Academic Catalog
College of Continuing Professional Studies

Academic Year 2012-13
Welcome to the College of Continuing Professional Studies at Drury University!

Drury University has been serving the greater Ozarks community since its founding in 1873. In 1900, Drury formalized its commitment to continuing and professional education by offering summer college coursework to school teachers. By 1947, Drury had established an evening college, and shortly after that began its efforts to provide an education to returning soldiers at Fort Leonard Wood. Today, Drury University offers extensive coursework in the evening, in ten different cities throughout Missouri at branch campuses, and to students throughout the world through our online department.

While the needs of continuing and professional students evolve and the methods of providing that education grow with technology, our commitment to quality and to a student-centered approach remain at the heart of our approach. We hope that your experience with the College of Continuing Professional Studies will offer personal and professional enrichment, and we look forward to having you as a part of the Drury community.

Thank you for choosing Drury University!

Sincerely,

Aaron D. Jones, J.D., LL.M.
Interim Dean of the College of Continuing Professional Studies
Drury University is an institution of higher education offering master’s, baccalaureate and associate degrees. The university enrollment is approximately 5,500 students. Programs are characterized by a focus on preparing students for satisfying and successful lives and careers. The programs prepare students for professional careers through careful attention to a liberal arts education and the interaction of liberal arts education with professional preparation. Drury is distinctive in its attention to the comprehensive preparation of graduates competent to assume leadership in their professions and in their communities. Drury is particularly noted for its attention to excellence in teaching.

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

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

A first professional degree, Master of Architecture, is offered through the Hammons School of Architecture. The program is described in the Day School catalog. Master’s degree programs are offered in business, education, communication, criminology/criminal justice, music therapy and studio art and theory. 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, tuition, etc., without prior notice.
ACADEMIC CALENDAR

FALL 2012

August
15-16 New international student orientation
15 New faculty orientation
20 Classes begin 5:00 p.m.

September
3 Labor Day, no classes (university closed)
4 Last day to register for credit
4 Last day to add a course
4 Last day to register for audit
4 Last day to apply for December degree
25 Founder’s Day Convocation

October
2 Last day to drop a course without receiving a grade
12 Midterm grades reports due
18-19 Fall break, no classes

November
7 Advance registration for spring semester begins
20 Thanksgiving vacation begins 10:50 p.m.
26 Thanksgiving vacation ends 7:30 a.m.
30 Last day to drop a course

December
10 Graduating student grades due
10-15 Finals week
15 Winter Commencement, 10:00 a.m.
17 All grades due

SPRING 2013

January
18 New student orientation
18-21 International student orientation
21 Martin Luther King, Jr. holiday (university closed)
22 Classes begin 7:30 a.m.

February
5 Last day to register for credit
5 Last day to add a course
5 Last day to register for audit
5 Last day to apply for May degree

March
5 Last day to drop a course without receiving a grade
8 Midterm grade reports due
15 Spring break begins 5 p.m.
25 Spring break ends 7:30 a.m.
29 Good Friday (university closed)

April
10 Advance registration for fall semester begins

May
3 Last day to drop a course
13 Graduating student grades due
13-18 Finals week
18 Baccalaureate and Commencement
20 All grades due

Contact the Fort Leonard Wood/St. Robert Annex for their calendar: (573) 451-2400.
**SUMMER 2013**

**June**
10  Summer Session I begins (June 10-July 12)
10  Summer Session III begins (June 10-August 13)
24  Last day to apply for August degree

**July**
4   Independence Day (university closed)
12  Summer Session I ends
15  Summer Session II begins (July 15-August 16)

**August**
13  Summer Session III ends
16  Summer Session II ends
14  All grades due
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CATALOGS

Drury programs are described in three catalogs. Separate catalogs are available for Drury College, the College of Continuing Professional Studies (CCPS), and the School of Graduate Studies. This book is the undergraduate catalog of the College of Continuing Professional Studies.

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

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 is in effect for the year of the student’s admission or readmission to the university. Students also must meet any additional degree requirements 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 Veteran’s Administration Circular 20-76-84 and Public Law 94-502.
ACREDITATION

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). Drury University is also accredited by the National Council for the Accreditation of Teacher Education (2010 Massachusetts Avenue, NW, Suite 500, Washington, D.C. 20036-1023 (202) 466-7496) for elementary and secondary teachers and the Master in Education; by the National Architecture Accrediting Board (1735 New York Avenue, NW, Washington, D.C. 20006 (202) 783-2007, info@naab.org) for the first professional degree, Master of Architecture; by AACSB International, the Association to Advance Collegiate Schools of Business (777 Harbour Island Boulevard, Suite 750, Tampa, FL 33602 (813) 769-6500, accreditation@aacsb.edu), and ACBSP, the Accreditation Council for Business Schools and Programs (11520 West 119th Street, Overland Park, KS 66213 (913) 339-9356 info@acbsp.org) for the Bachelor of Business Administration degree and the Master in Business Administration degree, and by the National Association of Schools of Music (11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248 (703) 437-0700) for the Bachelor of Arts with a major in music, the Bachelor of Music Education, the Bachelor of Music Therapy, and the Master of Music Therapy; and by the American Music Therapy Association for the Bachelor of Music Therapy and the Master of Music Therapy.

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 are eligible for membership in the American Association of University Women.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

Drury University complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. Annually, Drury University informs students of their rights relating to FERPA (20 U.S.C. Sections 1232g; and implementing, 34 C.F.R. Section 99.1 et seq). The act was designated to protect the privacy of education records and to provide guidelines for the correction of inaccurate or misleading data through formal and informal hearings.

Students have the right to file a complaint with the Family Educational Rights and Privacy Act Office, Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202, concerning this institution's alleged failure to comply with FERPA.

The university has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA). The following information regarding students is considered directory information: (1) name, (2) address, including e-mail address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) part-time/full-time enrollment status, (7) participation in officially recognized activities in sports, (8) weight and height of members of athletic teams, (9) dates of attendance (including matriculation and withdrawal dates), (10) academic classification by year, (11) degrees and awards received, (12) the most recent previous educational agency or institution attended by the student, and (13) student's photograph. Indications of religious preference along with names, addresses and telephone number of student’s listing in the information are provided to the university chaplain.

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

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

In the event a refusal is not filed, this institution assumes that a student does not object to the release of the directory information designated. Questions or inquiries should be addressed to the registrar's office.
EQUAL EMPLOYMENT OPPORTUNITY STATEMENT

Drury University affirms the equality and worth of all peoples.

Drury University is an open and welcoming community with students, faculty and staff from a rich variety of cultures, races and socioeconomic backgrounds. The mission and goals of the university dedicate the institution to being a community which affirms the equality of all peoples and appreciates the diversity of human culture, language, history and experience. Consistent with this philosophy:

It is Drury’s policy not to discriminate on the basis of disability, race, color, creed, gender, age, sexual orientation, national or ethnic origin, or veteran status in the recruitment and employment of staff and the operations of any of its programs and activities as required by federal, state and local laws or regulations. In order to provide equal employment and advancement opportunities to all individuals, employment decisions at Drury University will be based on the judgment of the employee’s merit, qualifications and abilities.

Drury University will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship to the university, or would create a direct threat to the person or other persons. This policy governs all aspects of employment, including, but not limited to, selection, job assignment, compensation, discipline, termination, access to benefits and training.

STATEMENT OF CHURCH RELATIONSHIP

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

SERVICEMEMBERS OPPORTUNITY COLLEGES

Drury University has been designated as an institutional member of Servicemembers Opportunity Colleges (SOC), a group of more than 400 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As a SOC member, Drury recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements and crediting learning from appropriate military training and experiences.

Drury SOCAD-2 and SOCCOAST-2 (associate degree) networks include Business Administration, Criminal Justice, Environmental Studies, Interdisciplinary Studies, and Paralegal Studies. Drury SOCAD-4 (bachelor degree) networks are Criminal Justice and Psychology. SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense and a consortium of 13 leading national higher education associations; it is sponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community and Junior Colleges (AACJC).
COLLEGE OF CONTINUING PROFESSIONAL STUDIES

The purpose of the College of Continuing Professional Studies is to meet the career and intellectual needs of adult students for a lifetime through personalized education. The college understands the importance of adult students working together toward common educational goals and to that end establishes formal and informal learning community opportunities. The college provides degrees at the associate and bachelor's levels.

The undergraduate catalog describes college credit classes leading toward an Associate of Science degree, a Bachelor of Business Administration degree, a Bachelor of Science degree and a Bachelor of General Studies degree. Classes are held in the evening and online to ensure timely completion of degree programs.

DRURY EDUCATIONAL OUTCOMES

Students need to be prepared to meet the challenges of life in a changing and increasingly global world. A degree from Drury University enhances that preparation through development of effective oral and written communication, as well as expansion of creativity and critical thinking abilities. Students are prepared to exhibit personal, social and professional responsibility by understanding ethical principles and strong values. A Drury University education involves an understanding and appreciation of the Western tradition, and an opportunity to study and understand other cultures. Furthermore, in-depth study and understanding of subject matter is expanded through the integration of theoretical and practical knowledge. The overall purpose of an education from Drury University is the preparation of students for successful personal and professional lives.

INTRODUCTION TO DRURY UNIVERSITY

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

With abiding commitments to our heritage and with renewed commitments to the global community and innovative teaching and scholarship, Drury will be a premier university where the nation's finest teacher/scholars and professional staff educate students to become engaged, ethical and compassionate citizens for servant leadership in communities characterized by change, complexity and global interdependence.

Strategic Goals

1. We will strengthen and sustain an entrepreneurial student-centered community characterized by exceptional faculty and staff committed to personalized education, the integration of liberal and professional learning and global engagement.
2. To support our community, we will attain financial strength through prudent fiscal stewardship, enrollment and program growth, appropriate tuition and extramural funding strategies and broadened support from trustees, alumni and patrons.
3. To house our community, we will build a sustainable physical and technological environment that promotes teaching/learning, scholarship and citizenship that assure quality, productivity, safety and efficiency.
4. To communicate the value of our community, we will elevate regional and national recognition of Drury University's students, faculty, staff, alumni and programs.
5. To enrich our community, we will nurture an environment of inclusion for all persons to build a more culturally and ethnically diverse campus.

Degree Programs

Drury University offers a wide variety of programs including day and evening classes, graduate degrees in business, education, communication, criminology, criminal justice, music therapy and studio art and theory, a five-year professional architectural program and strong liberal arts preparation for careers in the professions. While offering the academic options and variety that characterize many universities, Drury offers personal attention, flexibility and a supportive atmosphere. Students have the opportunity to build on their personal strengths in preparing
for the future. The combination of excellent academic preparation and experiences in internships, labs, and studios gives each student a strong foundation on which to build a career.

 Degrees are offered in:
 Advertising/Public Relations
 Biology
 Business Administration
 Communication
 Criminal Justice
 Design Art*
 Elementary Education
 Emergency Medical Science
 English
 Environmental Management and Assessment
 Environmental Policy and Regulations
 Entrepreneurship**
 Fine Art*
 Foundations in Education
 General Studies
 Health and Wellness
 Health Science
 History
 Human Services
 Instructional Technology
 Law Enforcement
 Organizational Communication and Development
 Paralegal Studies
 Psychology
 Radiologic Technology
 Respiratory Therapy
 Secondary Education (second major only; requires subject area)
 Sociology
 Surgical Technology
 Writing

*Available in Springfield only
**Available only at the Monett campus

Assessment

As part of Drury’s commitment to student academic achievement, effective teaching, and continuous improvement of the institution, Drury assesses student learning. Periodically all students will participate in surveys and activities designed to measure academic progress in general education and in the major. The information is helpful for advising students and for improving Drury’s programs, but it is not part of the student’s official records. Students should take their participation in these activities seriously, for it is through this information that effective decisions regarding advising and planning can be made.
ADMISSION

ADMISSION PROCEDURES

To complete the admission process, a student must:

1. Complete the application for admission (available in print or online at www.drury.edu/ccps) to include a $25 non-refundable admission fee.
2. Submit proof of high school completion and official transcripts from all colleges and universities attended.
3. Submit a writing sample in the form of a short essay stating your educational goals.
4. Submit two letters of references of a personal or professional nature.

All application materials are reviewed by the continuing studies admission committee, which reviews applications on an individual basis. Full admission is based on the student's academic record and may be conditional on additional steps by the student, including, but not limited to, the student's completion of three semester hours of a college-level English composition course.

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

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

TRANSFER STUDENT POLICY

Drury maintains a policy that a student from a regionally accredited college may apply for admission as a transfer student. The student should be in good standing with the previous college attended and eligible to return to that institution. In addition to the required application, the transfer applicant is required to submit:

1. Official transcripts from each college previously attended.
2. Proof of high school completion.
3. Statements concerning the possibility of transfer and the applicability of specific credit toward any of the degree programs at Drury are made after thorough study of the official credentials.

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

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

A transfer student who has completed 30 hours of previous credit must immediately apply for admission to continuing studies (18 hours for associate degree candidates).

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

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

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

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

DUAL ENROLLMENT
Drury University offers dual credit courses to junior-level and senior-level high school students in selected high schools. Students receive both high school and college-level credit simultaneously. Students enrolled in dual credit are subject to all relevant policies and procedures applicable to Drury University students. These include policies regarding change of schedule, drop/add, grading and scholastic action. Coursework is applicable to Drury degrees in the same manner as native credit.

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

READMISSION
Any continuing studies student who has not been enrolled for one year must apply and be accepted for readmission. Applications for readmission should be addressed to the Office of Continuing Professional Studies. Final decisions regarding readmission cannot be made until all transcripts of college coursework attempted since the student last attended Drury have been reviewed.

Students are readmitted to the university under the requirements of the current university catalog.

ACADEMIC FORGIVENESS POLICY

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

PRINCIPLES OF THE ACADEMIC FORGIVENESS POLICY THAT APPLY TO ALL DRURY STUDENTS

The Academic Forgiveness application process is as follows:

1. Re-enter Drury University and successfully complete a minimum of six hours with a minimum GPA of 2.0 in this coursework.

2. Prior to completion of the second semester of re-entry to Drury, complete an application for admission to Drury University and apply for Academic Forgiveness. As part of this application, write a maximum 250-word essay explaining why, academically, you are now prepared to perform successfully at the college level. All applications will be reviewed by Drury University’s Admissions Committee. This committee has full authority to accept or deny application for Drury University’s Academic Forgiveness Policy.

