|---|
| *Choose Two:* | | *6-7 hrs.* |
| *(one must be a CRIM course)* | | |
| ANML 305 | Animal Law I | 3 hrs. |
| BSCI 308 | Qualitative Research Methods | 3 hrs. |
| BSCI 475 | Advanced Statistics for the Behavioral Sciences | 3 hrs. |
| BSCI 475-L | Advanced Statistics for the Behavioral Sciences Laboratory | 1 hr. |
| CRIM 311 | White Collar Crime | 3 hrs. |
| CRIM 321 | Deviance and Social Control | 3 hrs. |
| CRIM 332 | Juvenile Delinquency | 3 hrs. |
| CRIM 337 | Death Penalty | 3 hrs. |
| CRIM 341 | Justice, Punishment and Ethics | 3 hrs. |
| CRIM 342 | The Correctional System | 3 hrs. |
| CRIM 345 | Cases of Innocence in the Criminal Justice System | 3 hrs. |
| CRIM 360 | The Judicial Process | 3 hrs. |
| CRIM 363 | Immigration and the Law | 3 hrs. |
| CRIM 370 | Policing in America | 3 hrs. |
| CRIM 390, 490 | Selected Topics | 3 hrs. |
| CRIM 391, 491 | Research | 3 hrs. |
| PSYC 371 | Psychology and the Law | 3 hrs. |
| SOCI 320 | Drugs and Society | 3 hrs. |

*Because of curricular overlap, students majoring in Criminal Justice are not permitted to major simultaneously in Criminology.*

## Criminology Major

Criminology is the scientific study of criminal behavior and the social institutions that deal with crime. The criminology major combines the resources of psychology and sociology, in order to effect a broad-based view of criminal behavior.

In addition to course offerings, departmental majors are encouraged to work in community, social and/or correctional agencies where they can apply classroom knowledge to real problems. Students interested in pursuing a graduate degree are encouraged to complete the department's minor in Advanced Scientific Analysis.

The Criminology major requires 44-45 credit hours of coursework.

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

*All prerequisites must be completed prior to enrollment in the following courses.*

*Co-requisites must be taken during the same semester.*

| | | |
|---|---|---|
| CRIM 102 | Introduction to Criminology | 3 hrs. |
| CRIM 221 | Victimology | 3 hrs. |
| CRIM 331 | Advanced Criminology | 3 hrs. |
| BSCI 109 | Scientific Writing | 1 hr. |
| BSCI 200 | Research Methods for the Behavioral Sciences | 3 hrs. |
| BSCI 275 | Statistics for the Behavioral Sciences | 3 hrs. |
| BSCI 275-L | Statistics for the Behavioral Sciences Laboratory | 1 hr. |
| BSCI 359 | Advanced Behavioral Research with Thesis I | 3 hrs. |

*It is essential that students complete BSCI 109, BSCI 200, BSCI 275, and BSCI 275-L before taking BSCI 359.*

*Those students who fail or do not successfully complete BSCI 359 will be removed from the Advanced Behavioral I and II course sequence. Students will not be allowed to register for and/or audit BSCI 361 during the following spring semester. Failing students must re-attempt the 359/361 sequence the following fall semester.*

| | | |
|---|---|---|
| BSCI 361 | Advanced Behavioral Research with Thesis II | 3 hrs. |

*Those students who fail or do not successfully complete BSCI 361 must earn a passing grade in BSCI 343 in order to fulfill the university and department research requirement. The final grade awarded in BSCI 343 shall not replace any prior grade earned in BSCI 361.*

| | | |
|---|---|---|
| BSCI 380 | Undergraduate Internship Experience | 3 hrs. |
| BSCI 493 | Senior Seminar | 3 hrs. |

*Students enrolled in BSCI 493 are required to take a comprehensive examination over topics covered in the major as well as a nationally-normed exit exam.*

**Criminal Justice Administration Courses**

| *Choose Two:* | | *6 hrs.* |
|---|---|---|
| CRIM 332 | Juvenile Delinquency | 3 hrs. |
| CRIM 342 | The Correctional System | 3 hrs. |
| CRIM 360 | The Judicial Process | 3 hrs. |
| CRIM 370 | Policing in America | 3 hrs. |

**Community Justice Courses**

| *Choose One:* | | *3 hrs.* |
|---|---|---|
| CRIM 337 | The Death Penalty | 3 hrs. |
| CRIM 341 | Justice, Punishment and Ethics | 3 hrs. |
| CRIM 345 | Cases of Innocence in the Criminal Justice System | 3 hrs. |
| CRIM 363 | Immigration and the Law | 3 hrs. |
| SOCI 320 | Drugs & Society | 3 hrs. |

**Electives**

| *Choose Two:* | | *6-7 hrs.* |
|---|---|---|
| *(one must be a CRIM course)* | | |
| ANML 305 | Animal Law I | 3 hrs. |
| BSCI 308 | Qualitative Research Methods | 3 hrs. |
| BSCI 475 | Advanced Statistics for the Behavioral Sciences | 3 hrs. |
| BSCI 475-L | Advanced Statistics for the Behavioral Sciences Laboratory | 1 hr. |
| BSCI 480 | Undergraduate Internship Experience II | 3 hrs. |
| CRIM 311 | White Collar Crime | 3 hrs. |
| CRIM 321 | Deviance and Social Control | 3 hrs. |
| CRIM 332 | Juvenile Delinquency | 3 hrs. |
| CRIM 337 | Death Penalty | 3 hrs. |
| CRIM 341 | Justice, Punishment and Ethics | 3 hrs. |
| CRIM 342 | The Correctional System | 3 hrs. |
| CRIM 345 | Cases of Innocence in the Criminal Justice System | 3 hrs. |
| CRIM 360 | The Judicial Process | 3 hrs. |
| CRIM 363 | Immigration and the Law | 3 hrs. |
| CRIM 370 | Policing in America | 3 hrs. |
| CRIM 390, 490 | Selected Topics | 3 hrs. |
| CRIM 391, 491 | Research | 3 hrs. |
| PSYC 371 | Psychology and the Law | 3 hrs. |
| SOCI 320 | Drugs and Society | 3 hrs. |

## Criminology Minor

The Criminology minor requires 18-19 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*
*Co-requisites must be taken during the same semester.*

| | | |
|---|---|---|
| CRIM 102 | Introduction to Criminology | 3 hrs. |
| CRIM 331 | Advanced Criminology | 3 hrs. |
| | | |
| *Choose One:* | | *3 hrs.* |
| CRIM 332 | Juvenile Delinquency | 3 hrs. |
| CRIM 342 | The Correctional System | 3 hrs. |
| CRIM 360 | The Judicial Process | 3 hrs. |
| CRIM 370 | Policing in America | 3 hrs. |
| | | |
| *Choose Three:* | | *9-10 hrs.* |
| *(at least one must be a CRIM course)* | | |
| ANML 305 | Animal Law I | 3 hrs. |
| BSCI 308 | Qualitative Research Methods | 3 hrs. |
| BSCI 475 | Advanced Statistics for the Behavioral Sciences | 3 hrs. |
| BSCI 475-L | Advanced Statistics for the Behavioral Sciences Laboratory | 1 hr. |
| CRIM 221 | Victimology | 3 hrs. |
| CRIM 311 | White Collar Crime | 3 hrs. |
| CRIM 321 | Deviance and Social Control | 3 hrs. |
| CRIM 332 | Juvenile Delinquency | 3 hrs. |
| CRIM 337 | Death Penalty | 3 hrs. |
| CRIM 341 | Justice, Punishment and Ethics | 3 hrs. |
| CRIM 342 | The Correctional System | 3 hrs. |
| CRIM 345 | Cases of Innocence in the Criminal Justice System | 3 hrs. |
| CRIM 360 | The Judicial Process | 3 hrs. |
| CRIM 363 | Immigration and the Law | 3 hrs. |
| CRIM 370 | Policing in America | 3 hrs. |
| CRIM 290, 390, 490 | Selected Topics | 3 hrs. |
| CRIM 391, 491 | Research | 3 hrs. |
| PSYC 371 | Psychology and the Law | 3 hrs. |
| SOCI 320 | Drugs and Society | 3 hrs. |

## Global and Transnational Studies Minor

*Dr. David Derossett, Coordinator*

Global and Transnational Studies offers students the opportunity to enhance their understanding of the world and the most pressing issues it faces. It combines essential global studies courses, a choice of a specialized focus area, intermediate study of foreign language, and study abroad. A minor in Global and Transnational Studies is ideal for students preparing for the broad range of professional careers and graduate programs of study that seek individuals with global proficiency, and for anyone who wishes to be an informed citizen prepared to engage with the challenges and opportunities of the modern world.

The Global and Transnational Studies minor requires 24 credit hours of coursework.

| | | |
|---|---|---|
| **Global Foundations** | | |
| SOCI 202 | Global Social Problems | 3 hrs. |
| **Foreign Language** | | |
| 201 and 202 or equivalent in any foreign language* | | 6 hrs. |
| **Global Core** | | |
| PLSC 152 | Introduction to International Relations | 3 hrs. |
| SOCI 101 | Introduction to Sociology | 3 hrs. |
| **Global Focus Area** | | |
| *Choose one Global Focus Area and complete three courses within that area* | | *9 hrs.* |
| **Focus on Human Rights** | | |
| PLSC 350 | International Organizations and Law | 3 hrs. |
| PLSC 370 | Women and Politics | 3 hrs. |
| SOCI 306 | Social Movements | 3 hrs. |
| SOCI 373 | Sociology of Health, Illness, and Health Care | 3 hrs. |
| **Focus on Power and Poverty** | | |
| HIST 258 | Revolutions | 3 hrs. |
| HIST 385 | Global Cold War | 3 hrs. |
| PLSC 350 | International Organizations and Law | 3 hrs. |
| SOCI 302 | Poverty and Inequality | 3 hrs. |
| SOCI 306 | Social Movements | 3 hrs. |
| SOCI 373 | Sociology of Health, Illness, and Health Care | 3 hrs. |
| WGST 101 | Introduction to Women and Gender Studies | 3 hrs. |
| **Focus on Human Diversity** | | |
| COMM 332 | Intercultural Communication | 3 hrs. |
| HIST 241 | Muslim Societies Since 1500 | 3 hrs. |
| HIST 346 | History of Modern China | 3 hrs. |
| PLSC 312 | Islam and the West (Study Abroad) | 3 hrs. |
| PLSC 360 | Islam and Politics in the Modern Middle East | 3 hrs. |

| | | |
|---|---|---|
| PSYC 313 | Cross-Cultural Psychology | 3 hrs. |
| SOCI 302 | Poverty and Inequality | 3 hrs. |

**Study Abroad**

All students are required to participate in a study abroad program. Students who believe that required travel would pose an extreme hardship may apply to substitute a globally relevant engaged learning activity, pending approval from the Global and Transnational Studies program director and steering committee.

*Equivalent TOEFL score may be substituted for non-native English speakers.

## Psychology Major, BS

Courses in the BS in Psychology are designed to acquaint the student with the scientific investigation of behavior and mental processes. Students interested in pursuing a graduate degree in psychology should complete the BS in Psychology and are also encouraged to complete the requirements to gain the department's minor in Advanced Scientific Analysis.

The BS in Psychology requires 47-50 credit hours of coursework.

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

*Because of curricular overlap, students earning the BS in Psychology are not permitted to major simultaneously in Clinical and Behavioral Neuroscience.*

*All prerequisites must be completed prior to enrollment in the following courses.*

| | | |
|---|---|---|
| PSYC 101 | Introduction to Psychology | 3 hrs. |
| PSYC 230 | Life Span Development | 3 hrs. |
| PSYC 240 | Social Psychology | 3 hrs. |
| PSYC 337 | Psychopathology and Clinical Science | 3 hrs. |
| BSCI 109 | Scientific Writing | 1 hr. |
| BSCI 200 | Research Methods for the Behavioral Sciences | 3 hrs. |
| BSCI 275 | Statistics for the Behavioral Sciences | 3 hrs. |
| BSCI 275-L | Statistics for the Behavioral Sciences Laboratory | 1 hr. |
| BSCI 359 | Advanced Behavioral Research with Thesis I | 3 hrs. |

*It is essential that students complete BSCI 109, BSCI 200, BSCI 275, and BSCI 275-L before taking BSCI 359.*

*Those students who fail or do not successfully complete BSCI 359 will be removed from the Advanced Behavioral I and II course sequence. Students will not be allowed to register for and/or audit BSCI 361 during the following spring semester. Failing students must re-attempt the 359/361 sequence the following fall semester.*

| | | |
|---|---|---|
| BSCI 361 | Advanced Behavioral Research with Thesis II | 3 hrs. |

*Those students who fail or do not successfully complete BSCI 361 must earn a passing grade in BSCI 343 in order to fulfill the university and department research requirement. The final grade awarded in BSCI 343 shall not replace any prior grade earned in BSCI 361.*

| | | |
|---|---|---|
| BSCI 380 | Undergraduate Internship Experience | 3 hrs. |
| PSYC 450 | History of Psychology | 3 hrs. |

*Students enrolled in BSCI 493 are required to take a comprehensive examination over topics covered in the major as well as a nationally-normed exit exam.*

| | | |
|---|---|---|
| **Brain-Behavior Courses (Choose One):** | | **3 hrs.** |
| PSYC 346 | Health Psychology | 3 hrs. |
| PSYC 348 | Psychoneuroimmunology | 3 hrs. |
| PSYC 356 | Biopsychology | 3 hrs. |
| PSYC 440 | Cognitive Psychology | 3 hrs. |
| | | |
| **Sociocultural Diversity Courses (Choose One):** | | **3 hrs.** |
| SOCI 302 | Poverty and Inequality | 3 hrs. |
| PSYC 313 | Cross-Cultural Psychology | 3 hrs. |
| SOCI 316 | Race and Ethnic Relations | 3 hrs. |
| PSYC 352 | Psychology of Gender | 3 hrs. |
| WGST 101 | Introduction to Women and Gender Studies | 3 hrs. |
| | | |
| **Advanced Methodology Courses (Choose One):** | | **3-4 hrs.** |
| BSCI 308 | Qualitative Research Methods | 3 hrs. |
| BSCI 435/L | Psychological Tests and Measurements/Lab | 4 hrs. |
| BSCI 475/L | Advanced Statistics for the Behavioral Sciences/Lab | 4 hrs. |
| | | |
| **Elective Courses (Choose Two):** | | **6-8 hrs.** |
| BSCI 308 | Qualitative Research Methods | 3 hrs. |
| BSCI 435 | Psychological Tests and Measurements | 3 hrs. |
| BSCI 435-L | Psychological Tests and Measurements Laboratory | 1 hr. |
| BSCI 475 | Advanced Statistics for the Behavioral Sciences | 3 hrs. |
| BSCI 475-L | Advanced Statistics for the Behavioral Sciences Laboratory | 1 hr. |
| BSCI 480 | Undergraduate Internship Experience II | 3 hrs. |
| PSYC 301 | Psychology of Religion | 3 hrs. |
| PSYC 312 | Positive Psychology | 3 hrs. |
| PSYC 313 | Cross-Cultural Psychology | 3 hrs. |
| PSYC 325 | Psychology of Adolescence and Emerging Adulthood | 3 hrs. |
| PSYC 333 | Psychology of Sustainability | 3 hrs. |
| PSYC 338 | Personality Theory in Psychology | 3 hrs. |
| PSYC 346 | Health Psychology | 3 hrs. |
| PSYC 348 | Psychoneuroimmunology | 3 hrs. |
| PSYC 352 | Psychology of Gender | 3 hrs. |
| PSYC 355 | Industrial Organizational Psychology | 3 hrs. |
| PSYC 356 | Biopsychology | 3 hrs. |
| PSYC 357 | Psychology of Adulthood | 3 hrs. |
| PSYC 363 | Lifestyle Medicine Theory and Practice | 3 hrs. |
| PSYC 370 | Human Sexuality | 3 hrs. |
| PSYC 371 | Psychology and the Law | 3 hrs. |
| PSYC 372 | Holistic Health Practices | 3 hrs. |
| PSYC 440 | Cognitive Psychology | 3 hrs. |
| PSYC 390, 490 | Selected Topics | 3 hrs. |
| PSYC 391, 491 | Research | 3 hrs. |
| SOCI 320 | Drugs and Society | 3 hrs. |

## Psychology Major, BA

Courses in the psychology major are designed to acquaint the student with the scientific investigation of behavior and mental processes. Students who are not pursuing a graduate degree in psychology, but are interested in using their knowledge of psychology in other professions, like business, communication, education, law, or social work are encouraged to complete the BA in Psychology. Students interested in pursuing a graduate degree in psychology should complete the BS in Psychology.

The Psychology major requires 44 credit hours of coursework.

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

*All prerequisites must be completed prior to enrollment in the following courses.*

| | | |
|---|---|---|
| PSYC 101 | Introduction to Psychology | 3 hrs. |
| PSYC 230 | Life Span Development | 3 hrs. |
| PSYC 240 | Social Psychology | 3 hrs. |
| PSYC 337 | Psychopathology and Clinical Science | 3 hrs. |
| BSCI 109 | Scientific Writing | 1 hr. |
| BSCI 200 | Research Methods for the Behavioral Sciences | 3 hrs. |
| BSCI 275 | Statistics for the Behavioral Sciences | 3 hrs. |
| BSCI 275-L | Statistics for the Behavioral Sciences Laboratory | 1 hr. |
| BSCI 380 | Undergraduate Internship Experience | 3 hrs. |
| BSCI 480 | Undergraduate Internship Experience II | 3 hrs. |
| PSYC 450 | History of Psychology | 3 hrs. |

*Students enrolled in PSYC 450 are required to take a comprehensive examination over topics covered in the major as well as a nationally-normed exit exam.*

| | | |
|---|---|---|
| *Choose Three:* | | *9 hrs.* |
| PSYC 312 | Positive Psychology | 3 hrs. |
| PSYC 333 | Psychology of Sustainability | 3 hrs. |
| PSYC 355 | Industrial Organizational Psychology | 3 hrs. |
| PSYC 363 | Lifestyle Medicine Theory and Practice | 3 hrs. |
| PSYC 370 | Human Sexuality | 3 hrs. |
| PSYC 371 | Psychology and the Law | 3 hrs. |
| SOCI 360 | Urban Sociology | 3 hrs. |

| | | |
|---|---|---|
| *Choose Two:* | | *6 hrs.* |
| CRIM 332 | Juvenile Delinquency | 3 hrs. |
| PSYC 301 | Psychology of Religion | 3 hrs. |
| PSYC 313 | Cross-Cultural Psychology | 3 hrs. |
| PSYC 352 | Psychology of Gender | 3 hrs. |
| SOCI 302 | Poverty and Inequality | 3 hrs. |
| SOCI 306 | Social Movements | 3 hrs. |
| SOCI 316 | Race and Ethnic Relations | 3 hrs. |
| WGST 101 | Introduction to Women and Gender Studies | 3 hrs. |

## Psychology Minor

The Psychology minor requires 18-19 credit hours of coursework.
*All prerequisites must be completed prior to enrollment in the following courses.*

| | | |
|---|---|---|
| PSYC 101 | Introduction to Psychology | 3 hrs. |
| BSCI 200 | Research Methods for the Behavioral Sciences | 3 hrs. |
| PSYC 337 | Psychopathology and Clinical Science | 3 hrs. |
| | | |
| *Choose One:* | | *3 hrs.* |
| PSYC 230 | Life Span Development | 3 hrs. |
| PSYC 240 | Social Psychology | 3 hrs. |
| | | |
| *Choose Two:* | | *6-7 hrs.* |
| *(At least one course must be a PSYC course)* | | |
| BSCI 308 | Qualitative Research Methods | 3 hrs. |
| BSCI 435 | Psychological Tests and Measurements | 3 hrs. |
| BSCI 435-L | Psychological Tests and Measurements Laboratory | 1 hr. |
| BSCI 475 | Advanced Statistics for the Behavioral Sciences | 3 hrs. |
| BSCI 475-L | Advanced Statistics for the Behavioral Sciences Laboratory | 1 hr. |
| PSYC 230 | Life Span Development | 3 hrs. |
| PSYC 240 | Social Psychology | 3 hrs. |
| PSYC 301 | Psychology of Religion | 3 hrs. |
| PSYC 312 | Positive Psychology | 3 hrs. |
| PSYC 313 | Cross-Cultural Psychology | 3 hrs. |
| PSYC 325 | Psychology of Adolescence and Emerging Adulthood | 3 hrs. |
| PSYC 333 | Psychology of Sustainability | 3 hrs. |
| PSYC 338 | Personality Theory in Psychology | 3 hrs. |
| PSYC 346 | Health Psychology | 3 hrs. |
| PSYC 348 | Psychoneuroimmunology | 3 hrs. |
| PSYC 352 | Psychology of Gender | 3 hrs. |
| PSYC 355 | Industrial Organizational Psychology | 3 hrs. |
| PSYC 356 | Biopsychology | 3 hrs. |
| PSYC 357 | Psychology of Adulthood | 3 hrs. |
| PSYC 363 | Lifestyle Medicine Theory and Practice | 3 hrs. |
| PSYC 370 | Human Sexuality | 3 hrs. |
| PSYC 371 | Psychology and the Law | 3 hrs. |
| PSYC 372 | Holistic Health Practices | 3 hrs. |
| PSYC 440 | Cognitive Psychology | 3 hrs. |
| PSYC 390, 490 | Selected Topics | 3 hrs. |
| PSYC 391, 491 | Research | 3 hrs. |
| SOCI 320 | Drugs and Society | 3 hrs. |

## Sociology Major

Sociology involves the systematic study of behavior in human social systems, varying from small groups to large societies. In addition to course offerings, departmental majors are encouraged to work in community, social and/or correctional agencies where they can apply classroom knowledge to real problems. Students interested in pursuing a graduate degree are encouraged to complete the department's minor in Advanced Scientific Analysis.

The Sociology major requires 44-45 credit hours of coursework.

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

*All prerequisites must be completed prior to enrollment in the following courses.*
*Co-requisites must be taken during the same semester.*

| | | |
|---|---|---|
| SOCI 101 | Introduction to Sociology | 3 hrs. |
| BSCI 109 | Scientific Writing | 1 hr. |
| BSCI 200 | Research Methods for the Behavioral Sciences | 3 hrs. |
| SOCI 201 | Sociology of the Family | 3 hrs. |
| SOCI 202 | Global Social Problems | 3 hrs. |
| BSCI 275 | Statistics for the Behavioral Sciences | 3 hrs. |
| BSCI 275-L | Statistics for the Behavioral Sciences Laboratory | 1 hr. |
| SOCI 302 | Poverty and Inequality | 3 hrs. |
| SOCI 336 | Development of Sociological Theory | 3 hrs. |
| BSCI 359 | Advanced Behavioral Research with Thesis I | 3 hrs. |

*It is essential that students complete BSCI 109, BSCI 200, BSCI 275, and BSCI 275-L before taking BSCI 359.*

*Those students who fail or do not successfully complete BSCI 359 will be removed from the Advanced Behavioral I and II course sequence. Students will not be allowed to register for and/or audit BSCI 361 during the following spring semester. Failing students must re-attempt the 359/361 sequence the following fall semester.*

| | | |
|---|---|---|
| BSCI 361 | Advanced Behavioral Research with Thesis II | 3 hrs. |

*Those students who fail or do not successfully complete BSCI 361 must earn a passing grade in BSCI 343 in order to fulfill the university and department research requirement. The final grade awarded in BSCI 343 shall not replace any prior grade earned in BSCI 361.*

| | | |
|---|---|---|
| BSCI 380 | Undergraduate Internship Experience | 3 hrs. |
| BSCI 493 | Senior Seminar | 3 hrs. |

*Students enrolled in BSCI 493 are required to take a comprehensive examination over topics covered in the major as well as a nationally-normed exit exam.*

| | | |
|---|---|---|
| *Choose Three:* | | *9-10 hrs.* |
| *(At least two must be SOCI courses)* | | |
| ANML 303 | Animals and Society | 3 hrs. |
| BSCI 308 | Qualitative Research Methods | 3 hrs. |
| BSCI 435 | Psychological Tests and Measurements | 3 hrs. |
| BSCI 435-L | Psychological Tests and Measurements Laboratory | 1 hr. |
| BSCI 475 | Advanced Statistics for the Behavioral Sciences | 3 hrs. |
| BSCI 475-L | Advanced Statistics for the Behavioral Sciences Laboratory | 1 hr. |
| BSCI 480 | Undergraduate Internship Experience II | 3 hrs. |
| CRIM 321 | Deviance and Social Control | 3 hrs. |
| CRIM 332 | Juvenile Delinquency | 3 hrs. |
| PSYC 370 | Human Sexuality | 3 hrs. |
| SOCI 280 | Sociology of Sport | 3 hrs. |
| SOCI 306 | Social Movements | 3 hrs. |
| SOCI 316 | Race and Ethnic Relations | 3 hrs. |
| SOCI 320 | Drugs and Society | 3 hrs. |
| SOCI 360 | Urban Sociology | 3 hrs. |
| SOCI 373 | Sociology of Health, Illness, and Health Care | 3 hrs. |
| SOCI 390, 490 | Selected Topics | 3 hrs. |
| SOCI 391, 491 | Research | 3 hrs. |

## Sociology Minor

The Sociology minor requires 18-19 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*
*Co-requisites must be taken during the same semester.*

| | | |
|---|---|---|
| SOCI 101 | Introduction to Sociology | 3 hrs. |
| SOCI 202 | Global Social Problems | 3 hrs. |
| SOCI 302 | Poverty and Inequality | 3 hrs. |
| SOCI 336 | Development of Sociological Theory | 3 hrs. |
| *Choose Two:* | | *6 hrs.* |
| *(At least one must be a SOCI course)* | | |
| ANML 303 | Animals and Society | 3 hrs. |
| BSCI 308 | Qualitative Research Methods | 3 hrs. |
| BSCI 435 | Psychological Tests and Measurements | 3 hrs. |
| BSCI 435-L | Psychological Tests and Measurements Laboratory | 1 hr. |
| BSCI 475 | Advanced Statistics for Behavioral Sciences | 3 hrs. |
| BSCI 475-L | Advanced Statistics for Behavioral Sciences Laboratory | 1 hr. |
| CRIM 321 | Deviance and Social Control | 3 hrs. |
| CRIM 332 | Juvenile Delinquency | 3 hrs. |
| PSYC 370 | Human Sexuality | 3 hrs. |
| SOCI 280 | Sociology of Sport | 3 hrs. |
| SOCI 306 | Social Movements | 3 hrs. |
| SOCI 316 | Race and Ethnic Relations | 3 hrs. |
| SOCI 320 | Drugs and Society | 3 hrs. |
| SOCI 360 | Urban Sociology | 3 hrs. |
| SOCI 373 | Sociology of Health, Illness, and Health Care | 3 hrs. |
| SOCI 390, 490 | Selected Topics | 3 hrs. |
| SOCI 391, 491 | Research | 3 hrs. |

## Women and Gender Studies Minor

*Dr. David Derossett and Dr. Callie Gibson, Co-Coordinators*

The Women and Gender Studies minor is multidisciplinary. Participating academic departments offer courses that examine women's roles, gender identity and gendered perspectives. The goal of the women and gender studies minor is to encourage students to explore varied ideas, perspectives and values that will enrich their experiences and contributions to society.

The Women and Gender Studies minor requires 15 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

| | | |
|---|---|---|
| WGST 101 | Introduction to Women and Gender Studies | 3 hrs. |
| *Choose One:* | | *3 hrs.* |
| WGST 371 | Women and Gender Studies Thesis Seminar | 3 hrs. |
| WGST 397, 497 | Internship | 3 hrs. |
| *Choose one course offered in fine arts or in humanities:* | | *3 hrs.* |
| ENGL 302 | Women Writers | 3 hrs. |
| ENGL 303 | Single Author (Women) | 3 hrs. |
| ENGL 317 | African-American Literature (Women's) | 3 hrs. |
| HIST 322 | Joan of Arc: Film and History | 3 hrs. |
| HIST 342 | The European Witch-Hunts | 3 hrs. |
| SPAN 313 | These Are Not Sweet Girls: Hispanic Women's Literature | 3 hrs. |
| WGST 390 | Selected Topics in Women and Gender Studies[1] | 3 hrs. |
| *Choose one course offered in social sciences or in science and math:* | | *3 hrs.* |
| PLSC 370 | Women and Politics | 3 hrs. |
| PSYC 352 | Psychology of Gender | 3 hrs. |
| PSYC 370 | Human Sexuality | 3 hrs. |
| SOCI 201 | Sociology of the Family | 3 hrs. |
| SOCI 302 | Poverty and Inequality | 3 hrs. |
| SOCI 306 | Social Movements | 3 hrs. |
| WGST 390 | Selected Topics in Women and Gender Studies[1] | 3 hrs. |
| *Choose one elective course from the following:* | | *3 hrs.* |
| ENGL 302 | Women Writers | 3 hrs. |
| ENGL 303 | Single Author (Women) | 3 hrs. |
| ENGL 317 | African-American Literature (Women's) | 3 hrs. |
| HIST 322 | Joan of Arc: Film and History | 3 hrs. |
| HIST 342 | The European Witch-Hunts | 3 hrs. |
| PLSC 370 | Women and Politics | 3 hrs. |
| PSYC 352 | Psychology of Gender | 3 hrs. |
| PSYC 370 | Human Sexuality | 3 hrs. |
| SOCI 201 | Sociology of the Family | 3 hrs. |

| | | |
|---|---|---|
| SOCI 302 | Poverty and Inequality | 3 hrs. |
| SOCI 306 | Social Movements | 3 hrs. |
| SPAN 313 | These Are Not Sweet Girls: Hispanic Women's Literature | 3 hrs. |
| WGST 390 | Selected Topics in Women and Gender Studies[1] | 3 hrs. |

[1]Selected topics should be confirmed with the director of women and gender studies for consideration as minor credit.

## Department of Biology

*Dr. Kevin P. Jansen, Chair*

Courses in the department of biology are designed to prepare students for graduate studies, the teaching profession, medical and allied health professions, and positions in resource management, environmental science and research.

Students planning to pursue graduate studies in biology (for research or professional degrees) are strongly encouraged to consult with faculty advisors in biology to determine the best curriculum for the chosen career path.

**Program Learning Outcomes:**
1. Understand and describe processes and patterns in living systems
2. Apply established biological protocols and techniques to investigate scientific problems
3. Communicate scientific information.

*Students may only declare one major in the Department of Biology.*

### Biology Major, BS

The biology major in the Bachelor of Science degree program is designed for students who need breadth and depth of understanding in the field of biology as well as related natural and mathematical sciences. Many graduates of this major further their education with post-graduate degrees in research or health-related professions, but the biology major in the BS program also provides qualifications for many entry-level biology positions. While this major prepares students for more specialized careers in and related to the biological sciences, each student should consult with faculty members in the biology department to decide their best academic plan while at Drury.

The Bachelor of Science Biology major requires 67 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*
*Co-requisites must be taken during the same semester.*

| **Required** | | **43-44 hrs.** |
|---|---|---|
| BIOL 172 | Molecular Biology | 3 hrs. |
| BIOL 181 | Genetics | 3 hrs. |
| BIOL 182 | Evolution | 2 hrs. |
| BIOL 200 | Ecology | 3 hrs. |
| BIOL 225 | Biostatistics | 3 hrs. |
| BIOL 226 | Laboratory Methods in Biology | 2 hrs. |
| BIOL 399 | Biology Reading Seminar | 1 hr. |
| BIOL 400 | Biology Writing Seminar | 2 hrs. |
| | | |
| *Choose One:* | | *4-5 hrs.* |
| BIOL 313 | Advanced Microbiology | 5 hrs. |
| BIOL 334 | Development Biology | 4 hrs. |
| BIOL 373 | Herpetology | 5 hrs. |

| | | |
|---|---|---|
| *Choose 20 Hours:* | | *20 hrs.* |
| BIOL 301 | Advanced Evolutionary Biology | 3 hrs. |
| BIOL 308 | Immunology | 3 hrs. |
| BIOL 312 | Advanced Ecology | 5 hrs. |
| BIOL 313 | Advanced Microbiology | 5 hrs. |
| BIOL 316 | Comparative Anatomy | 5 hrs. |
| BIOL 317 | Vertebrate Embryology | 5 hrs. |
| BIOL 320 | Vertebrate Physiology | 5 hrs. |
| BIOL 321 | Comprehensive Human Anatomy | 5 hrs. |
| BIOL 322 | Advanced Genetics | 5 hrs. |
| BIOL 324 | Cellular and Molecular Biology | 3 hrs. |
| BIOL 325 | Epidemiology | 3 hrs. |
| BIOL 333 | Histology | 5 hrs. |
| BIOL 334 | Developmental Biology | 4 hrs. |
| BIOL 337 | Introduction to Virology | 3 hrs. |
| BIOL 373 | Herpetology | 5 hrs. |
| BIOL 378 | Advanced Human Physiology I | 5 hrs. |
| BIOL 379 | Advanced Human Physiology II | 5 hrs. |
| **Other Required Courses:** | | **24-29 hrs.** |
| CHEM 238 | Inorganic Chemistry | 3 hrs. |
| CHEM 238-L | Inorganic Chemistry Laboratory | 2 hrs. |
| MATH 231 | Calculus I | 4 hrs. |
| *Choose One:* | | *5 hrs.* |
| CHEM 121 | Introductory Chemistry | 5 hrs. |
| CHEM 131/L | Foundations of Chemistry with Lab | 5 hrs. |
| *Choose One:* | | *5 hrs.* |
| PHYS 201 | Principles of Physics I | 5 hrs. |
| PHYS 211 | General Physics I | 5 hrs. |
| *Choose One Set:* | | |
| CHEM 312 | Organic Chemistry Reactions | 3 hrs. |
| CHEM 312-L | Organic Chemistry Reactions Laboratory | 2 hrs. |
| **OR** | | |
| CHEM 315 | Organic Chemistry | 3 hrs. |
| CHEM 315-L | Organic Chemistry Laboratory | 2 hrs. |
| CHEM 415 | Advanced Organic Chemistry | 3 hrs. |
| CHEM 415-L | Advanced Organic Chemistry Laboratory | 2 hrs. |

## Biology Major, BA

The biology major in the Bachelor of Arts degree program is designed for students who need breadth of understanding in the field of biology without the interdisciplinary depth afforded by the biology major in the Bachelor of Science degree program. Students pursuing the biology major in the BA program may need to take courses in other academic fields in preparation for their career path (e.g., nursing, scientific writing/illustration, occupational therapy) or may need to double major in academic fields outside biology that are required for certain career paths (e.g., teaching). While this major prepares students for a wide variety of career paths, each student should consult with faculty members in the biology department to decide their best academic plan while at Drury.

The Bachelor of Arts Biology major requires 44 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*
*Co-requisites must be taken during the same semester.*

| **Required** | | **26-31 hrs.** |
|---|---|---|
| BIOL 172 | Molecular Biology | 3 hrs. |
| BIOL 181 | Genetics | 3 hrs. |
| BIOL 182 | Evolution | 2 hrs. |
| BIOL 200 | Ecology | 3 hrs. |
| BIOL 226 | Laboratory Methods in Biology | 2 hrs. |
| BIOL 399 | Biology Reading Seminar | 1 hr. |
| BIOL 400 | Biology Writing Seminar | 2 hrs. |
| *Choose three, with at least one having a laboratory experience (i.e., a 4 or 5 hour course):* | | *10-15 hrs.* |
| BIOL 301 | Advanced Evolutionary Biology | 3 hrs. |
| BIOL 308 | Immunology | 3 hrs. |
| BIOL 312 | Advanced Ecology | 5 hrs. |
| BIOL 313 | Advanced Microbiology | 5 hrs. |
| BIOL 316 | Comparative Anatomy | 5 hrs. |
| BIOL 317 | Vertebrate Embryology | 5 hrs. |
| BIOL 320 | Vertebrate Physiology | 5 hrs. |
| BIOL 321 | Comprehensive Human Anatomy | 5 hrs. |
| BIOL 322 | Advanced Genetics | 5 hrs. |
| BIOL 324 | Cellular and Molecular Biology | 3 hrs. |
| BIOL 325 | Epidemiology | 3 hrs. |
| BIOL 333 | Histology | 5 hrs. |
| BIOL 334 | Developmental Biology | 4 hrs. |
| BIOL 337 | Introduction to Virology | 3 hrs. |
| BIOL 373 | Herpetology | 5 hrs. |
| BIOL 378 | Advanced Human Physiology I | 5 hrs. |
| BIOL 379 | Advanced Human Physiology II | 5 hrs. |

| **Other Required Courses:** | | **18 hrs.** |
|---|---|---|
| CHEM 238 | Inorganic Chemistry | 3 hrs. |
| CHEM 238-L | Inorganic Chemistry Laboratory | 2 hrs. |
| MATH 227 | Introduction to Statistics | 3 hrs. |
| | | |
| *Choose One:* | | *5 hrs.* |
| CHEM 121 | Introductory Chemistry | 5 hrs. |
| CHEM 131/L | Foundations of Chemistry with Lab | 5 hrs. |
| | | |
| *Choose One:* | | *5 hrs.* |
| PHYS 201 | Principles of Physics | 5 hrs. |
| PHYS 211 | General Physics I | 5 hrs. |

## Biology Minor

The Biology minor requires 20 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*
*Co-requisites must be taken during the same semester.*

| | | |
|---|---|---|
| BIOL 172 | Molecular Biology | 3 hrs. |
| BIOL 181 | Genetics | 3 hrs. |
| BIOL 182 | Evolution | 2 hrs. |
| BIOL 200 | Ecology | 3 hrs. |
| Nine hours of additional coursework from Biology | | 9 hrs. |

*Students may not pursue the Biology minor in conjunction with any other major or minor in the Department of Biology.*

Students planning to pursue graduate studies in biology are strongly encouraged to take two semesters each of general chemistry, organic chemistry and physics.

## Environmental Biology Major

The environmental biology major trains students in the natural sciences as well as other disciplines that inform environmental issues, providing breadth across math and the natural sciences and depth within field biology, ecology, and biodiversity. Students develop skills for measuring and analyzing ecological interactions, environmental processes, and the impacts of human behavior on natural resources as well as for communicating scientific information orally and in writing.

Students with a major in environmental biology are prepared for graduate school in many biological and environmental disciplines as well as science-oriented careers in state or federal conservation agencies, parks, or forest services, environmental consulting, and non-governmental organizations.

The Bachelor of Science Environmental Biology major requires 69 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*
*Co-requisites must be taken during the same semester.*

| **Required:** | | **38 hrs.** |
|---|---|---|
| BIOL 172 | Molecular Biology | 3 hrs. |
| BIOL 181 | Genetics | 3 hrs. |
| BIOL 182 | Evolution | 2 hrs. |
| BIOL 200 | Ecology | 3 hrs. |
| BIOL 225 | Biostatistics | 3 hrs. |
| BIOL 226 | Laboratory Methods in Biology | 2 hrs. |
| BIOL 312 | Advanced Ecology | 5 hrs. |
| BIOL 313 | Advanced Microbiology | 5 hrs. |
| BIOL 334 | Developmental Biology | 4 hrs. |
| BIOL 373 | Herpetology | 5 hrs. |
| BIOL 399 | Biology Reading Seminar | 1 hr. |
| BIOL 400 | Biology Writing Seminar | 2 hrs. |
| **Required Environmental Courses:** | | **6 hrs.** |
| ECON 225 | Introduction to Environmental Economics | 3 hrs. |
| PLSC 323 | Issues in Environmental Policy | 3 hrs. |
| **Other Required Courses:** | | **25-29 hrs.** |
| CHEM 238 | Inorganic Chemistry | 3 hrs. |
| CHEM 238-L | Inorganic Chemistry Laboratory | 2 hrs. |
| MATH 231 | Calculus I | 4 hrs. |
| *Choose One:* | | |
| PHYS 201 | Principles of Physics I | 5 hrs. |
| PHYS 211 | General Physics I | 5 hrs. |
| *Choose One:* | | *5 hrs.* |
| CHEM 121 | Introductory Chemistry | 5 hrs. |
| CHEM 131/L | Foundations of Chemistry with Lab | 5 hrs. |

*Choose One Set:*

| | | |
|---|---|---|
| CHEM 310/L | Quantitative Chemical Analysis with Lab | 5 hrs. |
| CHEM 410/L | Instrumental Analysis with Lab | 5 hrs. |
| **OR** | | |
| CHEM 315 | Organic Chemistry | 3 hrs. |
| CHEM 336 | Biochemistry | 3 hrs. |

## Exercise Physiology Major

The exercise physiology major prepares students for doctoral programs in physical therapy and graduate programs in exercise physiology. The curriculum provides students with an opportunity to study within multiple natural science departments, culminating in capstone experiences within the specialized exercise physiology profession.

The Bachelor of Science Exercise Physiology major requires 65 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*
*Co-requisites must be taken during the same semester.*

| | | |
|---|---|---|
| BIOL 172 | Molecular Biology | 3 hrs. |
| BIOL 181 | Genetics | 3 hrs. |
| BIOL 182 | Evolution | 2 hrs. |
| BIOL 205 | Human Anatomy | 5 hrs. |
| BIOL 206 | Human Physiology | 4 hrs. |
| BIOL 302 | Human Nutrition | 3 hrs. |
| BIOL 343 | Principles of Strength Training and Functional Anatomy | 3 hrs. |
| BIOL 350 | Exercise Physiology | 3 hrs. |
| CHEM 238/L | Inorganic Chemistry with Laboratory | 3/2 hrs. |
| EXSP 330 | Prevention and Care of Athletic Injuries | 3 hrs. |
| EXSP 397, 497 | Internship | 3 hrs. |
| EXSP 493 | Senior Seminar | 3 hrs. |
| MATH 227 | Introduction to Statistics | 3 hrs. |
| MATH 231 | Calculus I | 4 hrs. |
| *Choose One:* | | *10 hrs.* |
| PHYS 201 | Principles of Physics I | 5 hrs. |
| PHYS 202 | Principles of Physics II | 5 hrs. |
| **OR** | | |
| PHYS 211 | General Physics I | 5 hrs. |
| PHYS 212 | General Physics II | 5 hrs. |
| *Choose One:* | | *5 hrs.* |
| CHEM 121 | Introductory Chemistry | 5 hrs. |
| CHEM 131/L | Foundations of Chemistry with Lab | 5 hrs. |
| *Choose One:* | | |
| BIOL 322 | Advanced Genetics | 5 hrs. |
| BIOL 334 | Developmental Biology | 4 hrs. |
| BIOL 364 | Neuroanatomy | 5 hrs. |
| BIOL 382 | Pathophysiology | 3 hrs. |
| EXSP 345 | Wellness & Health Promotion | 3 hrs. |

## Exercise Physiology Minor

The Exercise Physiology Minor can be used to help prepare students for doctoral programs in physical therapy and graduate programs in exercise physiology if combined with another major in the natural sciences. The minor also can help prepare students for some certificates in athletic training. Please contact your advisor in the biology department to discuss your options for an optimal major to pair with this minor.

The Exercise Physiology Minor requires 25 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*
*Co-requisites must be taken during the same semester.*

| | | |
|---|---|---|
| BIOL 110* | Fundamentals of Cell Biology | 4 hrs. |
| BIOL 205 | Human Anatomy | 5 hrs. |
| BIOL 206 | Human Physiology | 4 hrs. |
| BIOL 302 | Human Nutrition | 3 hrs. |
| BIOL 343 | Principles of Strength Training and Functional Anatomy | 3 hrs. |
| BIOL 350 | Exercise Physiology | 3 hrs. |

*BIOL 110 Fundamentals of Cell Biology may be replaced by completing both BIOL 172 and BIOL 181.

## Medical Technology Major

*Dr. Kevin P. Jansen, Chair*

The Bachelor of Science Medical Technology major is only available to students admitted to Drury's traditional day school as first-time freshmen (i.e., non-transfer students with the exception of up to 30 credit hours of dual, IB, and/or AP credit from high school) who also complete one year of clinical coursework at the CoxHealth School of Medical Technology. Upon completion of all coursework at Drury and CoxHealth, students will have earned a Bachelor of Science degree with a major in Medical Technology from Drury. Graduates of the program will be qualified to serve as medical technologists and/or pursue further certification to specialize within medical laboratory science.

To qualify for the Medical Technology Major and CoxHealth School of Medical Technology, students must:

1. Complete all Drury Fusion, certificate, and Medical Technology major coursework during the first three years at Drury.
2. Apply to the CoxHealth School of Medical Technology in the third year at Drury.
3. If admitted to the CoxHealth program, student must file for an Academic Leave of Absence prior to beginning the coursework with CoxHealth. Students admitted to the CoxHealth program will pay all tuition and fees directly to Cox.
4. Upon completion of 12-month CoxHealth program, students will request an official transcript and/or program completion certificate for transfer credit to be evaluated. Transfer credit will apply to total degree hour count and upper division hours, if needed.
5. If denied acceptance to the CoxHealth program, student will switch to the BA–Biology Major and complete all major coursework with Drury.

The Medical Technology major requires 44 credit hours of Drury coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

*Co-requisites must be taken during the same semester.*

| *Required Courses* | | |
|---|---|---|
| BIOL 172 | Molecular Biology | 3 hrs. |
| BIOL 181 | Genetics | 3 hrs. |
| BIOL 182 | Evolution | 2 hrs. |
| BIOL 208/L | Microbiology/Lab | 5 hrs. |
| BIOL 308 | Immunology | 3 hrs. |
| BIOL 322 | Advanced Genetics | 4 hrs. |
| CHEM 238/L | Inorganic Chemistry with Laboratory | 3/2 hrs. |
| CHEM 312/L | Organic Chemistry Reactions with Laboratory | 3/2 hrs. |
| MATH 109 | College Algebra | 3 hrs. |
| MATH 227 | Introduction to Statistics | 3 hrs. |
| | | |
| *Choose One:* | | *3 hrs.* |
| BIOL 324 | Cell and Molecular Biology | 3 hrs. |
| CHEM 336 | Biochemistry | 3 hrs. |

| | | |
|---|---|---|
| *Choose One:* | | *5 hrs.* |
| CHEM 121 | Introductory Chemistry | 5 hrs. |
| CHEM 131/L | Foundations of Chemistry with Lab | 5 hrs. |

A minimum of 94 semester hours and all Your Drury Fusion courses are required prior to entrance in the CoxHealth School of Medical Technology, and the final year of the curriculum will be at the Cox-South campus in Springfield. The Bachelor of Science degree with a major in Medical Technology will eventually be granted from Drury.

## Department of Chemistry and Physics

*Dr. Madhuri Manpadi, Chair*

The Drury chemistry program is designed to provide students with a hands-on approach to learning with modern-day equipment and instrumentation. The curriculum offers three majors (ACS Chemistry, Biochemistry, and Chemistry) that can prepare students for direct employment after graduation and/or provide a strong foundation for continued education in graduate school or a health-related professional program.

It is strongly recommended that students contact an advisor in the chemistry program to help them determine which major will provide the best opportunity for them to successfully complete preparation for their chosen career.

## ACS Chemistry Major, BS

The Bachelor of Science ACS Chemistry major requires 65 credit hours of coursework.

**Program Learning Outcomes:**

1. Have the competency of theories, ideas and procedures in the foundation areas of chemistry (analytical, biochemical, inorganic, organic, physical) required of an entry-level chemist and/or chemist intent on further education.
2. Understand, analyze, interpret and communicate scientific information.
3. Apply modern chemical techniques and instrumentation to investigate scientific problems

Students planning a career in chemistry or biochemistry research, or as a professional chemist or biochemist, are strongly encouraged to complete the major approved by the American Chemical Society (ACS).

| **Chemistry Courses** | | **47 hrs.** |
|---|---|---|
| *Choose One:* | | *5 hrs.* |
| CHEM 121 | Introductory Chemistry | 5 hrs. |
| CHEM 131/L | Foundations of Chemistry with Lab | 5 hrs. |
| | | |
| *Other Foundational Courses* | | |
| CHEM 238/L | Inorganic Chemistry with Lab | 5 hrs. |
| CHEM 310/L | Quantitative Chemical Analysis with Lab | 5 hrs. |
| CHEM 315/L | Organic Chemistry with Lab | 5 hrs. |
| CHEM 327/L | Physical Chemistry with Lab | 5 hrs. |
| CHEM 336/L | Biochemistry with Lab | 5 hrs. |
| CHEM 494 | Senior Capstone | 1 hr. |
| | | |
| *Choose Four Advanced Topics and 2 Labs:* | | *16 hrs.* |
| CHEM 338/L | Advanced Inorganic Chemistry with Lab | 5 hrs. |
| CHEM 410/L | Instrumental Analysis with Lab | 5 hrs. |
| CHEM 414/L | Medicinal Chemistry with Lab | 5 hrs. |
| CHEM 415/L | Advanced Organic Chemistry with Lab | 5 hrs. |

| | | |
|---|---|---|
| CHEM 427/L | Advanced Physical Chemistry with Lab | 5 hrs. |
| CHEM 436/L | Advanced Biochemistry with Lab | 5 hrs. |

| **Non-Chemistry Course Requirements** | | **18 hrs.** |
|---|---|---|
| MATH 231 | Calculus I | 4 hrs. |
| MATH 232 | Calculus II | 4 hrs. |
| PHYS 211 | General Physics I | 5 hrs. |
| PHYS 212 | General Physics II | 5 hrs. |

## Biochemistry Major

The Bachelor of Science Biochemistry major requires 63 credit hours of coursework.

**Program Learning Outcomes:**

1. Have the competency of theories, ideas and procedures in the foundation areas of chemistry (analytical, biochemical, inorganic, organic, physical) required of an entry-level chemist and/or chemist intent on further education.
2. Understand, analyze, interpret and communicate scientific information.
3. Apply modern chemical techniques and instrumentation to investigate scientific problems

*Students pursuing a major in Biochemistry may not also major or minor in Biology or Chemistry.*

| **Chemistry Courses** | | **35 hrs.** |
|---|---|---|
| *Choose One:* | | *5 hrs.* |
| CHEM 121 | Introductory Chemistry | 5 hrs. |
| CHEM 131/L | Foundations of Chemistry with Lab | 5 hrs. |
| | | |
| *Other Foundational Courses* | | |
| CHEM 238/L | Inorganic Chemistry with Lab | 5 hrs. |
| CHEM 310 | Quantitative Chemical Analysis | 3 hrs. |
| CHEM 315/L | Organic Chemistry with Lab | 5 hrs. |
| CHEM 336/L | Biochemistry with Lab | 5 hrs. |
| CHEM 415 | Advanced Organic Chemistry | 3 hrs. |
| CHEM 436 | Advanced Biochemistry | 3 hrs. |
| CHEM 494 | Senior Capstone | 1 hr. |
| | | |
| *Choose At Least One Lab:* | | *2 hrs.* |
| CHEM 310L | Quantitative Chemical Analysis Lab | 2 hrs. |
| CHEM 415L | Advanced Organic Chemistry Lab | 2 hrs. |
| CHEM 436L | Advanced Biochemistry Lab | 2 hrs. |
| | | |
| *Choose One Advanced Course with Optional Lab* | | *3-5 hrs.* |
| CHEM 338/L | Advanced Inorganic Chemistry with Lab | 5 hrs. |
| CHEM 410/L | Instrumental Analysis with Lab | 5 hrs. |
| CHEM 414/L | Medicinal Chemistry with Lab | 5 hrs. |
| | | |
| **Biology Courses** | | **14 hrs.** |
| BIOL 172 | Molecular Biology | 3 hrs. |
| BIOL 181 | Genetics | 3 hrs. |
| BIOL 182 | Evolution | 2 hrs. |
| | | |
| *Choose Two Courses:* | | *6-10 hrs.* |
| BIOL 308 | Immunology | 3 hrs. |
| BIOL 313 | Advanced Microbiology | 5 hrs. |
| BIOL 322 | Advanced Genetics | 5 hrs. |
| BIOL 324 | Cellular and Molecular Biology | 3 hrs. |
| BIOL 334 | Developmental Biology | 4 hrs. |

| | | |
|---|---|---|
| BIOL 378 | Advanced Human Physiology I | 5 hrs. |
| BIOL 379 | Advanced Human Physiology II | 5 hrs. |

| | | |
|---|---|---|
| **Other Required Courses** | | **14 hrs.** |
| MATH 231 | Calculus I | 4 hrs. |
| *Choose One Set:* | | |
| PHYS 211 | General Physics I | 5 hrs. |
| PHYS 212 | General Physics II | 5 hrs. |
| OR | | |
| PHYS 201 | Principles of Physics I | 5 hrs. |
| PHYS 202 | Principles of Physics II | 5 hrs. |

## Chemistry Major, BA

The Chemistry major requires 44 credit hours of coursework.

**Program Learning Outcomes:**

1. Have the competency of theories, ideas and procedures in the foundation areas of chemistry (analytical, biochemical, inorganic, organic, physical) required of an entry-level chemist and/or chemist intent on further education.
2. Understand, analyze, interpret and communicate scientific information.
3. Apply modern chemical techniques and instrumentation to investigate scientific problems

| **Chemistry Course Requirements** | | **30 hrs.** |
|---|---|---|
| *Choose One:* | | *5 hrs.* |
| CHEM 121 | Introductory Chemistry | 5 hrs. |
| CHEM 131/L | Foundations of Chemistry with Lab | 5 hrs. |
| | | |
| *Choose Three:* | | *15 hrs.* |
| CHEM 238/L | Inorganic Chemistry with Lab | 5 hrs. |
| CHEM 310/L | Quantitative Chemical Analysis with Lab | 5 hrs. |
| CHEM 315/L | Organic Chemistry with Lab | 5 hrs. |
| CHEM 327/L | Physical Chemistry with Lab | 5 hrs. |
| CHEM 336/L | Biochemistry with Lab | 5 hrs. |
| | | |
| *Choose Two Advanced Topics:* | | *10 hrs.* |
| CHEM 338/L | Advanced Inorganic Chemistry with Lab | 5 hrs. |
| CHEM 410/L | Instrumental Analysis with Lab | 5 hrs. |
| CHEM 414/L | Medicinal Chemistry with Lab | 5 hrs. |
| CHEM 415/L | Advanced Organic Chemistry with Lab | 5 hrs. |
| CHEM 427/L | Advanced Physical Chemistry with Lab | 5 hrs. |
| CHEM 436/L | Advanced Biochemistry with Lab | 5 hrs. |
| | | |
| **Non-Chemistry Course Requirements** | | **14 hrs.** |
| MATH 231 | Calculus I | 4 hrs. |
| | | |
| *Choose One Set:* | | |
| PHYS 211 | General Physics I | 5 hrs. |
| PHYS 212 | General Physics II | 5 hrs. |
| OR | | |
| PHYS 201 | Principles of Physics I | 5 hrs. |
| PHYS 202 | Principles of Physics II | 5 hrs. |

## Chemistry Minor

The Chemistry minor requires 21 credit hours of coursework.

**Program Learning Outcomes:**

1. Have the competency of theories, ideas and procedures in the foundation areas of chemistry (analytical, biochemical, inorganic, organic, physical) required of an entry-level chemist and/or chemist intent on further education.
2. Understand, analyze, interpret and communicate scientific information.
3. Apply modern chemical techniques and instrumentation to investigate scientific problems

| *Choose One:* | | *5 hrs.* |
|---|---|---|
| CHEM 121 | Introductory Chemistry | 5 hrs. |
| CHEM 131/L | Foundations of Chemistry with Lab | 5 hrs. |

| *Choose Three:* | | *9 hrs.* |
|---|---|---|
| CHEM 238 | Inorganic Chemistry | 3 hrs. |
| CHEM 310 | Quantitative Chemical Analysis | 3 hrs. |
| CHEM 315 | Organic Chemistry | 3 hrs. |
| CHEM 327 | Physical Chemistry | 3 hrs. |
| CHEM 336 | Biochemistry | 3 hrs. |

| *Choose Any Two Labs:* | | *4 hrs.* |
|---|---|---|
| CHEM 238-L | Inorganic Chemistry Laboratory | 2 hrs. |
| CHEM 310-L | Quantitative Chemical Analysis Lab | 2 hrs. |
| CHEM 315-L | Organic Chemistry Laboratory | 2 hrs. |
| CHEM 327-L | Physical Chemistry Laboratory | 2 hrs. |
| CHEM 336-L | Biochemistry Laboratory | 2 hrs. |
| CHEM 338-L | Advanced Inorganic Chemistry Laboratory | 2 hrs. |
| CHEM 414-L | Medicinal Chemistry Laboratory | 2 hrs. |
| CHEM 415-L | Advanced Organic Chemistry Laboratory | 2 hrs. |
| CHEM 427-L | Advanced Physical Chemistry Laboratory | 2 hrs. |
| CHEM 436-L | Advanced Biochemistry Laboratory | 2 hrs. |

| *Choose One Advanced Topic:* | | *3 hrs.* |
|---|---|---|
| CHEM 338 | Advanced Inorganic Chemistry | 3 hrs. |
| CHEM 410 | Instrumental Analysis | 3 hrs. |
| CHEM 414 | Medicinal Chemistry | 3 hrs. |
| CHEM 415 | Advanced Organic Chemistry | 3 hrs. |
| CHEM 427 | Advanced Physical Chemistry | 3 hrs. |
| CHEM 436 | Advanced Biochemistry | 3 hrs. |

## Physics Major

The Drury physics program is strongly oriented toward student learning and success. Our courses in both the major and minor prepare students for graduate studies in physics, math, computing and other fields; professional careers in medicine, law, or teaching; and—in concert with our Dual-Degree Engineering Program—a career in engineering.

The physics faculty have wide and varied backgrounds. Their research interests include robotics and human motion; orbital debris modeling and planetary ring dynamics; student learning and the use of modeling in physics instruction; developing student understanding throughout the curriculum and building instruments that measure student value for learning in math in science. Faculty are committed to involving students in meaningful research as a part of learning.

Each teaching laboratory is equipped with computers interfaced with a wide variety of sensors for collecting and analyzing data in real time, from experiments involving motion, temperature, force, sound, electrical and magnetic and other phenomena. The department's resources include a computing cluster of three 12-core computers with biophysics/biochemistry software, high speed cameras, and a suite of 8- to 14-inch telescopes with CCD cameras and computer control for color imaging.

**Program Learning Outcomes:**

1. Effectively solve problems using appropriate principles of physics, models, multiple representations and assumptions.
2. Become more expert-like in their physics epistemology and identify themselves as participating members of the physics community.
3. Experience (hands-on) (novel) research, an industrial internship, or a teaching practicum.
4. Work effectively in teams.
5. Communicate (scientific knowledge / solutions to a problem) clearly in written and oral form.

The physics major requires 57 credit hours of coursework.
*All prerequisites must be completed prior to enrollment in the following courses.*

| **Required Physics Courses** | | **33 hrs.** |
|---|---|---|
| PHYS 211 | General Physics I | 5 hrs. |
| PHYS 212 | General Physics II | 5 hrs. |
| PHYS 213 | Magnetism, Waves and Optics | 3 hrs. |
| PHYS 309 | Modern Physics | 5 hrs. |
| PHYS 350 | Intermediate Mechanics | 3 hrs. |
| EGRE 430 | Electromagnetics I | 3 hrs. |
| PHYS 442 | Introduction to Quantum Mechanics | 3 hrs. |
| | | |
| *Choose Two:* | | *6 hrs.* |
| PHYS 320 | Biophysics | 3 hrs. |
| PHYS 361 | Mathematical Methods for Physics | 3 hrs. |
| PHYS 401 | Mechanics II | 3 hrs. |
| EGRE 431 | Electromagnetics II | 3 hrs. |
| PHYS 420 | Computational Physics | 3 hrs. |

| **Required Non-Physics Courses** | | **24 hrs.** |
|---|---|---|
| CHEM 121 | Introductory Chemistry | 5 hrs. |
| CSCI 251 | Introduction to Computer Science | 4 hrs. |
| MATH 231 | Calculus I | 4 hrs. |
| MATH 232 | Calculus II | 4 hrs. |
| MATH 233 | Calculus III | 4 hrs. |
| MATH 366 | Differential Equations | 3 hrs. |

*Math 235 Linear Algebra is recommended.*

## Physics Minor

The physics minor requires 20 credit hours of coursework.

**Program Learning Outcomes:**

1. Effectively solve problems using appropriate principles of physics, models, multiple representations and assumptions.
2. Become more expert-like in their physics epistemology and identify themselves as participating members of the physics community.
3. Experience (hands-on) (novel) research, an industrial internship, or a teaching practicum.
4. Work effectively in teams.
5. Communicate (scientific knowledge / solutions to a problem) clearly in written and oral form.

*All prerequisites must be completed prior to enrollment in the following courses.*

| | | |
|---|---|---|
| MATH 231 | Calculus I | 4 hrs. |
| PHYS 211 | General Physics I | 5 hrs. |
| PHYS 212 | General Physics II | 5 hrs. |
| PHYS 213 | Magnetism, Waves and Optics | 3 hrs. |
| | | |
| *Choose One:* | | *3-5 hrs.* |
| PHYS 309 | Modern Physics | 5 hrs. |
| PHYS 320 | Biophysics | 3 hrs. |
| PHYS 350 | Intermediate Mechanics | 3 hrs. |
| PHYS 361 | Mathematical Methods for Physics | 3 hrs. |
| EGRE 430 | Electromagnetics I | 3 hrs. |

## Department of Communication

*Greg Booker, Chair*

The Communication Department is the launch pad for a variety of careers and post-graduate opportunities. Our program exposes students to creative experiences in the classroom and beyond through internships, student-run media, and study-abroad opportunities. Students learn the foundational theories and concepts of communication and then apply those ideas in real-world contexts, through hands-on projects and connections with area businesses and organizations. Many of our courses connect students with clients to create work that exists long after the class is over.

With this foundation, our graduates have gone to work for Fortune 500 companies, nonprofits, news organizations, and advertising and public-relations agencies. Others continue their education in master's programs and law schools around the globe. With a degree from Drury's Communication Department, you will develop the breadth of skills to allow you to chart your own professional course.

**Program Learning Outcomes:**
1. Demonstrate effective verbal and nonverbal presentational skills by writing and delivering audience centered presentations.
2. Exhibit the ability to critically and creatively analyze and produce arguments in a wide variety of contexts (interpersonal, small groups, organizations, public discourse, and mass media) through the production of papers, presentations, and/or video projects.
3. Demonstrate expertise in a specialization (animation, digital media, multimedia production & journalism, organizational and leadership communication, and strategic communication) by producing projects, papers, and/or presentations that meet or exceed expectations of external reviewers, competition judges, internship supervisors, and employers.
4. Demonstrate an ability to engage appropriate research methods for information gathering and message shaping for targeted audiences by producing academic papers, professional reports, and/or fact-based stories and videos.

**Senior Portfolio Requirement**
All communication majors, and those planning to declare a major, must keep a file of important assignments completed in communication courses and in the general education program. Items to be placed in the file include any written assignments graded or evaluated by the instructor, written projects, speeches, internship projects and audio/video materials. The contents of the file will be used to develop a senior portfolio, a course requirement in COMM 493 senior seminar. The senior portfolio is a reflective document that provides evidence of a student's learning achievements and it may be used to facilitate career planning, job search activities and/or admittance to graduate study.

**Extracurricular**
The Communication Department has numerous extracurricular activities available for its students. Our FM radio station, KDRU, broadcasts throughout Springfield and streams worldwide on the Web, providing the opportunity to develop diverse programming. Our television operation, DUTV, has a full studio with the latest production equipment to provide students the opportunity to experience life in front of and behind the camera. And our student newspaper, The Mirror, provides a platform for students to make news and content decisions with real-world implications.

Lambda Pi Eta is our communication honors organization that acknowledges the top tier of students. Organization members coordinate our year-end Communication Department event, Shewmaker Celebrates, and several volunteer in our Speech Communication Center, which helps members of the Drury and Springfield communities prepare for public presentations.

## Concurrent Credit

The Department of Communication offers a concurrent credit option for undergraduate BA-Organizational and Leadership Communication students meeting the requirements described in the Concurrent Credit Policy. Eligible students may enroll in up to 9 credit hours of selected graduate courses. See the Concurrent Credit Policy for the list of available courses.

## Communication Minor

Communication skills are highly valued in today's workplace. The communication minor is designed for individuals who seek leadership roles in for-profit or nonprofit organizations.

Students completing this minor will develop presentation, written, group and electronic communication skills. The communication minor is not available for students majoring in Organizational and Leadership Communication, Strategic Communication, or Multimedia Production and Journalism.

The Communication minor requires 18 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

| | | |
|---|---|---|
| COMM 211 | Presentational Speaking | 3 hrs. |
| COMM 215 | Foundations of Communication Theory | 3 hrs. |
| COMM 227 | Foundational Video | 3 hrs. |

*Choose Three (3) Courses From Any Emphasis Area:* *9 hrs.*

**Multimedia Emphasis**

| | | |
|---|---|---|
| COMM 221 | Multimedia Writing | 3 hrs. |
| COMM 336 | Visual Storytelling I | 3 hrs. |
| COMM 346 | Visual Storytelling II | 3 hrs. |
| COMM 384 | Audio Documentaries | 3 hrs. |
| COMM 388 | Professional Video Production | 3 hrs. |

**Communication Studies Emphasis**

| | | |
|---|---|---|
| COMM 351 | Principles of Persuasion and Influence | 3 hrs. |
| COMM 387 | Organizational Communication | 3 hrs. |
| COMM 435 | Organizational Crisis and Change | 3 hrs. |
| COMM 444 | Leadership Communication | 3 hrs. |

**Strategic Communication Emphasis**

| | | |
|---|---|---|
| COMM 231 | Integrated Brand Management | 3 hrs. |
| COMM 340 | Advertising and Public Relations Research and Strategy | 3 hrs. |
| COMM 413 | Campaigns | 3 hrs. |
| COMM 435 | Organizational Crisis and Change | 3 hrs. |

*Students minoring in Communication may not also major in Organizational and Leadership Communication or Multimedia Production and Journalism, or Strategic Communication*.

## Digital Media Major

This major combines elements of animation and media production developing producers and filmmakers for a variety of settings, including nonprofit organizations, corporations, and film-production companies. Students expand their storytelling toolkits by working on film sets and mobile shoots, flying drones, and editing in the latest motion-graphics software as part of the major coursework.

The Digital Media major requires 40 credit hours of coursework.

| **Core Courses** | | **18 hrs.** |
|---|---|---|
| COMM 211 | Presentational Speaking | 3 hrs. |
| COMM 221 | Multimedia Writing | 3 hrs. |
| COMM 227 | Foundational Video | 3 hrs. |
| COMM 386 | Web Communication | 3 hrs. |
| COMM 493 | Senior Seminar | 3 hrs. |
| | | |
| *Choose One:* | | |
| ARTZ 111 | Foundations of Studio and Design | 3 hrs. |
| ARTZ 210 | Graphic Design I | 3 hrs. |
| | | |
| **Required Digital Media Courses** | | **22 hrs.** |
| COMM 271 | TV Activities | 1 hr. |
| COMM 245 | Live Studio Production | 3 hrs. |
| COMM 336 | Visual Storytelling I | 3 hrs. |
| COMM 388 | Professional Video Production | 3 hrs. |
| COMM 389 | Advanced Video Editing | 3 hrs. |
| ARTZ 123 | Drawing | 3 hrs. |
| THTR 354 | Writing for the Stage and Screen | 3 hrs. |
| ENGL 235 | History of Film | 3 hrs. |

## Multimedia Production and Journalism Major

The multimedia production and journalism major exposes undergraduates to an array of media tools and strategies for the professional world. As a part of a liberal arts university, ours is a program with a distinct focus on critical analysis, ethical standards, as well as reporting and writing for print, broadcast and online media platforms. Students will also learn to combine radio and TV production and programming with the best ways to leverage social media to connect with audiences.

Drury University multimedia production and journalism majors gain real-world experience in the Shewmaker Communication Center's television studio, Carole Lambert Studios, and FM radio station. They also produce a creative senior project and portfolio which represent their accomplishments and growth during their years at Drury.

The Multimedia Production and Journalism Major requires 40 credit hours of coursework.

Students are strongly encouraged to find an internship during their time at Drury.

*All prerequisites must be completed prior to enrollment in the following courses.*
*Students should complete COMM 211 early in their degree program.*

| **Core Courses** | | **18 hrs.** |
|---|---|---|
| COMM 211 | Presentational Speaking | 3 hrs. |
| COMM 215 | Foundations of Communication Theory | 3 hrs. |
| COMM 227 | Foundational Video | 3 hrs. |
| COMM 285 | Communication and Ethics | 3 hrs. |
| COMM 386 | Web Communication | 3 hrs. |
| COMM 493 | Senior Seminar | 3 hrs. |

| **Digital Media Coursework** | | **22 hrs.** |
|---|---|---|
| COMM 141 | Radio Activities (may be taken up to 4 times) | 1-4 hrs. |
| COMM 221 | Multimedia Writing | 3 hrs. |
| COMM 270 | Communicating with Data | 3 hrs. |
| COMM 322 | Media Law | 3 hrs. |
| COMM 336 | Visual Storytelling I | 3 hrs. |
| COMM 346 | Visual Storytelling II | 3 hrs. |
| COMM 384 | Audio Documentaries | 3 hrs. |
| COMM 388 | Professional Video Production | 3 hrs. |

*Students pursuing a major in Multimedia Production and Journalism may not also major in Strategic Communication or Organizational and Leadership Communication, or minor in Communication.*

## Non-Profit Leadership Major

The Non-Profit Leadership major is an interdisciplinary area of study focused on providing a comprehensive educational background to prepare graduates for the variety of opportunities and demands in the nonprofit field. Nonprofits serve a multitude of societal needs, and the degree will provide a robust academic foundation for the financial, programmatic, outreach, and development demands of working in the field.

The Non-Profit Leadership major requires 45 credit hours of coursework.

| **Required Courses** | | **24 hrs.** |
|---|---|---|
| NPFT 201 | Understanding the Nonprofit Sector | 3 hrs. |
| COMM 285 | Communication and Ethics | 3 hrs. |
| ACCT 209 | Principles of Accounting | 3 hrs. |
| NPFT 301 | Nonprofit Funding, Development & Grant Writing | 3 hrs. |
| MGMT 300 | Principles of Management | 3 hrs. |
| COMM 397 | Internship | 3 hrs. |
| COMM 443 | Communication and Civic Engagement | 3 hrs. |
| COMM 493 | Senior Seminar | 3 hrs. |

**Required Track- Choose One (1)** **6-10 hrs.**

| ***Finance/Management Track*** | | ***6-7 hrs.*** |
|---|---|---|
| BADM 105 | Introduction to Excel | 1 hr. |
| ACCT 210 | Accounting for Management | 3 hrs. |

*Choose One (1):*

| | | |
|---|---|---|
| MGMT 340 | Project Management | 3hrs. |
| **OR** | | |
| FINC 310 | Risk Management and Insurance | 3 hrs. |

| ***Communication Track*** | | ***6 hrs.*** |
|---|---|---|
| COMM 435 | Organizational Crisis and Change | 3 hrs. |
| MKTG 337 | Marketing | 3 hrs. |

| ***Development Track*** | | ***9 hrs.*** |
|---|---|---|
| NPFT 351 | Donor Motivations & Engagement | 3 hrs. |
| COMM 211 | Presentational Speaking | 3 hrs. |
| COMM 351 | Principles of Persuasion & Influence | 3 hrs. |

| ***General Track*** | | ***10 hrs.*** |
|---|---|---|
| BADM 105 | Introduction to Excel | 1 hr. |
| ACCT 210 | Accounting for Management | 3 hrs. |
| MKTG 337 | Marketing | 3 hrs. |
| NPFT 351 | Donor Motivations & Engagement | 3 hrs. |

**Electives** **15 hrs.**

*Choose at least five (5) courses:*

| | | |
|---|---|---|
| BSCI 200 | Research Methods in Behavioral Science | 3 hrs. |
| CISQ 263 | Introduction to Data Analytics | 3 hrs. |
| COMM 211 | Presentational Speaking | 3 hrs. |
| COMM 216 | Multi-Media Storytelling | 3 hrs. |
| COMM 332 | Intercultural Communication | 3 hrs. |
| COMM 351 | Principles of Persuasion & Influence | 3 hrs. |
| COMM 413 | Campaigns | 3 hrs. |
| COMM 435 | Organizational Crisis and Change | 3 hrs. |
| MGMT 330 | Leading People in Organizations | 3 hrs. |
| MGMT 340 | Project Management | 3 hrs. |
| PLSC 340 | Civic Leadership in Political Action | 3 hrs. |
| PSYC 101 | Introduction to Psychology | 3 hrs. |
| SOCI 302 | Poverty and Inequality | 3 hrs. |
| SOCI 316 | Race and Ethnic Relations | 3 hrs. |

## Organizational and Leadership Communication Major

Today's citizen leader requires skill sets in critical reasoning, research, persuasion, and oral and written expression. The Organizational and Leadership Communication major develops these skills in tandem with the knowledge and experience necessary to participate effectively in organizational, group, sociopolitical, interpersonal and intercultural contexts.

Graduate paths for this major include nonprofit work, law, politics, graduate work, education, health, activism, religion, and sales. All courses in the Organizational and Leadership Communication curriculum are designed to integrate with and enhance Drury's liberal arts education and Your Drury Fusion requirements.

The Organizational and Leadership Communication major requires 42 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

*Please note that COMM 211 Presentational Speaking is a prerequisite for COMM 351 Principles of Persuasion and Influence. Students should complete COMM 211 early in their degree program.*

| **Core Courses** | | **18 hrs.** |
|---|---|---|
| COMM 211 | Presentational Speaking | 3 hrs. |
| COMM 215 | Foundations of Communication Theory | 3 hrs. |
| COMM 216 | Multimedia Storytelling | 3 hrs. |
| COMM 285 | Communication and Ethics | 3 hrs. |
| COMM 351 | Principles of Persuasion and Influence | 3 hrs. |
| COMM 493 | Senior Seminar | 3 hrs. |

| **Major Requirements** | | **18 hrs.** |
|---|---|---|
| COMM 332 | Intercultural Communication | 3 hrs. |
| COMM 342 | Advanced Interpersonal Communication | 3 hrs. |
| COMM 387 | Organizational Communication | 3 hrs. |
| COMM 435 | Organizational Crisis and Change | 3 hrs. |
| COMM 443 | Communication and Civic Engagement | 3 hrs. |
| COMM 444 | Leadership Communication | 3 hrs. |

| **Electives** | | **6 hrs.** |
|---|---|---|
| ARTZ 210 | Graphic Design I | 3 hrs. |
| COMM 141 | Radio Activities | 1 hr. |
| COMM 161 | Public Relations Activities | 1 hr. |
| COMM 271 | TV Activities | 1 hr. |
| COMM 231 | Integrated Brand Management | 3 hrs. |
| COMM 322 | Media Law | 3 hrs. |
| COMM 386 | Web Communication | 3 hrs. |
| COMM 397, 497 | Internship | 3 or 6 hrs. |

*Students pursuing a major in Organizational and Leadership Communication may not also major in Strategic Communication or Multimedia Production and Journalism, or minor in Communication.*

## Strategic Communication Major

The strategic communication major prepares students for careers in profit and nonprofit contexts. Courses develop critical thinking, written, oral, visual communication, and presentation skills in the creation of research-driven integrated communication proposals. Account services, media planner, copywriter, media relations, event planning, social media strategist, fundraising/development and communication specialist are a few of the career opportunities for Strategic Communication majors. Students are encouraged to complete one or more internships to sharpen their professional skills and identify specific career interests.

The strategic communication major requires 42 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses. Please note that COMM 211 Presentational Speaking is a prerequisite for COMM 351 Principles of Persuasion and Influence. Students should complete COMM 211 early in their degree program.*

| **Core Courses** | | **18 hrs.** |
|---|---|---|
| COMM 211 | Presentational Speaking | 3 hrs. |
| COMM 215 | Foundations of Communication Theory | 3 hrs. |
| COMM 216 | Multimedia Storytelling | 3 hrs. |
| COMM 285 | Communication and Ethics | 3 hrs. |
| COMM 351 | Principles of Persuasion and Influence | 3 hrs. |
| COMM 493 | Senior Seminar | 3 hrs. |

| **Major Requirements** | | **24 hrs.** |
|---|---|---|
| COMM 221 | Multimedia Writing | 3 hrs. |
| COMM 227 | Foundational Video | 3 hrs. |
| COMM 231 | Integrated Brand Management | 3 hrs. |
| COMM 340 | Advertising and Public Relations Research and Strategy | 3 hrs. |
| COMM 386 | Web Communication | 3 hrs. |
| COMM 413 | Campaigns | 3 hrs. |
| COMM 435 | Organizational Crisis and Change | 3 hrs. |
| COMM 414 | Campaigns II | 3 hrs. |

*Students pursuing a major in Strategic Communication may not also major in Organizational and Leadership Communication, or Multimedia Production and Journalism, or minor in Communication.*

## Web Communication and Design Minor

This program provides students of any discipline with the skills and theoretical foundation to become proficient in the basics of web communication and design. Students will learn how to become content strategists for any business or organization seeking to engage audiences in an electronic environment. Students will be exposed to social media, HTML and basic web technologies, as well as content-creation strategies in the visual and written disciplines. Building on the 13-hour core that exposes students to design, systems, and media-usage theoretical perspectives, minors can choose from a menu of courses in computer science, media creation, and art design to develop an area of web expertise tailored to their needs.