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

4. Transcripts will bear a disclaimer—“Drury University makes no guarantees as to how certifying agencies and other higher education institutions including graduate schools and their services, interpret the transcript of a student utilizing academic forgiveness options.”

INTERNATIONAL STUDENT ADMISSION

UNDERGRADUATE DEGREE PROGRAM

The deadline to apply for admission is two months prior to the beginning of each term. To study for a degree in the U.S. in F-1 status, an international student must be admitted as a
full-time student pursuing a specific educational objective such as a bachelor's degree.

INTERNATIONAL ADMISSION PROCEDURES
Submit the following to the International Support Services Office (ISS) at Drury University:

1. A completed Continuing Professional Studies application for admission form (available in print or online at www.drury.edu/ccps).
3. All secondary school records: transcript of courses with grades or other evaluation marks, documentation of graduation or completion, and examination results where they apply.
4. An evaluation of your secondary school (high school) coursework completed outside the U.S. from a credential evaluating service such as World Education Services, Inc. (WES). Approximate cost through a credential evaluation service is U.S. $160.
5. Official transcripts from each post-secondary institution previously attended.
6. A course-by-course evaluation of any post-secondary coursework completed outside the U.S. from a credential evaluation service such as WES. Approximate cost through a credential evaluating service is U.S. $160.
7. English proficiency can be proven by submission of the following official documents:
   a. TOEFL (Test of English as a Foreign Language) minimum score of 530 (paper), or 72 (internet), and TWE (Test of Written English) minimum score of 4.
   b. IELTS score of 6.0.
   c. SAT Critical Reading score of 500.
8. Students who apply and are accepted to Drury University’s undergraduate Day School division must complete one semester as a day student before applying for admission to Continuing Professional Studies.

Applications for admission are complete only after the ISS Office has received all of the above items. Applications for admission will be reviewed once they are complete.

READEMISSION TO DRURY UNIVERSITY AS AN INTERNATIONAL STUDENT
International students seeking to return to Drury University’s Continuing Professional Studies program must apply and be accepted for readmission before registering for classes.

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

APPLYING FOR AN I-20
Submit the following to the International Support Services at Drury University:

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

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

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

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

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

English proficiency can be demonstrated by submitting one of the following:
1. Minimum Test of English as a Foreign Language (TOEFL) score of 197 (530 on paper-based test) and a minimum official Test of Written English (TWE) score of 4.
2. Minimum verbal Scholastic Aptitude Test (SAT) score of 500.
3. Minimum composite American College Test (ACT) score of 21.

An institutional TOEFL and TWE are offered during new international student orientation for a fee. Students who score below 530 on the TOEFL and/or below 4 on the TWE are required to enroll full time in Drury’s English for Academic Purposes (EAP) program.

Sample Letter of Financial Support

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

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

Financial Documentation

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

The financial documents must be one of the following for each sponsor:
1. An original letter from your bank (or your sponsor’s bank) stating you are a customer in good standing and that your account history shows you have at least U.S. $15,000 available for each year of your studies. This letter must be on bank letterhead with telephone and fax numbers, and be dated and signed.
2. Three months’ original bank statements showing a balance of at least U.S. $15,000 each month.

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

International Student Tuition Deposit Policy

Students must pay 50 percent of the tuition and 100 percent of the student fees (including, but not limited to, the following: health center fee, orientation fee and the cost of insurance) for the first semester of attendance before an I-20 can be issued or the student can register for classes.

Students are required to pay their tuition in full no later than the first day of the semester. Otherwise, they must arrange for a deferred payment plan with the Student Financial Services Office. Students transferring from U.S. schools must complete the application for admission to Drury University by the end of the second week of school. At that time, 100 percent of the tuition and student fees (including, but not limited to, the following: health center fee, orientation fee and the cost of insurance) for the semester must be paid, or a deferred payment plan must be signed and 50 percent of the tuition and 100 percent of the student fees (including, but not limited to, the following: health center fee, orientation fee and the cost of insurance) paid.

All degree-seeking international students attending Drury University who have not paid at least 50 percent of tuition and 100 percent of the student fees (including, but not limited to, health center fee, orientation fee, and the cost of insurance) by the end of the second week of classes will be removed from the class rosters and not allowed to attend classes. Maintenance of immigration status is the responsibility of the individual.

International Support Services

International Support Services (ISS) provides services for international students including immigration advice and assistance and cultural adjustment counseling. The director also coordinates the mandatory international student health insurance plan. ISS is located in the Findlay Student Center on the lower level in room 113. Julie Hockensmith is available by phone at (417) 873-7885, fax at (417) 873-7885, email at jhockens@drury.edu, and on the Web at drury.edu/iss.

Notes to F-1 International Students

In addition to the responsibility of observing the regular Drury University rules and regulations, non-immigrant international students are also responsible for abiding by the terms of their immigration status. The International Student Handbook, available from ISS, is a valuable source of information for international students.
The director of international support services is available to provide assistance and answer questions concerning the Department of Homeland Security (DHS) and the applicable rules and regulations. Remember: Immigration laws are subject to frequent change. Read correspondence and e-mails from ISS for updates.

FULL-TIME STATUS

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

TRANSFER FROM ANOTHER U.S. SCHOOL

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

EXTENSION OF PROGRAM COMPLETION DATE

F-1 students are admitted to the U.S. for the duration of their studies (D/S) to complete the academic program by the program end date stated on the I-20, item 5. This “completion date” is the stated date by which the student is expected to complete her/his studies. If a student’s academic program cannot be completed within the prescribed time period for valid academic or documented medical reasons, a request for program extension must be filed before the completion date.

PERIOD OF STAY

A non-immigrant student may stay in the U.S. only as long as she or he is in compliance with her/his non-immigrant status. By definition, a non-immigrant is any alien whose reason for coming to the U.S. involves a temporary stay that will end when the purpose of the trip has been accomplished and who has no intention of abandoning her/his homeland. Normally a student is allowed to remain in the U.S. for duration of status (D/S) which is the time period it takes to complete one’s educational program and any practical training authorized by the Department of Homeland Security (DHS) plus 60 days.

ENGLISH FOR ACADEMIC PURPOSES (EAP)

Drury University offers qualifying non-native speakers of English flexible but vigorous language training throughout the year. Students enrolled in EAP receive degree credit. Conditional admission to the degree program is offered (see requirements for international student admission).

EAP courses are open to anyone aged 17 or older, except those who have never studied the English language and who speak no English. The university requests that students submit scores from the Test of English as a Foreign Language (TOEFL) if available for placement purposes. Other standardized tests will be considered. An English placement test is administered to all new international students during International Orientation to determine level of study prior to registration. For more information about English for Academic Purposes courses, contact Charlyn Ingwerson at (417) 873-6928 or by email at cingwerson@drury.edu.

CLEP - COMPUTER-BASED TESTING

Drury University participates in the computer-based testing College Level Examination Program. Credit is awarded for completion of CLEP general and subject examinations.

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

| Subject                           | Credit Score
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>50</td>
</tr>
<tr>
<td>(with or without essay)</td>
<td></td>
</tr>
<tr>
<td>A student who has received credit for this exam should not enroll in ENGL 150.</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>50</td>
</tr>
<tr>
<td>A student who has achieved a score between 50 and 69 will receive credit for 101. A score of 70 or greater will receive credit for 101 and 102 (FREN, GERM, or SPAN).</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>50</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>50</td>
</tr>
<tr>
<td>A student who has received credit cannot claim credit for MATH 100 or 101.</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>50</td>
</tr>
</tbody>
</table>

The university reserves the right to refuse credit for reasons that may vary from the above criteria. Students should discuss their situation with their advisor prior to enrollment.
A student who has received credit cannot claim credit for BIO 103, 104, or 110, PHYS 100, PHYS 110 or PHYS 111.

Social Sciences and History .............. 50

No partial credit is awarded.

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

REGISTRATION

Registration at Drury is a cooperative affair; you will register under the guidance of your continuing studies advisor.

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

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

Undergraduate continuing studies students complete degree requirements at their own pace. The majority of students are enrolled on a part-time basis. Twelve semester hours constitute a full-time academic load and students may enroll for 1-17 hours at their own discretion.

A change in your registration can only be made by filing an official drop and add form with the Office of the Registrar. If you wish to drop a class, it is important that the drop and add form be filed with the registrar as soon as this decision is made. Failure to officially drop a class you are not attending will result in a grade of “F” for the course. Failure to officially add a class you are attending will result in no credit. Responsibility for dropping and adding 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. You cannot add a course after the second full week of classes or drop a course without receiving a grade of “DP” (drop pass) or “DF” (drop fail) after the sixth full week of classes. You cannot drop a course during the last two weeks of the semester. See the academic calendar for specific dates to add and drop classes.

Registration for more than 17 credit hours (13 during the summer session) is considered an academic overload. Registration in blocked courses cannot exceed 7 hours of enrollment in any 8 week format, to total no more than 13 hours of blocked registration for any one semester. Students who wish to enroll for more than 17 semester hours (13 during the summer session) should have a grade point average of 3.0 in the preceding semester and must obtain the approval of the Continuing Studies Council. Students with a grade point average below 3.0 must obtain further approval from the dean of the College of Continuing Professional Studies. The deadline for submitting an appeal for an overload is two weeks prior to the last date to add a course for the term. Credit hour overloads are not allowed during the May Term or Winter Term. No more than three semester hours can be earned in either of these short terms.

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

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

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

CANCELLATION OF COURSE

The university reserves the right to withdraw any course whose registration falls below the minimum of 10 regularly enrolled students, or to modify the course as may seem wise. In certain special cases, the university reserves the right to set a minimum enrollment at a figure in excess of 10.

AUDITORS

Individuals who do not wish to do the required work of the course or take final examinations may register as auditors on a space-available basis. However, the audit fee per hour applies. Auditors are expected to be regular in class attendance.
(Veterans using VA benefits cannot be registered as auditors.)

Courses that may be audited are seated, lecture courses that do not contain a lab, activity, studio or any other participation activity.

Some courses, such as studio art, student teaching and teacher aiding, cannot be completed on an audit basis.

NOTE: A student may change from credit status to audit status during the first six weeks of the regular semester. A student may change to audit status after the sixth class meeting only upon the written statement from the instructor indicating that the student is passing the course. A change to audit status cannot be made after taking a final examination for a course. Students may change from the audit status to credit status only with the written permission of the instructor and the dean of the College of Continuing Professional Studies and not later than the midterm of the semester.

Graduates of Drury bachelor’s degree programs are invited to register on an audit basis for one undergraduate course per semester or summer session at no cost for tuition but are expected to pay any fees associated with the semester. This service to graduates is offered on a space-available basis after registration of degree-seeking students. Some courses, such as studio art, student teaching and teacher aiding, cannot be completed on an audit basis and are therefore excluded from this alumni program. In offering free enrollment to Drury graduates, it is assumed that no outstanding debts are owed to the university. All classes audited will appear on the individual’s transcript with a “V” notation.
ACADEMIC AFFAIRS

Degrees
Bachelor of Arts*
Bachelor of Arts with Honors*
Bachelor of Business Administration
Bachelor of Business Administration with Honors*
Bachelor of General Studies
Bachelor of Music*
Bachelor of Music Education*
Bachelor of Music Therapy*
Associate of Science
Bachelor of Science
Master of Architecture*
Master of Arts in Communication
Master of Arts in Criminology
Master of Arts in Studio Art and Theory
Master of Arts in Teaching
Master in Business Administration
Master in Education Cross Categorical Special Education K-12
Master in Education Curriculum and Instruction
Master in Education Gifted Education
Master in Education Human Services
Master in Education Instructional Technology
Master in Education Special Reading
Master of Music Therapy
Master of Science in Criminal Justice

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

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

*Available in Day School only. Degree programs are described in the Day School catalog.

BACHELOR OF BUSINESS ADMINISTRATION
Business Administration**

BACHELOR OF GENERAL STUDIES
General Studies**

BACHELOR OF SCIENCE
Advertising/Public Relations*
Biology
Criminal Justice**
Design Arts*
Elementary Education
English*
Environmental Management and Assessment
Fine Arts*
Health Science
History**
Human Services**
Instructional Technology**
Law Enforcement
Organizational Communication and Development**
Psychology**
Secondary Education* (second major only; requires subject area)
Sociology**

ASSOCIATE OF SCIENCE
Business Administration
Communication
Criminal Justice
Emergency Medical Science
English
Environmental Policy and Regulations
Entrepreneurship
Fine Arts
Foundations in Education
General Studies
Health and Wellness
Law Enforcement
Organizational Communication and Development
Paralegal Studies
Psychology
Radiologic Technology
Respiratory Therapy
Surgical Technology
Writing*

*Available in Springfield only.
**Available entirely online.
GRADUATION REQUIREMENTS

BACHELOR OF BUSINESS ADMINISTRATION, BACHELOR OF SCIENCE, BACHELOR OF GENERAL STUDIES, ASSOCIATE OF SCIENCE

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

Following formal admission to the university, all candidates for a degree in continuing studies are required to complete a core requirement sheet. The core requirements are designed to provide a coordinated set of courses directed toward some early defined objective in line with the student's special interest in obtaining a college education. The successful completion of the required minimum number of credit hours (124 hours for Bachelor of Science, Bachelor of Business Administration, Bachelor of General Studies).

1. At the time of graduation the average cumulative grade must be at least a “C” (2.0).
2. The successful completion of a major (study-in-depth).
3. The major shall require not less than three or more than six semester hours of senior seminar, research or other designated capstone requirement.
4. The core requirement sheet must be filed in the Continuing Professional Studies Office prior to registration for the first semester of the junior year.
5. A program of study for a student who has not attended Drury for one year or more is subject to a review and revision.
6. Students may complete multiple majors. Courses may be taken that are common to and included in the hours required for multiple majors as long as a minimum number of hours is completed in the combined areas. The minimum number of required unique hours for multiple majors shall be the sum of the university minimum required hours (24 for majors) for the combined majors, minus three hours times the number of majors. For example, a double major requires a minimum of 42 unique hours, a triple major requires a minimum of 66 unique hours. Any number of courses may overlap and any course may be used any number of times, as long as the student completes the minimum required number of unique hours.
7. At least 36 hours of the total number of hours required for graduation must be in upper-division courses (courses numbered in the 300s and 400s).
8. The last 30 semester hours must be taken in residence.
9. All candidates for degrees are expected to be present at the commencement exercises. To participate in commencement exercises, students must have completed all degree requirements. (Requests for degrees to be granted “in absentia” must be approved by the registrar.) No student who has any unsettled accounts with the university will be graduated.
10. Prior to course registration, students are responsible for reviewing their requirements to make certain that progress is being made toward completion of the degree.

PRE-PROFESSIONAL PROGRAMS

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

1. The successful completion of 94 semester hours with a minimum grade point average of “C” (2.0) in all work at Drury University.
2. 36 semester hours must be in upper division courses.
3. The successful completion of core major requirements.

BACHELOR OF BUSINESS ADMINISTRATION

The degree of Bachelor of Business Administration (BBA) is available to continuing studies students attending the Springfield campus and through Online Education. The BBA shall be awarded to continuing studies students who satisfy the following conditions:

a) Approval of candidacy for a degree from the admission committee after submission of an application for admission. A person must be admitted before accumulating 30 semester hours (transfer hours included) toward a degree.

b) Successful completion of a minimum of 124 semester hours with an average grade of “C” (2.0) for all Drury work. Student must notify the university of intent to graduate by the first week of the semester of graduation.

c) ENGL 150 and ENGL 207 for a total of six hours in English Composition. (ENGL 109, ENGL 110, ENGL 111, ENGL 115, ENGL 116 or ENGL 117 may not be counted toward meeting this requirement).
d) Three hours of college-level algebra.

e) A grade of “C-” or better for GSTU 210 Desktop Applications.

f) Successful completion of LIBR 211 Research Information Skills.

g) Three hours of cultural diversity. GLST 201 Global Awareness and Cultural Diversity is recommended for those students enrolling with fewer than 59 hours who wish to complete their general education credits at Drury. For those students transferring in with an Associate of Arts or Associate of Science degree, or more than 59 hours, or for those who need upper division credit, an elective from the Minorities and Indigenous Cultures category is recommended (ARTH 371, ARTH 374, ENGL 317, HIST 344, HIST 350, HIST 360, HIST 375, HIST 385, MUSC 314, MUSC 315, PLSC 360, PLSC 365, PLSC 370, PLSC 375, PLSC 385, SOCI 316, or SOCI 355).

h) A distribution including a minimum of 12 hours in each of the three fields of knowledge with at least three hours in two or more departments excluding the major department. The three fields of knowledge are (1) Humanities and Fine Arts: art, communication, languages and literature, music, philosophy, religion, theatre (ENGL 109, ENGL 110, ENGL 111, ENGL 115, ENGL 116, ENGL 117 or ENGL 150 may not be counted toward meeting this requirement); (2) Science and Mathematics: biology, chemistry, environmental studies, mathematics, physics; (3) Social Sciences: PLSC 101-Government and Politics in the U.S. and nine additional hours of social science courses: criminal justice, education, geography, global studies, history, legal studies, political science, psychology, sociology.

i) At least 36 hours of the total number of hours required for graduation must be upper-division courses (numbered 300 or above).

j) At least the final 30 undergraduate hours must be earned at Drury University.

k) Successful completion of the requirements for admission to the Breech School of Business Administration including a signed Breech Student Honor Code.

l) Successful completion of Bachelor of Business Administration (BBA) Tool Courses (30 hours).

m) Successful completion of Bachelor of Business Administration (BBA) Major Courses (21 hours).

n) The university expects all candidates for degrees to be present at the commencement exercises.

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

**Bachelor of Science**

The degree of Bachelor of Science (BS) shall be awarded to continuing studies students who satisfy the following conditions:

a) Approval of degree candidacy from the admission committee after submission of an application for admission. A student must be admitted before accumulating 30 semester hours (including transfer hours) toward a degree.

b) Successful completion of a minimum of 124 semester hours with an average grade of “C” (2.0) for all Drury work. Student must notify the university of intent to graduate by the first week of the semester of graduation.

c) ENGL 150 and ENGL 207 for a total of six hours in English composition. (ENGL 109, ENGL 110, ENGL 111, ENGL 112, ENGL 115, ENGL 116 or ENGL 117 may not be counted toward meeting this requirement).

d) Three hours of college-level mathematics.

e) Three hours of basic computer skills. Students may fulfill the requirement with GSTU 101 Introduction to Computers and Software or GSTU 210 Desktop Applications. (EDUC 200 will fulfill this requirement for education majors.)

f) Successful completion of LIBR 211 Information Research Skills.

g) Three hours of cultural diversity. GLST 201 Global Awareness and Cultural Diversity is recommended for those students enrolling with fewer than 59 hours who wish to complete their general education credits at Drury. For those students transferring in with an Associate of Arts or Associate of Science degree, or more than 59 hours, or for those who need upper division credit, an elective from the Minorities and Indigenous Cultures category is recommended (ARTH 371, ARTH 374, ENGL 317, HIST 344, HIST 350, HIST 360, HIST 375, HIST 385, MUSC 314, MUSC 315, PLSC 360, PLSC 365, PLSC 370, PLSC 375, PLSC 385, SOCI 316, or SOCI 355).

h) A distribution including a minimum of 12 hours in each of the three fields of knowledge with at least three hours in two or more departments excluding the major department. The three fields of knowledge are (1) Humanities and Fine Arts: art, com-
munication, languages and literature, music, philosophy, religion, theatre (ENGL 109, ENGL 110, ENGL 111, ENGL 112, ENGL 115, ENGL 116 or ENGL 117 may not be counted toward meeting this requirement); (2) Science and Mathematics: biology, chemistry, environmental studies, mathematics, physics; (3) Social Sciences: PLSC 101-Government and Politics in the U.S. and nine additional hours in the social sciences: accounting, business administration, criminal justice, economics, education, geography, global studies, history, legal studies, political science, psychology, sociology. Some degree programs require specific courses be taken to satisfy general education requirements. These courses are listed with the descriptions of those degrees.

g) Three hours of cultural diversity. GLST 201 Global Awareness and Cultural Diversity is recommended for those students enrolling with fewer than 59 hours who wish to complete their general education credits at Drury. For those students transferring in with an Associate of Arts or Associate of Science degree, or more than 59 hours, or for those who need upper division credit, an elective from the Minorities and Indigenous Cultures category is recommended (ARTH 371, ARTH 374, ENGL 317, HIST 344, HIST 350, HIST 360, HIST 375, HIST 385, MUSC 314, MUSC 315, PLSC 360, PLSC 365, PLSC 370, PLSC 375, PLSC 385, SOCI 316, or SOCI 355).

h) A distribution including a minimum of 12 hours in each of the three fields of knowledge with at least three hours in two or more departments excluding the major department. The three fields of knowledge are (1) Humanities and Fine Arts: art, communication, languages and literature, music, philosophy, religion, theatre (ENGL 109, ENGL 110, ENGL 111, ENGL 112, ENGL 115, ENGL 116, ENGL 117 or ENGL 150 may not be counted toward meeting this requirement); (2) Science and Mathematics: biology, chemistry, environmental studies, mathematics, physics; (3) Social Sciences: PLSC 101-Government and Politics in the U.S. and nine additional hours in the social sciences: accounting, business administration, criminal justice, economics, education, geography, global studies, history, political science, psychology, sociology, legal assistant studies.

i) At least 36 hours of the total number of hours required for graduation must be upper division courses (numbered 300 or above).

j) At least the final 30 undergraduate hours must be earned at Drury University.

k) A completed academic major.

l) The university expects all candidates for degrees to be present at the commencement exercises.

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

BACHELOR OF GENERAL STUDIES
The degree of Bachelor of General Studies (BGS) will be awarded to continuing studies students who satisfy the following conditions:

a) Approval of candidacy for a degree from the admission committee after submission of an application for admission. A person must be admitted before accumulating 30 semester hours (transfer hours included) toward a degree.

b) Successful completion of a minimum of 124 semester hours with an average grade of “C” (2.0) for all Drury work. Student must notify the university of intent to graduate by the first week of the semester of graduation.

c) ENGL 150 and ENGL 207, for a total of six hours in English composition.

d) Three hours of college-level mathematics.

e) Three hours of basic computer skills. Students may fulfill the requirement with GSTU 101 Introduction to Computers and Software. (Students pursuing a certification for education will fulfill the requirement with EDUC 200.)

f) Successful completion of LIBR 211 Information Research Skills.

g) Three hours of cultural diversity. GLST 201 Global Awareness and Cultural Diversity is recommended for those students enrolling with fewer than 59 hours who wish to complete their general education credits at Drury. For those students transferring in with an Associate of Arts or Associate of Science degree, or more than 59 hours, or for those who need upper division credit, an elective from the Minorities and Indigenous Cultures category is recommended (ARTH 371, ARTH 374, ENGL 317, HIST 344, HIST 350, HIST 360, HIST 375, HIST 385, MUSC 314, MUSC 315, PLSC 360, PLSC 365, PLSC 370, PLSC 375, PLSC 385, SOCI 316, or SOCI 355).

h) A distribution including a minimum of 12 hours in each of the three fields of knowledge with at least three hours in two or more departments excluding the major department. The three fields of knowledge are (1) Humanities and Fine Arts: art, communication, languages and literature, music, philosophy, religion, theatre (ENGL 109, ENGL 110, ENGL 111, ENGL 112, ENGL 115, ENGL 116, ENGL 117 or ENGL 150 may not be counted toward meeting this requirement); (2) Science and Mathematics: biology, chemistry, environmental studies, mathematics, physics; (3) Social Sciences: PLSC 101-Government and Politics in the U.S. and nine additional hours in the social sciences: accounting, business administration, criminal justice, economics, education, geography, global studies, history, political science, psychology, sociology, legal assistant studies.

i) At least 36 hours of the total number of hours required for graduation must be upper division courses (numbered 300 or above).

j) At least the final 30 undergraduate hours must be earned at Drury University.

k) A completed academic major. This major is completed in one of the two following ways:

OPTION I: TECHNICAL DEGREE TRANSFER
The BGS candidate may transfer a completed two-year technical degree to Drury from a state-approved post-secondary technical program or from a career-oriented program that is approved by Drury University. The completed technical degree is recognized as constituting a complete and individualized major. As such, it satisfies the requirement for the major in general studies.

OPTION II: COMPLETION OF AN INDIVIDUALIZED GENERAL STUDIES PROGRAM
The student, together with the academic advisor, will tailor an individualized, integrated program of study from one of the three fields of knowledge: Humanities and Fine Arts; Science and Mathematics; or Social Sciences. A formal declaration of the general studies major must be completed prior to the student’s enrolling in the 95th semester hour. The program of study shall include a minimum of 30 undergraduate credit hours in the selected field of knowledge. Declaration of the general studies major requires completion of a core requirement sheet.

l) Successful completion of an interdisciplinary three-hour seminar with a focused individual project or topic.

m) Candidates for the BGS may transfer credits to Drury University according to the following guidelines:

Students may present transfer courses from an accredited college or university. The transfer of an applicable associate degree will result in junior standing. Applicable courses with grades of “C” or better will be accepted. Credits expressed in course units or quarter hours will be equated to semester hours for transfer. Transfer of a two-year technical degree program from a state-approved post-secondary technical program or from a career-oriented program which has been approved by Drury University will result in junior standing only in the BGS program. Technical courses are accepted only when part of a completed two-year degree. Courses that are not technical in nature, but may be offered at technical colleges, will be evaluated. Those determined to be equivalent to Drury offerings will be accepted if grades are “C” or better.

n) The university expects all candidates for degrees to be present at the commencement exercises.

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

ASSOCIATE OF SCIENCE
Drury offers an Associate of Science degree (AS) at the following locations: Springfield, Fort Leonard Wood/St. Robert Annex, Cabool, Lebanon and Rolla.

Areas available in the Associate of Science program are: business administration, communication, criminal justice, emergency medical science, English, environmental management, environmental studies, fine art, first responder, foundations in education, general studies, health and wellness, law enforcement, organizational leadership, paralegal studies, psychology, radiologic technology, respiratory therapy and writing. If the student so chooses, a bachelor’s degree could then be completed at Drury or another institution of higher education.

High school graduates and those who can demonstrate the equivalent, i.e., G.E.D. diploma, will be admitted as candidates for associate degrees. The degree of Associate of Science shall be awarded to continuing studies students who satisfy the following conditions:

a) Approval of degree candidacy from the admission committee after submission of an application for admission. A student must be admitted before accumulating 18 semester hours (including transfer hours) toward a degree.

b) Satisfactory completion of a minimum of 62 semester hours of work according to a prescribed curriculum with an average grade of “C” (2.0) for all Drury work. Student must notify the university of intent to graduate by the first week of the semester of graduation.

c) ENGL 150 and three additional hours of English, either literature or composition, for a total of six hours in English.

d) Three hours of college-level mathematics.

e) A distribution including a minimum of six hours in each of the three fields of knowledge with at least three hours in two or more departments excluding the major department. The three fields of knowledge are (1) Humanities and Fine Arts: art, communication, languages and literature, music, philosophy, religion, theatre (ENGL 109, ENGL 110, ENGL 111, ENGL 112, ENGL 115, ENGL 116, ENGL 117 or ENGL 150 may not be counted toward meeting this requirement); (2) Science and Mathematics: biology, chemistry, environmental studies, mathematics, physics; and (3) Social Sciences: accounting, business administration, criminal justice, economics, geography, global studies, history, paralegal studies, political science, psychology, sociology. Some degree programs require specific courses be taken to satisfy general education requirements. These courses are listed with the descriptions of those degrees.

f) At least the final 15 undergraduate hours must be earned at Drury University.

g) A completed academic area of concentration.

h) The university expects all candidates for degrees to be present at the commencement exercises.
i) No student who has any unsettled accounts with the university will be graduated.

TRANSCRIPTS OF CREDIT
Transcripts of credit will be issued by the Office of the Registrar to all present and former students subject to certain conditions. In order to assure the student that records are confidential, Drury University issues official transcripts only upon written authorization of the student. Financial obligations to the university must be satisfied. The university will issue one free transcript for each student upon graduation. Additional transcripts will be issued for a charge of $6 each, payable in advance. Quantity discounts are available to students ordering five or more transcripts at one time.