Students completing the web communication and design minor will have gained: an ability to develop and post multimedia content including photo galleries and videos; an understanding of web-hosted technologies for the creation and maintenance of social media networks; fluency in HTML, CSS, and web-design software to develop websites for personal and corporate use; and an understanding of design and media-usage theory to develop functional yet appealing web designs.

The Web Communication and Design Minor requires 19 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

| | | |
|---|---|---|
| ARTZ 210 | Graphic Design I | 3 hrs. |
| COMM 221 | Multimedia Writing | 3 hrs. |
| COMM 386 | Web Communication | 3 hrs. |
| CSCI 251 | Introduction to Computer Science | 4 hrs. |
| *Choose Two:* | | *6 hrs.* |
| ARTZ 310 | Graphic Design II | 3 hrs. |
| ARTZ 260 | Photography I | 3 hrs. |
| COMM 270 | Communicating with Data | 3 hrs. |
| CSCI 277 | Application Development I | 3 hrs. |
| CSCI 357 | Application Development II | 3 hrs. |

## Department of Design and Visual Arts

*Rebecca Miller, Chair*

### Art History Major

The program in art history offers:

1. Introductory courses designed to develop appreciation and increased understanding of the visual arts and their contribution to the cultural life of society.
2. Advanced courses leading to an academic major or minor in art history, design arts, or fine arts.
3. Special programs formulated to prepare the student for graduate study or a professional career.
4. Support courses leading to a professional degree in architecture and state certification in art education.

This major is for students who wish to develop an appreciation and increased understanding of the various roles that the visual arts have played in different historical contexts from the prehistoric period to the present. This major is also appropriate for students who are considering application to graduate school for art history, museum studies, art criticism, or art-architectural conservation. It is strongly recommended that art history majors spend a semester studying abroad.

Prior to selecting an art history major, students should consult with their advisor and the department chair. All students who decide to major in art history, fine arts, or graphic and digital design should officially select a faculty member from the department as their formal advisor and consult with that faculty member prior to course registration each semester.

**Program Learning Outcomes:**

1. Understand how cultural values inform the creation of art, architecture, and visual imagery.
2. Recognize and identify canonical works of art and architecture from the relevant historical period.
3. Critically apply a variety of analytical lenses to visual imagery as demonstrated through written and/or verbal communication.
4. Understand how diverse traditions/perspectives of visual imagery function as expressions of the human condition in historical periods.

The Art History major requires 27 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

*Please note that ARTH 495 Capstone Research should be taken in the fall semester of the year the student graduates.*

| **Required** | | **6 hrs.** |
|---|---|---|
| ARTH 153 | Visual Literacy-Art History and Culture | 3 hrs. |
| ARTH 495 | Capstone Research | 3 hrs. |
| | | |
| *Choose One:* | | *3 hrs.* |
| ARTZ 205 | Weaving I | 3 hrs. |
| ARTZ 210 | Graphic Design I | 3 hrs. |
| ARTZ 230 | Painting I | 3 hrs. |

| | | |
|---|---|---|
| ARTZ 240 | Ceramics I | 3 hrs. |
| ARTZ 250 | Sculpture I | 3 hrs. |
| ARTZ 260 | Photography I | 3 hrs. |

| | | |
|---|---|---|
| *Choose One:* | | *3 hrs.* |
| HIST 109 | Asian History to 1700 | 3 hrs. |
| HIST 110 | Ancient Civilizations | 3 hrs. |
| HIST 223 | Medieval Europe | 3 hrs. |
| HIST 225 | Renaissance and Reformation | 3 hrs. |
| HIST 230 | Modern Europe | 3 hrs. |
| HIST 244 | Russia and the Soviet Union | 3 hrs. |
| HIST 250 | Colonial America | 3 hrs. |
| HIST 255 | Black Death | 3 hrs. |
| HIST 258 | Revolutions | 3 hrs. |
| HIST 273 | Rome, the City: Ancient to Renaissance (Study Abroad) | 3 hrs. |

| | | |
|---|---|---|
| **Electives** | | **15 hrs.** |
| *Select Five- three must be ARTH courses:* | | |
| ARCH 251 | History of Architecture, Urbanism and Art I | 3 hrs. |
| ARCH 252 | History of Architecture, Urbanism and Art II | 3 hrs. |
| ARCH 356 | History of Modern Architecture | 3 hrs. |
| ARTH 305 | Ancient Art and Architecture | 3 hrs. |
| ARTH 310 | Medieval Art and Architecture | 3 hrs. |
| ARTH 315 | Renaissance Art and Architecture | 3 hrs. |
| ARTH 320 | Baroque Art and Architecture | 3 hrs. |
| ARTH 340 | History of Political and Propaganda Art | 3 hrs. |
| ARTH 350 | Modern Art | 3 hrs. |
| ARTH 356 | Contemporary Art | 3 hrs. |
| ARTH 360 | History of Photography | 3 hrs. |
| ARTH 362 | History of Museums and Collecting | 3 hrs. |
| ARTH 371 | Early Islamic Art and Architecture | 3 hrs. |
| ARTH 380 | Field Studies: Art History | 3 hrs. |
| ARTH 390, 490 | Selected Topics | 3 hrs. |
| ARTH 410 | The Medieval Architect: Practice and Product | 3 hrs. |
| ARTH 391, 491 | Research | 3 hrs. |
| ARTH 397, 497 | Internship | 3 hrs. |

## Art History Minor

The Art History minor requires 18 credit hours of coursework.

**Program Learning Outcomes:**

1. Understand how cultural values inform the creation of art, architecture, and visual imagery.
2. Recognize and identify canonical works of art and architecture from the relevant historical period.
3. Critically apply a variety of analytical lenses to visual imagery as demonstrated through written and/or verbal communication.
4. Understand how diverse traditions/perspectives of visual imagery function as expressions of the human condition in historical periods.

*All prerequisites must be completed prior to enrollment in the following courses.*

| **Required** | | **3 hrs.** |
|---|---|---|
| ARTH 153 | Visual Literacy-Art History and Culture | 3 hrs. |

| **Electives** | | **15 hrs.** |
|---|---|---|
| *Choose Five- three must be ARTH courses:* | | |
| ARCH 251 | History of Architecture, Urbanism and Art I | 3 hrs. |
| ARCH 252 | History of Architecture, Urbanism and Art II | 3 hrs. |
| ARCH 356 | History of Modern Architecture | 3 hrs. |
| ARTH 305 | Ancient Art and Architecture | 3 hrs. |
| ARTH 310 | Medieval Art and Architecture | 3 hrs. |
| ARTH 315 | Renaissance Art and Architecture | 3 hrs. |
| ARTH 320 | Baroque Art and Architecture | 3 hrs. |
| ARTH 340 | History of Political and Propaganda Art | 3 hrs. |
| ARTH 350 | Modern Art | 3 hrs. |
| ARTH 356 | Contemporary Art | 3 hrs. |
| ARTH 360 | History of Photography | 3 hrs. |
| ARTH 362 | History of Museums and Collecting | 3 hrs. |
| ARTH 371 | Early Islamic Art and Architecture | 3 hrs. |
| ARTH 380 | Field Studies: Art History | 3 hrs. |
| ARTH 410 | The Medieval Architect: Practice and Product | 3 hrs. |
| ARTH 390, 490 | Selected Topics | 3 hrs. |
| ARTH 391, 491 | Research | 3 hrs. |
| ARTH 397, 497 | Internship | 3 hrs. |

Courses used as electives for one art or art history major or minor may not also satisfy requirements for another art or art history major or minor.

Students are required to complete a “Permission to Register for Research & Studio Registration” form to enroll in Research (ARTH 391, 491) or ARTH 495 Capstone Research.

## Fine Arts Major

This major is appropriate for students who:

- Wish to pursue a career in fine arts;
- Plan to complete a second major in education leading to certification to teach art at the elementary or secondary level, in which case students must consult with the school of education concerning the state requirements for the art education teaching certificate; or
- Plan to seek admittance into a graduate program in fine arts, in which additional Advanced Studio coursework and a second major in art history or graphic and digital design is highly recommended.

Prior to selecting the fine arts major, students should consult with their advisor and the department chair. All students who decide to major in art history, graphic and digital design, or fine arts should officially select a faculty member from the department as their formal advisor and consult with that faculty member prior to course registration each semester.

**Program Learning Outcomes:**

1. Demonstrate competence of specific techniques in various visual art media.
2. Demonstrate competence of the technical skills required for specific equipment and technologies utilized in the practice of various visual art media.
3. Create works that exhibit competence formal approaches that demonstrate a deep understanding of such matters as line, shape, form, color, value, texture, and space.
4. Create works that exhibit competence and then mastery of theoretical approaches and solutions to contemporary and historical art making practices.
5. Demonstrate verbal and written communicate through critique and presentation

The Fine Arts major requires 39 credit hours of coursework.

Please note that ARTZ 111 Foundations of Studio and Design is offered in the fall semester only. ARTZ 496 Apex Studio should be taken in the spring semester of the year the student graduates.

*All prerequisites must be completed prior to enrollment in the following courses.*

| | | |
|---|---|---|
| ARTH 153 | Visual Literacy: Art History and Culture | 3 hrs. |
| ARTZ 111 | Foundations of Studio and Design | 3 hrs. |
| ARTZ 123 | Drawing | 3 hrs. |
| ARTZ 230 | Painting I | 3 hrs. |
| ARTZ 250 | Sculpture I | 3 hrs. |
| ARTZ 260 | Photography I | 3 hrs. |
| *Choose one of the following courses:* | | *3 hrs.* |
| ARTZ 330 | Painting II | 3 hrs. |
| ARTZ 350 | Sculpture II | 3 hrs. |
| ARTZ 361 | Alternative Photographic Processes | 3 hrs. |
| ARTZ 364 | Commercial Photography | 3 hrs. |
| *Choose one of the following courses:* | | *3 hrs.* |
| ARTH 305 | Ancient Art and Architecture | 3 hrs. |
| ARTH 310 | Medieval Art and Architecture | 3 hrs. |

| | | |
|---|---|---|
| ARTH 315 | Renaissance Art and Architecture | 3 hrs. |
| ARTH 320 | Baroque Art and Architecture | 3 hrs. |
| ARTH 340 | History of Political and Propaganda Art | 3 hrs. |
| ARTH 350 | Modern Art | 3 hrs. |
| ARTH 356 | Contemporary Art | 3 hrs. |
| ARTH 360 | History of Photography | 3 hrs. |
| ARTH 362 | History of Museums and Collecting | 3 hrs. |
| ARTH 371 | Early Islamic Art and Architecture | 3 hrs. |
| ARTH 410 | The Medieval Architect: Practice and Product | 3 hrs. |
| | | |
| *Choose One:* | | *3 hrs.* |
| ARTZ 496 | Apex Studio (double major GRDD and Fine Art) | 3 hrs. |
| ARTZ 499 | APEX Fine Arts | 3 hrs. |
| | | |
| *Choose four elective courses (two must be 300 level or above):* | | *12 hrs.* |
| ARCH 356 | History of Modern Architecture | 3 hrs. |
| ARTZ 205 | Weaving I | 3 hrs. |
| ARTZ 210 | Graphic Design I | 3 hrs. |
| ARTZ 240 | Ceramics I | 3 hrs. |
| ARTZ 320 | Drawing II | 3 hrs. |
| ARTZ 330 | Painting II | 3 hrs. |
| ARTZ 331 | Advanced Painting | 3 hrs. |
| ARTZ 332 | Painting Practice and Theory | 3 hrs. |
| ARTZ 345 | Ceramics: Studio Explorations | 3 hrs. |
| ARTZ 350 | Sculpture II | 3 hrs. |
| ARTZ 351 | Contemporary Sculpture I | 3 hrs. |
| ARTZ 352 | Contemporary Sculpture II | 3 hrs. |
| ARTZ 361 | Alternative Photographic Processes | 3 hrs. |
| ARTZ 364 | Commercial Photography | 3 hrs. |
| ARTZ 380 | Field Studies: Design and Fine Art | 3 hrs. |
| ARTZ 395 | Portfolio | 3 hrs. |
| ARTZ 435 | Painting: Contemporary Art Practice | 3 hrs. |
| ARTZ 455 | Sculpture: Contemporary Art Practice | 3 hrs. |
| ARTZ 465 | Photography: Contemporary Art Practice | 3 hrs. |
| ARTZ 290, 390, 490 | Selected Topics | 3 hrs. |
| ARTZ 397, 497 | Internship | 3 hrs. |
| ARTZ 301, 401 | Advanced Studio | 1-3 hrs. |

## Fine Arts Minor

The Fine Arts minor requires 18 credit hours of coursework.

**Program Learning Outcomes:**

1. Demonstrate competence of specific techniques in various visual art media.
2. Demonstrate competence of the technical skills required for specific equipment and technologies utilized in the practice of various visual art media.
3. Create works that exhibit competence formal approaches that demonstrate a deep understanding of such matters as line, shape, form, color, value, texture, and space.
4. Create works that exhibit competence and then mastery of theoretical approaches and solutions to contemporary and historical art making practices.
5. Demonstrate verbal and written communicate through critique and presentation

*All prerequisites must be completed prior to enrollment in the following courses.*

| | | |
|---|---|---|
| ARTH 153 | Visual Literacy: Art History and Culture | 3 hrs. |
| ARTZ 111 | Foundations of Studio and Design | 3 hrs. |
| ARTZ 123 | Drawing | 3 hrs. |

*Choose Three:* *9 hrs.*
*(only one can be an art history course)*

| | | |
|---|---|---|
| ARCH 356 | History of Modern Architecture | 3 hrs. |
| ARTH 350 | Modern Art | 3 hrs. |
| ARTH 356 | Contemporary Art | 3 hrs. |
| ARTH 360 | History of Photography | 3 hrs. |
| ARTZ 205 | Weaving I | 3 hrs. |
| ARTZ 210 | Graphic Design I | 3 hrs. |
| ARTZ 230 | Painting I | 3 hrs. |
| ARTZ 240 | Ceramics I | 3 hrs. |
| ARTZ 250 | Sculpture I | 3 hrs. |
| ARTZ 260 | Photography I | 3 hrs. |
| ARTZ 320 | Drawing II | 3 hrs. |
| ARTZ 330 | Painting II | 3 hrs. |
| ARTZ 331 | Advanced Painting | 3 hrs. |
| ARTZ 332 | Painting Practice and Theory | 3 hrs. |
| ARTZ 345 | Ceramics: Studio Explorations | 3 hrs. |
| ARTZ 350 | Sculpture II | 3 hrs. |
| ARTZ 351 | Contemporary Sculpture I | 3 hrs. |
| ARTZ 352 | Contemporary Sculpture II | 3 hrs. |
| ARTZ 361 | Alternative Photographic Processes | 3 hrs. |
| ARTZ 364 | Commercial Photography | 3 hrs. |
| ARTZ 380 | Field Studies: Design and Fine Art | 3 hrs. |
| ARTZ 395 | Portfolio | 3 hrs. |
| ARTZ 435 | Painting: Contemporary Art Practice | 3 hrs. |
| ARTZ 455 | Sculpture: Contemporary Art Practice | 3 hrs. |
| ARTZ 465 | Photography: Contemporary Art Practice | 3 hrs. |
| ARTZ 290, 390, 490 | Selected Topics | 3 hrs. |

Courses used as electives for one art or art history major or minor may not also satisfy requirements for another art or art history major or minor.

Only 12 hours of advanced studio in each medium can count toward a major. When a student has taken all the advanced studios (ARTZ 301, 401) in a studio area, no more advanced studios can be taken in that area. Advanced studios cannot be used as electives in any minor offered by the department of design and visual arts.

Students should discuss advanced studio options with their advisors and professors since they will need course authorization in order to enroll in advanced studio courses.

## Graphic and Digital Design Major

This major is appropriate for students who:

- Wish to pursue a career in the expansive field of graphic design, web development, commercial photography, art direction, and multimedia artists; or
- Plan to seek admittance into a graduate program in graphic design, in which additional Advanced Studio coursework and a second major in art history or fine arts is highly recommended.

Prior to selecting the graphic and digital design major, students should consult with their advisor and the department chair. All students who decide to major in art history, graphic and digital design, or fine arts should officially select a faculty member from the department as their formal advisor and consult with that faculty member prior to course registration each semester.

**Program Learning Outcomes:**

1. Demonstrate competence of specific techniques in various visual art media.
2. Demonstrate competence of the technical skills required for specific equipment and technologies utilized in the practice of various visual art media.
3. Create works that exhibit competence formal approaches that demonstrate a deep understanding of such matters as line, shape, form, color, value, texture, and space.
4. Create works that exhibit competence and then mastery of theoretical approaches and solutions to contemporary and historical art making practices.
5. Demonstrate verbal and written communicate through critique and presentation

The Graphic and Digital Design major requires 39 credit hours of coursework.

*Please note that ARTZ 111 Foundations of Studio and Design is offered in the fall semester only. ARTZ 496 Apex Studio is to be taken in the spring semester of the year the student graduates.*

*All prerequisites must be completed prior to enrollment in the following courses.*

| **Required Courses** | | **39 hrs.** |
|---|---|---|
| ARTH 153 | Visual Literacy: Art History and Culture | 3 hrs. |
| ARTZ 111 | Foundations of Studio and Design | 3 hrs. |
| ARTZ 123 | Drawing | 3 hrs. |
| ARTZ 210 | Graphic Design I | 3 hrs. |
| ARTZ 260 | Photography I | 3 hrs. |
| ARTZ 310 | Graphic Design II | 3 hrs. |
| *Choose One:* | | *3 hrs.* |
| ARTZ 230 | Painting I | 3 hrs. |
| ARTZ 240 | Ceramics I | 3 hrs. |
| ARTZ 250 | Sculpture I | 3 hrs. |
| *Choose One:* | | *3 hrs.* |
| ARTZ 311 | Publication Design | 3 hrs. |
| ARTZ 328 | Digital Illustration | 3 hrs. |
| ARTZ 329 | Typography | 3 hrs. |

| | | |
|---|---|---|
| *Choose One:* | | *3 hrs.* |
| ARTH 305 | Ancient Art and Architecture | 3 hrs. |
| ARTH 310 | Medieval Art and Architecture | 3 hrs. |
| ARTH 315 | Renaissance Art and Architecture | 3 hrs. |
| ARTH 320 | Baroque Art and Architecture | 3 hrs. |
| ARTH 340 | History of Political and Propaganda Art | 3 hrs. |
| ARTH 350 | Modern Art | 3 hrs. |
| ARTH 356 | Contemporary Art | 3 hrs. |
| ARTH 360 | History of Photography | 3 hrs. |
| ARTH 362 | History of Museums and Collecting | 3 hrs. |
| ARTH 371 | Early Islamic Art and Architecture | 3 hrs. |
| ARTH 410 | The Medieval Architect: Practice and Product | 3 hrs. |

| | | |
|---|---|---|
| *Choose One:* | | *3 hrs.* |
| ARTZ 494 | APEX Graphic & Digital Design | 3 hrs. |
| ARTZ 496 | Apex Studio (double major GRDD and Fine Art) | 3 hrs. |

| | | |
|---|---|---|
| *Choose Three:* | | *9 hrs.* |
| *(Only one can be architecture or communication course)* | | |
| ARCH 356 | History of Modern Architecture | 3 hrs. |
| ARTZ 311 | Publication Design | 3 hrs. |
| ARTZ 314 | Interaction Design | 3 hrs. |
| ARTZ 328 | Digital Illustration | 3 hrs. |
| ARTZ 329 | Typography | 3 hrs. |
| ARTZ 361 | Alternative Photographic Processes | 3 hrs. |
| ARTZ 364 | Commercial Photography | 3 hrs. |
| ARTZ 380 | Field Studies: Design and Fine Art | 3 hrs. |
| ARTZ 465 | Photography: Contemporary Art Practice | 3 hrs. |
| ARTZ 290, 390, 490 | Selected Topics | 1-3 hrs. |
| ARTZ 397, 497 | Internship | 3-6 hrs. |
| ARTZ 301, 401 | Advanced Studio | 1-3 hrs. |
| COMM 386 | Web Communication | 3 hrs. |

## Graphic and Digital Design Minor

The Graphic and Digital Design minor requires 18 credit hours of coursework.

**Program Learning Outcomes:**

1. Demonstrate competence of specific techniques in various visual art media.
2. Demonstrate competence of the technical skills required for specific equipment and technologies utilized in the practice of various visual art media.
3. Create works that exhibit competence formal approaches that demonstrate a deep understanding of such matters as line, shape, form, color, value, texture, and space.
4. Create works that exhibit competence and then mastery of theoretical approaches and solutions to contemporary and historical art making practices.
5. Demonstrate verbal and written communicate through critique and presentation

| **Required Courses** | | **12 hrs.** |
|---|---|---|
| ARTH 153 | Visual Literacy: Art History and Culture | 3 hrs. |
| ARTZ 111 | Foundations of Studio and Design | 3 hrs. |
| ARTZ 210 | Graphic Design I | 3 hrs. |
| ARTZ 310 | Graphic Design II | 3 hrs. |
| | | |
| *Choose Two:* | | *6 hrs.* |
| ARTZ 260 | Photography I | 3 hrs. |
| ARTZ 311 | Publication Design | 3 hrs. |
| ARTZ 328 | Digital Illustration | 3 hrs. |
| ARTZ 329 | Typography | 3 hrs. |
| ARTH 340 | History of Political and Propaganda Art | 3 hrs. |
| ARTZ 361 | Alternative Photographic Processes | 3 hrs. |
| ARTZ 364 | Commercial Photography | 3 hrs. |
| ARTZ 380 | Field Studies: Design and Fine Art | 3 hrs. |
| ARTZ 395 | Portfolio | 3 hrs. |
| ARTZ 465 | Photography: Contemporary Art Practice | 3 hrs. |
| ARTZ 290, 390, 490 | Selected Topics | 1-3 hrs. |
| COMM 386 | Web Communication | 3 hrs. |

Courses used as electives for one art or art history major or minor may not also satisfy electives for another art or art history major or minor.

Only 12 hours of advanced studio in each medium can count toward a major. When a student has taken all the advanced studios (ARTZ 301, 401) in a studio area, no more advanced studios can be taken in that area. Advanced studios cannot be used as electives in any minor offered by the department of design and visual arts.

Students should discuss advanced studio options with their advisors and professors since they will need course authorization in order to enroll in advanced studio courses.

## Department of Engineering

*Dr. Robert Throne, Chair*

The Drury engineering programs' goal is to develop engineers with the knowledge, capabilities, and desire to make a positive impact on the world. Our approach is to provide personal attention, small classes, and faculty focused on student success. Many of our classes include integrated labs relating theory to practice and many other classes contain projects. The freshman year is common for both engineering majors, and all four design classes are common.

**Engineering Program Fees**
Students participating in the engineering curricula are assessed Engineering Program Fees in the amount published in the fees section of this catalog based on enrollment in the following classes: EGRA 123, 124, 130, 140, 160, 200, 320, 360, 460, 461; EGRM 220, 230, 240, 320, 325, 330, 350, 420, 430; EGRE 205, 235, 310, 350, 355, 410. (That is, all engineering classes except EGRE 230 Digital Logic and Verilog.) The Engineering Program Fee is only charged once per semester. The Engineering Program Fee also covers the Breech enhancement fees, chemistry lab fees, biology lab fees, and computer science fees for engineering students. Fees support curricular and extra-curricular program enhancements consistent with maintaining quality engineering programs including modern software and hardware tools and up-to-date laboratories and facilities.

**Computer Requirement**
Students in the engineering programs are required to have their own laptop computers. The Engineering Program Fees cover the costs of required engineering software for the program. Recommended specifications for laptops which are suitable for running the engineering software are updated regularly and are available to students from the department and on the Department of Engineering website.

## Electrical Engineering

Electrical Engineering deals with the study, design, and application of systems that use electricity, electronics, and electromagnetics. While many people associate electrical engineering with electronics and circuits, electrical engineering encompasses a wide variety of areas including embedded (microprocessor) systems, computer and other types of digital electronic systems, signal processing, control systems, and communication systems. A cell phone demonstrates many different aspects of electrical engineering, such as the antenna used to transmit and receive signals (music, voice, video are all signals), the communication systems used to determine how to transmit and decode received signals, the embedded system (computer) used to connect everything together and process signals, and the battery and powering systems. As the world becomes more electrified, the need for electrical engineers is expected to increase. An undergraduate degree in EE can also open the door to entrepreneurship or graduate school in engineering, law, business, and medicine.

The Bachelor of Science in Electrical Engineering major requires 99 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

*Corequisites must be taken during the same semester.*

| | | |
|---|---|---|
| **Engineering Classes** | | **50 hrs.** |
| EGRA 140 | Graphical Communications and Basic Making | 2 hrs. |
| EGRA 130 | Introduction to Microcontrollers | 2 hrs. |
| EGRA 123 | Engineering Applications of MATLAB I | 1.5 hrs. |
| EGRA 124 | Engineering Applications of MATLAB II | 1.5 hrs. |
| EGRA 160 | Introduction to Design | 2 hrs. |
| EGRA 200 | Circuits I | 3 hrs. |
| EGRE 230 | Digital Logic and Design with Verilog | 3 hrs. |
| EGRE 205 | Circuits II | 3 hrs. |
| EGRE 235 | Embedded Systems | 3 hrs. |
| EGRE 310 | Signals and Systems | 3 hrs. |
| EGRE 350 | Electronics I | 3 hrs. |
| EGRE 355 | Electronics II | 3 hrs. |
| EGRA 320 | Control Systems I | 3 hrs. |
| EGRA 360 | Junior Design | 2 hrs. |
| EGRE 430 | Electromagnetics I | 3 hrs. |
| EGRE 431 | Electromagnetics II | 3 hrs. |
| EGRA 460 | Capstone Design I | 3 hrs. |
| EGRA 465 | Capstone Design II | 3 hrs. |
| EGRE 410 | Communication Systems | 3 hrs. |
| | | |
| **Other Required Courses** | | **49 hrs.** |
| EGRA 300 | Engineering Short Courses (0.5 hrs each) | 3 hrs. |
| EGRA 301 | Business Short Courses (0.5 hrs each) | 3 hrs. |
| | | |
| MATH 229 | Calculus A | 4 hrs. |
| MATH 231 | Calculus I | 4 hrs. |
| MATH 232 | Calculus II | 4 hrs. |
| MATH 366 | Differential Equations | 3 hrs. |
| MATH 326 | Probability Theory | 3 hrs. |
| MATH 233 | Calculus III | 4 hrs. |
| PHYS 211 | General Physics I | 5 hrs. |
| PHYS 212 | General Physics II | 5 hrs. |
| CHEM 131 | Foundations of Chemistry | 4 hrs. |
| CHEM 131-L | Foundations of Chemistry Lab | 1 hrs. |
| | | |
| *Choose two of the following:* | | |
| EGRM 220 | Statics and Mechanics of Materials I | 3 hrs. |
| EGRA 420 | Control Systems II | 3 hrs. |
| EGRE 415 | Digital Signal Processing | 3 hrs. |
| EGRE 425 | Kalman Filtering | 3 hrs. |
| CSCI 362 | Introduction to Machine Learning | 3 hrs. |
| EGRA, EGRE, EGRM 490 | Special Topics | 3 hrs. |

## Mechanical Engineering

Mechanical Engineering is one of the broadest engineering majors. It focuses on problem solving in analysis, design, and production of mechanical and thermal systems. This enables graduates to tackle the complex technological problems of today and teach themselves the new technologies of tomorrow. Mechanical engineers apply their knowledge in diverse fields: rollercoasters; rocket ships; airplanes; wind turbines; medical devices such as MRI machines, heart valves, artificial hips, and prosthetics; vehicles such as race cars or gas-powered, hybrid, and electric cars; bridges; automation and robotics; power plants; manufacturing; the list is endless. An undergraduate degree in ME can also open the door to entrepreneurship or graduate school in engineering, law, business, and medicine.

The Bachelor of Science in Mechanical Engineering major requires 99 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*
*Corequisites must be taken during the same semester.*

| **Engineering Classes** | | **50 hrs.** |
|---|---|---|
| EGRA 140 | Graphical Communications and Basic Making | 2 hrs. |
| EGRA 130 | Introduction to Microcontrollers | 2 hrs. |
| EGRA 123 | Engineering Applications of MATLAB I | 1.5 hrs. |
| EGRA 124 | Engineering Applications of MATLAB II | 1.5 hrs. |
| EGRA 160 | Introduction to Design | 2 hrs. |
| EGRA 200 | Circuits I | 3 hrs. |
| EGRM 220 | Statics and Mechanics of Materials I | 3 hrs. |
| EGRM 240 | Materials and Manufacturing | 3 hrs. |
| EGRM 230 | Thermodynamics | 3 hrs. |
| EGRM 320 | Statics and Mechanics of Materials II | 3 hrs. |
| EGRM 325 | Dynamics | 3 hrs. |
| EGRM 350 | Measurement Systems | 3 hrs. |
| EGRM 330 | Fluid Mechanics | 3 hrs. |
| EGRA 360 | Junior Design | 2 hrs. |
| EGRM 430 | Heat Transfer | 3 hrs. |
| EGRM 420 | Materials and Machine Component Design | 3 hrs. |
| EGRA 460 | Capstone Design I | 3 hrs. |
| EGRA 465 | Capstone Design II | 3 hrs. |
| EGRA 320 | Control Systems I | 3 hrs. |

| **Other Required Courses** | | **49 hrs.** |
|---|---|---|
| EGRA 300 | Engineering Short Courses (0.5 hrs each) | 3 hrs. |
| EGRA 301 | Business Short Courses (0.5 hrs each) | 3 hrs. |
| | | |
| MATH 229 | Calculus A | 4 hrs. |
| MATH 231 | Calculus I | 4 hrs. |
| MATH 232 | Calculus II | 4 hrs. |
| MATH 366 | Differential Equations | 3 hrs. |
| MATH 235 | Linear Algebra | 3 hrs. |
| MATH 233 | Calculus III | 4 hrs. |

| | | |
|---|---|---|
| PHYS 211 | General Physics I | 5 hrs. |
| PHYS 212 | General Physics II | 5 hrs. |
| CHEM 131 | Foundations of Chemistry | 4 hrs. |
| CHEM 131-L | Foundations of Chemistry Lab | 1 hrs. |

*Choose one of the following:*

| | | |
|---|---|---|
| EGRA 420 | Control Systems II | 3 hrs. |
| EGRE 205 | Circuits II | 3 hrs. |
| EGRE 230 | Digital Logic and Design with Verilog | 3 hrs. |
| EGRE 235 | Embedded Systems | 3 hrs. |
| CSCI 362 | Introduction to Machine Learning | 3 hrs. |
| BIOL 172 | Molecular Biology | 3 hrs. |

## Pre-Engineering Minor

The minor in Pre-Engineering prepares students for further study in the profession of engineering and supports the development of liberally educated engineers who are better prepared to address significant societal problems through the field of engineering.

The Pre-Engineering minor requires 40-41 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

| | | |
|---|---|---|
| MATH 229 | Calculus A | 4 hrs. |
| MATH 231 | Calculus I | 4 hrs. |
| MATH 232 | Calculus II | 4 hrs. |
| MATH 233 | Calculus III | 4 hrs. |
| PHYS 211 | General Physics I | 5 hrs. |
| PHYS 212 | General Physics II | 5 hrs. |
| *Choose One:* | | *5 hrs.* |
| CHEM 121 | Introductory Chemistry | 5 hrs. |
| CHEM 131/L | Foundations of Chemistry & Lab | 5 hrs. |
| *Choose One:* | | *3 hrs.* |
| COMM 211 | Presentational Speaking | 3 hrs. |
| ENGL 207 | Expository Writing: Art of the Essay | 3 hrs. |
| *Choose One Group:* | | *6-7 hrs.* |
| CSCI 251 | Introduction to Computer Science | 4 hrs. |
| MATH 366 | Differential Equations | 3 hrs. |
| OR | | |
| EGRA 130 | Introduction to Microcontrollers | 2 hrs. |
| EGRA 140 | Graphical Communications and Basic Making | 2 hrs. |
| EGRA 160 | Introduction to Design | 2 hrs. |

## Department of History, Philosophy, & Religion

*Dr. Ted Vaggalis, Chair*

Each program provides a challenging academic curriculum, mentorship, advising, and study abroad opportunities. Outside the classroom, students are offered a wide range of extra-curricular activities, from student clubs, academic honor societies, and internships.

Engaged learning is a focus of the Department through our Senior Capstone research project that culminates in an annual undergraduate conference where research projects are presented to the university community and public. Participating in this semester-long research project allows students to create a scholarly professional portfolio and participate in one-on-one work with faculty to build skills for the professional world or graduate school.

Students are also actively involved in the Humanities and Ethics Center, the Humanities Blog, and the Humanities House. Study abroad opportunities bring new cultural experiences. Students emerge from our programs with an informed sense of culture and shared experiences as they make connections between past and present.

### History Major

History is the study of peoples, societies and events from the earliest times to the present. Grounded in the examination of primary sources such as documents, wills, poems or artifacts that illuminate the past, historians seek to provide meaningful interpretations of the human experience. Studying the traditions, events and decisions of those in the past provides insights for the contemporary world. The history major serves as excellent preparation for careers in education, public policy, consultancy, museum work, law, park service, libraries, and business. History majors have attended graduate and professional schools in history, anthropology, museum studies, divinity studies, law and medicine. The analytical thinking and writing skills associated with history provide important professional and civic competencies for practical application in many fields.

The Department of History offers introductory survey courses, research methods seminars and upper-level subject studies in American, European, African, Asian, and Middle Eastern history. Thematic courses address film and history, military history, biography, and gender, race, and cultural studies. The senior capstone seminar provides opportunity for independent research by examining historical documents. Departmental honors, Phi Alpha Theta, history club and field trips provide students additional opportunities to interact with faculty. The department encourages students to consider studying abroad or to complete an internship as a supplement to the major or minor.

**Program Learning Outcomes:**

1. Demonstrate knowledge about the past.
2. Examine, contextualize, and explicate primary sources.
3. Understand how historians interpret the past.
4. Use the skills of historical research to write papers relying on primary and secondary sources.

The History Program offers two tracks, one for History majors, and the other for students pursuing majors in both History and Secondary Education. Track 1: History, requires a minimum completion of 33 credit hours. Track 2: History-Secondary Education requires a minimum of 27 hours. Do note, Track 2: History-

Secondary Education requires the necessary Department of Education courses needed to earn a major in Secondary Education. Please refer to the Secondary Education section of this catalog for specific requirements.

| **Methods in History Course** | | **3 hrs.** |
|---|---|---|
| *Choose one*:* | | |
| HIST 250 | Colonial America | 3 hrs. |
| HIST 255 | The Black Death | 3 hrs. |
| HIST 258 | Revolutions | 3 hrs. |

*(*Students must meet this requirement before enrolling in any 300-level history course):*

| **Track 1: History** | | **27 hrs.** |
|---|---|---|
| *12 hours must be upper division coursework (300 level or above)* | | |
| **American History Courses** | | **9 hrs.** |
| *Choose three courses from American History (one must be 300 level):* | | |
| HIST 101 | United States History to 1865 | 3 hrs. |
| HIST 102 | United States History 1865 to Present | 3 hrs. |
| HIST 251 | History of Slavery | 3 hrs. |
| HIST 262 | African-American History | 3 hrs. |
| HIST 266 | The Atlantic World, 1400-1800 | 3 hrs. |
| HIST 270 | The American Revolution | 3 hrs. |
| HIST 330 | The American Civil War | 3 hrs. |
| HIST 353 | US Expansion to World War One | 3 hrs. |
| HIST 390 | Selected Topics in American History[1] | 3 hrs. |
| **European History Courses** | | **9 hrs.** |
| *Choose three courses from European History (one must be 300 level):* | | |
| HIST 223 | Medieval Europe | 3 hrs. |
| HIST 225 | Renaissance and Reformation | 3 hrs. |
| HIST 230 | Modern Europe | 3 hrs. |
| HIST 273 | Rome, the City: Ancient to Renaissance (Study Abroad) | 3 hrs. |
| HIST 281 | The Holocaust: History and Memory | 3 hrs. |
| HIST 322 | Joan of Arc: Film and History | 3 hrs. |
| HIST 342 | The European Witch-Hunts | 3 hrs. |
| HIST 390 | Selected Topics in European History[1] | 3 hrs. |
| **World History Courses** | | **9 hrs.** |
| *Choose three courses from World History (one must be 300 level):* | | |
| HIST 109 | Asian History to 1700 | 3 hrs. |
| HIST 110 | Ancient Civilizations | 3 hrs. |
| HIST 205 | Maritime History of the Mediterranean (study abroad) | 3 hrs. |
| HIST 241 | Muslim Societies Since 1500 | 3 hrs. |
| HIST 247 | Modern Japan | 3 hrs. |
| HIST 346 | History of Modern China | 3 hrs. |
| HIST 374 | Social History of India | 3 hrs. |
| HIST 385 | Global Cold War | 3 hrs. |
| HIST 390 | Selected Topics in World History[1] | 3 hrs. |

| | | |
|---|---|---|
| **Capstone Course** | | **3 hrs.** |
| HPRL 493 | Senior Seminar | 3 hrs. |

**Track 2: History-Secondary Education** **18 hrs. + EDUC Requirements**

*9 hours must be upper-division coursework (300 level or higher)*

| | | |
|---|---|---|
| **American History** | | **9 hrs.** |
| HIST 101 | United States History to 1865 | 3 hrs. |
| HIST 102 | United States History 1865 to Present | 3 hrs. |
| *Choose one additional course from American History:* | | |
| HIST 251 | History of Slavery | 3 hrs. |
| HIST 262 | African-American History | 3 hrs. |
| HIST 266 | Atlantic World, 1400-1800 | 3 hrs. |
| HIST 270 | The American Revolution | 3 hrs. |
| HIST 330 | The American Civil War | 3 hrs. |
| HIST 353 | US Expansion to World War One | 3 hrs. |
| HIST 290/390 | Selected Topics in American History | 3 hrs. |
| **World/European History** | | **12 hrs.** |
| *Choose four courses from World/European History:* | | |
| HIST 109 | Asian History to 1700 | 3 hrs. |
| HIST 110 | Ancient Civilizations | 3 hrs. |
| HIST 223 | Medieval Europe | 3 hrs. |
| HIST 225 | Renaissance and Reformation | 3 hrs. |
| HIST 230 | Modern Europe | 3 hrs. |
| HIST 241 | Muslim Societies Since 1500 | 3 hrs. |
| HIST 247 | Modern Japan | 3 hrs. |
| HIST 281 | The Holocaust: History and Memory | 3 hrs. |
| HIST 322 | Joan of Arc: Film and History | 3 hrs. |
| HIST 342 | The European Witch-Hunts | 3 hrs. |
| HIST 346 | History of Modern China | 3 hrs. |
| HIST 374 | Social History of India | 3 hrs. |
| HIST 385 | Global Cold War | 3 hrs. |
| HIST 290/390 | Selected Topics in World/European History | 3 hrs. |
| **Geography** | | |
| HIST 111 | Geographical History | 3 hrs. |

## History Minor

A History Minor requires 18 credit hours of coursework.

**Program Learning Outcomes:**

1. Demonstrate knowledge about the past.
2. Examine, contextualize, and explicate primary sources.
3. Analyze how historians interpret the past.
4. Use the skills of historical research to write papers relying on primary and secondary sources.

*All prerequisites must be completed prior to enrollment in the following courses.*

| | | |
|---|---|---|
| **American History** | | **6 hrs.** |
| *Choose One:* | | *3 hrs.* |
| HIST 101 | United States History to 1865 | 3 hrs. |
| HIST 102 | United States History 1865 to Present | 3 hrs. |
| HIST 250 | Colonial America | 3 hrs. |
| HIST 251 | History of Slavery | 3 hrs. |
| HIST 262 | African-American History | 3 hrs. |
| HIST 266 | The Atlantic World, 1400-1800 | 3 hrs. |
| HIST 270 | The American Revolution | 3 hrs. |
| | | |
| *Choose One:* | | *3 hrs.* |
| HIST 330 | The American Civil War | 3 hrs. |
| HIST 353 | US Expansion to World War One | 3 hrs. |
| HIST 390 | Selected Topics in American History[1] | 3 hrs. |
| | | |
| **European History** | | **6 hrs.** |
| *Choose two courses from European History:* | | |
| HIST 223 | Medieval Europe | 3 hrs. |
| HIST 225 | Renaissance and Reformation | 3 hrs. |
| HIST 230 | Modern Europe | 3 hrs. |
| HIST 255 | The Black Death | 3 hrs. |
| HIST 273 | Rome, the City: Ancient to Renaissance (Study Abroad) | 3 hrs. |
| HIST 281 | The Holocaust: History and Memory | 3 hrs. |
| HIST 322 | Joan of Arc: Film and History | 3 hrs. |
| HIST 342 | The European Witch-Hunts | 3 hrs. |
| HIST 390 | Selected Topics in European History[1] | 3 hrs. |
| | | |
| **World History** | | **6 hrs.** |
| *Choose two courses from World History:* | | |
| HIST 109 | Asian History to 1700 | 3 hrs. |
| HIST 110 | Ancient Civilizations | 3 hrs. |
| HIST 241 | Muslim Societies Since 1500 | 3 hrs. |
| HIST 247 | Modern Japan | 3 hrs. |
| HIST 258 | Revolutions | 3 hrs. |
| HIST 346 | History of Modern China | 3 hrs. |
| HIST 374 | Social History of India | 3 hrs. |

| | | |
|---|---|---|
| HIST 385 | Global Cold War | 3 hrs. |
| HIST 390 | Selected Topics in World History[1] | 3 hrs. |

History minors may substitute HPRL493 for an upper-level course requirement offered in American, European or World History.

[1]*Selected topics should be confirmed with the chair of history for consideration as major or minor credit.*

## Philosophy and Religion Major

Philosophy and Religion students are well trained in terms of content and method. The content of the major focuses on a deep immersion into key questions regarding the meaning, value, and significance of life, as seen from both philosophical and religious perspectives as those have been offered across history and across Western and Eastern cultures. In addition, students should expect a solid training in the analytic reasoning skills that ground critical thinking, thus developing an advanced ability to appreciate, understand, deconstruct, and form difficult and challenging argumentation.

**Program Learning Outcomes:**

1. Demonstrate knowledge of historical and contemporary philosophical and religious traditions.
2. Engage in critical thinking about representative conflicts and dialogues between these historical and contemporary traditions.
3. Understand the processes by which scholars of philosophy or religion develop methodologies and/or theories of interpretation to construct frameworks of meaning.
4. Use the skills of research in philosophy and/or religion to write papers relying on primary and secondary sources.

The Philosophy and Religion major consists of 33 credit hours in the department, which includes the Capstone Research Seminar. Students need to complete five upper-division courses, which includes all 300 level and higher courses. In addition, a Philosophy and Religion major must complete the following requirements:

| | | |
|---|---|---|
| **Introductory Methods** | | **6 hrs.** |
| PHIL 105 | Introduction to Philosophy | 3 hrs. |
| RELG 109 | Introduction to the Study of Religion | 3 hrs. |
| | | |
| **Ethics** | | **3 hrs.** |
| *Choose One:* | | |
| PHIL 305 | Ethical Issues in Health Care | 3 hrs. |
| PHIL 310 | Asian Ethics | 3 hrs. |
| PHIL 316 | Ethics | 3 hrs. |
| PHIL 320 | Environmental Ethics | 3 hrs. |
| RELG 309 | Christian Ethics | 3 hrs. |
| | | |
| **Philosophical and Religious Meaning of Life** | | **6 hrs.** |
| *Choose Two:* | | |
| RELG 202 | Religions of the World: Middle Eastern | 3 hrs. |
| PHIL 205 | Meaning of Life | 3 hrs. |
| PHIL 218 | Thinking Like a Confucian | 3 hrs. |
| RELG 203 | Introduction to the Bible | 3 hrs. |
| | | |
| **Single Author** | | **3 hrs.** |
| *Students must take three Single Author 1-credit hour courses. These are offered once a semester, rotating between philosophy and religion professors and covering each time one significant philosophical or religious text or author.* | | |
| HPRL 318 | The Public Seminar | 1 hr. |

| | | |
|---|---|---|
| **Electives** | | **12 hrs.** |
| *Choose Four:* | | |
| PHIL 214 | Free Will & Responsibility | 3 hrs. |
| PHIL 219 | Daoism | 3 hrs. |
| PHIL 277 | Philosophy of Science | 3 hrs. |
| PHIL 300 | Classic Philosophers | 3 hrs. |
| PHIL 313 | Modern Philosophy: Descartes to Kant | 3 hrs. |
| PHIL 314 | Contemporary European Philosophy | 3 hrs. |
| PHIL 351 | Existentialism in Philosophy, Film, and Literature | 3 hrs. |
| PHIL 374 | Philosophy of Mind | 3 hrs. |
| PLSC 253 | Political Philosophy | 3 hrs. |
| RELG 202 | Religions of the World: Middle Eastern | 3 hrs. |
| RELG 204 | Global Christianity | 3 hrs. |
| RELG 205 | The Life and Teachings of Jesus | 3 hrs. |
| RELG 208 | Life and Teachings of Paul | 3 hrs. |
| RELG 275 | Does God Exist? | 3 hrs. |
| RELG 325 | Living with Joy at Life's End | 3 hrs. |
| RELG 368 | 20th Century Christian Thought | 3 hrs. |
| | | |
| **Senior Seminar** | | **3 hrs.** |
| HPRL 493 | Senior Seminar | 3 hrs. |

**Senior Portfolio Requirement**

All Philosophy and Religion majors, and those planning to declare a major, must keep a file of important assignments completed in all Philosophy and Religion courses for the major. Items to be placed in the file include any written assignments graded or evaluated by the instructor, such as written projects, including exams, research papers, and blogs; as well as any internship projects and audio/video materials. The contents of the file will be used to develop a senior portfolio, a course requirement in HPRL 493 Senior Seminar. The senior portfolio is a reflective document that provides evidence of a student's learning achievements and it may be used to facilitate career planning, job search activities and/or admittance to graduate study.

## Philosophy and Religion Minor

The Philosophy and Religion minor requires 15 credit hours of coursework.

| | | |
|---|---|---|
| **Ethics** | | **3 hrs.** |
| *Choose One:* | | |
| PHIL 305 | Ethical Issues in Health Care | 3 hrs. |
| PHIL 310 | Asian Ethics | 3 hrs. |
| PHIL 316 | Ethics | 3 hrs. |
| PHIL 320 | Environmental Ethics | 3 hrs. |
| RELG 309 | Christian Ethics | 3 hrs. |
| | | |
| **Philosophical and Religious Meaning of Life** | | **6 hrs.** |
| *Choose Two:* | | |
| RELG 202 | Religions of the World: Middle Eastern | 3 hrs. |
| PHIL 205 | Meaning of Life | 3 hrs. |
| PHIL 218 | Thinking Like a Confucian | 3 hrs. |
| RELG 203 | Introduction to the Bible | 3 hrs. |
| | | |
| **Electives** | | **6 hrs.** |
| *Choose Two:* | | |
| PHIL 105 | Introduction to Philosophy | 3 hrs. |
| PHIL 205 | Meaning of Life | 3 hrs. |
| PHIL 214 | Free Will & Responsibility | 3 hrs. |
| PHIL 218 | Thinking Like a Confucian | 3 hrs. |
| PHIL 219 | Daoism | 3 hrs. |
| PHIL 277 | Philosophy of Science | 3 hrs. |
| PHIL 300 | Classic Philosophers | 3 hrs. |
| PHIL 313 | Modern Philosophy: Descartes to Kant | 3 hrs. |
| PHIL 314 | Contemporary European Philosophy | 3 hrs. |
| PHIL 351 | Existentialism in Philosophy, Film, and Literature | 3 hrs. |
| PHIL 374 | Philosophy of Mind | 3 hrs. |
| PLSC 253 | Political Philosophy | 3 hrs. |
| RELG 109 | Introduction to the Study of Religion | 3 hrs. |
| RELG 202 | Religions of the World: Middle Eastern | 3 hrs. |
| RELG 203 | Introduction to the Bible | 3 hrs. |
| RELG 204 | Global Christianity | 3 hrs. |
| RELG 205 | The Life and Teachings of Jesus | 3 hrs. |
| RELG 208 | Life and Teachings of Paul | 3 hrs. |
| RELG 275 | Does God Exist? | 3 hrs. |
| RELG 325 | Living with Joy at Life's End | 3 hrs. |
| RELG 368 | 20th Century Christian Thought | 3 hrs. |

## Pre-Ministry and Community Engagement Major

The Pre-Ministry and Community Engagement major is designed to prepare the student for seminary, or for lay work in non-profit, social justice centered religious, and secular organizations. It provides a framework for an ecumenical religious education, an ethically informed approach to local, regional, and global inequities, and pragmatic strategies for working with organizations that seek to address and alleviate suffering.

This major is designed for the student who has interest in pursuing a career in ministry, religion-affiliated counseling, or lay work with social justice organizations. Depending on student goals, it can prepare one for seminary or yeshiva, or it can be a preparation toward a vocation within a religious or nonprofit context. A student may not combine this major with other majors offered in the Religious Studies Program.

**Program Learning Outcomes:**

1. Demonstrate knowledge of historical and contemporary philosophical and religious traditions.
2. Engage in critical thinking about representative conflicts and dialogues between these historical and contemporary traditions.
3. Understand the processes by which scholars of philosophy or religion develop methodologies and/or theories of interpretation to construct frameworks of meaning.
4. Use the skills of research in philosophy and/or religion to write papers relying on primary and secondary sources.

The Pre-Ministry and Community Engagement major requires 33 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

| **Required Courses** | | **6 hrs.** |
|---|---|---|
| PSYC 101 | Introduction to Psychology | 3 hrs. |
| RELG 109 | Introduction to the Study of Religion | 3 hrs. |
| | | |
| **Ethics** | | **3 hrs.** |
| *Choose One:* | | |
| PHIL 305 | Ethical Issues in Health Care | 3 hrs. |
| PHIL 316 | Ethics | 3 hrs. |
| RELG 309 | Christian Ethics | 3 hrs. |
| RELG 290/390/490 | Selected Topics* | 1-3 hrs. |
| | | |
| **Theology, Culture, and World Religions** | | **18 hrs.** |
| *(Must choose from at least three different programs)* | | |
| CRIM 102 | Introduction to Criminology | 3 hrs. |
| PHIL 218 | Thinking Like a Confucian | 3 hrs. |
| PHIL 219 | Daoism | 3 hrs. |
| PSYC 312 | Positive Psychology | 3 hrs. |
| RELG 202 | Religions of the World: Middle Eastern | 3 hrs. |
| RELG 203 | Introduction to the Bible | 3 hrs. |
| RELG 204 | Global Christianity | 3 hrs. |
| RELG 205 | The Life and Teachings of Jesus | 3 hrs. |

| | | |
|---|---|---|
| RELG 270 | Who is Jesus? | 3 hrs. |
| RELG 275 | Does God Exist? | 3 hrs. |
| RELG 325 | Living with Joy at Life's End | 3 hrs. |
| RELG 368 | Twentieth Century Christian Thought | 3 hrs. |
| RELG 385 | From Babylon to Berlin: A History of Anti-Semitism | 3 hrs. |
| SOCI 302 | Poverty and Inequality | 3 hrs. |
| | | |
| **Communications** | | **3 hrs.** |
| *Choose One:* | | |
| COMM 211 | Presentational Speaking | 3 hrs. |
| COMM 332 | Intercultural Communication | 3 hrs. |
| COMM 387 | Organizational Communication | 3 hrs. |
| | | |
| **Capstone Course: Internship** | | **3 hrs.** |
| RELG 397/497 | Internship | 3 hrs. |

Students majoring in Pre-Ministry and Community Engagement are encouraged to enhance their major experience by studying biblical languages, such as Greek and Hebrew, when available through the department of languages.

## Pre-Ministry and Community Engagement Minor

The Pre-Ministry and Community Engagement minor is designed for non-philosophy and religion majors who wish to pursue lay-work within religious and spiritual communities or in social-justice centered non-profit organizations. The program is open to diverse faith, spiritual, and philosophical perspectives. Its goal is to enhance the participant's capacity to make a contribution of service and/or ministry while that individual has another profession.

The Fusion curriculum encourages Drury students to develop themselves in the areas of "life" and "work." This minor contributes to the "life" part of the integration and is based on the conviction that all people – regardless of profession – have an opportunity to nurture their religious, spiritual, or philosophical identities while also using their gifts to serve the needs of the wider community.

The Pre-Ministry and Community Engagement minor requires 15 credit hours of coursework.

| **Required Courses** | | **9 hrs.** |
|---|---|---|
| PSYC 101 | Introduction to Psychology | 3 hrs. |
| RELG 109 | Introduction to the Study of Religion | 3 hrs. |
| | | |
| **Capstone Course: Internship** | | |
| RELG 397/497 | Internship | 3 hrs. |
| | | |
| **Theology, Culture, and World Religions** | | **6 hrs.** |
| *(Must choose from two different programs)* | | |
| CRIM 102 | Introduction to Criminology | 3 hrs. |
| PHIL 218 | Thinking Like a Confucian | 3 hrs. |
| PHIL 219 | Daoism | 3 hrs. |
| PHIL 305 | Ethical Issues in Health Care | 3 hrs. |
| PSYC 312 | Positive Psychology | 3 hrs. |
| PHIL 316 | Ethics | 3 hrs. |
| RELG 202 | Religions of the World: Middle Eastern | 3 hrs. |
| RELG 203 | Introduction to the Bible | 3 hrs. |
| RELG 204 | Global Christianity | 3 hrs. |
| RELG 205 | The Life and Teachings of Jesus | 3 hrs. |
| RELG 270 | Who is Jesus? | 3 hrs. |
| RELG 275 | Does God Exist? | 3 hrs. |
| RELG 290/390/490 | Selected Topics | 1-3 hrs. |
| RELG 309 | Christian Ethics | 3 hrs. |
| RELG 325 | Living with Joy at Life's End | 3 hrs. |
| RELG 368 | Twentieth Century Christian Thought | 3 hrs. |
| RELG 385 | From Babylon to Berlin: A History of Anti-Semitism | 3 hrs. |
| SOCI 302 | Poverty and Inequality | 3 hrs. |

## Department of Languages and Literature

*Dr. Kevin Henderson, Chair*

The Languages and Literature Department offers four majors and four minors, an exciting range of offerings from introductory courses in writing, literature, film and foreign language to advanced classes in Hispanic cultural studies, world literature, and French and Francophone culture and civilization. Our degree programs help students gain skills in writing, critical thinking, public speaking, creative expression, interpersonal communication skills and intercultural competence.

We are exceptionally proud of our students and graduates. Students studying in our programs are deeply involved with the Humanities and Ethics Center, the Humanities Film Series, the Spanish Club, the French Club, the *Currents* student literary magazine, and the *Gingko Tree Review*, our nationally recognized literary journal. Our graduates have gone on to successful careers in education, law, business, and the arts.

### English Major

Studying English at Drury means:

1. Working closely in small classes with active faculty whose first priority is teaching.
2. Having many opportunities, formal and informal, for experiences outside the classroom.
3. Studying alongside a diverse group of well-prepared and intellectually engaged students in English and writing.
4. Following a strong curriculum that can lead students directly to careers and to graduate and professional programs in English, law, writing, library science, business, and other fields.

The English department has an active student body involved in a wide variety of extracurricular activities, all of which offer important leadership opportunities for qualified and interested students. These duties are not only a labor of love for our students, but they also provide valuable pre-professional experience:

1. We are a member of Sigma Tau Delta, the National Honor Society of English, and elect officers each year. Sigma Tau Delta provides a strong voice for students, organizing social and cultural activities and working closely with the faculty sponsor and other faculty in setting the direction of the department.
2. We select deserving students to serve in a number of on-campus internships and engaged learning opportunities. As on-campus interns, students may work with social media as editors and writers, or as tutors for international students in our English for Academic Purposes Program. They may also work as graphic designers and readers for our flagship literary journal, *Gingko Tree Review*. We also help students develop off-campus internships and engaged learning experiences in their home communities.
3. Students take leadership positions planning and organizing various events that feature visiting writers, student readings, career fairs, and service-learning projects.
4. The Writing Center is staffed by students, many of them English and Writing majors. Work in the Writing Center gives students with an interest in writing and teaching valuable experience.
5. We work closely with public schools in the neighborhood, and encourage our students to offer their time in a wide variety of capacities, including as tutors, readers, and mentors.

In addition, English and writing students have a strong leadership presence in other organizations such as Think Green, Amnesty International, Allies, Alliance for Minority Minds, The Student Union Board (SUB), Student Government Association, The Drury Mirror (the weekly student newspaper), and others.

The three foundational courses serve several purposes. They lead students through stages of development in English studies: as freshmen or sophomores, students take ENGL 200, where they develop close reading abilities; as sophomores or juniors, students take ENGL 301, where they encounter theory; and as seniors, they take ENGL 493, where they do independent research. Moreover, the courses provide the department with a strong sense of community, giving students at all levels a shared classroom experience.

The English major requires 30 credit hours of coursework, and is designed to be foundational and flexible. All students take three courses in common and then choose courses that suit their interests and future plans.

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

| **Foundational Courses** | | **9 hrs.** |
|---|---|---|
| ENGL 200 | Literature Matters | 3 hrs. |
| ENGL 301 | Theory and Practice<br>*(offered each fall)* | 3 hrs. |
| ENGL 493 | Senior Seminar<br>*(offered each spring)* | 3 hrs. |

| **Survey Courses** | | **6 hrs.** |
|---|---|---|
| *Choose Two:* | | |
| ENGL 201 | British Literature I: Medieval through Eighteenth Century | 3 hrs. |
| ENGL 202 | British Literature II: Nineteenth Century through the Present | 3 hrs. |
| ENGL 203 | American Literature I: 1620-1865 | 3 hrs. |
| ENGL 204 | American Literature II: 1865-1980 | 3 hrs. |

| **Advanced Literature Courses** | | **6 hrs.** |
|---|---|---|
| *Choose two 300- or 400-level, one of which must be pre-1800:* | | |
| ENGL 302 | Women Writers | 3 hrs. |
| ENGL 307 | Studies in Nineteenth- through Twentieth-Century Literature | 3 hrs. |
| ENGL 311 | Studies in Contemporary Literature | 3 hrs. |
| ENGL 317 | African-American Literature | 3 hrs. |
| FREN 330 | Dangerous Liaisons: French Literature in Translation | 3 hrs. |
| ENGL 344 | Studies in World Literature | 3 hrs. |
| ENGL 345 | Literature and Ethics | 3 hrs. |
| ENGL 375 | Land and Literature | 3 hrs. |
| ENGL 381 | Southern Literature | 3 hrs. |

| | | |
|---|---|---|
| ENGL 390 | Selected Topics in Literature* | 3 hrs. |
| *Pre-1800 courses include:* | | |
| ENGL 305 | Studies in Ancient through Medieval Literature | 3 hrs. |
| ENGL 306 | Studies in Sixteenth- through Eighteenth-Century Literature | 3 hrs. |
| ENGL 342 | Shakespeare and Ethics | 3 hrs. |
| *and in some instances:* | | |
| ENGL 303 | Single Author | 3 hrs. |

| **Writing and Linguistic Courses** | | **3 hrs.** |
|---|---|---|
| *Choose One:* | | |
| ENGL 207 | Expository Writing: Art of the Essay | 3 hrs. |
| ENGL 253 | Grammar and Style | 3 hrs. |
| ENGL 266 | Creative Writing I – Fiction | 3 hrs. |
| ENGL 267 | Creative Writing I – Poetry | 3 hrs. |
| ENGL 268 | Creative Writing I – Nonfiction | 3 hrs. |
| ENGL 353 | Nature of the English Language | 3 hrs. |
| ENGL 366 | Creative Writing II – Fiction | 3 hrs. |
| ENGL 367 | Creative Writing II – Poetry | 3 hrs. |
| ENGL 368 | Creative Writing II – Nonfiction | 3 hrs. |
| ENGL 455 | Advanced Writing Workshop | 3 hrs. |
| THTR 354 | Writing for Stage and Screen | 3 hrs. |

| **Electives** | | **6 hrs.** |
|---|---|---|
| *Choose Two:* | | |
| ENGL 212 | Comparative Mythology | 3 hrs. |
| ENGL 219 | The Lawyer in Literature and Film | 3 hrs. |
| ENGL 235 | The History of Film | 3 hrs. |
| ENGL 302 | Women Writers | 3 hrs. |
| ENGL 303 | Single Author | 3 hrs. |
| ENGL 305 | Studies in Ancient through Medieval Literature | 3 hrs. |
| ENGL 306 | Studies in Sixteenth- through Eighteenth-Century Literature | 3 hrs. |
| ENGL 307 | Studies in Nineteenth- through Twentieth-Century Literature | 3 hrs. |
| ENGL 311 | Studies in Contemporary Literature | 3 hrs. |
| ENGL 317 | African-American Literature | 3 hrs. |
| ENGL 320 | Grant Writing and Research | 3 hrs. |
| ENGL 335 | Film Studies | 3 hrs. |
| ENGL 342 | Shakespeare and Ethics | 3 hrs. |
| ENGL 344 | Studies in World Literature | 3 hrs. |
| ENGL 345 | Literature and Ethics | 3 hrs. |
| ENGL 375 | Land and Literature | 3 hrs. |
| ENGL 381 | Southern Literature | 3 hrs. |

## English Minor

The English minor requires 18 credit hours of coursework.

**Program Learning Outcomes:**

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

| **Foundational Courses** | | **6 hrs.** |
|---|---|---|
| ENGL 200 | Literature Matters | 3 hrs. |
| ENGL 301 | Theory and Practice<br>*(offered each fall)* | 3 hrs. |

| **British and American Literature** | | **6 hrs.** |
|---|---|---|
| *Choose Two:* | | |
| ENGL 201 | British Literature I: Medieval through Eighteenth Century | 3 hrs. |
| ENGL 202 | British Literature II: Nineteenth Century through the Present | 3 hrs. |
| ENGL 203 | American Literature I: 1620-1865 | 3 hrs. |
| ENGL 204 | American Literature II: 1865-1980 | 3 hrs. |

| **Advanced Literature** | | **6 hrs.** |
|---|---|---|
| *Choose Two:* | | |
| ENGL 302 | Women Writers | 3 hrs. |
| ENGL 303 | Single Author | 3 hrs. |
| ENGL 305 | Studies in Ancient through Medieval Literature | 3 hrs. |
| ENGL 306 | Studies in Sixteenth- through Eighteenth-Century Literature | 3 hrs. |
| ENGL 307 | Studies in Nineteenth- through Twentieth-Century Literature | 3 hrs. |
| ENGL 311 | Studies in Contemporary Literature | 3 hrs. |
| ENGL 317 | African-American Literature | 3 hrs. |
| FREN 330 | Dangerous Liaisons: French Literature in Translation | 3 hrs. |
| ENGL 342 | Shakespeare and Ethics | 3 hrs. |
| ENGL 344 | Studies in World Literature | 3 hrs. |
| ENGL 345 | Literature and Ethics | 3 hrs. |
| ENGL 375 | Land and Literature | 3 hrs. |
| ENGL 381 | Southern Literature | 3 hrs. |
| ENGL 390 | Selected Topics in Literature* | 3 hrs. |

**Selected topics should be confirmed with the chair of English for consideration as major or minor credit.*

## French and Francophone Studies Major

The foreign language curriculum is designed to introduce all Drury students to selected languages of the world and their cultural and literary traditions. Language majors are prepared for graduate studies and also for careers in a variety of fields including teaching, international business, and other professional disciplines. The department offers majors and minors in French and Spanish.

French majors and minors are strongly urged to earn some of the required credits through an approved program in a French-speaking country.

**Program Learning Outcomes:**

1. Achieve the ACTFL level of "Advanced Low" writing in the target language.
2. Achieve the ACTFL level of "Advanced Low" speaking in the target language.
3. Achieve the ACTFL level of "Advanced Low" reading in the target language.
4. Achieve the ACTFL level of "Advanced Low" listening in the target language.
5. Gain intercultural competency: students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures; demonstrate an understanding of the relationship between the practices, products and perspectives of Hispanic and Francophone cultures and demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
6. Demonstrate critical thinking by critically stating a position while recognizing and synthesizing various viewpoints.

*All prerequisites must be completed prior to enrollment in the following courses.*

The French and Francophone Studies major requires 24 credit hours of coursework.

Note: Completion of 101 or 102 (or equivalent) or transfer credit are prerequisites for enrollment in courses at the 200-level.

| | | |
|---|---|---|
| **French Literature** | | **3 hrs.** |
| *Choose One:* | | |
| FREN 330 | Dangerous Liaisons: French Literature in Translation | 3 hrs. |
| FREN 351 | Introduction to French Literature I | 3 hrs. |
| FREN 352 | Introduction to French Literature II | 3 hrs. |
| FREN 466 | Genre Study: French Prose | 3 hrs. |
| **Senior Seminar** | | **3 hrs.** |
| FREN 493 | Senior Seminar | 3 hrs. |
| **Electives** | | **18 hrs.** |
| FREN 102 | Elementary French II | 3 hrs. |
| FREN 201 | Intermediate French III | 3 hrs. |
| FREN 202 | Intermediate French IV | 3 hrs. |
| FREN 230 | French Beyond France: Cultural Identity in the Francophone World | 3 hrs. |
| FREN 280 | Intermediate International Language Study – French | 3 hrs. |
| FREN 301 | French Grammar and Composition | 3 hrs. |

| | | |
|---|---|---|
| FREN 302 | French Culture and Civilization | 3 hrs. |
| FREN 303 | French Conversation | 3 hrs. |
| FREN 310 | French Pronunciation and Phonetics | 1 hr. |
| FREN 311, 312 | French Pronunciation and Phonetics | 1 hr. |
| FREN 320 | France Today: Who Are the French? | 3 hrs. |
| FREN 330 | Dangerous Liaisons: French Literature in Translation | 3 hrs. |
| FREN 344 | Commercial French | 3 hrs. |
| FREN 351 | Introduction to French Literature I | 3 hrs. |
| FREN 352 | Introduction to French Literature II | 3 hrs. |
| FREN 380 | Advanced International Language Study – French | 3 hrs. |
| FREN 466 | Genre Study: French Prose | 3 hrs. |
| FREN 290, 390, 490 | Selected Topics | 3 hrs. |
| FREN 391, 491 | Research | 3 hrs. |
| FREN 397, 497 | Internship | 3 hrs. |

## French and Francophone Studies Minor

The French minor requires 15 credit hours of coursework.

**Program Learning Outcomes:**

1. Achieve the ACTFL level of "Advanced Low" writing in the target language.
2. Achieve the ACTFL level of "Advanced Low" speaking in the target language.
3. Achieve the ACTFL level of "Advanced Low" reading in the target language.
4. Achieve the ACTFL level of "Advanced Low" listening in the target language.
5. Gain intercultural competency: students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures; demonstrate an understanding of the relationship between the practices, products and perspectives of Hispanic and Francophone cultures and demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
6. Demonstrate critical thinking by critically stating a position while recognizing and synthesizing various viewpoints.

*All prerequisites must be completed prior to enrollment in the following courses.*

| | | |
|---|---|---|
| **Required** | | **3 hrs.** |
| FREN 201 | Intermediate French III | 3 hrs. |
| | | |
| **Electives:** | | **12 hrs.** |
| FREN 102 | Elementary French II | 3 hrs. |
| FREN 202 | Intermediate French IV | 3 hrs. |
| FREN 230 | French Beyond France: Cultural Identity in the Francophone World | 3 hrs. |
| FREN 301 | French Grammar and Composition | 3 hrs. |
| FREN 302 | French Culture and Civilization | 3 hrs. |
| FREN 303 | French Conversation | 3 hrs. |
| FREN 310 | French Pronunciation and Phonetics | 1 hr. |
| FREN 311, 312 | French Pronunciation and Phonetics | 1 hr. |
| FREN 320 | France Today: Who Are the French? | 3 hrs. |
| FREN 330 | Dangerous Liaisons: French Literature in Translation | 3 hrs. |
| FREN 344 | Commercial French | 3 hrs. |
| FREN 351 | Introduction to French Literature I | 3 hrs. |
| FREN 352 | Introduction to French Literature II | 3 hrs. |
| FREN 380 | Advanced International Language Study – French | 3 hrs. |
| FREN 466 | Genre Study: French Prose | 3 hrs. |
| FREN 290, 390, 490 | Selected Topics | 3 hrs. |
| FREN 391, 491 | Research | 3 hrs. |
| FREN 397, 497 | Internship | 3 hrs. |

## Spanish Major

The foreign language curriculum is designed to introduce all Drury students to selected languages of the world and their cultural and literary traditions. Language majors are prepared for graduate studies and also for careers in a variety of fields including teaching, international business, and other professional disciplines. The department offers majors and minors in French and Spanish.

**Program Learning Outcomes:**

1.Achieve the ACTFL level of "Advanced Low" writing in the target language.
2. Achieve the ACTFL level of "Advanced Low" speaking in the target language.
3. Achieve the ACTFL level of "Advanced Low" reading in the target language.
4. Achieve the ACTFL level of "Advanced Low" listening in the target language.
5. Gain intercultural competency: students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures; demonstrate an understanding of the relationship between the practices, products and perspectives of Hispanic and Francophone cultures and demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
6. Demonstrate critical thinking by critically stating a position while recognizing and synthesizing various viewpoints.

A Spanish major requires 27 hours of coursework, and at least three hours required for the major must be taken at the 400-level.

Faculty approval is recommended before enrolling in any 300-level course or above.

*All prerequisites must be completed prior to enrollment in the following courses.*

| | | |
|---|---|---|
| SPAN 306 | Advanced Grammar and Composition | 3 hrs. |
| SPAN 307 | Advanced Conversation | 3 hrs. |

*Choose Seven:* *21 hrs.*
*(at least one of which must be at the 400 level; students may not count both SPAN 313 and SPAN 345 towards the major)*

| | | |
|---|---|---|
| SPAN 201 | Intermediate Spanish III | 3 hrs. |
| SPAN 202 | Intermediate Spanish IV | 3 hrs. |
| SPAN 280 | International Language Study - Spanish | 3 hrs. |
| SPAN 281 | Spanish for the Professions I | 3 hrs. |
| SPAN 302 | The Culture of Spain | 3 hrs. |
| SPAN 303 | The Culture of Spanish America | 3 hrs. |
| SPAN 305 | Introduction to Hispanic Cultural Studies | 3 hrs. |
| SPAN 308 | Spain Now: Contemporary Spanish Culture | 3 hrs. |
| SPAN 309 | Spanish America Now: Contemporary Spanish American Culture | 3 hrs. |
| SPAN 311 | The Literature of Spanish America | 3 hrs. |
| SPAN 312 | The Literature of Spain | 3 hrs. |
| SPAN 313 | These Are Not Sweet Girls: Hispanic Women's Literature | 3 hrs. |
| SPAN 321 | Service Learning in the Hispanic Community | 3 hrs. |
| SPAN 322 | Spanish American Film | 3 hrs. |
| SPAN 345 | Spanish Film and Ethics | 3 hrs. |

| | | |
|---|---|---|
| SPAN 380 | Advanced International Language Study - Spanish | 3 hrs. |
| SPAN 383 | Spanish for the Professions II | 3 hrs. |
| SPAN 411 | Advanced Studies: Hispanic Language and Civilization | 3 hrs. |
| SPAN 412 | Advanced Studies: Hispanic Literature | 3 hrs. |
| SPAN 414 | From Magical Realism to Virtual Realism: Boom and Postboom Narratives | 3 hrs. |
| SPAN 489 | Advanced Seminar in Hispanic Cultural Studies | 3 hrs. |
| SPAN 290, 390, 490 | Selected Topics | 3 hrs. |
| SPAN 391, 491 | Research | 3 hrs. |
| SPAN 397, 497 | Internship | 3 hrs. |

## Spanish Minor

A Spanish minor requires 18 credit hours of coursework.

**Program Learning Outcomes:**

1.Achieve the ACTFL level of "Advanced Low" writing in the target language.
2. Achieve the ACTFL level of "Advanced Low" speaking in the target language.
3. Achieve the ACTFL level of "Advanced Low" reading in the target language.
4. Achieve the ACTFL level of "Advanced Low" listening in the target language.
5. Gain intercultural competency: students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures; demonstrate an understanding of the relationship between the practices, products and perspectives of Hispanic and Francophone cultures and demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
6. Demonstrate critical thinking by critically stating a position while recognizing and synthesizing various viewpoints.

Faculty approval is recommended before enrolling in any 300-level course or above.

*All prerequisites must be completed prior to enrollment in the following courses.*

| | | |
|---|---|---|
| SPAN 306 | Advanced Grammar and Composition | 3 hrs. |
| SPAN 307 | Advanced Conversation | 3 hrs. |
| *Choose Four:* | | *12 hrs.* |
| *(students may not count both SPAN 313 and SPAN 345 towards their minor)* | | |
| SPAN 201 | Intermediate Spanish III | 3 hrs. |
| SPAN 202 | Intermediate Spanish IV | 3 hrs. |
| SPAN 280 | International Language Study - Spanish | 3 hrs. |
| SPAN 281 | Spanish for the Professions I | 3 hrs. |
| SPAN 302 | The Culture of Spain | 3 hrs. |
| SPAN 303 | The Culture of Spanish America | 3 hrs. |
| SPAN 305 | Introduction to Hispanic Cultural Studies | 3 hrs. |
| SPAN 308 | Spain Now: Contemporary Spanish Culture | 3 hrs. |
| SPAN 309 | Spanish America Now: Contemporary Spanish American Culture | 3 hrs. |
| SPAN 311 | The Literature of Spanish America | 3 hrs. |
| SPAN 312 | The Literature of Spain | 3 hrs. |
| SPAN 313 | These Are Not Sweet Girls: Hispanic Women's Literature | 3 hrs. |
| SPAN 321 | Service Learning in the Hispanic Community | 3 hrs. |
| SPAN 322 | Spanish American Film | 3 hrs. |
| SPAN 345 | Spanish Film and Ethics | 3 hrs. |
| SPAN 380 | Advanced International Language Study - Spanish | 3 hrs. |
| SPAN 383 | Spanish for the Professions II | 3 hrs. |
| SPAN 411 | Advanced Studies: Hispanic Language and Civilization | 3 hrs. |
| SPAN 412 | Advanced Studies: Hispanic Literature | 3 hrs. |
| SPAN 414 | From Magical Realism to Virtual Realism: Boom and Postboom Narratives | 3 hrs. |
| SPAN 489 | Advanced Seminar in Hispanic Cultural Studies | 3 hrs. |

| | | |
|---|---|---|
| SPAN 290, 390, 490 | Selected Topics | 3 hrs. |
| SPAN 391, 491 | Research | 3 hrs. |
| SPAN 397, 497 | Internship | 3 hrs. |

*Spanish majors and minors are strongly urged to earn some of the required credits through an approved program in a Spanish-speaking country.*

## Writing Major

Studying writing at Drury means:

1. Working closely in small classes with active faculty whose first priority is teaching.
2. Having many opportunities, formal and informal, for experiences outside the classroom.
3. Studying alongside a diverse group of well-prepared and intellectually engaged students in English and writing.
4. Following a strong curriculum that can lead students directly to careers and to graduate and professional programs in English, law, writing, library science, business, and other fields.

The Writing Program has an active student body involved in a wide variety of extracurricular activities, all of which offer important leadership opportunities for qualified and interested students. These duties are not only a labor of love for our students, but they also provide valuable pre-professional experience:

1. We are a member of Sigma Tau Delta, the National Honor Society of English, and elect officers each year. Sigma Tau Delta provides a strong voice for students, organizing social and cultural activities and working closely with the chair and other faculty in setting the direction of the department.
2. We select deserving students to serve in a number of on-campus internships and engaged learning opportunities. As on-campus interns, students may work with social media as editors and writers, or as tutors for international students in our English for Academic Purposes Program. They may also work as graphic designers and readers for our flagship literary journal, *Gingko Tree Review*. Occasionally, students may have opportunities to work as grant writers for various on-campus programs such as the Women's Resource Center at the Rose O'Neill House. We also help students develop off-campus internships and engaged learning experiences in their home communities.
3. Students take leadership positions planning and organizing various events that feature visiting writers, student readings, career fairs and service-learning projects.
4. The Writing Center is staffed by students, many of them English and Writing majors. Work in the Writing Center gives students with an interest in writing and teaching valuable experience.
5. We work closely with public schools in the neighborhood, and encourage our students to offer their time in a wide variety of capacities, including as tutors, readers and mentors.

In addition, English and writing students have a strong leadership presence in other organizations such as Think Green, Amnesty International, Allies, Alliance for Minority Minds, The Student Union Board (SUB), Student Government Association, The Drury Mirror (the weekly student newspaper), and others.

**Program Learning Outcomes:**

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

The Writing major requires 30 hours of coursework, and is designed to be foundational and flexible.

| **Foundations** | | **12 hrs.** |
|---|---|---|
| ENGL 200 | Literature Matters | 3 hrs. |
| ENGL 253 | Grammar and Style | 3 hrs. |
| ENGL 301 | Theory and Practice | 3 hrs. |

| | | |
|---|---|---|
| ENGL 493 | Senior Seminar | 3 hrs. |

**Imaginative Writing** **6 hrs.**

*Choose Two:*

| | | |
|---|---|---|
| ENGL 266 | Creative Writing I-Fiction | 3 hrs. |
| ENGL 267 | Creative Writing I-Poetry | 3 hrs. |
| ENGL 268 | Creative Writing I-Nonfiction | 3 hrs. |
| ENGL 366 | Creative Writing II-Fiction | 3 hrs. |
| ENGL 367 | Creative Writing II-Poetry | 3 hrs. |
| ENGL 368 | Creative Writing II-Nonfiction | 3 hrs. |
| THTR 354 | Writing for Stage and Screen | 3 hrs. |

**Professional Writing and Editing** **6 hrs.**

*Choose Two:*

| | | |
|---|---|---|
| COMM 221 | Multimedia Writing | 3 hrs. |
| ENGL 251 | Editing and Publishing | 3 hrs. |
| ENGL 320 | Grant Writing and Research | 3 hrs. |
| ENGL 355 | Small Press Publishing | 3 hrs. |
| ENGL 397 | Internship | 3-6 hrs. |
| ENGL 455 | Advanced Writing Workshop | 3 hrs. |

**Literature** **3 hrs.**

*Choose one 300- or 400-level literature course:*

| | | |
|---|---|---|
| ENGL 302 | Women Writers | 3 hrs. |
| ENGL 303 | Single Author | 3 hrs. |
| ENGL 305 | Studies in Ancient through Medieval Literature | 3 hrs. |
| ENGL 306 | Studies in Sixteenth-through Eighteenth-Century Literature | 3 hrs. |
| ENGL 307 | Studies in Nineteenth-through Twentieth-Century Literature | 3 hrs. |
| ENGL 311 | Studies in Contemporary Literature | 3 hrs. |
| ENGL 317 | African-American Literature | 3 hrs. |
| FREN 330 | Dangerous Liaison: French Literature in Translation | 3 hrs. |
| ENGL 342 | Shakespeare and Ethics | 3 hrs. |
| ENGL 344 | Studies in World Literature | 3 hrs. |
| ENGL 345 | Literature and Ethics | 3 hrs. |
| ENGL 375 | Land and Literature | 3 hrs. |
| ENGL 381 | Southern Literature | 3 hrs. |
| ENGL 390 | Selected Topics in Literature[1] | 3 hrs. |

**Elective** **3 hrs.**

*Choose One:*

| | | |
|---|---|---|
| ENGL 212 | Comparative Mythology | 3 hrs. |
| ENGL 219 | The Lawyer in Literature and Film | 3 hrs. |
| ENGL 235 | The History of Film | 3 hrs. |
| ENGL 251 | Editing and Publishing | 3 hrs. |
| ENGL 266 | Creative Writing I - Fiction | 3 hrs. |
| ENGL 267 | Creative Writing I - Poetry | 3 hrs. |
| ENGL 268 | Creative Writing I - Nonfiction | 3 hrs. |

| | | |
|---|---|---|
| ENGL 302 | Women Writers | 3 hrs. |
| ENGL 303 | Single Author | 3 hrs. |
| ENGL 305 | Studies in Ancient through Medieval Literature | 3 hrs. |
| ENGL 306 | Studies in Sixteenth- through Eighteenth-Century Literature | 3 hrs. |
| ENGL 307 | Studies in Nineteenth- through Twentieth-Century Literature | 3 hrs. |
| ENGL 311 | Studies in Contemporary Literature | 3 hrs. |
| ENGL 317 | African-American Literature | 3 hrs. |
| ENGL 320 | Grant Writing and Research | 3 hrs. |
| ENGL 335 | Film Studies | 3 hrs. |
| ENGL 342 | Shakespeare and Ethics | 3 hrs. |
| ENGL 344 | Studies in World Literature | 3 hrs. |
| ENGL 345 | Literature and Ethics | 3 hrs. |
| ENGL 355 | Small Press Publishing | 3 hrs. |
| ENGL 366 | Creative Writing II—Fiction | 3 hrs. |
| ENGL 367 | Creative Writing II - Poetry | 3 hrs. |
| ENGL 368 | Creative Writing II - Nonfiction | 3 hrs. |
| ENGL 375 | Land and Literature | 3 hrs. |
| ENGL 381 | Southern Literature | 3 hrs. |

Many students double major in both English and Writing. In addition to the 30 hours above, completion of two Survey courses, one Advanced Literature course, and one additional elective course will make it possible for students to major in both English and Writing (total of 42 hours).

## Writing Minor

The Writing Minor requires 18 credit hours of coursework.

**Program Learning Outcomes:**

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

*All prerequisites must be completed prior to enrollment in the following courses.*

| **Foundations** | | **6 hrs.** |
|---|---|---|
| ENGL 200 | Literature Matters | 3 hrs. |
| ENGL 253 | Grammar and Style | 3 hrs. |

| **Imaginative Writing** | | **6 hrs.** |
|---|---|---|
| *Choose two, one must be upper division:* | | |
| ENGL 207 | Expository Writing: Art of the Essay | 3 hrs. |
| ENGL 266 | Creative Writing I – Fiction | 3 hrs. |
| ENGL 267 | Creative Writing I – Poetry | 3 hrs. |
| ENGL 268 | Creative Writing I – Nonfiction | 3 hrs. |
| THTR 354 | Writing for Stage and Screen | 3 hrs. |
| ENGL 366 | Creative Writing II – Fiction | 3 hrs. |
| ENGL 367 | Creative Writing II – Poetry | 3 hrs. |
| ENGL 368 | Creative Writing II – Nonfiction | 3 hrs. |

| **Professional Writing and Editing** | | **6 hrs.** |
|---|---|---|
| *Choose two, one must be upper division:* | | |
| COMM 221 | Multimedia Writing | 3 hrs. |
| ENGL 251 | Editing and Publishing | 3 hrs. |
| ENGL 320 | Grant Writing and Research | 3 hrs. |
| ENGL 355 | Small Press Publishing | 3 hrs. |
| ENGL 397 | Internship | 3-6 hrs. |
| ENGL 455 | Advanced Writing Workshop | 3 hrs. |

[1]Selected topics should be confirmed with the chair of English for consideration as major or minor credit.

## Department of Mathematics and Computer Science

*Dr. Scott Simmons, Chair*

The department of mathematics and computer science provides students with courses for general knowledge and for career preparation. We stress the development of critical thinking skills, the integration of theory with practical applications, and the understanding of concepts of mathematics and computer programming.

### Actuarial Science and Risk Management Minor

The major or minor in mathematics with a minor in actuarial science and risk management specifically prepares graduates to enter the fields of actuarial science or risk management. Students majoring or minoring in math with a minor in actuarial science and risk management will have the academic preparation to pass the first professional actuarial exam.

**Program Learning Outcomes**

1) Quantitative Skills: students will master mathematical concepts from calculus and probability theory that are used to analyze and solve complex problems related to financial risk.
2) Statistical Competence: students will develop proficiency in statistical methods that are applicable to risk assessment and decision-making in actuarial contexts.
3) Financial Modeling: students will learn financial modeling concepts such as time value of money that can be used to evaluate and effectively manage risks.
4) Risk Management Strategies: students will learn to evaluate and implement risk-management strategies related to both financial and non-financial factors.

The actuarial science and risk management minor requires 21 credit hours of coursework.

This minor is only available to students pursuing a major or minor in mathematics.

*All prerequisites must be completed prior to enrollment in the following courses.*

*A grade of C- or higher must be achieved in the 200-level courses listed below.*

| | | |
|---|---|---|
| ACCT 209 | Principles of Accounting | 3 hrs. |
| ACCT 210 | Accounting for Management | 3 hrs. |
| FINC 310 | Risk Management and Insurance | 3 hrs. |
| FINC 331 | Corporate Finance | 3 hrs. |
| MATH 326 | Probability Theory | 3 hrs. |
| MATH 327 | Mathematical Statistics | 3 hrs. |
| *Choose One:* | | *3 hrs.* |
| ECON 210 | Principles of Microeconomics | 3 hrs. |
| ECON 211 | Principles of Macroeconomics | 3 hrs. |

*In addition, actuarial science and risk management minors are strongly encouraged to take FINC 335: Investments and COMM 211: Presentational Speaking.*

## Computer Science Major

The Bachelor of Science in Computer Science major is designed for students wishing to find positions as computer scientists, as software developers, or to pursue graduate study. The major requires a core of computer science courses (23 hours) covering essential elements of the Computer Science Body of Knowledge that all computer science graduates must master. In addition to the core computer science courses, 15 additional hours of computer science course work in hardware, systems, theory, and software engineering is required. The major also requires 8 hours of support work in mathematics. Students are strongly encouraged to complete an internship as additional coursework.

**Program Learning Outcomes:**

1. Demonstrate the ability to construct software to solve complex problems.
2. Demonstrate a basic understanding of the core theoretical constructs of computer science.
3. Demonstrate the ability to learn new languages and software systems.
4. Demonstrate the ability to apply modern software development tools and techniques.

*A grade of C or higher must be achieved in CSCI 251.*

*A grade of C or higher must be achieved in CSCI 261 and MATH 231 in order to proceed to CSCI 262.*

The Computer Science major requires 41 credit hours of coursework.

| **Required Courses** | | **41 hrs.** |
|---|---|---|
| CSCI 241 | Discrete Mathematics | 3 hrs. |
| CSCI 251 | Introduction to Computer Science | 4 hrs. |
| CSCI 261 | Data Structures | 4 hrs. |
| CSCI 262 | Algorithms | 3 hrs. |
| CSCI 277 | Application Development I | 3 hrs. |
| CSCI 342 | Computer Systems Concepts | 3 hrs. |
| CSCI 351 | Programming Languages | 3 hrs. |
| CSCI 357 | Application Development II | 3 hrs. |
| CSCI 371 | Software Engineering | 3 hrs. |
| CSCI 461 | Artificial Intelligence | 3 hrs. |
| CSCI 495 | Research and Development I | 3 hrs. |
| *Choose One:* | | *3 hrs.* |
| CSCI 362 | Introduction to Machine Learning | 3 hrs. |
| CSCI 453 | Formal Language Theory | 3 hrs. |

Students interested in graduate school in computer science are encouraged to complete a minor in mathematics, including linear algebra and differential equations. Graduate study in analysis of algorithms and the study of computability theory require an advanced understanding of mathematics

## Computer Science Minor

The Computer Science minor requires 20 credit hours of coursework.

**Program Learning Outcomes:**

1. Demonstrate the ability to construct software to solve complex problems.
2. Demonstrate a basic understanding of the core theoretical constructs of computer science
3. Demonstrate the ability to learn new languages and software systems.
4. Demonstrate the ability to apply modern software development tools and techniques.

*All prerequisites must be completed prior to enrollment in the following courses.*

| | | |
|---|---|---|
| CSCI 251 | Introduction to Computer Science | 4 hrs. |
| CSCI 261 | Data Structures | 4 hrs. |
| CSCI 277 | Application Development I | 3 hrs. |
| *Choose Three:* | | *9 hrs.* |
| CSCI 241 | Discrete Mathematics | 3 hrs. |
| CSCI 262 | Algorithms | 3 hrs. |
| CSCI 282 | Foundations of Game Development | 3 hrs. |
| CSCI 357 | Application Development II | 3 hrs. |
| CSCI 395 | Applied Projects | 3 hrs. |
| MATH 261 | Introduction to Data Science | 3 hrs. |

## Cybersecurity Major

The Cybersecurity program at Drury University, housed within the Math and Computer Science Department, is designed for students who aspire to work in technical roles on the front lines of cybersecurity operations. This program equips students with the necessary skills in computer science, mathematics, and information security to protect and defend digital systems against cyber threats. Students interested in managerial roles within cybersecurity are encouraged to pursue the Bachelor of Arts in Cyber-Risk Management offered by the Breech School of Business.

The Cybersecurity major requires 48 credit hours of coursework.

| **Core Courses** | | **23 hrs.** |
|---|---|---|
| CSCI 241 | Discrete Mathematics | 3 hrs. |
| CSCI 251 | Introduction to Computer Science | 4 hrs. |
| CSCI 261 | Data Structures | 4 hrs. |
| CSCI 262 | Algorithms | 3 hrs. |
| CSCI 342 | Computer Systems Concepts | 3 hrs. |
| CSCI 351 | Programming Languages | 3 hrs. |
| CSCI 362 | Introduction to Machine Learning | 3 hrs. |

| **Major Requirements** | | **25 hrs.** |
|---|---|---|
| MATH 231 | Calculus I | 4 hrs. |
| CSCI 277 | Application Development I | 3 hrs. |
| MATH 326 | Probability Theory | 3 hrs. |
| CISQ 352 | Fundamentals of Cybersecurity | 3 hrs. |
| CISQ 440 | Web Application Security | 3 hrs. |
| CISA 470 | Hacking Tools, Techniques & Incident Response | 3 hrs. |
| CISQ 478 | Network Security | 3 hrs. |
| CISQ 494 | Cybersecurity Capstone | 3 hrs. |

*Students pursuing the Cybersecurity Major may not earn the Cyber-risk Management major or minor.*

*Students pursuing the Cybersecurity Major may not earn the Computer Science major or minor.*

*Students pursuing the Cybersecurity Major may not earn the Cybersecurity Fundamentals certificate.*

## Mathematics Major

The department of mathematics and computer science provides students with courses for general knowledge and for career preparation. We stress the development of critical thinking skills, the integration of theory with practical applications and the understanding of concepts of mathematics. Mathematics courses numbered 300 or higher are typically offered once every four semesters on a rotating basis.

The major in mathematics prepares students for careers or graduate school in the mathematical sciences. We encourage mathematics majors to participate in research. The minor in mathematics supports students who are planning careers in areas that rely on applications of mathematics.

**Program Learning Outcomes:**

1. Demonstrate an understanding of algebra and calculus, the essential computational frameworks of mathematics.
2. Demonstrate a basic understanding of analysis and abstract algebra, the core branches of mathematics.
3. Demonstrate the ability to use logic and correct mathematical terminology to write mathematical proofs.
4. Demonstrate the ability to apply logic and correct mathematical terminology in the development of a mathematical theory.

The mathematics major requires 40 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

*A grade of C- or higher must be achieved in the 200-level courses listed below.*

| | | |
|---|---|---|
| CSCI 251 | Introduction to Computer Science | 4 hrs. |
| MATH 231 | Calculus I | 4 hrs. |
| MATH 232 | Calculus II | 4 hrs. |
| MATH 233 | Calculus III | 4 hrs. |
| MATH 234* | Introduction to Mathematical Proof | 3 hrs. |
| MATH 235 | Linear Algebra | 3 hrs. |
| MATH 301 | Abstract Algebra | 3 hrs. |
| MATH 421 | Real Variables | 3 hrs. |
| MATH 493 | Senior Seminar | 3 hrs. |

*Choose three courses from at least two of the following areas:* *9 hrs.*

***Probability and Statistics***

| | | |
|---|---|---|
| MATH 326 | Probability Theory | 3 hrs. |
| MATH 327 | Mathematical Statistics | 3 hrs. |

**Applied Math**

| | | |
|---|---|---|
| MATH 261 | Introduction to Data Science | 3 hrs. |
| MATH 366 | Differential Equations | 3 hrs. |
| MATH 428 | Regression Analysis | 3 hrs. |
| MATH 432 | Complex Variables | 3 hrs. |
| MATH 390, 490 | Selected Topics | 3 hrs. |

**Geometry and Topology**

| | | |
|---|---|---|
| MATH 330 | Geometry | 3 hrs. |

**Computer Science**

| | | |
|---|---|---|
| CSCI 362 | Introduction to Machine Learning | 3 hrs. |
| CSCI 453 | Formal Language Theory | 3 hrs. |

*Students may replace MATH 234 with the pair of classes CSCI 241 and CSCI 262.

## Mathematics Minor

The mathematics minor requires 18 credit hours of coursework.

**Program Learning Outcomes:**

1. Demonstrate an understanding of algebra and calculus, the essential computational frameworks of mathematics.
2. Demonstrate a basic understanding of analysis and abstract algebra, the core branches of mathematics.
3. Demonstrate the ability to use logic and correct mathematical terminology to write mathematical proofs.
4. Demonstrate the ability to apply logic and correct mathematical terminology in the development of a mathematical theory.

*All prerequisites must be completed prior to enrollment in the following courses.*

*A grade of C- or higher must be achieved in the 200-level courses listed below.*

| | | |
|---|---|---|
| MATH 231 | Calculus I | 4 hrs. |
| MATH 232 | Calculus II | 4 hrs. |
| MATH 233 | Calculus III | 4 hrs. |
| | | |
| *Choose One:* | | *3 hrs.* |
| EGRA 320 | Control Systems I | 3 hrs. |
| MATH 235 | Linear Algebra | 3 hrs. |
| MATH 326 | Probability Theory | 3 hrs. |
| | | |
| *Choose One:* | | *3 hrs.* |
| MATH 261 | Introduction to Data Science | 3 hrs. |
| MATH 301 | Abstract Algebra | 3 hrs. |
| MATH 327 | Mathematical Statistics | 3 hrs. |
| MATH 330 | Geometry | 3 hrs. |
| MATH 366 | Differential Equations | 3 hrs. |
| MATH 421 | Real Variables | 3 hrs. |
| MATH 428 | Regression Analysis | 3 hrs. |
| MATH 432 | Complex Variables | 3 hrs. |
| MATH 390, 490 | Selected Topics | 3 hrs. |

*In addition to the required courses, we recommend MATH 234.*

## Mathematics Education Major (Secondary Track)

Students completing a double major in mathematics and secondary education have the following requirements for their mathematics major. These meet the specifications of the accrediting agencies for the secondary education program and prepare students to teach high school mathematics courses.

The mathematics education major (secondary track) requires 89 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

| **Mathematics** | | **40 hrs.** |
|---|---|---|
| CSCI 251 | Introduction to Computer Science | 4 hrs. |
| MATH 231 | Calculus I | 4 hrs. |
| MATH 232 | Calculus II | 4 hrs. |
| MATH 233 | Calculus III | 4 hrs. |
| MATH 234 | Introduction to Mathematical Proof | 3 hrs. |
| MATH 235 | Linear Algebra | 3 hrs. |
| MATH 301 | Abstract Algebra | 3 hrs. |
| MATH 330 | Geometry | 3 hrs. |
| MATH 421 | Real Variables | 3 hrs. |
| MATH 493 | Senior Seminar | 3 hrs. |
| | | |
| *Choose One of the Following Two Groups of MATH Courses:* | | *6 hrs.* |
| MATH 326 | Probability Theory | 3 hrs. |
| MATH 327 | Mathematical Statistics | 3 hrs. |
| **OR** | | |
| MATH 227 | Introduction to Statistics | 3 hrs. |
| +one of the following courses: | | |
| CSCI 277 | Application Development I | 3 hrs. |
| MATH 366 | Differential Equations | 3 hrs. |
| MATH 432 | Complex Variables | 3 hrs. |
| | | |
| **Education** | | **49 hrs.** |
| EDUC 200 | Technology in the Classroom | 3 hrs. |
| EDUC 205 | Diversity and Social Justice in Education | 3 hrs. |
| EDUC 207 | Psychology of Human Growth and Development | 3 hrs. |
| EDUC 208 | Introductory Practicum | 1 hr. |
| EDUC 212/213 | Professional Preparation for the Field of Teacher Education | 0 hrs. |
| EDUC 302 | Educational Psychology and Assessment | 3 hrs. |
| EDUC 303 | Secondary Education Practicum | 1 hr. |
| EDUC 304 | Teaching in Diverse Classrooms | 3 hrs. |
| EDUC 308 | Secondary Content Area Literacy | 3 hrs. |
| EDUC 331 | Content Area Literacy | 3 hrs. |
| EDUC 340 | Education of the Exceptional Child | 3 hrs. |
| EDUC 361 | Collaborative Classroom Environment | 3 hrs. |
| EDUC 376 | Student Assessment and Data Analysis | 3 hrs. |
| EDUC 385 | Secondary School Curriculum | 3 hrs. |
| EDUC 448 | Methods of Teaching Secondary Mathematics | 2 hrs. |

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

*We recommend that students also take CSCI 241, MATH 326, MATH 327 and MATH 366 since these areas of study are becoming popular high school topic.*

# Department of Music and Theatre

*Dr. Allin Sorenson, Interim Chair*

## Music Major

Programs in music consider the interests and needs of students in offering:

1. Introductory courses in music theory and literature designed to enhance musical perception and lead to increased understanding and appreciation of music as a fine art.
2. Ensemble participation and applied music study to further develop knowledge of literature and performance skills.
3. Programs of study (Music-Liberal Arts, Composition, Performance, Music Education, Music Therapy) designed to provide students the opportunity to learn and grow while gaining the necessary knowledge and skills to become successful musicians, therapists, teachers and performers.

Each student majoring in music is expected to:

1. Complete the prescribed course of study for the particular degree.
2. Complete the required number of semesters of an ensemble in a principal instrument, based on your specific program.
3. Complete the required number of semesters of Drury Singers, Drury Chorale, Wind Symphony or Orchestra, based on your specific program.
4. Register for MUSC 105 and attend all required concerts and recitals, based on the requirements of your specific plan.
5. Pass the piano proficiency examination.
6. Achieve the required applied music level for the major. Information concerning applied music levels can be obtained in the Music Major Handbook.
7. Maintain a cumulative grade point average of 2.5. If a student's GPA falls below 2.5, the student will have one semester to re-achieve the 2.5. Failure to do so can result in removal from the major.

The Department of Music and Theatre offers four tracks for the Music major. Track 1 (Liberal Arts) requires a minimum of 56 credit hours. It gives students a broad musical education and is often paired as a double major in another field. Track 2 (Composition) requires a minimum of 56 credit hours and is designed for students interested in a specialized study in music composition. Track 3 (Performance) requires a minimum of 56 credit hours and is designed for students interested in specialized study in music performance. Track 4 (Music Education) requires a minimum of 63 hours and is a double major in Music-Secondary Education that leads to teacher certification. Please refer to the Secondary Education section of this catalog for specific requirements.

**Program Learning Outcomes:**

1. Performance. Students must acquire technical skill for artistic self-expression in one major performance area; an understanding of the repertoire of the major performance area; ability to sight read with fluency; knowledge and skills to work as a leader/in collaboration on musical interpretation; keyboard competency; growth in artistry through regular ensemble experiences.
2. Musicianship and Analysis. Students must acquire an understanding of organizational patterns of music; sufficient understanding of musical forms; and ability to place music in historical contexts.
3. Composition/Improvisation. Students must acquire a rudimentary capacity to create original or derivative music.

4. History and Repertoire. Students must acquire a basic knowledge of music history, including non-western music.
5. Synthesis. Students must be able to work on musical problems by combining their capacities in performance, musicianship, composition/improvisation, and history/repertoire.

All students interested in majoring in music must perform and pass an audition before the music faculty. Students who fail to pass this audition after two attempts will not be allowed to continue as a music major. The audition must be completed before the end of the first semester as a music major.

After four semesters of study in music, all music majors must pass a sophomore review. If the student fails this review, they will no longer be allowed to continue as a music major. Details of the sophomore review can be found in the Music Major Handbook available in the music office or online.

Bachelor of Arts in Music students (Liberal Arts, Composition, Performance) must pass all coursework required for the major with a C- or better. Students who fail to pass courses required for the major with a C- or better after two attempts will no longer be allowed to continue in the major.

**Liberal Arts:** This track is ideal for students who want to double major with Music and another field, or students who want a broad music experience. Students take classes in performance and musicianship. The capstone experience can be a recital, paper, internship or project.

**Composition:** This track is for students who want in-depth training in music composition. It will prepare students for graduate school in composition. These students give a senior recital as a capstone experience. It can also be paired as a double major.

**Performance:** This track is for students who want in-depth training in music performance. It will prepare students for graduate school in performance. These students give a senior recital as a capstone experience. It can also be paired as a double major.

**Music Education:** The Music and Secondary Education program is designed for students who wish to teach music at the elementary and secondary level. Upon successful completion of the requirements for this program, certification to teach instrumental and/or vocal music in kindergarten through twelve is recommended by the director of music education to the director of teacher education.

Bachelor of Arts in Music and Secondary Education students must pass all coursework required for the major with a C- or better. Students who fail to pass courses required for the major with a C- or better after two attempts will no longer be allowed to continue in the major.

*All courses are offered at least once every three years.*

*All prerequisites must be completed prior to enrollment in the following courses.*

| **The following courses are required for Music Tracks 1, 2, and 3** | | **30 hrs.** |
|---|---|---|
| MUSC 105 | Recital Attendance (8 semesters required) | 0 hrs. |
| MUSC 117 | Music Theory I | 3 hrs. |
| MUSC 118 | Music Theory II | 3 hrs. |
| MUSC 121 | Ear Training and Sight Singing I | 1 hr. |
| MUSC 122 | Ear Training and Sight Singing II | 1 hr. |

| | | |
|---|---|---|
| MUSC 211 | Sophomore Review | 0 hrs. |
| MUSC 217 | Music Theory III | 3 hrs. |
| MUSC 218 | Music Theory IV | 3 hrs. |
| MUSC 219 | Ear Training and Sight Singing III | 1 hr. |
| MUSC 220 | Ear Training and Sight Singing IV | 1 hr. |
| MUSC 306 | Form and Analysis | 2 hrs. |
| MUSC 321 | History of Music I | 3 hrs. |
| MUSC 322 | History of Music II | 3 hrs. |
| MUSC 493 | Senior Seminar | 3 hrs. |
| | | |
| *Choose One:* | | *3 hrs.* |
| MUSC 116 | History of American Pop Music | 3 hrs. |
| MUSC 224 | Jazz History | 3 hrs. |

| | | |
|---|---|---|
| **Track 1: Music-Liberal Arts** | | **31 hrs.** |
| *Lessons and Ensembles* | | *16 hrs.* |
| MUSC | Ensembles | 8 hrs. |
| MUAP | Applied Lessons in Major Instruments (Level 4) | 8 hrs. |
| | | |
| *Music Electives (Choose 10 credits from the following)* | | *10 hrs.* |
| AADM 350 | Arts Criticism | 3 hrs. |
| MTHP 200 | Psychology of Music | 3 hrs. |
| MUSC 101, 102, 201, 202, 301, 302, 401, 402 | Composition | 1-2 hrs. |
| MUSC 152 | Jazz Improvisation | 1 hr. |
| MUSC 300 | Half Recital | 1 hr. |
| MUSC 308 | Twentieth Century Theory | 2 hrs. |
| MUSC 316 | Vocal Diction and Pedagogy | 2 hrs. |
| MUSC 356 | Conducting | 3 hrs. |
| MUSC 360 | Advanced Conducting and Literature | 3 hrs. |
| MUSC 385 | Instrumentation | 2 hrs. |
| MUSC 386 | Choral Arranging | 2 hrs. |
| MUSC 400 | Full Recital | 2 hrs. |
| THTR 349 | History and Development of American Musical Theatre | 3 hrs. |

**Track 2: Music – Composition**

| | |
|---|---|
| *Performance Requirements* | *16 hrs.* |
| Applied Lessons in Major Instruments (achieve Level 4)* | 8 hrs. |
| Ensembles | 8 hrs. |

*levels for each instrument in *Music Major Handbook,* p. 25-69

| | | |
|---|---|---|
| *Music Electives* | | *13 hrs.* |
| MUSC | Composition | 8 hrs. |
| MUSC 308 | 20th Century Theory | 2 hrs. |
| MUSC 385 | Instrumentation | 2 hrs. |
| *Choose One:* | | *1-2 hrs.* |
| MUSC 300 | Half Recital | 1 hr. |

| | | |
|---|---|---|
| MUSC 400 | Full Recital | 2 hrs. |

**Track 3: Music – Performance**

| | | |
|---|---|---|
| *Performance Requirements* | | *20 hrs.* |
| Applied Lessons in Major Instruments (4 cr. @ 200; 8 cr. @ 400) (achieve Level 4)* | | 12 hrs. |
| Ensembles | | 8 hrs. |
| *levels for each instrument in *Music Major Handbook,* p. 25-69 | | |
| | | |
| *Music Electives* | | *9 hrs.* |
| MUSC 316 | Vocal Diction and Pedagogy (vocal required) | 2 hrs. |
| THTR 140 | Acting I (vocal elective) | 3 hrs. |
| Foreign Language | (vocal elective) | 3-6- hrs. |
| MUSC 360 | Conducting (instrumental elective) | 3 hrs. |
| MUSC 385 | Instrumentation (instrumental elective) | 2 hrs. |
| MUSC 152 | Jazz Improvisation (instrumental elective) | 1 hr. |
| MUSC | Small Ensembles (instrumental elective) | 1-2 hrs. |
| | | |
| *Choose One:* | | *1-2 hrs.* |
| MUSC 300 | Half Recital | 1 hr. |
| MUSC 400 | Full Recital | 2 hrs. |

**Track 4: Music + Secondary Education (Music Education) 42 hrs. + EDUC Requirements**

| | | |
|---|---|---|
| MUSC 105 | Recital Attendance (8 semesters required) | 0 hrs. |
| MUSC 117 | Music Theory I | 3 hrs. |
| MUSC 118 | Music Theory II | 3 hrs. |
| MUSC 121 | Ear Training and Sight Singing I | 1 hr. |
| MUSC 122 | Ear Training and Sight Singing II | 1 hr. |
| MUSC 211 | Sophomore Review | 0 hrs. |
| MUSC 217 | Music Theory III | 3 hrs. |
| MUSC 218 | Music Theory IV | 3 hrs. |
| MUSC 219 | Ear Training and Sight Singing III | 1 hr. |
| MUSC 220 | Ear Training and Sight Singing IV | 1 hr. |
| MUSC 300 | Half Recital | 1 hr. |
| MUSC 321 | History of Music I | 3 hrs. |
| MUSC 322 | History of Music II | 3 hrs. |
| | | |
| *Choose One:* | | *3 hrs.* |
| MUSC 116 | History of American Pop Music | 3 hrs. |
| MUSC 224 | Jazz History | 3 hrs. |
| | | |
| *Lessons and Ensembles* | | *15 hrs.* |
| MUSC | Primary Ensemble | 8 hrs. |
| MUSC | Secondary Ensemble | 6 hrs. |
| MUAP | Applied Lessons in Major Instruments (Level 4) | 6 hrs. |
| MUSC 303 | Pulse Contemporary A Cappella | 0.5 hrs. |

| | | |
|---|---|---|
| *Music Education (varies depending upon vocal or instrumental certification)* | | *24-26 hrs.* |
| Piano Proficiency | | 1 hr. |
| MUSC 106 | Percussion & String Methods (instrumental primary only) | 2 hrs. |
| MUSC 154 | Woodwind & Brass Methods (instrumental primary only) | 2 hrs. |
| MUSC 316 | Vocal Diction and Pedagogy (vocal) | 2 hrs. |
| MUSC 356 | Conducting | 3 hrs. |
| MUSC 360 | Advanced Conducting and Literature | 3 hrs. |
| MUSC 370 | Elementary Music Methods | 3 hrs. |
| MUSC 371 | Secondary Music Methods | 3 hrs. |
| MUSC 385 | Instrumentation (instrumental primary only) | 2 hrs. |
| MUSC 120 | Voice Class* | 1-2 hrs. |
| | (*instrumental primary only; can be satisfied with MUAP 224) | |

## Music Minor

The music minor requires 21 credit hours of coursework.

**Program Learning Outcomes:**

1. Performance. Students must acquire technical skill for artistic self-expression in one major performance area; an understanding of the repertoire of the major performance area; ability to sight read with fluency; knowledge and skills to work as a leader/in collaboration on musical interpretation; keyboard competency; growth in artistry through regular ensemble experiences.
2. Musicianship and Analysis. Students must acquire an understanding of organizational patterns of music; sufficient understanding of musical forms; and ability to place music in historical contexts.
3. Composition/Improvisation. Students must acquire a rudimentary capacity to create original or derivative music.
4. History and Repertoire. Students must acquire a basic knowledge of music history, including non-western music.
5. Synthesis. Students must be able to work on musical problems by combining their capacities in performance, musicianship, composition/improvisation, and history/repertoire.

*All prerequisites must be completed prior to enrollment in the following courses.*

| **Required Courses** | | **15 hrs.** |
|---|---|---|
| MUSC 115 | Introduction to Music | 3 hrs. |
| MUSC 117 | Music Theory I | 3 hrs. |
| MUSC 121 | Ear Training and Sight Singing I | 1 hr. |
| Applied Lessons to Level 2 | | 2 hrs. |
| Choir, Band, or Orchestra | | 6 hrs. |

| **Electives** | | **6 hrs.** |
|---|---|---|
| MUSC 118 | Music Theory II | 3 hrs. |
| MUSC 122 | Ear Training and Sight Singing II | 1 hr. |
| MUSC 116 | History of American Pop Music | 3 hrs. |
| MUSC 214 | Jazz History | 3 hrs. |
| MUSC 321 | History of Music I | 3 hrs. |
| MUSC 322 | History of Music II | 3 hrs. |
| Applied Lessons | | 2 hrs. |
| Ensembles | | 2 hrs. |

## Music Therapy Major

This degree is designed for students who wish to be employed as music therapists in a variety of clinical settings. Upon successful completion of the requirements for this degree, students are eligible to take the exam given by the Certification Board for Music Therapists. When students pass this exam, they will be granted the title, Music Therapist — Board Certified (MT-BC).
Bachelor of Music Therapy students must pass all coursework required for the major with a C- or better. Students who fail to pass courses required for the major with a C- or better after two attempts will no longer be allowed to continue in the major. Students enrolled in MTHP 101, 201, 301, 401 (Field Studies I-IV) must pass these courses with a B- (80%) or better.

All students interested in majoring in music must perform and pass an audition before the music faculty. Students who fail to pass this audition after two attempts will not be allowed to continue as a music major. The audition must be completed before the end of their first semester as a music major.
After four semesters of study in music, all music majors must pass a sophomore review. If the student fails this review, they will no longer be allowed to continue as a music major. Details of the sophomore review can be found in the Music Major Handbook available in the music office or online.

**Program Learning Outcomes:**

1. Keyboard. Advanced keyboard skills, including the ability to play at sight, accompany, transpose, and improvise.
2. Singing. Ability to sight-sing and take aural dictation. Skills in voice, especially related to group singing. Ability to communicate using a basic repertory of traditional, folk, and popular songs.
3. Guitar. Guitar skills sufficient to accompany self and ensembles. Ability to perform a basic repertory of traditional, folk, and popular songs in several keys, with or without printed music.
4. Percussion/Rhythm. Knowledge of and performance ability on percussion and other instruments sufficient to facilitate rhythm0based musical experiences for individuals and groups. Movement skills to direct and move expressively in structured rhythmic and improvisatory movement experiences.
5. Musicianship Conducting skills adequate to the therapist's needs in providing repertory and leadership to small and large vocal/instrumental ensembles. Composition and arranging skills sufficient to composer songs with simple accompaniment; and to arrange, transpose, and simplify music compositions for small vocal and non-symphonic instrumental ensembles.
6. Clinical. Knowledge of the basic principles of normal human development, exceptionality and psychopathology, principles of therapy, and the therapeutic relationship. Knowledge of the basic foundations and principles of music therapy, including history and philosophy; the psychological, physiological, and sociological bases for the music of music as therapy; music therapy methods, the technique and materials with their appropriate applications to various client populations. Knowledge of various client populations; client assessment; treatment planning; therapy implementation and evaluation; clinical documentation (both oral and written) and termination/discharge planning. Knowledge of professional standards of clinical practice; professional role and ethics; interdisciplinary collaboration in designing and implementing treatment programs; supervision and administration. Knowledge of research methods to be able to interpret information, demonstrate basic knowledge of historical, quantitative, and qualitative research, and to apply research findings to clinical practice in music therapy.

The Bachelor of Music Therapy major requires 87 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

| **Required Music and Music Therapy Courses** | | **74 hrs.** |
|---|---|---|
| MTHP 101* | Field Studies I | 2 hrs. |
| MTHP 102 | Music Therapy Orientation | 3 hrs. |
| MTHP 134 | Guitar for Music Therapy I | 2 hrs. |
| MTHP 135 | Guitar for Music Therapy II | 2 hrs. |
| MTHP 200 | Psychology of Music | 3 hrs. |
| MTHP 201* | Field Studies II | 2 hrs. |
| MTHP 202 | Medical Music Therapy | 3 hrs. |
| MTHP 234 | Guitar for Music Therapy III | 2 hrs. |
| MTHP 235 | Guitar for Music Therapy IV | 2 hrs. |
| MTHP 301* | Field Studies III | 2 hrs. |
| MTHP 310 | Music Therapy Techniques and Interventions I | 3 hrs. |
| MTHP 311 | Music Therapy Techniques & Interventions II | 3 hrs. |
| MTHP 340 | Music Therapy in Developmental and Behavioral Health | 3 hrs. |
| MTHP 401* | Field Studies IV | 2 hrs. |
| MTHP 440 | Research Methods in Music Therapy | 3 hrs. |
| MTHP 475 | Music Therapy Capstone | 1 hr. |
| MTHP 480 | Music Therapy Internship | 3 hrs. |
| MUSC 105 | Recital Attendance | 0 hrs. |
| | (8 semesters, or every semester registered as a music major) | |
| MUSC 117 | Music Theory I | 3 hrs. |
| MUSC 118 | Music Theory II | 3 hrs. |
| MUSC 121 | Ear Training and Sight Singing I | 1 hr. |
| MUSC 122 | Ear Training and Sight Singing II | 1 hr. |
| MUSC 211 | Sophomore Review | 0 hrs. |
| MUSC 217 | Music Theory III | 3 hrs. |
| MUSC 218 | Music Theory IV | 3 hrs. |
| MUSC 219 | Ear Training and Sight Singing III | 1 hr. |
| MUSC 220 | Ear Training and Sight Singing IV | 1 hr. |
| MUSC 321 | History of Music I | 3 hrs. |
| MUSC 322 | History of Music II | 3 hrs. |
| | | |
| *Choose One:* | | *3 hrs.* |
| MUSC 116 | History of American Pop Music | 3 hrs. |
| MUSC 224 | Jazz History | 3 hrs. |
| | | |
| *Other Requirements:* | | *12-20 hrs.* |
| Applied Piano (0-8 semesters until piano proficiency requirement is met) | | 0-8 hrs. |
| Ensembles (minimum 6 hours) | | 6 hrs. |
| Applied Lessons on Major Instrument (achievement of level 4 required, minimum 6 hours) | | 6 hrs. |

Music Therapy Skills Assessments (Bronze, Silver, and Gold Levels)

| **Required Psychology Courses** | | **9 hrs.** |
|---|---|---|
| PSYC 101 | Introduction to Psychology | 3 hrs. |
| PSYC 230 | Life Span Development | 3 hrs. |
| PSYC 337 | Psychopathology and Clinical Science | 3 hrs. |

*Students must earn the minimum grade of B- (80%) to pass this course.

**Equivalency in Music Therapy**
Equivalency students will be students who already have a bachelor's degree in music and who will be seeking board certification without getting another bachelor's degree. Such students will be required to take coursework equivalent to that required for the music therapy degree. The specific coursework taken will be determined in much the same manner as for transfer students. The music therapy program director will evaluate the transcripts of equivalency students and outline any transfer credits accepted.

The music therapy program director will verify that all coursework transferred is equivalent to that offered by Drury University.

The music therapy program director then will outline in advance the coursework the equivalency student is required to take. Courses on the student's transcript plus courses the student is required to take must meet the curricular standards of Drury and AMTA in addition to the requirements of the Certification Board for Music Therapists. As with transfer students, the equivalency student must demonstrate all music proficiency examination requirements required of music therapy students at Drury. The equivalency program will require a minimum of two semesters in residence at Drury plus internship.

**Ensemble Courses**

The following ensemble courses are available to all qualified students of the university. Ensemble courses may be repeated for credit.

| | | |
|---|---|---|
| MTHP 132 | Intergenerational Rock Band | .5 hr. |
| MUSC 131 | Brass Ensemble | .5 hr. |
| MUSC 135 | Woodwind Quintet | .5 hr. |
| MUSC 137 | Jazz Ensemble II | 1 hr. |
| MUSC 139 | Drury Wind Symphony | 1 hr. |
| MUSC 141 | Jazz Ensemble I | 1 hr. |
| MUSC 143 | Jazz Combo | .5 hr. |
| MUSC 147 | Drury Singers | 1 hr. |
| MUSC 149 | Drury Chorale | 1 hr. |
| MUSC 155 | Chamber Groups | .5 hr. |
| MUSC 157 | String Quartet | .5 hr. |
| MUSC 159 | Chamber Orchestra/Springfield-Drury Civic Orchestra | 1 hr. |

**Private Instruction in Applied Music**
Private instruction is available in piano, voice, organ, violin, viola, cello, double bass, clarinet, saxophone, flute, oboe, bassoon, trumpet, horn, trombone, baritone, tuba, harp, percussion and guitar.

Each one-half hour lesson per week, plus a minimum of six hours practice per week, for one semester grants one hour credit. Students may take either one or two hours credit on an instrument each semester.

Any music major expecting to present a recital must pass a recital permission hearing before the recital may be given.

Additional fees are charged for private instruction in applied music.

**Refund Policy**
It will be our policy to prorate the applied music fees for students who withdraw from private lessons. Their tuition charge will be based on the clearly defined Official Withdrawal/Refund Policy. The fees, however, are based on weekly lessons, and are most fairly handled by proration. The compensation of faculty will, likewise, be prorated based on the number of lessons given. The dates selected for proration will be the actual date of withdrawal as shown on the withdrawal form in the Registrar's Office.

## Theatre Major

Programs in theatre support the liberal arts mission of Drury University by offering:

1. Basic courses designed to develop appreciation and lead to increased understanding of theatre arts and their contribution to the cultural life,
2. Courses that lead to a major or minor in theatre and provide opportunities for students from the general campus population to fulfill graduation requirements,
3. Programs that prepare students for professional careers, graduate study or teaching,
4. Curricular and co-curricular productions integrated with the course offerings to provide majors with creative laboratory experiences, all Drury students with participation opportunities, and the entire Drury community with opportunities to experience a wide variety of theatrical productions.

Theatre students are expected to pursue individual educational goals within the context of a broad liberal arts education. The theatre program offers a major in theatre leading to a Bachelor of Arts degree. Within the general theatre major, students have options for selecting specific emphases in the field.

Students planning secondary teaching careers may pursue a major program leading to certification; this option may be combined with the pursuit of an additional teaching area.

**Program Learning Outcomes:**

1. Performance. Students must understand the basic concepts of acting for the theatre. Students must be acquainted with one or more genres of dance.
2. Design. Students must understand the basic concepts of theatre design and how to initiate and complete the design process for at least one design discipline. Students must be acquainted with basic construction/lighting principles and be able to apply them on at least an elementary level.
3. Directing. Students must understand the basic concepts of directing a play and the process of collaboration.
4. History. Students must possess a thorough knowledge of theatre history and its impact on modern drama. Students must posses a thorough knowledge of theatrical genres and play structure.
5. Writing. Students must be able to write clearly and cohesively, and be able to apply critical thinking to a range of topics and problems.

The Theatre major requires 43 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

*All courses must be completed with a minimum grade of C-.*

| | | |
|---|---|---|
| THTR 140 | Acting I | 3 hrs. |
| THTR 200 | Theatre Practicum | 8 hrs. |
| THTR 265 | Stagecraft | 3 hrs. |
| THTR 282 | Acting II | 3 hrs. |
| THTR 320 | Play Direction | 3 hrs. |
| THTR 493 | Senior Seminar | 3 hrs. |
| *Choose One:* | | *2 hrs.* |
| THTR 276 | Tap I | 2 hrs. |
| THTR 288 | Musical Theatre and Jazz Dance | 2 hrs. |

| | | |
|---|---|---|
| *Choose Two:* | | *6 hrs.* |
| THTR 361 | Costume Design | 3 hrs. |
| THTR 365 | Scene Design | 3 hrs. |
| THTR 366 | Stage Lighting | 3 hrs. |
| THTR 468 | Advanced Projects in Production and Design | 3 hrs. |
| | | |
| *Choose Three:* | | *9 hrs.* |
| THTR 340 | History of Theatre: Origins to Renaissance | 3 hrs. |
| THTR 341 | History of Theatre: Renaissance to Romanticism | 3 hrs. |
| THTR 343 | History of Theatre: Realism to Contemporary | 3 hrs. |
| THTR 349 | History and Development of American Musical Theatre | 3 hrs. |
| | | |
| *Choose One:* | | *3 hrs.* |
| THTR 270 | Stage Management | 3 hrs. |
| THTR 321 | Performing Arts Management | 3 hrs. |
| THTR 354 | Writing for Stage and Screen | 3 hrs. |
| THTR 361 | Costume Design | 3 hrs. |
| THTR 365 | Scene Design | 3 hrs. |
| THTR 366 | Stage Lighting | 3 hrs. |
| THTR 468 | Advanced Projects in Production and Design | 3 hrs. |
| THTR 481 | Acting III | 3 hrs. |

## Theatre Minor

The theatre minor requires 18 credit hours of coursework.

**Program Learning Outcomes:**

1. Performance. Students must understand the basic concepts of acting for the theatre. Students must be acquainted with one or more genres of dance.
2. Design. Students must understand the basic concepts of theatre design and how to initiate and complete the design process for at least one design discipline. Students must be acquainted with basic construction/lighting principles and be able to apply them on at least an elementary level.
3. Directing. Students must understand the basic concepts of directing a play and the process of collaboration.
4. History. Students must possess a thorough knowledge of theatre history and its impact on modern drama. Students must posses a thorough knowledge of theatrical genres and play structure.
5. Writing. Students must be able to write clearly and cohesively, and be able to apply critical thinking to a range of topics and problems.

*All prerequisites must be completed prior to enrollment in the following courses.*

*All courses must be completed with a minimum grade of C-.*

| | | |
|---|---|---|
| THTR 140 | Acting I | 3 hrs. |
| THTR 265 | Stagecraft | 3 hrs. |
| THTR 320 | Play Direction | 3 hrs. |
| | | |
| *Choose One:* | | *3 hrs.* |
| THTR 135 | Introduction to Theatre | 3 hrs. |
| THTR 340 | History of Theatre: Origins to Renaissance | 3 hrs. |
| THTR 341 | History of Theatre: Renaissance to Romanticism | 3 hrs. |
| THTR 343 | History of Theatre: Realism to Contemporary | 3 hrs. |
| THTR 349 | History and Development of American Musical Theatre | 3 hrs. |
| | | |
| *Choose Two:* | | *6 hrs.* |
| **at least one course must be in design or lighting* | | |
| THTR 270 | Stage Management | 3 hrs. |
| THTR 276 | Tap I | 2 hrs. |
| THTR 282 | Acting II | 3 hrs. |
| THTR 288 | Musical Theatre and Jazz Dance | 2 hrs. |
| THTR 321 | Performing Arts Management | 3 hrs. |
| THTR 354 | Writing for the Stage and Screen | 3 hrs. |
| *THTR 361 | Costume Design | 3 hrs. |
| *THTR 365 | Scene Design | 3 hrs. |
| *THTR 366 | Stage Lighting | 3 hrs. |
| *THTR 468 | Advanced Projects in Production and Design | 3 hrs. |

All theatre majors, minors, and those students on a theatre grant are required to enroll in Theatre Practicum 200 for every semester in residence.

## Department of Political Science and International Affairs

*Dr. Jeffrey A. VanDenBerg, Chair*

The Department of Political Science and International Affairs is committed to providing every student with an outstanding education in political science, an individualized approach to student success, and the opportunity to engage in significant ways with our community.

- Our small classes are all taught by PhD faculty
- We offer a wide range of courses across the subfields of political science
- Our faculty value their role as advisors and mentors and work closely with our students as they progress through their time at Drury
- Our department, in collaboration with the Meador Center for Politics & Citizenship, offers scholarships for majors to study abroad, engage in independent research and to design community engagement projects that takes our work out of the classroom and into our community
- Also in collaboration with the Meador Center, our department organizes yearly programming that brings guest speakers from the front-lines of the political world to campus
- Our program trains students in the practical skills they will need to be successful social scientists and citizens (e.g., designing research, learning to evaluate information and arguments, gathering and analyzing empirical data, presenting findings in professional settings)
- We offer two optional tracks through the major: 1. American Politics, and 2. International Affairs
- Our department also offers many additional ways for students to get involved on campus including Model United Nations, the Political Science Honorary Society, Pizza and Politics discussions, the Pre-law club, and Student Government

Drury Political Science graduates attend the best law schools and graduate programs in the country. Our graduates work in both the public and private sectors, including in law, international organizations, media, academia, government, secondary education, non-profits, administration, human resources, diplomacy, and business.

### Political Science Major

Political scientists grapple with some of the most important questions facing our society. How do we, as citizens, take a more active and productive role in our communities whether we primarily focus on the local, regional, national or global levels? How do we solve concrete problems in ways that both improve the world we live in but also reinforces the ties that bind us to each other?

A degree in political science leads to a wide range of rewarding careers. Employers value people who can adapt and solve problems, who have excellent written and oral communication skills, who are able to understand and use quantitative data, and who can think critically and creatively. More than that, political science training offers a set of concrete skills for understanding and operating within a complex world regardless of how it changes in the future. Whether your primary interest is in law, diplomacy, human rights, war, justice, the environment or any number of other pressing current topics, political science training will provide you the ability to engage in meaningful and productive ways.

**Program Learning Outcomes:**

1. Content Knowledge: Students should have substantial familiarity with the basic concepts and theoretical approaches in the political science discipline. This includes knowledge about political institutions, political

behavior, political theory, and knowledge within the subfields of American politics, comparative politics, and international relations.
2. Methods Knowledge: Students should demonstrate a facility with the methods of political science research. A political science graduate should be able to create a political science research design and have the skills necessary to complete a research project appropriate to the advanced undergraduate level.
3. Critical Thinking and Problem-Solving Skills: Students should be able to understand, analyze, and produce arguments, and evaluate evidence, on contemporary political questions.
4. Communication Skills: Students should demonstrate effective written and oral communication skills.

The Political Science major requires a minimum 37 hours of coursework, with optional tracks in American Politics and International Affairs. Students take a required set of 19 credit hours, and then choose 18 credit hours of electives. Students choosing to track must take at least 12 out of their 18 total elective credit hours either in American Politics or International Affairs courses. No more than 6 credit hours of electives may be at the 200-level (at least 12 hours of electives must be at the 300-or 400-level). PLSC 302 and PLSC 370 may be taken for either the American Politics or International Affairs tracks.

*All prerequisites must be completed prior to enrollment in the following courses:*

| | | |
|---|---|---|
| PLSC 101 | Government and Politics in the United States | 3 hrs. |
| PLSC 151 | Introduction to Comparative Politics | 3 hrs. |
| PLSC 152 | Introduction to International Relations | 3 hrs. |
| PLSC 160 | Inquiry in Political Science | 3 hrs. |
| PLSC 296 | Data Analysis in Political Science | 3 hrs. |
| PLSC 394 | Research Design in Political Science | 1 hr. |
| PLSC 494 | Senior Research Seminar | 3 hrs. |

| | | |
|---|---|---|
| **Political Science-American Politics Track** | | **12 hrs.** |
| *Choose Four:* | | |
| PLSC 220 | Introduction to Law and Society | 3 hrs. |
| PLSC 223 | The Individual, Society, and the Environment | 3 hrs. |
| PLSC 253 | Political Philosophy | 3 hrs. |
| PLSC 302 | U.S. Foreign Policy | 3 hrs. |
| PLSC 321 | Music, Film and Politics | 3 hrs. |
| PLSC 323 | Issues in Environmental Policy | 3 hrs. |
| PLSC 332 | Political Parties, Elections and Interest Groups | 3 hrs. |
| PLSC 333 | Congress and the Presidency | 3 hrs. |
| PLSC 335 | The Supreme Court and Constitutional Law | 3 hrs. |
| PLSC 340 | Civic Leadership and Political Action | 3 hrs. |
| PLSC 368 | Washington Center: Studies in American Politics | 3 hrs. |
| PLSC 370 | Women and Politics | 3 hrs. |

| | | |
|---|---|---|
| **Political Science-International Affairs Track** | | **12 hrs.** |
| *Choose Four:* | | |
| PLSC 205 | Model UN | 1 hr. |
| PLSC 223 | The Individual, Society, and the Environment | 3 hrs. |
| PLSC 302 | U.S. Foreign Policy | 3 hrs. |
| PLSC 309 | Global Environmental Politics | 3 hrs. |

| | | |
|---|---|---|
| PLSC 312 | Islam and the West (Study Abroad) | 3 hrs. |
| PLSC 346 | Political Violence | 3 hrs. |
| PLSC 350 | International Organizations and Law | 3 hrs. |
| PLSC 360 | Islam and Politics in the Modern Middle East | 3 hrs. |
| PLSC 366 | Washington Center: Studies in International Relations | 3 hrs. |
| PLSC 367 | Washington Center: Studies in Comparative Politics | 3 hrs. |
| PLSC 370 | Women and Politics | 3 hrs. |
| PLSC 375 | Arab-Israeli Conflict | 3 hrs. |

*Students not choosing to track in either American Politics or International Affairs may take any 18 credit hours from the list of electives above. At least 12 credit hours of electives must be at the 300-level.*

## Political Science Minor

Students often minor in Political Science to complement their academic major and career goals. Common majors paired with a political science minor include business, communications, economics, and history.

**Program Learning Outcomes:**

1. Content Knowledge: Students should have substantial familiarity with the basic concepts and theoretical approaches in the political science discipline. This includes knowledge about political institutions, political behavior, political theory, and knowledge within the subfields of American politics, comparative politics, and international relations.
2. Methods Knowledge: Students should demonstrate a facility with the methods of political science research. A political science graduate should be able to create a political science research design and have the skills necessary to complete a research project appropriate to the advanced undergraduate level.
3. Critical Thinking and Problem-Solving Skills: Students should be able to understand, analyze, and produce arguments, and evaluate evidence, on contemporary political questions.
4. Communication Skills: Students should demonstrate effective written and oral communication skills.

The Political Science minor requires 21 credit hours of coursework.

| | | |
|---|---|---|
| PLSC 101 | Government and Politics in the United States | 3 hrs. |
| PLSC 151 | Introduction to Comparative Politics | 3 hrs. |
| PLSC 152 | Introduction to International Relations | 3 hrs. |
| | | |
| *Choose Four:* | | *12 hrs.* |
| PLSC 160 | Inquiry in Political Science | 3 hrs. |
| PLSC 205 | Model United Nations (up to 3 credit hours) | 1 hr. |
| PLSC 220 | Introduction to Law and Society | 3 hrs. |
| PLSC 223 | The Individual, Society, and the Environment | 3 hrs. |
| PLSC 253 | Political Philosophy | 3 hrs. |
| PLSC 296 | Data Analysis in Political Science | 3 hrs. |
| PLSC 302 | U.S. Foreign Policy | 3 hrs. |
| PLSC 309 | Global Environmental Politics | 3 hrs. |
| PLSC 312 | Islam and the West (Study Abroad) | 3 hrs. |
| PLSC 321 | Music, Film and Politics | 3 hrs. |
| PSLC 323 | Issues in Environmental Policy | 3 hrs. |
| PLSC 332 | Political Parties, Elections, and Interest Groups | 3 hrs. |
| PLSC 333 | Congress and the Presidency | 3 hrs. |
| PLSC 335 | The Supreme Court and Constitutional Law | 3 hrs. |
| PLSC 340 | Civic Leadership and Political Action | 3 hrs. |
| PLSC 346 | Political Violence | 3 hrs. |
| PLSC 350 | International Organizations and Law | 3 hrs. |
| PLSC 360 | Islam and Politics in the Modern Middle East | 3 hrs. |
| PLSC 366 | Washington Center: Studies in International Relations | 3 hrs. |
| PLSC 367 | Washington Center: Studies in Comparative Politics | 3 hrs. |
| PLSC 368 | Washington Center: Studies in American Politics | 3 hrs. |
| PLSC 370 | Women and Politics | 3 hrs. |
| PLSC 375 | Arab-Israeli Conflict | 3 hrs. |

*No more than 6 credit hours of electives for the minor may be at the 200-level (at least 6 hours of electives must be at the 300-or 400-level).*

## Hammons School of Architecture

*Joshua Nason, Dean*

The Hammons School of Architecture (HSA) offers two major degrees: an accredited five-year first professional Master of Architecture (M. Arch.) and a four-year pre-professional Bachelors of Science in Architectural Studies (B.S.A.S.).

The HSA M. Arch. degree is accredited by the National Architectural Accrediting Board (NAAB), which requires that all accredited programs post the following statement:

> *In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year term, an eight-year term with conditions, or a two-year term of accreditation, depending on the extent of its conformance with established education standards.*
>
> *Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree.*
>
> *Drury University, Hammons School of Architecture, offers the following NAAB-accredited degree program: M. Arch. (168 total credit hours; minimum 30 master's-level credit hours)*
>
> *Next accreditation visit: 2032.*

The courses required by both architecture degrees are integrated with Your Drury Fusion, the general education curriculum of the university. This integrated curriculum provides a rigorous design-focused education within a broad liberal arts context. Accordingly, the curriculum requires all students to complete internships, to participate in community-engagement studios, and to study abroad in an approved architecture-based international program.

**Admission**
The first two years of the M. Arch. and B.S.A.S. recommended courses of study constitute the lower-division portion of the program. Enrollment in the first year of the lower division is based upon acceptance to the university. Admission to the upper division requires a cumulative grade point average of 2.75 and the completion of the following courses with a grade of C- or better: ARCH 112, ARCH 121, ARCH 201, ARCH 202, ARCH 222, ARCH 231, ARCH 234, ARCH 251, ARCH 252, ARTZ 111, ARTZ 123, FUSE 101, 213 (or equivalent or higher), and PHYS 205.

**Courses of Study**
The M.Arch. and B.S.A.S. curricula are highly structured and sequential. While students are allowed considerable flexibility in selection of electives, certificates, minors, or additional majors, most of the ARCH and MARC courses are sequential and are only offered certain semesters. Sequences are planned and

courses scheduled so as to assure that students who remain on track can complete the M.Arch. in five academic years and the B.S.A.S. in four. Updated five-year and four-year courses of study are outlined in advising sheets available to students in the Hammons School of Architecture office, on the school's website, and in the *Hammons School of Architecture Student Handbook.*

**Performance Requirements**
Because the architecture curricula are sequentially structured, it is important to fully review and understand the prerequisites for all courses. Students are encouraged to meet with an advisor at least each semester in order to review plans and progress toward graduation. Student progress is reviewed at the end of each semester to assure prerequisites have been completed with acceptable grades (minimum C-) before students are allowed to advance to the next year-level of the program.

The grade of "I" (incomplete) in any prerequisite course will necessitate the completion of that work and receipt of a final satisfactory grade prior to the first day of any course requiring the prerequisite. Students who have not completed the prerequisite for any ARCH or MARC course as of the first day of class will not be permitted to continue in the course.

Upper division students must maintain a cumulative GPA of 2.75. Students whose GPA drops below 2.75 must make progress each semester toward re-achieving the 2.75 GPA. Any further decline in GPA will result in removal from the architecture program. No ARCH or MARC designated course shall count toward graduation without a grade of C- or better. Failure to make a C- or better in any ARCH or MARC designated course after two tries will result in removal from the architecture program.

**Degree Options**
Most students considering careers in architecture should follow the requirements and courses of study described below for the Master of Architecture degree. This five-year program leads to a nationally accredited professional degree meeting the requirements for eventual licensure.

For various reasons, some students may prefer the four-year non-accredited pre-professional Bachelor of Science in Architectural Studies. Since the courses of study for these two degrees are identical for the first seven semesters of either program, students may freely declare or change major paths at any point prior to applying for graduation. It is important that students carefully consider the ramifications of degree-path selection, since the B.S.A.S. degree will require a subsequent graduate-level accredited professional degree from another institution prior to licensure. Students receiving the Drury B.S.A.S. degree will not be eligible to also receive the Drury M. Arch. degree, since both are considered undergraduate degrees. Degree-path options and selections should be discussed carefully with advisors, and students opting for the B.S.A.S. path who have particular career goals may benefit from consulting advising plans available in the office of the HSA Associate Dean.

**International Architecture Program Requirement**
The required International Architecture Program experience may be met either through a Drury semester-long study-abroad architecture program taken during the 3rd-year spring semester, by participating in a Drury short-term summer study-abroad architecture program, or by participating independently in an approved architecture-based program located outside the United States and operated by an institution other than Drury. The minimum requirements for approved programs are that the program must be at least 5 weeks in duration and must include both FUSE 320 and FUSE 350 or approved equivalents. A student wishing to satisfy the International Architecture Program requirement with a non-Drury program

must make a written proposal to the HSA International Studies Committee during the spring semester prior to admission to the HSA upper division. Deadlines for study-abroad applications and payment deposits will be distributed to all students during their first year.

**Internship Requirement**

The 360 hours of approved internship required for the M.Arch. degree must take place after completion of 60 hours of coursework and prior to admission to the fifth year of the M.Arch. program. Internship experience is documented through enrollment in and completion of the ARCH 461 Architecture Internship course.

**Architecture Program Fees**

Students participating in either the upper or lower divisions of the M. Arch. or B.S.A.S. curriculum are assessed Architecture Program Fees in the amount published in the fees section of this catalog based on enrollment in the following architectural design studios: ARCH 112, ARCH 201, ARCH 202, ARCH 303, ARCH 405, ARCH 406, MARC 507, and MARC 508. Fees support curricular and extra-curricular program enhancements consistent with maintaining a nationally accredited professional architecture program.

**Computer Requirement**

Students in either the M.Arch. or the B.S.A.S. program are required to have their own laptop computers and necessary software prior to beginning their fourth semester of study (spring of second year). Recommended specifications for laptops as well as lists of required and recommended software are updated regularly and are available to students on the school's website and in the *Hammons School of Architecture Student Handbook.*

**Consideration of Transfer Credit**

Transfer students seeking advanced placement in the studio sequence must submit a portfolio and transcripts. Transfer students, at the judgment of the faculty, may be admitted to the upper division on a probationary status for one semester, with subsequent full admission depending on performance.

**Program Learning Outcomes:**

**PLO 1: Career Paths**

Students will understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

**PLO 2: Design**

Students will understand the role of the design process in shaping the built environment and the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

**PLO 3: Ecological Knowledge and Responsibility**

Students will develop a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

**PLO 4: History and Theory**

Students will understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

**PLO 5: Research and Innovation**

Students will be prepared to engage and participate in architectural research to test and evaluate innovations in the field.

**PLO 6: Leadership and Collaboration**

Students will understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

**PLO 7: Representation and Communication**

Students will be able to clearly communicate using graphic, written, or spoken methods. Students will effectively use graphic communication tools including hand drawing, physical modeling, basic digital modeling software, BIM-based software, and illustration and diagramming software.

**PLO 8: Social Equity and Inclusion**

Students will become aware of diverse cultural and social contexts and will be able to translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

**PLO 9: Health, Safety, and Welfare in the Built Environment**

Students will understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

**PLO 10: Professional Practice**

Students will understand professional ethics, regulatory requirements, fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

**PLO 11: Regulatory Context**

Students will understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

**PLO 12: Technical Knowledge**

Students will understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

**PLO 13: Design Synthesis**

Students will be able to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, accessibility principles, and building-performance analysis outcomes.

**PLO 14: Building Integration**

Students will be able to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and building-performance analysis outcomes.

## Architecture and Design Minor

The Architecture and Design minor is available for students who are interested in obtaining a basic understanding of the broad discipline of design and the built environment. Students who pursue this minor establish a fundamental set of design skills and knowledge, developing a familiarity with the built environment and its related activities. This minor is not available for students pursuing the Master of Architecture or the Bachelor of Science in Architectural Studies degrees.

Students enrolling in either ARCH 112 or ARCH 201 will be assessed a $1000 Architectural Program Fee in support of curricular and extra-curricular program enhancements consistent with maintaining a nationally accredited professional architecture program. Students who have completed at least 60 hours at Drury University in pursuit of a major other than Architecture may petition the Hammons School of Architecture administration to have the ARCH 112 fee waived.

The Architecture and Design minor requires 17 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

| **Required Courses:** | | **14 hrs.** |
|---|---|---|
| ARTZ 111 | Foundations of Studio and Design | 3 hrs. |
| ARCH 112 | Foundations of Architectural Design | 5 hrs. |
| ARCH 251 | History of Architecture, Urbanism and Art I | 3 hrs. |
| ARCH 252 | History of Architecture, Urbanism and Art II | 3 hrs. |
| *Choose One:* | | *3-5 hrs.* |
| ARCH 201 | Architectural Design Fundamentals I | 5 hrs. |
| ARCH 121 | Introductory Architectural Representation I | 3 hrs. |
| ARCH 231 | Building Systems I | 3 hrs. |
| ARCH 257 | Design Theory and Culture | 3 hrs. |
| ARCH 356 | History of Modern Architecture | 3 hrs. |

## Architectural Studies, BS

**Bachelor of Science in Architectural Studies Degree Requirements**
In order to earn the B.S.A.S. degree, students must:

1. Earn a minimum total of 124 credit hours.
2. Satisfy all Your Drury Fusion curriculum requirements.
3. Complete, with a minimum grade of C-, all of the B.S.A.S. courses listed below.
4. Complete one ARCH 405 or ARCH 406 section designated a Community Based Studio.
5. Complete a minimum of 12 credit hours of Free Electives with designations other than ARCH or MARC.
6. Complete an approved international architecture program experience with a minimum duration of 5 weeks.

*A minimum grade of C- must be achieved in each of the required courses listed below.*
*All prerequisites must be completed prior to enrollment in these courses.*

| **Required** | | **83 hrs.** |
|---|---|---|
| ARTZ 111 | Foundations of Studio and Design | 3 hrs. |
| ARTZ 123 | Drawing | 3 hrs. |
| MATH 213 | Trigonometry and Vectors with Applications | 3 hrs. |
| PHYS 205 | Physics for the Built World | 3 hrs. |
| | | |
| FUSE 320 | Travel Journal | 3 hrs. |
| FUSE 350 | Culture and Place | 3 hrs. |
| | | |
| ARCH 112 | Foundations of Architectural Design | 5 hrs. |
| ARCH 121 | Introductory Architectural Representation I | 3 hrs. |
| ARCH 201 | Architectural Design Fundamentals I | 5 hrs. |
| ARCH 202 | Architectural Design Fundamentals II | 5 hrs. |
| ARCH 222 | Introductory Architectural Representation II | 3 hrs. |
| ARCH 231 | Building Systems I | 3 hrs. |
| ARCH 234 | Structures I | 3 hrs. |
| ARCH 251 | History of Architecture, Urbanism and Art I | 3 hrs. |
| ARCH 252 | History of Architecture, Urbanism and Art II | 3 hrs. |
| ARCH 257 | Design Theory and Culture | 3 hrs. |
| ARCH 303 | Architectural Design Tectonics | 5 hrs. |
| ARCH 304 | Architectural Design in a Global Context | 5 hrs. |
| ARCH 332 | Building Systems II | 3 hrs. |
| ARCH 334 | Structures II | 3 hrs. |
| ARCH 356 | History of Modern Architecture | 3 hrs. |
| ARCH 405 | Architectural Design Investigations I | 5 hrs. |
| ARCH 406 | Architectural Design Investigations II | 5 hrs. |

## Design in Society Minor

The Design in Society Minor offers students the opportunity to explore architecture as a reflection of cultural, political, and social values. By building an awareness of the role and influence of our physical settings, students are equipped with a knowledge that enables them to better discuss and address the meanings and power of the built environment. This understanding aids not only individual work, play, and living spaces but also our communities as a whole.

The Design in Society minor requires 15 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

| | | |
|---|---|---|
| *Choose one:* | | *3 hrs.* |
| ARCH 153 | Why Buildings Matter | 3 hrs. |
| ARCH 154 | Why Cities Matter | 3 hrs. |
| | | |
| *Choose one:* | | *3 hrs.* |
| ARCH 251 | History of Architecture, Urbanism and Art I | 3 hrs. |
| ARCH 252 | History of Architecture, Urbanism and Art II | 3 hrs. |
| | | |
| *Choose three:* | | *9 hrs.* |
| AADM 350 | Arts Criticism | 3 hrs. |
| AADM 365 | Cultural Policy and Strategic Planning | 3 hrs. |
| COMM 443 | Communication and Civic Engagement | 3 hrs. |
| PHIL 320 | Environmental Ethics | 3 hrs. |
| PLSC 220 | Introduction to Law and Society | 3 hrs. |
| SOCI 360 | Urban Sociology | 3 hrs. |

## Master of Architecture

**Master of Architecture Degree Requirements**
In order to earn the M. Arch. degree, students must:

1. Earn a minimum total of 168 credit hours.
2. Satisfy all Your Drury Fusion curriculum requirements.
3. Complete, with a minimum grade of C-, all of the M.Arch. required courses listed below.
4. Complete, with a minimum grade of C-, at least 6 credit hours from the M.Arch. elective courses listed below.
5. Complete one ARCH 405 or ARCH 406 section designated a Community Based Studio.
6. Complete a minimum of 12 credit hours of Free Electives with designations other than ARCH or MARC.
7. Complete an approved international architecture program experience with a minimum duration of 5 weeks.
8. Complete 360 hours of approved internship experience.

*A minimum grade of C- must be achieved in each of the required courses listed below.*
*All prerequisites must be completed prior to enrollment in these courses.*

| **Required** | | **117 hrs.** |
|---|---|---|
| ARTZ 111 | Foundations of Studio and Design | 3 hrs. |
| ARTZ 123 | Drawing | 3 hrs. |
| MATH 213 | Trigonometry and Vectors with Applications | 3 hrs. |
| PHYS 205 | Physics for the Built World | 3 hrs. |
| | | |
| FUSE 320 | Travel Journal | 3 hrs. |
| FUSE 350 | Culture and Place | 3 hrs. |
| | | |
| ARCH 112 | Foundations of Architectural Design | 5 hrs. |
| ARCH 121 | Introductory Architectural Representation I | 3 hrs. |
| ARCH 201 | Architectural Design Fundamentals I | 5 hrs. |
| ARCH 202 | Architectural Design Fundamentals II | 5 hrs. |
| ARCH 222 | Introductory Architectural Representation II | 3 hrs. |
| ARCH 231 | Building Systems I | 3 hrs. |
| ARCH 234 | Structures I | 3 hrs. |
| ARCH 251 | History of Architecture, Urbanism and Art I | 3 hrs. |
| ARCH 252 | History of Architecture, Urbanism and Art II | 3 hrs. |
| ARCH 257 | Design Theory and Culture | 3 hrs. |
| ARCH 303 | Architectural Design Tectonics | 5 hrs. |
| ARCH 304 | Architectural Design in a Global Context | 5 hrs. |
| ARCH 332 | Building Systems II | 3 hrs. |
| ARCH 334 | Structures II | 3 hrs. |
| ARCH 356 | History of Modern Architecture | 3 hrs. |
| ARCH 405 | Architectural Design Investigations I | 5 hrs. |
| ARCH 406 | Architectural Design Investigations II | 5 hrs. |
| ARCH 461 | Architecture Internship | 0 hrs. |

| | | |
|---|---|---|
| MARC 507 | Architectural Design Integration | 5 hrs. |
| MARC 508 | Architectural Design Thesis | 5 hrs. |
| MARC 423 | Advanced Architectural Representation I | 3 hrs. |
| MARC 424 | Advanced Architectural Representation II | 3 hrs. |
| MARC 433 | Building Systems III | 3 hrs. |
| MARC 439 | Structures III | 3 hrs. |
| MARC 557 | Architecture Senior Seminar | 3 hrs. |
| MARC 569 | Professional Practice | 3 hrs. |

**Master of Architecture Elective Courses** **6 hrs.**

*A total of six hours must be achieved (with a minimum grade of C-) from the elective courses listed below. All prerequisites must be completed prior to enrollment in these courses.*

| | | |
|---|---|---|
| MARC 532 | Technology and Sustainability | 3 hrs. |
| MARC 552 | Design Theory and History | 3 hrs. |
| MARC 572 | Urban and Regional Studies | 3 hrs. |

## School of Education and Child Development

*Dr. Natalie Precise, Dean*

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

The professional preparation of teachers at Drury University is grounded not only in the academic disciplines, but also in a partnership with public schools. As part of the professional preparation of teachers, students participate in a series of clinical experiences that begin as early as the freshman year and conclude in the senior year. Clinical experiences include assisting teachers in the public schools, field experiences related to areas of specialization, reading practicum, and student teaching. These opportunities allow Drury students to gain practical experiences working with children with special needs as well as a wide variety of socioeconomic, cultural and ethnic groups.

The mission of professional education at Drury University is to:

- Develop liberally educated professionals who are highly effective teachers and instructional leaders within their respective disciplines and who are knowledgeable and skilled in the areas of child and adolescent development.
- Prepare educators who are proficient in the use of data collection and analysis techniques to ensure that all students, regardless of ability, diversity of background, or other individual differences, will reach their learning potential.
- Add value to the lives of children of all ages and their families in rural and urban communities throughout the Ozarks region and beyond.

At Drury University, we seek to prepare teachers who go beyond technical competence of "what works." We strive to nurture a disposition and personal commitment that calls for teachers to be reflective, thinking practitioners who have a vision of schools as places of energy, learning, creativity, commitment, and decency for all children.

The moral and ethical insights of teaching are taught and these understandings are enculturated throughout the experiences related to the teacher education program. The opportunity to associate with other students and faculty through activities such as the Drury Student Teachers' Association, Kappa Delta Pi, field experiences, and university courses creates a texture of moral and ethical insights and values that foster and renew a high sense of purpose and vision for the teaching profession. The School of Education and Child Development at Drury University strives to create an environment in which persons identify with the teacher preparation program and work cooperatively to revitalize the profession.

Students preparing to enter the teacher education program must be formally admitted. The application for admission is available at www.drury.edu/education. Students may enroll in the following courses prior to formal admission to the teacher education program: EDUC 200, 205, 207, 208, 212/213, 302, 331, and 340. Students must be formally admitted before enrolling in additional courses in the teacher preparation program.