CLASS ATTENDANCE
There is no class-cut system at Drury. Students are expected to attend all classes and laboratory periods for which they are enrolled. There is no university-wide policy defining conditions under which an instructor should or should not excuse an absence. The instructors are responsible for the maintenance of standards and quality of work in their classes. An absence is an individual matter between student and instructor.

Students are directly responsible to instructors for class attendance and for work missed during an absence for any cause.

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

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

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 work, such as completeness, accuracy, detail of knowledge, or effective independent work.

A grade of “C” represents a satisfactory level of performance which 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 concept of the course as shown by an acceptable mastery of the information, concepts of skills involved and regular participation in the work of the class.

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 “I” or “U” indicates an unacceptable level of performance.

A grade of “I” is given for incomplete work only if illness or other unavoidable causes prevent the student from completing the course. The student is responsible for contacting the instructor and determining what must be done to remove the “I” grade. Coursework must be completed and the “I” grade replaced with a letter grade within six weeks after the beginning of the semester immediately following the semester in which the “I” was received. The instructor granting the incomplete, or the department chair in his or her absence, is required to report to the registrar a grade for the permanent record at the end of that period. A grade of “I” not removed within the time period allowed will automatically be changed to an “F.” A specified extension of time for removal of the incomplete grade may be granted by the dean of the College of Continuing Professional Studies. Until the grade has been formally recorded, the course will not be considered as hours attempted and thus will not be part of the cumulative grade point average.

In specific courses that are so designated by the Continuing Studies Council, in-progress (IP) grades may be awarded. This grade will not affect the grade point average of the student and will be replaced by an appropriate letter grade when the work is completed.

“DR” indicates dropped (and “W” withdrawn) before the end of the sixth week of the term;

“DP” or “DF” (or “WP” or “WF”) indicate passing or failing at the time the course is dropped after the sixth week of the term. A course cannot be dropped the last two weeks of classes.

“DP” indicates passing at the time the course was officially dropped and does not affect the GPA.

“DF” indicates failing at the time the course was officially dropped and is included in the GPA calculation.

“RP” indicates course repeated for a higher grade.

“RF” indicates course repeated to replace a grade of “F”.

“RU” indicates course repeated to replace a grade of “U”.

“WP” indicates passing at the time of official withdrawal from university and does not affect the GPA.

“WF” indicates failing at the time of official withdrawal from university and is included in the GPA calculation.

Any student who unofficially drops a course or unofficially withdraws from the university will receive an “F” in the course or courses.
Grade 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; each hour of “D-” counts as 0.7.

The grade point average is computed only on academic courses taken at Drury University. The computation is made by dividing the total number of credit points earned by the total number of semester hours attempted. Grades of “F” and “DF” are included when computing grade point averages with a value of zero points. The grade point average is computed for courses that are repeated within the same division of Drury University on the policy that the highest grade stands. Student grade reports are available through MyDrury on the Drury website (www.drury.edu/ccps) and hard copies are available upon request through the Continuing Professional Studies Office.

SATISFACTORY OR UNSATISFACTORY
A student who is classified as a junior or senior may register for one course during a semester on a satisfactory or unsatisfactory basis, but must designate this option before the end of the second week of class. In order to receive a satisfactory grade, the student is expected to perform at “C” level or better. With the exception of teacher aiding, internships, selected May Term offerings, or selected topics offered as one hour mini-courses (see selected topics), only four undergraduate courses may be taken on a satisfactory or unsatisfactory basis. Courses in a student’s major and minor, courses taken to meet graduation requirements and honors courses (excluding community service) may not be taken on a Satisfactory/Unsatisfactory basis. A transfer student officially classified as a junior or senior by Drury University and in good academic standing may take a course on a satisfactory or unsatisfactory basis during the first semester at Drury. Satisfactory or unsatisfactory courses are not included in the cumulative grade point average. A student receiving a grade of unsatisfactory will lose the credit toward graduation.

SCHOLASTIC PROBATION AND SUSPENSION
Drury students are expected to maintain the highest level of scholarship of which they are capable. Notification of probationary status serves as a warning that students are not making satisfactory progress toward the degree and that unless the quality of work improves they will be subject to suspension from the university.

Students place themselves on probation, and may be suspended or dismissed, when they fail to maintain a cumulative grade point average as set forth below:

<table>
<thead>
<tr>
<th>HOURS EARNED</th>
<th>CUMULATIVE GPA BELOW WHICH A STUDENT IS PLACED ON PROBATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-29</td>
<td>1.6</td>
</tr>
<tr>
<td>30-59</td>
<td>1.8</td>
</tr>
<tr>
<td>60 or above</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Students on probation cannot carry an academic overload.
Students failing to remove themselves from scholastic probation within one semester in residence after being placed on scholastic probation may be suspended. Students showing satisfactory progress may be allowed to remain from semester to semester.

Students suspended from the university for academic reasons will not be eligible for readmission until at least one calendar year has passed. Readmission is not automatic. Applications for readmission must be submitted to the Continuing Professional Studies Office at least one month prior to the first day of the proposed term of readmittance. Students readmitted after suspension will be admitted on probation and must show satisfactory progress by the end of their first semester in order to remain in the university.

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

CREDIT BY PROFICIENCY EXAMINATION
Superior students may, at any time, apply to the head of the department and the dean of the College of Continuing Professional Studies to take a proficiency examination covering the subject matter of any course listed in the catalog and for which the student is not enrolled, provided he or she has not completed a more advanced course in that field. The student is required to make application for proficiency testing in the Office of Continuing Professional Studies and to register for the course before the examination is taken. The examination is open to a student enrolled in one or more courses for class work in the same semester. An examination fee is charged in addition to the usual tuition fees. (See statement on transfer of credit for limitations on total hours of proficiency examination credit that are applicable toward the degree.)

DIRECTED STUDY
In an effort to allow students to graduate on time, and with the approval of the instructor, the advisor, the applicable department chair, and the dean of the College of Continuing Professional Studies, a student may register for directed study for courses 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 will be listed on the student’s transcript with the regular course title preceded by the designation “DS.” Such a course constitutes a regular part of the student’s academic load. Not more than 12 semester hours of directed study and/or research are applicable toward a degree.

Students may obtain assistance with an application for directed study from their academic advisor. Tuition and fees are the same as for any course completed in the classroom.

Only one directed study course is allowed in a semester and may not be completed during a semester when a student also is registered for a course in research.

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. Juniors and seniors with a 2.5 or better grade point average are eligible to complete internships for credit. Students must have completed coursework appropriate for the internship experience and must be able to demonstrate potential benefit from an internship plan. The student is required to fill out a Permission to Register for Special Coursework form, an Internship Agreement, and an Internship Learning Contract. The Learning Contract must be completed and signed by the site supervisor, student, and faculty sponsor. The Permission to Register for Special Coursework form must be signed by the advisor, faculty sponsor, department chair, and a Career Planning and Development staff member. All completed paperwork must be submitted to Career Planning and Development prior to the beginning of the work experience and/or before the deadline to add a class or register for credit. Credit will not be granted retroactively. Evaluation will be performed by the faculty sponsor in consultation with the on-site supervisor and grading will be on a satisfactory/unsatisfactory basis.

In order to receive credit for the internship, the student must be registered for coursework (course numbers 397, 398, 497, 498). Each course carries three or six semester hours credit. It is recommended that students complete no more than six hours of internship toward their baccalaureate degree. Internships cannot be undertaken without all approvals being given and formal arrangements having been made. Student interns must work at least 135 hours during the full semester for each three credit hours of academic credit. Internship information is available through Career Planning and Development at www.drury.edu/career.

RESEARCH
Many academic departments offer special projects of research or investigation beyond the regular catalog offerings. Significant responsibility lies with the student to work independently to develop a proposal for study, which must be approved by a faculty member, the concerned department chair and the dean of the College of Continuing Professional Studies. The faculty member will provide counsel throughout the study and will evaluate the student’s performance. Sophomores, juniors and seniors are eligible.

Students may make application for research in the Continuing Professional Studies Office. Tuition and fees are the same as for regular course offerings and registration for research constitutes part of the student’s academic load. Only one research course is allowed in a semester and may not be completed during a semester when a student also is registered for directed study. It is recommended that students complete no more than twelve hours of research toward their baccalaureate degree. Students must register for research (course numbers 291, 292, 391, 392, 491, or 492) to receive credit.

SELECTED TOPICS AND MINI-COURSES
Selected topics are courses of an experimental nature which provide students a wide variety of study opportunities and experiences. Selected topics offer both the department and the students the opportunity to explore areas of special interest in a structured classroom setting. Selected topics courses (course numbers 290, 390, 490) will have variable titles and vary in credit from one to three hours. Selected topic courses do not meet graduation requirements unless so designated by the Academic Affairs Committee.

One credit hour selected topics courses are considered mini-courses (courses numbered 199). Mini-courses are graded on a satisfactory/unsatisfactory basis and only four hours of credit earned for completion of mini-courses are applicable.
toward degrees. Mini-courses cannot be used to satisfy general education and major requirements in a degree program. The credit earned from mini-courses is elective credit only to be used as hours toward the graduation requirement. Enrollment in mini-courses is open to all students, regardless of academic classification.

**ONLINE COURSES**

Drury University offers courses and degrees in a Web-based format for continuing studies students.

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

To be successful in online classes, students must have internet proficiency, internet accessibility and access to the necessary computer hardware and software to participate in the class.

Online students should have:

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

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

**RECOGNITION OF HONORS**

Only grades earned while in residence at Drury University are used in determining honors at graduation.

**HONORS AT GRADUATION**

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

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

**Departmental distinction:** Students who have completed at least 15 hours of upper division work in one department at Drury with "A" and "A-" grades will be awarded departmental distinction.

Candidates for associate degrees who distinguish themselves academically will be graduated with the notation “Graduation with Merit.” This notation will appear on the Drury transcript of Associate of Science degree recipients who have completed at least 30 hours at Drury University with a minimum grade point average of 3.75 on Drury work.

**Dean's List**

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

**Summer Session**

The university offers a limited program of courses in three summer terms. 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.

**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 academic programs. It should be understood that activities and credits in the Winter and May terms are highly restricted because of the time frame.

Typical activities of the Winter and May terms are:

1. International travel that will provide students with an experience in a different
culture as an invaluable part of their total educational preparation.

2. Domestic travel courses that broaden the student’s view of the United States.

3. Special courses offered in conjunction with the travel course. An example is language study offered in the country where the language is spoken.

4. Independent studies, practicums and/or special internships that will give students the opportunity for learning experiences outside the boundaries of the campus classroom.

5. Departmental offerings that have been tailored for offering coursework in an accelerated format and a shorter period of time.

Registration for either the May or Winter terms is limited to three hours per term. Tuition and fees apply as in a regular semester or term.
## FINANCIAL AFFAIRS

### Tuition and Fees 2012-2013 (Subject to change)

The 2012-2013 fiscal year ends on May 31, 2013. Tuition and fee amounts listed below will not apply during the 2013 summer terms.

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per semester credit hour</td>
<td>$220</td>
</tr>
<tr>
<td>Online tuition per credit hour</td>
<td>$289</td>
</tr>
<tr>
<td>Day school tuition per credit hour</td>
<td>$705</td>
</tr>
<tr>
<td>Certificate in Business Administration-PMBA 501 (§5,144 total)</td>
<td>$662</td>
</tr>
</tbody>
</table>

### Fees

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student fee (not refundable)</td>
<td>$27</td>
</tr>
<tr>
<td>Student health fee (each semester)</td>
<td>$90</td>
</tr>
<tr>
<td>Student technology fee (each semester)</td>
<td>$33</td>
</tr>
</tbody>
</table>

### Special Fees for International Students

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and accident insurance premium (each semester)</td>
<td>$536</td>
</tr>
<tr>
<td>Additional insurance fee for international athletes (annually)</td>
<td>$245</td>
</tr>
<tr>
<td>Orientation fee (one time)</td>
<td>$110</td>
</tr>
</tbody>
</table>

### Other Fees

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deferred payment fee</td>
<td>$20</td>
</tr>
<tr>
<td>Monthly late payment fee - deferred payment agreement on file</td>
<td>$20</td>
</tr>
<tr>
<td>Monthly late payment fee - no payment agreement on file</td>
<td>$40</td>
</tr>
<tr>
<td>Audit fee per hour</td>
<td>$105</td>
</tr>
<tr>
<td>Admission fee (one time only, not refundable)</td>
<td>$25</td>
</tr>
<tr>
<td>Proficiency exam</td>
<td>Tuition plus $25</td>
</tr>
<tr>
<td>Transcript fee *</td>
<td>$8</td>
</tr>
</tbody>
</table>

*Discount is available for five or more transcripts ordered at one time.