**Admission Requirements**

The following criteria are applied in determining qualifications for admission to the teacher education program:

A. Application submitted to the School of Education and Child Development in Lay Hall located at http://www.drury.edu/education/School-of-Education-Admission-Procedures/.
B. Professional and Content GPA of 3.0 or above (includes Drury and all other institutions). Official transcripts for all other post-secondary institutions should be mailed to: Drury University, Lay Hall, 900 North Benton Avenue, Springfield, MO 65802.
C. At least 12 credit hours must be completed at Drury University at the time of application. Students with an Associate of Arts (AA) or an Associate of Arts in Teaching (AAT) degree may have the requirement waived.
D. ACT or SAT score must be on file if 1) applicant graduated high school within five years of date of application to teacher education and 2) began college coursework within one year of high school graduation.
E. Competency in written and oral communication:
    a. Grade of C or higher in one oral communication or speech course.
    b. Grade of C or higher in two writing composition courses.
F. Evaluation by Drury University faculty related to dispositions.
G. Completion of the foundations of teaching courses: EDUC 200, EDUC 208, EDUC 205, EDUC 207, EDUC 302 all education professional and content courses must be completed with a grade of B or higher. Students transferring to Drury University with an Associate of Arts (AA) or an Associate of Arts in Teaching (AAT) must enroll in any uncompleted foundations courses during their first semester at Drury. (Professional Education courses refers to required foundations coursework and methods coursework)
H. EDUC 212 or EDUC 213 must be taken concurrently with EDUC 208 or taken during the first semester at Drury if transfer credit is accepted from another institution for EDUC 208.
I. EDUC 200 Technology in the Classroom must be retaken if the course, or an approved equivalent from another institution, was completed seven or more years prior to the time of applying for admission to the teacher education program. If a student was previously admitted to the teacher education program, EDUC 200 or its equivalent must be retaken if the course was completed seven or more years prior to the time of applying for student teaching.
J. Criminal background check. Online registration at www.dhss.mo.gov/FCSR (click "Register Online"). Print receipt verifying you are in the system and send to Lay Hall. Once the background check has been completed, the results will be mailed to the student and the School of Education and Child Development.
K. Subscription to online portfolio. This will be introduced during EDUC 200, EDUC 208 and EDUC 205.

*It should be noted that admission to the teacher education program is not the same as being admitted to Drury University as an undergraduate or graduate student. Admittance to the teacher education program is required for initial state certification.*

Permission to enter professional education methods courses will normally not be granted until the student's application for admission to the teacher certification program has been approved.

**Student Teaching Requirements**

Applications for student teaching are required no later than:

a) **August 1,** if the individual plans to register for student teaching during the spring semester or;

b) **February 1,** if the individual plans to register for student teaching during the fall semester.

The following requirements must be met before a student can register for student teaching:

A. Status of full admission to the teacher education program.
B. All prerequisite course requirements as listed in the catalog are completed:
    1. Once admitted to the teacher education program, all education methods courses must be completed with a grade of B or higher (a grade of B- will not meet the requirement). Those courses include: EDUC 338, EDUC 356, EDUC 380, EDUC 382, EDUC 407, EDUC 409, EDUC 452, EDUC 331, EDUC 304, EDUC 361, EDUC 308, EDUC 376, EDUC 379, EDUC 383, and EDUC 385. For those pursuing middle school, 9-12, or K-12 certification, the discipline-specific content GPA must be 3.00 or higher. All field experience and professional learning critical thinking courses must be completed with a grade of Satisfactory. In addition, a grade of B or higher in order to be recommended for certification (a grade of B- will not meet the requirement) for the 10 hours of student teaching must be earned in order to be considered a program completer and eligible to be recommended for state certification.
    2. In the event that a student is disapproved for student teaching based on the grade point average or a negative decision regarding the student's potential effectiveness as a teacher, they will be so notified in writing. If a student desires to appeal the decision, they may do so in writing to the Dean of the School of Education and Child Development. The appeal will be referred to the Vice President of Academic Affairs who will appoint a committee of three faculty members with whom the applicant has had classes to make recommendations regarding this appeal.
C. Approval by the Teacher Education Council based on a review of the student's record indicating the completion of all course requirements, grade point average requirements, recommendations from the student's advisor and chair of the content area department and such other recommendations considered appropriate by the Dean of the School of Education and Child Development.
D. Students applying for student teaching should expect to carry a reduced academic and employment load while participating in this important experience.
E. Enrollment in student teaching (EDUC 476, EDUC 477, or EDUC 478) requires a full-day placement for a minimum of sixteen weeks. Student teaching carries ten hours of credit. A $250 course fee is assessed for all candidates; an additional $200 is assessed for candidates student teaching out of area. Out of area is defined as more than 100 miles from the student's home campus (Main or St. Robert).
F. Students must attempt the appropriate state-determined content exam(s) and upload documentation of this attempt when applying for student teaching. If the exam(s) is passed, students are not required to enroll in EDUC 475 Review for Teacher Certification Examinations. If the exam(s) is not passed, students will enroll in EDUC 475 Review for Teacher Certification Examinations during the student teaching semester. EDUC 475 is intended to provide support and assistance to students as they prepare to take the exam(s) a second time. There is no charge for the course EDUC 475. S/U grading.
G. Upon approval to student teach, candidates will receive written notification of the requirement to have professional liability insurance at the time of enrollment in student teaching. Options for coverage may be obtained through membership in either the Student Missouri State Teachers Association (MSTA) or the Student National Education Association (NEA). Candidates already employed with a local school district are subject to the requirements of the employing school district. Verification of insurance must be on file with the School of Education and Child

Development office at the Springfield campus by the beginning of the semester in which student teaching takes place.

H. Teacher candidate must complete all content courses required for certification before they begin their student teaching semester.
I. Applicants are allowed to suggest/request two possible placements, realizing that these requests may or may not be fulfilled. Students should not request, nor will they be placed, in the district from which they graduated or in a district or school where relatives attend or work. Exceptions to this policy may be made if a district has an established Grow Your Own program or if the district offers a student teacher a job as the teacher of record during their student teaching semester.

The elementary education program and specific middle and secondary content areas at Drury University are approved by the Missouri Department of Elementary and Secondary Education (DESE) (www.dese.mo.gov).

It is the policy of the Drury University teacher education program to accept transfer credit in professional education that are awarded only by institutions accredited by NCATE and/or education programs approved for teacher certification by state departments of elementary and secondary education.

All students are required to earn the specified grades for all courses leading to state certification. A complete list of those grade requirements is provided at www.drury.edu/education/state-certification.

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

The Missouri Department of Elementary & Secondary Education- Office of Educator Quality is working with representative stakeholder groups to redesign the standards for educator preparation including certification requirements. These changes and implementation schedule will be communicated to students through individual advising sessions, meetings, and/or other university communications. If there are any questions and/or concerns, please contact the Director of Educator Preparation in the Office of Educator Quality (in Jefferson City, Missouri).

**Program Learning Outcomes (alignment to Missouri Teacher Standard):**

1. Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility. (MTS 2; MTS 4; MTS 5)
2. Candidates use content-specific research and theory to design, implement, assess, and reflect on student learning. (MTS 1; MTS 7)
3. Candidates demonstrate skills and commitment that afford all K-12 students access to rigorous and relevant curriculum specific to their diverse learning needs. (MTS 3)
4. Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning which includes critical thinking and AI use in the classroom. (MTS 6; MTS 7)
5. Candidates demonstrate proficiency in oral and written communication skills appropriate for educators. (MTS 6; MTS 9)
6. Candidates meet all institution and state requirements to be recommended for initial certification. (MTS 8; MTS 9)

## Concurrent Credit

The School of Education and Child Development offers a concurrent credit option for undergraduate education students meeting the requirements described in the Concurrent Credit Policy. Eligible students may enroll in up to 12 credit hours of selected graduate courses. See the Concurrent Credit Policy for the list of available courses.

## Elementary Education Major

The Elementary Education major requires 61 credit hours of coursework.

**Program Outcomes:**

- Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
- Candidates use content-specific research and theory to design, implement, assess, and reflect on student learning.
- Candidates demonstrate skills and commitment that afford all K-12 students access to rigorous and relevant curriculum specific to their diverse learning needs.
- Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.
- Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.
- Candidates meet all institution and state requirements to be recommended for initial certification.

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

| **Foundations of Teaching** | | **15 hrs.** |
|---|---|---|
| EDUC 200 | Technology in the Classroom | 3 hrs. |
| EDUC 205 | Diversity and Social Justice in Education | 3 hrs. |
| EDUC 207 | Psychology of Human Growth and Development | 3 hrs. |
| EDUC 302 | Educational Psychology and Assessment | 3 hrs. |
| EDUC 340 | Education of the Exceptional Child | 3 hrs. |

| **Teaching Methods** | | **31 hrs.** |
|---|---|---|
| EDUC 331 | Content Area Literacy | 3 hrs. |
| EDUC 338 | Elementary School Curriculum | 3 hrs. |
| EDUC 356 | Methods of Teaching Children's Literature | 2 hrs. |
| EDUC 361 | Collaborative Classroom Environments | 3 hrs. |
| EDUC 376 | Student Assessment and Data Analysis | 3 hrs. |
| EDUC 380 | Methods of Teaching Elementary Mathematics | 3 hrs. |
| EDUC 382 | Methods of Teaching Elementary Science | 3 hrs. |
| EDUC 407 | Methods of Teaching Literacy | 3 hrs. |
| EDUC 409 | Methods of Teaching Language Arts-Elementary | 2 hrs. |
| EDUC 452 | Correction of Literacy Problems | 3 hrs. |
| EDUC 455 | Correction of Disabilities in Mathematics | 3 hrs. |
| EDUC 475 | Review for Teacher Certification Examinations | 0 hrs. |

| **Clinical and Field Experiences** | | **15 hrs.** |
|---|---|---|
| EDUC 208 | Introductory Practicum | 1 hr. |
| EDUC 212/213 | Professional Preparation for the Field of Teacher Education | 0 hrs. |
| EDUC 401 | Literacy Practicum I | 1 hr. |
| EDUC 402 | Literacy Practicum II | 1 hr. |
| EDUC 476 | Student Teaching-Elementary | 10 hrs. |

| | | |
|---|---|---|
| EDUC 480 | Student Teaching Support Seminar | 2 hrs. |

| **Elementary Education Certification Requirements** | | **12 hrs.** |
|---|---|---|
| Science | Any two science courses | 6 hrs. |
| Mathematics | One mathematics course above MATH 109 | 3 hrs. |
| HIST 101 or HIST 102 | United States History to 1865 or<br>United States History 1865 to Present | 3 hrs. |
| HIST 111 | Geographical History | 3 hrs. |
| ARTH, ARTZ, MUSC, THTR | Choose one ARTH, ARTZ, MUSC, THTR course | 3 hrs. |
| PSYC 101 or SOCI 101 | Introduction to Psychology or Introduction to Sociology | 3 hrs. |

The Elementary Education major has free electives remaining to meet the graduation requirement of at least 124 hours.

Recommended education-specific electives are provided below for those who wish to deepen their understanding of special education. The courses are designed to provide the knowledge necessary to successfully pass the content assessment for Mild/Moderate Cross Categorical Disabilities required for add-on certification in this area. These courses will not lead to initial certification in the area of Mild/Moderate Cross Categorical Disabilities.

*Recommended Electives*

| | |
|---|---|
| EDUC 351 | Introduction to Language Development of the Exceptional Child |
| EDUC 368 | Introduction to Evaluation & Assessment |
| EDUC 369 | Introduction to Mild/Moderate Disabilities |
| EDUC 357 | Families of Exceptional Learners |

## Middle School Language Arts Education Major

The Middle School Language Arts Education major is designed for undergraduate students seeking initial certification in grades 5-9 Language Arts in the state of Missouri. The program includes all content courses required for Middle School Language Arts certification including Field and Clinical Experiences.

**Program Outcomes:**

- Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
- Candidates use content-specific research and theory to design, implement, assess, and reflect on student learning.
- Candidates demonstrate skills and commitment that afford all K-12 students access to rigorous and relevant curriculum specific to their diverse learning needs.
- Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.
- Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.
- Candidates meet all institution and state requirements to be recommended for initial certification.

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

The Middle School Language Arts Education major requires 79 credit hours of coursework.

| **Education Courses** | | **52 hrs.** |
|---|---|---|
| EDUC 200 | Technology in the Classroom | 3 hrs. |
| EDUC 205 | Diversity and Social Justice in Education | 3 hrs. |
| EDUC 207 | Psychology of Human Growth and Development | 3 hrs. |
| EDUC 302 | Educational Psychology and Assessment | 3 hrs. |
| EDUC 340 | Education of the Exceptional Child | 3 hrs. |
| EDUC 304 | Teaching in Diverse Classrooms | 3 hrs. |
| EDUC 308 | Secondary Content Area Literacy | 3 hrs. |
| EDUC 331 | Content Area Literacy | 3 hrs. |
| EDUC 361 | Collaborative Classroom Environments | 3 hrs. |
| EDUC 376 | Student Assessment and Data Analysis | 3 hrs. |
| EDUC 379 | Middle School Philosophy | 3 hrs. |
| EDUC 383 | Middle School Curriculum & Instruction | 3 hrs. |
| EDUC 446 | Methods of Teaching Secondary English | 2 hrs. |
| EDUC 208 | Introductory Practicum | 1 hr. |
| EDUC 212/213 | Professional Preparation for the Field of Teacher Education | 0 hrs. |
| EDUC 303 | Secondary Education Practicum | 1 hr. |
| EDUC 475 | Review for Teacher Certification Examinations | 0 hrs. |
| EDUC 477 | Student Teaching -Middle School | 10 hrs. |
| EDUC 480 | Student Teaching Support Seminar | 2 hrs. |

| **Required Content Courses** | **27 hrs.** |
|---|---|
| ***Reading Literature & Informational Text*** | ***18 hrs.*** |

| | | |
|---|---|---|
| ENGL 200 | Literature Matters | 3 hrs. |
| | | |
| *Choose Three:* | | *9 hrs.* |
| ENGL 201 | British Literature I: Medieval through Eighteenth Century | 3 hrs. |
| ENGL 202 | British Literature II: Nineteenth Century through the Present | 3 hrs. |
| ENGL 203 | American Literature I: 1620-1865 | 3 hrs. |
| ENGL 204 | American Literature II: 1865-1980 | 3 hrs. |
| | | |
| *Choose Two:* | | *6 hrs.* |
| ENGL 212 | Comparative Mythology | 3 hrs. |
| ENGL 235 | The History of Film | 3 hrs. |
| ENGL 301 | Theory and Practice | 3 hrs. |
| ENGL 311 | Studies in Contemporary Literature | 3 hrs. |
| ENGL 317 | African-American Literature | 3 hrs. |
| ENGL 344 | Studies in World Literature | 3 hrs. |
| | | |
| ***Writing & Researching*** | | ***6 hrs.*** |
| ENGL 207 | Expository Writing: Art of the Essay | 3 hrs. |
| | | |
| *Choose One:* | | *3 hrs.* |
| ENGL 266 | Creative Writing I – Fiction | 3 hrs. |
| ENGL 267 | Creative Writing I – Poetry | 3 hrs. |
| ENGL 268 | Creative Writing I – Nonfiction | 3 hrs. |
| | | |
| ***Language & Conventions*** | | ***3 hrs.*** |
| ENGL 253 | Grammar and Style | 3 hrs. |

*Recommended Additional Courses*

| | |
|---|---|
| EDUC 351 | Introduction to Language Development of the Exceptional Child |
| EDUC 368 | Introduction to Evaluation & Assessment |
| EDUC 369 | Introduction to Mild/Moderate Disabilities |
| EDUC 357 | Families of Exceptional Learners |

## Middle School Mathematics Education Major

The Middle School Mathematics Education major is designed for undergraduate students seeking initial certification in grades 5-9 Mathematics in the state of Missouri. The program includes all content courses required for Middle School Mathematics certification including Field and Clinical Experiences.

**Program Outcomes:**

- Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
- Candidates use content-specific research and theory to design, implement, assess, and reflect on student learning.
- Candidates demonstrate skills and commitment that afford all K-12 students access to rigorous and relevant curriculum specific to their diverse learning needs.
- Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.
- Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.
- Candidates meet all institution and state requirements to be recommended for initial certification.

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

The Middle School Mathematics major requires 79 credit hours of coursework.

| **Education Courses** | | **52 hrs.** |
|---|---|---|
| EDUC 200 | Technology in the Classroom | 3 hrs. |
| EDUC 205 | Diversity and Social Justice in Education | 3 hrs. |
| EDUC 207 | Psychology of Human Growth and Development | 3 hrs. |
| EDUC 302 | Educational Psychology and Assessment | 3 hrs. |
| EDUC 340 | Education of the Exceptional Child | 3 hrs. |
| EDUC 304 | Teaching in Diverse Classrooms | 3 hrs. |
| EDUC 308 | Secondary Content Area Literacy | 3 hrs. |
| EDUC 331 | Content Area Literacy | 3 hrs. |
| EDUC 361 | Collaborative Classroom Environments | 3 hrs. |
| EDUC 376 | Student Assessment and Data Analysis | 3 hrs. |
| EDUC 379 | Middle School Philosophy | 3 hrs. |
| EDUC 383 | Middle School Curriculum & Instruction | 3 hrs. |
| EDUC 448 | Methods of Teaching Secondary Mathematics | 2 hrs. |
| EDUC 208 | Introductory Practicum | 1 hr. |
| EDUC 212/213 | Professional Preparation for the Field of Teacher Education | 0 hrs. |
| EDUC 303 | Secondary Education Practicum | 1 hr. |
| EDUC 475 | Review for Teacher Certification Examinations | 0 hrs. |
| EDUC 477 | Student Teaching - Middle School | 10 hrs. |
| EDUC 480 | Student Teaching Support Seminar | 2 hrs. |

| **Required Content Courses** | | **27 hrs.** |
|---|---|---|
| MATH 109 | College Algebra | 3 hrs. |

| | | |
|---|---|---|
| MATH 229 | Calculus A | 4 hrs. |
| MATH 231 | Calculus I | 4 hrs. |
| MATH 232 | Calculus II | 4 hrs. |
| MATH 234 | Introduction to Mathematical Proofs | 3 hrs. |
| MATH 326 | Probability Theory | 3 hrs. |
| MATH 327 | Mathematical Statistics | 3 hrs. |
| MATH 330 | Geometry | 3 hrs. |

*Recommended Additional Courses*

| | | |
|---|---|---|
| CSCI 251 | Introduction to Computer Science | 4 hrs. |
| EDUC 351 | Introduction to Language Development of the Exceptional Child | 3 hrs. |
| EDUC 368 | Introduction to Evaluation & Assessment | 3 hrs. |
| EDUC 369 | Introduction to Mild/Moderate Disabilities | 3 hrs. |
| EDUC 357 | Families of Exceptional Learners | 3 hrs. |
| MATH 101 | Fundamental Mathematical Concepts I | 3 hrs. |

## Middle School Science Education Major

The Middle School Science Education major is designed for undergraduate students seeking initial certification in grades 5-9 Science in the state of Missouri. The program includes all content courses required for Middle School Science certification including Field and Clinical Experiences.

**Program Outcomes:**

- Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
- Candidates use content-specific research and theory to design, implement, assess, and reflect on student learning.
- Candidates demonstrate skills and commitment that afford all K-12 students access to rigorous and relevant curriculum specific to their diverse learning needs.
- Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.
- Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.
- Candidates meet all institution and state requirements to be recommended for initial certification.

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

The Middle School Science Education major requires 81 credit hours of coursework.

| **Education Courses** | | **52 hrs.** |
|---|---|---|
| EDUC 200 | Technology in the Classroom | 3 hrs. |
| EDUC 205 | Diversity and Social Justice in Education | 3 hrs. |
| EDUC 207 | Psychology of Human Growth and Development | 3 hrs. |
| EDUC 302 | Educational Psychology and Assessment | 3 hrs. |
| EDUC 340 | Education of the Exceptional Child | 3 hrs. |
| EDUC 304 | Teaching in Diverse Classrooms | 3 hrs. |
| EDUC 308 | Secondary Content Area Literacy | 3 hrs. |
| EDUC 331 | Content Area Literacy | 3 hrs. |
| EDUC 361 | Collaborative Classroom Environments | 3 hrs. |
| EDUC 376 | Student Assessment and Data Analysis | 3 hrs. |
| EDUC 379 | Middle School Philosophy | 3 hrs. |
| EDUC 383 | Middle School Curriculum & Instruction | 3 hrs. |
| EDUC 350 | Methods of Teaching the Biological and Physical Sciences | 2 hrs. |
| EDUC 208 | Introductory Practicum | 1 hr. |
| EDUC 212/213 | Professional Preparation for the Field of Teacher Education | 0 hrs. |
| EDUC 303 | Secondary Education Practicum | 1 hr. |
| EDUC 475 | Review for Teacher Certification Examinations | 0 hrs. |
| EDUC 477 | Student Teaching - Middle School | 10 hrs. |
| EDUC 480 | Student Teaching Support Seminar | 2 hrs. |

| **Required Content Courses** | | **29 hrs.** |
|---|---|---|
| BIOL 110 | Fundamentals of Cell Biology | 4 hrs. |

| | | |
|---|---|---|
| PHYS 100 | Earth Science | 3 hrs. |
| PHYS 100L | Earth Science Laboratory | 1 hr. |
| PHYS 111 | Physical Science | 3 hrs. |
| PHYS 111L | Physical Science Laboratory | 1 hr. |
| PHYS 201 | Principles of Physics | 5 hrs. |
| BIOL/CHEM/PHYS 160 | Exploration/Discovery in Science | 3 hrs. |

*Choose One:*

| | | |
|---|---|---|
| CHEM 121 | Introductory Chemistry | 5 hrs. |
| or | | |
| CHEM 131 | Foundations of Chemistry | 3 hrs. |
| CHEM 131L | Foundations of Chemistry Lab | 2 hrs. |

*Recommended Additional Courses*

| | | |
|---|---|---|
| EDUC 351 | Introduction to Language Development of the Exceptional Child | 3 hrs. |
| EDUC 368 | Introduction to Evaluation & Assessment | 3 hrs. |
| EDUC 369 | Introduction to Mild/Moderate Disabilities | 3 hrs. |
| EDUC 357 | Families of Exceptional Learners | 3 hrs. |

## Middle School Social Science Education Major

The Middle School Social Science Education major is designed for undergraduate students seeking initial certification in grades 5-9 Social Science in the state of Missouri. The program includes all content courses required for Middle School Social Science certification including Field and Clinical Experiences.

**Program Outcomes:**

- Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
- Candidates use content-specific research and theory to design, implement, assess, and reflect on student learning.
- Candidates demonstrate skills and commitment that afford all K-12 students access to rigorous and relevant curriculum specific to their diverse learning needs.
- Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.
- Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.
- Candidates meet all institution and state requirements to be recommended for initial certification.

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

The Middle School Social Science Education major requires 79 credit hours of coursework.

| **Education Courses** | | **52 hrs.** |
|---|---|---|
| EDUC 200 | Technology in the Classroom | 3 hrs. |
| EDUC 205 | Diversity and Social Justice in Education | 3 hrs. |
| EDUC 207 | Psychology of Human Growth and Development | 3 hrs. |
| EDUC 302 | Educational Psychology and Assessment | 3 hrs. |
| EDUC 340 | Education of the Exceptional Child | 3 hrs. |
| EDUC 304 | Teaching in Diverse Classrooms | 3 hrs. |
| EDUC 308 | Secondary Content Area Literacy | 3 hrs. |
| EDUC 331 | Content Area Literacy | 3 hrs. |
| EDUC 361 | Collaborative Classroom Environments | 3 hrs. |
| EDUC 376 | Student Assessment and Data Analysis | 3 hrs. |
| EDUC 379 | Middle School Philosophy | 3 hrs. |
| EDUC 383 | Middle School Curriculum & Instruction | 3 hrs. |
| EDUC 384 | Methods of Teaching Secondary Social Studies and Economics | 2 hrs. |
| EDUC 208 | Introductory Practicum | 1 hr. |
| EDUC 212/213 | Professional Preparation for the Field of Teacher Education | 0 hrs. |
| EDUC 303 | Secondary Education Practicum | 1 hr. |
| EDUC 475 | Review for Teacher Certification Examinations | 0 hrs. |
| EDUC 477 | Student Teaching - Middle School | 10 hrs. |
| EDUC 480 | Student Teaching Support Seminar | 2 hrs. |

| **Required Content Courses** | **27 hrs.** |
|---|---|
| ***American History*** | ***9 hrs.*** |

| | | |
|---|---|---|
| HIST 101 | United States History to 1865 | 3 hrs. |
| HIST 102 | United States History 1865 to Present | 3 hrs. |
| | | |
| *Choose One:* | | *3 hrs.* |
| HIST 250 | Colonial America | 3 hrs. |
| HIST 251 | History of Slavery | 3 hrs. |
| HIST 330 | The American Civil War | 3 hrs. |
| | | |
| ***World History*** | | ***9 hrs.*** |
| HIST 109 | Asian History to 1700 | 3 hrs. |
| HIST 110 | Ancient Civilizations | 3 hrs. |
| HIST 223 | Medieval Europe | 3 hrs. |
| | | |
| ***Geography*** | | ***3 hrs.*** |
| HIST 111 | Geographical History | 3 hrs. |
| | | |
| ***Government*** | | ***3 hrs.*** |
| PLSC 101 | Government and Politics in the United States | 3 hrs. |
| | | |
| ***Economics*** | | ***3 hrs.*** |
| *Choose One:* | | |
| ECON 210 | Principles of Microeconomics | 3 hrs. |
| ECON 211 | Principles of Macroeconomics | 3 hrs. |
| | | |
| *Recommended Additional Courses* | | |
| EDUC 351 | Introduction to Language Development of the Exceptional Child | 3 hrs. |
| EDUC 368 | Introduction to Evaluation & Assessment | 3 hrs. |
| EDUC 369 | Introduction to Mild/Moderate Disabilities | 3 hrs. |
| EDUC 357 | Families of Exceptional Learners | 3 hrs. |
| HIST 250 | Colonial America | 3 hrs. |
| HIST 251 | History of Slavery | 3 hrs. |
| HIST 270 | American Revolution | 3 hrs. |
| HIST 330 | The American Civil War | 3 hrs. |

## Secondary Education Major

**Program Outcomes:**

- Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
- Candidates use content-specific research and theory to design, implement, assess, and reflect on student learning.
- Candidates demonstrate skills and commitment that afford all K-12 students access to rigorous and relevant curriculum specific to their diverse learning needs.
- Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.
- Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.
- Candidates meet all institution and state requirements to be recommended for initial certification.

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

The Secondary Education major requires 49 credit hours of education coursework.

| **Foundations of Teaching** | | **15 hrs.** |
|---|---|---|
| EDUC 200 | Technology in the Classroom | 3 hrs. |
| EDUC 205 | Diversity and Social Justice in Education | 3 hrs. |
| EDUC 207 | Psychology of Human Growth and Development | 3 hrs. |
| EDUC 302 | Educational Psychology and Assessment | 3 hrs. |
| EDUC 340 | Education of the Exceptional Child | 3 hrs. |

| **Teaching Methods** | | **20 hrs.** |
|---|---|---|
| EDUC 304 | Teaching in Diverse Classrooms | 3 hrs. |
| EDUC 361 | Collaborative Classroom Environments | 3 hrs. |
| EDUC 308 | Secondary Content Area Literacy | 3 hrs. |
| EDUC 385 | Secondary School Curriculum | 3 hrs. |
| EDUC 475 | Review for Teacher Certification Examinations | 0 hrs. |
| EDUC-Discipline Specific Teaching Methods | | 2 hrs. |
| (For more information, refer to the section on methods courses related to specific teaching areas.) | | |
| EDUC 331 | Content Area Literacy | 3 hrs. |
| EDUC 376 | Student Assessment and Data Analysis | 3 hrs. |

| **Clinical and Field Experiences** | | **14 hrs.** |
|---|---|---|
| EDUC 208 | Introductory Practicum | 1 hr. |
| EDUC 212/213 | Professional Preparation for the Field of Teacher Education | 0 hrs. |
| EDUC 303 | Secondary Education Practicum | 1 hr. |
| EDUC 478 | Student Teaching-Secondary | 10 hrs. |
| EDUC 480 | Student Teaching Support Seminar | 2 hrs. |

Students seeking Missouri state certification in a secondary education content field must complete the required courses for that academic major. The required courses that meet graduation and state certification requirements can be acquired from the School of Education and Child Development and/or the content area department (i.e., art, biology, chemistry, communication, English, French, history, math, physics, Spanish, theatre).

| **Certification Area** | **Drury Major** |
|---|---|
| Art K-12 | Fine Arts |
| Biology 9-12 | Biology |
| Chemistry 9-12 | Chemistry |
| English 9-12 | English |
| French K-12 | French |
| Social Science 9-12 | History – Secondary Education Track |
| Journalism 9-12 | Multimedia Production and Journalism |
| Mathematics 9-12 | Mathematics Education |
| Music – Instrumental/Vocal K-12 | Music |
| Physics 9-12 | Physics |
| Spanish K-12 | Spanish |
| Speech/Theatre 9-12 | Organizational & Leadership Communication |
| OR | |
| Speech/Theatre 9-12 | Theatre |

The Secondary Education major may have free electives remaining to meet the graduation requirement of at least 124 hours.

Recommended education-specific electives are provided below for those who wish to deepen their understanding of special education.

*Recommended Electives*

| | |
|---|---|
| EDUC 351 | Introduction to Language Development of the Exceptional Child |
| EDUC 368 | Introduction to Evaluation & Assessment |
| EDUC 369 | Introduction to Mild/Moderate Disabilities |
| EDUC 357 | Families of Exceptional Learners |

## Special Education Minor

The Special Education minor is designed for individuals who desire to learn more about teaching students with special needs. The six courses in this minor will address neurodiversity, teaching, and assessment strategies specific to the field of special education, and how to work with families of exceptional learners. Teacher candidates who complete this minor will be well-positioned to add on certification as a K-12 Mild/Moderate Cross-Categorical Disabilities educator after initial certification in Elementary, Middle, or Secondary Education has been earned.

The Special Education minor requires 18 credit hours of coursework.

**Required Courses**

| | | |
|---|---|---|
| EDUC 225 | Neurodiversity in Society and Why it Matters | 3 hrs. |
| EDUC 340 | Education of Exceptional Child | 3 hrs. |
| EDUC 357 | Families of Exceptional Learners | 3 hrs. |
| EDUC 351 | Introduction to Language Development of the Exceptional Child | 3 hrs. |
| EDUC 368 | Introduction to Evaluation and Assessment | 3 hrs. |
| EDUC 369 | Introduction to Mild/Moderate Disabilities | 3 hrs. |

**Post-Baccalaureate Certification**

Alternative Physical Education Certification

The Alternative Physical Education Certification Program is designed for post-baccalaureate students seeking initial certification in K-12 Physical Education in the state of Missouri. To begin the program, the student must provide transcripts of any course taken at the baccalaureate level with a cumulative grade point average of no less than 2.75. To qualify for the program, the student must possess a bachelor's degree in a related content area and have passed the designated Missouri Content Assessment. The program includes all courses required for K-12 Physical Education certification including Field and Clinical Experiences. The culminating internship may be completed as a three credit hour course if the candidate has secured a provisional teaching certificate.

The Alternative Physical Education Certification is a non-degree seeking program only and should be discussed in consultation with the School of Education and Child Development prior to course registration. Students may complete the certification requirements at either the undergraduate or graduate level. Students may view the required coursework of the Alternative Physical Education Certification at www.drury.edu/education.

The Missouri Department of Elementary & Secondary Education- Office of Educator Quality is working with representative stakeholders groups to redesign the standards for educator preparation including certification requirements. These changes and implementation schedule will be communicated to students through individual advising sessions, meetings, and/or other university communications. If there are any questions and/or concerns, please contact the Director of Educator Preparation in the Office of Educator Quality (in Jefferson City, Missouri).

# Dual Degree Programs

## Health Science, BA

*Dr. Kevin P. Jansen, Chair*

The Health Science major is only available as a dual degree program that must include a degree in either Nursing or Radiography from the Springfield Campus of Southwest Baptist University (SBU). Students earning a Bachelor of Arts degree with a major in Health Science from Drury will simultaneously earn an Associate of Science in Nursing or Radiography (see Tracks 1 and 2 below) from SBU. The BA–Health Science major requires completion of all graduation requirements at both institutions, including the major requirements listed below, the Drury Fusion program, select courses within the SBU DISCOVER program, and any additional graduation requirements from both institutions (e.g., minimum number of upper-division credit hours). Courses completed at each institution may need to be transferred to the other institution to fulfill graduation requirements. Students may only complete one major in the Department of Biology.

*Required Courses*

| **Drury Coursework** | | **26 hrs.** |
|---|---|---|
| BIOL 205 | Human Anatomy | 5 hrs. |
| BIOL 206 | Human Physiology | 4 hrs. |
| BIOL 208 | Microbiology | 5 hrs. |
| BIOL 382 | Pathophysiology | 3 hrs. |
| MATH 227 | Introduction to Statistics | 3 hrs. |
| PSYC 101 | Introduction to Psychology | 3 hrs. |
| RELG 203 | Introduction to the Bible | 3 hrs. |

| **Track 1: SBU AS-Nursing Coursework*** | | **39 hrs.** |
|---|---|---|
| NUR 1012 | Health Promotion in Nursing I | 2 hrs. |
| NUR 1017 | Found. Nursing Practice Across Lifespan | 7 hrs. |
| NUR 1023 | Pharmacology for Nursing Practice | 3 hrs. |
| NUR 1026 | Patient Centered Care | 6 hrs. |
| NUR 2032 | Health Promotion in Nursing II | 2 hrs. |
| NUR 2037 | Advanced Patient Centered Care | 7 hrs. |
| NUR 2047 | Nursing Role Integration | 7 hrs. |
| NUR 2052 | NCLEX Preparation | 2 hrs. |
| NUR 3453 | Spirituality in Health Care | 3 hrs. |

| **Track 2: SBU AS-Radiography Coursework*** | | **45 hrs.** |
|---|---|---|
| HSC 3453 | Spirituality in Health Care | 3 hrs. |
| RAD 1002 | Clinical Education I | 2 hrs. |
| RAD 1103 | Introduction to Radiologic Technology | 3 hrs. |
| RAD 1303 | Radiographic Procedures I | 3 hrs. |
| RAD 1313 | Radiographic Procedures Lab I | 3 hrs. |
| RAD 1504 | Radiologic Science | 4 hrs. |
| RAD 1604 | Radiographic Procedures II | 4 hrs. |

| | | |
|---|---|---|
| RAD 1803 | Radiographic Imaging I | 3 hrs. |
| RAD 2103 | Clinical Education II | 3 hrs. |
| RAD 2203 | Clinical Education III | 3 hrs. |
| RAD 2212 | Clinical Education IV | 2 hrs. |
| RAD 2612 | Radiographic Procedures III | 2 hrs. |
| RAD 2812 | Radiographic Imaging II | 2 hrs. |
| RAD 2902 | Radiation Protection and Biology | 2 hrs. |
| RAD 2922 | Radiographic Pathology | 2 hrs. |
| RAD 2944 | Curriculum Review | 4 hrs. |

## Health Science, BS

The Health Science major is only available as a dual degree program that must include a degree in Nursing from the Springfield Campus of Southwest Baptist University (SBU). Students earning a Bachelor of Science degree with a major in Health Science from Drury will simultaneously earn an Associate of Science in Nursing and a Bachelor of Science in Nursing from SBU. The BS-Health Science major requires completion of all graduation requirements at both institutions, including the major requirements listed below, the Drury Fusion program (including FUSE 101), the SBU DISCOVER program, and any additional graduation requirements from both institutions (e.g., minimum number of upper-division credit hours). Courses completed at each institution may need to be transferred to the other institution to fulfill graduation requirements. Students may only complete one major in the Department of Biology.

| **Drury Coursework** | | **44 hrs.** |
|---|---|---|
| BIOL 205 | Human Anatomy | 5 hrs. |
| BIOL 206 | Human Physiology | 4 hrs. |
| BIOL 208 | Microbiology | 5 hrs. |
| BIOL 382 | Pathophysiology | 3 hrs. |
| COMM 211 | Presentational Speaking | 3 hrs. |
| ENGL 207 | Expository Writing: Art of the Essay | 3 hrs. |
| MATH 227 | Introduction to Statistics | 3 hrs. |
| PHIL 305 | Ethical Issues in Health Care | 3 hrs. |
| PLSC 101 | Government and Politics in the United States | 3 hrs. |
| PSYC 101 | Introduction to Psychology | 3 hrs. |
| RELG 203 | Introduction to the Bible | 3 hrs. |
| SOCI 101 | Introduction to Sociology | 3 hrs. |
| THTR 135 | Introduction to Theatre | 3 hrs. |

| **SBU ASN Coursework** | | **39 hrs.** |
|---|---|---|
| NUR 1012 | Health Promotion in Nursing I | 2 hrs. |
| NUR 1017 | Found. Nursing Practice Across Lifespan | 7 hrs. |
| NUR 1023 | Pharmacology for Nursing Practice | 3 hrs. |
| NUR 1026 | Patient Centered Care | 6 hrs. |
| NUR 2032 | Health Promotion in Nursing II | 2 hrs. |
| NUR 2037 | Advanced Patient Centered Care | 7 hrs. |
| NUR 2047 | Nursing Role Integration | 7 hrs. |
| NUR 2052 | NCLEX Preparation | 2 hrs. |
| NUR 3453 | Spirituality in Health Care | 3 hrs. |

| **SBU BSN Coursework** | | **26 hrs.** |
|---|---|---|
| NUR 3213 | Essentials of Health Care | 3 hrs. |
| NUR 3303 | Health Assessment | 3 hrs. |
| NUR 3563 | Health Care Informatics | 3 hrs. |
| NUR 4013 | Healthcare in Culturally Diverse Comm | 3 hrs. |
| NUR 4333 | Research & EBP | 3 hrs. |
| NUR 4404 | Community Health | 4 hrs. |
| NUR 4434 | Administration & Leadership | 4 hrs. |
| NUR 4443 | Capstone | 3 hrs. |

## 3-3 Engineering Dual-Degree Program

*Dr. Robert Throne, Chair of the Department of Engineering*

Drury University cooperates with Washington University in a dual-degree program leading to two undergraduate degrees - one in a liberal arts major and another in engineering. Participants commonly follow either a '3-3' schedule, entering Washington University after their junior or senior year at Drury (students who follow a 3-3 schedule must apply no later than one year after graduation). Those who meet the admissions requirements should be able to earn both a Drury bachelor's degree and a bachelor's degree in engineering from Washington University with four semesters of study after Drury.

Washington University also offers a '3-3' program leading to a Drury B.A., and a B.S. and M.S. in Engineering from Washington University. Students complete the same coursework as listed below while at Drury, and then move to Washington University for three years of study.

**Dual-Degree Program**
Dual-degree study is an attractive alternative to traditional engineering curricula, which are highly structured and may require longer than four years to complete. Graduates of dual-degree programs are liberally educated engineers, possessing strong communication and problem-solving skills, a broad background in humanities, social sciences, and the global environment as well as a quality technical education. They are well prepared to advance in technical management and to play major roles in solving increasingly complex societal problems in engineering, consulting, design, and other areas.

| | | |
|---|---|---|
| **Chemistry** | | **5 hrs.** |
| CHEM 121 | Introductory Chemistry | 5 hrs. |
| or | | |
| CHEM 131 | Foundations of Chemistry | 3 hrs. |
| CHEM 131L | Foundations of Chemistry Lab | 2 hrs. |
| | | |
| **Computer Science** | | **4 hrs.** |
| CSCI 251 | Introduction to Computer Science | 4 hrs. |
| | | |
| **Math** | | **19 hrs.** |
| MATH 229 | Calculus A | 4 hrs. |
| MATH 231 | Calculus I | 4 hrs. |
| MATH 232 | Calculus II | 4 hrs. |
| MATH 233 | Calculus III | 4 hrs. |
| MATH 366 | Differential Equations | 3 hrs. |
| MATH 235 | Linear Algebra | 3 hrs. |
| | | |
| **Physics** | | **10 hrs.** |
| PHYS 211 | General Physics I | 5 hrs. |
| PHYS 212 | General Physics II | 5 hrs. |
| | | |
| **Engineering** | | **5 Hrs.** |
| EGRA 130 | Introduction to Microcontrollers | 2 hrs. |
| EGRA 123 | Engineering Applications of MATLAB I | 1.5 hrs. |
| EGRA 124 | Engineering Applications of MATLAB II | 1.5 hrs. |

*Those interested in Biomedical Engineering should also complete the following additional coursework and should consult the program director:*

| | | |
|---|---|---|
| BIOL 172 | Molecular Biology | 3 hrs. |
| BIOL 181 | Genetics | 3 hrs. |

*Other suggested courses for students interested in Biomedical Engineering:*

| | | |
|---|---|---|
| EGRA 200 | Circuits I | 3 hrs. |
| EGRM 220 | Statics and Mechanics of Materials I | 3 hrs. |
| EGRM 230 | Thermodynamics | 3 hrs. |
| EGRE 205 | Circuits II | 3 hrs. |
| EGRE 235 | Embedded Systems | 3 hrs. |

*Those interested in Chemical Engineering and Environmental Engineering should also complete the following additional coursework and should consult the program director:*

| | | |
|---|---|---|
| BIOL 172 | Molecular Biology | 3 hrs. |
| And either | | |
| CHEM 315 | Organic Chemistry | 3 hrs. |
| CHEM 315-L | Organic Chemistry Laboratory | 2 hrs. |

*It is recommended that those interested in Chemical Engineering and Environmental Engineering should complete the following:*

| | | |
|---|---|---|
| 1. CHEM 415 | Advanced Organic Chemistry | 3 hrs. |
| or | | |
| CHEM 327 | Physical Chemistry | 3 hrs. |

*2.* A course on energy and the environment from a science point of view. Students should consult with the program director on coursework that meets this recommendation.

*Other suggested courses for students interested in Chemical or Environmental Engineering:*

| | | |
|---|---|---|
| EGRM 230 | Thermodynamics | 3 hrs. |

*Those interested in Computer Engineering, Computer Science or Data Science should also complete the following additional coursework and should consult the program director:*

| | | |
|---|---|---|
| CSCI 261 | Data Structures | 4 hrs. |
| MATH 235 | Linear Algebra | 3 hrs. |

*A foundation for student success in these (CE, CS, or DS) BS programs at WashU is matriculating to WashU with a working knowledge of Java.*

*Students with a CS major or concentration at Drury are strongly recommended to <u>not</u> pursue a BSCS at*

*WashU; instead, among the alternatives are Computer Engineering or Data Science.*

Each program also requires completion of the Your Drury Fusion curriculum (typically completed by Drury students by the end of their junior year), as well as electives to complete a major. Those who enter at the end of their junior year must apply for a waiver of the senior residency requirement and typically transfer credit back to Drury to fulfill the 124 hours needed for graduation. All students who participate in this program prior to graduating from Drury must have an approved academic leave of absence on file with the Registrar's Office. Students also must meet Drury's requirements for entry to pre-professional programs (see Pre-Professional Programs for more information).

For admission to Washington University, an overall GPA of 3.25 or higher is required, as well as a 3.25 GPA in math and science. Applicants with lower GPAs are considered on a case-by-case basis.

Proficiency in English is required of all applicants. International applicants who will not have a minimum of three years of documented study at an English-speaking institution in a country where English is the primary language of daily living are required to submit official TOEFL IBT scores to Washington University. TOEFL scores must be less than two years old to be valid. Please request ETS to send official scores to Institution Code **6929** at the time of application.

Students who have completed the prerequisite courses, meet the GPA guidelines, and are recommended by the Drury program director are invited to apply for engineering study at Washington University. Applications should typically be submitted by February 28 for admission in the fall.

## 3-2 Occupational Therapy Dual-Degree Program

*Dr. Valerie Eastman, Program Director*

The 3-2 occupational therapy program leads to a bachelor's degree from Drury University and the Master of Science in occupational therapy (MSOT) degree from Washington University in St. Louis. The student spends the first three years at Drury University and the final two years at Washington University. Upon completion of the liberal arts component, the requirements for a department major (at Drury), and a year in the occupational therapy program (at Washington University), the student will earn a bachelor's degree from Drury. After satisfactory completion of all requirements, including one more year of graduate academic work followed by six months of fieldwork, the student will earn a master of science in occupational therapy from Washington University School of Medicine. A 3-3 occupational therapy program is also available to the student who wishes to pursue an occupational therapy doctorate (OTD) degree at Washington University. The OTD degree requires the satisfactory completion of an additional year of graduate academic work at Washington University (three years total), six months of fieldwork, and four months of apprenticeship.

Prior to entering Washington University, the student must have completed at least 90 hours of transferable college credit. The specific course prerequisites for admission to Washington University include a minimum of the following:

Upper Level Life Science, 3 hours
Physiology, 3 hours
Abnormal Psychology, 3 hours
Developmental Psychology, 3 hours
Additional Social Sciences, 3 hours
Statistics (behavioral, mathematical, or educational), 3 hours

*Recommended courses at Drury include:*

| | | |
|---|---|---|
| BIOL 205 | Human Anatomy | 5 hrs. |
| BIOL 206 | Human Physiology | 4 hrs. |
| BIOL 250 | Foundations of Medical Terminology | 3 hrs. |
| PSYC 230 | Life Span Development | 3 hrs. |
| PSYC 337 | Psychopathology and Clinical Science | 3 hrs. |
| SOCI 101 | Introduction to Sociology | 3 hrs. |

*Choose One:*

| | | |
|---|---|---|
| BSCI 275/L | Statistics for the Behavioral Sciences & Laboratory | 4 hrs. |
| OR | | |
| MATH 227 | Introduction to Statistics | 3 hrs. |

The student also must meet requirements for a major and graduation at Drury.

Students who plan to have satisfactorily completed the prerequisite courses by the end of their junior year, have earned a grade of B or better in all prerequisite courses, and are recommended by Drury University faculty are invited to apply for admission to the MSOT program at Washington University School of Medicine. Application to Washington University should be submitted by December 1 for early decision and January 30 for regular decision for entrance the following fall. Students also must submit a petition to the Office of the Registrar requesting waiver of the senior residency. Tuition payments and financial aid awards are made to the school in which the student is currently enrolled (i.e., the first three years at Drury and the last two years at Washington University).

# Interdisciplinary Programs

## Asian Studies Minor

*Dr. Chris Panza, Program Director*

This multi-disciplinary program offers courses from different departments to help students understand the cultures, languages, belief systems, and history in East Asia. Students must complete eighteen credit hours to earn a minor in Asian Studies. We strongly encourage students to study abroad as a means of fulfilling the language component and the elective requirements.

**Program Learning Outcomes**

1. Demonstrate beginner/novice-level understanding of the Mandarin (or other Asian) language.
2. Demonstrate knowledge about Asian history and/or philosophical/religious traditions.
3. Display skill examining, contextualizing, and explicating Asian primary sources.
4. Display skills of historians/philosophers writing papers using primary/secondary sources.

The Asian studies minor requires 18 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

| **Required** | | **9 hrs.** |
|---|---|---|
| CHIN 101 | Elementary Mandarin I | 3 hrs. |
| CHIN 102 | Elementary Mandarin II | 3 hrs. |
| HIST 109 | Asian History to 1700 | 3 hrs. |

| **Electives** | | **9 hrs.** |
|---|---|---|
| *Choose Three:* | | |
| ARTH 370 | Asian Art and Architecture | 3 hrs. |
| CHIN 201 | Mandarin III | 3 hrs. |
| CHIN 202 | Mandarin IV | 3 hrs. |
| HIST 247 | Modern Japan | 3 hrs. |
| HIST 346 | History of Modern China | 3 hrs. |
| HIST 374 | Social History of India | 3 hrs. |
| PHIL 218 | Thinking Like a Confucian | 3 hrs. |
| PHIL 219 | Daoism | 3 hrs. |
| PHIL 310 | Asian Ethics | 3 hrs. |
| HIST/PHIL/RELG 390 | Selected Topics in Asian Studies** | 3 hrs. |

**Selected topics should be confirmed with the program director of Asian Studies for consideration as minor credit.

## Honors Interdisciplinary Inquiry and Leadership Minor

*Dr. Richard Schur, Program Director*

The Honors Interdisciplinary Inquiry and Leadership minor seeks students who are curious, independent, ambitious, hard-workers, and intellectually engaged with the world of ideas. Our honors curriculum gives honors students opportunities to complete multiple projects of their own choosing and to explore their leadership style and the leadership challenges in their field of study. As an interdisciplinary program, the minor provides experiences that bridge the life-profession divide, professionalizing life degrees and humanizing professional ones.

**Mission Statement**
The mission of the Drury University Honors Program is to:

- Facilitate strong learning and advising relationships between honors students and Drury faculty.
- Offer honors classes that feature a "hands on" education through research and engagement in the community and their major field of study.
- Support the research, creative, and community engagement activities of honors students.
- Prepare students for personal and professional success, graduate study, and competition for graduate and international research fellowships and awards.

**Formal Admission into Honors Program**
**(for those who are seeking the Honors Degree in addition to the minor)**

Honors students matriculate into the Honors Program when they meet the following conditions:

- Complete 30 hours of college credit;
- Possess an overall GPA of 3.50 or higher; and
- Complete two honor credits at Drury University.

**Note: Students who complete the University Honors Program are not eligible to earn Departmental Honors.**

**Honors Program Learning Outcomes**
(1) *Scholarship*: Student will conduct academic research or produce creative products at an exemplary level in their field.
(2) *Communication*: Student will communicate their ideas/results in a fluent oral and written manner to both professionals in their areas of expertise and to a general audience.
(3) *Design Thinking and Problem Solving:* Students will develop the skills of proposal development, testing and feedback, and reflection.
(4) *Leadership:* Students will reflect on their leadership style and will practice leadership skills in their area of interest.

The Honors Interdisciplinary Inquiry and Leadership minor requires 15 credit hours.

| **Required Courses** | | **15 hrs.** |
|---|---|---|
| HNRS 240 | Honors Reading Seminar I | 1 hr. |
| HNRS 250 | Honors Reading Seminar II | 1 hr. |
| HNRS 260 | Honors Design Thinking Studio | 2 hrs. |

| | | |
|---|---|---|
| Honors Option Contract (arranged individually with an instructor) | | 3 hrs. |
| HNRS 495 | Research | 4-6 hrs. |
| HNRS 410 | Honors Portfolio | 1 hr. |
| | | |
| *Choose One Option for Additional Reading Group Elective* | | *1-3 hrs.* |
| FUSE 465 | Undergraduate Teaching Experience | 1-3 hrs. |
| HNRS 240 | Honors Reading Seminar I | 1 hr. |
| HNRS 250 | Honors Reading Seminar II | 1 hr. |
| HPRL 318 | The Public Seminar | 1 hr. |
| | | |
| *Choose Two Leadership Electives* | | *2 hrs.* |
| HNRS 324 | Sustainability Project | 1 hr. |
| HNRS 325 | Diversity, Equity and Inclusion Project | 1 hr. |
| HNRS 326 | Leadership Experience | 1 hr. |

**Life-Profession Designation**
Students who earn the Honors Interdisciplinary Inquiry and Leadership minor are waived from the Fusion requirement of completing a life and a profession credential, due to the unique interdisciplinary nature of the honors coursework.

**What is an Honors Course?**
Honors courses offer students a deeper and more intense academic experience than traditional classes. They offer a "hands on" and "student-directed" approach to learning and demand that students take ownership over their education by posing questions, examining evidence, joining the scholarly conversation about course topics, or applying disciplinary knowledge to solve local and national problems. In the Honors Program at Drury University, "honors" courses are not advanced classes that cover more material. Rather, they invite students to be active participants and partners with the faculty in intellectual exploration, knowledge creation, and problem solving.

**The Honors Contract Option**
Students can work with faculty to transform non-honors classes into honor classes through the honors contract option. If an honors student would like to dig deeper into a topic or material from a non-honors class, they should contact the faculty member when enrolling and discuss the possibility of creating an honors contract that outlines how the course will be supplemented to meet the requirements of an honors course. If the faculty member agrees to supervise the additional work or project, then the student must submit a signed honors contract to the Director of the Honors Program during the first two weeks of the semester. In most instances, students completing an honors contract will present their work at one of our Honors Symposia. All honors students are required to complete honors contract option as part of their honors degree.

**Good Standing in the Honors Program**
**(for those who are seeking the Honors Degree in addition to the minor)**
Honors students must maintain a Drury GPA of 3.5 or higher, make regular progress toward their honors degree by taking a minimum of one honors class an academic year once they have been formally admitted into the program and meet the co-curricular requirements. If they do not maintain these requirements, they may be placed on honors probation or dismissed from the program.

**Specified Honors Pathway for BSN Nursing Students**

BSN nursing students have a distinct pathway for meeting the Honors Interdisciplinary Inquiry and Leadership minor.

| **Required Courses** | | **18 hours** |
|---|---|---|
| HNRS 250 | Honors Reading Seminar II | 1 hr. |
| NUR 1012 | Health Promotion in Communities (SBU) | 2 hrs. |
| Honors option courses | | |
| (two of the following: BIOL 206, BIOL 382, PHIL 305, PSYC 101) | | 6-7 hrs. |
| NUR 4434 | Administration & Leadership (SBU) | 4 hrs. |
| NUR 4333 | Research and EBP (SBU) | 3 hrs. |
| HNRS 410 | Honors Portfolio | 1 hr. |
| | | |
| *Choose One Option for Additional Reading Group Elective* | | *1 hrs.* |
| HNRS 240 | Honors Reading Seminar I | 1 hr. |
| HPRL 318 | The Public Seminar | 1 hr. |

## Individualized Major

Students may design an individualized major at Drury, where they complete a course of study not offered among Drury's existing majors. Students who pursue this option are often drawn to a set of questions that require an interdisciplinary course of study to prepare for a particular career or graduate school program.

Students must submit an application to a committee consisting of at least two faculty members, one of whom should be their advisor. The application must be approved by this committee, the Department Chair where a majority of the coursework will be taken, and chairs of each department where credit hours are included in the proposed curriculum. The application should include:

- The name of the proposed major,
- A statement of purpose describing the focus of the major, and
- A specific list of courses the student will to take to fulfill the major.
  *Note: only coursework taken at Drury may be included in this list. Transfer work is not permitted.*

**Major Requirements:**

The major must include a minimum of 36 credit hours and a maximum of 48 hours, including at least 12 credit hours of upper-division courses (300- and 400-level) and a capstone experience (a senior seminar or a guided research experience). In addition, courses should come from at least two but not more than four academic departments; and must be taught on a regular basis to reduce reliance on directed studies (exceptions to this guideline must be approved by the chair of the department where the course is listed).

Individualized plans that overlap with major(s) or minor(s) in a department may result in a restriction from pursuing any other major(s) or minor(s) within that department.

A student should design the individualized major as early as possible, and must spend a minimum of three semesters working under an approved plan. Students who have a GPA below 3.0 at the time of application must seek special permission from the Department Chair where a majority of the coursework will be taken. The academic advisor must meet with the student at least once each semester to review progress.

## Law and Society Minor

*Dr. Jennie Long, Program Director*

This program explores the law's relationship to historical and contemporary social issues. Coursework in the minor helps students gain an understanding of legal history and legal structures, explore the role of the law and lawyers in solving social problems, consider the philosophical concept of justice, examine how law and legal reasoning affects nearly every aspect of contemporary life, and get "hands on" internships and capstone experiences in a range of professional settings.

The minor can enrich many other majors on campus including (but not limited to) business, communication, criminology, English, history, philosophy, pre-health sciences, psychology, public relations, religion, and sociology. This is not a pre-professional program offering paralegal training, nor is it required for students who are planning to attend law school. Rather, it embodies the spirit of liberal learning, focusing on communication skills, critical thinking, textual analysis, quantitative analysis, and moral reasoning. It will help prepare students for a wide range of law-related careers. Students interested in attending law school should also plan on completing additional courses in writing, logic, and public speaking.

**Program Learning Outcomes**
1) Display an in-depth understanding of the role of law and lawyers in addressing social problems and be able to discuss the efficacy of law as an instrument of social change.
2) Demonstrate an understanding of legal history, legal structures in the United States, and contemporary legal issues.
3) Demonstrate an ability to make connections between theory and practice by applying legal theory and an interdisciplinary examination of the legal system to professional settings where law is practiced.
4) Demonstrate an understanding of how law and the judiciary shape nearly every aspect of contemporary life and how law influences, and is influenced by, political, social, and cultural factors.
5) Critically analyze issues of justice and fairness in the legal system, including how the law is used to secure or deny rights to individuals and to reinforce or challenge existing power structures in a society.

The Law and Society minor requires 15 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

| **Required Course** | | **3 hrs.** |
|---|---|---|
| PLSC 220 | Introduction to Law and Society* | 3 hrs. |

**Students must earn at least a "B" in PLSC 220 to earn the law and society minor.*

| **Choose One:** | | **3 hrs.** |
|---|---|---|
| BSCI 380 | Undergraduate Internship Experience | 3 hrs. |
| BSCI 480 | Undergraduate Internship Experience II | 3 hrs. |

**Choose a total of 9 hours from the following electives-(At least one in each category) 9 hrs.**

**Social Science and The Law**

| | | |
|---|---|---|
| CRIM 337 | Death Penalty | 3 hrs. |

| | | |
|---|---|---|
| CRIM 360 | The Judicial Process | 3 hrs. |
| CRIM 363 | Immigration and the Law | 3 hrs. |
| PLSC 350 | International Organizations and Law | 3 hrs. |
| PSYC 371 | Psychology and the Law | 3 hrs. |

**Public Policy and The Law**

| | | |
|---|---|---|
| ANML 305 | Animal Law I | 3 hrs. |
| PLSC 335 | The Supreme Court and Constitutional Law | 3 hrs. |

**Jurisprudence and Ethics**

| | | |
|---|---|---|
| COMM 322 | Media Law | 3 hrs. |
| CRIM 341 | Justice, Punishment and Ethics | 3 hrs. |
| ENGL 219 | The Lawyer in Literature and Film | 3 hrs. |

## Medieval and Renaissance Studies Minor

*Dr. Shelley A. Wolbrink, Program Director*

The medieval and renaissance studies minor reflects the interdisciplinary approach of the liberal arts tradition, allowing students to integrate a wide range of disciplines into the knowledge of a single historical period — the Middle Ages. Drawing on expertise from the fields of art, architecture, history, religion, philosophy, and literature, students and faculty will concentrate on the time period in European history from 500 to 1650 C.E. During this time, we see the development of universities, parliaments and banks, as well as the emergence of cathedrals, chivalry as a code of personal and political conduct, cities as centers of commerce, global trade, and the increasing use of vernacular languages for public functions. The late Middle Ages brought a series of challenges to Europe, including plague, war, and the increasing persecution of non-Christians, yet the literature, art, and architecture as well as the printing press and magnetic compass remain lasting legacies of the creative energy and inventiveness of Northern Europe and Renaissance Italy.

The medieval and renaissance studies minor offers preparation for students considering careers in education, publishing, museum administration, archival work, and public service. For students contemplating their career plans, this minor provides a rigorous and broad-based liberal arts education that future employers will identify as evidence of creativity and critical thinking skills.

***Program Learning Outcomes***

1. Demonstrate knowledge about the medieval and early modern world, c. 300-1700 C.E.
2. Engage in the horizontal study of a single time period, encountering diverse medieval encounters, and from multi-disciplinary lenses such as art, literature, history, and ethics.
3. Gain an ability to critique modern popular analyses of the Middle Ages in light of knowledge learned about the Middle Ages.
4. Gain a bridge to better understanding the contemporary world.

The Medieval and Renaissance Studies minor requires 15 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

| | | |
|---|---|---|
| HIST 223 | Medieval Europe | 3 hrs. |

*Choose 12 hours from at least two groups; no more than 6 hours in any one group* *12 hrs.*

***Art/Architecture***

| | | |
|---|---|---|
| ARTH 310 | Medieval Art and Architecture | 3 hrs. |
| ARTH 315 | Renaissance Art and Architecture | 3 hrs. |
| ARTH 316 | Venice and the Veneto | 3 hrs. |
| ARTH 364 | The Printed Book as Art and Artifact, 1450 to 1850 | 3 hrs. |
| ARTH 371 | Early Islamic Art and Architecture | 3 hrs. |
| ARTH 410 | The Medieval Architect: Practice and Product | 3 hrs. |

***English***

| | | |
|---|---|---|
| ENGL 201 | British Literature I: Medieval through Eighteenth Century | 3 hrs. |

| | | |
|---|---|---|
| ENGL 305 | Studies in Ancient through Medieval Literature* | 3 hrs. |
| ENGL 306 | Studies in Sixteenth through Eighteenth Century Literature | 3 hrs. |
| ENGL 342 | Shakespeare and Ethics | 3 hrs. |

**Medieval topics only*

***History***

| | | |
|---|---|---|
| HIST 225 | Renaissance and Reformation | 3 hrs. |
| HIST 255 | The Black Death | 3 hrs. |
| HIST 273 | Rome, the City: Ancient to Renaissance (Study Abroad) | 3 hrs. |
| HIST 322 | Joan of Arc: Film and History | 3 hrs. |
| HIST 342 | The European Witch-Hunts | 3 hrs. |

***Language***

| | | |
|---|---|---|
| FREN 351 | Introduction to French Literature I | 3 hrs. |

**Study Abroad**

Study abroad is encouraged. Please check with the program director for consideration.

## Middle East Studies Minor

*Dr. Jeffrey A. VanDenBerg, Program Director*

Middle East studies is an interdisciplinary minor with courses in art, architecture, history, gender studies, politics, religion, anthropology, and foreign languages. The Middle East studies minor complements the Engaging Our World general education curriculum, allowing students to integrate a broad global perspective with a more in-depth understanding of a crucially important region of the world. Study of the Middle East provides an exposure to a wide diversity of cultural, artistic, religious, political, economic, and social systems. As the birthplace of Judaism, Christianity, and Islam, the Middle East occupies a central place in the spiritual and historical development of human civilizations. The persistence of conflict and violence in the region makes an understanding of the Middle East essential for a global citizen. A Middle East studies minor prepares students for a range of careers including public service, international business, education, diplomacy, law, and nonprofit work.

**Program Learning Outcomes:**
LO1: Demonstrate an introductory-level facility with the Arabic language.
LO2: Demonstrate an understanding of Middle Eastern religions.
LO3: Demonstrate an understanding of political, historical, cultural, literary, and artistic contexts in the Middle East.

The Middle East Studies minor requires 15 credit hours of coursework.

*All prerequisites must be completed prior to enrollment in the following courses.*

| | | |
|---|---|---|
| ARAB 101 | Elementary Arabic I | 3 hrs. |
| ARAB 102 | Elementary Arabic II | 3 hrs. |
| RELG 202 | Religions of the World: Middle Eastern | 3 hrs. |
| | | |
| *Choose Two:* | | *6 hrs.* |
| ARAB 201 | Intermediate Arabic III | 3 hrs. |
| ARAB 202 | Intermediate Arabic IV | 3 hrs. |
| ARTH 371 | Early Islamic Art and Architecture | 3 hrs. |
| HIST 241 | Muslim Societies Since 1500 | 3 hrs. |
| PLSC 312 | Islam and the West (Study Abroad) | 3 hrs. |
| PLSC 360 | Islam and the Politics in the Modern Middle East | 3 hrs. |
| PLSC 375 | Arab-Israeli Conflict | 3 hrs. |

*Other courses may count for the Middle East Studies minor upon approval of the program director.*

# Cooperative Programs

## Model United Nations

*Dr. Jeffrey A. VanDenBerg, Coordinator*

Model United Nations (MUN) simulates the procedures and substance of United Nations debates in an annual conference. Delegates representing a variety of countries sit on General Assembly Committees, the Security Council, the Economic and Social Council, the International Press Delegation, and the International Court of Justice. MUN is offered for credit. Fall semester enrollment is a prerequisite for spring semester enrollment in Model United Nations.

## Pre-Health Sciences

*Dr. Bethany Scanlon, Program Director*

**The Drury Pre-Health Advantage**
Drury University will prepare you for medical school, professional school, or graduate school. Some common career interests for our students are Physician, Physician Assistant, Dentistry, and Physical Therapy. Many of our students also go on to Veterinary Medicine, Pharmacy, Occupational Therapy, and Optometry. Drury University values student advising. As a student at Drury, you will have a team of advisors to help you select the right classes together with co-curricular activities that will enhance your portfolio and help prepare you for your career aspirations.

**Drury Pre-Med Scholars Program**
Drury has agreements with seven partner medical schools that allow students to be admitted to medical school in their sophomore year. Early acceptance can ease the medical school application process and reduce or eliminate the importance of the Medical College Admissions Test (MCAT) score. These programs are non-binding; students can exit whenever they want to, but guaranteed acceptance is forfeited.

**St. Louis University**
Eligibility: ACT composite score of at least 30 or corresponding SAT score, and a cumulative GPA and a science GPA of 3.65 each year for all four years of undergraduate study. At least 100 hours shadowing experience and 100 hours of volunteering is required prior to interviewing with the medical school in April of the junior year. The MCAT is taken the summer after the junior year, and a score of 508 is required.

**A.T. Still University - Kirksville College of Osteopathic Medicine**
Eligibility: A cumulative and science GPA of 3.4 or greater and a "B" or greater in all the prerequisite courses. Students must complete 75% of the prerequisite courses by the end of their second year. Additional requirements include shadowing and clinical experience of 50 hours each prior to acceptance into the program, and some of the shadowing must be with a Doctor of Osteopathic Medicine (D.O.). Students accepted into the A.T. Still Early Admissions Program will take the MCAT, but no particular score is required.

**University of Missouri Bryant Scholars**
Eligibility: Students must be a Missouri resident and have a rural permanent address and have lived there for two years (Rural-Urban Community Area – RUCA code of 2-10). Eligible students must have shown high academic achievement during high school and maintain a minimum 3.3 cumulative GPA and minimum 3.3 math/science GPA in their university courses. Students must also have obtained A or B grades in required lecture and lab courses already taken at the time of their application. Candidates must show evidence of leadership and interest in a variety of extracurricular activities. Bryant Scholars are required to take the MCAT and attain a minimum score set by the MU School of Medicine (usually 502-503).

**Kansas City University**
Eligibility: ACT composite of 28 or higher and an overall GPA of 3.25 or higher and a science GPA of 3.5. After the third year at Drury, accepted students attend classes at KCU. Students must show community service and knowledge and dedication to the field of osteopathic medicine.

**University of Missouri -Kansas City**
Eligibility: Cumulative GPA of 3.5 at the end of the second year and a cumulative science GPA of 3.5 in all of the prerequisite courses by obtaining a B- or greater in these required courses. Accepted students must take the MCAT and earn a score of at least 495.

**New York Institute of Technology College of Osteopathic Medicine (NYITCOM)**
Eligibility: To get automatic and early interviews in their junior year, students must indicate their interest by sophomore year, have a cumulative and science GPA of 3.5, and score at least 503 on the MCAT. For the 3+4 program, students must have an ACT score of 28 or an SAT score of 1200. Furthermore, they must maintain a minimum GPA of 3.5, score a B- or higher in all science prerequisite courses, and score a 503 on the MCAT taken no later than January 1 of their junior year.

**University of Kansas School of Medicine**
Eligibility: Students must be a Kansas resident and have an ACT composite score of 24 or high school GPA of 3.5 or higher on a 4.0 scale. Their cumulative and science GPA must be greater than or equal to 3.25. Furthermore, the student must have demonstrated evidence of the dedication and compassion necessary to be a competent and caring physician.

## Pre-Law

*Dr. Daniel Ponder, Coordinator*

Drury's strong liberal arts tradition is excellent preparation for the rigors of law school. Students who apply to law school with a demonstrated ability to think critically, write effectively, and express themselves clearly are stronger candidates for success. Those desirable qualities are the foundations for a Drury education. Our pre-law program works closely with law schools to make sure students are aware of the skills they need to be accomplished attorneys and legal scholars.

The strength of a Drury education is also the basis of the Judge Ross T. Roberts scholars program that guarantees admission to the University of Missouri Law School for students who meet specific academic standards.

In parallel with a student's chosen major, the pre-law program concentrates on developing critical thinking and communication skills. Courses in philosophy, history, the social and behavioral sciences, languages, and literature enrich one's grasp of the foundations of law in society.

The pre-law program at Drury is structured according to the recommendations from American Bar Association approved law schools. These recommendations include the following:

1. Students should major in an academic subject that interests them. Law schools discourage any specific pre-law or legal studies major.
2. Law schools seek students who excel in writing and speaking skills and who demonstrate ability to think analytically, logically and creatively.
3. Law schools expect students in their undergraduate work to cultivate an understanding of the cultural underpinnings of the social and political environment in which the law operates. The Your Drury Fusion program provides students the tools for such understanding.

**Judge Ross T. Roberts Scholars**
Pre-law students have a guaranteed place at the University of Missouri-Columbia School of Law under the Roberts Scholars Honors Admission program. To be eligible, a Drury student must: receive an ACT score of 32 or higher or an SAT composite score of 2130 or higher; apply to the Roberts Scholars program before completing 90 credit hours of undergraduate coursework or taking the Law School Admission Test (LSAT); maintain and graduate with a grade point average of 3.5 or greater; receive an undergraduate degree from Drury; and score at the 75th percentile or higher on the LSAT. Students admitted as a Roberts scholar receive a merit scholarship.

**Pre-Law Internships**
Because Springfield is a county seat, thus having the county court house as well as a division of the federal district court, students have numerous opportunities to work for law firms or intern in such public agencies as the Greene County Prosecuting Attorney's office and the city of Springfield's legal department. Drury's affiliation with two internship agencies in Washington, D.C., has placed students in the United States Department of Commerce, the U.S. Treasury, and the U.S. Environmental Protection Agency.

**Recommended Courses**

| | | |
|---|---|---|
| ACCT 209 | Principles of Accounting<br>(Recommended by some law schools) | 3 hrs. |
| COMM 351 | Principles of Persuasion and Influence | 3 hrs. |
| ENGL 207 | Expository Writing: Art of the Essay | 3 hrs. |
| HIST 101 | United States History to 1865 | 3 hrs. |
| HIST 102 | United States History 1865 to Present | 3 hrs. |
| PLSC 101 | Government and Politics in the United States | 3 hrs. |
| PLSC 220 | Introduction to Law and Society | 3 hrs. |
| PLSC 335 | The Supreme Court and Constitutional Law | 3 hrs. |
| PSYC 101 | Introduction to Psychology | 3 hrs. |
| SOCI 101 | Introduction to Sociology | 3 hrs. |

*Students are encouraged to use their elective courses with some of the above.*

*Students interested in international law are strongly encouraged to take an additional year of a foreign language beyond the general education requirement.*

**Drury-Mizzou Law School 3-3 Agreement**

Drury University is proud to partner with the University of Missouri School of Law in Columbia, Missouri (MULaw) to coordinate their programs to allow undergraduate students in their junior year of study (60 credit hours completed prior to that year) at Drury to apply and be considered for admission to MULaw's Juris Doctor (JD) Program. Admitted and enrolled applicants who successfully complete one year of full-time study in MULaw's JD's program will satisfy the remaining requirements for a baccalaureate degree at Drury, which are generally 124 credit hours, by having these course credits transferred back to Drury. **NOTE**—the hours may vary by major. **Also, this is NOT a guaranteed admission program. Students apply to MULaw and MULaw makes the final decision as to admission and financial aid.**

MULaw will consider Drury applicants for admission to their J.D. program who:

1. Are enrolled in a baccalaureate program at Drury;
2. Are in their junior year of study (having completed at least 60 credit hours prior to the beginning of that academic year) and will complete a minimum of 94 credit hours of undergraduate study prior to entering law school at MULaw;
3. Successfully complete the MULaw application process during their junior year by the established deadline for that year's admissions cycle.
4. Register with the Law School Admissions Council (LSAC) and submit their Law School Admissions Test (LSAT) score by MULaw's established deadline, and
5. Receive a favorable recommendation from one of the Drury Pre-Law Advisors or Drury faculty members.
6. Like any program, MULaw will consider a Drury application based on undergraduate GPA and LSAT scores compared to the median for each from the incoming class the previous year.

NOTE: Students should take the LSAT in June BEFORE their Junior year and submit materials commensurate with any aspiring law student, including letters of recommendation, a personal statement, and other application materials.

- Applicants who do not have a permanent residence in the State of Missouri, will be given a residence waiver for their first year in MULaw's JD Program while establishing residency.

3. DRURY agrees to the following:
    - Students enrolled in the 3+3 program who successfully complete the first year of full-time study in MULaw's JD Program will have satisfied all course requirements for the baccalaureate degree at DRURY, **including major-specific requirements that may involve additional credit-hour requirements.**
    - The student will be allowed to participate in commencement at Drury upon completion of the first year of study at Mizzou Law, assuming all degree requirements have been met for the undergraduate degree
    - Credit will be awarded for the 1L courses completed at MULaw and the undergraduate degree will be conferred provided that:
        - The student has provided DRURY with an official transcript of courses completed during the 1L year;
        - The minimum grade of a C- was earned in each 1L course if the course will replace an elective in the student's degree or the minimum grade of a C was earned in each 1L course if the course will replace an upper-division course in a major or minor; and
        - The student has completed all academic and administrative requirements for a Drury bachelor's degree to be conferred.
    - Students who fail to successfully complete the MULaw first-year coursework as outlined herein, and therefore are not able to apply 30 hours of MULaw coursework toward the completion of their Drury baccalaureate degree will work with their Drury academic advisor to determine the appropriate coursework needed to complete their Drury degree.
4. MULaw retains the right to determine whether the student has successfully completed their first year of law school and will be allowed to progress to their second year.

## Study Abroad Programs

*Dr. Thomas E. Russo, Associate Dean for Study Abroad*

**Study Abroad**
As a liberal arts university, Drury is committed to broadening students' intellectual, cultural, and social horizons. One way we do this is by encouraging student to study abroad for a semester, a year, or through special short-term courses. Study abroad is available for all students; however, certain majors require a study abroad experience as part of their degree requirements. These opportunities are presented in the following paragraphs. Study abroad is a degree requirement for all architecture and business majors.

**Drury Semester at Regent's University, London**
Through an affiliation with Regent's University in Regent's Park, London, juniors and seniors can make normal progress toward Drury degrees while living in London, one of the world's richest educational and cultural centers. This program allows Drury students to live and study with students from other American colleges, from Britain and Europe, and from other parts of the world. This program consists of one semester spent at Regent's University carrying a full load of courses. Regent's offers courses in most disciplines, many of which satisfy general education requirements.

The following cost estimates are associated with the London program:

- Drury University tuition/fees
- Room and Board: Drury College Park rate (150 block plan)
- Program/Administrative costs: $3,865
- Passport: $135
- Passport photos: $22
- Round-trip airfare: $850 - $1,200
- Approximate Personal Expenses: $4,000

All Drury scholarships and financial aid are available to the student during this semester, except for most activity grants, the residential scholarship, work-study, and only a portion of tuition remission and tuition exchange awards. A non-refundable $400 deposit that is applied to your program costs is required the year before participation to guarantee your place in the program.

Students are advised to apply for the program during their freshman year. GPA requirement is 3.0. This is a fall or spring term program. All participants will be expected to attend mandatory orientation sessions the semester before travel.

**Stranmillis University, Belfast, N. Ireland**
Students in the Drury School of Education and Child Development have a powerful opportunity to spend a semester pursuing coursework in Belfast, Northern Ireland. Stranmillis University is one of the premier education preparation institutions in the United Kingdom. Located on a former estate near the center of Belfast, Stranmillis offers a powerfully different perspective on the process of education.

Depending on the semester, future teachers at Drury can engage both coursework and teaching time as part of their study abroad. In the fall semester, Drury students at Stranmillis take a full complement of coursework, with options for Irish culture and history, European educational philosophy, and specific teaching methodologies. During the spring semester, our students combine reduced coursework with teaching or assisting in a Belfast school for an extraordinary practicum experience, which can then be applied to their teacher certification at Drury.

The following cost estimates are associated with this program:

- Drury University tuition/fees
- Administrative fee: $315
- Passport: $135
- Passport photos: $22
- Round-trip airfare: $850 - $1,200
- Approximate Personal Expenses: $3,500
- Room and Board: variable depending on accommodation choice

All Drury scholarships and financial aid are available to the student during this semester, except most activity grants, the residential scholarship, and work-study. A non-refundable $400 deposit that is applied to your program costs is required the academic year before participation to guarantee your place in the program. GPA requirement is 3.0. This is a fall or spring term program. Application deadline: October 15 of the academic year prior to participation in program. All participants will be expected to attend mandatory orientation sessions the semester before travel.

**University of Lincoln, United Kingdom**

Her Majesty the Queen opened the first University of Lincoln building on the Brayford Campus in 1996. It was a University forged by the will of a community, not by a government directive, and the first new city center campus to be built in the UK for decades. The Times Good University Guide described it as "the most dramatic transformation of a university in recent times." There are currently around 9,200 undergraduates students studying at Lincoln's campus on the Brayford Pool.

Brayford Pool, the site of the University of Lincoln's main campus, has always been an important spot in the city. As far back as the Iron Age, the Celts are thought to have named the town 'Lindon', meaning 'the pool', as it was the source of all water, trade and transport in the area. The Romans, too, chose the city because of its inland marina, building their fortress high up on the hill to protect the pool. Lincoln became one of the most important Roman, and then Viking, settlements in the country. When the Cathedral was first built in the 11th century, it overtook the Great Pyramids to become the tallest man-made structure in the world.

The following cost estimates are associated with this program:

- Drury University tuition/fees
- Administrative fee: $315
- Passport: $135
- Passport photos: $22
- Round-trip airfare: $850 - $1,200
- Approximate Personal Expenses: $3,500
- Room and Board: variable depending on accommodation choice

All Drury scholarships and financial aid are available to the student during this semester, except most activity grants, the residential scholarship, and work-study. A non-refundable $400 deposit that is applied to your program costs is required the academic year before participation to guarantee your place in the program. GPA requirement is 3.0. This is a fall or spring term program, except in the Intl. Business School, which is a spring semester only program. Application deadline: October 15 of the academic year prior to participation in program. All participants will be expected to attend mandatory orientation sessions the semester before travel.

**Leibniz University, Hannover, Germany**
Located in northern Germany, Hannover is the vibrant capital city of the state of Lower Saxony. From its Old Town area of half-timbered homes that survived World War II to the Neo-Classical Opera House or the Baroque-style New Town Hall, Hannover is an eclectic mix of architecture which mirrors the variety of cultural activities available.

Drury students have the opportunity to study during the spring semester only at Leibniz University. The spring term at Leibniz runs from March – July. Students can take courses in the School of Business, the School of Architecture or in the School of the Humanities.

The following cost estimates are associated with this program:
- Drury University tuition/fees
- Administrative fee: $315
- Passport: $135
- Passport photos: $22
- Round-trip airfare: $850 - $1,200
- Approximate Personal Expenses: $3,500
- Room and Board: variable depending on accommodation choice

All Drury scholarships and financial aid are available to the student during this semester, except most activity grants, the residential scholarship, and work-study. A non-refundable $400 deposit that is applied to your program costs is required the academic year before participation to guarantee your place in the program. GPA requirement is 3.0. This is a spring term only program. Application deadline: October 15 of the academic year prior to participation in program. All participants will be expected to attend mandatory orientation sessions the semester before travel.

**Korea University-Sejong, S. Korea**
Why not spend a semester studying at one of the newest campuses of one of the oldest universities in South Korea – Korea University, Sejong campus! Sejong is located about 70 miles south of Seoul and is a major government and educational center. It is connected to Seoul Incheon international airport by the high-speed KTX train.

Study for the entire fall or spring semester. Take courses in English in the following areas:
College of Science and Technology: Physics, Chemistry, Computer and Information Science, Math, Engineering, Biotechnology, Statistics
College of Business & Economics: Economics, Business Administration
College of Humanities: Language/Literature, Sociology, North Koreanology
School of Public Administration
School of Sports and Leisure Studies
School of Global Sport Studies

The following cost estimates are associated with this program:
- Drury University tuition/fees
- Administrative fee: $315
- Passport: $135
- Passport photos: $22
- Round-trip airfare: $850 - $1,200
- Approximate Personal Expenses: $3,500
- Room and Board: variable depending on accommodation choice

All Drury scholarships and financial aid are available to the student during this semester, except most activity grants, the residential scholarship, and work-study. A non-refundable $400 deposit that is applied to your program costs is required the academic year before participation to guarantee your place in the program. GPA requirement is 3.0. This is a fall or spring term program. Application deadline: October 15 of the academic year prior to participation in program. All participants will be expected to attend mandatory orientation sessions the semester before travel.

**University of Ljubljana, Faculty of Economics, Slovenia**
The University of Ljubljana, Faculty of Economics (FELU) was founded in 1946 and has a long tradition in research and education. It occupies part of a spacious campus close to city center. Development and modernization of teaching and research work have been priorities at the FELU from its beginning. Drury students attending the University of Ljubljana, Faculty of Economics (what Americans would call the School of Business) remain Drury students while abroad.

This exchange can constitute an exchange between both undergraduate and graduate students. The grades that a student earns at FELU will count toward their GPA at Drury. All courses are taught in English. The University of Ljubljana is an excellent location for business majors to fulfill their study abroad requirement.

The cost estimates for the Ljubljana exchange include the following:

- Drury University tuition/fees
- Administrative fee: $315
- Passport: $135
- Passport photos: $22
- Residence Permit: approximately $100
- International Student Identity Card: $28
- Round-trip airfare: $1,200 - $1,800
- Approximate Personal Expenses: $3,500
- Room and Board: variable depending on accommodation choice

All Drury scholarships and financial aid are available to the student, except most activity grants, the residential scholarship, and work study. A non-refundable $400 deposit that is applied to your program costs is required the academic year before participation to guarantee your place in the program. GPA requirement is 3.0. This is a spring term program. Application deadline: October 15 of the academic year prior to participation in program. All participants will be expected to attend mandatory orientation sessions the semester before travel.

**Leuphana, University of Lüneburg, Germany**
Lüneburg is a beautiful medieval city of around 70,000 inhabitants located about 30 minutes south of Hamburg in northern Germany. Through the semester in Lüneburg, four Drury students a year can study at Leuphana, University of Lüneburg for a semester. Participants can earn German language credit and take additional courses, taught in English. Previous German language experience is required.

The cost estimates for the Lüneburg exchange include the following:

- Drury University tuition/fees
- Administrative fee: $315
- Passport: $135
- Passport photos: $22
- International Student Identity Card: $28
- Round-trip airfare: $850 - $1,200
- Approximate Personal Expenses: $3,500
- Room and Board: variable depending on accommodation choice

All Drury scholarships and financial aid are available to the student during this semester, except most activity grants, the residential scholarship, and work-study. A non-refundable $400 deposit that is applied to your program costs is required the academic year before participation to guarantee your place in the program. GPA requirement is 3.0. This is a fall or spring term program. Application deadline: October 15 of the academic year prior to participation in program. All participants will be expected to attend mandatory orientation sessions the semester before travel.

**Affiliated Study Abroad Programs**
Drury University is affiliated with Global Links, American Institute for Study Abroad (AIFS), Cultural Experiences Abroad (CEA), International Studies Abroad (ISA), Institut d'Etudes Francaises de Touraine in Tours, France, Santa Reparata International School of Art in Florence, Italy, and The New American Colleges and Universities Study Abroad Consortium. Scholarships and institutional aid do not apply, with the exception of Federal grants and loans for semester programs only. Interested students should contact Thomas Russo, PAC 208, for further information. Students should complete the Request for Leave of Absence form and the Request for Transfer of Credit form available in the Registrar's Office.

**Other Programs Abroad**
Drury students have enrolled in independent programs at universities and special study institutes abroad for a semester or a year in Austria, England, France, Germany, Canada, Scotland, and Spain. Drury scholarships and financial aid cannot be applied to this semester. Such scholarships will be held for the student while attending the independent program when a student completes the necessary paperwork for a leave of absence. These programs involve transfer credit, which should be arranged before participation to ensure the student's progress toward the Drury degree. Students should complete the Request for Transfer of Credit form available in the Registrar's Office.

**Drury Short-Term Programs**
Special short term study-travel seminars are organized regularly by Drury University faculty and staff in the summer and during winter term for Drury students. International health insurance is included in the program fees. In recent years such trips have traveled to many countries including Scotland, France, Greece, Spain, and Italy. All participants will be expected to attend mandatory orientation sessions the semester before travel.

## Washington Center Institute for Experiential Learning

*Dr. Daniel Ponder, Coordinator*

Drury University is affiliated with the Washington Center and the Institute for Experiential Learning which are private, nonprofit organizations providing semester and summer internships for students. Both programs offer many work opportunities in the metropolitan Washington, D.C. area. These programs also offer academic seminars in conjunction with the internship experience. Drury University credit is received for participation in the programs that ordinarily involve 12 hours during the fall or spring semester and nine hours in the summer. Students' regular tuition and Drury scholarships meet most expenses for fall and spring semester internships. There is an administrative fee for fall and spring semesters. Housing and travel costs are the responsibility of the student. See www.twc.edu for more information, or contact the coordinator.

Travel costs are the responsibility of the student. TWC provides apartment housing for a fee, or students may secure their own housing.

Programs are open to juniors and seniors with a minimum grade point average of 2.75. Students from any academic discipline who desire a living-learning experience in the nation's capital are encouraged to apply.

# Course Descriptions

## Arts Administration (AADM)

**AADM 101 Introduction to Arts Administration. 3 hours.** An introduction to the fundamental concepts and principles of managing organizations and people in the arts-related professions. Awareness of the field, private and public arts agencies and an introduction to the functions of visual, performing and literary arts organizations.

**AADM 350 Arts Criticism. 3 hours.** Designed to help students develop criteria for judging works of art and performances and to match them with potential audiences. Coursework includes readings in arts criticism as well as critiques of current art events. The course will also look at public policy for the arts at the state and federal level.

**AADM 365 Cultural Policy and Strategic Planning. 3 hours.** An introduction to understanding and communicating the impact of arts and culture on public and organizational policy as well as community strategic planning. The course will prepare art students for the various processes in creating and sustaining vibrant arts organizations and communities including the study of cultural policy, strategic planning, and arts advocacy.

**AADM 375 Stakeholder Development. 3 hours.** This course will prepare art administration students for the varied partnerships that arts managers must maintain in order to ensure the success of arts organizations. Students will consider, compare and contrast the delicate relationships that are necessary to lead creative organizations in an ever changing culture.

**AADM 384 Audience Connection. 3 hours.** A course designed to help majors connect to an audience, in order to make performing arts accessible, visceral and relevant. It will involve coaching on how to present performing arts to adults and children and will debate the importance of the performing arts in our world using the media outlets available as well as other art forms.

**AADM 460 Arts Administration Capstone. 3 hours.** *Prerequisite: AADM 101, ACCT 209, ARTZ 210, COMM 211.* In this capstone course, students design and direct a research project as a culminating experience of their coursework and community engagement within the field. Students will develop independent projects focused around arts organizations while writing a comprehensive research paper that will be presented in an Arts Administration Colloquium. Topics for research must be chosen in consultation with an arts administration faculty member.

**AADM 496 Honors Research.**

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

**AADM 291, 391, 491 Research.**

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

## Accounting (ACCT)

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

**ACCT 210 Accounting for Management. 3 hours.** *Prerequisite: ACCT 209, BADM 105.* This course provides an introduction to concepts essential to managerial decision-making as well as the tools and techniques of financial statement analysis with an emphasis on the use of financial statements for external and internal decision-making. Among the topics covered are profitability and ratio analysis, cash flows analysis, present value, inventory costing, cost-volume-profit analysis, variance calculation, and budgeting.

**ACCT 305 Intermediate Excel. 1 hour.** *Prerequisite or Co-requisite: BADM 105.* This course builds on BADM 105 to teach features and functions most commonly needed by regular Excel users. This course requires a basic knowledge of Excel prior to beginning. This is a hybrid course with primary content delivery online for self-paced learning and open labs for student learning.

**ACCT 307 Intermediate Accounting I. 3 hours.** *Prerequisite: Declared Breech major.* Financial accounting theory and methodology including the conceptual framework of generally accepted accounting principles. Financial accounting measurement including revenue and expense recognition; cash flows; inventory cost and valuation; long-lived assets, costing valuation and amortization.

**ACCT 308 Intermediate Accounting II. 3 hours.** *Prerequisite: ACCT 307 and admission to Breech School of Business.* A continuation of ACCT 307 with emphasis on debt financing and equity measurement. Includes an in-depth review of present value techniques along with coverage of advanced topics such as debt and equity investments, leases, and accounting for deferred taxes.

**ACCT 310 Tax Service I. 1 hour.** *Prerequisite: ACCT 321 and admission to Breech School of Business.* This course provides a service-learning experience for accounting students. Students develop tax-preparation skills by participating in an IRS-sponsored Volunteer Income Tax Assistance Program (VITA) and utilize computerized software to aid in the preparation of income tax returns.

**ACCT 312 Cost Management Systems. 3 hours.** *Prerequisite: Admission to Breech School of Business.* A study of the various accounting treatments and innovations in cost and performance measurement, including the accurate measurement of activity costs and the reduction of costs by continuous improvement.

**ACCT 321 Federal Taxation I. 3 hours.** *Prerequisite: ACCT 210 and admission to Breech School of Business; or a declared Personal and Professional Financial Management minor.* An introduction to the concept of taxation in general, the focus being the federal income tax. Introduces the student to the tenants underlying the federal income tax system with emphasis on individual income taxation. Preparing individual income tax returns, identifying issues, conducting research and writing client memos are emphasized.

**ACCT 322 Federal Taxation II. 3 hours.** *Prerequisite: ACCT 321 and admission to Breech School of Business.* This course studies the federal income tax system as it relates to corporations, partnerships, and estates and trusts. The material builds on the understanding of the underlying tenants of the federal income tax system introduced in ACCT 321. Preparation of returns as well as tax research resulting in structured writing for memos and client letters.

**ACCT 403 Auditing Principles and Procedures. 3 hours.** *Prerequisite: ACCT 321, and admission to Breech School of Business.* Introduces the student to the auditing needs of organizations. This first of two courses in auditing examines the assurance and attestation services provided by the Certified Public Accountant. The course focuses on: the audit environment; audit opinions; the ethical, legal and professional responsibilities of the public accountant; foreign and domestic audit standards; audit risk; materiality; internal control over financial reporting; the objective of an integrated audit and gathering audit evidence.

The course utilizes professional audit software and requires the completion of the planning and partial execution of an integrated audit case study.

**ACCT 405 Advanced Excel. 1 hour.** *Prerequisite or Co-requisite: ACCT 305.* This course builds on ACCT 305 to teach features and functions needed by Excel users in professional fields. This course requires an intermediate knowledge of Excel prior to beginning. This is a hybrid course with primary content delivery online for self-paced learning and open labs for student learning.

**ACCT 409 Intermediate Accounting III. 3 hours.** *Prerequisite: ACCT 308 and admission to Breech School of Business.* A continuation of ACCT 308 with emphasis on advanced financial accounting topics. Includes review of foreign currency transactions, pensions, derivatives, earnings per share, cash flows and accounting theory. Critical evaluation of financial goals, performance.

**ACCT 410 Tax Service II. 1 hour.** *Prerequisite: ACCT 310, ACCT 322, and admission to Breech School of Business.* This course is a continuation of ACCT 310 in that it builds upon the experiences gained in the previous service-learning course. It provides students the opportunity to expand their understanding and preparation of income tax returns.

**ACCT 412 Advanced Accounting. 3 hours.** *Prerequisite: ACCT 308 and admission to Breech School of Business.* An advanced study of accounting principles including accounting for combined corporate entities, consolidated statement analysis and accounting research and decision making. Cooperative learning activities are applied to facilitate positive interdependence, individual accountability, group processing and retention relating to advanced accounting topics.

**ACCT 421 CPA Review-Regulation. 1 hour.** *Prerequisite: ACCT 321, ACCT 322.* This course reviews material to be covered on the Regulation portion of the CPA exam.

**ACCT 422 CPA Review – Financial Accounting and Reporting. 1 hour.** *Prerequisite: ACCT 409.* This course reviews material to be covered on the Financial Accounting and Reporting portion of the CPA exam.

**ACCT 423 CPA Review-Auditing. 1 hour.** *Prerequisite: ACCT 409.* This course reviews material to be covered on the Auditing portion of the CPA exam.

**ACCT 424 CPA Review-Business & Economic Concepts. 1 hour.** This course reviews material to be covered on the Business and Economic Concepts portion of the CPA exam.

**ACCT 429 Governmental and Not-for-profit Accounting. 3 hours.** *Prerequisite: ACCT 210 and admission to Breech School of Business.* Introduces the student to fund accounting and the current accounting practices for both government and non-governmental not-for-profit organizations. Reviews the business structure, special needs of financial reporting and requires each student to complete a service-learning project.

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

**ACCT 291, 391, 491 Research.**

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

## Animal Studies (ANML)

**ANML 201 Beauty and the Beast: Animal Issues Around the World. 3 hours.** Animals: We delight in their companionship; ride, hunt, eat and watch them; entertain ourselves with them; empathize with their suffering; use them to satisfy our vanity; hoard them; experiment on them; dress them and even eulogize them. Animals are simultaneously ubiquitous and hidden from our view. Our lives intersect with the lives of animals every day, yet our relationships with them remain a paradox. In this course, students will study contemporary issues about how our lives intersect with the lives of animals globally. In their quest to become liberally educated individuals, students will develop necessary intellectual and scholarly skills of close reading, cogent writing, thoughtful thinking and debating respectfully with others who disagree with them.

**ANML 207 Animals in Documentaries. 3 hours.** In this course, students explore the relationships between humans and animals through the lens of documentaries, films, and videos. These thought-provoking videos offer a unique entrée into the animal rights debate, which is unquestionably one of the most important ethical issues and social justice movements of our day. Upon completion of the course, students will have increased their ability to analyze documentaries and films thoughtfully, think critically and imaginatively, and communicate ideas powerfully in writing and speaking about the animal rights debate.

**ANML 212 Animal Ethics. 3 hours.** This cutting-edge multidisciplinary course is designed to acquaint the student with contemporary and historical animal-ethics/rights issues. A primary goal of the course is to raise moral consciousness about the most current conditions and uses of nonhuman animals and therein the ethical dimension of relationships between nonhuman animals and human beings. The course is structured in two sections: a) ethical theory and b) applied ethics.

**ANML 303 Animals and Society. 3 hours.** This course will give students the opportunity to think critically about controversial issues regarding the relationships between humans and other animals. Central to the course will be an exploration of the social construction of animals in American culture including various subcultures and the way in which these constructed social meanings shape human identity.

**ANML 305 Animal Law I. 3 hours.** This course will examine a wide variety of topics related to the law of animals, such as classes of animals (companion, exotic, domestic), torts (liability statutes, damages and valuation), contract law (landlord/tenant, area animal restrictions, dissolution of marriage), wills and trusts, criminal law (breeding regulations, legal vs. illegal breeding, animal cruelty), hoarding, entertainment regulations, dog fighting, the Humane Slaughter Act, the Animal Welfare Act and the Endangered Species Act. Particular attention will be paid to the topics of interest of the students enrolled.

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

**ANML 291, 391, 491 Research.**

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

## Arabic (ARAB)

**ARAB 101 Elementary Arabic I. 3 hours.** *For beginners.* Designed to develop, with ARAB 102, an elementary proficiency in Arabic. This course provides instruction for and assesses students' reading, writing, speaking and listening and provides an introduction to the cultures and cultural practices of the Arabic-speaking world.

**ARAB 102 Elementary Arabic II. 3 hours.** *Prerequisite: ARAB 101.* A continuation of ARAB 101, designed to continue the development of an elementary proficiency for producing and comprehending the Arabic language. This course provides instruction for and assesses students' reading, writing, speaking, listening and develops students' knowledge of the cultures and cultural practices of the Arabic-speaking world.

**ARAB 201 Intermediate Arabic III. 3 hours.** *Prerequisite: ARAB 102.* Designed to develop, with ARAB 202, a more advanced proficiency in Arabic. This course provides instruction for and assesses students' reading, writing, speaking and listening and provides a continuation of study of the cultures and cultural practices of the Arabic-speaking world.

**ARAB 202 Intermediate Arabic IV. 3 hours.** *Prerequisite: ARAB 201*. A continuation of ARAB 201, designed to continue the development of a more advanced proficiency in Arabic. This course provides instruction for and assesses a students' reading, writing, speaking and listening and provides a continuation of study of the cultures and cultural practices of the Arabic-speaking world.

## Architecture (ARCH)

**ARCH 110 Introduction to Architecture. 3 hours.** This course offers an introduction to architecture through topics including design, digital and/or hand drafting, architectural history, and the role of architecture in culture. Offered through dual credit agreements at selected high schools.

**ARCH 112 Foundations of Architectural Design. 5 hours.** *Prerequisite: ARTZ 111.* This studio explores and develops conceptual strategies for basic formal and spatial design, emphasizing the role of ordering principles and of fundamental architectonic elements in the implementation of design intentions. Students also will be introduced to foundational processes for developing design projects through the application of formal analytical vocabulary, diagramming, drawing methods and conventions, and three-dimensional modeling. Offered spring semester. Course fee required.

**ARCH 121 Introductory Architectural Representation I. 3 hours.** This course provides students with an understanding of and ability to use representational media to visualize, document, investigate and present intentions and design solutions using graphic language of architectural communication. The course emphasizes the development of integrative 2-D and 3-D representational skills with a focus on hand drawing and physical modeling, while also introducing digital representational techniques and hybrid hand/digital processes. Offered spring semester.

**ARCH 153 Why Buildings Matter. 3 hours.** We encounter architecture every day, and yet few of us understand how it affects us emotionally, physically or intellectually. This course is designed to help non-majors interpret their experiences of the built environment by introducing them to architectural principles that influence constructed artifacts that shape and are shaped by their cultural contexts. Students will examine built works ranging from the everyday to the monumental and from the rural to the urban in order to appreciate architecture's meanings and value across time.

**ARCH 154 Why Cities Matter. 3 hours.** Soon, nearly two-thirds of the world's population will live in cities. Yet rarely do we pause to consider the meaning and significance of these places as complex products of human ingenuity. This course is designed to help non-majors understand cities both as three-dimensional artifacts and as settings for social and cultural innovation. Special emphasis will be placed on how cities and urban experiences have been interpreted in art, literature, and film.

**ARCH 201 Architectural Design Fundamentals I. 5 hours.** *Prerequisite: ARCH 112.* This studio develops students' abilities to conceptualize and implement architectural ideas and respond to issues of environment, landscape, site, enclosure, program, and human experience. Emphasis will be placed on understandings of building as shelter, mediating between diverse human needs and the external world. Students will build upon content from previous studios, and will be introduced to the role of rigorous precedent analysis in the generation of architectural ideas. Offered fall semester. Course fee required.

**ARCH 202 Architectural Design Fundamentals II. 5 hours.** *Prerequisite: ARCH 201.* This studio further develops students' abilities to conceptualize and implement architectural ideas and respond to issues of environment, landscape, site, enclosure, program, and human experience. Emphasis will be placed on understandings of building as shelter, mediating between diverse human needs and the external world. Students will build upon content from previous studios, and will be introduced to basic requirements for accessibility and life safety. Offered spring semester. Course fee required.

**ARCH 222 Introductory Architectural Representation II. 3 hours.** *Prerequisite: ARCH 121.* This course builds on the principles and skills taught in ARCH 121 and provides students will an understanding and ability to use digital design techniques and processes to develop and represent architectural projects. The course focuses on foundational 3D modeling software, simulation, digital fabrication methods, and hybrid hand/digital processes. Students will also be introduced to the basics of Building Information Modeling software. Offered spring semester.

**ARCH 231 Building Systems I. 3 hours.** *Prerequisite: MATH 213 or higher.* This course deals with site analysis, and building form and elements responding to thermal comfort and daylight in sustainable ways.

The basic principles of thermal (natural and mechanical) control systems, their integration with other building systems and their impact on the process of design will be stressed. Fire safety, egress and fire suppression systems also will be covered. Offered fall semester.

**ARCH 234 Structures I. 3 hours.** *Prerequisite: MATH 213 or higher, PHYS 205, ARCH 231.* Investigation of the basic principles of structural systems through the analysis of overall structural behavior with specific attention to statics and system modeling. Offered spring semester.

**ARCH 251 History of Architecture, Urbanism and Art I. 3 hours.** Formal, theoretical, material, pragmatic and conceptual aspects of architecture, cities and art, examined in relation to their cultural contexts, from pre-history to circa 1400. Offered fall semester.

**ARCH 252 History of Architecture, Urbanism and Art II. 3 hours.** Formal, theoretical, material, pragmatic and conceptual aspects of architecture, cities and art, examined in relation to their cultural contexts, from circa 1400 to the present. Offered spring semester.

**ARCH 257 Design Theory and Culture. 3 hours.** *Prerequisite: ARCH 251, ARCH 252.* An introduction to the range of theoretical issues and methodologies through which architecture and urbanism have been and can be conceptualized, designed, produced, explained and assessed. Emphasis is placed on a broad understanding of theory as encompassing considerations of architecture's value as well as its implications for ethics, justice, and ecological responsibility. The course will develop students' abilities to understand, analyze, discuss, and communicate about architectural issues in a clear and rigorous way. Offered fall semester.

**ARCH 303 Architectural Design Tectonics. 5 hours.** *Perquisite: ARCH 202.* This studio develops students' abilities to conceptualize and implement building designs that bring together basic design principles, program, structural and envelope systems, climate response, and egress. Emphasis will be placed on the roles structure, materials and tectonics play in architectural design. Offered fall semester. Course fee required.

**ARCH 304 Architectural Design in a Global Context. 5 hours.** *Prerequisite: ARCH 303.* This studio emphasizes the role of architectural design in structuring sites with complex formal, historical, and cultural contexts. The required international architecture program experience will provide the basis for analytical and architectural-design projects in international contexts. Students will build upon content from previous studios, and will be introduced to the roles of contextual analysis and design in responding to complex urban and regional sites and issues. Offered spring semester.

**ARCH 332 Building Systems II. 3 hours.** *Prerequisite: ARCH 231.* This course provides an understanding of how structural systems and material construction relate to building form and concept. The course provides information for basic size and placement of structural components and moves the basic ideas presented in Building Systems I forward into consideration of the building envelope. Students will begin exploration of the range of materials available for building enclosure. Offered fall semester.

**ARCH 334 Structures II. 3 hours.** *Prerequisite: ARCH 234.* This course deals with the design and analysis of beams and columns for timber, structural steel, and reinforced concrete materials, and using current stress and strength design philosophies. The course will also introduce the design of reinforced-concrete foundations. Offered fall semester.

**ARCH 356 History of Modern Architecture. 3 hours.** *Prerequisite: ARCH 251, ARCH 252 and ARCH 257.* An introduction to the history of modern architecture from its intellectual and artistic origins in the nineteenth century through the present day. Special emphasis is placed on the consideration of modernism in architecture not just as a narrowly defined stylistic movement, but also as a broader cultural phenomenon through which architects engage a changing world.

**ARCH 405 Architectural Design Investigations I. 5 hours.** *Prerequisite: ARCH 303.* This studio develops students' abilities to employ design process, representational skills, and technical knowledge to investigate complex design problems. Students will build upon content from previous studios, and will be introduced

to advanced design-research and analysis strategies. Projects will develop students' abilities to interact with, organize input from, and respond to community-based user groups. Offered fall and/or spring semester. Course fee required.

**ARCH 406 Architectural Design Investigations II. 5 hours.** *Prerequisite: ARCH 405.* This studio further develops students' abilities to employ design process, representational skills, and technical knowledge to investigate complex design problems. Students will build upon content from previous studios, and will be introduced to advanced design-research and analysis strategies. Projects will develop students' abilities to apply design to issues of social equity and/or ecological responsibility. Offered fall and/or spring semester. Course fee required.

**ARCH 461 Architecture Internship. 0 hours.** A 10-week, full-time summer work experience under the direct supervision of a registered architect or 360 hours of accumulated professional office experience or 360 hours of approved alternate experiences. Students must document the experience by either establishing an NCARB AXP experience record or by submitting a portfolio with letters of recommendation from the supervising architect to the instructor of record. The School of Architecture will assist students in their search for appropriate internship experiences; however, it is the students' responsibility to secure employment. The School of Architecture does not place students in internship situations. *S/U Grading.*

**ARCH 291, 391, 491 Research.**

## Art History (ARTH)

**ARTH 153 Visual Literacy-Art History and Culture. 3 hours.** Using a range of visual objects, from contemporary advertisements to works of art, from ancient artifacts to architecture and graphic novels, this course introduces students to the skills of critical seeing, analysis and interpretation to help them make meaning from, and discern cultural values encoded within, visual imagery.

**ARTH 300 Prehistoric Artifacts and Culture. 3 hours.** This course examines the artifacts of the Upper Paleolithic and Neolithic periods of Europe. Emphasis is given to works of painting, sculpture and architecture and the analytical methods employed by art historians to situate these works in their cultural environment.

**ARTH 305 Ancient Art and Architecture. 3 hours.** An in-depth examination of art and architecture in early historic cultures such as Egyptian, Near Eastern, Greek and Roman.

**ARTH 310 Medieval Art and Architecture. 3 hours.** An in-depth examination of art and architecture from the collapse of the Roman Empire through the end of the Gothic era. The course covers early Christian, Byzantine, early Medieval, Islamic, Romanesque and Gothic developments.

**ARTH 315 Renaissance Art and Architecture. 3 hours.** An in-depth examination of Italian art and architecture from c. 1250 to 1550. The course covers the development of the Renaissance style in Italy from the late Gothic period through the High Renaissance and into the Mannerist period.

**ARTH 316 Venice and the Veneto. 3 hours.** This course examines Venetian art and architecture in its cultural context from the city's foundation through its expansion of territorial domination during the Renaissance, its 19th-century decline and current status as museum city and center for contemporary arts.

**ARTH 320 Baroque Art and Architecture. 3 hours.** Examines European art and architecture from the counter-reformation (c. 1563) through the death of Louis XIV (1715), with particular emphasis on the relationship between works and their social, political and cultural contexts.

**ARTH 340 History of Political and Propaganda Art. 3 hours.** This course is a survey of the development of political and propaganda art works from ancient times to the present day. Works will be examined from an historical, political, and social context within the visual arts and the cultures in which they were originally created.

**ARTH 350 Modern Art. 3 hours.** An in-depth examination of art from the Romantic period (circa 1800) to the emergence of the Modern Period (1850) and through the twentieth century to 1990.

**ARTH 356 Contemporary Art. 3 hours.** This course presents an international survey of contemporary art from 1970 to the present. It examines such topics as post modernism, feminist art, instrumentalism and outsider art. Course may include on-site visits to galleries and museums.

**ARTH 360 History of Photography. 3 hours.** A survey of the aesthetic and technical development of photography from its origin to the present. Particular emphasis will be given to the contextual relationships of photographic imagery to the visual arts and to the culture at large.

**ARTH 362 History of Museums and Collecting. 3 hours.** An examination of the history of museums as institutions that collect and preserve works of art and other cultural artifacts. The course emphasizes the ways in which museums and collectors influence how art is made, presented and received.

**ARTH 364 The Printed Book as Art and Artifact, 1450 to 1850. 3 hours.** An introduction to printing history and the history of the book. This course examines the development of printing, including the development of allied arts such as type-cutting and casting, papermaking, bookbinding and illustration. It also seeks to study the cultural contexts of printing and the book, with special emphasis on the rise of a reading public. Students will examine and handle examples from the library's rare book collection.

**ARTH 370 Asian Art and Architecture. 3 hours.** A survey of the arts of China, Japan, Korea, India and South Asia. The course covers the major movements in Asian art and architecture from pre-historic cultures to the present.

**ARTH 371 Early Islamic Art and Architecture. 3 hours.** An in-depth examination of Islamic art and architecture in its formative period from the seventh through the fourteenth centuries. This course seeks an understanding of Islamic art and architecture in its cultural context by locating both its unique characteristics and its roots in Sassanian, Byzantine and Arabic traditions.

**ARTH 373 Indigenous Arts and Cultures. 3 hours.** A survey of the arts from indigenous cultures such as African, Oceanic, Native American and others. The course covers the visual and decorative arts and architecture.

**ARTH 380 Field Studies: Art History. 3 hours.** A course designed to promote first-hand, in-depth experience with works of art and/or architecture in order to foster the integration of theoretical and applied learning skills in the art history major. Students will participate in an off-campus field study or internship program of their choice, the exact nature of which will be determined by the interests of the student and must be approved in consultation with an art history faculty member.

**ARTH 395 Historiography. 3 hours.** *Prerequisite: ARTH 153 plus one 300-level ARTH course.* Must be a declared art history major to take this course. An historical study of the principal theories and methodologies of visual analysis.

**ARTH 410 The Medieval Architect: Practice and Product. 3 hours.** This seminar examines the profession of the medieval architect: his training, design procedures and methods of construction employed to transform ideas into built form. Aspects of patronage, material usage and the economy will be considered.

**ARTH 411 Medieval Women: Image, Text, Experience. 3 hours.** This seminar analyzes the history of medieval women from two perspectives: that of the medieval theorists, a primarily masculine tradition informed by misogynistic tendencies, and the reconstructive work of modern social historians and art historians. Through a critical reading of primary (visual and textual) and secondary sources, this course illuminates the multifarious roles women played in medieval society.

**ARTH 495 Capstone Research. 3 hours.** This course requires the student to design, research, write, and present an in-depth art history project. Utilizing works of art or architecture, the student will apply theoretical perspectives and critical analysis methodologies of the discipline to their topic. Topic must be chosen in consultation with an art history faculty mentor. Functioning independently as an art historian, the student will present their research findings and reflections in the Art History Symposium at the end of the semester.

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

**ARTH 291, 391, 491 Research.**

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

## Design & Fine Arts (ARTZ)

**ARTZ 111 Foundations of Studio and Design. 3 hours.** An introduction to design. Basic creative approaches and design expressions are explored through studio projects and class discussions. This course is the first in a sequence of studio courses for both art and architecture majors, but also serves non-majors. Offered fall semester.

**ARTZ 123 Drawing. 3 hours.** Students will work in a variety of drawing media and techniques solving representational problems. This course includes an introduction to figure drawing.

**ARTZ 205 Weaving I. 3 hours.** An introduction to principles and techniques of loom and off-loom weaving. Course fee required.

**ARTZ 210 Graphic Design I. 3 hours.** This course familiarizes students with the foundations skills of graphic design from sketch through comprehensive design. It introduces vocabulary, research, typography, design process, and exploration of design elements and principles through visual design problem solving. Students will develop presentation skill and familiarity of professional tools and techniques. This course will introduce the student to industry standard software applications and critical analysis of design work through written and verbal presentations. Studio fee required.

**ARTZ 230 Painting I. 3 hours.** This course will cover the studio experience and demonstration in observation-based painting. Problems are assigned as a means of allowing students to come to terms with the technical aspects of painting through actual involvement with the painting process.

**ARTZ 240 Ceramics I. 3 hours.** Exploration of hand building and wheel techniques and basic principles of glazing. Course fee required.

**ARTZ 250 Sculpture I. 3 hours.** This course is an introduction to sculpture. In the studio the student will explore various approaches to contemporary and traditional sculptural problems by working with a variety of media. This course focuses on developing the technical skills and aesthetics considerations as they relate to various materials and processes used in sculpture. *Course fee required*.

**ARTZ 260 Photography I. 3 hours.** This course covers basic principles of photography, both digital and analog. Students will learn manual camera operation as well as darkroom printing techniques and basic Photoshop skills within a historical and cultural context of the medium. Students will be introduced to critical analysis of art works through written and verbal presentations. Both a DSLR and SLR 35mm camera with shutter and aperture control are required for this course. Cameras are available to rent throughout the semester. Course fees required.

**ARTZ 310 Graphic Design II. 3 hours.** *Prerequisite: ARTZ 210.* This course is a continuation of the exploration of graphic design elements and principles study through more complex and comprehensive solutions. The student will deal with experimentation through research, conceptual thinking and process dealing with brand identity, logo, publication and UX/UI design problems. Students will learn new tools and techniques for the development of design solutions from prototype through comprehensive solution. The students will further develop writing and presentation skills through critical analysis of historical design works and user/audience research. Studio fee required.

**ARTZ 311 Publication Design. 3 hours.** *Prerequisite: ARTZ 210 and ARTZ 310.* This course explores the design and production of printed material, the use of grid design, the study of typography and software production techniques for books, magazines, newspapers and electronic publications. Students will build strong technical skills as it relates to prepress production and photo editing, typography and layout, while conceptualizing, designing and producing projects. Students will continue to develop writing, research and presentation skills related to the professional practice in development of their work. Studio fee required.

**ARTZ 314 Interaction Design. 3 hours.** This course will dive deep into design, color theory and visual literacy from an interactive perspective. Students will explore the relationships between visual design, contemporary design process, user research and front-end development in order to create an appealing interactive experience. Students will learn to prototype, test and design an interactive experience which

will prepare them to utilize these techniques in a variety of traditional and contemporary user interface designs.

**ARTZ 320 Drawing II. 3 hours.** *Prerequisite: ARTZ 123.* This course covers advanced principles of a variety of drawing techniques. Students work with multiple drawing media to advance their skills in representational problems.

**ARTZ 322 Professional & Visual Communication Capstone. 3 hours.** *Prerequisite: ARTZ 210, COMM 211, COMM 231.* This course continues the development of practical presentation technical skills and incorporates a capstone research and final presentation component. This will include tools and techniques for digital and traditional presentations and strategies for engagement through a variety of technologies and tools. The capstone course will put emphasis on messaging, graphics, delivery of presentation materials and use of visual techniques to engage an audience. The final presentation may include local non-profit organizations/businesses in a final research and presentation project. This project will include development of presentation material, scripts/outlines, dry run/rehearsals and delivery utilizing industry standard tools and methods.

**ARTZ 328 Digital Illustration. 3 hours.** *Prerequisite: ARTZ 111, ARTZ 210 and ARTZ 310.* This course will explore the production, manipulation and techniques involved in the creation of digital imagery. The projects will include topics such as conceptual approach to illustration, subject matter, editorial and business/information graphics, retouching, compositing, color correction and production of visual imagery. Emphasis will be placed on creativity, reasoning, research and technical proficiency. The students will develop contemporary illustration skills related to the field while conducting research, writing and presentation. Studio fee required.

**ARTZ 329 Typography. 3 hours.** *Prerequisite: ARTZ 111, ARTZ 210 and ARTZ 310.* This course will explore the fundamentals of typographic form and function in a variety of traditional and contemporary media. Through a series of exercises, the student will investigate the relationship between the visual and verbal language, complex problems addressing hierarchy, communication, and comprehension and gestalt theory. This course will also explore vocabulary, history, grid design and experimentation while expanding on the student's research, writing and presentation skills. Studio fee required.

**ARTZ 330 Painting II. 3 hours.** *Prerequisite: ARTZ 230.* Advanced studio problems in painting with emphasis on the mastery of one medium and the development of individual expression.

**ARTZ 331 Advanced Painting. 3 hours.** *Prerequisite: ARTZ 330.* Advanced Painting continues the acquisition of technical skills and builds on the notion of relational thinking introduced in Painting I and Painting II, while focusing more fully on the evolution of the individual investigation in the student's work. This investigation is comprised of the exploration and critique of personal and/or cultural ideologies, beliefs and interests through the activity of painting and reflection on the results and their implications.

**ARTZ 332 Painting Practice and Theory. 3 hours.** *Prerequisite: ARTZ 331.* This course explores painting as a process, artifact and concept by integrating studio exploration and critique with examination of works by contemporary artists and related writings. Through a combination of studio work and seminar discussion, the focus is to understand, situate and critically relate one's painting practice within the context of contemporary artistic dialogue, work and practices.

**ARTZ 345 Ceramics: Studio Explorations. 3 hours.** *Prerequisite: ARTZ 240.* This course will expand on exploration of ceramic processes, materials, tools, and equipment such as hand building, wheel throwing, mold-making or slip casting. Continued development of personal expression, conceptual development, aesthetic and technical competency will be emphasized. Students will further develop their writing and presentation skills through critical analysis of works of art. Course fee required.

**ARTZ 350 Sculpture II. 3 hours.** Continued exploration of sculptural processes, materials, tools and equipment. Emphasis on developing proficiency in the selections, use, and manipulation of materials as

well as a mastery of the processes involved. Emphasis is on continuing development of personal expression, conceptual development, aesthetic and technical competency. Since this course introduces additional processes and materials, ARTZ 250 is not a prerequisite. Course fee required.

**ARTZ 351 Contemporary Sculpture I. 3 hours.** *Prerequisite: ARTZ 250 or ARTZ 350.* Investigation and use of contemporary processes, materials and concepts relevant in today's expanded field of sculpture. Important theoretical approaches of the last 20 years will be covered through a thematic progression. Student-led discussions on selected themes will foster a learning environment in which the student develops a framework with which to critically evaluate his or her own artistic investigations. This course will explore many sculptural processes that might include: installation art, kinetics, sound and light, video, electronics, cyber-art and performance. Course fee required.

**ARTZ 352 Contemporary Sculpture II. 3 hours.** *Prerequisite: ARTZ 250 or ARTZ 350.* Continued investigation and use of contemporary processes, materials and concepts relevant in today's expanded field of sculpture. Important theoretical approaches of the last 20 years will be covered through a hematic progression. Student-led discussions on selected themes will foster a learning environment in which the student develops a framework with which to critically evaluate his or her own artistic investigations. This course will explore sculptural sensibilities that emphasize scale and space: installation art, earthworks, diorama, land art, environmental-reclamation art, site-specific sculpture.

**ARTZ 355 Sculpture: Studio Explorations. 3 hours.** This course will expand on exploration of sculptural processes, materials, tools, and equipment. Emphasis will be placed on developing proficiency in the selection, use, and manipulation of materials as well as a mastery of the processes involved. Continued development of personal expression, conceptual development, aesthetic and technical competency will be emphasized. Students will further develop their writing and presentation skills through critical analysis of works of art. Course fee required.

**ARTZ 358 Sculpture: The Expanded Field. 3 hours.** *Prerequisite: ARTZ 111, ARTZ 250, ARTZ 355.* Investigation and use of contemporary processes, materials, and concepts prevalent in the current expanded field of sculpture will be emphasized. Important theoretical approaches to contemporary works will be covered through a thematic progression. Students will develop a framework with which to critically evaluate their own artistic investigations through research, writing, and presentation. Course fee required.

**ARTZ 361 Alternative Photographic Processes. 3 hours.** This course will explore the many possibilities involving photographic images on nontraditional materials and alternative photographic printing techniques such as cyanotype, van dyke, silkscreen, lifts, transfers, mixed media, and construction of pinhole and alternative camera devices, etc. Course fee required.

**ARTZ 364 Commercial Photography. 3 hours.** *Prerequisite: ARTZ 260.* This course will focus on commercial photography techniques utilizing studio lighting, with a focus on portrait, product and architectural photography using medium, large-format and digital cameras. Basic Photoshop and scanning will also be taught in this course. All cameras required for this course are available from the department to check out during the semester. Course fee required. This course has been approved as an Honors qualified course.

**ARTZ 365 Photography: Studio Explorations. 3 hours.** *Prerequisite: ARTZ 260.* This course will expand on fundamental skills by introducing studio lighting with the use of DSLR, medium-format and large-format cameras. Retouching, scanning and color management will also be taught in this course. Students will further develop their writing and presentation skills through critical analysis of works of art. All cameras required for this course are available to check out during the semester. Course fee required.

**ARTZ 380 Field Studies: Design and Fine Art. 3 hours.** A course designed to promote first hand, in-depth experience with works of art and/or architecture in order to foster the integration of theoretical and applied learning skills in the design and fine arts major. Students will participate in an off-campus field study, the exact nature of which will be determined by the interests of the student and must be approved in consultation with an art faculty member.

**ARTZ 395 Portfolio. 3 hours.** It is recommended that this course be completed prior to ARTZ 496. This course concerns development of a body of art work to be used in approaching the job market or graduate school possibilities.

**ARTZ 435 Painting: Contemporary Art Practice. 3 hours.** *Prerequisite: ARTZ 111, ARTZ 230 and ARTZ 330.* This course explores painting as a process, artifact, and concept by integrating studio exploration and critique with examination of works by contemporary artists to relate one's painting practice within the context of contemporary artistic dialogue, work, and practices. Professional skills will be developed through the activity of contemporary art practice, which includes research, writing, and presentation.

**ARTZ 455 Sculpture: Contemporary Art Practices. 3 hours.** *Prerequisites: ARTZ 111, ARTZ 250 and ARTZ 355.* This course explores sculpture as a process, artifact, and concept by integrating studio exploration and critique with examination of works by contemporary artists to relate to one's sculpture practice within the context of contemporary artistic dialogue, work, and practices. Professional skills will be developed through the activity of contemporary art practice, which includes research, writing, and presentation. Course fee required.

**ARTZ 465 Photography: Contemporary Art Practice. 3 hours.** *Prerequisite: ARTZ 111, ARTZ 260 and ARTZ 364.* This course explores photography as a process, artifact, and concept by integrating studio exploration and critique with examination of works by contemporary artists to relate one's photography practice within the context of contemporary artistic dialogue, work, and practices. Professional skills will be developed through the activity of contemporary art practice, which includes research, writing, and presentation. Course fee required.

**ARTZ 494 APEX Graphic & Digital Design. 3 hours.** *Prerequisite: ARTH 153, ARTZ 111, ARTZ 123, ARTZ 210, ARTZ 310, and Senior Status.* This course requires Graphic & Digital Design Bachelor of Art majors to create and exhibit work that utilizes the knowledge gained while in the Department of Design and Visual Arts and within their comprehensive liberal arts experience. Significant responsibility lies with the student to work independently to develop a project or body of work that demonstrates the student's development of a sese of creative and intellectual authority. Work should be centered in the graphic and digital design medium in which students have taken the most studio classes in their major. This Apex work will be included in a comprehensive portfolio that must also be completed in this course. Course fee required.

**ARTZ 496 APEX Studio. 3 hours.** *Prerequisite: ARTH 153, ARTZ 111, ARTZ 123, ARTZ 210, ARTZ 260, ARTZ 310, and Senior Status.* This course requires design art and fine art majors to create and exhibit work that utilizes the knowledge gained while in the department of art and art history and within their comprehensive liberal arts experience. Significant responsibility lies with the student to work independently to develop a project or body of work that demonstrates the student's development of a sense of creative and intellectual authority. Work should be centered in the medium in which students have taken the most studio classes in their major. This Apex work will be included in a comprehensive portfolio that must also be completed in this course.

**ARTZ 499 APEX Fine Arts. 3 hours.** *Prerequisite: ARTH 153, ARTZ 111, ARTZ 123 and Senior Status.* This course requires Fine Arts Bachelor of Art majors to create and exhibit work that utilizes the knowledge gained while in the Department of Design and Visual Arts and within their comprehensive liberal arts experience. Significant responsibility lies with the student to work independently to develop a project or body of work that demonstrates the student's development of a sense of creative and intellectual authority. Work should be centered in the fine arts medium in which students have taken the most studio classes. This Apex work will be included in a comprehensive portfolio that must be completed in this course.

**ARTZ 301, 401 Advanced Studio. 1-3 hours each.** *Prerequisite: Departmental permission.* These courses are offered to encourage individual work for advanced students under the supervision of a specific instructor.

**ARTZ 290, 390, 490 Selected Topics. 1-3 hours.**
**ARTZ 291, 391, 491 Research.**
**ARTZ 397, 497 Internship.** *S/U Grading.*

## Business Administration (BADM)

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

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

**BADM 205 Study Abroad. 0 hours.** *Prerequisite: Admission to Breech School of Business and approved application.* Study Abroad Office must be notified and all policies must be followed including but not limited to insurance requirements. This course meets the Breech study abroad requirement. Study abroad trips that fill in this category will be for a year, semester or stay of at least 21 days. These trips will include formal enrollment in a University (Drury or other) study abroad program in any academic area. Students will have the opportunity to interact in the global business community on a variety of levels: business transactions, travel arrangements and interactions with residents of the host country. Application and prior approval is required. *Satisfactory/Unsatisfactory grading.*

**BADM 206 Study Abroad: Business/Leadership. 0 hours.** *Prerequisite: Admission to Breech School of Business and approved application.* Study Abroad Office must be notified and all policies must be followed including but not limited to insurance requirements. This course meets the Breech study abroad requirement. Study abroad trips that fill in the business/leadership category must have stay of at least 14 days. These trips will include formal enrollment in a University (Drury or other) program, with a focus on global business. In this type of study abroad program, students will be exposed to business operations and/or leadership challenges in another country. They will also be expected to have interactions with business executives or other leaders in professional settings. Application and prior approval is required. *Satisfactory/Unsatisfactory grading.*

**BADM 207 Study Abroad: Service Learning. 0 hours.** *Prerequisite: Admission to Breech School of Business and approved application.* Study Abroad Office must be notified and all policies must be followed including but not limited to insurance requirements. This course meets the Breech study abroad requirement. Study abroad trips that fill in the business/leadership category must have stay of at least 7 days. This program would not necessarily require formal enrollment in a University; it would, however, require affiliation with a formal agency/organization or some form of University sponsorship. Students may not complete this program on an individual basis. In this type of study abroad program, students will focus on an intensive immersive experience and will be interacting almost exclusively with a variety of host country residents while engaged in a community service project. Application and prior approval is required. *Satisfactory/Unsatisfactory grading.*

**BADM 208 Study Abroad: International Student. 0 hours.** *Prerequisite: Admission to Breech School of Business and approved application.* This course is for students from outside the United States who are studying business at Drury to fulfill their study abroad requirement. Students will reflect upon the global business experiences and insights gained from their study in the U.S. *Satisfactory/Unsatisfactory grading.*

**BADM 240 Healthcare Operations. 3 hours.** This course is designed to give students a thorough understanding of the business of healthcare. Students will learn about the structure of health systems, how components of the system are interrelated, and how different employee roles contribute to the mission of the health system. The course will also explore the economics of health systems and healthcare.

**BADM 480 The Professional Business Experience. 3 hours.** *Prerequisite: Admission to the Breech School of Business, minimum 2.5 GPA, junior or senior standing; or permission from the dean.* Internship experience

for students majoring in Accounting, Cyber-risk Management, Economics and Finance, Finance, Integrated Business, or Management and Marketing. Includes one in-class meeting team each week during the semester for discussions pertaining to professionalism in the workplace environment.

## Biology (BIOL)

**BIOL 110 Fundamentals of Cell Biology. 4 hours.** *Prerequisite: Day- Declared major or minor in Health Science; declared minor in Exercise Physiology; declared major in Middle School Science Education; or declared major in Clinical & Behavioral Neuroscience.* An introductory course focusing on major biological concepts relating to molecular and cellular biology and genetics. Lecture and laboratory. Intended for students majoring in science-related disciplines.

**BIOL 140 Basic Clinical Medicine: Practical Experiences. 1 hour.** *Prerequisite or Co-requisite: BIOL 172.* This course is designed to give students a head start on the pathway to becoming either a physician or a physician's assistant. In this course students will gain a thorough understanding of all the steps that need to be accomplished to make the student an outstanding candidate for either medical school or PA school including resumes, personal statements, letters of recommendation, standardized tests, course requirements, etc. Additionally, students will begin to develop themselves as candidates by shadowing at local hospitals, practicing interview skills, and connecting with various practicing physician and PA guest speakers.

**BIOL 145 Pathways and Opportunities in Healthcare. 3 hours.** This course is designed to give students a thorough understanding of the variety of careers in the healthcare field. Students will learn about the education requirements, job trends, and outcomes for a wide variety of healthcare fields and network with providers in each of those careers to learn more about the day-to-day lifestyles. Students will also undertake research on and present a topical issue in a healthcare career of their choice.

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

**BIOL 163 Science of the Environment. 3 hours.** This course affords an opportunity to investigate environmental issues from a scientific perspective. Processes of the scientific method and information/data from the primary literature will be used to discuss modern environmental problems. Students will analyze modern environmental issues from this scientific perspective to discover relevant variable, trends in the data, and possible solutions to the issues.

**BIOL 172 Molecular Biology. 3 hours.** *Prerequisite or Co-Requisite: DAY-CHEM 121 or CHEM 131 or CHEM 238.* This course examines the structure and function of nucleic acids and proteins. The molecular mechanisms of replication, transcription, mRNA processing and translation will be emphasized. In addition, regulation of these processes will be explored. Lecture and laboratory. Intended for students majoring in biology or related disciplines.

**BIOL 181 Genetics. 3 hours.** *Prerequisite: Day-BIOL 172. CCPS-Co-requisite: BIOL 181-L.* This course will apply the knowledge acquired in BIOL 172 to the inheritance patterns of genetic traits between individuals and within populations. Lecture and laboratory.

**BIOL 182 Evolution. 2 hours.** *Prerequisite or Co-requisite: DAY- BIOL 181. CCPS-BIOL 172.* An introduction to the principles of evolutionary biology, including the history, processes and patterns of evolution as well as systematic biology.

**BIOL 200 Ecology. 3 hours.** *Prerequisite or Co-requisite: BIOL 182.* An introduction to ecological principles, emphasizing processes and patterns within the six sub disciplines of ecology. The laboratory will integrate common field methods with experimental design and data analysis. Lecture and laboratory.

**BIOL 205 Human Anatomy. 5 hours.** An introduction to the gross and microscopic anatomy of the human body. Mammalian examples of major systems are studied in the laboratory. Lecture and laboratory.

**BIOL 206 Human Physiology. 4 hours.** This course examines the organization and function of the human body as a whole and the interrelations of its various systems, organs, tissues, and cells. Lecture and laboratory.
**BIOL 208 Microbiology. 5 hours.** *Prerequisite: DAY-BIOL 110 or BIOL 172 or declared Health Science major. CCPS-BIOL 112 and CHEM 103 or CHEM 107. Co-Req: BIOL 208L (Day School Only).* A study of bacterial diversity, physiology, biochemistry and genetics as they relate to the environment and to human welfare. Fungi and viruses also are discussed. Laboratory methods for the identification of bacteria are introduced. Lecture and laboratory.
**BIOL 225 Biostatistics. 3 hours**. *Prerequisite BIOL 172.* An introduction to biostatistical concepts and methods commonly encountered in biology. The course will cover basic descriptive statistics as well as experimental design and techniques for testing hypotheses (e.g., analysis of variance/covariance, regression analysis, and nonparametric statistics). Three lecture or laboratory hours.
**BIOL 226 Laboratory Methods in Biology. 2 hours.** *Prerequisite: BIOL 181.* This course is designed to give natural science students hands-on laboratory experience relevant to the introductory molecular biology and genetics courses within the natural sciences. Students will learn modern laboratory techniques commonly used in research laboratories.
**BIOL 240 Basic Clinical Medicine: An Introduction to Patient Care. 3 hours.** This course is designed to provide premedical students an early opportunity to explore the fields of medicine. Includes patient evaluation, common diseases, and patient care.
**BIOL 250 Foundations of Medical Terminology. 3 hours.** This course examines the various aspects of medical terminology including word origins, definitions, spelling and pronunciation.
**BIOL 271 Pathogens, Plagues, and Human Progress? 3 hours.** In this course, students will examine the arc of human health and illness from ancient times when pathogens ruled, and plagues ensued, to our contemporary world in which illness can be the result of exposure to environmental toxins, lifestyle choices, and the disequilibrium associated with a totally wired modern life.
**BIOL 301 Advanced Evolutionary Biology. 3 hours.** *Prerequisite: BIOL 182.* A study of organic evolution, its processes at a variety of scales, and its relationship to society. Primary topics include the history of evolutionary thought, population genetics, mechanisms of speciation, phylogeny and evolution of development.
**BIOL 302 Human Nutrition. 3 hours.** *Prerequisite: CCPS-CHEM 107. DAY-BIOL 110 or BIOL 172.* A study of food as it functions to meet body needs with emphasis on utilization, food sources, selection of adequate diets, individual, community and world health problems and diet therapy.
**BIOL 307 Botany. 5 hours.** *Prerequisite: Day-BIOL 200. CCPS-BIOL 201.* Introduction to the photosynthetic way of life in algae and plants. This course will consider plant structural and functional adaptations related to water retention and distribution, gas exchange, light absorption and energy conversion, anti-gravitational support, reproduction and dispersal; followed by a comparative study of the main plant groups from algae to flowering plants, emphasizing structural diversity and evolutionary trends. The laboratory exercises will present an introduction to plant (and algae) cells, tissues and organs through comparative anatomy and morphology analyses.
**BIOL 308 Immunology. 3 hours**. *Prerequisites: CCPS-BIOL 111, BIOL **112**, and CHEM 107**.** DAY-BIOL 181 or CHEM 238.* A study of the immune response and its relationship to the diagnosis, prevention and treatment of disease. Topics include immune systems, immunopathology and antibodies.
**BIOL 309 General Zoology. 5 hours**. *Prerequisite: DAY-BIOL 200. CCPS-BIOL 201.* A survey of major animal phyla including protozoans with an emphasis on comparative structure and function, taxonomy, fundamental life processes and ecological interactions. Lecture and laboratory.
**BIOL 310 Field and Systematic Botany. 5 hours**. *Prerequisite: DAY-BIOL 200. CCPS-BIOL 201.* A taxonomical survey of flowering plants. This course will discuss history, theories and methods of classification,

identification, nomenclature and description of plants, followed by taxonomical characteristics of the main plant families. Laboratory exercises and field trips will focus on the use of taxonomic keys, construction of floral diagrams and formulas, identification and recognition of local flora, preparation of field data records and herbarium specimens.

**BIOL 312 Advanced Ecology. 5 hours.** *Prerequisite: DAY-BIOL 200. CCPS-BIOL 201*. A study of ecological principles, focusing on a modern understanding of ecological systems, patterns and processes. The laboratory will include common field techniques and emphasize experimental design and data analysis.

**BIOL 313 Advanced Microbiology. 5 hours.** *Prerequisites: Day-BIOL 181 and CHEM 238*. *CCPS BIOL 181 and CHEM 107.* This course will examine the unique physiology of the Archaea and Procaryotae and their roles in ecology and human disease. Techniques for identification of these organisms also will be studied. Lecture and laboratory.

**BIOL 316 Comparative Anatomy. 5 hours.** *Prerequisite: BIOL 182.* A critical study of the structural/functional relationships of organs and systems of the vertebrates. Taxonomy, evolutionary relationships and morphological adaptations of fish, amphibians, reptiles, birds and mammals will be emphasized. Lecture and laboratory.

**BIOL 317 Vertebrate Embryology. 5 hours.** *Prerequisite: BIOL 182.* A comparative study of the biochemical and cellular mechanisms associated with the morphological development of vertebrates. Embryological development of the frog, chick and human will be emphasized. Lecture and laboratory.

**BIOL 320 Vertebrate Physiology. 5 hours.** *Prerequisites: BIOL 181 and CHEM 238.* General cellular physiology and the functioning of tissues and organ systems in the vertebrate classes, including human beings. Lecture and laboratory.

**BIOL 321 Comprehensive Human Anatomy. 5 hours.** *Prerequisites: BIOL 181, CHEM 238, and junior status.* A comprehensive study of the structural/functional relationships of organs and organ systems of humans. Lecture and laboratory.

**BIOL 322 Advanced Genetics. 5 hours.** *Prerequisites: DAY-BIOL 181, CHEM 238, and Junior Status. CCPS-BIOL 201 and CHEM 107.* A study of the molecular basis of gene expression and the mechanisms by which genetic material is inherited. Lecture and laboratory.

**BIOL 324 Cellular and Molecular Biology. 3 hours.** *Prerequisite: BIOL 181 and Junior Status. It is recommended that students have completed CHEM 336 and CHEM 315 in order to be successful in this course.* Advanced molecular mechanisms of gene expression and control. Methods of genetic engineering and production of transgenic organisms. Lecture.

**BIOL 325 Epidemiology. 3 hours.** *Prerequisite: BIOL 181.* A study of epidemiological theory and practice. The distribution of health related problems in a population and the application of this theory to control health problems will be examined. Areas included in this study will be measures of disease occurrences, causal effects and statistical analysis of these events.

**BIOL 333 Histology. 5 hours.** *Prerequisite: BIOL 181.* An in-depth look at the microscopic structure of the vertebrate body. Study of cells, tissues and organs will provide an understanding of the complex nature of the relationship between form and function in vertebrates. Lecture and laboratory.

**BIOL 334 Developmental Biology. 4 hours.** *Prerequisite: BIOL 182.* A study of the stages and mechanisms of embryonic development in animals. Both classic experimental embryology and the genetic and molecular regulation of invertebrate and vertebrate animal development will be covered. The course will provide a comparative investigation of both morphology and molecular mechanisms while highlighting the similarities and differences between nematodes, insects, and vertebrates. *Lecture and laboratory.*

**BIOL 337 Introduction to Virology. 3 hours.** *Prerequisite: DAY- BIOL 181. CCPS-BIOL 201.* An introduction to how viruses replicate and cause disease. Survey of major groups of animal viruses is included. Course offered only in summer and online.

**BIOL 343 Principles of Strength Training and Functional Anatomy. 3 hours.** *Prerequisite: BIOL 205.* This course is designed to provide introductory knowledge in analyzing the function of the musculoskeletal system in the context of human movement. This course also will introduce foundational principles related to strength training. Students will gain a greater understanding of the major joints and muscle groups, their actions, insertions, and origins, and how the muscles and joints work synchronously to permit human movement through practical application. Additionally, students will acquire knowledge of basic skeletal muscle physiology, bioenergetics of strength training, and adaptions to the musculoskeletal system following a strength training regimen.

**BIOL 350 Exercise Physiology. 3 hours.** *Prerequisite: BIOL 110 or BIOL 172; BIOL 206.* Physiological effects on the human organism under different intensities, durations and environments.

**BIOL 364 Neuroanatomy. 5 hours.** *Prerequisite: DAY-BIOL 172. CCPS-BIOL 111 and BIOL 112.* An in-depth study of the biology of the nervous system emphasizing the relationship between neuroanatomy and neurophysiology. Lecture and laboratory.

**BIOL 373 Herpetology. 5 hours.** *Prerequisite: BIOL 200.* An introduction to the biology, ecology and evolution of amphibians and non-avian reptiles. The morphology, taxonomy and biogeography of Missouri species within these groups will be emphasized in the laboratory with day, evening and possibly weekend field trips required.

**BIOL 378 Advanced Human Physiology I. 5 hours.** *Prerequisites: BIOL 181 and CHEM 315 or BIOL 181 and CHEM 312.* The first section of this course deals with cell signaling mechanisms, such as c-AMP and G-proteins, as well as receptor functions. The section deals with electrophysiology and the function of the nervous muscular system, and the general physiology of the cardiovascular system. Subjects will be covered through reading from text and journal articles, lecture presentation and laboratory projects.

**BIOL 379 Advanced Human Physiology II. 5 hours.** *Prerequisite: BIOL 378.* This course will allow students to acquire an in-depth understanding of the organ system functions of the human body, to include: respiratory system, digestive system, renal physiology, immune system, endocrine system, and reproductive systems. The material will be covered through readings from text and journal articles, lecture presentations, and laboratory projects.

**BIOL 382 Pathophysiology. 3 hours**. *Prerequisites: CCPS-BIOL 205 and BIOL 206, or BIOL 207; and CHEM 107 or declared Pre-Nursing Certificate. DAY-BIOL 206 or BIOL 378.* Human physiological responses to disease, stress and the environment are studied. Pathophysiological processes are analyzed in view of current research.

**BIOL 399 Biology Reading Seminar. 1 hour.** *Prerequisite: BIOL 182 and Junior Status.* This course provides students with skills in critical reading and analysis of primary literature in the biological sciences. Students will gain leadership and professional presentation skills by leading discussions of primary literature articles.

**BIOL 400 Biology Writing Seminar. 2 hours.** *Prerequisite or Co-requisite: BIOL 399.* This course provides students with professional writing skills in the biological sciences. Using the scientific literature, students will develop a proposal for an independent research project in the biological sciences as well as create and present a scientific poster from that proposal for Drury Fusion Day. Students also will develop a resume and a statement of purpose for preparation for professional and graduate programs.

**BIOL 440 Issues and Innovations in Healthcare. 3 hours.** *Prerequisite: BIOL 145, BADM 240, PHIL 305.* This course is designed to be a capstone for students who wish to complete the Modern Healthcare Certificate. In this course, students will use their knowledge of careers in healthcare, the business of healthcare, and the ethical issues of healthcare to delve deeper into healthcare issues and innovations. Through literature, discussions, speakers, projects, and writings students will explore past, present, and future problems that healthcare must overcome. Every student in this course will create a Fusion Day poster to showcase a potential solution to a problem in healthcare.

**BIOL 450 Advanced Exercise Physiology. 3 hours.** *Prerequisite: BIOL 350.* An in-depth examination of the cardiopulmonary, neuromuscular, and hormonal systems of humans in response to exercise, aging, and disease. This course will emphasize three different and relevant topics related to exercise physiology and health across the lifespan. Content will include an introduction and overview of electrocardiogram (ECG) interpretation at rest and during exercise conditions, how the cardiopulmonary, neuromuscular, and hormonal systems respond to exercise, as well as how aging and disease influence all three systems.
**BIOL 483 Senior Seminar I: Practicum. 3 hours**. *Prerequisite: BIOL 200.* Students complete an off-campus work experience in a professional field of interest and write a literature review on a biological topic related to the profession in consultation with a faculty mentor. A minimum of 135 hours must be completed during the off-campus experience.
**BIOL 290, 390, 490 Selected Topics. 1-3 hours.**
**BIOL 291, 391, 491 Research.**
**BIOL 397, 497 Internship.** *S/U Grading.*

## Business Law (BLAW)

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

**BLAW 374 Employment Law and Regulations. 3 hours.** *Prerequisite: Day – Declared Breech major and MGMT 300; or declared Diversity, Equity, and Inclusion Certificate. CCPS-MGMT 300; or declared Organizational Leadership Studies major.* This course should give the students the opportunity to learn legislation and common law that applies to employers and employees. The course will examine all existing Federal employment laws including but not limited to the Family and Medical Leave Act, Title VII of the Civil Rights Act, The Americans with Disability Act, The Age Discrimination in Employment Act, The Fair Labor Standard Act as well as some state laws such as state worker's compensation laws and some state discrimination regulation. The course will include learning the applicable regulations for enforcement of such laws.

## Behavioral Sciences (BSCI)

**BSCI 109 Scientific Writing. 1 hour.** This course introduces students to professional writing styles used in the behavioral sciences, emphasizing the guidelines of the American Psychological Association. The course is also designed to familiarize students with library databases used to conduct empirical literature reviews.

**BSCI 200 Research Methods for the Behavioral Sciences. 3 hours.** *Prerequisite: CRIM 102 or PSYC 101 or SOCI 101.* Considers the major methods of the social sciences, including applied statistics. Topics include research design, surveys, secondary data and other unobtrusive methods, evaluation research, sampling and research reports.

**BSCI 275 Statistics for the Behavioral Sciences. 3 hours.** *Prerequisite: CRIM 102 or PSYC 101 or SOCI 101. Co-requisite: BSCI 275-L.* This course provides an overview of descriptive and inferential techniques behavioral scientists use to help guide decision-making. Emphasis is given to hypothesis testing, to include coverage of t-tests, one-way ANOVA, regression, and correlation, as well as APA-formatting issues.

**BSCI 275-L Statistics for the Behavioral Sciences Laboratory. 1 hour.** *Co-requisite: BSCI 275.* A laboratory to complement Statistics for the Behavioral Sciences. SPSS basics are emphasized.

**BSCI 308 Qualitative Research Methods. 3 hours.** *Prerequisite: BSCI 200 and either CRIM 102, PSYC 101 or SOCI 101 or CRIM 120, PSYC 120, or SOCI 120.*This course exposes students to the basic techniques for collecting, interpreting and analyzing data using various qualitative methodologies to include ethnographic, grounded, observational and content analysis methods. Special emphasis will be given to the students' understanding of various methodological challenges, the standards of scientific evidence, issues of generalizability and ethics.

**BSCI 343 Fundamentals of Research. 3 hours.** *Prerequisite: BSCI 359.* This course is intended for students who fail or do not successfully complete BSCI 361. Students enrolled will write a review of literature and complete an original research project. This involves designing methodology, conducting a study, ensuring ethical protection of human participants, analyzing and interpreting data, generating an original research report and delivering a formal presentation.

**BSCI 359 Advanced Behavioral Research with Thesis I. 3 hours.** *Prerequisite: BSCI 109, BSCI 200, BSCI 275, BSCI 275-L.* Students enrolled in this course complete the initial stages of an original, team-based research project to include conducting and writing a literature review, devising a research design strategy and applying ethical protection of human participants. It is essential that students complete Scientific Writing, Research Methods for the Behavioral Sciences and Statistics for the Behavioral Sciences with lab before taking Advanced Behavioral Research I. Course fee required.

**BSCI 361 Advanced Behavioral Research with Thesis II. 3 hours.** *Prerequisite: BSCI 109, BSCI 200, BSCI 275, BSCI 275-L, BSCI 359.* As a continuation of Advanced Behavioral Research I, students enrolled in this course complete their original, team-based research project. This involves conducting the study, data analysis, reporting the findings in the context of a scientific paper and delivering a formal presentation of the research. Course fee required.

**BSCI 380 Undergraduate Internship Experience. 3 hours.** Internships are designed to help students better understand the connection between theoretical perspectives and practices in the workplace. Before registering, students are required to meet with the behavioral sciences internship director to learn more about expectations, requirements, and responsibilities. Students must have junior or senior status and a GPA of 2.50 or better to be eligible for internships.

**BSCI 435 Psychological Tests and Measurements. 3 hours.** *Prerequisite: DAY-BSCI 109, BSCI 200, BSCI 275, BSCI 275-L. Co-requisite: BSCI 435-L. CCPS-CRIM 102, BSCI 274, plus 3 additional hours in criminology.* An intensive study of the theory of measurement with emphasis on errors in measurement, validity, reliability, item analysis, test construction and prediction. A laboratory period will include training in the construction, taking, scoring and interpretation of psychological tests.

**BSCI 435-L Psychological Tests and Measurements Laboratory. 1 hour.** *Co-requisite: BSCI 435.* A laboratory to complement Psychological Tests and Measurements.
**BSCI 475 Advanced Statistics for the Behavioral Sciences. 3 hours.** *Prerequisite: BSCI 275 and BSCI 275-L. Co-requisite: BSCI 475-L.* This course provides an in-depth examination of inferential statistics used in behavioral sciences. Topics include analysis of variance, analysis of covariance, multivariate techniques and non-parametric analyses.
**BSCI 475-L Advanced Statistics for the Behavioral Sciences Laboratory. 1 hour.** *Co-requisite: BSCI 475.* A laboratory to complement Advanced Statistics for the Behavioral Sciences.
**BSCI 480 Undergraduate Internship Experience II. 3 hours.** *Prerequisite: BSCI 380.* A second opportunity for students to connect theoretical perspectives and practices in the workplace. Before registering, students are required to meet with the behavioral sciences internship director to discuss expectations, requirements, and responsibilities. Students must have junior or senior status and a GPA of 2.50 or better.
**BSCI 493 Senior Seminar. 3 hours.** *Prerequisite: DAY-Senior standing, BSCI 109, BSCI 200, BSCI 275, BSCI 275-L or declared major in Criminal Justice. CCPS-Senior Standing, BSCI 200, BSCI 274.* This is the capstone course for the major. Current issues in the field are researched and presented in a seminar setting. Students practice the writing, oral communication and critical thinking skills necessary to succeed in graduate school and their future careers.
**BSCI 290, 390, 490 Selected Topics. 1-3 hours.**
**BSCI 291, 391, 491 Research.**

## Chemistry (CHEM)

**CHEM 115 Principles of Chemistry. 3 hours.** *Prerequisite: Declared major or minor in Chemistry; declared major in Biochemistry; declared major or minor in Exercise Physiology; declared major or minor in Health Science; or, declared minor in Pre-Engineering.* A lecture course that covers general chemistry concepts and introduces topics to be covered in more detail in the foundational courses. Topics include percent composition, stoichiometry, balancing equations, limiting reagent, thermodynamics, periodic table trends and nomenclature.

**CHEM 115L Principles of Chemistry Laboratory. 2 hours.** *Prerequisite: Declared major or minor in Chemistry; declared major in Biochemistry; declared major or minor in Exercise Physiology; declared major or minor in Health Science; or, declared minor in Pre-Engineering.* A laboratory course that introduces the student to laboratory equipment and techniques they will use later in the curriculum. Topics and techniques include stoichiometry, making solutions, building apparatuses and exposure to equipment. There will be an emphasis placed on how to keep a proper lab notebook. This course is designed to augment CHEM 115.

**CHEM 121 Introductory Chemistry. 5 hours.** A combination lecture/lab course that covers general chemistry concepts and introduces topics to be covered in more detail in the foundational courses. Topics include percent composition, stoichiometry, balancing equations, limiting reagent, thermodynamics, periodic table trends and nomenclature. Lecture topics are supplemented by hands-on experimentation.

**CHEM 131 Foundations of Chemistry. 3 hours.** A lecture course that covers general chemistry concepts and introduces topics to be covered in more detail in the foundational courses. Topics include percent composition, stoichiometry, balancing questions, limiting reagent, thermodynamics, periodic table trends and nomenclature.

**CHEM 131L Foundations of Chemistry Lab. 2 hours.** A laboratory course that introduces the student to common laboratory equipment and techniques. Topics and techniques include basic stoichiometry, unit manipulation, general synthesis, oxidation/reduction reactions, and molecular spectroscopy. Students will be expected to keep concise lab notes and will practice scientific reading/writing.

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

**CHEM 238 Inorganic Chemistry. 3 hours.** *Prerequisite: CHEM 121 or CHEM 131/L.* A fundamental course in the study of inorganic chemistry. Topics include atomic structure, chemical bonding, molecular structure, nomenclature of inorganic compounds, fundamentals of inorganic complexes and an introduction to the chemistry of main group elements.

**CHEM 238L Inorganic Chemistry Laboratory. 2 hours.** A fundamental laboratory course in the study of inorganic chemistry. Topics include the preparation of inorganic complexes, resolution of chiral transition metal compounds, ion conductivity and a preparation of a main group inorganic compound.

**CHEM 281 Chemistry Research Experience I. 1-3 hours.** *Prerequisite: Instructor approval.* A research experience that exposes students to existing research projects and prepares them to develop an understanding of the process and expectations of a research project. A written report that reflects on the experience is expected. *Grade is satisfactory/unsatisfactory.*

**CHEM 310 Quantitative Chemical Analysis. 3 hours.** *Prerequisite: CHEM 238.* A course that covers the principles and practice of quantitative chemical analysis. Topics include statistical analysis, chemical equilibria, electrochemistry, spectrophotometry, and introduction to analytical separations.

**CHEM 310L Quantitative Chemical Analysis Lab. 2 hours.** *Prerequisite: CHEM 238L.* A laboratory course that provides hands-on experience on quantitative methods of chemical analysis. Topics include sample

collection and preparation, statistical analysis of data including laboratory techniques in volumetric, separation, spectrophotometric, and electrochemical methods.

**CHEM 312 Organic Chemistry Reactions. 3 hours.** *Prerequisite: CHEM 238.* This lecture course studies the chemistry of all major organic functional groups in one semester. Topics include nomenclature, stereochemistry and some mechanisms and theory. Emphasis is placed on the reactions and their application in synthesis.

**CHEM 312L Organic Chemistry Reactions Laboratory. 2 hours.** *Prerequisite: CHEM 238-L.* This laboratory course develops organic lab skills and techniques through organic reaction experiments and characterization of organic compounds using NMR and IR spectroscopy and instrumentation.

**CHEM 315 Organic Chemistry. 3 hours.** *Prerequisite: CHEM 238.* This lecture course is an in-depth study of organic functional group chemistry of alkanes, alkenes, alkynes, alkyl halides, aromatics and alcohols. Topics include nomenclature, stereochemistry, mechanisms, and theory.

**CHEM 315L Organic Chemistry Laboratory. 2 hours.** *Prerequisite: CHEM 238-L.* This laboratory course introduces the organic lab skills and techniques with extensive hands-on experience and organic application of spectroscopy and instrumentation.

**CHEM 327 Physical Chemistry. 3 hours.** *Prerequisite: CHEM 315 or CHEM 312.* A lecture course in the study of physical chemistry designed to introduce students to classical physical chemistry concepts. Topics of study include properties and kinetic molecular theory of gases, thermodynamics, states of matter and phase equilibria.

**CHEM 327L Physical Chemistry Laboratory. 2 hours.** *Prerequisite CHEM 312-L or CHEM 315-L.* A laboratory course in the study of physical chemistry. Topics include the determination of the Ksp of an ionic substance, chemical kinetics, binary phase diagrams and adiabatic expansion cooling of gases.

**CHEM 336 Biochemistry. 3 hours.** *Prerequisite: CHEM 315 or CHEM 312. It is recommended that students have completed CHEM 327 in order to be successful in this course.* A lecture course that studies the structure and function of biological molecules. Topics include enzyme kinetics, synthesis and degradation of biological molecules, and energy production. Emphasis will be placed on enzyme mechanisms and regulation.

**CHEM 336L Biochemistry Laboratory. 2 hours.** *Prerequisite: CHEM 315-L or CHEM 312-L.* A laboratory course that develops biochemistry lab skills and techniques. Topics include biomolecule isolation and quantification, enzyme kinetics, ligand-binding and reaction equilibrium.

**CHEM 338 Advanced Inorganic Chemistry. 3 hours.** *Prerequisite: CHEM 315 or CHEM 312.* An advanced study of inorganic chemistry. Topics include reactions, kinetics, bonding, spectroscopy of inorganic 371 complexes, chemical applications of group theory, the solid state and a survey of transition metal compounds in industry and biological systems.