### Other Tuition/Fees

**Design and Fine Arts Fees:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTZ 200</td>
<td>Printmaking Fee</td>
<td>$100</td>
</tr>
<tr>
<td>ARTZ 240</td>
<td>Ceramics I fee (includes tool kit)</td>
<td>$85</td>
</tr>
<tr>
<td>ARTZ 250</td>
<td>Sculpture I fee</td>
<td>$115</td>
</tr>
<tr>
<td>ARTZ 260</td>
<td>Photography I fee</td>
<td>$125</td>
</tr>
<tr>
<td>ARTZ 267</td>
<td>Digital Photography I fee</td>
<td>$125</td>
</tr>
<tr>
<td>ARTZ 301</td>
<td>Advanced Studio fee</td>
<td>$125</td>
</tr>
<tr>
<td>ARTZ 302</td>
<td>Advanced Studio fee</td>
<td>$125</td>
</tr>
<tr>
<td>ARTZ 340</td>
<td>Ceramics II fee</td>
<td>$75</td>
</tr>
<tr>
<td>ARTZ 342</td>
<td>Ceramic Hand Building fee</td>
<td>$75</td>
</tr>
<tr>
<td>ARTZ 343</td>
<td>Ceramic Wheel Throwing fee</td>
<td>$75</td>
</tr>
<tr>
<td>ARTZ 350</td>
<td>Sculpture II fee</td>
<td>$100</td>
</tr>
<tr>
<td>ARTZ 351</td>
<td>Contemporary Sculpture I fee</td>
<td>$50</td>
</tr>
<tr>
<td>ARTZ 360</td>
<td>Photography II fee</td>
<td>$125</td>
</tr>
<tr>
<td>ARTZ 361</td>
<td>Alternative Photographic Processes fee</td>
<td>$125</td>
</tr>
<tr>
<td>ARTZ 364</td>
<td>Commercial Photography fee</td>
<td>$125</td>
</tr>
<tr>
<td>ARTZ 367</td>
<td>Digital Photography II fee</td>
<td>$125</td>
</tr>
<tr>
<td>ARTZ 401</td>
<td>Advanced Studio fee</td>
<td>$125</td>
</tr>
<tr>
<td>ARTZ 402</td>
<td>Advanced Studio fee</td>
<td>$125</td>
</tr>
<tr>
<td>ENVR/GEOG/PHYS 210 GIS and Remote Sensing Laboratory fee</td>
<td>$50</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise and Sport Science Fees:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSP 140</td>
<td>Golf fee</td>
<td>$60</td>
</tr>
<tr>
<td>EXSP 160</td>
<td>Bowling fee</td>
<td>$45</td>
</tr>
<tr>
<td>EXSP 205</td>
<td>Scuba fee</td>
<td>$215</td>
</tr>
<tr>
<td>EXSP 210</td>
<td>American Red Cross First Aid fee</td>
<td>$27</td>
</tr>
</tbody>
</table>

**Student Teaching fee (only during the semester when teaching)** | $200

**Student Teaching fee - out of area (only during the semester when teaching)** | $200

**Electronic Portfolio fee (as part of enrollment in EDUC 201)** | $112
All tuition and fees are due and payable in full at the beginning of each semester. Financial deferments may be made, but in no case will the deferment be extended beyond 60 days after the official registration day. The deferred payment fee is $20. 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. A past-due student account balance will result in the Director of Business Services notifying the student to officially withdraw from classes.

EXPLANATION OF TUITION AND FEES

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

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

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

Transcript fee: A charge to cover the cost of processing a request for a certified transcript copy and mailing to prospective employers and graduate schools. Students completing their degree will receive one free transcript.

GENERAL INFORMATION

The various tuition and fees are subject to change without prior notice, but Drury University attempts to provide such change information as soon as appropriate trustee action is taken.

Graduates of Drury bachelor’s degree programs are invited to register on an audit basis for one undergraduate course per semester or summer session at the cost of the current student fee. This service to graduates is offered on a space-available basis after registration of degree-seeking students.

Some courses, such as student teaching and teacher aiding, cannot be completed on an audit basis and are therefore excluded from this alumni program. In offering free enrollment through the alumni audit program, it is assumed that no outstanding debts are owed to the university.

PAYMENT POLICY

Semester statements covering tuition and fees are generally sent one week before the first day of class each semester.

No student will be officially registered unless payment or satisfactory deferred payment arrangements have been made in advance of the start of classes. Student account balances that become past due will result in notification from the Director of Business Services for official withdrawal from future classes. Students with any prior semester balance will not be permitted to register for subsequent semesters. All delinquent accounts will be subject to a charge of one percent interest per month, plus legal fees and collection costs.

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 deferred payment plans. Students should become familiar with the deferred payment policy of Drury University and our withdrawal refund policy. All questions or requests should be addressed to the Accounts Receivable Coordinator – Continuing Professional Studies, Burnham Hall, 900 N. Benton Avenue, Springfield, MO 65802, or telephone (417) 873-7232.

DEFERRED PAYMENT POLICY

It is the intention of the Drury University deferred payment policy to provide the means whereby Drury students are able to pay tuition and fees over time. A tuition contract is required of all students who wish to participate in a Deferred Payment Plan.

Tuition contracts must be submitted for approval to the university on or before the first day of the semester.

Payment Plan D is described below. The dates may vary from semester to semester. An administrative fee of $40 per month will be charged for processing a late payment. Tuition is due in full by the first day of class. Students who do not submit a satisfactory payment plan will be assessed a $40 processing fee per month until such time as a satisfactory payment arrangement is approved and/or all tuition is paid in full. 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.

**Payment Plan D**

<table>
<thead>
<tr>
<th>FALL/SPRING SEMESTER</th>
<th>AMOUNT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of the semester</td>
<td>50% of total balance due</td>
</tr>
<tr>
<td>30 days after the first day of the semester</td>
<td>25% of remaining balance due</td>
</tr>
<tr>
<td>60 days after the first day of the semester</td>
<td>Remaining balance due</td>
</tr>
</tbody>
</table>

The above program includes a $20 fee for deferred payment.

*Payment Plan D requires that the responsible party sign a Payment Plan Contract each semester. Payment Plan D is not available for summer school.

**Payment Plan F**

Students who will be using scholarships, loans, and grants to cover the full cost of tuition and fees will need to return a signed copy of Payment Plan F. There is no fee associated with Payment Plan F. Please return your signed copy by the first day of the semester.

**OFFICIAL WITHDRAWAL/REFUND POLICY**

Students who withdraw from courses will be allowed a refund of tuition according to the schedule below. All refunds are calculated from the date of the application for withdrawal filed with the registrar. No other notice will suffice. Nonattendance of classes does not constitute official withdrawal. Applicable refunds for students receiving federal and/or state financial aid will be calculated in reference to the student’s date of notification of withdrawal, last date of academic attendance or the midpoint of the period.

The responsibility for initiating and completing the withdrawal process with the appropriate university office rests with the student. The first day of classes constitutes the beginning of the semester for tuition refund. For courses that are scheduled out of sequence of the regular fall, 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.

<table>
<thead>
<tr>
<th>REFUNDS/DAY OF SEMESTER OR TERM</th>
<th>FALL/SUMMER</th>
<th>SPRING</th>
<th>SUMMER</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to first day</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>During first 5 days</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>During second 5 days</td>
<td>100%</td>
<td>50%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>During third 5 days</td>
<td>50%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>After third 5 days</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Summer 9-week term - 50% refund

If a student has an unpaid account with the university, any tuition refund due from withdrawal will be applied to such unpaid accounts. Each year the university publishes a calendar guide for institutional refunds and complies with the Return of Title IV Funds policy for federal programs. Students should become familiar with the guide each semester or term, and must remember that credit courses that are less than a regular term in duration follow the refund schedule for the full semester or term in which they are taught, regardless of the start date of instruction. The refund policy for noncredit conferences, institutes, seminars and community service courses is a 100 percent refund if the official withdrawal occurs prior to the first day of instruction.

**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 at the beginning of each semester, or a percentage of the full amount is paid and the balance is due in accordance with a plan for deferred payment. Payments may be made in person, by mail or online by accessing the MyDrury page at my.drury.edu.

2. The student may qualify for a type of financial aid that is awarded directly through the university and is credited to the student’s bill by the Student Financial Services Office. These types of financial aid awards are made annually and the amount awarded is divided equally between charges for the fall and spring semesters. Listed are the scholarships and grants that are directly credited to the student’s bill:

   - Federal Pell Grant
   - Continuing Professional Studies Academic Scholarship
   - Jack Tharp Scholarship
   - Adelaide Jones Scholarship
   - Alpha Sigma Lambda Scholarship
   - Phi Theta Kappa Scholarship

3. 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.

   The student may receive financial aid which, by law, cannot be automatically credited to the student account but which is paid to the student for application to educational expenses. The following forms of financial aid result in money being paid to the student: (with these types of aid, the student is solely responsible
for paying university costs in accordance with the established payment plan.

**Access Missouri Financial Assistance Program:** Administered by the State of Missouri, this grant requires students to have a FAFSA on file by April 1 of each year; have any corrections made to that FAFSA by July 31 of each year; be enrolled full-time; maintain satisfactory academic progress; maintain a minimum of a 2.5 GPA; have an EFC of $12,000 or less, and not be pursuing a degree or certificate in theology or divinity.

**Federal Stafford Student Loan:** This loan program represents an agreement between the university student and a commercial lending institution. Loan monies may not be released to the student until the student is fully charged. Drury University’s refund policy provides for prorated charges through the third week of classes. The loan will be wire transferred from the lending institution to the student’s account balance. Students will have to visit the Student Financial Services Office to endorse a loan check and apply it to their account if they borrow from a lending institution that does not utilize wire transfers.

**RETURN OF TITLE IV FUNDS**
Drury University complies with the Federal Refund Policy and returns funds (amounts are based on Federal Refund Policy calculations) to the appropriate fund from which it was received based on the Reauthorization of the Higher Education Act effective October 7, 2000. If a student aid recipient completely drops, withdraws, is dismissed or takes a leave of absence prior to completing 60 percent of the fall or spring semester, the refund to the program shall be as follows:

Percent earned equals the number of days completed up to the withdrawal date divided by the total days in the semester. The aid to be returned equals 100 percent minus percent earned times the amount of aid disbursed toward institutional charges.

When aid is returned, the student may owe an outstanding balance to the university. The student should contact the Student Financial Services Office to make arrangement to pay the balance.

**SCHOLARSHIPS FROM OUTSIDE SOURCES**
Many agencies, civic groups, churches, and even employers give various forms of financial aid directly to the student. It is the student’s responsibility to use this assistance to meet the expected payment dates.

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.

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.

**STUDENT BILLINGS**
The university normally mails bills on approximately August 10 for the fall semester and January 10 for the spring semester. Charges are explained in detail and due dates for remittance are indicated.

**THE FINE PRINT**
At Drury University, the importance of timely tuition/fees payment is understood and when students understand Drury’s willingness to arrange an individually appropriate payment plan, it will not be necessary to penalize students for nonpayment. If charges are not met, however, the university reserves the right to pursue necessary steps for resolution. Below are the consequences to students 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 registration is incomplete.
- Course spaces may be given to another student.
- Campus services not available.

**Failure to meet appropriate payment dates.**
- The total bill becomes due and payable immediately. An administrative cost of $20 will be charged to those on a payment plan for processing a late payment. For students not on a payment plan, a late fee of $40 will be charged to process a late payment. Interest at the rate of a 12 percent annual effective rate will accrue on the outstanding balance due from the date of the missed payment until the account is paid in full. Any collection costs or legal fees incurred in collecting an account will be the responsibility of the student. The privilege of deferred payments in subsequent semesters may not be permitted.
Outstanding balance from a previous semester.

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

- Register for any subsequent semester;
- Obtain a transcript of academic work;
- Participate in graduation ceremonies.

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

Scholarships & Financial Aid

Financial aid is available to full-time and part-time students. In order to be eligible to apply for financial aid, a student must be officially admitted to Drury Continuing Professional Studies in good standing. Contact the Financial Aid office, Bay Hall (417) 873-7312 or Fort Leonard Wood/St. Robert Annex (573) 451-2400 or Cabool (417) 962-5314.

Students wishing to file for financial assistance at Drury University must complete the Free Application for Federal Student Aid (FAFSA); it is a universal application for colleges and universities nationwide. The FAFSA serves as the acceptable application for most grant programs. The FAFSA is filed electronically at www.fafsa.gov; FAFSA should be filed by April 1 of each year.

After filing, the student will receive a Student Aid Report (SAR) by mail or email from the Federal Processing Center. The Financial Aid office cannot make an official financial aid award to a student until this information is received by the university.

Because processing the FAFSA can take time, applicants need to complete this process as soon as possible. Forms should be filled out accurately and completed to avoid delays in processing.

If students wish to apply for a student loan, they must file the FAFSA and, in addition, fill out a Drury University loan application. Loan applications are available both from the Financial Aid office and online. Paper forms should be returned to the Financial Aid office for processing.

Determination of Need

Each year, a formula is determined by the government. The information the student and family provide on the FAFSA is analyzed according to this formula to arrive at an expected family contribution. The difference between the student’s expected family contribution (EFC) and the estimated total cost of Drury is the amount of financial aid for which the student should be eligible.

Eligibility

The U.S. Department of Education will send the student an acknowledgment of the FAFSA application. The student will receive a Student Aid Report (SAR) from the U.S. Department of Education. If the student does qualify, a financial aid award package will be sent via email to the student. The email will include a list of the kinds and amounts of aid that can be offered. The student should study this list carefully and, if this particular “package” of assistance is acceptable, accept the assistance online at my.drury.edu.

Government Assistance Available

Grants: Grants are gifts of money. They are based on financial need and the student never has to repay them.

Federal Pell Grant

About 75 percent of the students receiving Pell grants come from families earning less than $10,000 per year and 25 percent come from families earning up to $25,000 per year. Those who qualify can receive up to $5,550 per year.

Loans

The federal government gives funds to colleges and private banks to make loans to students. A student must repay the loan after graduation or withdrawal. Before agreeing to a loan, a student should know how much interest will be charged and the amount of monthly payments.

Federal Stafford Student Loan Program

This is a low-interest loan available to almost any student regardless of financial need. A bank, credit union, school, or state agency could loan a dependent student up to $5,500 for the first year, $6,500 for the second year, and $7,500 for subsequent years. An independent student could be eligible for up to $9,500 the first year, $10,500 the second year, and $12,500 for subsequent years. The interest rate is fixed at 6.8%. Application must be made through Drury University. Loans cannot exceed the cost of attendance minus other financial aid.

Subsidized Stafford Student Loan

The subsidized federal Stafford loan is based on financial need, which is determined by using a federal formula. A loan is “subsidized” when the government pays the interest during the following periods:

- while enrolled in school at least half-time;
- during the six-month grace period after attending school less than half-time;
Many employers provide some form of remit-

During periods of authorized deferment.

**Unsubsidized Stafford Student Loan**

The unsubsidized federal Stafford loan is not based on financial need and is available to all students regardless of income. Because this loan is not subsidized by the government, the student is responsible for all interest that accrues during in-school, grace and deferment periods. The student may choose to make interest payments while in school or may defer (and accumulate) the interest until repayment.

Stafford subsidized and unsubsidized loans may be prorated under certain conditions. Prorated loan limits are used when a borrower’s remaining period of enrollment, until the completion of his or her academic program, is less than an academic year in length.

**Benefits**

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

**Veteran Benefits**

Students may be eligible to receive educational assistance under a number of programs offered by the Veterans Administration. Programs include the G.I. Bill, Selected Reserve, Survivors and Dependents Benefits, and Vocational Rehabilitation.

A VA representative is available on the Drury campus to help determine your eligibility and establish your benefits.