**CHEM 338L Advanced Inorganic Chemistry Laboratory. 2 hours.** *Prerequisite: CHEM 238-L.* A laboratory course designed to give students hands-on experiences with substances and techniques commonly applied to inorganic compounds. Topics and techniques include the synthesis and analysis of inorganic compounds.

**CHEM 381 Chemistry Research Experience II. 1-3 hours.** *Prerequisite: Instructor approval.* Research focused on a specific project related to the chemical sciences. The project must be approved by the research advisor and must result in a written report on the project evaluated as part of the grade. A presentation at a professional meeting or publication in a scientific journal is not required, but can be used to replace the written report. *Grade is satisfactory/unsatisfactory.*

**CHEM 410 Instrumental Analysis. 3 hours.** *Prerequisite: CHEM 310. Corequisite: CHEM 410L.* A course that covers principles and application of instrumental methods of chemical analysis. Topics include spectrophotometric methods, mass spectrometry, chromatography, and electroanalytical methods.

**CHEM 410L Instrumental Analysis Lab. 2 hours.** *Prerequisite: CHEM 310L. Corequisite: CHEM 410.* A laboratory course that provides hands-on experience on instrumental methods of chemical analysis. Topics include practical application of HPLC, CE, NMR spectroscopy, and other spectrophotometric techniques used in instrumental analysis.
**CHEM 412 Advanced Organic Chemistry Reactions. 3 hours.** *Prerequisite: CHEM 312.* This lecture course is an advanced study in the chemistry of all major organic functional groups. Topics include spectroscopy, in-depth theory and reaction mechanisms and an introduction to biochemistry and metabolic pathways.
**CHEM 414 Medicinal Chemistry. 3 hours.** *Prerequisite: CHEM 315 or CHEM 312*. Study of the organic chemistry aspects of drug design and development. Course also introduces various classes of drugs, mechanism of action along with prodrugs, metabolism and SAR.
**CHEM 414L Medicinal Chemistry Laboratory. 2 hours.** *Prerequisite: CHEM 312 or CHEM 315 and CHEM 312L or CHEM 315L.* Synthesis of different biologically active compound libraries and evaluation of their biological activity using cytotoxicity assays. Analysis of structure activity relationships using the data generated.
**CHEM 415 Advanced Organic Chemistry. 3 hours.** *Prerequisite: CHEM 315.* This lecture course continues in-depth study of organic functional group chemistry of carbonyl containing compounds and amines. Topics include spectroscopy, mechanisms, theory and an introduction to biochemistry and metabolic pathways.
**CHEM 415L Advanced Organic Chemistry Laboratory. 2 hours.** *Prerequisite: CHEM 315-L or CHEM 312-L.* A laboratory course that continues development of organic lab skills and techniques. Topics covered will include multi-step synthesis, open- ended projects involving experimental design and an introduction to enzyme catalysis and stereochemical control.
**CHEM 427 Advanced Physical Chemistry. 3 hours.** *Prerequisite: CHEM 327.* A course in the study of physical chemistry designed to introduce students to advanced physical chemistry concepts. Topics of study include quantum concept of the atom, group theory, spectroscopy and statistical thermodynamics.
**CHEM 427L Advanced Physical Chemistry Laboratory. 2 hours.** *Prerequisite: CHEM 327-L.* An advanced laboratory course in the study of physical chemistry. Topics and techniques include molecular spectroscopy, polymer viscosity, isotope effects and LASER techniques.
**CHEM 436 Advanced Biochemistry. 3 hours.** *Prerequisite: CHEM 336.* A lecture course that studies biological molecule metabolism, signal transduction, DNA replication and repair, transcription and translation. Biochemistry of selected diseases will be discussed.
**CHEM 436L Advanced Biochemistry Laboratory. 2 hours.** *Prerequisite: CHEM 336-L.* A laboratory course that develops skills in designing and carrying out biochemical experiments. Students will perform prescribed laboratory activities as well as independent research projects.
**CHEM 444 Organic Syntheses. 3 hours.** *Prerequisite: CHEM 412 or CHEM 415.* A third semester organic course with emphasis on retrosynthetic approach and the understanding of reaction mechanisms and functional group transformations. Transition state models to understand the stereochemical outcomes of various reactions will be studied. Journal articles from recent literature will be utilized to study the total synthesis of complex organic molecules.
**CHEM 481 Chemistry Research Experience III. 1-3 hours.** *Prerequisite: Instructor approval.* Research focused on a specific project with specific goals related to the chemical sciences. The project can be a continuation of a project performed for CHEM 381 credit. The project must be approved by the research advisor. This work must result in a written report and a presentation at a professional meeting as part of the grade. *Grade is satisfactory/unsatisfactory.*
**CHEM 494 Senior Capstone. 1 hour.** *Prerequisite: Any combination of 2 credits of advanced lab and/or research.* A seminar course that focuses on scientific writing and searching the chemistry literature. A well-

documented formal report with appropriate citation on topic related to their research in chemistry or from other current chemistry literature. There will also be an oral presentation on the same topic.
**CHEM 495 Departmental Honors Research. 3 hours.** A thesis is required and the quality of work will be publishable in nature.
**CHEM 290, 390, 490 Selected Topics. 1-3 hours.**
**CHEM 291, 391, 491 Research. 1-3 hours.**
**CHEM 397, 497, Internship. 3 or 6 hours.** *S/U Grading.*

## Chinese (CHIN)

**CHIN 101 Elementary Mandarin I. 3 hours.** For beginners. Designed to develop an elementary proficiency for communicating in Mandarin and some familiarity with the writing system.

**CHIN 102 Elementary Mandarin II. 3 hours.** *Prerequisite: CHIN 101.* A continuation of CHIN 101, designed to develop an elementary proficiency for communicating in Mandarin and some familiarity with the writing system.

**CHIN 201 Mandarin III. 3 hours.** *Prerequisite: CHIN 101 and CHIN 102.* The first semester of second year Mandarin.

**CHIN 202 Mandarin IV. 3 hours.** *Prerequisite: CHIN 101, 102, and 201.* Fourth semester of Mandarin, completing the second year of language instruction.

## Computer Information Systems (CISQ)

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

**CISQ 352 Fundamentals of Information Security. 3 hours.** *Prerequisite: Cyber-risk Management Majors and Minors – CISQ 263 and CSCI 251; all other majors/minors-CISQ 263 and CSCI 152.* This course provides an overview of security challenges and strategies of countermeasure in the information systems environment. Topics include definition of terms, concepts, elements, and goals incorporating industry standards and practices with a focus on availability, vulnerability, integrity, and confidentiality aspects of information systems. The course will also take a "hands on" approach to teaching about operating systems, networking, and some of the tools of the trade used in the field of Information Security.

**CISQ 363 Data Analytics Applications. 3 hours.** *Prerequisite: CISQ 263.* Using a problem-driven approach, this course will lead to the acquisition of new, appropriate data analytics skills, set in an ethical context that carefully considers the implications of interpretation and display of results. Using a mix of open source data from various disciplines and tools and software available to us through academic partnerships with various providers, students will begin to think about problems from their fields on interest for their capstone "live" project.

**CISQ 440 Web Application Security. 3 hours.** *Prerequisite: Admission to Breech School of Business, CSCI 277 and CISQ 352 or declared Cybersecurity major.* This class will look at how to secure mobile users as customer-facing information migrates from mainframe computers and application servers to Web-enabled applications. This course explores the evolutionary changes that have occurred in data processing and computing, personal and business communications, and social interactions and networking on the Internet. We will review all the risks, threats, and vulnerabilities associated with Web-enabled applications accessible via the Internet. Using examples and exercises, this class incorporates hands-on activities to prepare students to successfully secure Web-enabled applications.

**CISQ 463 Big Data Capstone Project. 3 hours.** *Prerequisite: CSCI 152, CISQ 263, CISQ 363.* This course will allow the student to develop a problem to solve in their primary major field of study. The student will be assigned an advisory team consisting of their advisor, a Drury faculty member from their field of study, and their professor for CISQ 463. The student, in conjunction with their advisory team, will have to frame a problem of interest in their field and craft a research plan for further analysis and understanding of the problem. Students produce a research plan including, 1) proper definition of the problem, 2) evaluation of the ethical considerations of the issue, 3) relevant data to be acquired, and 4) example methodologies to properly analyze the data. The plan will be approved by the course professor and the advisory team. The student will obtain the data and will work on the analysis in a laboratory setting with the course professor. The project will require the components as in the previous courses, but will have the addition of multiple visual representations of the results and a presentation to the advisory team.

**CISQ 470 Hacking Tools, Techniques & Incident Response. 3 hours.** *Prerequisite: CISQ 352 and either a declared Cyber-risk Management Minor or Admission to Breech School of Business or declared Cybersecurity major or declared Cybersecurity major.* This course is an introduction to hacking tools and incident handling. Areas of instruction include various tools and vulnerabilities of operating systems, software, and networks used by hackers to access unauthorized information. This course also addressed incident handling methods used when information security is compromised.

**CISQ 478 Network Security. 3 hours.** *Prerequisite: CISQ 352, and either a declared Cyber-risk Management Minor or Admission to Breech School of Business or declared Cybersecurity major*. This course will provide an in-depth look at the major business challenges and threats that are introduced when an organization's network is connected to the public Internet. This course will provide a comprehensive explanation of network security basics, including how hackers access online networks and the use of Firewalls and VPNs to provide security countermeasures. Using examples and exercises from the field, this class incorporates hands-on activities to prepare the student to disarm threats and prepare for emerging technologies and future attacks

**CISQ 494 Cybersecurity Capstone. 3 hours.** *Prerequisite: Admission to Breech School of Business, CISQ 352, CISQ 440, CISQ 478, BADM 480 or declared Cybersecurity major.* This course provides a capstone experience in the field of Information Security.

**CISQ 397/497 Internship. 3-6 hours.** *S/U Grading.*

## Communication (COMM)

**COMM 141 Radio Activities. 1 hour.** Activities associated with KDRU, the student radio station, as well as Internet and web-based projects.

**COMM 161 Public Relations Activities. 1 hour.** This activities class gives students the chance to develop creative solutions in the event planning process. Hands-on projects will allow students to develop public relations skills as they use their imagination to solve the challenges of promoting organizations as well as planning and hosting events.

**COMM 181 Journalism Activities. 1 hour.** Practical activities associated with The Mirror (student newspaper).

**COMM 208 Introduction to Argumentation and Debate. 3 hours.** This course helps students develop the foundational knowledge and skills needed to become effective critical thinkers and communicators. Students will examine different types of argument structures and logical fallacies, learn how to evaluate and use evidence in constructing persuasive cases, and develop skill in refuting claims orally and in writing. Readings, discussions, and case studies will explore the interconnectedness between argumentation strategies and communication context. This course prepares students for participation in competitive debate experiences and other public advocacy roles.

**COMM 211 Presentational Speaking. 3 hours.** Principles and practice of effective oral communication. This course focuses on researching, composing and delivering formal and informal presentations. Topics include ethics and public speaking, listening, research, analyzing and adapting to audiences, message construction, outlining, delivery of message, effective use of visual aids and critically evaluating public address. The course emphasizes informative and persuasive speaking. Designed for students who seek speaking and critical thinking skills.

**COMM 215 Foundations of Communication Theory. 3 hours**. Introduction to the fundamental questions, methods and theories that define the communication discipline and communication professions. Students also will survey approaches to the study of interpersonal relationships, organizational dynamics, public discourse, mass media and cultural criticism as well as the history and development of the communication field. This introduction will help students make informed decisions about the focus and trajectory of their study and career.

**COMM 216 Multimedia Storytelling. 3 hours.** Students will learn about linear, integrated, and nonlinear storytelling approaches using multiple multimedia formats, including short-form video/animation, photo stories, and Web posts. Students will develop individual projects, one for each medium, as well as an integrated project over the course of the semester. This digital foundations course will expose students to basic video/animation and photo editing, Web design, and storyboarding.

**COMM 221 Multimedia Writing. 3 hours.** Provides a writing foundation for multiple disciplines, including print journalism, broadcasting, web and public relations. Students will learn about compiling information effectively for audiences and presenting content through social media.

**COMM 227 Foundational Video. 3 hours.** This course provides students with the basic understanding of shooting and editing digital video. Using a digital camera, students write, shoot and edit videos under the direction of the instructor. Upon course completion, students should be equipped with basic understanding of storytelling, camera strategies, the importance of sound and editing terms, as well as the skills necessary to produce good amateur videos.

**COMM 230 Sports Communication. 3 hours.** This course provides an introduction to communication within sports contexts. Students explore the evolution and likely future of sports communication strategies and messages, along with how this communication is important within society. This includes examinations of communicating as media practitioners within sports contexts, as well as the culture of sport.

**COMM 231 Integrated Brand Management. 3 hours.** This course will highlight the changes taking place in the world of integrated marketing communications – the process of communicating to promote products,

services, and ideas. No longer is it just print or broadcast images connecting with audiences; skilled marketers must understand the importance of social media and the power of the audience. COMM 231 will introduce you to the communication tools, techniques, and media that practitioners use to design strategies to connect with audiences.

**COMM 245 Live Studio Production. 3 hours.** This course is designed to promote an understanding of how the processes involved in a studio production work together. It also allows students the opportunity to practice various production roles, including multiple camera operation, studio mixing, sound, lighting, directing, and studio management.

**COMM 270 Communicating with Data. 3 hours.** This course is designed to teach students critical skills for evaluating data usage and visualization, and introduce them to ways to analyze and present their own data sets. The goal is to develop the ability to review data visualizations critically and determine their usefulness and validity.

**COMM 271 TV Activities. 1 hour.** *Prerequisite: Prior experience approved by instructor*. Students work with the instructor to identify relevant multimedia projects for Drury University, the Springfield community, and/or DUTV. Students will coordinate studio or field productions and take story content into post production to generate programming for broadcast. This applied learning environment allows students to oversee video production projects from start to finish.

**COMM 285 Communication and Ethics. 3 hours.** Introduction to ethics in communication studies. Students examine conceptual perspectives for understanding and evaluating communication ethics in interpersonal relationships, small groups, organizations and intercultural contexts. This course is designed to stimulate the moral imagination, reveal ethical issues inherent in communication and provide resources for making and defending choices on ethical grounds.

**COMM 322 Media Law. 3 hours.** A survey of federal, state and municipal laws governing freedom of speech and commerce in journalism, public relations and advertising, with an exploration of ethical guidelines for professional behavior.

**COMM 332 Intercultural Communication. 3 hours.** A survey of critical and qualitative inquiry into intercultural communication. This course provides an introduction to the tenets of intercultural research as well as in-depth analysis of intercultural communication competency and cultural criticism. Topics include introductory readings in ethnography, social anthropology and communication studies, and numerous case studies across various cultures. Theories include nonverbal communication analysis and facework across cultures. Diversity issues and identity politics are explored.

**COMM 336 Visual Storytelling I. 3 hours.** This course will give students the skills to effectively communicate by means of visual storytelling and photojournalism. The concepts and thought processes involved in shooting documentary photography for online or print media publications will be explored as well as the concepts that makes for cohesive visual narratives.

**COMM 340 Advertising and Public Relations Research and Strategy. 3 hours.** *Prerequisite: COMM 231.* Focuses on strategic thinking and research skills in the development of advertising and public relations messages and campaigns. Students will learn how to gather and interpret primary research that supports an understanding of audience attitudes, behaviors, knowledge and media consumption habits. Students will draw on research and theory to develop integrated communication proposals that solve the needs of businesses and/or nonprofit organizations.

**COMM 342 Advanced Interpersonal Communication. 3 hours.** *Prerequisite: COMM 215.* Interpersonal communication is the process of interacting with someone on a one-to-one basis. This class will provide a survey of theories and research that define the field of interpersonal communication within specific relationships and contexts. Topics include social support, rituals, relational maintenance and termination, compliance gaining, sex and gender differences, relational intrusion, face management, and conflict.

**COMM 346 Visual Storytelling II.** *Prerequisite: COMM 336.* The ability to communicate ideas and stories through multiple platforms is crucial in today's digital society. This class builds on Visual Storytelling I by integrating multimedia and video into visual narratives needed in these spaces. Students will also explore media-effects theories to understand how images shape and affect people's perception of the world.
**COMM 351 Principles of Persuasion and Influence. 3 hours.** A study of the persuasive process in contemporary culture. Students study basic theories of persuasion and public speaking in an effort to become responsible consumers and creators of public persuasion. Practical applications are made by presenting persuasive speeches and critical projects.
**COMM 353 Mass Media and Society. 3 hours.** The history and current status of mass media in America, including newspapers, magazines, books, motion pictures, the recording industry, radio and television. Students will also explore theories and research examining the effect media have upon society.
**COMM 355 Organizational Rhetoric. 3 hours.** What is organizational rhetoric? In short, this seminar answers this question by introducing students to scholarship that integrates rhetorical theories and methods with principles of organizational communication. This seminar is designed to introduce students to the academic study of organizational rhetoric. We will examine organizational rhetoric by focusing on three interrelated topics: (1) how organizational rhetoric has evolved historically, (2) prevailing theoretical assumptive bases that guide academic studies, and (3) some key content addressed in organizational rhetoric research. Additionally, this seminar is designed to help students to identify, analyze, critique, and evaluate examples of organizational rhetoric in society. Students, via case studies and other scholarship, will be introduced to real-life organizational situations and the exigencies that drive them.
**COMM 384 Audio Documentaries. 3 hours.** *Prerequisite: COMM 221.* This class is designed to expand students' investigative skills and storytelling abilities through the development of audio documentaries. Students will deepen their research skills by obtaining and analyze data sets, and learn to communicate their findings effectively to diverse audiences through long-form audio storytelling.
**COMM 386 Web Communication. 3 hours.** *Prerequisite: COMM 221.* Explores audience engagement on the Internet, teaching students basic web-design and social media skills. Using media-usage theory as a guide, students will develop an overall online communication strategy and web presence that incorporates interactivity and new ways to tell stories. Serves as the capstone experience for the Web Communication and Design minor.
**COMM 387 Organizational Communication. 3 hours.** *Prerequisite: Day -COMM 215; CCPS- declared Organizational Leadership Studies major or declared Emergency Services Management Major.* Analysis of how organizations are produced and affected by communication. This course provides an in-depth examination and application of theories, contemporary perspectives and research in fields of organizational communication. Topics include organizational structures, culture, socialization, decision making, diversity, stress, burnout, technology processes and leadership.
**COMM 388 Professional Video Production. 3 hours.** *Prerequisite: COMM 227.* Students will expand their video skills in pre-production, photography, lighting, audio, interviewing, and editing. This course will build upon the basic technical skills by using professional-grade video-production equipment to explore the aesthetic and ethical impact of visual representations on diverse audiences.
**COMM 389 Advanced Video Editing. 3 hours.** *Prerequisite: COMM 227.* This course expands the repertoire of shooting and production skills, adding motion-video techniques and advanced editing. Students will also learn project-management methodologies to handle larger, more complex shoots.
**COMM 413 Campaigns. 3 hours.** This course will introduce research design, execution, and data analysis in promotional settings. Students will also work through a series of case studies to train them for today's fast-moving environment. Today's brand managers must understand how to dissect a variety of scenarios to connect authentically with their target audiences.

**COMM 414 Campaigns II. 3 hours.** *Prerequisite: COMM 231 and COMM 413.* This course provides students the opportunity to execute a promotional campaign for a nonprofit client. Students will propose a plan using a $2,000 promotional budget, to be executed over the course of the semester.

**COMM 435 Organizational Crisis and Change. 3 hours.** COMM 435 provides an introduction to foundational principles, theories, contemporary perspectives, and research in the fields of organizational crisis and change. Topics include planning, decision making, leadership, teamwork, and management issues in organizational crisis and change contexts.

**COMM 443 Communication and Civic Engagement. 3 hours.** Communication and Civic Engagement (CCE) offers comprehensive training in oral, written, visual, and digital communication for the twenty-first century. It unites these various modes under the flexible art of communication and uses communication both to strengthen communication skills and to sharpen awareness of the challenges and advantages presented by oral, written, visual, and digital modes.

**COMM 444 Leadership Communication. 3 hours.** This course explores the critical, affective and transformational dimensions of leadership through a series of comprehensive, integrative, and practical communication case studies. Additionally, myriad types of leadership are explored including team, virtual, individual, and organizational. Toward these ends, emergent scholarly and developmental leadership apparatuses are examined through self-assessments, ethics audits, networking analyses, coaching praxes, culture and diversity seminars, and strategic and crisis leadership analyses.

**COMM 493 Senior Seminar. 3 hours.** A capstone experience for students majoring in strategic communication, organizational and leadership communication, and multimedia production and journalism. Over the course of the semester, students will develop, execute and present projects that reflect the highest performance standards of their major area of study. Additionally, the course will prepare students for the transition from student to working professional (or graduate student) through the creation of career planning and development tools. Students will develop portfolios that serve as an integrated and documented album of knowledge and skills in communication and liberal arts studies.

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

**COMM 291, 391, 491 Research.**

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

## Criminology (CRIM)

**CRIM 102 Introduction to Criminology. 3 hours.** A survey course designed to provide a general theoretical understanding of crime problems in the United States. The basic sources of crime, the justice machinery and society's reaction to crime are examined.

**CRIM 221 Victimology. 3 hours.** Analysis of major perspectives on victimization. Emphasis is on the role of the victim in the generation of crime, experience of the victim in the criminal justice system and on patterns of victimization.

**CRIM 311 White Collar Crime. 3 hours.** *Prerequisite: Day-CRIM 102; GO – CRIM 120.* Intensive study of crimes committed by people or corporations during the course of legitimate work.

**CRIM 321 Deviance and Social Control. 3 hours.** *Prerequisite: Day – CRIM 102; GO – CRIM 120.* This course provides several perspectives on the nature and sources of deviance. Included in the survey are societal responses to deviance and processes to control deviance.

**CRIM 331 Advanced Criminology. 3 hours.** *Prerequisite: CRIM 102.* An intensive study of different theories explaining why people violate the law. Special consideration will be given to applying theories of crime.

**CRIM 332 Juvenile Delinquency. 3 hours.** *Prerequisite: PSYC 101 or CRIM 102 or SOCI 101.* A systematic analysis of theories of juvenile delinquency and how the juvenile justice system manages delinquents. Consideration is also given to the solutions of delinquency.

**CRIM 337 Death Penalty. 3 hours.** The purpose of this course is to provide students with an understanding of the social, political and historical forces that have helped shape the practice of the death penalty in America and the international community. Emphasis will be placed on the relationship between race, class and gender and imposition of capital punishment as well as the influence of U. S. Supreme Court rulings on the administration of the death penalty.

**CRIM 341 Justice, Punishment and Ethics. 3 hours.** A philosophical and pragmatic examination of justice and punishment. The course will provide the student with an understanding of the conceptual foundations of justice.

**CRIM 342 The Correctional System. 3 hours.** Provides a basic framework for understanding crime and criminal justice. Topics include community-based treatment programs, correctional treatment in institutions and civil rights of offenders.

**CRIM 345 Cases of Innocence in the Criminal Justice System. 3 hours.** *Prerequisite: CRIM 102, PHIL 214, FUSE 300.* This course will examine the injustices that occur in the criminal justice system when innocent persons are convicted of crimes. The errors that may arise during case processing, including false confessions, the use of faulty scientific evidence, eyewitness misidentifications, and prosecutorial misconduct will be examined. The course will also focus on particular cases of wrongful conviction and the identification of remedies to address such miscarriages of justice.

**CRIM 360 The Judicial Process. 3 hours.** An in-depth look at the judicial branch of government, emphasizing the state and federal judicial systems. The role of the prosecution, defense, judge and jury are examined, as well as judicial procedure.

**CRIM 363 Immigration and the Law. 3 hours.** Covers the study of immigration and its intersection with the law and justice system across time in the United States. Topics include the history of immigration legislation, the effects of immigration on communities, patterns in political and public receptivity to various immigrant groups across time, and the nature and consequences of expanded immigration enforcement and immigrant detention.

**CRIM 365 The Innocence Project Clinic. 3 hours.** In partnership with The Midwest Innocence Project, the case of a currently incarcerated inmate making a claim of actual innocence will be dissected throughout the semester. Using a collaborative process between teacher and students, evidence will be evaluated, timelines created, and conclusions presented for discussion. The first day of class, students are required to

sign a confidentiality agreement in which they agree to keep research, documents, and conclusions confidential throughout the semester and beyond. Additionally, all case-related materials generated or received, whether electronically or in the classroom, must be deleted and/or returned to the instructor at the end of the semester.

**CRIM 370 Policing in America. 3 hours.** *Prerequisite: CRIM 102.* Examines the role of police in the administration of justice. By integrating theory, research, and policy, this course focuses on the history of police and community relationships, recruitment and training processes, police functions, and the police subculture. Other topics include contemporary issues facing police, including use of deadly force, policing diverse populations, and utilizing technology to fight crime.

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

**CRIM 291, 391, 491 Research.**

**CRIM 397, 497 Internship. 3 hours.** *S/U Grading.*

## Computer Science (CSCI)

**CSCI 152 Fundamentals of Programming. 3 hours.** An introduction to problem solving with computers. Students investigate and implement solutions to a range of problems, with a concentration on multimedia and interactive applications. Suitable for non-majors who want to learn about computers and programming.

**CSCI 241 Discrete Mathematics. 3 hours.** *It is strongly recommended that students have completed two years of high-school algebra and one semester of high-school trigonometry to be successful in this course.* This course includes propositional logic, induction and recursion, number theory, set theory, relations and functions, graphs and trees, and permutations and combinations.

**CSCI 251 Introduction to Computer Science. 4 hours.** An introduction to computer science through applications such as media. A major component is programming design and development using a language such as Python or Java. A disciplined approach to problem solving methods and algorithm development will be stressed using top-down design and stepwise refinement. Topics included are syntax and semantics, input and output, control structures, modularity, data types, and object-oriented programming. *Recommended for students with previous programming experience or a strong mathematical background (math ACT score of 24 or above).*

**CSCI 261 Data Structures. 4 hours.** *Prerequisite: CSCI 251 with a grade of C or higher.* Students must receive a grade of C or better in the prerequisites. An in-depth study of data structures, including arrays, records, stacks, queues, lists, trees, heaps and hash tables. The study includes the definition, specification, and implementation of these structures, as well as examples of their uses. Also included is an introduction to the internal representation of information.

**CSCI 262 Algorithms. 3 hours.** *Prerequisite: CSCI 241, CSCI 261, MATH 231; Students must have a grade of C or better in all prerequisites.* This course examines the design and efficiency of sequential and parallel algorithms. The algorithms studied include sorting and searching, pattern matching, graph algorithms and numerical algorithms. Standard algorithmic paradigms are studied such as divide and conquer, greedy methods and dynamic programming. We will consider the time and space complexity analysis of sequential and parallel algorithms and proofs of algorithm correctness.

**CSCI 277 Application Development I. 3 hours.** *Prerequisite: CSCI 251.* An examination of both web-based and mobile applications. The course covers the design of client-server architectures, client side scripting, user interface design, and application and database interaction.

**CSCI 282 Foundations of Game Development. 3 hours.** *Prerequisite: CSCI 251.* An introduction to game development. Topics explored in the course include game genres, game concepts, game design principles, the game development process, the actors in the game development process, 2D game design and scripting. This course includes a 2d game development project.

**CSCI 310 Simulation and Game Programming. 3 hours.** *Prerequisite: CSCI 262. Co-requisite: CSCI 342.* This course provides students with an in-depth introduction to technologies and techniques used to program games and computer simulations. Students will program and create 2D and 3D games in a performant language such as C++. This course focuses on practical, hands-on information that's critical to being a successful video game programmer.

**CSCI 315 Advanced Game Development. 3 hours.** *Prerequisite: CSCI 282.* An examination of the development of 3-dimensional games using a game engine. Topics include basic 3D computer graphics, the graphics pipeline, 3D game scripting, game development using a game engine, physic engines, incorporating external models and media. This course includes a 3D game development project.

**CSCI 322 Human Computer Interface Design and Technology. 3 hours.** From cell phones to supercomputers, smart speakers to autonomous automobiles, there are now many more computers than human upon the earth. Human-computer interfaces provide the bridges across which humans engage with the digital realm. This course provides both an overview and hands-on experience with the design,

techniques, and technology underlying such interfaces, placing equal weight on concepts and projects. Students will complete programming and design projects employing both traditional graphical interfaces; distributed GUIs (e.g., tablets, smartphones combined with LCD displays); virtual and augmented reality (e.g., Oculus Rift); and hands-on electronics. Students will develop projects involving Java, Python, JavaScript/HTML5, C++, and/or C#, with much freedom given to student teams. Some prior programming experience in at least one of these languages is recommended.

**CSCI 342 Computer Systems Concepts. 3 hours.** *Prerequisite: CSCI 261.* An integrated introduction to computer systems fundamentals. Topics include computer architecture and major components, operating system concepts and implementation techniques (processes, threads, memory management, and distributed systems), and network theory, concepts and techniques.

**CSCI 351 Programming Languages. 3 hours.** *Prerequisite: CSCI 262.* This course includes the history, design and implementation of various programming languages. The strengths and weaknesses of each language will be studied and the comparisons among the languages will be highlighted. Specific languages studied may include a scientific language, an object-oriented language, a functional language, a logic programming language, a scripting language and a database query language. Also included will be brief introductions to compiler design and to automata and formal language theory.

**CSCI 357 Application Development II. 3 hours.** *Prerequisites: CSCI 261 and CSCI 277.* A detailed examination of secure client-server application development. Topics include data driven applications, database design and access, data transfer, data services and network protocols.

**CSCI 362 Introduction to Machine Learning. 3 hours.** *Prerequisite: CSCI 251 and MATH 231.* This is a project-based course designed to introduce techniques in modern Machine Learning and to provide the foundation for further study in Machine/Statistical Learning. Topics include regression, classification, neural networks, gradient descent, deep learning, and applications. Students will build systems that solve problems which motivate inquiry into the theoretical underpinnings of the subject. Advanced coding skills are not required, only willingness to improve via hands-on programming.

**CSCI 371 Software Engineering. 3 hours.** *Prerequisite: CSCI 262.* Systems engineering concepts for the design and implementation of computing projects. Project life cycle studies include rapid prototyping paradigms as well as the classical cycle of requirements, design and implementation phases. Project management is discussed, including considerations in selecting hardware platforms. The methodologies are reinforced through a group project. Must be taken in the junior year.

**CSCI 395 Applied Projects. 3 hours.** *Prerequisite: ARTZ 314, CSCI 152, CSCI 322. For Computer Science majors and minors, CSCI 261 and CSCI 277.* A project-based course in software development. Students will work as members of software development teams. The projects will be conducted following a software development methodology.

**CSCI 453 Formal Language Theory. 3 hours.** *Prerequisite: CSCSI 351 or MATH 234.* A formal study of the mathematical basis for computer software. The following topics are included: finite automata, regular expressions, context-free languages, pushdown automata, Turing machines, decidability and computability.

**CSCI 461 Artificial Intelligence. 3 hours.** *Prerequisite: CSCI 262.* A survey of the main applications of artificial intelligence includes natural language processing, robotics and expert systems. The principles of artificial intelligence are studied, including such topics as search strategies, deduction systems and plan generation systems. Labs use a version of the LISP language.

**CSCI 475 Game Development Practicum I. 3 hours.** *Prerequisite: CSCI 371 and CSCI 461.* The first semester of a studio based interdisciplinary game development project. The course brings students from a variety of disciplines together to participate in a game development project. Students work under the direction of a team of faculty from the Computer Science and Applied Media program. Students fill game development roles on the project such as game designer, producer, programmers, animator, visual effects artist, special

effects artist, 3D modeler, screen writer, audio composer (engineer), QA testing, advertising and marketing.

**CSCI 476 Game Development Practicum II. 3 hours.** *Prerequisite: CSCI 475.* The second semester of a studio based interdisciplinary game development project. This course is a continuation of CSCI 475. CSCI 475 and CSCI 476 must be taken in consecutive semesters during the same academic year.

**CSCI 495 Research and Development I. 3 hours.** *Prerequisite: CSCI 357, and CSCI 371.* First semester in the capstone course sequence. Experience in research and development of computer software with emphasis on requirement specification and design. Requires team development of a project plan, requirements specification, and design specification. May require the development of a prototype. Development must follow an established software development process. Includes exploration of the ethical and professional responsibilities of a software developer.

**CSCI 496 Research and Development II. 3 hours.** *Prerequisite: CSCI 495 with a grade of C or better.* Second semester capstone sequence. Continuation of the software development project started in CSCI 495 with emphasis on detailed design, implementation, and delivery. Requires refinement of the requirements specification, design specification, implementation of the design, delivery of the application, customer training, and participation in departmental assessment activities.

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

**CSCI 291, 391, 491 Research.**

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

## Economics (ECON)

**ECON 210 Principles of Microeconomics. 3 hours**. An introduction to the theory of markets. The course will examine the determination of product and resource prices, the theory of the firm; the role of competition, the impact of monopoly, externalities and government regulation and international economic relations.

**ECON 211 Principles of Macroeconomics. 3 hours.** An introduction to the theories that explain the performance of the overall economy. The course will explore the determination of the level of employment, output and the price level; the monetary and banking systems; problems and policies of economic instability, inflation and growth and principles of economic development; other economic systems.

**ECON 225 Introduction to Environmental Economics. 3 hours**. Economic principles are used to analyze contemporary environmental issues. The impacts of population and economic growth on natural resource depletion are explored.

**ECON 311 Price Theory. 3 hours.** *Prerequisite: ECON 210 and Admission to Breech School of Business.* Students will use economic models to explore how free markets can lead to the most efficient use of society's scarce resources. The problems posed by monopoly and other forms of market failure will be analyzed along with other real-world issues.

**ECON 312 Aggregate Economic Analysis. 3 hours.** *Prerequisite: ECON 211.* Students will trace the historical development of contemporary macroeconomic analysis and use economic models to evaluate the impact of monetary and fiscal policies on the level of employment, output and prices in capitalist economies. The debate surrounding the appropriate role of government in promoting full employment and price stability is given emphasis.

**ECON 325 Environmental Economics. 3 hours.** *Prerequisite: Declared Breech major.* This interdisciplinary course involves the use of economic principles and various ethical perspectives to analyze contemporary environmental issues. The links between economic growth and population growth and the impact of growth on natural resource depletion and various types of environmental pollution are explored. Students will also complete a relevant research project.

**ECON 375 Econometrics. 3 hours.** *Prerequisite: ECON 311, ECON 312, and admission to Breech School of Business.* Students will learn to use calculus and statistics to quantify and interpret a variety of important micro-and macroeconomic models. Students will complete individual research projects involving data collection and analysis using Excel and more sophisticated statistical computer software.

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

**ECON 291, 391, 491 Research.**

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

## Education (EDUC)

**EDUC 200 Technology in the Classroom. 3 hours.** This is an introductory course in educational technology. Candidates will learn how educational technologies can be applied to enhance teacher effectiveness and assist students in reaching learning objectives. Candidates will develop foundational skills in the evaluation, selection and use of technologies according to best practices and educational theories.

**EDUC 205 Diversity and Social Justice in Education. 3 hours.** This course focuses on issues of diversity, oppression and social justice. It is designed to prepare pre-service teachers to be knowledgeable of biases based on race, ethnicity, culture, religion, age, gender, sexual orientation, social and economic status, political ideology, disability and how these contribute to discrimination and oppression. Students will learn about diverse cultures, family structures, roles, immigration and assimilation experiences of marginalized groups. Students will also learn about the influence of dominant culture on these diverse and marginalized groups. Additionally, this course will examine the adaptive capabilities and strengths of these marginalized groups and how such capabilities and strengths can be used in effective educational settings. The course will assist pre-service teachers in understanding the complex nature and dynamics of social oppression, diversity and social functioning. Students will explore their own personal beliefs, and behaviors that may limit their ability to effectively interact in educational settings with people of diverse backgrounds, in particular, disadvantaged and oppressed persons. Themes included justice, suffering, the role of the government, poverty, and society's response to them. Initiatives and response of both secular and faith-based groups to injustices in the past (e.g. Civil Rights, abolitionism), will be examined.

**EDUC 207 Psychology of Human Growth and Development. 3 hours.** A study of the process of human development from conception through adolescence with particular emphasis on development during the elementary school, middle school and high school age periods of growth and development. The course will emphasize the contemporary research, theory and findings in the areas of cognitive, emotional and physical development with a focus on psychological processes and structures and their implications for the educational process.

**EDUC 208 Introductory Practicum. 1 hour.** Introductory Practicum is a field-based course that provides students principles of effective teaching practices. Students in the course work under the joint direction and supervision of a practicing teacher with knowledge of elementary, middle, or secondary education. Participation in four seminars is required. *S/U Grading.*

**EDUC 209 Introduction to Education. 3 hours.** *Prerequisite: Enrollment in an approved GO CAPS teacher education strand.* This course is designed to assist and inspire students interested in pursuing careers in the educational field. Students will have opportunities to observe and work alongside teachers and students in various settings. Students will participate in a 30 clock hour field experience and will perform a variety of tasks to familiarize them with the wide range of educational careers. These on-site opportunities will vary in length, grade level, and content. In addition to working directly in classrooms, students will participate in professional development covering a broad range of educational concepts, methods, and theories. Learning opportunities will include school tour, site visits, guest speakers, readings, classroom discussions, hands-on projects, and more. Effective verbal and written communication skills, the ability to follow directions, and cooperative collaboration with others will be emphasized.

**EDUC 212 Professional Preparation for the Field of Teacher Education. 0 hours.** This course provides students with the essential information necessary to pursue admission to the teacher education program at Drury University. In addition, the course focuses on the general expectations of the program in terms of professional dispositions, background checks, electronic portfolio and other candidate assessments, design of lesson plans and the three levels of clinical and internship experiences. Students learn how to access university resources and supports and develop an understanding of the roles of faculty, staff, advisors and administrators. This course must be taken concurrently with EDUC 208 in the first semester of the education program. *S/U Grading.*

**EDUC 213 Professional Preparation for the Field of Teacher Education. 0 hours.** This course provides transfer students with the essential information necessary to pursue admission into the teacher education program at Drury University. In addition, the course focuses on the general expectations of the program in terms of professional dispositions, background checks, electronic portfolio and other candidate assessments, design of lesson plans, and clinical and internship experiences. Students learn how to access university resources and supports and develop an understanding of the roles of faculty, staff, advisors, and administrators. *This course must be taken in the first semester of the education program. S/U grading.*

**EDUC 216 Fundamentals of Adult Learning Theory. 3 hours.** This course introduces students to the practice of teaching and educating adults as they begin to think of themselves as the facilitator of learning. This will include identifying how the adult learns best in the professional setting, how their experiences affect their learning preferences, and how to engage the adult learner with the content.

**EDUC 225 Neurodiversity in Society and Why it Matters. 3 hours.** This course will explore the many types of neurodiversity and how each is a natural form of cognitive functioning. Included will be many examples of types of diversity and ways to incorporate all differences in a successful life.

**EDUC 302 Educational Psychology and Assessment. 3 hours.** *Prerequisite: Behavioral science majors: PSYC 230; Education majors: EDUC 205 and EDUC 207.* This course is designed to introduce different theories and principles of development, learning, motivation and assessment of student learning. The major emphasis in this course is on how to apply these principles in classroom practice in both typical and multicultural settings. Normally taken in the second semester of the sophomore or junior year.

**EDUC 303 Secondary Education Practicum. 1 hour.** *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program.* A clinical experience required of secondary education majors prior to enrollment in student teaching. *S/U grading.*

**EDUC 304 Teaching in Diverse Classrooms. 3 hours.** *Prerequisite: EDUC 205, EDUC 207, EDUC 302, and Formal admission to teacher education program.* This course recognizes the need to support the learning of all students and will expose undergraduate-level students to the challenges and issues, and experiences faced by students from groups identified by race, ethnicity, language, socioeconomic status, exceptionalities, sexual identity, religion, and culture.

**EDUC 308 Secondary Content Area Literacy. 3 hours.** *Prerequisite: EDUC 205, EDUC 207, EDUC 302, and formal admission to teacher education program.* A three-credit hour course designed to acquaint candidates with the role of literacy at the secondary level. Emphasis is placed on factors which influence literacy and learning from content-specific text material as well as the acquisition and refinement of associated teaching practices. This course will include reviewing current research regarding adolescent literacy; implementing best practices to foster constructive literacy skills; and integrating literacy, writing, and study skills into secondary school content areas.

**EDUC 321 Professional Training Skills in Action. 3 hours.** *Prerequisite: EDUC 216, COMM 211.* This course will give students the opportunity to demonstrate the skills learned through the certificate coursework in a capstone project where they will design and deliver a professional learning experience, in a community or professional setting related to their major.

**EDUC 322 Capstone Project in Neurodiversity. 3 hours.** *Prerequisite: PSYC 312, EDUC 225, PHIL 337.* Mental health issues are common among residents of the United States. This course aims to identify common mental health issues and suggest healthy ways of working through these issues for better communication and interpersonal relationships in life and society. In this course, students will use what they know about Neurodiversity to complete a project that will help society be more aware of the issues and help people live a better life.

**EDUC 331 Content Area Literacy. 3 hours.** *Prerequisite: EDUC 205, EDUC 207, EDUC 302.* This course will include strategies for teaching subject matter to utilize and further develop functional reading.

Methodology of teaching reading skills, vocabulary development in specific subject areas and study skills will be included.

**EDUC 338 Elementary School Curriculum. 3 hours.** *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program*. A course that provides the elementary school teacher with methods to integrate the humanities (art and music), physical education and health, and social sciences. Lesson planning, effective teaching techniques and evaluation of instructional outcomes are studied in a unified approach to curriculum development.

**EDUC 340 Education of the Exceptional Child. 3 hours**. This course surveys all areas of exceptionality. It is designed to help the prospective teacher identify and understand the problems of students with atypical learning patterns.

**EDUC 351 Introduction to Language Development of the Exceptional Child. 3 hours.** *Prerequisite: EDUC 340.* This course will include an in-depth study of the form and function of language patterns of typically developing children as compared to those patterns of children with exceptionalities. Students will use analysis of language samples as a basis for developing prescriptive interventions.

**EDUC 356 Methods of Teaching Children's Literature. 2 hours.** *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program*. A study of historical and current trends with opportunity to both read extensively and explore strategies for enriching the elementary school curriculum through the use of children's literature.

**EDUC 357 Families of Exceptional Learners. 3 hours.** *Prerequisite: EDUC 340.* Children learn best when close cooperation exists between school and home. For children with learning problems, it is all the more necessary for skills learned in school to be reinforced in the home. This course will include the study of legal aspects specific to working with families of children with exceptionalities including the rights of families. In addition, requirements will include researching and reporting on effective practices and resources to support families and their children. Objectives and assignments will address the effects of exceptionalities on children's learning and on family dynamics. The impact of primary language, culture, and familial backgrounds on children's academic and social abilities, their attitudes, values, interests, and career options will be examined. Students will review techniques for advocacy and collaboration with families and others who are involved in students' educational programs.

**EDUC 361 Collaborative Classroom Environments. 3 hours.** *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program.* This course is designed to maintain positive classroom environments by acquainting students with concepts and techniques of behavioral interventions; practical applications of behavior management techniques is emphasized. Students will learn how to design learning environments that are inclusive for all students.

**EDUC 368 Introduction to Evaluation & Assessment. 3 hours.** *Prerequisite: EDUC 340.* This course will include an overview of varied assessment methods, procedures, and tools. Students will review administration and interpretation procedures for formal and informal assessments used in the evaluative processed for identifying education disabilities of school-age students. Psychometric principles of assessment will be presented. Emphasis will be placed on developing knowledge and skills related to assessment across domains including social, communication, academic, cognitive, and adaptive. Students will participate in application activities to include the review of case history data and collection of data to apply to the development of evaluation plans. Students will demonstrate professional dispositions related to the ethics of testing and practice using assessment data to design and execute educational programming. Roles of multidisciplinary team members will be discussed including general educators, special educators, administrators, students, and family members. Supporting the assessment needs of diverse learners to include individuals with disabilities and those from culturally and linguistically diverse backgrounds will be emphasized.

**EDUC 369 Introduction to Mild/Mod Disabilities. 3 hours.** *Prerequisite: EDUC 340.* The physical, psychological, social, and educational characteristics of school-age children with mild/moderate disabilities will be reviewed in this course. In addition, Federal and State criteria for identification of categorical disabilities as well as supporting legal mandates will be reviewed. Students will learn strategies for differentiation of instruction, approaches for integrating these students into regular education classrooms, and methods for collaborating with other educators to identify and address the needs of students with disabilities. Course content will also address assessment procedures and practices used to identify children with disabilities and monitor their performance across academic settings. Students will complete applied activities and discussions, case analyses, and literature reviews.

**EDUC 376 Student Assessment and Data Analysis. 3 hours.** *Prerequisite: Formal admission to the teacher education program.* Use of formative and summative assessment strategies to assess learner progress in the classroom are essential to plan ongoing instruction. This course will prepare future teachers to use assessment data to improve teaching and learning in the classroom.

**EDUC 379 Middle School Philosophy. 3 hours.** *Prerequisite: Formal admission to the teacher education program.* This course provides an understanding of the philosophy, history, structure, and future direction of the middle level education, as well as how those topics relate to the characteristics of the adolescent. Topics include an overview of curriculum and instructional strategies appropriate for middle level education. These topics also consider culturally diverse populations and special needs students.

**EDUC 380 Methods of Teaching Elementary Mathematics. 3 hours.** *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program.* Basic principles of instruction and curriculum development in elementary school mathematics. Learning centers, games and diagnostic/prescriptive treatment are explored.

**EDUC 382 Methods of Teaching Elementary Science. 3 hours.** *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program.* Basic principles and new trends of instruction and curriculum development in elementary school science. Unit planning, laboratory activities, evaluation strategies and science learning centers are emphasized.

**EDUC 383 Middle School Curriculum and Instruction. 3 hours.** *Prerequisite: Formal admission to the teacher education program.* Candidates will examine education programs appropriate for students in late childhood and early adolescence. The course will review and evaluate curriculum, instruction and organization associated with middle schools. Curricular and instructional programs designed especially for pre-adolescent youth will be examined and contrasted with other levels of education. Distinctive physical, emotional, social, and intellectual needs of the middle school student will be researched.

**EDUC 385 Secondary School Curriculum. 3 hours.** *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program.* Students study principles of instruction and curriculum development. They create courses, units, micro-tech and prepare learning situations utilizing different teaching strategies.

**EDUC 401 Literacy Practicum I. 1 hour.** *Prerequisite: Formal admission to teacher education program.* Provides the student with the opportunity to integrate literacy theory and practice by working with learners in classrooms or other field settings. *S/U Grading. Taken concurrently with EDUC 407.*

**EDUC 402 Literacy Practicum II. 1 hour.** *Prerequisite: formal admission to teacher education program.* A clinical experience that provides the student with the opportunity to utilize remedial literacy teaching methods with learners experiencing difficulty with literacy. *S/U Grading. Taken concurrently with EDUC 452.*

**EDUC 407 Methods of Teaching Literacy. 3 hours.** *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program.* Principles and strategies for teaching elementary school literacy. Introduction to emerging concepts for meeting individual differences through diagnosing differences.

Foundations of literacy instruction will be discussed as well as varying approaches. Application of current research findings will be included. Taken concurrently with EDUC 401.

**EDUC 409 Methods of Teaching Language Arts – Elementary. 2 hours.** *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program.* Basic principles and new trends of instruction for development of oral language, writing and spelling skills at the elementary school level.

**EDUC 452 Correction of Literacy Problems. 3 hours.** *Prerequisite: EDUC 205, EDUC 207, EDUC 302 and formal admission to teacher education program.* A presentation of remedial methods of teaching literacy to elementary and secondary school students who exhibit literacy difficulty with emphasis on recent research, diagnosis and prescriptive teaching strategies. Taken concurrently with EDUC 402.

**EDUC 455 Correction of Disabilities in Mathematics. 3 hours**. *Prerequisites: EDUC 205, EDUC 207, EDUC 302 and formal admission to the teacher education program.* Correction of Disabilities in Mathematics will focus on the causes of, diagnosis of, and treatment for difficulties in mathematics. A presentation of methods of teaching remedial mathematics to elementary and secondary school students who exhibit difficulty with mathematics with emphasis on recent research, diagnosis and prescriptive teaching strategies.

**EDUC 475 Review for Teacher Certification Examinations. 0 hours.** *Prerequisite: Formal admission to teacher education program.* A course designed to review and synthesize the skills and content knowledge related to the various fields of teacher certification including analysis and techniques for solving problems on teacher certification examinations. Attempting the appropriate state-determined content exam(s) is required for approval to student teach, so only those students who do not pass the state-determined content exam(s) will be administratively enrolled in the course. Offered each semester and summer session. *S/U Grading. Taken concurrently with EDUC 476, EDUC 477, or EDUC 478.*

**EDUC 476 Student Teaching-Elementary. 10 hours.** *Prerequisite: Completion of all appropriate methods courses, formal admission to teacher education program, and approval of the Teacher Education Council.* Observation and supervised practice teaching at the elementary school level (grades 1-6). Taken concurrently with EDUC 475 if a passing state content assessment score is not obtained. Course fee required.

**EDUC 477 Student Teaching-Middle School. 10 hours.** *Prerequisite: Completion of all appropriate methods courses, formal admission to teacher education program, and approval of the Teacher Education Council*. Observation and supervised teaching at the middle school level (grades 5-9). *Taken concurrently with EDUC 475 if a passing state content assessment score is not obtained. Course fee required.*

**EDUC 478 Student Teaching-Secondary. 10 hours.** *Prerequisite: Completion of all appropriate methods courses, formal admission to teacher education program, and approval of the Teacher Education Council.* Observation and supervised practice teaching at the secondary school level (grades 9-12). Taken concurrently with EDUC 475 if a passing state content assessment score is not obtained. Course fee required.

**EDUC 480 Student Teaching Support Seminar. 2 hours.** *Prerequisite: Formal admission to the teacher education program.* This course is designed to provide both professional and personal support during a teacher candidate's student teaching experience. Teacher candidates will engage in discussion and assignments related to lesson planning, assessment, classroom management, communication, and collaboration in their student teaching environment. Guidance in professional development and career planning will be provided. Taken concurrently with EDUC 476, EDUC 477 or EDUC 478. *S/U grading.*

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

**EDUC 291, 391, 491 Research.**

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

*Methods courses related to specific teaching areas:*

**EDUC 350 Methods of Teaching the Biological and Physical Sciences. 2 hours.** *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program.* Must be taken prior to student teaching. A course adapted to the needs of those preparing to teach the natural sciences in the public schools at the middle school and high school levels. Offered fall semester.

**EDUC 358 Methods of Teaching Elementary Physical Education. 2 hours.** *Prerequisites: EDUC 205, EDUC 207, EDUC 302, and formal admission to teacher education program; or, EDUC 607, EDUC 605, EDUC 621, and formal admission to teacher education program.* This course is designed to provide instruction and experiences in the program content, teaching methods, and learning styles for a developmentally appropriate physical education program for children in grades K-6. Emphasis is placed on movement education, body management, fundamental motor skills, and fitness/wellness appropriate to the kindergarten, through sixth grade child.

**EDUC 364 Methods of Teaching Art K-12. 3 hours.** *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program.* Must be taken prior to student teaching. The course covers problems of technical instruction and the education philosophy of school art. Offered to students preparing for K-12 art certification. Offered fall semester.

**EDUC 367 Methods of Teaching Secondary Physical Education. 2 hours.** *Prerequisites: EDUC 205, EDUC 207, EDUC 302, and formal admission to teacher education program; or, EDUC 607, EDUC 605, EDUC 621, and formal admission to teacher education program.* A study in class organization and teaching methods in individual and team physical activities. A review of the fundamental skills and important teaching techniques of the different individual/team activities applicable to motor learning and growth and development. Preparation of sequential unit lesson plans and evaluation procedures are included. Offered fall semester.

**EDUC 375 Speech/Theatre Methods. 2 hours.** *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program. Must be taken prior to student teaching.* Discussion of methods and materials for teaching speech and dramatic art in the secondary school. Offered fall semester.

**EDUC 384 Methods of Teaching Secondary Social Studies and Economics. 2 hours.** *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program. Must be taken prior to student teaching.* A methods course that prepares students to teach secondary social studies. Course will include a study of the social studies curriculum at the middle school and high school levels, lesson planning, simulation games, value clarification, inquiry approach to teaching, materials and textbooks. Offered fall semester.

**EDUC 442 Methods of Teaching Modern Foreign Languages. 2 hours**. *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program. Must be taken prior to student teaching.* For French or Spanish majors intending to teach in the K-12 public schools; practical applications of techniques and methods. Offered fall semester.

**EDUC 444 Methods of Teaching Secondary Journalism. 2 hours.** *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program*. Must be taken prior to student teaching. A course designed to meet the needs of persons preparing to teach journalism at the secondary school level; practical applications of techniques and methods. Offered fall semester.

**EDUC 446 Methods of Teaching Secondary English. 2 hours.** *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program. Must be taken prior to student teaching.* Units related to methods of teaching the middle school and high school student the novel, poetry and short story, and a unit on methods of teaching writing and grammar will be included. Teaching of writing unit fulfills one semester hour credit toward completion requirement for certification in English.

**EDUC 448 Methods of Teaching Secondary Mathematics. 2 hours**. *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program. Must be taken prior to student teaching.*

Principles of presenting mathematical concepts to middle school and high school students, curriculum trends and general instructional methodology. Offered fall semester.

## Engineering-All (EGRA)

**EGRA 123 Engineering Applications of MATLAB I. 1.5 hours.** *Prerequisite: EGRA 130, Co-requisite: MATH 231.* Basic structured programming using MATLAB, with applications to engineering problem solving. Use of computer tools, teamwork skills, and design analysis will be incorporated into mini-project(s).

**EGRA 124 Engineering Applications of MATLAB II. 1.5 hours.** *Prerequisite: EGRA 123 with a C or better. Corequisite: MATH 231.* More advanced structured programming using MATLAB, with a focus on programming functions to work with main routines. Examples and projects will emphasize engineering problem solving. Use of computer tools, teamwork skills, and design analysis will be incorporated into mini-project(s). Basics of Excel spreadsheets will also be covered.

**EGRA 130 Introduction to Microcontrollers. 2 hours.** Introduction to microcontrollers, programming, and interfacing with analog and digital devices. No prior programming experience or circuit analysis is assumed.

**EGRA 140 Graphical Communications and Basic Making. 2 hours.** Solid modeling with CAD, with a focus on design intent. Interpreting and creating engineering drawings with proper dimensioning and tolerancing. Creating quality non-CAD engineering graphics. Designing and realizing simple mechanical systems. Communicating those designs in a form that meets professional engineering expectations.

**EGRA 160 Introduction to Design. 2 hours.** *Prerequisite: EGRA 130, EGRA 140.* Introduction to multidisciplinary design. Students will work in teams to develop and build a system to meet desired specifications and then make both written and oral presentations. Teaming feedback/peer assessment software will be introduced.

**EGRA 200 Circuits I. 3 hours.** *Prerequisites: EGRA 123, PHYS 211. Co-requisite: MATH 232.* Use of Kirchoff's laws to analyze RLC circuits. Introduction to Laplace transforms to model and analyze circuits. Introduction to frequency response.

**EGRA 300 Engineering Short Course.** *Prerequisite: Junior Standing and declared Electrical or Mechanical Engineering Major.* This course covers different technical aspects of the electrical or mechanical engineering that are not taught in the regular required classes. The topics are short and focused and vary by semester. *May be repeated when topics vary.*

**EGRA 301 Business Short Course.** *Prerequisite: Junior Standing and declared Electrical or Mechanical Engineering Major.* This course covers different aspects of business for electrical or mechanical engineering undergraduates. The topics are short and focused and vary by semester. *May be repeated when topics vary.*

**EGRA 320 Control Systems I. 3 hours.** *Prerequisite: EGRA 200, MATH 366.* Measurement of system response characteristics. Design of continuous-time and discrete-time controllers to meet specifications. Implementation of discrete-time controllers on a microcontroller.

**EGRA 360 Junior Design. 2 hours.** *Prerequisite: EGRA 160, an Explorations Ethics class, EGRA 124, EGRE 230. EGRE 350, and declared Electrical Engineering major; or, EGRA 160, an Explorations Ethics class, EGRM 240, EGRM 320, and declared Mechanical Engineering major.* Students will work in multidisciplinary teams to develop and compare different potential solutions to an open-ended problem, build a system to meet desired specifications, and then make both written and oral presentations. Teaming feedback/peer assessment software will be used to assess teaming effectiveness.

**EGRA 420 Control Systems II. 3 hours.** *Prerequisite: EGRA 320.* State variable control. Determination of state variable feedback gains, designing minimum and full order observers. Recursive least squares methods for modeling time varying plants. Introduction to optimal control.

**EGRA 460 Capstone Design I. 3 hours.** *Prerequisite: EGRA 360, EGRE 205, EGRE 235, EGRE 320, EGRE 355, and declared Electrical Engineering major; or, EGRA 360, EGRM 325, EGRM 350, and declared Mechanical Engineering major.* The first of two classes where student teams carry out a project from inception to completion to satisfy the prescribed design requirements.

**EGRA 465 Capstone Design II. 3 hours.** *Prerequisite: EGRA 460, EGRE 310, and declared Electrical Engineering major; or EGRA 460, EGRM 330, EGRM 420, and declared Mechanical Engineering major.* The second of two classes where student teams carry out a project from inception to completion to satisfy the prescribed design requirements. In this semester the design project started in the first semester is completed and documented.
**EGRA 290, 390, 490. Selected Topics. 0.5-3 hours.**

## Engineering-Electrical (EGRE)

**EGRE 205 Circuits II. 3 hours.** *Prerequisite: EGRA 200, EGRA 124, MATH 232.* A continuation of EGRA 200. Bode plots, resonant circuits, phasors, and three phase power. Introduction to system properties and convolution.
**EGRE 230 Digital Logic and Design with Verilog. 3 hours.** *Prerequisite: EGRA 130 or CSCI 251.* Introduction to the analysis, design, and application of digital logic. Combinational logic, sequential logic, common flip-flop configurations, finite state machines, registers, and the basic structure of a processor. Introduction to the Verilog hardware description language.
**EGRE 235 Embedded Systems. 3 hours.** *Prerequisite: EGRA 124.* Development of embedded systems using microcontrollers. Configuring I/O ports, interrupts, and hardware modules of a microcontroller such as timers, A/D conversion, and communications. Interfacing with external devices. Both the C language and assembly language will be used.
**EGRE 310 Signals and Systems. 3 hours.** *Prerequisite: EGRE 205, MATH 326, MATH 366.* Analysis of signals and systems in the frequency domain. Steady state response of systems to periodic and aperiodic inputs. Designing a filter to meet specifications. Both continuous and discrete-time systems are studied.
**EGRE 350 Electronics I. 3 hours.** *Prerequisite: EGRA 200, CHEM 131, PHYS 212.* Introduction to electronic circuits. Large and small signal models for diodes and transistors. Biasing a single stage amplifier. Differential amplifiers
**EGRE 355 Electronics II. 3 hours.** *Prerequisite: EGRE 350.* A continuation of EGRE 350. Semiconductor materials, cascaded amplifiers, ideal and non-ideal Op-Amp models. Feedback and stability in amplifier circuits.
**EGRE 410 Communication Systems. 3 hours.** *Prerequisite: EGRE 310.* Introduction to mathematical theory of communication. Transmission of information and analysis of performance. Various analog and digital modulation methods are examined.
**EGRE 415 Digital Signal Processing. 3 hours.** *Prerequisite: EGRE 310.* Digital signal processing fundamentals, techniques, and applications. Discrete-time signals and sampling. Discrete-time Fourier series, discrete Fourier transform, discrete-time Fourier transform, and properties. Discrete-time filtering of signals.
**EGRE 425 Kalman Filtering. 3 hours.** *Prerequisite: EGRE 310, EGRA 320.* Application of Kalman filtering to signal processing and control systems.
**EGRE 430 Electromagnetics I. 3 hours.** *Prerequisite: PHYS 212, MATH 233, MATH 366.* Vector analysis, electrostatics, potentials, electric fields in matter, magnetostatics, magnetic fields in matter.
**EGRE 431 Electromagnetics II. 3 hours.** *Prerequisite: EGRE 430.* Electrodynamics, conservation laws, electromagnetic waves, potentials and fields, radiation.
**EGRE 290, 390, 490. Selected Topics. 0.5-3 hours.**

## Engineering – Mechanical (EGRM)

**EGRM 220 Statics and Mechanics of Materials I. 3 hours.** *Prerequisite: PHYS 211, EGRA 123. Co-requisite: MATH 232.* Two- and three-dimensional force systems, equilibrium, structures, distributed forces, and strength and elastic deflection of engineering materials due to loads applied axially. Emphasizes free-body diagrams.

**EGRM 230 Thermodynamics. 3 hours.** *Prerequisite: EGRA 124, MATH 232.* Introduction to thermodynamics. Thermodynamic properties, energy and mass conservation, entropy and the second law, and second law analysis. Thermodynamic analysis of power, refrigeration, and heat pump systems.

**EGRM 240 Materials and Manufacturing. 3 hours.** *Prerequisite: EGRA 124, EGRA 160, and CHEM 131.* An introduction to engineering materials and the interactions between design and manufacturing from the designer's point of view. Examination of the similarities and differences in properties, structure, and processing of metals, ceramics, polymers, and composites. Common manufacturing processes will be introduced and design guidelines will be developed for each process. The successful student will develop a basic understanding of the impact his or her design decisions will have on those who attempt to make the product. Machine shop projects reinforce the theoretical content.

**EGRM 320 Statics and Mechanics of Materials II. 3 hours.** *Prerequisite: EGRA 124, EGRM 220, MATH 366. Co-requisite: MATH 235.* Strength and elastic deflection of engineering materials due to loads applied in torsion, in bending, and in shear. Shear diagrams, bending moment diagrams, and area moments of inertia. Combined stresses and principal stresses. Buckling. Applications to design of beams and shafts.

**EGRM 325 Dynamics. 3 hours.** *Prerequisite: EGRA 124, EGRA 200, EGRM 220, MATH 366. Co-requisite: MATH 235.* Particle kinematics (both 2D and 3D motion, including moving reference frame descriptions for each). Particle kinetics including Newton's laws, work/energy and impulse/momentum. Kinematics and kinetics of rigid bodies including equations of motion and principles of energy and momentum. Introduction to linear vibrations with emphasis on single-degree-of-freedom systems.

**EGRM 330 Fluid Mechanics. 3 hours.** *Prerequisite: EGRM 230, MATH 235, MATH 366. Co-requisite: MATH 233.* An introduction to the fundamental concepts and methods of fluid mechanics. Topics covered in the course include pressure, hydrostatics, and buoyancy; open systems and control volume analysis; mass conservation and momentum conservation for moving fluids; dimensional analysis; viscous fluid flows; flow through pipes; boundary layers, and lift and drag on objects; and compressible flows.

**EGRM 350 Measurement Systems. 3 hours.** *Prerequisite: EGRA 200, EGRM 220, EGRM 230, MATH 235, MATH 366, and PHYS 212.* Fundamentals of measurement systems in mechanical engineering including transducer operation, signal conditioning, data reduction, and presentation of results. Transducer and measurement system characteristics including resolution, sensitivity, loading, time response, and frequency response. Operating principles of basic instrumentation for measurement of mechanical quantities such as force, torque, pressure, temperature, and flow. Topics include uncertainty analysis, data analysis, calibration, data acquisition, presentation of results, and an introduction to experiment design.

**EGRM 420 Materials and Machine Component Design. 3 hours.** *Prerequisite: EGRM 240, EGRM 320.* Intermediate topics related to material properties of engineering metals, including true stress/strain, phase diagrams, and time-temperature-transformation diagrams. Analysis of failure modes and factors of safety in static and cyclic loading. Analysis of commercial off-the-shelf machine components.

**EGRM 430 Heat Transfer. 3 hours.** *Prerequisite: EGRM 330 and MATH 233.* Introduces the basic modes of heat transfer, heat transfer properties, steady and unsteady one-dimensional heat conduction, free and forced convection, radiation, and heat exchangers.

**EGRM 290, 390, 490. Selected Topics. 0.5-3 hours.**

## English (ENGL)

**ENGL 150 Composition. 3 hours.** Writing course designed to develop students' abilities to write in a variety of modes for a wide range of purposes.

**ENGL 200 Literature Matters. 3 hours**. One of three foundational courses for majors and potential majors in English, Literature Matters introduces students to a central set of problems in contemporary literary studies (for example, Identity and Empire, Shakespeare to Ondaatje). The course includes important canonical works as well as neglected or emerging writers. There is a focus on how to read and understand literature; how reading and writing literature influence identity, meaning and value; and how to develop strategies for reading, discussing, and writing about literary works. Attention is also given to narrative structure. Students are strongly encouraged to enroll in this course in the spring semester of their freshman or sophomore year. *May be repeated when topics vary.*

**ENGL 201 British Literature I: Medieval through Eighteenth Century. 3 hours.** Students discuss canonical texts of early British writing, with particular attention to close-reading and appreciation. The course often pursues a single theme, genre or motif through the readings.

**ENGL 202 British Literature II: Nineteenth Century through the Present. 3 hours.** This course introduces students to major writings from the past 200 years of British writing, with particular attention to close-reading and appreciation. The course often pursues a single theme, genre or motif through the readings.

**ENGL 203 American Literature I: 1620-1865. 3 hours.** Students become familiar with major writings from pre-Civil War American culture, with "flashbacks" to colonial American literature. The course often pursues a single theme, genre or motif through the readings.

**ENGL 204 American Literature II: 1865-1980. 3 hours**. This course introduces students to major texts of late nineteenth-and twentieth-century literature, with particular attention to modernist and postmodernist writing.

**ENGL 207 Expository Writing: Art of the Essay. 3 hours.** *Prerequisite: DAY-None. CCPS-ENGL 150.* Expository writing provides students with valuable opportunities to write in a wide variety of modes of nonfiction, including narrative essays, film and book reviews, cultural analyses and journalistic essays. Students read and discuss published nonfiction and participate in workshops where they respond to one another's writing in small groups. The workshop format enables students to respond to issues of form, purpose, voice and audience.

**ENGL 208 Practicum: Tutoring in a Writing Center. 1 hour.** *Prerequisite: ENGL 207.* Students work in a tutorial setting two hours per week and meet one hour per week to discuss assigned readings in composition studies. *S/U Grading.*

**ENGL 212 Comparative Mythology. 3 hours.** A study of mythic literature in ancient, medieval and contemporary cultures, with close attention to the archetypal codes revealed in all mythologies, and universal narrative structures.

**ENGL 219 The Lawyer in Literature and Film. 3 hours.** This course explores the role of attorneys in film and literature. Using a wide range of texts, the course examines how lawyers can be represented as either heroes, who use law to fight social injustice or villains, whose mastery of the law enables them to overpower others, especially the voiceless. Students will consider why attorneys are viewed through these competing lenses and how these stories and images help us understand our own struggles to gain agency and freedom in an increasingly complex and diverse world.

**ENGL 235 The History of Film. 3 hours.** A survey of major international and American film accomplishments beginning with Griffith and Chaplin and continuing through contemporary directors such as Bergman, Fellini and Allen. Some attention will be given to film technique, theory and analysis.

**ENGL 251 Editing and Publishing. 3 hours.** *It is recommended that students have completed prerequisite ENGL 253 in order to be successful in this course.* A practical course devoted to publishing and editing in both print and electronic media.

**ENGL 253 Grammar and Style. 3 hours.** *Prerequisite: DAY-None. CCPS-ENGL 150.* Students intensively investigate modern English grammar and usage. The course acquaints students with models of understanding and teaching grammar and with opportunities for experimenting with a variety of styles.
**ENGL 266 Creative Writing I – Fiction. 3 hours**. *Prerequisite: DAY-None. CCPS-ENGL 150.* Students learn techniques for and practice in writing fiction. The course focuses on student workshops.
**ENGL 267 Creative Writing I – Poetry. 3 hours**. *Prerequisite: DAY-None. CCPS-ENGL 150.* Students learn techniques for and practice in writing poetry.
**ENGL 268 Creative Writing I – Nonfiction. 3 hours.** *Prerequisite: DAY-None. CCPS-ENGL 150.* Students learn techniques for and practice writing nonfiction.
**ENGL 301 Theory and Practice. 3 hours.** *Prerequisite: DAY-None. CCPS-ENGL 150.* This course introduces students to advanced research skills in literary studies. It focuses upon the central questions in literary studies and provides students with the critical and theoretical background to make sense of these questions.
**ENGL 302 Women Writers. 3 hours.** A study of British and American literary works written by women. Particular consideration will be given to feminist modes of inquiry and critical thought as well as to the contributions of women in literary scholarship.
**ENGL 303 Single Author. 3 hours.** This course provides an in-depth study of a single author's literary work. May be repeated when authors vary.
**ENGL 305 Studies in Ancient through Medieval Literature. 3 hours.** This course focuses on the literature of ancient and medieval cultures. Themes vary annually and may include "Representing Good and Evil in the Middle Ages" or "Forms of Love in the Middle Ages." Counts for the Medieval and Renaissance Studies minor when content focuses on the Middle Ages. This course may be repeated when content varies.
**ENGL 306 Studies in Sixteenth- through Eighteenth-Century Literature. 3 hours**. This course asks students to investigate selected topics in literature and culture of the Renaissance through the eighteenth century, including European, British and other cultures. This course may be repeated when content varies.
**ENGL 307 Studies in Nineteenth-through Twentieth-Century Literature. 3 hours.** This course requires students to engage the literature and culture of the nineteenth and twentieth centuries, with particular attention to interdisciplinary study of Victorian, post-Victorian, Modernist and Post-modern cultures in the Americas and Europe. This course may be repeated when content varies.
**ENGL 311 Studies in Contemporary Literature. 3 hours.** This course investigates trends in recent literature, written in or translated into English. Texts will date from about 1980 and later. This course may be repeated when content varies.
**ENGL 317 African-American Literature. 3 hours.** The backgrounds of African-American culture in African and Caribbean literatures, as well as the history of black American literature in the nineteenth and twentieth centuries, with focus on the contemporary scene.
**ENGL 320 Grant Writing and Research. 3 hours.** This course gives students practical experience researching and writing grant applications for not-for-profit agencies. Students from all disciplines are welcome.
**ENGL 335 Film Studies. 3 hours.** A chief objective of this course will be to acquaint students with the critical and creative ways that scholars, bloggers, critics and screenwriters engage, analyze, respond to and create film. This course on film studies will also introduce students to classic and contemporary developments in the history of global cinema. Students will study films from around the world to observe currents, revolutions and innovations in cinema through a variety of critical filters, which will include psychanalytic, feminist, affective, spectatorial, genre and representation theories. As students watch and analyze feature films, short films and film clips, they will practice writing in a range of critical and creative modes, culminating in a larger final project.

**ENGL 342 Shakespeare and Ethics. 3 hours**. Students read Shakespeare's plays with a focus on the moral component of his drama. We ask how Shakespeare understood what it meant to live well, and how he understood good and evil and the problems of achieving moral clarity and moral maturity, in our personal and in our public lives.

**ENGL 344 Studies in World Literature. 3 hours.** *It is recommended that students have completed ENGL 301 in order to be successful in this course.* Students study works outside the Anglo-American tradition. *May be repeated when topics vary.*

**ENGL 345 Literature and Ethics 3 hours.** *It is recommended that students have completed ENGL 200 in order to be successful in this course.* Students will read literary texts to better understand the nature of ethical issues, the limits of various ethical models, and how literature can help us develop capacities to make wise ethical decisions.

**ENGL 353 Nature of the English Language. 3 hours.** In this diachronic study of the English language, special attention is given to the development of the English language from its Anglo-Saxon origins to the present and to the varieties of English spoken in contemporary American society.

**ENGL 355 Small Press Publishing. 3 hours.** *Prerequisite: ARTZ 123, ENGL 200, ARTZ 210.* This course provides an opportunity to explore book binding, book structures, limited-edition runs and writing for small-press publishing.

**ENGL 366 Creative Writing II -Fiction. 3 hours**. *Prerequisite: ENGL 266 or ENGL 267 or ENGL 268.* By participating in writing workshops, students learn advanced techniques for and practice in writing fiction.

**ENGL 367 Creative Writing II - Poetry. 3 hours.** *Prerequisite: ENGL 266 or ENGL 267 or ENGL 268.* This course trains students in advanced techniques for and practice in writing poetry.

**ENGL 368 Creative Writing II - Nonfiction. 3 hours.** *Prerequisite: ENGL 266 or ENGL 267 or ENGL 268.* This course provides advanced study of different kinds of nonfiction writing, with a practical emphasis aimed at preparing apprentice writers to publish their work as they become familiar with a wide range of publications.

**ENGL 375 Land and Literature. 3 hours.** This course traces the roots of contemporary thinking about the land in literature both ancient and modern. We will read a series of texts from the Bible, classical Greek culture, early modern England, and nineteenth- and twentieth-century America. Students should develop a sophisticated, wide-ranging understanding of how contemporary American culture has imagined (and treated) the natural world.

**ENGL 381 Southern Literature. 3 hours**. Literature of the southern American states in the context of the South's characteristic cultural identity.

**ENGL 455 Advanced Writing Workshop. 3 hours.** *Prerequisite: Any 300-level imaginative writing course such as THTR 354, ENGL 366, ENGL 367, or ENGL 368.* This intensive workshop provides writing majors a final opportunity to refine their poetry and prose. Students will be required to submit their work for publication and to create a professional portfolio.

**ENGL 493 Senior Seminar. 3 hours.** *Prerequisite: ENGL 301 and senior status.* This seminar-style course provides a capstone for both the English and Writing majors. Students will do independent research and synthesize their education at Drury, looking backward at how they have developed, and forward to where they will go next.

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

**ENGL 291, 391, 491 Research.**

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

## Courses in English for Non-Native Speakers

*Dr. Charlyn Ingwerson, Program Coordinator*

The courses in English for Non-Native Speakers are offered through the Department of English. They provide an intensive language learning experience for students who need to improve their listening, speaking, reading, writing and comprehension skills in English.

Students seeking to be fully admitted in the fall semester will enroll in regular courses toward degree completion, including 6-7 credit hours of courses in English for Non-Native Speakers.

**ENGL 110 English for Academic Purposes: Oral Communications. 3 hours.** A practical course designed for international students to improve their skills in both listening and speaking. Class content is discussion-oriented, includes both personal and public discourse, public speaking and group presentation projects, and emphasizes clarity in pronunciation.
**ENGL 111 English for Academic Purposes: Writing and Research. 3 hours**. This course prepares international students to become college writers. The class teaches rhetoric and logic; style and voice; ethical research methods, documentation, and standards of academic integrity.
**ENGL 115 English for Academic Purposes: Intensive English. 3 hours.** This course includes lectures, activities, and projects designed to acculturate students to the liberal arts classroom at Drury University, as well as the Springfield community.
**ENGL 116 English for Academic Purposes: Grammar. 3 hours.** This course is student goal/task-focused on strategies to improve language facility; that is, individualized instruction seeks to help each student improve their use of grammar in both written and oral communication, and develop personal study strategies.
**ENGL 117 English for Academic Purposes: Reading. 3 hours.** Course emphasis is both on improving reading comprehension strategies, and responding meaningfully to the writing of others. Course focus is on the American Experience.

## Exercise & Sport Science (EXSP)

**EXSP 220 Personal Wellness. 2 hours.** This course introduces students to the key components of wellness. Students will become familiar with testing methods and personal program development for areas such as: aerobic and anaerobic training, stress management and nutrition. Critical thinking about contemporary wellness issues will be discussed.

**EXSP 330 Prevention and Care of Athletic Injuries. 3 hours.** *Prerequisite: BIOL 205.* A course for the coach and trainer in conditioning, taping and use of therapy in prevention and recovery from athletic injuries.

**EXSP 345 Wellness and Health Promotion. 3 hours.** This course is designed to provide a student with the basic principles for developing wellness and health promotion programs. It will emphasize various dimensions of wellness/health promotion programs and the benefits of individual and group interaction. The course will focus on developing professional programming skills and personal growth.

**EXSP 493 Senior Seminar. 3 hours.** *Prerequisite: BIOL 350.*

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

**EXSP 291, 391, 491 Research.**

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

## Finance (FINC)

**FINC 305 Financial Markets and Institutions. 3 hours.** *Prerequisites: ACCT 210 and admission to Breech School of Business.* A sound economy rests upon the health of its financial system. This course focuses on the history of financial markets over the past century. Emphasis will be placed on understanding the differences among various financial institutions, the activities of banks, the regulatory environment in which banks operate, and the role of banks as financial intermediaries. Other topics include the Federal Reserve system and monetary policy.

**FINC 310 Risk Management and Insurance. 3 hours.** *Prerequisite: Declared Breech major; or declared Actuarial Science and Risk Management Minor or a declared Personal and Professional Financial Management Minor.* Principles and functions of property, casualty, life, and health insurance with applications in both personal and business situations.

**FINC 321 Financial Planning. 3 hours.** *Prerequisite: ACCT 209; or ACCT 209 and declared Personal and Professional Financial Management Minor.* This course is an investigation of the study of personal financial planning and its implications. Topics covered include the professional environment, communication, financial statement analysis, taxes, the financial environment, estate planning, risk management, time value of money and the valuation of various personal assets. The course emphasizes that financial planners must deal with the personal aspects of helping individuals while also considering quantitative factors to help them achieve goals.

**FINC 331 Corporate Finance. 3 hours.** *Prerequisites: Day - Declared Breech major and ACCT 210, MATH 227; or ACCT 210, MATH 227 and declared Actuarial Science and Risk Management Minor; or ACCT 210. CCPS- MATH 227 and declared Business Essentials Certificate.* This course is an investigation of the study of corporate finance and its implications. Topics covered include financial statement analysis, cash flow, taxes, the financial environment, interest rates, risk and return, time value of money, and the valuation of stocks, bonds and firms. The course emphasizes that financial managers must deal with various models, assumptions and cultures and are often called upon to make decisions based on qualitative as well as quantitative factors.

**FINC 335 Investments. 3 hours.** *Prerequisites: ACCT 210 and a declared Breech major; or declared Actuarial Science and Risk Management Minor; or declared Personal and Professional Financial Management Minor.* This course provides an introduction to investments. Specific topics include an overview of how security markets operate, investment companies, analysis of equity and fixed income securities, and basic introduction to derivative securities and portfolio management.

**FINC 441 Advanced Corporate Finance. 3 hours.** *Prerequisites: FINC 331 and admission to Breech School of Business*. This is the second course in corporate finance and will provide deeper exploration of core issues such as valuation, cost of capital, capital budgeting, estimating cash flows, capital structure, dividends, forecasting, and working capital management. Cases will be utilized to explain how financial theory is used in practice to help make better financial decisions. Students will develop a structure or method for analyzing problems, evaluating alternatives, and presenting solutions. Information sources will be identified and qualitative and quantitative skills will be developed for problem solving.

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

**FINC 291, 391, 491 Research.**

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

## French (FREN)

**FREN 101 Elementary French I. 3 hours.** *For beginners*. Designed to develop, with FREN 102, an elementary proficiency in French. This course provides instruction for and assesses students' reading, writing, speaking and listening and provides an introduction to the cultures and cultural practices of the French-speaking world.

**FREN 102 Elementary French II. 3 hours.** A continuation of FREN 101, designed to continue the development of an elementary proficiency for producing and comprehending the French language. This course provides instruction for and assesses students' reading, writing, speaking, listening and develops students' knowledge of the cultures and cultural practices of the French-speaking world.

**FREN 110 Food for Thought: Cuisine and Culture in the French Speaking World. 3 hours.** This course examines French gastronomy as a significant cultural artifact and practice and explores its impact on the French-speaking world.

**FREN 201 Intermediate French III. 3 hours.** Designed to develop, with FREN 202, a more advanced proficiency in French. This course provides instruction for and assesses students' reading, writing, speaking and listening and provides a continuation of study of the cultures and cultural practices of the French-speaking world.

**FREN 202 Intermediate French IV. 3 hours.** A continuation of FREN 201, designed to continue the development of a more advanced proficiency in French. This course provides instruction for and assesses students' reading, writing, speaking and listening and provides a continuation of study of the cultures and cultural practices of the French-speaking world.

**FREN 230 French Beyond France: Cultural Identity in the Francophone World. 3 hours.** This course explores the essence of Francophone cultural identity around the world, from former colonies in Africa and North America to overseas territories in the Antilles and Pacific Islands.

**FREN 280 Intermediate International Language Study – French. 3 hours.** *Prerequisite: FREN 101.* Intensive study of French at the elementary level, undertaken as part of a Drury sponsored travel experience in a French-speaking country. Students can fulfill the foreign language requirement by passing FREN 101 and this course.

**FREN 301 French Grammar and Composition. 3 hours.** *Prerequisite: FREN 202.* Advanced composition and oral communication. Includes a review of grammar and an introduction to culture in the French-speaking world.

**FREN 302 French Culture and Civilization. 3 hours.** *Prerequisite: FREN 202.* A study of the history, geography, art, philosophy and government of Francophone countries. Further development of communicative skills emphasized.

**FREN 303 French Conversation. 3 hours.** *Prerequisite: FREN 202.* Intense practice in French conversation focusing on increasing and developing listening and communication skills.

**FREN 310 French Pronunciation and Phonetics. 1 hour.** Introduction to basic phonetics and pronunciation rules in French, including the phonetic alphabet and phonetic transcription.

**FREN 311 French Pronunciation and Phonetics. 1 hour.** *Prerequisite: FREN 310.* Continuation of FREN 310.

**FREN 312 French Pronunciation and Phonetics. 1 hour.** *Prerequisite: FREN 310.* Continuation of FREN 310.

**FREN 320 France Today: Who Are the French? 3 hours.** *Prerequisite: FREN 202.* This course will explore various facets of contemporary French culture and place them in a broad historical context. The course is designed to help students understand the forces that have shaped and continue to shape French culture and France's position globally.

**FREN 330 Dangerous Liaisons: French Literature in Translation. 3 hours.** A survey of French and Francophone writers such as Chrétien de Troyes, Molière, Balzac, Flaubert, Camus, Sartre, Maryse Condé and an investigation of literary movements: courtly romance, classicism, the Enlightenment, realism, romanticism,

symbolism, existentialism and postcolonial discourse. The course is conducted in English; no previous knowledge of French is necessary.

**FREN 344 Commercial French. 3 hours.** *Prerequisite: FREN 202*. A technical study of language for business purposes with particular emphasis on commercial correspondence.

**FREN 351 Introduction to French Literature I. 3 hours.** *Prerequisite: FREN 202.* Literature in French from the Middle Ages to 1650. Major literary works of this period are read and discussed in French from a critical perspective.

**FREN 352 Introduction to French Literature II. 3 hours.** *Prerequisite: FREN 202.* Literature in French from 1650 to the present. Major literary works of this period are read and discussed in French from a critical perspective.

**FREN 370 Capstone Project. 3 hours.** *Prerequisite: FREN 280, FREN 380, HIST 223.* Students taking the Tours program as the basis for the International Immersion experience will complete their capstone through an independent research project to be taken as a full summer term course. Students will propose their project topic and gather research materials while on-site, then complete the project after returning home from Tours. Supervised by one of the Tours program faculty, this research will build upon the experiences in France and investigate an important historical and cultural question related to their learning and experiences abroad. Students will merge creative, communication, and problem-solving skills by researching, for example, historical elements of French identity and the role these have played (and continue to play) in relations between France and the United States. Students could then provide solutions to mitigate cultural misunderstanding between both citizens and governments of the two countries.

**FREN 380 Advanced International Language Study – French. 3 hours.** *Prerequisite: FREN 101, FREN 102.* Intensive study of French at the intermediate level or above, undertaken as part of a Drury sponsored travel experience in a French-speaking country.

**FREN 466 Genre Study: French Prose. 3 hours.** *Prerequisite: FREN 202.* A study of representative novels in French, short stories and essays from such authors as Madame de La Fayette, Prévost, Stendhal, Gide, Camus and Condé.

**FREN 493 Senior Seminar. 3 hours.** *Prerequisite: FREN 202.*

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

**FREN 291, 391, 491 Research.**

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

## Fusion (FUSE)

**FUSE 100 Academic Success. 0 hours.** This 0-credit hour course helps students understand and practice the skills needed to succeed in college such as goal-setting, schedule-planning, time management, test-taking, professional communication with instructors, and calculating a GPA. Students will complete assignments to help them become active and engaged learners. Students will also learn about campus resources, holistic approaches to academic success, and how to navigate college efficiently and effectively. The course will be offered in 8-week format. *Graded satisfactory/unsatisfactory.*

**FUSE 101 Frontiers. 3 hours.** Frontiers is the gateway course to Drury's general education curriculum. It introduces students to academic work at the collegiate level and fosters their discovery within a community of the many educational pathways available to them at Drury. Each course section has its own theme, developed by faculty members from a wide variety of disciplines. Particular emphasis lies on developing students' skills in writing, critical thinking and reading comprehension.

**FUSE 133 The History & Culture of Brewing. 3 hours.** This course follows the historical development of brewing. This course examines the relationship between alcohol and social structures, rituals, religion, family dynamics and governmental policies. Each student will investigate a selected culture in depth and discover alcohol's impact on it.

**FUSE 201 Introduction to International Diversity and Culture. 3 hours.** In this course, taught by a variety of faculty from various disciplines across campus and from the community, students will analyze complex issues of diversity from the perspective of various fields. Covering such topics as gender, sexuality, ability, ethnicity, socioeconomic status and religion, students will use viewpoints from legal, business, ethical, political, educational and other disciplines to explore contemporary questions and develop valuable competencies.

**FUSE 205 Lasting Scars and Open Wounds: Media Depictions of Under-represented Groups. 3 hours.** This course will critically examine representations of diversity in film, publishing, advertising, news, and social media and explore social action strategies to challenge stereotypes and outdated imagery and to construct a more diverse set of representations. The course will explore the relationship between diversity, representation, and social change, considering how to bring about large-scale attitude and behavior change. Students will gain skills in advocating for social and institutional change.

**FUSE 212 Cultural Analysis. 3 hours.** This course develops students' abilities to understand and interpret systems and artifacts of another culture. Offered on-site, the course may focus on one or more dimensions of culture (social, artistic, political, etc.). The course will meet one or more of the learning outcomes of the International Immersion certificate, including skills of close reading, observation, and analysis, and increased cultural sensitivity (openness, empathy, curiosity). This is a variable course topic; faculty must complete a New Topic Proposal form as part of the approval process.

**FUSE 233 The Science of Brewing. 3 hours.** This course introduces the student to the process of brewing and takes a molecular approach to the chemistry involved in that process. The student will also learn how alcohol affects the human body and the functions of different breathalyzers.

**FUSE 300 Constitutional Criminal Law and Procedure. 3 hours.** This course will introduce the student to federal and state legal systems and the sources of law. Students will study the Fourth, Fifth, Sixth and Fourteenth Amendments of the United States Constitution. The course will also focus on the constitutional restraints on the activities of law enforcement officers during the investigatory stage of the criminal process. Special attention will be paid to how the Supreme Court has attempted to resolve the tension between individual rights and crime control needs in its decisions regulating the following law enforcement practices: investigative detention, arrest, police interrogation, searches and seizures, and eyewitness identification. The rights to effective assistance of counsel and to a jury will also be covered.

**FUSE 305 Diversity, Equity, and Inclusion Capstone. 3 hours.** *Prerequisite: EDUC 205, FUSE 205, and MGMT 374.* This course will allow the student to apply the certificate skills to a DEI challenge in a

community or professional setting related to their major. The student will have to 1) define the nature and scope of the DEI challenge of the problem, 2) evaluate the ethical and legal implications of the issue, and 3) identify potential policies, structures, or practices that could be developed by the group, organization non-profit, or business. The project will require the students to develop a plan for change, which will include planning, policy, training, and implementation elements.

**FUSE 306 Semester Abroad Capstone. 0 hours.** This is an engaged learning course for students who are enrolled in a semester study abroad program at a foreign university. Emphasis is placed on awareness and understanding of cultural differences between the international environment and the student's home environment. Completion of this course is a requirement for the Semester Abroad: Multicultural Perspectives certificate. *S/U Grading.*

**FUSE 320 Travel Journal. 3 hours.** In this internationally based course, specific study-abroad locations will be examined through disciplined observation, recording, and analysis of the diversity of practices, customs, histories, spatial organizations, and artistic production apparent in the particular study-abroad location. Students will employ written, graphic, and/or artistic methods appropriate to their major field(s) of study in order to observe and present responses to a given location and culture.

**FUSE 333 The Art of Brewing. 3 hours.** *Prerequisite: FUSE 133, FUSE 233, ARTZ 210.* This course is the capstone experience for the Art and Science of Brewing certificate. This "hands-on" course will create a personalized, original beer. We will experience the varieties of beer and understand the components that differentiate these varieties. A student-designed label will reveal the story of the original beer. *Students must be at least 21 years old to enroll in course.*

**FUSE 350 Culture and Place. 3 hours.** In this internationally based course, students will develop foundational knowledge and understanding of how specific study-abroad locations are shaped by significant social, cultural, and historical forces and events. Particular emphasis will be given to examining how contemporary place-based qualities connect to broader historical contexts and cultural customs.

**FUSE 370 International Immersion Capstone. 3 hours.** *Prerequisites: Prerequisites: FUSE 320, FUSE 350, GREE 101; or FUSE 320, FUSE 350, FREN 101 or SOCI 360, FUSE 320, FUSE 350; or, PHIL 316, HIST 205, ENGL 212; or HIST 273, PLSC 312, RELG 202; or HIST 223, FREN 102, FREN 201; or, ARTH 362, FUSE 320, FUSE 350.* This course will allow students to engage their study-abroad experience and coursework to respond to focused issues relevant to the study-abroad location and culture. Students will devise project-based responses expressed through written and/or creative projects.

**FUSE 380 Sports Leadership Internship. 3 hours.** *Prerequisite: COMM 230, COMM 285, SOCI 280.* Internships are designed to help students better understand the connection between theoretical perspectives and practices in the workplace. Before registering, students are required to meet with the behavioral sciences internship director to learn more about expectations, requirements, and responsibilities. Students must have junior or senior status and a GPA of 2.50 or better to be eligible for internships.

**FUSE 389 Seminar in Professional Ethics. 3 hours.** *Prerequisite: PHIL 310, ENGL 345, RELG 309.* This course is the capstone to the Ethics Themed Certificate. It is designed to provide students with an opportunity to tie together their experiences in the courses for the Certificate, demonstrating their proficiency in this subject-matter. The content of the course will rotate, depending on the instructor. But the content will be in an applied area of Ethics. In addition, students will do a research project in the professional field of their choice. The course will conclude with the students doing a poster session, where the students will explain their projects to faculty and students.

**FUSE 401 Intercultural Communication Project. 3 hours.** During a community-based project with the local immigrant community, students will use their knowledge to research and address problems in a cultural context or contexts. Directed by Drury faculty and staff, this project will allow students to provide significant, hands-on work, co-supervised by a professors and community leaders and in direct contact

with the local immigrant community. This project will deepen the student's learning about the intersection of language, culture and the lived experience of immigrants, preparing them for leadership in a variety of fields, including multicultural organizations, businesses, not-for-profits, educational organizations and health care organizations. This course will require the ability to travel to the project location, (normally 1 mile from Drury's main campus).

**FUSE 465 Supervised Undergraduate Teaching I. 1-3 hours.** Student instructors will assist in many phases of teaching an undergraduate course and must attend all sessions of their assigned class. Responsibilities may include teaching selected topics, facilitating review sessions, serving as laboratory mentors and providing general assistance to the professor of record.

**FUSE 466 Supervised Undergraduate Teaching II. 1-3 hours.** Following the completion of FUSE 465, students may be invited to serve as a teaching assistant for a second time. Responsibilities may include teaching special topics, serving as a laboratory mentor, or providing general assistance to the professor of record.

**FUSE 493 Senior Seminar. 1 hour.** *Prerequisite: Senior Status.* This course offers senior-level undergraduate students the opportunity to explore various aspects of the working world and their role as professionals. This course takes students from a glimpse into self-assessment to the job search, applying strengths, life in the workplace, financial planning, and the path for continued career development so that students are well prepared to enter the professional world.

**FUSE 397, 497 Internship. 3-6 hours.** *S/U Grading.*

## History (HIST)

**HIST 101 United States History to 1865. 3 hours.** A broad survey of the major political and social developments from the time of Columbus to the Civil War. Offered fall semester.

**HIST 102 United States History 1865 to Present. 3 hours**. A broad survey of the major political and social developments from the Civil War to the present. Offered spring semester.

**HIST 109 Asian History to 1700. 3 hours.** This course examines the cultural traditions and transformations in Asian history from its origins to around 1700. Identifies specific historical events, political developments and philosophical, religious and social innovations in the history of East Asia, South Asia and Southeast Asia as well as highlights the contributions and transformations as it interacts with other world civilizations.

**HIST 110 Ancient Civilizations. 3 hours.** This course provides an introduction to ancient civilizations from the earliest societies through the Byzantine Empire, approximately 700 CE. The class concentrates on the ancient civilizations of India, Mesopotamia, Egypt, Greece, and Rome, while also examining the influence of other societies such as the Hebrews, the Phoenicians, the Minoans, and the Mycenaeans. Emphasis placed on culture and society, texts, and surviving artifacts and monuments.

**HIST 111 Geographical History. 3 hours.** A study of various ways to examine the connection between geography and history-how geography has affected and been shaped by historical developments, including but not limited to physical, political, cultural, and environmental elements. Specific attention will be placed on how the movements of people and human-environmental interactions impact ecosystems and cultures.

**HIST 205 Maritime History of the Mediterranean. 3 hours.** Since ancient times, the Mediterranean has served both as a barrier and as a commercial and imperial highway. This course serves as an introduction to the maritime history of the Mediterranean from ancient Greece to the middle of the nineteenth century – and demonstrates how one of the world's oldest waterways has long connected past societies. Offered as a study abroad course.

**HIST 223 Medieval Europe. 3 hours.** This course provides an introduction to the Middle Ages, examining the multiple influences that shaped European history from the fourth to the fifteenth century. Particular emphasis placed on Christianity, the twelfth-century Renaissance, medieval cities, and society and culture.

**HIST 225 Renaissance and Reformation. 3 hours.** This course provides an introduction to European history from the thirteenth to the seventeenth century, focusing on the Italian Renaissance and the Reformation. The first half of the class examines late medieval society, especially the society, religion and politics of the Italian city-states. The second half examines the reasons for the Reformation, with special emphasis given to the variety of religious reformations in sixteenth-century Europe.

**HIST 230 Modern Europe. 3 hours**. This course will examine European history from 1650 to the present, focusing on key historical developments such as absolutism and the state, the scientific revolution and Enlightenment, revolution, and ideologies of race and empire, nationalism, liberalism, and socialism. Addresses the emergence of fascism, communism and the Cold War. Also considers the effects of these developments on the wider world.

**HIST 241 Muslim Societies Since 1500. 3 hours.** This course examines the history of Muslim societies from the sixteenth century until the present. Topics will include Islam as a global religious tradition and empires such as the Mughals and the Ottomans. The class also examines pan-Islamic movements, imperial encounters, and the formation of the Muslim-majority nation-states across Asia and Africa in the twentieth century.

**HIST 247 Modern Japan. 3 hours.** This course examines a diversity of historical experiences and challenges shaping Japanese society. The course looks at Japanese social, political, economic, and cultural developments from the nineteenth century through the present, including topics such as the modern

Japanese state system, modernization processes and debates, the changing role of women, Japanese imperialism, the Asia-Pacific War, American occupation, and protest movements.

**HIST 250 Colonial America. 3 hours.** This course examines the history of colonial societies in the Americas. Through the use of the course's thematic material, students will be introduced to the basic skills used by historians in their investigation of the past, including a close reading and contextualization of primary source texts, the study of historical interpretations and controversies, citation and research methods, effective writing techniques, and oral communication skills.

**HIST 251 History of Slavery. 3 hours.** Exploration into the history and social, political and cultural significance of slavery and the slave trade in various societies and cultures; from slavery in the ancient world to transatlantic slave trade to slavery and its legacy in the modern era.

**HIST 255 The Black Death. 3 hours.** This course examines the history of the bubonic plague and other contagions, focusing particularly on the Black Death of 1347 to 1351. Through the use of the course's thematic material, students will be introduced to the basic skills used by historians in their investigation of the past, including a close reading and contextualization of primary source texts, the study of historical interpretations and controversies, citation and research methods, effective writing techniques and oral communication skills.

**HIST 258 Revolutions. 3 hours.** This course examines the history of revolutions. Through the use of the course's thematic material, students will be introduced to the basic skills used by historians in their investigation of the past, including a close reading and contextualization of primary source texts, the study of historical interpretations and controversies, citation and research methods, effective writing techniques and oral communication skills.

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

**HIST 266 The Atlantic World, 1400-1800. 3 hours.** This course examines the Atlantic world, particularly the connections between the peoples of Europe, Africa, and the Americas. Topics include merchant trade, piracy, exploration, conquest, indigenous peoples, slavery, religion, and empire. Primary sources include maps, chronicles, newspapers, and slave narratives. Special focus on cultural history especially the impact and legacy of negotiation, conflict, and exchange.

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

**HIST 273 Rome, the City: Ancient to Renaissance. 3 hours.** An introduction to the art, architecture and the history of Rome to 1650. Site visits focus on ancient Roman monuments, early Christian symbolism, medieval churches and the centrality of Rome as a Christian center from Peter to the papacy. Offered as a study abroad course.

**HIST 281 The Holocaust: History and Memory. 3 hours.** An introduction to the origins, motivations, and consequences of the Holocaust. A focus on Nazi Germany, the persecution of Jews and others, as well as resistance. Special attention to historical arguments, memoirs and texts, digital history, and museums in shaping historical interpretation alongside modern ambivalence and denial.

**HIST 322 Joan of Arc: Film and History. 3 hours.** Through an examination of trial records and documents, this course examines the life of the peasant Joan of Arc, one of the most popular figures in history. Additional focus on the context of the Middle Ages as well as myth-making and representations in literature, art, film and propaganda. In what ways are historical interpretations shaped by popular culture

and cultural biases about the past? How has Joan remained an important cultural construction long after her death?

**HIST 330 The American Civil War. 3 hours.** The causes, nature and consequences of the Civil War; emphasis placed on political and social interpretations of the war, as well as its military events.

**HIST 342 The European Witch-Hunts. 3 hours.** This course examines the witch-hunts in Early Modern Europe. To understand the historical context, the course examines magic, heresy, witch-hunts and the shifting definitions in the late Middle Ages. Primary sources highlight the words of the accused and the accusers. Additional foci include the popular modern myths associated with the witch-hunts, as well as examination of modern witch-hunts.

**HIST 346 History of Modern China. 3 hours.** An in-depth study of contemporary Chinese culture and history, with an examination of revolutionary movements and modernization.

**HIST 353 US Expansion to World War One. 3 hours.** This course examines the history of US diplomacy, foreign relations, and cultural exchange from 1776 until 1917. Course themes include formal and informal imperialism, globalization, commerce, westward, cultural, and global expansion, Native American and anti-imperial and anticolonial resistance, intercultural encounters, gender, race, and the large debate over the US mission in the world.

**HIST 374 Social History of India. 3 hours.** Examines the major social and cultural developments in India's history. Focus on the origins and development of major religions (Hinduism, Buddhism, and Jainism); Islamic India; imperialism; the historical role of women and gender; Gandhi and the impact of Partition. Historical texts and literature, including The Ramayana inform the class design.

**HIST 380 Hitler and Stalin. 3 hours.** This course will consider the phenomena of Nazism and Stalinism, focusing on systems of authority, culture, daily life, and the use of violence.

**HIST 385 Global Cold War. 3 hours.** An analysis of specific Cold War controversies, particularly those that took place in the Third World; an examination of ideological, cultural and socio-historical aspects of the Cold War.

**HIST 290, 390, 490 Selected Topics. 1-3 hours each.**

**HIST 291, 391, 491 Research.**

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

## Honors (HNRS)

**HNRS 240 Honors Reading Seminar I. 1 hour.** A seminar devoted to the discussion of books and films and reflecting about their college experience and life goals. In small groups, honors students choose a selection of books and/or films to discuss and analyze. Students are responsible for leading each discussion and producing a blogpost about the text. *May be repeated when topics vary. S/U Grading.*

**HNRS 250 Honors Reading Seminar II. 1 hour.** A student-led seminar devoted to the discussion of books and films. In small groups, honors students choose a selection of books and/or films to discuss and analyze. Students are responsible for leading each discussion and producing a blogpost about the text. *May be repeated when topics vary. S/U Grading.*

**HNRS 260 Honors Design Thinking Studio. 1-2 hours.** This course presents a hands-on introduction to design thinking, including inspiration/problem identification, ideation (or brainstorming), feedback processing, prototyping, and reflection. Students will create something employing the design thinking process, possibly a game, artistic work, new product, podcast, website, or whatever interests the student, using these skills and will reflect on their experience. *S/U Grading.*

**HNRS 324 Sustainability Project. 1 hour.** This course provides students with a hands on exploration of how leaders in their chosen field or career have relied on the triple bottom line to improve profits, people, and the planet. Students will look at case studies of how leaders have focused successfully on sustainability and develop a proposal related to promote sustainability. Students will also reflect on their experience and the leadership challenges associated with their proposal.

**HNRS 325 Diversity, Equity, & Inclusion Project. 1 hour.** This course provides students with the tools diversity, equity, and inclusion professionals use to produce an audit, survey, or history for an organization or group. Students will work on a project that explores a specific DEI issue, drawing on variety of data sources, and will produce a final report about the project. Students will also reflect on the experience of investigating a DEI issue.

**HNRS 326 Leadership Experience. 1 hour.** This course explores theories of leadership and asks students to reflect on their own leadership approach. Students will also complete a project that explores leadership styles, approaches, issues, challenges, and opportunities in a field of their interest.

**HNRS 410 Honors Portfolio. 1 hour**. This course meets the Honors Program requirement that each honors student submit an approved honors portfolio. Each student portfolio will document how the student met the learning objectives and graduation requirements of the Honors Program. The final version of the portfolio, which documents a student's honors project, will be submitted during the course and must be approved by the Honor's Council. This course is taken during a student's last semester. *S/U Grading.*

**HNRS 290, 390, 490 Selected Topics. 3 hours.**

**HNRS 487 Honors Internship. 3-6 hours.**

**HNRS 495 Research. 1-6 hours.**

## History, Philosophy, & Religion (HPRL)

**HPRL 318 The Public Seminar. 1 hour.** The Public Seminar presents an opportunity for students across the university to read and discuss topics in philosophy and religion, as well as books and essays for contemporary importance. *Satisfactory/unsatisfactory grading.*

**HPRL 493 Senior Seminar. 3 hours.** Prerequisite: *At least two upper-level HIST courses before enrolling in HPRL 493 Senior Seminar.* In this senior capstone seminar, students design and direct a research project as a culminating experience. Students choose, contextualize, and explicate a series of documents, artifacts, and/or images to shape an argument. Through the process, students demonstrate strong research, writing, and interpretive skills. As a result each student produces a 16-18 page paper and presents at the Capstone Conference. This course fulfills the Core Engaged Learning requirement. Offered fall only.

## Language & Literature (LLIT)

**LLIT 115 OPI Test in Foreign Language. 0 hours.** This is a placeholder course that exists to confirm students' successful OPI rating in the appropriate language at the level of "intermediate mid" or higher. *This course is graded satisfactory/unsatisfactory.*

**LLIT 220 Immigrant Stores. 3 hours.** This course will explore literary, historical, and personal accounts of migration, exploring themes of identity, assimilation, and displacement. Using poetry, prose, and the visual arts, the class will explore the cultural impact of immigrants within new societies. The course will cover the relationship between important social categories such as class, race, nationality, and sexuality through a range of works that represent these categories in historical, cultural, and national contexts. This course may focus on difference world cultures in different sectional offerings.

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

## Master of Architecture Courses (MARC)

**MARC 423 Advanced Architectural Representation I. 3 hours.** *Prerequisite: ARCH 222.* This course builds on the principles and skills taught in previous Architectural Representation courses and provides students with an understanding and ability to use advanced design and representation techniques as tools for design research, information visualization, project programming, and conceptualization. The course will emphasize contemporary digital media applications and the role of visual diagramming as a generative method for design conceptualization. Offered fall semester.

**MARC 424 Advanced Architectural Representation II. 3 hours.** *Prerequisite: MARC 423.* This course builds on the principles and skills taught in previous Architectural Representation courses and provides students with an understanding and ability to use advanced digital design and representation techniques as tools for professional communication. The course will emphasize advanced building design representation, technical drawing, and the development of workflows that integrate schematic 3D modeling with Building Information Modeling software and processes. Students will also be introduced to advanced simulation processes, specifications writing, and integrated project delivery strategies. Offered spring semester.

**MARC 433 Building Systems III. 3 hours.** *Prerequisite: ARCH 332.* This course explores building elements and predictive tools that address the thermal, visual and aural conditioning of spaces and energy use implications for the purposes of human use and comfort. The basic systems for thermal comfort, lighting (natural and electrical) and acoustic, their integration with other building systems and the impact on the aesthetics of design will be stressed. Plumbing and electrical systems also will be presented. Spatial planning for structure, mechanical, electrical and plumbing and the impact on building space and function of the system will also be covered. Offered spring semester.

**MARC 439 Structures III. 3 hours.** *Prerequisite: ARCH 334.* Application of engineering principles and analytical methods, as presented in the earlier structures coursework, to a multi-story architectural solution. Students will develop a holistic structural design response that withstands both gravity and lateral forces. The structural design will be refined by applying the principles of rigid-body statics and deformable body mechanics to the individual structural elements. Offered spring semester.

**MARC 507 Architectural Design Integration. 5 hours.** *Prerequisite: ARCH 405.* This masters-level studio focuses on advanced conceptualization and implementation of integrative architectural design. Emphasis will be placed on the elaboration of architectural ideas through awareness of principles of sustainability and integration of structural and environmental systems, envelope and building assemblies, and life-safety systems. Offered fall semester. Course fee required.

**MARC 508 Architectural Design Thesis. 5 hours.** *Prerequisite: ARCH 507, ARCH 557.* This masters-level studio is the capstone of the studio sequence, providing a setting for the exploration and synthesis of specific in-depth topics of personal and professional importance to the individual student, as developed in the MARC 557 Architecture Senior Seminar course. Offered spring semester. Course fee required.

**MARC 532 Technology and Sustainability. 3 hours***.* This master level course is an advanced seminar providing an in-depth examination of issues related to technology and/or sustainability in architecture. Specific course content will vary and will be defined by individual instructors. Topics, content and methods will support the acquisition of knowledge and abilities within the general topic area, as well as the application of these to other coursework. Students will be expected to develop and apply advanced analysis, research and communication skills. *May be repeated when topics vary.*

**MARC 552 Design Theory and History. 3 hours***.* This master level course is an advanced seminar providing an in-depth examination of issues related to design theory and history in architecture. Specific course content will vary and will be defined by individual instructors. Topics, content and methods will support the acquisition of knowledge and abilities within the general topic area, as well as the application of these to other coursework. Students will be expected to develop and apply advanced analysis, research and communication skills. *May be repeated when topics vary.*

**MARC 557 Architecture Senior Seminar. 3 hours.** This master level course is an advanced seminar in architecture. Students will be expected to develop and apply advanced analysis, research and communication skills in order to identify a research topic of relevance to their own interest and professional goals. The research topic will also connect these specific and personal interests with students' wider educational experiences. Topics developed in this course will be explored and extended through a thesis design project executed the following semester. Offered fall semester.

**MARC 569 Professional Practice. 3 hours.** *Prerequisite: MARC 507.* This master level course is an advanced seminar that addresses laws and regulations, project process and economics, business practices and management, and ethical concerns. Students will critically explore the relationship between personal and professional goals and the context of architectural practices. Offered spring semester.

**MARC 572 Urban and Regional Studies. 3 hours.** This master level course is an advanced seminar providing an in-depth examination of issues related to urban and regional studies in architecture. Specific course content will vary and will be defined by individual instructors. Topics, content and methods will support the acquisition of knowledge and abilities within the general topic area, as well as the application of these to other coursework. Students will be expected to develop and apply advanced analysis, research and communication skills. *May be repeated when topics vary.*

**MARC 590 Selected Topics. 1-3 hours.**

**MARC 591, 592 Research.**

## Mathematics (MATH)

**MATH 100 Intermediate Algebra. 3 hours.** *It is strongly recommended that students have completed prealgebra or beginning algebra in either high school or college in order to be successful in this course.* The traditional topics of intermediate algebra through quadratic equations and functions.

**MATH 101 Fundamental Mathematical Concepts I. 3 hours.** *It is strongly recommended that students have completed one year of high school algebra or MATH 100 in order to be successful in this course.* Development of the number systems — whole numbers through real numbers. Problem solving strategies, functions, elementary logic and set theory are included.

**MATH 109 College Algebra. 3 hours.** *It is strongly recommended that students have completed one year of high school algebra and one year of high school geometry or MATH 100 in order to be successful in this course.* A study of functions and graphs, solutions of equations and inequalities and the properties of polynomial, rational, exponential and logarithmic functions.

**MATH 110 Trigonometry. 3 hours.** *It is strongly recommended that students have completed two years of high school algebra and one year of high school geometry or MATH 109 in order to be successful in this course.* The study of trigonometric, logarithmic and exponential functions and their applications.

**MATH 213 Trigonometry and Vectors with Applications. 3 hours.** *It is strongly recommended that students have completed two years of high school algebra in order to be successful in this course.* This course will cover trigonometry and vectors with an emphasis on applications in architecture and mechanics. Logarithms, logarithmic scales, and their applications will also be covered. At least one-third of class time will be spent on group projects which apply the course material.

**MATH 227 Introduction to Statistics. 3 hours.** *It is strongly recommended that students have completed one year of high school algebra in order to be successful in this course.* A course to acquaint the student with the basic ideas and language of statistics including such topics such as descriptive statistics, correlation and regression, basic experimental design, elementary probability, binomial and normal distributions, estimation and test of hypotheses, and analysis of variance.

**MATH 229 Calculus A. 4 hours.** *It is strongly recommended that students have high-school level algebra skills and/or successful completion of College Algebra in order to be successful in this course.* This course is designed to prepare students for Calculus I. It covers a variety of topics from algebra, with emphasis on the development of rational, exponential, logarithmic and trigonometric functions including their essential properties, graphs and basic applications. Additional topics range from linear systems to conic sections.

**MATH 230 Business Calculus. 3 hours.** *It is strongly recommended that students have completed two years of high school algebra in order to be successful in this course.* Topics from differential and integral calculus with an emphasis on business applications. This class cannot be used as a prerequisite for MATH 232.

**MATH 231 Calculus I. 4 hours.** *Prerequisite: Demonstrable proficiency via a placement exam in algebra and trigonometry or successful completion of MATH 229.* A study of the fundamental principles of analytic geometry and calculus with an emphasis on differentiation.

**MATH 232 Calculus II. 4 hours.** *Prerequisite: Demonstrable proficiency in single-variable calculus through basic integration or successful completion of MATH 231.* Continuation of Calculus I including techniques of integration and infinite series.

**MATH 233 Calculus III. 4 hours.** Functions of two variables, partial differentiation, applications of multiple integrals to areas and volumes, line and surface integrals, and vectors. Demonstrable proficiency in single-variable calculus through power series or successful completion of MATH 232-Calculus II.

**MATH 234 Introduction to Mathematical Proof. 3 hours.** *Prerequisite: MATH 231. It is strongly recommended that students have completed MATH 232 in order to be successful in this course.* A careful introduction to the process of constructing mathematical arguments, covering the basic ideas of logic, sets, functions and relations. A substantial amount of time will be devoted to looking at important forms of mathematical argument such as direct proof, proof by contradiction, proof by contrapositive and proof

by cases. Applications from set theory, abstract algebra or analysis may be covered at the discretion of the instructor.

**MATH 235 Linear Algebra. 3 hours.** *Prerequisite: MATH 232.* Study of linear transformations, matrices and vector spaces.

**MATH 261 Introduction to Data Science. 3 hours.** *Prerequisites: MATH 227 and CSCI 152.* An introductory exploration of the data science process, its uses, and its applications. Students will focus on the derivation of actionable knowledge from data using the data science pipeline. Pipeline topics include data acquisition, cleaning of data, transformation of data, analysis of data, and interpretation of data. Analysis of data includes an introduction to both statistical and machine learning techniques. Interpretation of data will include an introduction to data visualization. Additionally, the course will address the role of data science and the implications of its use in our culture, our world, and our individual lives. The course uses a problem-based approach where students will engage with other students and with the course materials.

**MATH 301 Abstract Algebra. 3 hours.** *Prerequisite: MATH 234 or CSCI 241 and CSCI 262, MATH 235.* The elementary properties of groups, rings and fields are developed.

**MATH 302 Sports Statistics Certificate Capstone. 3 hours.** *Prerequisite: MATH 227, CSCI 152, MGMT 356.* The Sports Stats Certificate Capstone teaches students to apply statistical techniques to explain the why behind particular games, seasons and careers. Exploring a sport of interest, students will create stats from sports data to strengthen arguments, predict team and player outcomes, and find competitive advantages. Students will create their own descriptive and prescriptive statistics that may help teams make decisions for implementing coaching strategies, predicting player-prospect future success, or ascertain player value.

**MATH 326 Probability Theory. 3 hours.** *Prerequisite: MATH 232 or declared Cybersecurity major. It is recommended that students receive a grade of C or better in MATH 232 to be successful in this course.* This course includes an introduction to probability theory, discrete and continuous random variables, mathematical expectation and multivariate distributions.

**MATH 327 Mathematical Statistics. 3 hours.** *Prerequisite: MATH 326. It is recommended that students receive a grade of C or better in MATH 326 to be successful in this course.* Mathematical statistics is the study of statistics from a mathematical standpoint, using probability theory as well as other branches of mathematics such as linear algebra and calculus. In this course we use mathematical methods for the systematization, analysis, and drawing of scientific and practical inferences. The main areas of mathematical statistics are estimations, hypothesis testing and regression analysis.

**MATH 330 Geometry. 3 hours.** *Prerequisite: MATH 234.* Foundations of Euclidian geometry from the axioms of Hilbert and an introduction to non-Euclidian geometry.

**MATH 340 Numerical Analysis. 3 hrs.** *Prerequisite: MATH 231 or MATH 236, and MATH 232.* Numerical solutions to mathematical problems are studied. Topics include approximating solutions to equations, interpolation, numerical differentiation and integrating, and numerical linear algebra.

**MATH 366 Differential Equations. 3 hours.** *Prerequisite: MATH 232.* A first course in ordinary differential equations.

**MATH 421 Real Variables. 3 hours.** *Prerequisite: MATH 233, MATH 234. It is recommended that students have completed MATH 301 in order to be successful in this course*. Real number system, set theory, continuity and differentiability.

**MATH 428 Regression Analysis. 3 hours.** *Prerequisite: MATH 227 or MATH 327.* In almost any study, there is the task of predicting or explaining the behavior of a particular variable. In most cases such research is possible through the analysis of a relationship of this variable with some others. Such interactions are not pre-determined and are of a random nature. A mathematical model of such relationship becomes one of the most important tools of study. Construction, examination and use of such a model are subjects of the regression analysis.

**MATH 432 Complex Variables. 3 hours.** *Prerequisite: MATH 233, MATH 234.* A study of complex numbers, analytic functions, complex integration, residues and series.
**MATH 493 Senior Seminar. 3 hours.** Modern topics in mathematics are discussed in a seminar setting. Students integrate their study of mathematics throughout their undergraduate years and explore the connections among mathematics and other courses they have pursued. Departmental assessment of the major is included. This course is designed to be a capstone experience taken during the final semester of the senior year.
**MATH 290, 390, 490 Selected Topics. 1-3 hours.**
**MATH 291, 391, 491 Research.**
**MATH 397, 497 Internship.** *S/U Grading.*

## Management (MGMT)

**MGMT 300 Principles of Management. 3 hours.** *Prerequisite: Day-Declared Breech major; or declared Business Administration Minor; or declared Marketing and Entrepreneurship Minor; or declared Learning to Lead Certificate. CCPS- declared Business Administration major or Business Essentials Certificate.* Introduction to management of organizations, strategy, leadership, organizational behavior, business management theories, and organizational design. Topics covered include individual and situational explanations for behavior, communication, decision-making, motivation, personal strengths and teams.

**MGMT 302 Introduction to Health Administration. 3 hours.** This course presents information and insight that identifies the challenging and overarching issues surrounding Health Care Administration. It examines the application of managerial concepts and practices to healthcare organizations exploring healthcare provider types, cost, access and quality of care, and the future of health services delivery.

**MGMT 330 Leading People in Organizations. 3 hours.** *Prerequisite: Admission to Breech School of Business and MGMT 300.* Explores the evolution of leadership theory and practice and invites students to be reflective of their own leadership experiences through the lenses of those theories. The course will focus on concepts of leaders' traits and behaviors, followership, creative conflict, resolution, the nature of power, oppression and influence. Leader's effectiveness at the individual, group, and strategic level will be explored. By the end of the course, students will have increased their personal awareness and gained a greater understanding of the complex issues facing today's leaders.

**MGMT 340 Project Management. 3 hours.** *Prerequisite: Admission to Breech School of Business and MGMT 300; or MGMT 300 and a declared Marketing and Entrepreneurship Minor.* A study of management theory particular to the effective organization and leadership of programs and projects. Essential elements of this study include project planning, investments and evaluation, and the management of complex processes. Provides students with the opportunity to work in teams applying project management principles to relevant challenges.

**MGMT 356 Negotiation and Organizational Conflict. 3 hours.** *Prerequisites: MGMT 300 or declared Sports Statistics Certificate.* This course introduces theory and process of negotiation and other methods of conflict management. Students will also gain hands-on experience through extensive use of two-party simulations, cases, and discussions. Representative topics include negotiation, group decision making, and alternate forms of conflict resolution.

**MGMT 424 Business Simulation Workshop. 3 hours.** *Prerequisite: Admission to Breech School of Business. Senior Standing*. It is recommended this course be taken concurrently with MGMT 446 and/or final semester prior to graduation. The business simulation workshop offers students the opportunity to learn about, and engage in, a competitive business environment via the CapSim business simulator. Students will partner in close teams to develop a deep understanding of general business strategies and tactics, and they will apply this theoretical understanding by managing various functional areas of a simulated manufacturing firm. By the end of the course, students will understand the basic principles of strategic business management, as well as the decisions that managers make in pursuit of their strategic goals and objectives. Business professionalism constitutes an essential component to the course, as it represents a key success variable in communicating and substantiating business decisions to external business constituents. For this reason, students will make multiple presentations in the course of the semester to one another, as well as to visitors from the business community whenever possible.

**MGMT 425 International Management. 3 hours.** *Prerequisites: Admission to the Breech School of Business and MGMT 300.* This course explores the distinct challenges of management in an international environment. Topics covered include global environment, national culture, international human resource issues, and managing a multinational workforce.

**MGMT 448 Venture Strategy Development. 3 hours.** *Prerequisite: Admission to Breech School of Business, MKTG 337, MGMT 300, Senior Standing; or, declared Marketing and Entrepreneurship Minor.* Capstone

class option for all Business majors and requirement for Management/Marketing major as well as Marketing and Entrepreneurship minor. Admission to Breech and Senior Status is required, preferably in the last semester of study. This course prepares the business student for engaging in entrepreneurial projects in the profit and non-profit sectors, with heavy emphasis on opportunity identification, entrepreneurship, technology management, and development and promotion of sustainable products and organizations. Hands-on practice with strategy tools, ideation techniques, concept development builds in iterative practice for bringing business ideas to fruition through stakeholder development. Culminates in a business plan project for a new venture.

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

**MGMT 291, 391, 491 Research.**

**MGMT 397, 497 Internship. 3 hours.** *S/U Grading.*

## Military Science (MILS)

**MILS 101 Introduction to Military Science. 1 hour.** This course focuses on Army organization, customs and courtesies, leadership and basic pistol and rifle marksmanship. Students will get the opportunity to handle, learn the maintenance and proper way to fire, both civilian and U.S. Army small arms weapons as well as spend one-two weeks learning Army rappelling techniques. 100 level classes are open to all students and are required of students in the ROTC program. Students must meet with an advisor in the Cox Compass Center (140 OEC) to learn about the class location and receive assistance with registration. Contact academicadvising@drury.edu or call 417-873-3010 to make an appointment.

**MILS 102 Introduction to Basic Military Skills. 2 hours.** This course builds on the foundational skills and techniques taught in MIL 101; military map reading and land navigation, pistol marksmanship, rappelling and additional leadership skills. 100 level classes are open to all students and are required of students in the ROTC program. Students must meet with an advisor in the Cox Compass Center (140 OEC) to learn about the class location and receive assistance with registration. Contact academicadvising@drury.edu or call 417-873-3010 to make an appointment.

**MILS 211 Basic Military Skills and Techniques. 2 hours.** *Prerequisite: MILS 101, MILS 102.* This course is designed for students who desire accelerated instruction on rifle marksmanship, rappelling, communications, map reading (to include the compass), patrolling and tactics. The student will be required to attend a laboratory on Thursdays if a contracted cadet. Students who are contracted to required to meet Army appearance standards.. 200-level classes are open to students and are required of students in the ROTC program. Students must meet with an ROTC official at MSU before registering for the class. Contact academicadvising@drury.edu or call 417-873-3010 to make an appointment in the Cox Compass Center (140 OEC) to learn about the MSU meeting and to discuss registration.

**MILS 212 Military Fundamentals Practicum. 2 hours.** The class is designed for the military science students who desire accelerated instruction on rifle marksmanship, communications, map reading (to include the compass), and patrolling. The student will be required to wear a military uniform and meet Army appearance standards. 200-level classes are open to students and are required of students in the ROTC program. Students must meet with an ROTC official at MSU before registering for the class. Contact academicadvising@drury.edu or call 417-873-3010 to make an appointment in the Cox Compass Center (140 OEC) to learn about the MSU meeting and to discuss registration.

**MILS 301 Military Leadership. 3 hours.** *Prerequisite: Permission from ROTC Coordinator at MSU.* Introduction to small unit tactics; principles of military leadership, to include theory, responsibilities, techniques, and practice; branches of the U.S. Army, oral presentation techniques and practice. One field trip is required. Cannot be taken pass/not pass. Students must meet with an ROTC official at MSU before registering for the class. Contact academicadvising@drury.edu or call 417-873-3010 to make an appointment in the Cox Compass Center (140 OEC) to learn about the MSU meeting and to discuss registration.

**MILS 302 Military Skills Building. 3 hours.** *Prerequisite: Permission from ROTC Coordinator at MSU.* Small unit tactics; applied military leadership (builds on knowledge gained in MILS 301) with special emphasis on the junior leader's duties and responsibilities. Two field trips are required. Cannot be taken pass/not pass.

**MILS 315 Military History of the United States. 3 hours.** *Prerequisite: Permission from ROTC Coordinator at MSU.* Recommended prerequisite – HST 121 or 122. American Military History from the colonial period to the present; its relation to the national development in war and peace.

**MILS 325 Advanced Military Science Practicum. 5 hours.** *Prerequisite: Permission from ROTC Coordinator at MSU.* A prerequisite to receive a commission in the U.S. Army through R.O.T.C and for MILS 411 and 412. The 5-week course is conducted at Fort Lewis, Washington. The instruction, training and evaluation focuses on the professional development issues required through this mentally and physically demanding camp. The training and evaluation is conducted seven days a week for five weeks and requires active

participation by all students. The student is placed in leadership positions which require him/her to lead up to 120 fellow students for extended periods of time. Enrolled students receive compensation for travel, lodging and food.

**MILS 411 Strategic Leadership and Operations Planning. 3 hours.** *Prerequisite: Permission from ROTC Coordinator at MSU.* This course focuses on strategic leadership and operations planning at the organizational level. Students will learn to plan and lead military operations on a larger scale, focusing on coordination, resource management, and strategic decision-making. The course emphasizes long-term planning and the integration of various operational elements to achieve mission success. Students must meet with an advisor in the Cox Compass Center (140 OEC) to learn about the class location and receive assistance with registration. Contact academicadvising@drury.edu or call 417-873-3010 to make an appointment.

**MILS 412 Leadership Transitions. 3 hours.** *Prerequisite: Permission from ROTC Coordinator at MSU.* This course prepares cadets for the transition from ROTC leadership roles to commissions officer positions. Focus will be on adapting leadership styled, managing responsibilities, and navigating the challenges of becoming an officer. Students will also explore leadership in diverse military environments, learning how to effectively lead and inspire troops during this critical transition. Students must meet with an advisor in the Cox Compass Center (140 OEC) to learn about the class location and receive assistance with registration. Contact academicadvising@drury.edu or call 417-873-3010 to make an appointment.

## Marketing (MKTG)

**MKTG 337 Marketing. 3 hours.** *Prerequisite: Day-Declared Breech major; or declared Business Administration Minor; or a Marketing and Entrepreneurship Minor; or declared Business Essentials Certificate; or declared Personal Branding Certificate; or declared Arts Administration Certificate. CCPS-Declared Business Administration major or declared Business Essentials Certificate.* Introduction to effective marketing concepts, strategies, and practices. An analytical approach to recognition of alternative strategic paradigms and their effect on a firm's marketing. Ethical and social responsibilities of effective domestic and global marketing. Individual and team projects with operating sponsors.

**MKTG 344 Consumer Behavior. 3 hours.** *Prerequisite: MKTG 337.* This course focuses on application of the behavioral sciences to help understand consumer behavior. Emphasis is placed on understanding the essentials underlying consumer behavior, and developing an ability to relate such understanding to important issues faced by marketing practitioners. Course topics include perception, memory, affect, learning, persuasion, motivation, behavioral decision theory and environmental (e.g., social and cultural) influences. Emphasis is on practitioner-oriented managerial implications of marketing tool applications, including the impact of market promotion, marketing communications, research techniques, consumer motivation, and perception.

**MKTG 348 Marketing Research. 3 hours.** *Prerequisite: MKTG 337 and admission to Breech School of Business*. This course is a study of research methods used in marketing, including problem definition, research design, questionnaire construction, gathering and interpreting of field and/or secondary data, presentation of research conclusions, and projections for the future. In order to successfully participate, students must be proficient in marketing principles and theories.

**MKTG 437 Digital Marketing. 3 hours.** *Prerequisite: Admission to Breech School of Business and MKTG 337 or, COMM 216. MKTG 337, and COMM 231 or MKTG 337 and declared Personal Branding Certificate.* Companies are increasingly digital technologies when developing and implementing marketing strategy. Digital marketing encompasses all marketing efforts that use an electronic device or the internet. The course provides an introduction to and overview of how businesses might leverage digital channels such as search engines, social media, email, and other websites to connect with current and prospective customers.

**MKTG 390, 490 Selected Topics. 1-3 hours.**

**MKTG 291, 391, 491 Research.**

**MKTG 397, 497. Internship. 3 hours.** *S/U Grading.*

## Music Therapy (MTHP)

**MTHP 101 Field Studies I. 2 hours.** In this course, students will work with a board-certified music therapist to advance their clinical practice skills through experiential learning in upper level clinic and community based practicum settings. Students will write a client assessment, develop an evidence-based treatment plan, document progress, and write a treatment summary. Students will also complete self-evaluations, engage in weekly individual supervision, and explore program development.

**MTHP 102 Music Therapy Orientation. 3 hours.** Exploration of the history of music therapy and introduction to current practices, approaches, and populations served. Includes an introduction to the treatment process, writing goals and objectives, and documentation procedures. Requires twelve clock-hours of pre-internship and clinical observation.

**MTHP 132 Intergenerational Rock Band. .5 hours.** Drury students partner with older adults from community settings to rehearse contemporary rock and popular music, culminating in a concert for the public. Spring semester only. Not a required course.

**MTHP 134 Guitar for Music Therapy I. 2 hours.** Beginning class guitar group instruction with a voice component for music therapy majors. Focus on note reading, basic classical guitar skills, first position chords, repertoire development, and song leading with voice. For music therapy majors only.

**MTHP 135 Guitar for Music Therapy II. 2 hours.** *Prerequisite: MTHP 134.* Intermediate guitar group instruction with a voice component for music therapy majors. Focus on bar chords, finger-picking patterns, intermediate repertoire development, and song leading with increased skill level. Emphasis on playing and singing popular music with stylistic accuracy. Required for music therapy majors.

**MTHP 200 Psychology of Music. 3 hours.** Psychology of music is an exploration of the effects of music on human behavior including physical, cognitive, emotional, and social responses to music.

**MTHP 201 Field Studies II. 2 hours.** *Prerequisite: MTHP 101.* In this course, students will work with a board-certified music therapist to advance their clinical practice skills through experiential learning in upper level clinic and community based practicum settings. Students will write a client assessment, develop an evidence-based treatment plan, document progress, and write a treatment summary. Students will also complete self-evaluations, engage in weekly individual supervision, and explore program development.

**MTHP 202 Medical Music Therapy. 3 hours.** Orientation to the medical music therapy model including geriatric, rehabilitation, hospital, and hospice settings.

**MTHP 225 Piano for Music Therapy. 2 hours.** *Prerequisite: Successful completion of piano proficiency for all music majors and MUAP 208.* To develop the requisite piano skills necessary for the successful practice of music therapy, including the development of advanced improvisation, sight-reading and transposition skills.

**MTHP 234 Guitar for Music Therapy III. 2 hours.** *Prerequisite: MTHP 135.* Continued guitar group instruction with a voice component for music therapy majors. Skills include bar chords, finger-style patterns, strumming, basic improvisation skills, transposition, continued classical guitar skills and notation reading, playing duets, use of capo, and advanced repertoire development. Emphasis on playing and singing popular music with stylistic accuracy. For music therapy majors only.

**MTHP 235 Guitar for Music Therapy IV. 2 hours.** *Prerequisite: MTHP 234.* Advanced group guitar instruction with a voice component for music therapy majors. Focus on playing popular repertoire with stylistic accuracy, advanced chord progressions, complex finger-style patterns, basic improvisation skills, transposition, and song memorization.

**MTHP 301 Field Studies III. 2 hours.** *Prerequisite: MTHP 201.* In this course, students will work with a board-certified music therapist to advance their clinical practice skills through experiential learning in upper level clinic and community based practicum settings. Students will write a client assessment, develop an evidence-based treatment plan, document progress, and write a treatment summary. Students

will also complete self-evaluations, engage in weekly individual supervision, and explore program development.

**MTHP 302 Music Technology. 3 hours.** An introduction to the world of music technology and its benefit to the modern musician, music teacher, and music therapist. Study includes basic functionality within multiple musical softwares, basic understanding of essential hardware for capturing and creating music electronically, and working comfortably with both audio and MIDI information within a Digital Audio Workstation. Students will explore the creative and collaborative processes within the digital music realm.

**MTHP 310 Music Therapy Techniques and Interventions I. 3 hours.** This is an experiential-learning course that provides students with opportunities to practice music therapy techniques and interventions through both individual and group work. Each week will include practice sessions and opportunities to demonstrate students' music therapy clinical skills. The skills covered in this semester include group leadership skills (cuing, rote teaching, eye contact, changes in dynamics, etc), drumming/percussion (hand drums, percussion, drum circle facilitation), and facilitation of a "rock band" ensemble (electric guitar, bass guitar, drum set), and movement to music (with and without props/instruments).

**MTHP 311 Music Therapy Techniques & Interventions II. 3 hours.** This is an experiential-learning course that provides students with continued opportunities to practice music therapy techniques and interventions through both individual and group work. Each week will include practice sessions and opportunities to demonstrate students' abilities as music therapists. The skills covered in this semester include arranging, leading, and conducting small client ensembles (Orff, percussion, chimes, or vocal), clinical improvisation, lyric analysis, and songwriting.

**MTHP 340 Music Therapy in Developmental and Behavioral Health. 3 hours.** Music therapy objectives and interventions for children and adults in the developmental disability and behavioral health settings. Includes orientation to counseling approaches and techniques.

**MTHP 401 Field Studies IV. 2 hours.** *Prerequisite: MTHP 301.* In this course, students will work with a board-certified music therapist to advance their clinical practice skills through experiential learning in upper level clinic and community based practicum settings. Students will write a client assessment, develop an evidence-based treatment plan, document progress, and write a treatment summary. Students will also complete self-evaluations, engage in weekly individual supervision, and explore program development.

**MTHP 440 Research Methods in Music Therapy. 3 hours.** Overview of historical, qualitative, and quantitative research approaches commonly used in the field of music therapy. Students will explore various research designs, learning how to apply appropriate methodologies to assess the effectiveness and outcomes of music therapy interventions. Emphasis will be placed on understanding the theoretical frameworks behind research in music therapy, developing research questions, and analyzing data in both qualitative (e.g., case studies, interviews, content analysis) and quantitative (e.g., surveys, statistical analysis, experimental designs) approaches.

**MTHP 475 Music Therapy Capstone. 1 hour.** Career planning in music therapy including preparation of internship application materials, interview techniques, and topics in professionalism and ethics.

**MTHP 480 Internship Experience. 0.5-3 hours.** *Prerequisite: Completion of all undergraduate coursework, with a minimum grade of C in all Music Therapy coursework and permission of instructor.* A capstone applied experience in the Music Therapy program. Students must complete at least 510 clock hours of internship in an approved clinical setting. MTHP 480 terminates with the 1020 hour (final) internship evaluation. *Grade is satisfactory/unsatisfactory.*

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

**MTHP 291, 391, 491 Research.**

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

## Applied Music (MUAP)

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| MUAP 201 | Applied Instruction Trumpet | 1-2 hrs. |
| MUAP 202 | Applied Instruction French Horn | 1-2 hrs. |
| MUAP 203 | Applied Instruction Trombone | 1-2 hrs. |
| MUAP 204 | Applied Instruction Euphonium | 1-2 hrs. |
| MUAP 205 | Applied Instruction Tuba | 1-2 hrs. |
| MUAP 206 | Applied Instruction Percussion | 1-2 hrs. |
| MUAP 207 | Applied Instruction Organ | 1-2 hrs. |
| MUAP 208 | Applied Instruction Piano Non Major | 1-2 hrs. |
| MUAP 209 | Applied Instruction Piano Major | 1-2 hrs. |
| MUAP 210 | Applied Instruction Piano | 1-2 hrs. |
| MUAP 211 | Applied Instruction Violin | 1-2 hrs. |
| MUAP 212 | Applied Instruction Viola | 1-2 hrs. |
| MUAP 213 | Applied Instruction Cello | 1-2 hrs. |
| MUAP 214 | Applied Instruction Double Bass | 1-2 hrs. |
| MUAP 215 | Applied Instruction Guitar | 1-2 hrs. |
| MUAP 216 | Applied Instruction Guitar | 1-2 hrs. |
| MUAP 217 | Applied Instruction Harp | 1-2 hrs. |
| MUAP 218 | Applied Instruction Flute | 1-2 hrs. |
| MUAP 219 | Applied Instruction Oboe | 1-2 hrs. |
| MUAP 220 | Applied Instruction Clarinet | 1-2 hrs. |
| MUAP 221 | Applied Instruction Alto Saxophone | 1-2 hrs. |
| MUAP 222 | Applied Instruction Tenor Saxophone | 1-2 hrs. |
| MUAP 223 | Applied Instruction Bassoon | 1-2 hrs. |
| MUAP 224 | Applied Voice | 1-2 hrs. |
| MUAP 225 | Applied Instrument | 1-2 hrs. |
| MUAP 401 | Applied Instruction Trumpet | 1-2 hrs. |
| MUAP 402 | Applied Instruction French Horn | 1-2 hrs. |
| MUAP 403 | Applied Instruction Trombone | 1-2 hrs. |
| MUAP 404 | Applied Instruction Euphonium | 1-2 hrs. |
| MUAP 405 | Applied Instruction Tuba | 1-2 hrs. |
| MUAP 406 | Applied Instruction Percussion | 1-2 hrs. |
| MUAP 407 | Applied Instruction Organ | 1-2 hrs. |
| MUAP 408 | Applied Instruction Piano Non Major | 1-2 hrs. |
| MUAP 409 | Applied Instruction Piano Major | 1-2 hrs. |
| MUAP 410 | Applied Instruction Piano | 1-2 hrs. |
| MUAP 411 | Applied Instruction Violin | 1-2 hrs. |
| MUAP 412 | Applied Instruction Viola | 1-2 hrs. |
| MUAP 413 | Applied Instruction Cello | 1-2 hrs. |
| MUAP 414 | Applied Instruction Double Bass | 1-2 hrs. |
| MUAP 415 | Applied Instruction Guitar | 1-2 hrs. |
| MUAP 416 | Applied Instruction Guitar | 1-2 hrs. |
| MUAP 417 | Applied Instruction Harp | 1-2 hrs. |
| MUAP 418 | Applied Instruction Flute | 1-2 hrs. |
| MUAP 419 | Applied Instruction Oboe | 1-2 hrs. |
| MUAP 420 | Applied Instruction Clarinet | 1-2 hrs. |
| MUAP 421 | Applied Instruction Alto Saxophone | 1-2 hrs. |
| MUAP 422 | Applied Instruction Tenor Saxophone | 1-2 hrs. |
| MUAP 423 | Applied Instruction Bassoon | 1-2 hrs. |
| MUAP 424 | Applied Voice | 1-2 hrs. |
| MUAP 425 | Applied Instrument | 1-2 hrs. |

## Music (MUSC)

**MUSC 101 Introduction to Composition I. 1-2 hours.** *Prerequisite: Permission of instructor.* Introduction to principles of composition. Written work modeled on analyses of representative forms. Original composition in various forms and styles. Instruction in traditional manuscript preparation and music notation software. 2 cr (major)/1 cr (non-major).

**MUSC 102 Introduction to Composition II. 1-2 hours.** *Prerequisite: MUSC 101.* Introduction to principles of composition. Written work modeled on analyses of representative forms. Original composition in various forms and styles. Instruction in traditional manuscript preparation and music notation software. 2 cr (major)/1 cr (non-major).

**MUSC 105 Recital Attendance. 0 hours.** Music majors are required to attend weekly recital class and ten concerts each semester. Attendance will be taken at each event. *S/U Grading.*

**MUSC 106 Percussion and String Methods**. **2 hours.** This course provides an applied survey of the string and percussion families. Students will acquire basic proficiency in these instruments and will gain an understanding of fundamental teaching pedagogy.

**MUSC 115 Introduction to Music. 3 hours.** This is an introductory course in the music of western culture for non-music majors, designed to help students listen to music in greater depth and to acquire a basic knowledge of the musician's technique and vocabulary. Although the material emphasized in the course will be western art music, the listening and evaluation skills developed during the course can be applied to any musical genre.

**MUSC 116 History of American Pop Music. 3 hours.** This course examines the historical significance of popular music in the United States from the mid-19th century to the present. We will focus on the musical, cultural, social, political, and economic dimensions ("the context") of genres ranging from the Minstrel Show and Tin Pan Alley to blues, jazz, swing, country, folk, soul, rock, disco, and hip-hop.

**MUSC 117 Music Theory I. 3 hours.** Introduction to the basic music vocabulary. Elements of tonal music approached through hearing, writing and analytical; work in diatonic harmony and basic species counterpoint. All students must enroll in Ear Training and Sight Singing I.

**MUSC 118 Music Theory II. 3 hours.** *Prerequisite: MUSC 117.* Continuation of diatonic harmony with an emphasis on 4-part writing. Analysis of Bach chorales and an introduction to musical forms. All students must enroll in Ear Training and Sight Singing II.

**MUSC 119 Concert Band. 1 hour.** The Concert Band utilizes standard wind band instrumentation (percussion and winds). The class will continue to build more advanced, individual musicianship through large and small ensemble performance. This ensemble is the opportunity for musicians to showcase their talent through the performance of advanced wind literature. This ensemble will perform significant repertoire with artistry and understanding; to study and celebrate one of humanity's pinnacle achievements; to uphold our tradition of excellence. The Concert Band is a performance-based class, and all evening concerts and rehearsals are required.

**MUSC 120 Voice Class. 2 hours.** Basic physical and psychological principles of voice production, with particular attention to problems of tone, diction, development of vocal range and sight reading. Offered fall semester.

**MUSC 121 Ear Training and Sight Singing I. 1 hour.** An aural skills course to be taken concurrently with music theory. Each corresponding aural skills course reinforces the skills being taught in written theory through interval, melodic, harmonic and rhythmic dictation as well as through the preparation and sight singing of music.

**MUSC 122 Ear Training and Sight Singing II. 1 hour.** An aural skills course to be taken concurrently with music theory. Each corresponding aural skills course reinforces the skills being taught in written theory through interval, melodic, harmonic and rhythmic dictation as well as through the preparation and sight singing of music.

**MUSC 131 Brass Ensemble. .5 hours.** Outstanding instrumentalists may be selected to be in Drury's three scholarship ensembles, each of which provides a financial award above-and-beyond Department of Music activity grants. These ensembles receive weekly coachings with faculty and perform in twice-yearly chamber music concerts and as part of the Drury Consort.
**MUSC 135 Woodwind Quintet. .5 hours.** Outstanding instrumentalists may be selected to be in Drury's three scholarship ensembles, each of which provides a financial award above-and-beyond Department of Music activity grants. These ensembles receive weekly coachings with faculty and perform in twice-yearly chamber music concerts and as part of the Drury Consort.
**MUSC 137 Jazz Ensemble II. 1 hour.** Drury's Jazz Ensemble II is open to all Drury students based on audition. Two concerts are performed each semester on a variety of literature.
**MUSC 139 Drury Wind Symphony. 1 hour.** The Drury University Wind Symphony is comprised of wind and percussion players from the university community. Performing both contemporary and traditional literature for the wind band, the Wind Symphony presents three major concerts yearly and performs on tour, special events and the annual commencement exercises. Membership is by audition. Course fee required.
**MUSC 141 Jazz Ensemble I. 1 hour.** Drury's Jazz Ensemble I is open to all Drury students based on audition. At least two concerts are performed each semester. Literature includes contemporary works and jazz masterworks. Jazz Ensemble I also takes a yearly regional or national tour.
**MUSC 143 Jazz Combo. .5 hour each.** This course is open by audition to any Drury University student regardless of major. It is designed to give students the skills necessary to function in a small jazz combo setting. Some topics addressed will be choosing literature, arranging tunes, learning jazz standards, listening, improvisation, communication, rehearsal techniques, rehearsal/performance etiquette and musical interaction.
**MUSC 147 Drury Singers. 1 hour.** Drury Singers is a select choir open by audition to all Drury students each fall. The choir tours annually, including internationally and performs primarily acapella literature. Interested students should contact the music department about the audition process prior to the start of the fall semester.
**MUSC 149 Drury Chorale. 1 hour.** Drury chorale is open to all Drury students. This choir performs a wide variety of repertoire, including larger works with orchestra. Interested students should contact the music department.
**MUSC 152 Jazz Improvisation. 1 hour each**. *Prerequisite: Permission of instructor.* Individual or small group. Introduction to principles of jazz improvisation, jazz theory, listening and transcription.
**MUSC 154 Woodwind and Brass Methods. 2 hours.** This course provides an applied survey of the brass and woodwind families. Students will acquire basic proficiency in these instruments and will gain an understanding of fundamental teaching pedagogy.
**MUSC 155 Chamber Groups .5 hours.** Chamber groups covers those chamber ensembles that do not perform on a regular basis. Membership is based on student need and faculty availability. This course can be used for both vocal and instrumental combinations. Contact the Department of Music for more information.
**MUSC 157 String Quartet. .5 hours.** Outstanding instrumentalists may be selected to be in Drury's three scholarship ensembles, each of which provides a financial award above-and-beyond Department of Music activity grants. These ensembles receive weekly coachings with faculty and perform in twice-yearly chamber music concerts and as part of the Drury Consort.
**MUSC 159 Chamber Orchestra/Springfield - Drury Civic Orchestra. 1 hour.** The Drury Chamber Orchestra is comprised of string, wind and percussion players drawn from the university community. In addition to regular season concerts, the Chamber Orchestra also collaborates with the opera workshop in a yearly, fully staged opera production. The Drury Consort, a subset of the Chamber Orchestra, is a select ensemble

comprising the permanent members of Drury's scholarship chamber ensembles (Woodwind Quintet, Brass Quintet, String Quartet) plus a few additional advanced instrumentalists. Among other events, the Drury Consort performs the university's annual presentation of Sergei Prokofiev's beloved Peter and the Wolf. Members of the Chamber Orchestra also perform in the Springfield-Drury Civic Orchestra (SDCO), a regional community orchestra comprising professional performers and educators, students at neighboring universities, advanced high school players and dedicated enthusiasts. The SDCO presents three full concerts yearly. Membership in the Drury orchestra program is by audition. Course fee required.

**MUSC 161 Dual Credit Concert Choir. 1 hour.** The Concert Choir utilizes standard choral sections (soprano, alto, tenor, bass). The class will continue to build more advanced, individual musicianship through large and small ensemble performance. This ensemble is the opportunity for musicians to showcase their talent through the performance of advanced choral literature. This ensemble will perform significant repertoire with artistry and understanding; to study and celebrate one of humanity's pinnacle achievements; to uphold our tradition of excellence. The Concert Choir is a performance-based class, and all evening concerts and rehearsals are required.

**MUSC 164 Marching and Athletic Bands. 1 hour.** The Marching and Athletic Bands perform regularly at Drury University sporting events, university functions, regional band festivals, and competitions. The Athletic Bands strive to communicate enthusiasm, energy, and pride through musical performance and entertainment. Athletic Bands include, but are not limited to, marching band, pep band, drum line, and winter guard. Membership in the ensemble is open to all Drury students regardless of major as well as to Drury faculty and staff and Springfield community members.

**MUSC 171 Dual Credit Marching and Athletic Bands. 1 hour.** The Dual Credit Marching Band course allows students to rehearse and perform literature and choreography written and developed for the band. Students continue to hone their musical skills. Self-reflection and continued emphasis on improvement are the centerpieces of this course. Students must participate in the band at home football/basketball games, parades, onsite and offsite performance, and class rehearsals.

**MUSC 172 Dual Credit Concert Band. 1 hour.** The Dual Credit Concert Band course allows students to rehearse and perform literature written and developed for the band. Students continue to hone both their musical skills. Self-reflection and continued emphasis on improvement are the centerpieces of this course. Students must participate in the band in their home school in a concert band setting.

**MUSC 201 Composition III. 1-2 hours.** *Prerequisite: MUSC 101, MUSC 102.* Original composition in various musical forms and styles. Instruction in traditional manuscript preparation and music notation software.

**MUSC 202 Composition IV. 1-2 hours.** *Prerequisite: MUSC 201.* Original composition in various musical forms and styles. Instruction in traditional manuscript preparation and music notation software.

**MUSC 211 Sophomore Review. 0 hours.** All music majors are required to pass the sophomore review. Requirements are found in the Music Major Handbook. *S/U Grading.*

**MUSC 217 Music Theory III. 3 hours.** *Prerequisite: MUSC 117, MUSC 118.* Introduction to chromatic harmony and discussion, writing assignments and analysis of musical excerpts from the Baroque and Classical periods. All students must enroll in Ear Training and Sight Singing III.

**MUSC 218 Music Theory IV. 3 hours.** *Prerequisite: MUSC 217.* Continuation of chromatic harmony and introduction to twentieth century compositional techniques. Discussion, writing assignments and analysis of musical excerpts from the romantic era and the twentieth century. All students must enroll in Ear Training and Sight Singing IV.

**MUSC 219 Ear Training and Sight Singing III. 1 hour**. An aural skills course to be taken concurrently with music theory. Each corresponding aural skills course reinforces the skills being taught in written theory through interval, melodic, harmonic and rhythmic dictation as well as through the preparation and sight singing of music.

**MUSC 220 Ear Training and Sight Singing IV. 1 hour.** An aural skills course to be taken concurrently with music theory. Each corresponding aural skills course reinforces the skills being taught in written theory through interval, melodic, harmonic and rhythmic dictation as well as through the preparation and sight singing of music.
**MUSC 224 Jazz History. 3 hours.** This course is a survey of the history of jazz from its origins as African-American slave music to the present day. Topics will include musical trends, influential musicians and discussion of political, racial and social factors that have contributed to the development of the genre.
**MUSC 230 Jazz and Social Issues. 3 hours.** This course examines some of the prominent social issues that have presented themselves throughout jazz history, including copyright ethics, discrimination in jazz and the psychology of creativity. Students will examine these issues through readings in various disciplines. Students will also present these ideas and apply them to other similar issues in other disciplines through essays and class discussions.
**MUSC 300 Half Recital. 1 hour.** Students prepare thirty minutes of music for public performance on their major instrument. Achievement of applied level 4 is required before the student is eligible to register. Successful completion of the Recital Permission Hearing is required before the recital may be given. Requirement for the Bachelor of Music Education degree. Only music majors will be allowed to present a half recital. Course fee required.
**MUSC 301 Composition V. 1-2 hours.** *Prerequisite: MUSC 202.* Original composition in various musical forms and styles. Instruction in traditional manuscript preparation and music notation software.
**MUSC 302 Composition VI. 1-2 hours.** *Prerequisite: MUSC 301.* Original composition in various musical forms and styles. Instruction in traditional manuscript preparation and music notation software.
**MUSC 303 Pulse Contemporary A Cappella. 0.5 hours.** *Prerequisite: Audition. Co-Requisite: MUSC 147 or MUSC 149.* Pulse is a contemporary a cappella ensemble that prepares and performs contemporary a cappella literature and barbershop harmony literature at an advanced collegiate level, and will perform frequently on campus, around the community, at area high schools, and on occasional tours. Pulse also works in the studio to create professional recordings and music videos. This ensemble is by audition only and typically consists of 6-12 singers. Pulse is a dual-enrollment ensemble – all members of Pulse must also be enrolled in either Singers or Chorale.
**MUSC 306 Form and Analysis. 2 hours.** *Prerequisite: MUSC 218.* A study of musical form through the analysis of homophonic and contrapuntal compositions.
**MUSC 308 Twentieth Century Theory. 2 hours.** *Prerequisite: MUSC 218.* Trends, techniques and leading composers of modern music, from the French Impressionists to the present.
**MUSC 316 Vocal Diction and Pedagogy. 2 hours.** This course will focus on foreign language diction and vocal pedagogy. The diction portion will focus primarily on Italian, German and French, though other singing diction may be addressed as time permits. The vocal pedagogy portion will focus on the study of vocal science and how it relates to teaching singing. Pedagogy will be seen from a historical perspective and from modern science.
**MUSC 321, 322 History of Music I and II. 3 hours each semester.** *Prerequisite: MUSC 117.* A survey of the history and literature of music from Greco-Roman times to the present. Emphasis upon the study of musical forms and styles against the background of historic, artistic and cultural developments.
**MUSC 356 Conducting. 3 hours.** This course introduces the fundamentals of conducting technique and pedagogy; greatest emphasis will be placed upon the acquisition of kinesthetic awareness and foundational control of conducting gestures.
**MUSC 359 Apprentice Conducting. 1 hour.** Apprentice conducting provides serious conducting students individualized instruction in conducting including the development and refinement of appropriate gestural technique, musical artistry and interpretation, and a general awareness of performance practice and repertory. This course may be repeated for credit.

**MUSC 360 Advanced Conducting and Literature. 3 hours.** *Prerequisite: MUSC 356.* This course is a continuation of Conducting and the capstone applied class in the music education curriculum, with particular emphasis placed on score study, good ensemble management practices, and the refinement of conducting skills necessary for success in the choral, orchestral, or wind band classroom. Students will explore both chorale and instrumental literature and develop an understanding of the performance practices of characteristic pieces from all the major stylistic periods. Beyond classroom work, students will also have the opportunity to conduct one or more of Drury's concert ensembles during the course of the semester. As a required advanced course for the bachelor of music education, Advanced Conducting and Literature requires significant reading and preparation.

**MUSC 370 Elementary Music Methods. 3 hours.** *Prerequisite: EDUC 205, EDUC 207, EDUC 302, MUSC 117, MUSC 118, formal admission to teacher education program.* This course will examine pedagogical best practices and their practical application in the elementary music classroom. A survey of appropriate materials, texts, and approaches, as well as the study of various methods, such as Kodaly, Dalcroze, Susuki, and Orff, will be included. Some practical observation will be required.

**MUSC 375 Secondary Music Methods. 3 hours.** *Prerequisite: EDUC 205, EDUC 207, EDUC 302, MUSC 117, MUSC 118, and formal admission to teacher education.* This course will examine pedagogical best practices and their practical application in the secondary choral and instrumental music programs. Approaches for teaching both performance and non-performance courses and will be explored. Additional emphasis will be placed on program administration. Some practical observation will be required.