**Private Company Benefits**

Many employers provide some form of remitted tuition to employees who are taking courses for credit. You are encouraged to inquire of your employer regarding this type of financial aid.

**Scholarships**

The following endowed scholarships and loans are available to students enrolled in the College of Continuing Professional Studies. Contact your academic advisor for additional information on the listed scholarships.

- Ethel Cole Endowed Scholarship
- Adelaide Jones Endowed Scholarship
- New Start Loan Fund
- James L. Nickle Endowed Scholarship
- John “Jack” Tharp Paralegal Scholarship
- Alpha Sigma Lambda Adult Foundation Scholarship
- Phi Theta Kappa Scholarship
- Continuing Professional Studies Academic Scholarship
- Continuing Professional Studies International Scholarship
- Continuing Professional Studies Off-Campus Scholarship

See the Financial Aid Office for other financial opportunities.

**Drury University Policies Regarding Financial Aid**

**SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS FOR FINANCIAL AID**

Federal legislation governing the administration of the Federal Pell Grant, the Federal Stafford Student Loan Program (FSSL) and the Federal Parent Plus Loan Program (FPLUS) requires that eligible institutions define and enforce standards of progress for students receiving financial aid.

To comply with that legislation the following standards of “satisfactory academic progress” have been established at Drury. All recipients of the above-mentioned forms of financial aid, as well as all state funded programs, are subject to these standards for renewal of their financial aid.

Institutional financial aid programs are available for eight semesters only unless the student is enrolled in a five-year degree program. Unusual circumstances would justify an appeal to the financial aid director.

Full-time students normally acquire the number of credit hours necessary for graduation at Drury University in eight semesters. A full-time student is one who is enrolled for 12 to 17 credit hours a semester. Although some programs may require more than eight semesters to complete, eligibility for federal financial aid expires after 11 semesters for full-time students. This limit is prorated for longer periods of time for students enrolled less than full-time.

**Minimum Standards Required**

Full-time students should successfully complete at least 12 credit hours each semester and 24 credit hours each academic year and maintain the cumulative grade point average according to the following schedule:

<table>
<thead>
<tr>
<th>AT THE END OF</th>
<th>CREDIT HOURS</th>
<th>CUMULATIVE GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 semesters</td>
<td>24</td>
<td>1.60</td>
</tr>
<tr>
<td>4 semesters</td>
<td>48</td>
<td>1.80</td>
</tr>
<tr>
<td>6 semesters</td>
<td>72</td>
<td>2.00</td>
</tr>
<tr>
<td>8 semesters</td>
<td>96</td>
<td>2.00</td>
</tr>
<tr>
<td>10 semesters</td>
<td>120</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Transfer, CLEP and other forms of advanced placement are not considered for this requirement.

Three-quarter time students enrolled for 9, 10 or 11 semester credit hours must successfully complete at least 9 credit hours each semester and 18 credit hours each academic year. A cumulative grade point average also must be maintained according to the following schedule:

<table>
<thead>
<tr>
<th>AT THE END OF</th>
<th>CREDIT HOURS</th>
<th>CUMULATIVE GPA</th>
</tr>
</thead>
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</tr>
<tr>
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<td>96</td>
<td>2.00</td>
</tr>
<tr>
<td>10 semesters</td>
<td>120</td>
<td>2.00</td>
</tr>
</tbody>
</table>
HOW TO REGAIN ELIGIBILITY

If a student is denied aid because of lack of academic progress, courses must be taken at the student’s own expense until reaching the minimum number of hours for which aid was previously awarded.

A review of each student’s academic progress is made at the end of each semester.

TIME OF NOTIFICATION OF FINANCIAL AID AWARDS

The financial aid office will not provide a statement of official awards to new students until such time as the student is admitted to Drury in good academic standing.

Note to Students Receiving VA Educational Benefits

Veterans or eligible people must be formally admitted during the first semester enrolled and must maintain a 2.0 GPA for all courses counted toward graduation. If at any time a veteran’s or eligible student’s GPA falls below 2.0, he/she will be placed on scholastic probation for one semester. If at the end of that semester the veteran or eligible student has brought his/her GPA to 2.0 or better, he/she will no longer be on scholastic probation.

In the event that after the probationary period, the veteran or eligible student did not bring his/her GPA to 2.0 or better, he/she will be discontinued from receiving further educational benefits from the Veterans’ Administration. The only exception to this rule: If, after being placed on scholastic probation, the veteran or eligible student achieves a 2.0 GPA for the probationary period, but has not raised his/her GPA total to 2.0 or better, he/she will be allowed to continue as long as he/she can achieve a 2.0 average per semester (except when the veteran or eligible student cannot graduate in the 124 semester hours period with a 2.0 GPA or better).

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.

Transfer, CLEP and other forms of advanced placement are not considered for this requirement.

Half-time students enrolled for 6, 7 or 8 semester credit hours must successfully complete at least 6 credit hours each semester and 12 credit hours each academic year. A cumulative grade point average also must be maintained according to the following schedule:

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 semesters</td>
<td>1.60</td>
</tr>
<tr>
<td>4 semesters</td>
<td>1.80</td>
</tr>
<tr>
<td>6 semesters</td>
<td>2.00</td>
</tr>
<tr>
<td>8 semesters</td>
<td>2.00</td>
</tr>
<tr>
<td>10 semesters</td>
<td>2.00</td>
</tr>
<tr>
<td>12 semesters</td>
<td>2.00</td>
</tr>
<tr>
<td>14 semesters</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Transfer, CLEP and other forms of advanced placement are not considered for this requirement.

Transfer and readmitted students who have attended an accredited postsecondary institution will be eligible for financial aid if they are eligible to return to that institution and meet the following conditions:

a) Students who have attended college as a full-time student for one semester must have successfully completed 9 semester credit hours.

b) Students who have attended college as a full-time student for two semesters must have successfully completed at least 24 credit hours in the previous two semesters.

c) Part-time students enrolled on a three-quarter basis (9, 10 or 11 semester credit hours) must have successfully completed at least 9 credit hours each semester and 18 credit hours each academic year. Part-time students enrolled on a halftime basis (6, 7 or 8 semester credit hours) must have successfully completed at least 6 credit hours each semester and 12 credit hours each academic year.

APPEALS

Students who do not comply with the “satisfactory academic progress requirements” may submit a written appeal to the financial aid director if unusual circumstances have affected the student’s academic progress. The financial aid committee will review the written appeal. The decision of the committee shall be final.

2 semesters 18 1.60
4 semesters 36 1.80
6 semesters 54 1.80
8 semesters 72 2.00
10 semesters 90 2.00
12 semesters 108 2.00
14 semesters 126 2.00
STUDENT SERVICES

BOOKSTORE
At the Springfield campus, the bookstore is located on the lower level of the Findlay Student Center with extended hours during the first two weeks of class each semester. Other campus sites make textbooks available for purchase on designated days and locations. Regular hours of the Springfield campus bookstore are Monday through Friday, 8 a.m.-5 p.m.

USED BOOKS, E-BOOKS AND REFUNDS
The bookstore carries new and used books and e-books. Current semester books may be returned for a refund within dates specified on the receipt. The book must be unmarked and accompanied by the cash register receipt. Shrink-wrapped books must be unopened. The bookstore will have a book buy-back during the last week of each semester. Hours for the buy-back will be posted.

CCPS STUDENT EMPLOYMENT
Students enrolled in the College of Continuing Professional Studies (CCPS) are eligible for regular or temporary staff positions on campus. For a complete list of staff vacancies, check the Drury University website, www.drury.edu/hr. CCPS students are not eligible for the student employment program. For more information, email hr@drury.edu or call Human Resources, (417) 873-7434. Employment applications are accepted in the Human Resources office and can be submitted online from the Jobs@Drury webpage.

CAREER PLANNING/DEVELOPMENT
Career Planning and Development provides career development services to students beginning in the freshman year and continuing through graduation and beyond. The center offers individual career advising utilizing interest and personality assessments, including the Myers-Briggs Type Indicator and the Strong Interest Inventory. Each assessment is $10 for continuing studies students. Additional services include access to an online job posting system, on-campus interviewing, job fairs, information about occupations and employers, resume assistance, mock interviews, alumni networking, workshops, internships and job search strategies.

Information about graduate and professional education also is available. Students can make an appointment, drop by during office hours to browse through the materials available in the resource area, or visit the Career Planning and Development webpage at www.drury.edu/career. The center is located in the Bay Hall Lobby. You may contact the center by calling (417) 873-7284 or by emailing career@drury.edu.

TESTING SERVICES
Selected nationally-administered tests such as the C-Base, CLEP, MAT and ACT are administered and the office maintains information about other nationally administered tests. C-Base and MAT also are administered at Fort Leonard Wood. The testing center is located in Findlay Student Center room 116 and is available by phone at (417) 873-7457.

INTERNATIONAL STUDENT SERVICES
International student services (ISS) provides support services for international students including immigration advice and assistance and cultural adjustment counseling. ISS is located in the Findlay Student Center on the lower level in rooms 112 and 113 and is available by phone at (417) 873-7825, fax at (417) 873-7860, email at iss@drury.edu, and website at www.drury.edu/iss.

ADVISING
Advisors in the Continuing Professional Studies Office will assist you in your academic planning. You may have career plans and need guidance in determining the correct educational program, or you may simply want to discuss a course with which you are having problems. Advisors are available during all regular office hours. If you need to meet with an advisor for a lengthy discussion, you may want to arrange an appointment by contacting your local campus office. If you cannot meet with an advisor during regular office hours, the staff will arrange a time that is convenient to your schedule.

SERVICES FOR STUDENTS WITH DISABILITIES
Drury University is committed to providing a hospitable environment to qualified students with disabilities and to complying fully with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Services for students with disabilities enrolled in Continuing Studies are coordinated by the Coordinator of Disability Services for CCPS, Marti Marlin, Bay Hall room 133, or by calling (417) 873-6881. To begin the process of planning for accommodative
services, students must present appropriate and current documentation well in advance of their first semester of classes. Accommodations will be determined, based on documentation, and communicated to faculty each semester, with the consent of the student.

The Coordinator of Disability Services for CCPS is the initial contact for a grievance of accommodations. The Coordinator of Disability Services may be contacted by visiting Bay Hall room 133 or by calling (417) 873-6881.

FINANCIAL AID OFFICE
The Financial Aid office is located on the mezzanine of Bay Hall. Financial assistance is made available to students on the basis of financial need and/or scholastic merit. Entering and continuing students who face financial difficulties or who wish to determine the types of financial aid for which they may qualify are encouraged to contact the financial aid office at (417) 873-7312.

Financial assistance consists of grants, loans and scholarships.

ADMINISTRATIVE OFFICES
When classes are in session, hours for the campus administrative offices for continuing studies are 8 a.m. - 8:30 p.m., Monday through Thursday, and 8 a.m. - 5 p.m., Friday. Most student services, or information about them, are available in the Continuing Professional Studies Office in Bay Hall, (417) 873-7373. In addition, the Office of the Dean of the College of Continuing Professional Studies is located in Burnham Hall.

BRANCH SITES
Ava
P.O. Box 1347
1904 South Jefferson
Ava, MO 65608, (417) 683-1501
9 a.m. - 9 p.m., Monday - Thursday
High School Office Hours
4 p.m. to 10:30 p.m., Monday - Thursday

Cabool
P.O. Box 526
801 Walnut Street
Cabool, MO 65689, (417) 962-5314
10 a.m. - 7 p.m., Monday - Thursday
10 a.m. - 4 p.m., Friday

Fort Leonard Wood
Truman Education Center
268 Constitution Ave., Room 12
Ft. Leonard Wood, MO 65473, (573) 329-4400

9 a.m. - 5 p.m., Monday - Thursday
11 a.m. - 5 p.m., Friday

Lebanon
Nelson Education Center
533 W. Bland
Lebanon, MO 65536, (417) 532-9828
10 a.m. - 9:30 p.m., Monday - Thursday
10 a.m. - 2:30 p.m., Friday

Licking
Licking Junior High, Room 18
Licking, MO 65542, (417) 254-1200
Call for appointment

Monett
400 4th Street
Monett, MO 65708, (417) 235-2007
9 a.m. - 7 p.m., Monday - Thursday
9 a.m. - 3 p.m., Friday

Rolla
1280 Forum Drive
Rolla, MO 65401, (573) 368-4959
9:30 a.m. - 6 p.m., Monday - Thursday
10 a.m. - 2 p.m., Friday

St. Robert Annex
St. Robert Municipal Center
194 Eastlawn, Suite C
St. Robert, MO 65584, (573) 451-2400
9:30 a.m. - 5 p.m., Monday - Thursday
11:30 a.m. - 5 p.m., Friday

Thayer
PO. Box 79
114 North Second St.
Thayer, MO 65791, (417) 264-2731
10 a.m. - 7 p.m., Monday - Thursday

STUDENT FINANCIAL SERVICES OFFICE
The Student Financial Services Office is located in Burnham Hall, room 100, and open from 8 a.m. to 5 p.m.

STUDENT ORGANIZATIONS

ALPHA SIGMA LAMBDA, ALPHA XI CHAPTER
Alpha Sigma Lambda is a national honor society that recognizes and encourages scholastic ability and leadership among continuing studies students. Students interested in applying for membership may obtain an application from the Continuing Professional Studies Office on the main campus, or from any of the satellite offices. To be eligible for admission to the honor society, a degree-seeking student must have completed at least four semesters and have completed 30 hours at Drury. A cumulative grade point average of
3.3 is required prior to the 90th hour and a 3.0 Drury cumulative grade point average beyond the 90th hour.

PROCEDURES
STUDENT RECORDS
In accordance with Public Law 83-380, Family Educational Rights and Privacy Act of 1974 (frequently referred to as the Buckley Amendment or FERPA), the personally identifiable educational records of each student are open for inspection by the student except in limited cases where the privacy, confidentiality or professional privilege of another person is involved. Presently and previously enrolled students should check with the appropriate office to determine the procedures for inspection of their own records. Records are filed in the offices of the registrar, financial aid and career center. Notwithstanding the above list, certain records are not available for inspection.

These include: financial records of parents, confidential letters of recommendation, personal records of educational personnel (e.g. instructor's grade book), security records, medical or other professional records. A qualified professional may examine the medical record on the student's behalf.