**MUSC 385 Instrumentation. 2 hours.** Intensive study of transposition, range and scoring techniques of all instruments. Manuscript preparation includes transcription for band and orchestra or works from various media. Includes origin and evolution of symphonic instrumentation.

**MUSC 386 Choral Arranging. 2 hours.** A study of techniques of arranging for voices in both large and small ensembles. Assignments will include writing for various combinations of voices in various musical styles.

**MUSC 400 Full Recital. 2 hours.** Students prepare sixty minutes of music for public performance on their major instrument. Achievement of applied level 4 is required before the student is eligible to register. Successful completion of the Recital Permission Hearing is required before the recital may be given. Only music majors will be allowed to present a full recital. Course fee required.

**MUSC 401 Advanced Composition VII. 1-2 hours.** *Prerequisite: MUSC 302.* Original composition in various musical forms and styles. Advanced projects utilizing instruments and voices. Instruction in traditional manuscript preparation and music notation software.

**MUSC 402 Advanced Composition VIII. 1-2 hours.** *Prerequisite: MUSC 401.* Original composition in various musical forms and styles. Advanced projects utilizing instruments and voices. Instruction in traditional manuscript preparation and music notation software.

**MUSC 493 Senior Seminar. 3 hours.**

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

**MUSC 291, 391, 491 Research.**

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

## Nursing (NRSI, NUR, & NURS)

All NRSI, NUR, and NURS courses are taught through Southwest Baptist University. For course description information, reference the SBU catalog.

## Nonprofit Leadership (NPFT)

**NPFT 201 Understanding the Nonprofit Sector. 3 hours.** This class will be a comprehensive introduction and provide foundational basics for the sector. Students will learn the variety and history of the field, the current status and trends, and more specific topics such as board governance, policy advocacy, sustainable funding, and volunteer management.

**NPFT 301 Nonprofit Funding, Development, & Grant Writing. 3 hours.** *Prerequisite: NPFT 201.* This class will be a foundation course and provide knowledge, skills, and approaches to the critical role of fundraising in the nonprofit sector. Students will learn how to develop an overall plan for funding, how to search for and develop grant proposals, as well as fundraising strategies and techniques for donors. The course will also cover fundraising events, and roles and duties for fund development within an organization.

**NPFT 351 Donor Motivations & Engagement. 3 hours.** *Prerequisite: NPFT 201, NPFT 301.* This upper-level course is designed for those students with an interest in fund development in the nonprofit sector. It will build on fund development basics in NPFT 301, and delve into donor motivation and behavior, how to identify and cultivate donors, and ongoing donor stewardship. This is a very important role for the nonprofit sector, and the field has had a shortage of trained and knowledgeable development professionals. It will also cover generational difference in donors, and the most effective ways for outreach in each.

## Philosophy (PHIL)

**PHIL 105 Introduction to Philosophy. 3 hours.** An introductory survey of a number of perennial philosophical questions such as “How can a physical body produce a mind?” “Does free will exist?” “What is the self?” “Can we know if God exists?” and “Is there really an external world?” Offered annually.

**PHIL 205 Meaning of Life. 3 hours.** The meaning of life is a question that all people confront at some point in their lives. This course will take up this question, reading selections from the writings of great thinkers in both the Eastern and Western intellectual traditions, and using the tools of conceptual analysis and critique to assess the various answers that have been given to it. The following is a partial list of themes that will be covered during the course of a semester. The course seeks to provide students with an introduction to the fundamental issues at stake, along with the means for assessing these issues. The aim is to get students to reflect on their lives and what makes them meaningful, and then to articulate their own vision of a meaningful life.

**PHIL 214 Free Will & Responsibility. 3 hours.** If humans do not have free will, it is hard to see how they can be responsible (morally or criminally) for what they do. In this course, we read three authors – the first argues that modern science rules our free will and responsibility; the second argues that science is compatible with free will, but that our notion of responsibility must be changed; the third argues that this revised view of responsibility demands that we make significant changes to the criminal justice system.

**PHIL 218 Thinking Like a Confucian. 3 hours.** In this course we will study the texts of the ancient Confucian philosophical tradition in order to see how it played a powerful role in influencing “Eastern” collectivist ways of thinking, and understand how it contrasts with the more individualist “Western” way of thinking that developed out of the philosophy of ancient Greece.

**PHIL 219 Daoism. 3 hours.** Whereas modern Western ethical theories and philosophers spend a great deal of time focused on understanding what kinds of actions people ought to perform, ancient Eastern thinkers focus instead of what one should be, and on the kind of overall life that a person ought to live. In other words, ancient thinkers tend to focus more on developing character (or virtue) than on foregrounding action. Of those ancient Eastern philosophies, the most well- known are Daoism, Buddhism, and Confucianism. In this course, we will concentrate closely on Daoism, focusing on understanding the kinds of people that this philosophy seems to suggest that we ought to embrace becoming more like (the “sage”). As we will see, Daoist writings place a great deal of emphasis on naturalness (ziran), a way of achieving a state of ‘flow’ (or harmony) with the natural world that rests on developing a number of key virtues or character traits such as emptiness, receptivity, and compassion. In this course we will strive to understand how the philosophical Daoists understood (in different ways) these key aims by centering on the two most famous Daoist texts, the Daodejing (~500 B.C.E) and the Zhuangzi (~300 B.C.E). As we proceed through these difficult and challenging texts, you will be expected to use these ancient philosophies as a springboard for thinking critically your own beliefs regarding the constitution of a truly authentic lifestyle.

**PHIL 277 Philosophy of Science. 3 hours.** Our world is embedded within a powerful narrative that sees science as the epistemic path towards understanding what reality is and how it behaves, providing science with a tremendous amount of authority and power in modern discourse (cultural, scientific, and interpersonal). Is this power and authority legitimate? In this course we will analyze science philosophically, questioning the assumptions underlying the scientific method, asking whether science is objective or value neutral, and asking whether science makes historical progress, or whether science can ever reveal anything to us about the true nature of reality itself.

**PHIL 300 Classical Philosophers. 3 hours.** An introduction to the prominent figures and doctrinal developments in the history of philosophy from the ancient Greek philosophers to Medieval philosophy. The course focuses on the primary texts of the pre-Socratics, the Sophists, Plato, Aristotle, Augustine, and

Aquinas, among others, examining their reflections on metaphysics, science and epistemology, as well as ethics and political philosophy.

**PHIL 305 Ethical Issues in Health Care. 3 hours.** This course explores the ethical dilemmas confronting contemporary medicine. It both inquires into a broad range of topics (abortion, euthanasia, health-care costs, organ transplantation, etc.) and provides a thorough study of ethical theories that may be applied to address the dilemmas of modern medicine.

**PHIL 310 Asian Ethics. 3 hours.** In this course, students will be expected to confront, reflect on, and critically think through the central ethical traditions as offered by the West and then work to see if these traditions find analogues in the Eastern Asian tradition. Specifically, this course will require a close examination of western ethical theories and then a close reading and examination of the central texts of Confucianism, Buddhism, Hinduism, and Taoism.

**PHIL 313 Modern Philosophy: Descartes to Kant. 3 hours.** A thorough examination of the period of philosophy stretching from the late 1500s to the late 1700s. We will critically analyze original works by Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume and Kant. Attention will be given to questions concerning the nature of mind, metaphysics and epistemology.

**PHIL 314 Contemporary European Philosophy. 3 hours.** A study of the most prominent types of philosophy and their influence in contemporary Europe. The course begins with Nietzsche, Husserl and Heidegger, and works through the reaction to their work in Critical Theory, Derrida, Foucault, Levinas and others. The course seeks to provide students with an understanding of the philosophical issues and the impact of philosophy on European culture.

**PHIL 316 Ethics. 3 hours.** Students will be expected to confront, reflect on, compare and contrast, apply, and critically think through, the central ethical traditions offered throughout human history—particularly virtue ethics, deontology, and consequentialism. The course begins with a discussion of critical questions relevant to the study of ethics, such as relativism, human nature, and free will, then turns to examining the main theories and ends with criticisms of ethics.

**PHIL 318 Ethics in Greece. 3 hours.** In this course, we will examine and reflect on the main three major theories of ethics that have emerged in the Western tradition over the past 2,500 years, and then focus on a number of Greek and Roman sources and work to interpret them using those three frameworks. Whenever possible, course content will be tied to the real-time travel destinations that we will encounter in Greece. This course is only taught in Greece.

**PHIL 320 Environmental Ethics. 3 hours.** This course seeks to develop a better understanding of both the factual and ethical dimensions of our current and possible future environments. Explores several contemporary approaches in environmental ethics (including deep ecology, ecofeminism, animal rights, market efficiencies, the loss of biodiversity and responses from deontological, utilitarian and virtue ethics, etc.) and representative theoretical problems (e.g., Aldo Leopold's "land ethic" vs. natural rights views, ecological holism vs. moral atomism, market efficiency vs. moral obligations, etc.). Using a case-study approach, students then learn to apply different ethical frameworks to several ethical choices occasioned by human interaction with the natural order.

**PHIL 337 Challenging Normality. 3 hours.** This course is divided into three parts; the first is critical, the second is constructive, and the third is application. In the first part, the course focuses on thinkers like Michel Foucault, a 20$^{th}$ century French post-structuralist who argues that ways of labeling people as "abnormal" or "disabled" or "insane" are actually reflections of the desires of contingent structures of power at any given historical-cultural moment, and not reflections of the desires of contingent structures of power at any given historical-cultural moment, and not reflections of truth or knowledge about the human condition, human nature, or any other objective definition of medical normality. Spring boarding from that first critical part, the second part is constructive, and engages with literature that take up where Foucault's deconstructive enterprise leaves off, focusing on new ways to approach intellectual (dis)ability

that reinterpret such states independent of the desires of power, and in doing so open up the potential to see these states as a part of the panorama of normal human functioning. The third and last part of the course would focus on application, turning to specific ethical questions and debate over the status of dignity, justice, and personhood that emerge from the challenges raised by intellectual (dis)ability.

**PHIL 351 Existentialism in Philosophy, Film and Literature. 3 hours.** Does life have a meaning? If not, then what's the point of living? In this course we will study the movement known as existentialism, famous for exploring these questions. We will read various philosophers; such as Kierkegaard, Nietzsche, and Sartre; watch four existential films; such as Kirosawa's Ikiru and read four literary works that deal with existential themes; such as Dostoyevski's Notes from the Underground.

**PHIL 374 Philosophy of Mind. 3 hours.** One of the most perplexing problems in philosophy concerns the relationship between the mind and the body. In this course, we will investigate how this issue has been approached from the mid 1500s to today, with a central focus on asking whether, or to what degree, psychology and neurology can help us explain the mind.

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

**PHIL 291, 391, 491 Research.**

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

**PHIL 495 Honors Research.**

## Physics (PHYS)

**PHYS 100 Earth Science. 3 hours.** The earth in space, its atmosphere, oceans and the development of landforms by geologic agents. The course objective is to develop awareness of the physical processes that have and will shape the earth and of humanity's effect on these processes.

**PHYS 100-L Earth Science Laboratory. 1 hour.** Introduction to igneous, sedimentary and metamorphic rocks and minerals. Principles and interpretation of geologic and topographic maps. Introduction to fossils.

**PHYS 111 Physical Science. 3 hours.** This course is designed to give the non-science major an understanding of the methods and significance of the physical sciences by concentrating on selected topics from physics and astronomy. *Three hours lecture/demonstrations per week.*

**PHYS 111-L Physical Science Laboratory. 1 hour.** *Co-requisite: PHYS 111.* A lab to complement Physical Science.

**PHYS 150 Physics Tool Kit. 1 hour.** Introduces a variety of experimental and computation techniques used in physics so that students can then pursue their own independent research projects. Topics include learning how to use specific equipment (3-d printer, high-speed camera, Oculus Rift, Arduino, etc.) as well as computer applications (Excel spreadsheets, LabPro video-motion analysis software, VPython programming, etc.).

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

**PHYS 201 Principles of Physics. 5 hours.** *Prerequisite: MATH 109 and MATH 110.* The principles of Newtonian mechanics including motion, energy, force, and torque, as well as heat transfer (time permitting). A non-calculus course. The workshop format - integrated lecture with laboratory - emphasizes experiment, data collection and analysis, problem solving, and cooperative learning. Not intended for chemistry, or physics majors.

**PHYS 202 Principles of Physics II. 5 hours.** *Prerequisite: PHYS 201.* The principles of electrical and magnetic properties of matter, fields and forces, DC circuits, and optics (time permitting). A non-calculus course. The workshop format - integrated lecture with laboratory - emphasizes experiment, data collection and analysis, problem solving, and cooperative learning. Not intended for chemistry, or physics majors.

**PHYS 205 Physics for the Built World. 3 hours.** A brief introduction to Newtonian mechanics (motion, energy, momentum, force) and wave properties. Areas of application may include statics, heat transfer, light propagation, sound propagation, and simple fluid flow. Algebra and trigonometry based with an introduction to log scale and use of vector analysis. This is an integrated lab and lecture course emphasizing experiment, data collection and analysis, problem solving and cooperative learning. Not for science majors.

**PHYS 210 Introduction to Geographic Information Systems (GIS) and Remote Sensing. 3 hours.** This course will provide students with a working knowledge of geographic data, data input, data models, spatial analysis, output and the uses of graphic information systems (GIS) in socio-economic and environmental studies. The course utilizes ArGIS software. Course fee required.

**PHYS 211 General Physics I. 5 hours.** *Co-requisite: MATH 231*. In-depth analysis of Newtonian mechanics including motion, energy, force, and torque. Motion in one and two dimensions. Linear and rotational mechanics. Conservation of energy and momentum, collisions. Oscillatory motion and fluid statics. Extensive use of mathematics including trigonometry, algebra, vectors, and calculus. Intended for engineering majors. Offered Spring semester.

**PHYS 212 General Physics II. 5 hours.** *Prerequisite: PHYS 211 and MATH 231.* In-depth analysis of electrical and magnetic properties of matter, fields and forces. Guass' law, electrical potential, capacitance and

resistance, DC circuits. Particles in a magnetic field, Bio-Savart law, Faraday's law, Ampere's law, Maxwell's equations. Extensive use of trigonometry, algebra, vectors, and calculus. Intended for engineering majors. Offered fall semester.

**PHYS 213 Magnetism, Waves and Optics. 3 hours.** *Prerequisite: PHYS 212.* Principles of magnetic and electromagnetic interactions; wave phenomena, including interference; and an introduction to geometrical optics including shadow, mirrors, and lenses. The modeling-centered, inquiry-based workshop format — integrated laboratory and lecture — emphasizes experiment, data collection and analysis, problem solving, and cooperative learning in both small and large groups.

**PHYS 215 Electronics. 3 hours.** *Prerequisite: PHYS 212.* Design, construction and testing of the circuits underlying modern instrumentation, including both analog and digital electronics. Two lectures and one laboratory per week. Offered occasionally.

**PHYS 281 Physics Research Experience I. 1-3 hours.** *Prerequisite: Instructor Approval.* A research experience that exposes students to existing research projects and prepares them to develop an understanding of the process and expectations of a research project. A written report that reflects on the experience is expected. *Grade is satisfactory/unsatisfactory.*

**PHYS 309 Modern Physics. 5 hours.** *Prerequisite: PHYS 213.* Extensive exploration of models of light, fundamental particles, and how they interact, starting with Newton and continuing through to Bohr. The modeling-centered, inquiry-based workshop format — integrated laboratory and lecture — emphasizes experiment, data collection and analysis, problem solving, and cooperative learning in both small and large groups.

**PHYS 320 Biophysics. 3 hours.** *Prerequisites: PHYS 212, CHEM 238.* Improves and develops understanding of physics concepts, and applies them to molecular and cellular biological systems. Concepts and principles from thermodynamics, statistical mechanics, and electricity will be applied to systems such as bacteria, cell membranes, vascular networks, and biological molecules (RNA, DNA, and proteins including enzymes). For biology and biochemistry students who seek to learn more about the application of physics concepts and principles in biological systems, as well as for physics students interested in thinking more about cells and biological molecules.

**PHYS 350 Intermediate Mechanics. 3 hours.** *Prerequisite: PHYS 212. Co-requisite: MATH 233.* Particle and rigid body dynamics, moving coordinate systems, rotating bodies, variational principles, Lagrangian and Hamiltonian approaches, small oscillations, planetary orbits, Kepler's Laws of planetary motion.

**PHYS 361 Mathematical Methods for Physics. 3 hours.** *Prerequisite: MATH 232, PHYS 212.* This course extends students' physical understanding through the incorporation of advanced mathematical methods. Topics include numerical integration and Gaussian quadrature; special functions, including the Gamma function and applications to quantum mechanics, elliptical functions and the pendulum, and the error function: applications of linear algebra and the eigenvalue problem to classical coupled systems and quantum mechanics; orthogonal functions and solution methods for differential equations. Offered occasionally.

**PHYS 381 Physics Research Experience II. 1-3 hours.** *Prerequisite: Instructor Approval.* Research focused on a specific project related to the chemical sciences. The project must be approved by the research advisor and must result in a written report on the project evaluated as part of the grade. A presentation at a professional meeting or publication in a scientific journal is not required, but can be used to replace the written report. *Grade is satisfactory/unsatisfactory.*

**PHYS 401 Mechanics II. 3 hours.** *Prerequisite: PHYS 350, MATH 233, MATH 366.* Particle and rigid body dynamics, moving coordinate systems, rotating bodies, variational principles, Lagrange and Hamilton's formalism, small oscillations, planetary orbits, Kepler's Laws of planetary motion.

**PHYS 420 Computational Physics. 3 hours.** *Prerequisites: MATH 366, PHYS 350, CSCI 251.* With the increase in computing power and development of algorithms, computational methods are routinely used

to solve physics problems where analytical solutions do not exist. This course employs such methods to problems from classical mechanics, electromagnetism and statistical mechanics, including projectile motion, planetary dynamics, oscillatory motion and chaos, electrostatics, magnetostatics, waves, random systems, and phase transitions.

**PHYS 442 Introduction to Quantum Mechanics. 3 hours.** *Prerequisite: PHYS 309, MATH 233, MATH 366.* A study of the principles of quantum mechanics and applications, operators, differential equations of quantum mechanics, particle in a box, harmonic oscillator, one-electron atoms, barrier potentials, tunneling.

**PHYS 481 Physics Research Experience III. 1-3 hours.** *Prerequisite: Instructor Approval.* Research focused on a specific project related to the chemical science. The project can be a continuation of a project performed for PHYS 381 credit. The project must be approved by the research advisor. This work must result in a written report and a presentation at a professional meeting as part of the grade. *Grade is satisfactory/unsatisfactory.*

**PHYS 493 Senior Seminar. 3 hours.**

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

**PHYS 291, 391, 491 Research.**

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

## Political Science and International Affairs (PLSC)

**PLSC 101 Government and Politics in the United States. 3 hours.** Introduction to the theories, constitutional bases, functions and government structures of the U.S. political system in relation to the global political environment. Emphasis on national politics and linkages with state, local and international governments, including an emphasis on Missouri and current issues in domestic and foreign policy.

**PLSC 151 Introduction to Comparative Politics. 3 hours.** A comparative introduction to the study of domestic political institutions, processes, and outcomes across and within countries, with a particular focus on the nature and challenges of democracy.

**PLSC 152 Introduction to International Relations. 3 hours.** An introduction to the study of the interests, institutions and processes that explain international political events with a particular focus on issues of war, trade and the challenges of international cooperation.

**PLSC 160 Inquiry in Political Science. 3 hours.** This class provides an introduction to political science inquiry. It focuses on developing essential skills in forming hypotheses and research questions, political science information literacy, and writing in the discipline.

**PLSC 205 Model UN. 1 hour.** This course is designed to introduce students to the structure, functions, and aims of the United Nations and to provide hands-on experience in international diplomacy through role-playing at a United Nations simulation.

**PLSC 220 Introduction to Law and Society. 3 hours.** An exploration of the role that law plays in organizing society, resolving disputes and fostering change. Students will focus on the multitudinous ways in which law influences their daily lives and how social groups work to change the law and improve society. Students will be introduced to theories about law and how law has developed over time.

**PLSC 223 The Individual, Society, and the Environment. 3 hours.** An exploration of how our environment shapes human behavior and how individuals and societies shape the environment.

**PLSC 253 Political Philosophy. 3 hours.** This course is a foundational exploration of the key theories and principles of political philosophy, including the discussion of the issues of political authority, the justification of the state and its coercive power, social contract theories and the role of consent, rights and justice, civil disobedience, race and gender, issues that shaped political and moral thinking from antiquity to the present. Students will have the opportunity to read and discuss authors such as Plato, Aristotle, Machiavelli, Hobbes, Locke, Marx, Rousseau, Mill, and John Rawls. Attention will also be given to contemporary discussions of these issues.

**PLSC 296 Data Analysis in Political Science. 3 hours.** Introduction to the process and techniques of quantitative research I n politics and the social sciences. Class takes a hands-on approach to working with data so that students develop the skills needed to answer important research questions with data analysis and to critically evaluate the statistical claims they encounter in published research and the media.

**PLSC 302 U.S. Foreign Policy. 3 hours.** Examination of foreign policy in the twentieth and twenty-first centuries, with analysis of the U.S. foreign policy-making process, institutions and actors.

**PLSC 309 Global Environmental Politics. 3 hours.** From one state's perspective, many environmental problems are either too big to handle alone (climate change), are caused by other states they cannot control (transboundary air pollution) or concern the loss of environmental goods that belong to the world (depleted international fisheries). Students will explore these differing types of global environmental challenges by considering the diverse set of relevant actors, interests and institutions operating within and across states.

**PLSC 312 Islam and the West. 3 hours.** Examination of the historical, cultural, religious, economic and political interactions between the Western and Islamic worlds. Focuses on the place of Muslims in Europe, especially questions the identity and politics. Offered as a study abroad course.

**PLSC 321 Music, Film and Politics. 3 hours.** *Prerequisite: ENGL 235, HIST 322 or declared Political Science major or minor.* Music, television, and film can have an effect on politics and political life. This course

critically examines these effects by exploring such topics as civil rights, memory, war, and social movements through the lens of popular culture and creative expression.

**PLSC 323 Issues in Environmental Policy. 3 hours.** *Prerequisite: BIOL 163, ECON 225, and PHIL 320 or declared Political Science major or minor.* This course explores how societies solve environmental problems. By applying policy analysis tools to real-world case studies, students learn how policy outcomes represent a tension between the questions, what is the best thing to do and what can actually be achieved?

**PLSC 332 Political Parties, Elections and Interest Groups. 3 hours.** An examination of the history, evolution and current structures of American political parties, elections and interest groups. This course is offered every two years in conjunction with national elections and allows students hands-on experience in the study of American electoral politics.

**PLSC 333 Congress and the Presidency. 3 hours.** Examination of the structures and roles of legislative and executive institutions with primary focus on the politics of policy making; topics include theories of representation, institutional organization, leadership styles and interest group influence.

**PLSC 335 The Supreme Court and Constitutional Law. 3 hours.** A study of judicial processes and decisions with particular emphasis on the Supreme Court decisions that have shaped legal thought and altered the social fabric of American society.

**PLSC 340 Civic Leadership and Political Action. 3 hours.** *Prerequisite: PLSC 101, SOCI 306, COMM 351; or, declared Political Science major or minor.* Introduces students to the tools and theories of political action. Examines and directly engages with the questions, how can we be more effective citizens and how can we make meaningful change in our communities?

**PLSC 346 Political Violence. 3 hours.** Whether used by states (e.g., war, sanctions) or non-state actors (e.g., riots, terrorism), political violence is a strategy frequently used by rational actors to further specific goals. This course examines issues connected to political violence at the domestic and international levels.

**PLSC 350 International Organizations and Law. 3 hours.** Louis Henkin famously wrote, "...almost all nations observe almost all principles of international law and almost all of their obligations almost all of the time." This class attempts to demonstrate how the 'almosts' in that quote are key to answering the questions, "Does international law matter and what are the real-world impacts of international organizations?"

**PLSC 360 Islam and Politics in the Modern Middle East. 3 hours.** The study of the historical development of modern political Islam from the nineteenth century to the present. Topics include Islamic sectarianism, religious minorities and the state in the Middle East and debate on the compatibility of Islam and liberal democracy.

**PLSC 366 Washington Center: Studies in International Relations. 3 hours.** Prerequisite: Permission of Department Chair. Students register for this course while attending the Washington Center Program (TWC) and take a TWC class that focuses on international relations.

**PLSC 367 Washington Center: Studies in Comparative Politics. 3 hours.** Prerequisite: Permission of Department Chair. Students register for this course while attending the Washington Center Program (TWC) and take a TWC class that focuses on comparative politics.

**PLSC 368 Washington Center: Studies in American Politics. 3 hours.** Prerequisite: Permission of Department Chair. Students register for this course while attending the Washington Center Program (TWC) and take a TWC class that focuses on American politics.

**PLSC 370 Women and Politics. 3 hours.** A comparative study of the role of women as political actors in western and non-western societies. Students will consider the role of gender in shaping political attitudes and perceptions, and the policy issues that affect women in political and daily life.

**PLSC 375 Arab-Israeli Conflict. 3 hours.** An in-depth examination of the history of the Arab-Israeli conflict, including a review of its historical, political, cultural and religious roots. This course also uses the Arab-Israeli conflict to address broader issues of international conflict and conflict resolution.
**PLSC 394 Research Design in Political Science. 1 hour.** *Prerequisite: PLSC 160 and PLSC 296.* This course develops research design skills in political science in preparation for PLSC 494 Senior Research Seminar. Students will produce a prospectus that includes a specific research question, identifies data and evidence for testing the question, and that develops an initial bibliography.
**PLSC 494 Senior Research Seminar. 3 hours.** *Prerequisite: PLSC 160, PLSC 296, PLSC 394.* Capstone research course for majors. This course reviews research methods in political science, and requires students to complete an original project including an extensive literature review and theoretical framework of a question in political science research. Students are required to share their research in public oral presentations as part of the final assignment.
**PLSC 290, 390, 490 Selected Topics. 1-3 hours.**
**PLSC 291, 391, 491 Research.**
**PLSC 397, 497 Internship.** *S/U Grading.*

## Psychology (PSYC)

**PSYC 101 Introduction to Psychology. 3 hours.** This is a survey course providing a study of the behavior of living organisms, particularly human behavior. Typical problems are methods and measurement in psychology, theoretical systems, learning, motivation, perception, personality and psychopathology.

**PSYC 230 Life Span Development. 3 hours.** Study of the major theories of and influences on human development from conception through death, including the biological, cognitive, linguistic, emotional, social and cultural dimensions of development. Special emphasis on change processes.

**PSYC 240 Social Psychology. 3 hours.** *Prerequisite: Day-PSYC 101; GO-PSYC 120.* This course studies the behavior and psychological process of individuals who occupy positions in social structures, organizations and groups.

**PSYC 312 Positive Psychology. 3 hours.** Positive Psychology seeks to understand optimal human behavior. It emphasizes a scientific approach to knowing, guiding, healing, educating and helping people to flourish.

**PSYC 301 Psychology of Religion. 3 hours.** *Prerequisite: PSYC 101.* This course is designed to introduce students to research regarding the psychology of religion. Emphasis will be given to such topics as evolutionary and social-cognitive mechanisms that underpin religious belief (or lack thereof) and how religion is associated with prosocial behavior, prejudice, and sexuality.

**PSYC 313 Cross-Cultural Psychology. 3 hours.** Explores the multiple and reciprocal nature of interaction between culture, intra-individual processes (such as perception, cognition, personality) and inter-individual processes (such as communication and group identity). Factors affecting these interactions, like ethnocentrism and prejudice, are also examined.

**PSYC 325 Psychology of Adolescence and Emerging Adulthood. 3 hours.** *Prerequisite: PSYC 101.* This course is a study of psychosocial and cognitive development in adolescents and emerging adults (individuals of ages 14-25). The course incorporates psychology, biology, cross-cultural research, and other disciplines that are relevant. The course emphasizes identity, relationships, and transitions within a cultural context.

**PSYC 331 Biological Bases of Clinical Disorders. 3 hours.** *Prerequisite: BIOL 172 or PSYC 101.* This course will provide an overview of the basic neuroanatomical and neurophysiological contributions to psychiatric disorders, such as depression, bipolar disorder, anxiety, schizophrenia, somatoform disorders, cognitive disorders, and disorders of childhood and adolescence. Pharmacological treatments will also be addressed.

**PSYC 333 Psychology of Sustainability. 3 hours.** An investigation of the connection between human behavior and environmental issues. Topics will include psychological perspectives on the issues of conservation, ecopsychology, cognition and motivation as they relate to interactions with the natural environment.

**PSYC 337 Psychopathology and Clinical Science. 3 hours.** *Prerequisite: PSYC 101.* Following an introduction to the varying theoretical perspectives contributing to the field of clinical psychopathology, this course provides an overview of the prevalence, etiology, classification, and treatment of the various emotional and behavioral disorders found in the most current edition of the DSM. Same as Abnormal Psychology.

**PSYC 338 Personality Theory in Psychology. 3 hours.** *Prerequisites: Day-PSYC 101; CCPS-PSYC 120 plus three additional hours in psychology.* A comparative analysis of the major theories of personality in psychology today. The approach is both rational and empirical.

**PSYC 346 Health Psychology. 3 hours.** *Prerequisite: PSYC 101.* Study of the interrelationships among biological, psychological and social factors in health and illness. Topics will include health promotion and illness prevention, behavioral medicine and psychoneuroimmunology.

**PSYC 348 Psychoneuroimmunology. 3 hours**. *Prerequisite: PSYC 101 and either BIOL 172 or PSYC 356.* Examines the bidirectional interaction between the brain, behavior and the immune system. Students in this course will study both human-and animal-based literature. Topics include the brain, behavior and

immune interface, behavioral and psychosocial characteristics linked with immune function, the impact of stress and coping, sickness behavior, and immunoenhancement.

**PSYC 352 Psychology of Gender. 3 hours.** *Prerequisite: Day-PSYC 101; GO-PSYC 120.* Psychological study of gender in historical and contemporary perspective. Includes biological, psychological and sociological examination of the role of gender in development, self-concepts, social relations and mental health.

**PSYC 355 Industrial Organizational Psychology. 3 hours.** *Prerequisite: CCPS-PSYC 120, BSCI 274 or declared Organizational Leadership Studies Major. Day-PSYC 101, BSCI 275 and BSCI 275-L.* A systematic study of human behavior in the world of work. Examines selection, evaluation, appraisal and training as aspects of personnel psychology. Focuses on the psychology of work in terms of worker motivation, job satisfaction and adjustment.

**PSYC 356 Biopsychology. 3 hours.** *Prerequisite: PSYC 101.* Examines the physiological, ontogenetic and functional foundations of human and animal behavior. Emphasizes central nervous system mechanisms that mediate processes such as arousal and sleep, hunger and satiety, learning and memory, aggression and violence, human psychopathology, and the psychoactive properties of recreational and therapeutic drugs.

**PSYC 357 Psychology of Adulthood. 3 hours.** *Prerequisite: Day-PSYC 101 or SOCI 101; CCPS-PSYC 120 or SOCI 120.* An empirical analysis of the biological, psychological and social changes in the adult who is moving along the age continuum from age 18 and beyond.

**PSYC 363 Lifestyle Medicine Theory and Practice. 3 hours.** This participation-focused course introduces students to the theory and practice of lifestyle medicine. Lectures and demonstrations will center on the six pillars of lifestyle medicine – nutrition, wellness-based activities, stress management, restorative sleep, social connection, and avoidance of risky substances. The relationship between lifestyle medicine and traditional Western medicine is also explored.

**PSYC 370 Human Sexuality. 3 hours.** *Prerequisite: Day-PSYC 101; GO-PSYC 120.* A study of the anatomy and physiology of the female and male reproductive systems, sexually transmitted diseases, methods of contraception, the sexual response cycle, sexual dysfunctions, gender identity, development of sexual orientation, adult sexuality, the development of relationships, cross-cultural comparisons of sexuality and socialization of gender roles.

**PSYC 371 Psychology and the Law. 3 hours.** *Prerequisite: Day-CRIM 102 or PSYC 101; CCPS-CRIM 120 or PSYC 120.* This course will examine relevant theory, research case law and issues of psychological practice within the criminal justice system.

**PSYC 372 Holistic Health Practices. 3 hours.** This participation-focused course introduces students to the history and practice of complementary healing therapies. Presentations and demonstrations by practitioners in such areas as herbal medicine, acupuncture, mediation, massage therapy, aromatherapy, animal-assisted therapy, music therapy, and yoga are an integral part of the course. The relationship of holistic health practices to both mainstream Western medicine and the emerging field of positive psychology are also explored.

**PSYC 374 Health Behavior Interventions. 3 hours.** *Prerequisites: BIOL 271, PSYC 372, and SOCI 373.* In this course, student will identify and implement a holistic self-intervention strategy to promote a healthier lifestyle and enhance their own well-being. Students will also engage with community partners, faculty, and students from other disciplines in the creation and evaluation of an intervention that addresses a local community health issue.

**PSYC 440 Cognitive Psychology. 3 hours.** *Prerequisites: Day-PSYC 101, junior/senior standing; CCPS-PSYC 120, junior/senior standing.* A survey of topics in cognitive psychology, including perception, attention, learning and memory, knowledge representation, language and concept, imagery, problem-solving and decision making. Emphasis is placed on classic and cutting-edge studies in these fields.

**PSYC 450 History of Psychology. 3 hours.** *Prerequisite: PSCY 101 and Senior Standing.* An examination of psychology as a domain of science and as a practice specialization in the human services field. The course will look at major historical figures and the antecedents of modern psychology to make connections between psychology's past, present, and future. The course also emphasizes the value of diverse representation and ethical practice.

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

**PSYC 291, 391, 491 Research.**

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

## Radiography (RAD)

All RAD courses are taught through Southwest Baptist University. For course description information, reference the SBU catalog.

## Religion (RELG)

**RELG 109 Introduction to the Study of Religion. 3 hours.** Religion and religious ideas are central to all cultures and societies, including our own. This course will look at the broad range of cultural forms we have come to call religion, examine how these forms shape cultures and societies, and finally, by examining what these forms have in common and how they differ, we will determine what it is we study when we study religion.

**RELG 202 Religions of the World: Middle Eastern. 3 hours.** A comparative study of the major ideas of those religions most directly related to and influencing the West: Zoroastrianism, Judaism, Islam and Christianity.

**RELG 203 Introduction to the Bible. 3 hours.** An introductory study of the Hebrew scriptures and the Christian New Testament with attention to the literature of these sacred texts, the historical circumstances of their development and the methods of textual interpretation.

**RELG 204 Global Christianity. 3 hours.** An introductory survey of the history of Christianity. Attention is given to the Early Church Fathers, the Medieval era, the Reformation, the church's response to the Enlightenment and the Contemporary period.

**RELG 205 The Life and Teachings of Jesus. 3 hours.** A study of the person, work and teaching of Jesus as reflected in Biblical records, with some attention given to later and current interpretations of His life.

**RELG 208 Life and Teachings of Paul. 3 hours.** An in depth study of the history, themes, and theologies developed by Paul in his letters, and by the Early Churches as they engaged with his writings.

**RELG 270 Who is Jesus? 3 hours.** This course is devoted to understanding the multi-faceted historic and contemporary conversations about the identity, nature and influence of Jesus of Nazareth. It is divided into four sections. In the first, differing images of Jesus from the New Testament are examined. In the second, attention is given to the diverse theological understandings of Jesus throughout history. Part three examines currents in thought about Jesus from the contemporary period. Part four gives students the opportunity to share own research and findings into the question of Jesus' identity.

**RELG 275 Does God Exist? 3 hours.** This course is designed to help students explore the question of divinity from a theological, philosophical and historical perspective. Students are introduced to the arguments for the existence of God as well as the arguments — both historic and contemporary — for atheism and agnosticism. Attention is given to images of God from historic religious traditions such as Judaism, Christianity and Islam. Some focus is also directed to the Eastern interpretations. The course gives special attention toward the close to contemporary reinterpretations of God language. Finally, all students are given the opportunity to chart their own journey through this material in a closing intellectual biography.

**RELG 309 Christian Ethics. 3 hours.** This course explores the biblical resources for Christian moral decision-making, examines the historical development of moral theology (from the early church through the twentieth century) and addresses selected moral issues.

**RELG 325 Living with Joy at Life's End. 3 hours.** This course explores the experience of dying in contemporary American culture. Participants are introduced to the philosophical, theological and spiritual realities of aging and death. The ethical debates of euthanasia and physician-assisted suicide are discussed and attention is given to the psychological and sociological dimensions of the end-of-life journey. The class also has a field experience with selected residents of a nursing home. Working in pairs, the students conduct interviews across the semester and produce short "life review" books (20 pages) recording the stories of each participating elderly person's life.

**RELG 368 Twentieth Century Christian Thought. 3 hours.** An examination of the works of some of the major Christian thinkers of the twentieth century in their response to the intellectual and cultural movements.

**RELG 385 From Babylon to Berlin: A History of Anti-Semitism. 3 hours.** This course seeks to engage students in a critical consideration of the social and religious/theological implications of Nazi Germany's "war against the Jews," the intentional and calculated destruction of some 6 million European Jews (accompanied by the enormous suffering and losses experienced by other "undesirable" groups) which is referred to as the Shoah, or Holocaust. In order to do this, students will consider those events and perceptions that allowed the Holocaust to come about, particularly the development of racial anti-Semitism and religious anti-Judaism, which traces part of its lineage back to diasporic Judaism, the Christian scriptures, and to Christian theological perspectives, values, and actions of the early and medieval church. We will explore the behaviors and teachings of the church, its leaders, and lay adherents during the holocaust, as well as the religious motivations for the extraordinary courage displayed by those Christians who risked their lives to save Jews and others. We will ask, to what degree did these early writings influence the anti---Jewish propaganda of the Third Reich? Finally, we will consider post---holocaust reactions of both Jews and Christians and ask, has the event of the Jewish holocaust caused fundamental change in the relationship between those in power or those in the center, and those who are considered "other?" This question would consider directly issues that emerge around race, sexual orientation, class, and gender.

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

**RELG 291, 391, 491 Research.**

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

**RELG 495 Honors Research.**

## Sociology (SOCI)

**SOCI 101 Introduction to Sociology. 3 hours.** An analysis of factors that are significant in the development of people as social beings. Consideration is given to the social group and culture as factors in this process.
**SOCI 201 Sociology of the Family. 3 hours.** The study of the family as a dynamic social institution. Students will examine family structures and socialization processes within multicultural and socio- historical contexts, including patterns of role behaviors, division of labor, decision making and the life cycle.
**SOCI 202 Global Social Problems. 3 hours.** This course applies the sociological perspective to an examination of major global social problems, such as race and ethnic conflict, war, public health, poverty, population, and environmental issues. This includes a focus on how famine and endemic hunger are socially defined; the global political, economic, and cultural context in which each emerge; and how this context shapes responses to the problems in different countries where they exist.
**SOCI 280 Sociology of Sport. 3 hours.** This course introduces students to critical individual, socio-cultural, and institutional dynamics of sport, including how social statuses (e.g., race, class, gender, and sexual orientation) frame experiences within sport and how other social structurers (e.g., culture, family, education, politics, and economy) intersect with sport. Special emphasis will be given to the inequalities, commodification, and consumption of sport.
**SOCI 302 Poverty and Inequality. 3 hours.** This course explores the causes and consequences of institutionalized inequality and how life chances, including life, health and death differ by race, socioeconomic status, and gender. Special emphasis will be given to how these social statuses affect health outcomes in the community.
**SOCI 306 Social Movements. 3 hours.** An examination of historical and contemporary collective protest movements that seek change in or preservation of the social and political structure of society. Course will survey theory and research on social change featuring case studies that include the United States labor movement, civil rights, feminism, gay/lesbian rights, environmentalism, animal rights and the new right conservatism movement.
**SOCI 316 Race and Ethnic Relations. 3 hours.** Examines the process of adjustment of various ethnic and cultural groups to life in the United States. Some consideration to world ethnic situations.
**SOCI 320 Drugs and Society. 3 hours.** This course introduces students to the social realities of drug use and drug users. Drawing from sociological and criminological perspectives, the course focuses on the historical significance and social construction of drug use, users, abuse and addiction; the relationship between drug use and racism/class conflict; medicalization in contemporary societies; and social movements aiming to effect attitude and policy change.
**SOCI 336 Development of Sociological Theory. 3 hours.** *Prerequisite: SOCI 101.* An analysis of the evolution of major sociological perspectives that seek to explain the nature of social order. Emphasis is placed on social processes of consensus, conflict and social change.
**SOCI 360 Urban Sociology. 3 hours.** Study of how people arrange themselves socially within cities and surrounding sociocultural environments. Particular attention is given to the processes of urbanism, the urban experience, the community and the concept of place.
**SOCI 373 Sociology of Health, Illness, and Health Care. 3 hours.** This course examines the social determinants and consequences of health, illness, and health care. Major areas of investigation include the subjective experience of health and illness; the role of political, economic, cultural, and environmental factors in fostering ill health and health disparities; societal forces which shape and constrain healthcare delivery systems, personnel, and an individuals' responses to illness; and the role of social movements in social changes in health, illness, and health care.
**SOCI 290, 390, 490 Selected Topics. 1-3 hours.**
**SOCI 291, 391, 491 Research.**
**SOCI 397, 497 Internship.** *S/U Grading.*

## Spanish (SPAN)

**SPAN 101 Elementary Spanish I. 3 hours.** *For beginners.* Designed to develop, with SPAN 102, an elementary proficiency in Spanish. This course provides instruction for and assesses students' reading, writing, speaking and listening and provides an introduction to the cultures and cultural practices of the Spanish-speaking world.

**SPAN 102 Elementary Spanish II. 3 hours.** A continuation of SPAN 101, designed to continue the development of an elementary proficiency for producing and comprehending the Spanish language. This course provides instruction for and assesses students' reading, writing, speaking, listening and develops students' knowledge of the cultures and cultural practices of the Spanish-speaking world.

**SPAN 201 Intermediate Spanish III. 3 hours.** Designed to develop, with SPAN 202, a more advanced proficiency in Spanish. This course provides instruction for and assesses students' reading, writing, speaking and listening and provides a continuation of study of the cultures and cultural practices of the Spanish-speaking world.

**SPAN 202 Intermediate Spanish IV. 3 hours.** A continuation of SPAN 201, designed to continue the development of a more advanced proficiency in Spanish. This course provides instruction for and assesses students' reading, writing, speaking and listening and provides a continuation of study of the cultures and cultural practices of the Spanish-speaking world.

**SPAN 280 Intermediate International Language Study – Spanish. 3 hours.** *Prerequisite: SPAN 101.* Intensive study of Spanish at the elementary level, undertaken as part of a Drury-sponsored travel experience in a Spanish-speaking country. Students can fulfill the foreign language requirement by passing SPAN 101 and this course.

**SPAN 281 Spanish for the Professions I. 3 hours.** *Prerequisite: It is strongly recommended that students have completed two years of high school Spanish or SPAN 102 in order to be successful in this class.* This course focuses on the use of Spanish in professional and formal situations, understanding and discussing aspects related to work environments and intercultural communication in Spanish-speaking settings. With a focus on functional and spoken language, the course will allow students to gain key skills in speaking, listening, and cultural interactions through a variety of speaking activities geared towards the use of Spanish for professional purposes. Particularly recommended for students entering fields related to business, medicine and the law.

**SPAN 302 The Culture of Spain. 3 hours.** *Prerequisite: SPAN 306.* A study of the culture of Spain, including such subjects as music, dance, art, folklore, religion and customs of daily life. Particularly recommended for students planning to study in Spain.

**SPAN 303 The Culture of Spanish America. 3 hours.** *Prerequisite: SPAN 306.* A study of culture of Spanish America, including such subjects as music, dance, art, folklore, religion and customs of daily life. Particular attention paid to the ways in which elements of Spanish, Native American and African cultures have combined to create distinctive regional cultures. Particularly recommended for students planning to study in Spanish America.

**SPAN 305 Introduction to Hispanic Cultural Studies. 3 hours.** *Prerequisite: SPAN 306.* Hispanic studies represent an interdisciplinary exploration of the literature, intellectual history and civilization of Spain and Spanish America, as well as in the Spanish language. This course provides a space in which students not only have the opportunity to continue their development of language skills, but also to study a wide range of literary and cultural topics, introducing students to elite, mass and folk cultures of Latin America and Spain. Sample topics include transculturation, globalization, border culture, and relations between culture, democratization and human rights. Organized in units, this course serves as an introduction to the field of Hispanic studies, as well as to the methods and theories used in upper-division analyses of literary and cultural representations. Students will develop skills in writing research papers in Spanish.

**SPAN 306 Advanced Grammar and Composition. 3 hours.** *Prerequisite: SPAN 202.* This intermediate-advanced Spanish course is designed to review and practice previously- learned grammatical concepts in Spanish as well as to learn to recognize and use specific advanced structures in the Spanish language. To this end, students will expand their knowledge of vocabulary and grammar through practice in both spoken and written Spanish, and will experiment with a variety of writing styles over the course of the semester.

**SPAN 307 Advanced Conversation. 3 hours.** *Prerequisite: SPAN 202.* This courses focuses on increasing and developing listening and communication skills through intensive practice in Spanish conversation. Students will have periodic readings, simulations, and presentations as a basis for conversation throughout the semester.

**SPAN 308 Spain Now: Contemporary Spanish Culture. 3 hours.** *Prerequisite: SPAN 306.* A study of contemporary Spanish culture including such subjects as health care, politics, economics, foreign policy, education and the arts. Particularly recommended for students planning to study in Spain.

**SPAN 309 Spanish America Now: Contemporary Spanish America Culture. 3 hours.** *Prerequisite: SPAN 306.* A study of contemporary Latin American culture including such subjects as health care, politics, economics, foreign policy, education, and the arts. Particularly recommended for students planning to study in Latin America.

**SPAN 311 The Literature of Spanish America. 3 hours.** *Prerequisite: SPAN 306*. Reading and discussion in Spanish of the most important authors of Spanish America, with emphasis on the twentieth century.

**SPAN 312 The Literature of Spain. 3 hours.** *Prerequisite: SPAN 306.* Reading and discussion in Spanish of the most important authors of Spain with emphasis on the Golden Age and the twentieth century.

**SPAN 313 These Are Not Sweet Girls: Hispanic Women's Literature. 3 hours.** This course investigates issues of power, space and archetypes in the literature written by Hispanic women. Beginning with the first great women writers, this course proceeds chronologically to the twenty-first century.

**SPAN 321 Service Learning in the Hispanic Community. 3 hours.** This course is designed to give students active participation with the Hispanic community. Students will combine preparation and reflection in the classroom with real-life experiences as part of a group volunteer project. At the same time, students will learn about the local and national Hispanic community. This course will afford them opportunities to expand their knowledge and their linguistic competence.

**SPAN 322 Spanish American Film. 3 hours.** *Perquisite: SPAN 306.* A study of Latin American Film through a double focus on the history of film in the region as well as detailed analysis of high-profile films from Latin American countries.

**SPAN 345 Spanish Film and Ethics. 3 hours.** Students will pair readings about ethical frameworks with Spanish films to understand the nature of ethical issues, the limits of various ethical models, and how cultural products like film can be used to explore ethical issues and help us develop capacities to make wise ethical decisions.

**SPAN 380 Advanced International Language Study – Spanish. 3 hours.** *Prerequisite: SPAN 101, SPAN 102.* Intensive study of Spanish at the intermediate level or above, undertaken as part of a Drury- sponsored travel experience in a Spanish-speaking country.

**SPAN 381 Spanish for the Professions II. 3 hours.** *Prerequisite: It is strongly recommended that students have completed four years for high school Spanish or SPAN 202 in order to be successful in this class.* This course focuses on the use of Spanish in professional and formal situations, understanding and discussing aspects related to work environments and intercultural communication in Spanish-speaking settings. With a focus on functional and spoken language, the course will allow students to gain key skills in speaking, listening, and cultural interaction through a variety of speaking activities geared toward the use of Spanish for professional purposes. Particularly recommended for students entering fields related to business, medicine and the law.

**SPAN 411 Advanced Studies: Hispanic Language and Civilization. 3 hours.** *Prerequisite: SPAN 306.* Special topics on rotation, such as translation and interpretation, advanced grammar and composition, history of Spain, history of Latin America and commercial Spanish.
**SPAN 412 Advanced Studies: Hispanic Literature. 3 hours.** *Prerequisite: SPAN 306.* Special topics on rotation, such as Cervantes, other individual authors, literary movements and genre studies.
**SPAN 414 From Magical Realism to Virtual Realism: Boom and Postboom Narratives. 3 hours.** This course is designed to give students familiarity with the Latin American Boom and narratives after the Boom. Beginning with some precursors to the Boom, students will gain an understanding of the importance of this group of writers in both a regional (Latin American) as well as global context and will then explore the impact of the Boom for future generations of writers. All class sessions will be conducted in Spanish, and papers and tests will be written in Spanish.
**SPAN 489 Advanced Seminar in Hispanic Cultural Studies. 3 hours.** *Prerequisite: SPAN 306.* This course provides students with the opportunity to synthesize the information, theories and concepts introduced in Spanish 305 and through the upper-division course offerings in literature, history, culture and film studies. The course provides an advanced opportunity for students to refine and perfect their skills in comprehension and expression of the Spanish language while learning more about textual and cultural representations of the Hispanic World.
**SPAN 290, 390, 490 Selected Topics. 1-3 hours.**
**SPAN 291, 391, 491 Research.**
**SPAN 397, 497 Internship.** *S/U Grading.*

## Theatre (THTR)

**THTR 135 Introduction to Theatre. 3 hours.** A survey of all aspects of the theatre and theatrical production including a study of representative artifacts of theatre history, a variety of dramatic styles and the work of the individual theatre artists involved in the process as well as the role of the audience in theatre.

**THTR 140 Acting I. 3 hours.** An introductory course to acting designed for majors and all students who wish to explore acting methodology. The course includes character development and expression. Practical exercises in both scripted and improvisational work will be stressed.

**THTR 200 Theatre Practicum. 1 hour each semester**. A practical course in theatrical production offering training in each of the production areas including scenic construction and painting, lighting, properties and costuming.

**THTR 255 Stage Makeup. 2 hours.** Designed to acquaint students with the theory and basic techniques of makeup for the stage. Assignments include practicing techniques and creating and carrying out makeup designs.

**THTR 265 Stagecraft. 3 hours.** Students who register for this course also must take Theatre Practicum. Designed to acquaint the student with the fundamentals of scenic construction and mechanics of stage lighting, the course will include studies in drafting, technical planning, basic shop tools and techniques, construction of scenery and stage electrical equipment and practices.

**THTR 267 Play Analysis. 3 hours.** Students will read, attend and analyze plays in terms of both structure and points of view relative to various theatrical disciplines. This core class provides a foundation to better understand the translation from page to performance by examining the relationships of playwrights, directors, designers, actors and audience in the context of producing a play.

**THTR 270 Stage Management. 3 hours.** This course is designed to introduce the student to the art and practice of stage management. The student will study the basic functions of the stage manager in the theatrical production phase.

**THTR 276 Tap I. 2 hours.** Beginning tap steps, terminology and rhythms.

**THTR 282 Acting II. 3 hours.** *Prerequisite: THTR 140.* Designed to continue the actor training begun in Acting I, this course includes more advanced training in the skills of analysis and characterization. These skills will be developed through scene work in monologues and in scenes with other actors.

**THTR 288 Musical Theatre and Jazz Dance. 2 hours.** Introduces movement, rhythms and technique of dance interpreted to musical theatre, jazz and other music.

**THTR 303 Acting Workshop. 3 hours.** *Prerequisite: THTR 140.* A selection of advanced topics for acting students interested in exploring more specialized aspects of the profession. Sample topics include Acting in Shakespeare, Acting for the Camera, Auditioning, Singing for the Actor. This course may be repeated when content varies.

**THTR 320 Play Direction. 3 hours.** *Prerequisite: THTR 140, THTR 265.* An introduction to direction theory and practice, including the function of the director, the production concept, textual analysis and techniques of directing. Students will direct a two-scenes play.

**THTR 321 Performing Arts Management. 3 hours.** This course provides students with in-depth knowledge of all aspects of producing and presenting for the performing arts. Through readings, practical assignments, and research projects, the students will develop an understanding of business structures of various performing arts organizations with the goal of using their skills to translate traditional business practices into the language of the performing arts.

**THTR 340 History of Theatre: Origins to Renaissance. 3 hours**. A study of the origins and development of western theatre from ancient civilizations through the Renaissance. Emphasis is placed on the development of dramatic forms through the reading of plays, the evolution of theatre architecture and production in the western theatre.

**THTR 341 History of Theatre: Renaissance to Romanticism. 3 hours.** A study of western theatre development from the seventeenth century to mid-nineteenth century. Emphasis is placed on literature, architecture and production styles of these historical periods.
**THTR 343 History of Theatre: Realism to Contemporary. 3 hours.** A study of the development of western theatre from 1870 to the present. Emphasis is placed on the literature, architecture and development of production styles in modern theatre.
**THTR 349 History and Development of American Musical Theatre. 3 hours.** A study of the development of musical theatre in America from its roots in minstrels, burlesques and eighteenth and nineteenth century European forms through its variations of the twentieth century.
**THTR 354 Writing for Stage and Screen. 3 hours.** Students study play and film structure, character creation and the art of writing dialogue. Course responsibilities include the writing of two short plays and/or films.
**THTR 361 Costume Design. 3 hours.** Designed to acquaint the student with the art and practice of designing costumes for the theatre, the study will include design concepts, fabric selection, script analysis, color theory and design conceptualization and costume rendering. Assignments include theoretical costume designs from selected plays.
**THTR 365 Scene Design. 3 hours.** *Prerequisite: THTR 265*. Designed to acquaint the student with the art and practice of designing scenery for the theatre, the study includes design concepts, script analysis, color theory, design conceptualization, solving mechanical challenges of the script and theatre architecture scenic painting, perspective drawing, rendering and modeling. Assignments include theoretical scenic designs from selected plays.
**THTR 366 Stage Lighting. 3 hours.** *Prerequisite: THTR 265.* Designed to acquaint the student with the art and practice of lighting design for the theatre, the course will include lighting equipment and control, script analysis, design methodologies, additive and subtractive color theory, lighting for dance, musicals and alternate theatre architectures. Assignments include theoretical lighting designs.
**THTR 379 Dance Workshop. 2 hours each**. *Prerequisite: Permission of the instructor.* An advanced course with emphasis on dance performance and experience.
**THTR 454 Advanced Playwriting. 3 hours.** *Prerequisite: THTR 354.* Students will write a full length play or screenplay.
**THTR 468 Advanced Projects in Production and Design. 3 hours**. *Prerequisite: Permission of the instructor*. An advanced course for students in design and production. The course explores design and production challenges on a more intricate level. Extensive practical experience will be included in the course.
**THTR 481 Acting III. 3 hours.** *Prerequisite: THTR 282.* An advanced course in acting designed to increase the student's skills in character development and work within dramatic scenes. Coursework will include scene and monologue work in a variety of theatre genres and performance styles.
**THTR 493 Senior Seminar. 3 hours.**
**THTR 290, 390, 490 Selected Topics. 1-3 hours.**
**THTR 291, 391, 491 Research.**
**THTR 397, 497 Internship.** *S/U Grading.*

## Women & Gender Studies (WGST)

**WGST 101 Introduction to Women and Gender Studies. 3 hours.** A multidisciplinary analysis of gender from historical and cross-cultural perspectives. This course examines the relevance and impact of gender-related issues in terms of historical and contemporary culture. The goal of this course is to help students develop a critical framework for thinking about gender and sexuality, with special attention to issues of class, race and ethnicity. Topics include birth control, the social construction of beauty, masculinity and race.

**WGST 371 Women and Gender Studies Thesis Seminar. 3 hours.** *Prerequisite: 12 hours completed in Women and Gender Studies*. Students who have completed all other coursework in the Women and Gender Studies program will be eligible to complete their women's studies thesis project. Students may complete their thesis either in the junior or the senior year. Each student, in working closely with a faculty mentor and with the director of the women's studies program, will select one paper or project the student has completed in one of her or his other women's studies classes. The student will then develop this project as a thesis in Women and Gender Studies. The thesis must exhibit high standards of scholarship and must address a question related to the study of women and/or gender issues. Students participating in the seminar will meet occasionally to share their research with other participants. At the end of the semester, students will present their research in a public forum. Students participating in the Senior Honors Colloquium cannot use their honors theses as their women's studies theses, though students may choose projects that relate to each other. Offered spring semester.

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

**WGST 291, 391, 491 Research.**

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

## Pre-College and Special Purpose Programs

**Post-Junior Summer Program**
College credit courses are available to selected high school students during the two summer sessions at Drury before their senior year. High school students who have maintained a "B- "(2.7) GPA in their high school work and have completed junior year requirements are eligible for selection to the program. High school students may be concurrently enrolled in college during the academic year through a cooperative arrangement with the high school.

**Center for Gifted Education**
*Mary Potthoff, Director*

Since 1981, the center has provided programs for gifted children, their families and educators. Each summer more than 700 children from pre-kindergarten through high school attend Drury's residential and nonresidential pre-college programs – Summer Pals, Summer Quest, Summerscape, and Drury Leadership Academy.

Fallscape and Winterscape are offered during the school year and deliver a full Saturday of learning and fun.

Special symposiums, conferences, and seminars for parents, teachers, and other professionals are scheduled throughout the year. Consulting services are available to school districts.

The Center for Gifted Education also hosts the Gifted Association of Missouri Fall Conference, which brings together gifted education educators together for several workshops and seminars.

# General Information

## Drury University Accreditation

https://www.drury.edu/about/accreditation-and-accolades/
Drury University is accredited by the Higher Learning Commission and is a member of the North Central Association
30 North LaSalle Street
Suite 2400
Chicago, Ill. 60602-2504
(312) 263-0456 or (800) 621-7440)
https://www.hlcommission.org/

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

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

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

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

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

**Master of Physician Assistant Studies**
The ARC-PA has granted Accreditation-Provisional status to the Drury University Physician Assistant Program sponsored by Drury University
https://www.arc-pa.org/wp-content/uploads/2026/02/Accreditation-History-Drury.pdf

## Drury’s Church Affiliation

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

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

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

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

## Memberships

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

## Non-Discrimination Statement

*Approved by Board of Trustees 5-16-14; Rev. 10-1-15, 9-1-16, 12-1-19, 8-2-22, 3-19-25*

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

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

**Title IX Coordinator**
Jennifer Baltes, Director of Human Resources
Drury University
900 N Benton Avenue
Burnham Hall 107
Springfield, MO 65802
(417) 873-7266
jbaltes01@drury.edu

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

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

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

# Faculty and Administration 2026-2027

## Endowed Chairs and Professorships

Patricia A. McEachern: Dorothy Jo Barker Endowed Professor of Animal Rights

Daniel Ponder: L.E. Meador Endowed Chair of Political Science

## Faculty

(The dates following the names and titles of faculty members represent, first, the date of initial appointment and, second, the date of promotion/change to present rank)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Hinrichs, Brant: B.S.E., University of Michigan, 1986; M.S., University of Illinois at Urbana–Champaign, 1988; Ph.D., University of Illinois at Urbana–Champaign, 1994. Associate Professor of Physics. 1999, 2006.

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

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

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

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

Jansen, Kevin P.: B.S., Missouri State University, 1991; M.S., Missouri State University, 1993; Ph.D., University of South Florida, 2001. Associate Professor of Biology. 2009, 2009.

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

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

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

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

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

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

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

Leinaweaver, Justin: B.S., Florida State University, 2004; M.S., University College Dublin Ireland, 2008; Ph.D., Trinity College Dublin Ireland, 2012. Associate Professor of Political Science. 2012, 2020.

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

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

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

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

Manpadi, Madhuri: B.S., Osmania University (India), 1997; M.S., Osmania University, 1999; Ph.D., New Mexico Institute of Mining and Technology, 2008. Associate Professor of Chemistry. 2012, 2018.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Schur, Richard: B.A., University of Illinois at Urbana–Champaign, 1991; J.D., University of Wisconsin, 1994; Ph.D., University of Kansas, 2000. Professor of English. 2001, 2013.

Scott, Thea: B.S., Lincoln University, 1985; M.S., Missouri State University, 2001; Ed.S., University of Missouri-Columbia, 2011. Instructor of Education. 2022, 2022.

Shipman, Brian: B.A., University of Central Oklahoma, 1986; M.A., Drury University, 2012. Instructor of Communication. 2005, 2005.

Siddiqui, Samee: B.A., University of Kent, 2008; M.A., University of London, 2009; Ph.D. candidate, University of North Carolina at Chapel Hill, 2023. Assistant Professor of History. 2023, 2023.

Simmons, Scott: B.S., University of Kentucky, 1991; M.S., University of Kentucky, 1994; Ph.D., University of Kentucky, 1998. Associate Professor of Mathematics. 2002, 2008.

Smith, Anthony: B.A., University of Central Oklahoma, 2002; M.A., University of Oklahoma, 2006. Instructor of Spanish. 2012, 2012.

Sokol, Michael: B.F.A., University of Florida, 1989; M.F.A., Southern Illinois University, 1992; Ph.D., The University of Georgia, 1999. Professor of Theatre. 2001, 2013.

Sooter, Traci: B.S., Southwest Missouri State University, 1984; M.Arch., Washington University, 1999. Professor of Architecture. 1999, 2015.

Sorenson, W. Allin: B.M.Ed., Truman State University, 1983; M.M.Ed., Truman State University, 1985; D.M.A., University of Minnesota, 1989. Professor of Music. Associate Provost. 1988, 2005.

Stine, Michael: B.M.E., Southwest Missouri State University, 1991; M.M., University of Arkansas, 1993. Visiting Instructor of Music. 2026, 2026.

Sullivan, Xavier: B.S.Ar., University of Texas at Arlington, 2021; M.Arch., Columbia University, 2024. Assistant Professor of Architecture. 2025, 2025.

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

Taylor, Charles A.: B.A., College of the Ozarks, 1985; M.A., University of Illinois-Champaign, 1987; Ph.D., University of Illinois at Urbana–Champaign, 1990. Professor of Communication. 1997, 2005.

Teague, Gretchen: B.F.A., Missouri State University, 1991; M.Ed., Drury University, 2006. Theater Instructor. 2025, 2025.

Thompson, Denise: B.A., Mercyhurst College, 2007; M.S., Missouri State University, 2013; Ph.D., Oklahoma State University, 2023. Assistant Professor of Biology. 2025, 2025.

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

Vaggalis, Ted: B.A., Brigham Young University, 1982; M.A., University of Kansas, 1988; Ph.D., University of Kansas, 2001. Professor of Philosophy. 1995, 2020.

Van Arkel, Jo B.: B.A., Texas Christian University, 1979; M.A., Texas Christian University, 1981; M.F.A., University of Oregon, 1982. Distinguished Professor of English. 1984, 2025.

Van Doorne, Taylor: B.A., Mills College, 2014; M.A., Tufts University, 2016. Visiting Instructor of Architecture. 2026, 2026.

VanDenBerg, Jeffrey A.: B.A., Miami University (Ohio), 1990; M.A., University of Cincinnati, 1995; Ph.D., University of Cincinnati, 2000. Professor of Political Science. 1998, 2010.

VanZant, Ashley: B.S., Harding University, 2006; MS-PAS, Harding University, 2008. Program Director and Assistant Clinical Professor, Physician Assistant Studies. 2022, 2025.

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

Warren, Jacqueline L.: Art. B.S., Southwest Missouri State University, 1966; M.F.A., Arizona State University, 1971. Artist in Residence, 1979, 2005.

Weddle, Robert: B.S., University of Illinois at Urbana–Champaign, 1982; M.Arch., University of Illinois at Urbana–Champaign, 1985; M.A., Cornell University, 1994; Ph.D., Cornell University, 1997. Professor of Architecture. 1999, 2012.

Weddle, Saundra: B.A., The Pennsylvania State University, 1986; M.A., Cornell University, 1992; Ph.D., Cornell University, 1997. Distinguished Professor of Architecture. 2001, 2025.

Whisenhunt, J. Blaine: B.F.A., University of Central Arkansas, 1997; M.F.A., Louisiana State University, 2000. Associate Professor of Art. 2005, 2013.

Whiteaker-Poe, H. Janie: B.S., Missouri State University, 1993; J.D., Washington University, 1998; Ph.D., University of Kansas, 2013. Assistant Professor of Accounting. 2020, 2020.

Wiley, Amy Ehlers, AIA: B.Arch., Drury University, 2009. Part-time Instructor of Architecture. 2021, 2021.

Williams, Sarin, B.M.E, Bradley University, 2000; M.M., University of Missouri-Columbia, 2003; Ph.D., University of Missouri-Kansas City, 2011. Associate Professor of Music. 2026, 2026.

Williamson, Edward A.: B.S., Southwest Baptist University, 1991; M.S., Southwest Baptist University, 1993; Ph.D., University of Missouri–Columbia, 1998. Associate Professor of Education. 1999, 2005.

Wlodarczyk, Natalie: B.M.E., Stetson University, 2001; M.M., Florida State University, 2003; Ph.D., Florida State University, 2010. Professor of Music Therapy. 2010, 2022.

Wolbrink, Shelley A.: B.A., Miami University (Ohio), 1991; M.A., University of Cincinnati, 1993; Ph.D., University of Cincinnati, 1998. Professor of History. 1998, 2010.

Wood, Mark D.: B.A., Drury College, 1981; Ph.D., State University of New York at Stony Brook, 1992. Professor of Chemistry. 1992, 2009.

Wy, Gabrielle: B.S., Southern Indiana University, 2019; M.A., University of Maryland, 2021; Ph.D., University of Maryland, 2025. Assistant Professor of Criminology. 2025, 2025.

Zhang, Junhao: LL.B., Henan University, 2017; B.S., Eastern New Mexico University, 2017; M.B.A., Eastern New Mexico University, 2018; Ph.D., Texas Tech University, 2024. Assistant Professor of Finance. 2024, 2024.

Zimmerman, Jeffrey: B.S., SUNY-Albany, 1984; M.A., West Virginia University, 1986; Ph.D., Purdue, 1991. Professor of Economics. 2023, 2023.

**Emeriti Professors**

Allen, Charles S.: Mathematics. B.S., Drury College, 1961; M.S., Illinois Institute of Technology, 1964; Ph.D., University of Georgia, 1971. 1964-67; 1981-2005.

Allen, Jeanie K.: Psychology. B.A., University of Arkansas–Fayetteville, 1974; M.S.A., University of Arkansas– Fayetteville, 1979; M.Ed., Drury College, 1997; Ph.D., Walden University, 2002. 1995-2013.

Armstrong, Judith G.: Librarian. B.B.A., North Texas State University, 1955; M.L.S., Texas Women's University, 1964; M.A., Southwest Missouri State University, 1972. 1969-1994.

Arne, Marshall: B.S., University of Illinois, 1982; M.Arch., University of Illinois, 1984. Lecturer in Residence. 2001, 2020-2026.

Asher, Harvey: History. B.A., Brooklyn College, 1962; M.A., Indiana University, 1964; Ph.D., Indiana University, 1967. 1967-2003.

Bamberger, Ruth: Political Science. B.S., Nazareth College, 1966; M.A., The Ohio State University, 1968; Ph.D., The Ohio State University, 1973. 1973-2002.

Beach, Daniel R.: Education. B.S.Ed., Southwest Missouri State University, 1965; M.S.Ed., Southwest Missouri State University, 1970; Ed.D., University of Missouri-Columbia, 1974. 1983-2009.

Bomgardner, Stephen: B. Music, Fort Hays State University, 1985; M. Music, Rice University, 1989; D.M.A., Boston University, 1997. Professor of Music. 2005-2024.

Browning, Carol J.: B.A., Drury College, 1978; M.A., Indiana University, 1981; M.S., Texas A&M University, 1987; Ph.D., Louisiana State University, 1986.

Browning, Peter D.: Philosophy and Religion and Chaplain. B.A., Ohio University, 1978; M.A., University of Chicago, 1979; Ph.D., University of Chicago, 1987. 1991-2025.

Buono, Michael J.: Architecture. B.Arch., Pratt Institute, 1965; M.Arch., Washington University, 1973. 2000-2015.

Bynum, James H.: Communication. B.A., University of Missouri–Kansas City, 1951; M.Ed., University of Kansas, 1954; Ph.D., University of Missouri–Kansas City, 1969. 1967-1992.

Callen, Bruce W.: Physics. B.A., Carleton College, 1981; Ph.D., University of Pennsylvania, 1988. 1991- 2020.

Carroll, Kathy: Exercise and Sport Science. B.S., Southwestern Oklahoma State University, 1984; M.S., Texas Women's University, 1991; Ph.D., University of Toledo, 1997. 2002-2020.

Chikaraishi, Nancy: Architecture. B.S., University of Illinois, 1982; M.Arch., University of Illinois, 1984. Professor of Architecture. 2001 - 2025

Chin, Hue-ping: History. B.A., National Cheng-Kung University (Taiwan), 1980; M.A., National Cheng-Chi

University (Taiwan), 1983; Ph.D., University of Iowa, 1995. 1997-2020.

Clayton, Penny: Accounting. B.S., Southwest Missouri State University, 1980; M.B.A., Drury College, 1983; Ph.D., Oklahoma State University, 1990. 1988-2018.

Dickey, Michael: Art. B.S., Central Missouri State University, 1968; M.F.A., Ohio University, 1971. 1984-2003.

Flikkema, Eltjen J.: Languages and Literature. A.B., Calvin College, 1966; M.A., Michigan State University, 1968; Ph.D., Michigan State University, 1972. 1972-2011.

Garrott, Jay G.: Architecture. B.Arch., Texas A&M University, 1972; M.Arch., North Carolina State University, 1975. 1984-2019.

Harding, Bill J.: Physical Education. A.B., Drury College, 1954; M.Ed., Drury College, 1964. 1965-1988.

High, Kenneth: Chemistry. B.S., Rider College, 1984; M.S., Seton Hall University, 1986; Ph.D., Seton Hall University, 1988. 1990-2020.

Hornsby, Teresa J.: Religion. B.A., University of Tennessee, 1992; M.T.S., Harvard Divinity School, 1995; M.A., Vanderbilt University, 1999. Ph.D., Vanderbilt University, 2000. 2000-2018.

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

Jackson, Rosemary: Music. A.B., William Jewell College, 1956; M.S.Ed., Southwest Missouri State University, 1986. 1976-2005.

Jones, Stephen R.: Biology. B.S., Indiana State University, 1962; M.S., Indiana State University, 1964; Ph.D., Oklahoma State University, 1973. 1968-2008.

Leventis, Panayiotis: B.Arch., University of Southern California, 1993; M.Arch., University of California-Los Angeles, 1996; Ph.D., McGill University, 2004. Professor of Architecture. 2006, 2018-2026.

Livingston, James T.: Literature. B.A., Texas Christian University, 1952; M.A., Texas Christian University, 1953; B.D., University of Chicago, 1959; Ph.D., University of Chicago, 1963. 1962-1995.

Maxson, Richard A.: Communication. B.A., California State University–Fresno, 1985; M.A., California State University–Fresno, 1987; Ph.D., Indiana University–Bloomington, 1998. 2000-2020.

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

Moore, Bruce E.: B.S., University of Michigan, 1980; M.Arch., University of Michigan, 1982. Professor of Architecture. 1986, 2000-2026.

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

Moser, Patrick J.: B.A., University of California–Berkeley, 1989; M.F.A., University of Arizona, 2007; Ph.D., University of California–Davis, 1997. Professor of French. 1998, 2012-2026.

Mullins, Steve D.: Economics. B.S., Oklahoma State University, 1977; M.S., Oklahoma State University, 1980; Ph.D., Oklahoma State University, 1983. 1982-2020.

Murphy, Dudley: Art. B.A., University of Tulsa, 1965; M.F.A., University of Oklahoma, 1971. 1978-2016.

Murrow, Jim: Business Administration. B.S., Kansas State University, 1963; M.B.A., University of Kansas, 1969; Ph.D., University of North Texas, 1996. 1994-2008.

Nichols, Kelley Still: Accounting. B.S., Southwest Missouri State University, 1979; M.B.A., Drury College, 1992; Ph.D., University of Oklahoma, 1997. 1995-2018.

Nickle, Ted J.: Mathematics. B.S., Drury College, 1960; M.A., University of Oklahoma, 1966. 1961-1999.

Ojakangas, Gregory W.: Physics. B.S., University of Minnesota–Duluth, 1982; M.S., California Institute of Technology, 1985; Ph.D., California Institute of Technology, 1988. 1996-2004.

Paddock, Elizabeth M.: Political Science. B.A., Kansas State University, 1982; M.A., University of Kansas, 1986; Ph.D., University of Kansas, 1991. 1989-2020.

Parker, Thomas M.: Art and Art History. B.A., Washburn University, 1955; M.F.A., State University of Iowa, 1960. 1983-2012.

Petty, Clifton D.: Management. B.A., Baylor University, 1982; M.B.A., Baylor University, 1984; Ph.D., University of Houston, 1991. 1993-2007.

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

Riley, James A.: Physics. B. S., University of Minnesota, 1960; M.A., Temple University, 1964; Ph.D., University of Minnesota, 1969. 1969-1999.

Rohlf, Jr., William D.: Economics. B.A., Baker University, 1967; M.A., Kansas State University, 1969; Ph.D., Kansas State University, 1972. 1972-2016.

Roy, Protima: Education. B.S., Calcutta University Presidency College, 1965; M.S., Calcutta University Presidency College, 1968; Ph.D., University of Florida, 1974. 1975-2016.

Rutan, Stephen L.: Mathematics. B.S., Western Michigan University, 1957; M.A.T., Michigan State University, 1962; M.A., Rutgers University, 1965; Ph.D., University of Missouri–Columbia, 1981. 1962-1994.

Sharpe, Carlyle: Music, B.M., M.M., Shepherd School of Music, Rice University, 1989; D.M.A., Boston University, 1994. Professor of Music. 2000-2024.

Sigman, Scott L.: Mathematics and Computer Science. B.S., Southwest Baptist University, 1980; M.S.T., University of Missouri–Columbia, 1982; M.S.C.S.E., University of Evansville, 1986; Ph.D., University of Missouri–Rolla, 1999. 2004-2024. Lecturer in Residence, 2023.

Slye, Gail: Education. B.A., San Diego State University, 1978; M.A., San Diego State University, 1982; Ed.D., University of Missouri–Columbia, 1999. Professor of Education. 1997-2014.

Smith, III, Samuel D.: Philosophy and Religion. A.B., Phillips University, 1948; B.D., Texas Christian University, 1951; Ph.D., Vanderbilt University, 1965. 1958-1988.

Starczewski, Jerzy: Architecture. B.S., Polytechnic University of Warsaw, 1954; M.S., Polytechnic University of Warsaw, 1956; M.Arch., Virginia Polytechnic Institute & State University, 1982; Ph.D., Georgia Institute of Technology, 1992. 1989-2002.

Stoan, Stephen K.: Director of Library and Information Services and Librarian. B.A., University of Florida, 1963; M.A., University of Florida, 1964; Ph.D., Duke University, 1970; M.L.S., Kent State University, 1979. 1995-2009.

Tygart, Jacqueline A.: Associate Librarian. B.F.A., Southwest Missouri State University, 1986; M.L.S., University of Missouri–Columbia, 1993. Associate Librarian. 1996-2023.

Utley, Mary: Psychology. B.A., St. Louis University, 1980; M.A., Southern Illinois University–Edwardsville, 1984; M.B.A., Lindenwood University, 1999; Ph.D., University of Georgia, 1989. 2002-2025.

Waters, Regina K.: Communication. B.S., Southwest Missouri State University, 1988; M.A., Southwest Missouri State University, 1990; Ph.D., University of Missouri–Columbia, 2001. Director, Drury Leadership Collaborative, 1993, 2026.

Willis, Resa A.: English. B.A., Southwest Missouri State University, 1971; M.A., University of Arkansas, 1973; Ph.D., University of Tulsa, 1984. 1981-2015.

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| Dan Bumblauskas | Dean, Breech School of Business |
| Juan Andres Rodriguez-Nieto | Associate Dean, Breech School of Business |

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| Kevin Jansen | Biology |
| Madhuri Manpadi | Chemistry/Physics |
| Greg Booker | Communication |
| Rebecca Miller | Design and Visual Arts |
| Robert Throne | Engineering |
| Kevin Henderson | Languages/Literature |
| Ted Vaggalis | History/Philosophy/Religion |
| Scott Simmons | Mathematics and Computer Science |
| Allin Sorenson | Music and Theatre |
| Jeffrey VanDenBerg | Political Science and International Relations |
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