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

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

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

The university assumes student consent in listing academic honors as public information (i.e. Dean's List, etc.). Students who do not wish to be included in the recognition of such honors should notify the registrar in writing.

CHANGE OF NAME, ADDRESS, MARITAL STATUS
For accuracy of recording, students who change their name, marital status, local or home address should notify the continuing studies or registrar's office immediately.

WITHDRAWAL FROM UNIVERSITY
Students who are considering withdrawing from the university 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. Non-attendance of classes does not constitute official withdrawal.

APPEAL OF FINAL COURSE GRADE
Students should be protected from prejudice and capriciousness in the awarding of grades. They are entitled to a reasonable explanation of their performance in relation to the standards of the course. They also are entitled to 1) a review of their grade by a responsible group of faculty in such cases where the student can establish a reasonable doubt that the grade was awarded fairly and 2) an adjustment of the grade where prejudice or capriciousness is established. A student may appeal a final course grade following these steps:

1. A student questioning a final grade 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 available, the student should contact the academic dean or the department chair. The original faculty member would be consulted whenever possible. If no agreement is reached between the student and the faculty member, the student must file an appeal letter with the office of the academic dean by the end of the fourth week.

2. The department chair mediates negotiations between the faculty member and the student (during the fifth and sixth weeks of the term.) If the department chair is the faculty member...
concerned, the academic dean will appoint a mediator.

3. If mediated negotiations are unsuccessful, the student may file a formal written petition with the Academic Affairs Committee (AAC) before the end of the eighth week of the semester. The petition should state the basis for the student’s complaint and present evidence to support the case. The student may request the presence or absence of the AAC student representatives. The petitioning student will be responsible for presenting any papers, tests or exams that were returned to him or her. The faculty member will be responsible for making available any relevant papers that were not returned to the student. The AAC, based on their experience as educators, will evaluate the fairness of the grade and decide by simple majority vote whether or not to hear the case. If they choose not to hear the case, the committee has completed its review of the appeal. If the AAC decides to hear the case, the student and the faculty member will present any evidence or other information that is required by the AAC. If a member of the committee is also the faculty member involved, that member shall resign from the case and the Faculty Affairs Committee, serving as a nominating committee, shall appoint another faculty member to serve on the AAC to hear the case. The committee also may call for including testimony from the mediating faculty member from step two above. The mediating faculty member may also request to be heard.

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

4. The new grade will be determined by the department chair in consultation with the AAC. If the department chair is the faculty member who awarded the grade, the same person who functioned as mediator will approve the new grade.

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

**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.

**JUDICIARY CODE**

**PROCEDURAL STANDARDS IN DISCIPLINE PROCEEDINGS**

**General Statement:** In all situations, procedural fair play requires that the students be informed of the nature of the charges against them, that they be given a fair opportunity to refute them, that the institution not be arbitrary in its actions, and that there be provisions for appeal of a decision.

1. Any academic or administrative official, faculty member or student, may file charges against any student for misconduct. In extraordinary circumstances, the student may be suspended, pending consideration of the case.

2. Preliminary investigation
   a) The institution may make a preliminary investigation to determine if the charges can be disposed of informally by consent without the initiation of disciplinary proceedings.
   b) The institution may make a preliminary investigation to determine if disciplinary action can be agreed upon through mutual consent. Such disposal will be final and there will be no subsequent proceedings or appeals.

3. All formal charges shall be presented to the accused student in written form and he or she shall respond within five school days. If requested by the student, a time shall be set for the hearing which shall not be less than five, or more than ten, school days after the student response.

4. Hearings shall be conducted before the regularly constituted hearing committee.
   a) No member of the hearing committee who is otherwise interested in the particular case should sit in judgment during the proceedings.
   b) The student appearing before the hearing committee should have the right to be assisted by an advisor of his or her choice.
   c) Hearings shall be private if requested by the accused student. In hearings involving more than one student, severance shall be allowed upon request.
   d) The student should be given an opportunity to testify and to present evidence and witnesses. He or she should have an opportunity to hear and question adverse witnesses. In no case should the committee consider statements against the student unless he or she has been advised of their content and
of the names of those who made them, and unless the student has been given an opportunity to rebut unfavorable inferences which might otherwise be drawn.

e) All matters upon which the decision may be based must be introduced into evidence during the hearing. The decision should be based solely upon such matters. Improperly acquired evidence should not be admitted.

f) In the absence of a transcript, there should be a digest and a verbatim record, such as a tape recording of the hearing.

S A N C T I O N S
The following sanctions may be imposed upon the students:

1. Warning: Notice, orally or in writing, that continuation or repetition of conduct found wrongful within a period of time stated in the warning, may be cause for more severe disciplinary action.

2. Disciplinary probation: Exclusion from participation in privileged or extracurricular institution activities as set forth in the notice for a period of time not exceeding one school year.

3. Restitution: Reimbursement for damage to or misappropriation of property. This may take the form of appropriate service or other compensation.

4. Suspension: Exclusion from classes and other privileges or activities as set forth in a written notice not to exceed two years.

5. Expulsion: Termination of student status for an indefinite period. The condition of readmission, if any, shall be stated in the notice of expulsion.

A C A D E M I C  I N T E G R I T Y
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 the academic pursuits.

E X A M P L E S  O F  A C A D E M I C  M I S C O N D U C T
These include (but are not limited to) the following:

• Copying from another student’s exam and/or work of any nature.

• Allowing another student to copy from an exam.

• Using unauthorized aids (such as a formula, a computer, a calculator, or other unauthorized material) for an in-class exam, take-home exam or other work.

• Obtaining and/or using unauthorized material, such as a copy of an exam before it is given.

• Giving or receiving answers by use of signals during an exam.

• Having someone else take an exam.

• Altering answers on a scored test and submitting it for a re-grade.

• Destroying, damaging or stealing another student’s work.

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

• Directly quoting the words, data or statistics 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.

• Using purchased materials or ideas of others without properly crediting the sources.

• Using purchased (or otherwise acquired) papers as your own work.

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

Students who are in any doubt about the proper forms of citation and attribution of authorities and sources are expected to discuss the matter in advance with the faculty members for whom they are preparing assignments. Lack of intent is not an acceptable justification for 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 dean of the college, the academic standing 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 the Dean of the College of instances of academic dishonesty.

A student who thinks she or he has been unfairly treated by the faculty member in questions of
academic dishonesty may appeal that judgment through the appeal process by contacting the dean of the college. The faculty member is encouraged to keep in mind the seriousness of academic dishonesty and its relationship to the entire academic community and its intentions. The faculty member will make the initial judgment regarding the appropriate penalty for academic dishonesty within the following guidelines: requiring that the assignments in which the offense occurred be redone; failure on the assignment in which the offense occurred; lowering of a course grade; failure in the course; or such other actions as the faculty member deems appropriate to a particular case. All instances of academic dishonesty shall be reported to the dean of the college. Faculty members should have and retain evidence to support their charges of academic dishonesty and be prepared to present that evidence should a review or an appeal occur.

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

**Appeals**
Due process and the rights of students will be observed throughout this procedure. Records of academic dishonesty as reported by the faculty will be kept in the dean's office. These records will be destroyed upon the graduation of the student.

**Student Complaint Policy**
It is the philosophy of Drury University to be responsive to student concerns. If students feel that they have been treated in an inappropriate or unfair manner, they should file a formal written complaint with the appropriate officer of the university. Those officers are the president, the vice president for academic affairs, the vice president for student affairs, and the vice president for administration. When in doubt regarding the appropriate officer for a particular complaint, the student is encouraged to contact the office of any of the officers mentioned above.

**Sexual Harassment Policy Statement and Complaint Procedure**

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

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

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

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

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

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

**Procedure for Handling Sexual Harassment Complaints**
A member of the Drury University community who feels she or he has been sexually harassed should advise one of the following individuals:
The individual contacted will in turn see that the appropriate officer of the university is aware of the complaint and that an investigation of the complaint is made. The appropriate officer for a complaint against a faculty member is the dean of the college; for complaint against a staff member, the human resources officer; for a complaint against a student, the dean of students. The investigation of the complaint will be conducted by one or a combination of the above listed officers and should adhere to the following guidelines:

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

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

If the disciplinary action involves a faculty member who feels she or he has been misjudged, she or he has recourse to the grievance committee through the academic freedom and tenure policy, regulations 5 and 6, as stated in the faculty handbook.

**Protocol for Assistance to Student Victim of Sex Offenses**

**Policy Statement**

1. **Assistance available:** Special assistance is available to student victims of sexual offenses by calling the Security Department at (417) 873-7911. Such assistance is available 24 hours a day throughout the entire year.
2. **Calls for help:** Upon receiving a call that a sex offense has occurred, the security officer will determine if the victim or others are in any immediate danger, the victim’s first name or other means by which the victim can be identified, the nature of the offense and the present location and phone number where the victim may be reached.

**Immediate danger:** If the officer believes there is a clear and immediate danger to the victim or others, or if there are serious injuries or trauma, the on-call security supervisor and the Springfield Police Department will be notified. When the immediate danger has passed, the help of a rape crisis counselor will be offered.

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

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

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

3. **Information:** The officer will provide the victim with the following information, including telephone numbers for the referral sources:
   a) The victim’s right to anonymity;
   b) The university’s willingness to appoint a person to serve as the victim’s liaison with university officials and other parties, including service as the victim’s advisor in any disciplinary proceeding against the alleged offender;
   c) The availability of medical treatment, counseling services, and other resources;
   d) The procedures for reporting the incident to the security department, the Springfield Police Department, or other appropriate law enforcement agencies;
The university’s procedures for the disciplinary action against students found guilty of sexual offenses; and

f) The availability of local attorneys for legal counsel.

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

Rape Kit. If the sexual offense involved sexual intercourse, the officer will inform the victim about the importance of the Rape Kit (if the sexual intercourse occurred within the previous 72 hours) in order to preserve evidence. The Rape Kit procedure can be performed at a local hospital.

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

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

Victim’s statement. The officer will provide the victim’s account of the offender’s actions and any relevant background information. Other information. The officer will also seek and identify in the report as much potential corroborating information as possible. Three options. The officer will provide information to the victim concerning the options for reporting the alleged sexual offense and will use one of the following three formats as selected by the victim:

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

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

c) Formal complaint. The report will be signed by the victim and will request further investigation and appropriate disciplinary action. Preferred option. Absent special circumstances, the officer will encourage the victim to choose the third option for a formal complaint.

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

7. Filing of report: Promptly after the completion of a report, the officer will deliver the original copy of the report to the dean of students and a photocopy of the report to the director of security. Upon receipt of a report, if the director of security determines there is a safety threat to the community, the victim will be consulted and an appropriate warning will be issued to the community.

8. Change of program or residence: The university will change the victim’s class schedule or the victim’s location in the university housing system if the victim requests such a change and new classes and/or the new location can be reasonably provided.

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

The following sections of this protocol summarize some of the steps in the disciplinary procedures implemented by the dean of students.

10. Parties: In the disciplinary process, the victim of a sexual offense is referred to as the complainant, and the student who offended the victim is referred to as the accused student. Collectively, the complainant and the accused student are referred to as the parties for the particular case.

11. Gender balance: The dean of students may elect to handle sexual offense complaints in cooperation with another faculty or staff member of the opposite sex in order to
eliminate the risk of any gender bias, either perceived or real.

12. **Administrative resolution:** The dean of students will conduct an investigation to determine if the complaint has merit. Unless the complaint is found to be without merit, the dean of students will seek to resolve the matter administratively by determining the nature and severity of the violations and by reaching an agreement with the accused student. If the complainant is dissatisfied with the completed agreement, the complainant may appeal to the university judicial board.

13. **Written charges:** If the complaint cannot be resolved administratively by mutual consent, the dean of students will prepare written charges against the accused student, unless the dean of students finds there is no probable cause (that is, reasonable grounds) for the filing of charges. The charges will be forwarded to the university judicial board, and copies will be sent to the accused student and the complainant by the dean of students.

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

15. **Hearing guidelines:** The hearing will be administrative in nature and every attempt will be made to assure a fair and impartial hearing. Following is a summary of the guidelines for such hearing.

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

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

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

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

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

   **Deliberation and Voting.** After the hearing, the board will deliberate and then determine by secret ballot whether or not a majority of the members believe the accused student violated the student conduct code.

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

   **Reopening of Hearing on Question of Sanctions.** If the board finds that the accused student committed one or more violations of the student conduct code, the board may recall the parties, and any other witnesses, to receive evidence or statements about the appropriateness of disciplinary sanctions. Such evidence may include testimony of character witnesses on behalf of the accused student, evidence of prior acts of misconduct, and/or a victim’s impact statement.

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

   **Announcement of Decision.** Upon conclusion of its deliberations, the board will then recall the parties to announce its decisions.

16. **Special Provisions:** Due to the special problems of sexual offenses, the following procedures also will be utilized by the board.

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

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

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

17. **Imposition of Sanctions:** If the board finds that an accused student violated the student conduct code, the dean of students will impose appropriate disciplinary sanctions and give written notice of the sanctions to the accused student and the complainant. The sanctions may be the same as, less than, or greater than the sanctions recommended by the board.

18. **Notice of Rights to Appeal:** The dean of students will provide written notice to the accused student and the complainant about the board’s decisions and the resulting actions by the dean of students. Such notices will include information about each party’s right of appeal under the Student Conduct Code.

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

Questions about this protocol may be directed to the dean of students or the director of campus security.

**VIOLENCE IN HIGHER EDUCATION**

Drury is concerned for 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 security, and has written permission from a vice president or president. In the case of firearms, the policy applies whether or not the weapon is loaded and whether or not it is capable of being fired.
- Any person who feels that he or she or another person has been threatened in any way on Drury property, at any Drury activity, or by any person related to Drury in any way must immediately report the threat to the director of 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.

**CAMPUS SECURITY POLICY AND STATISTICS DISCLOSURE**

Pursuant to the “Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act,” Drury University publishes an annual report on campus crime statistics from the previous three calendar years. The Campus Crime Report is available for viewing at the Drury University website, www.drury.edu/security. Hard copies are available at the Findlay Student Center in room 101 – Safety and Security Office, room 201 – Dean of Students Office, or in the Human Resources Department. Questions regarding the report may be directed to the Director of Safety and Security at (417) 873-7400.

For a complete listing of the registered sex offenders in Greene County, Missouri, access the Greene County Sheriff’s Office’s website, located at www.greenecountymo.org, and follow the appropriate prompts.

**POLICY AND ETHICS STATEMENT FOR USE OF COMPUTER RESOURCES**

I. Statement of user responsibility

A. 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 we conduct ourselves as members of the community including policies regarding cheating, plagiarism, harassment and theft. Other campus policies are not altered by the use of computer resources and shall apply to all misuse of the resources. It is the computer user’s responsibility to comply with all general campus, as well as computing, policies.
B. Academic Computing services and resources are made available to support the academic programs and activities of Drury University. Use of those services and resources is a privilege that is not to be abused and can be taken away without prior consent or 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. Any inappropriate, illegal, unethical or immoral use constitutes a violation of this policy whether or not it is specifically identified below. Any activity intended to damage Academic Computing resources or any individual is a violation of the policy.

C. 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.

D. Each computer user is responsible for taking reasonable care for the security of his or her campus account and password. For example, one should change his or her password frequently; one should not under any circumstances give his or her password to another person.

II. Examples of appropriate uses of computer resources include:
A. Faculty research
B. Student research
C. Class assignments
D. Instructional use in classes

III. Examples of inappropriate uses of computer resources include:
A. It is a violation of university policy to use computer resources for any purpose unrelated to the mission of the university.
B. It is a violation of university policy to use computer facilities for cheating. This includes unauthorized copying, installation, sending or receiving of programs, assignments or files.
C. It is a violation of university policy to send unsolicited, annoying or obscene messages or mail to another computer or computer user.
D. It is a violation of university policy to utilize a false identity in obtaining or utilizing an email account.
E. It is a violation of university policy to display adult websites (specifically those self-identified as such) or other obscene materials in public labs in view of other users. Such conduct is considered sexual harassment, i.e., an action “that has the purpose or effect of unreasonably interfering with an individual’s academic or work performance, or creating an intimidating, hostile or offensive academic or work environment” (from the university’s Sexual Harassment Policy Statement).
F. It is a violation of university policy to examine, or attempt to examine, another computer user’s files or mail, without explicit permission by the owner of those files or mail.
G. It is a violation of university policy to interrupt, hinder or otherwise interfere with the normal operation of the computer labs and network.
H. It is a violation of university policy to post copyrighted text or images on a Web page without the owner’s permission.
I. Fraudulent use of computer accounts, networks, mail services or other resources is a criminal offense. Missouri state law (RSMo 569.093-569.099) makes unauthorized access and interference with computer systems, computer data, and other computer users illegal.

IV. Privacy issues and access to files on the campus servers:
A. Monitoring of email and personal electronic files. 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.

B. Electronic mail (email). The email system at Drury is here to provide a convenient (not necessarily confidential) way of communicating between students and faculty, between colleagues and between friends. It is expected that Drury computer users will use common courtesy in the use of email.

1. Examples of inappropriate use:
   - Re-posting (forwarding) personal communication, intended to be confidential, without the author’s prior consent.
   - “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.

- Anonymous and/or fraudulent posting of email messages.

2. Privacy: Electronic mail (email) 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.

- Issues of personal privacy and data confidentiality are important to the university. Personal data will only be accessed in accordance with Part IV section A.

- The systems and network administrators have access to all files stored on the university servers. In the course of routine system maintenance, troubleshooting and mail delivery problem resolution, staff may inadvertently see the content of email messages. However, these individuals are prohibited from accessing personal files except as otherwise stated in Part IV section A.

V. Intellectual property

All communications and information accessible via the Internet should be assumed to be copyrighted and should be accessed and redistributed using regular copyright rules. When sources found on the Internet are cited, the name, date and location of the information must be included.

VI. Compliance procedure

A. Inappropriate uses of computer resources should be reported to the Director of Academic Computing or the Director of Technology Services.

B. Anyone discovered to be hindering normal operations or making inappropriate use of computing resources will be contacted and appropriate action taken.

C. 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.

D R U G A N D A L C O H O L P R E V E N T I O N P O L I C Y

Pursuant to 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.

The Drury policy is described below. 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 below are consistently enforced.

S T A N D A R D S O F C O N D U C T

Drury University regulations prohibit the unlawful possession, use, distribution and sale of alcohol and illicit drugs by university students and employees on university-owned or controlled property and at university-sponsored or supervised activities.

L E G A L S A N C T I O N S

Local, state and federal laws also prohibit the unlawful possession, use, distribution and sale of alcohol and illicit drugs. Criminal penalties for violation of such laws range from fines up to $20,000 to imprisonment for terms up to and including life.

H E A L T H R I S K S

Specific serious health risks are associated with the use of illicit drugs and alcohol. Some of the major risks are:

- Alcohol and Other Depressants (barbiturates, sedatives and tranquilizers): addiction, accidents as a result of impaired ability and judgment, overdose when used with other depressants, damage to a developing fetus, heart and liver damage.

- Marijuana: addiction, panic reaction, impaired short-term memory, increased risk of lung cancer and emphysema, particularly in cigarette smokers, impairment of driving ability.

- Cocaine: addiction, heart attack, seizures, lung damage, severe depression, paranoia, psychosis. Similar risks are associated with other stimulants, such as speed and uppers.

- Hallucinogens (acid, LSD, PCP, MDMA, etc.): unpredictable behavior, emotional instability, violent behavior, organic brain damage in heavy users, convulsions, coma.

- Narcotics (heroin, Demerol, Morphine, Codeine, etc.): addiction, accidental overdose, risk of hepatitis and AIDS from contaminated needles.

- Inhalants (gasoline, aerosols, glue, nitrites, etc.): loss of consciousness, suffocation, damage to brain and central nervous system, sudden death, nausea and vomiting, nosebleeds, impaired judgment.

R E S O U R C E S

A variety of resources exist for drug or alcohol counseling, treatment, or rehabilitation programs. For detailed information concerning these

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resources available from the university and/or community agencies, students may contact Dr. Tijuana Julian, dean of students, and employees may contact Scotti Siebert, director of human resources. Such referrals will respect individual confidentiality.

UNIVERSITY DISCIPLINE
Violation of these Drury University regulations can result in disciplinary action up to and including expulsion for students and discharge for employees.

PARKING
Parking is available on the Springfield campus. All students, faculty and staff who choose to park on campus must register their vehicles with the security office. In order to obtain a parking permit one must bring to the Safety and Security Office their vehicle registration papers issued by the state in which the vehicle is licensed. Safety and Security is in Findlay Student Center, room 101, open from 8 a.m. - 5 p.m., Monday through Friday (except holidays).

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

1. All vehicles parked on campus must be registered and permits must be displayed on the front windshield in the upper left corner, below any window tinting.
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, D and Lot 7.
6. Non-residential permit holders may park in Lots 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.
7. Visitors to campus should park on Drury Lane or Burnham Circle and check in with the Security Office (Findlay Student Center) to get a visitor’s parking 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.

SOLICITATION
University facilities are not to be used as a location for the operation of any business or enterprise, nor the sale of any services or products. Advertising policy is available in the dean of students’ office.

CODE OF CONDUCT
Part of the goal of a university education is to grow in 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, in the degree to which one can assume responsibility for his or her own actions and way of living. The university 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. Students are subject to discipline by the university if one or more of the following regulations are violated:

1. Students shall not harass other students or faculty.
2. Students shall not behave in a manner that is disruptive to class or other learning experiences. Behavior that interferes with students or faculty in the conduct of classes or other learning experiences will not be tolerated.
3. Drury students shall observe property rights of individuals and institutions. Theft, destruction of property and unauthorized entry are not permitted.
4. Fraud, forgery and failure to honor agreements with the university are not permitted.
5. The highest standards of academic excellence and integrity are expected from all Drury students. See policy and procedures regarding cheating, plagiarism and other academic dishonesty.
6. Students shall respect others’ rights to privacy and to action in ways not restricted by civil
law or the university code. Students shall respect the right of others to engage in university activities, to attend meetings, to move freely about the campus and to study.

7. Students shall not display behavior that jeopardizes the learning environment. Although free to express academic or philosophical differences of opinion, students are to maintain at all times an attitude of respect for each other and for the professor.

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

9. Each student is required to report his correct Springfield or community address at the time of registration each semester or session. This reported address must be the student’s actual place of residence. Any change of address must be reported within three days to the registrar’s office.

10. Any student who is indebted to the university and who fails to make a satisfactory settlement of said indebtedness may be dismissed from the university. No student who has prior unsettled indebtedness to the university may register for academic work. The university will not provide any evidence of attendance or any official credentials while the indebtedness remains unsettled.

11. Students are required to respond promptly to notices of summons from university officials and to identify themselves and cooperate when asked to do so by university officials and security personnel.

12. Gambling is prohibited on university property or at any official student function.

13. Any illegal use or possession of drugs or alcohol, or trafficking therein, is forbidden.

14. Although the right of peaceful protest within the university 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 institu-

<table>
<thead>
<tr>
<th>PARKING AREAS</th>
<th>LOT</th>
<th>LOCATED</th>
<th>PERMIT TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Central</td>
<td>South of Central Street and east of Shewmaker Communications building</td>
<td>Non-residential permit</td>
<td></td>
</tr>
<tr>
<td>2 Shewmaker</td>
<td>South of Shewmaker Communications building</td>
<td>Non-residential permit</td>
<td></td>
</tr>
<tr>
<td>3 Hammons</td>
<td>East side of Hammons School of Architecture</td>
<td>Non-residential permit</td>
<td></td>
</tr>
<tr>
<td>4 HPER</td>
<td>North of HPER/Weiser Gym and east of Turner Hall</td>
<td>Non-residential permit and valid Drury picture ID required for control arm entrance, special event parking (area restricted at times to allow for special events)</td>
<td></td>
</tr>
<tr>
<td>5 Webster</td>
<td>North of Webster Street and west of Benton Street</td>
<td>Non-residential permit</td>
<td></td>
</tr>
<tr>
<td>6 Benton</td>
<td>West of Benton Avenue and north of Central High School</td>
<td>Non-residential permit and valid Drury picture ID required for control arm entrance</td>
<td></td>
</tr>
<tr>
<td>7 Summit</td>
<td>East of Summit Street and north of Harrison Stadium</td>
<td>Non-residential or residential permit.</td>
<td></td>
</tr>
<tr>
<td>8 Clay</td>
<td>East of Clay Street and north of Pool Art Center</td>
<td>Non-residential permit</td>
<td></td>
</tr>
<tr>
<td>9 Parsonage</td>
<td>North of Congregational Hall</td>
<td>Non-residential permit</td>
<td></td>
</tr>
<tr>
<td>10 Facilities</td>
<td>West of Facilities and Pool Art Center</td>
<td>Non-residential permit</td>
<td></td>
</tr>
<tr>
<td>A Freeman</td>
<td>South of Freeman Hall</td>
<td>Residential permit</td>
<td></td>
</tr>
<tr>
<td>B Smith</td>
<td>East of Smith Hall</td>
<td>Residential permit</td>
<td></td>
</tr>
<tr>
<td>C Wallace</td>
<td>North of Sunderland Hall and west of Wallace Hall</td>
<td>Residential permit</td>
<td></td>
</tr>
<tr>
<td>D College Park</td>
<td>West of Jefferson Avenue, east of Robberson Street and south of Lynn Street adjacent to College Park</td>
<td>Residential permit</td>
<td></td>
</tr>
<tr>
<td>Drury Lane</td>
<td>North from Central Street through the middle of campus. Parking is limited to 30 minutes. Monday through Friday, 8 a.m. - 5 p.m.</td>
<td>No permit required</td>
<td></td>
</tr>
<tr>
<td>Burnham Circle</td>
<td>East of Burnham Hall, north of Bay Hall and south of Olin Library. Parking is limited to 30 minutes. Monday through Friday, 8 a.m. - 5 p.m.</td>
<td>No permit required</td>
<td></td>
</tr>
</tbody>
</table>
tion and of all individuals be protected, the following regulations have been established:

a) Picketing within 50 feet of an external access to university buildings, interference with entrance to or exit from university facilities, and interruption of classes, or other normal functions of the university exceed permissible limits is prohibited.

b) Any attempt to control or take over university buildings, faculty or administrative offices, or other facilities in any building where university space is in use for an authorized university 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 of violence against persons or property.

d) Rooms in which instruction, research or study normally take place may be occupied only when assigned through established university 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. 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 should also be advised as to whether their demonstration is consistent with stated regulations.

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.

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.

CAMPUS FACILITIES

Classrooms are assigned on the basis of projected class enrollment. In the event the scheduled space is inappropriate for a particular class, a different classroom will be assigned.

Rooms and banquet facilities, if available, may be used by community organizations. There is generally a charge for using meeting room space. A person must agree to be responsible for the space and payment. At least two weeks of advance notice is necessary for adequate scheduling.

For further information on scheduling, contact the dean of students’ office at (417) 873-7215 or visit bing.drury.edu.

OLIN LIBRARY

Continuing studies students with validated ID cards are welcome to use all of the facilities of the library on campus. Photocopy machines are available for students.

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

OFF-CAMPUS LIBRARY SERVICES (OCLS)

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

**Library services available**
- Prompt delivery of books, articles and videos owned by the Olin Library
- Online interlibrary loan for materials owned by other libraries
- Research assistance at the library’s reference desk
- Research consultations scheduled with individual members of the library faculty
- Research assistance via email or phone
- Online research guides called DUGuides that cover a range of disciplines and subjects; they can be created and customized for specific courses and assignments
- 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

**Delivery Time**
- 10-14 work days after placing request
- 24 hours – fax

**Library Catalogs**
- *Drury* – Search for 130,000 unique titles held by the Olin Library.
- *SWAN* – Search for 1.4 million unique titles in the joint catalog of ten libraries in Southwest Missouri: Drury University, Missouri State University, Southwest Baptist University, Ozarks Technical Community College, Baptist Bible College, the Assemblies of God Theological Seminary, the Forest Institute of Professional Psychology, Missouri Southern University, Crowder College and Cottey College. These books may be requested online for delivery by courier.
- **MOBIUS**-Search for nearly 7 million unique titles in the joint catalog of 62 academic libraries in Missouri. These books may be requested online for delivery by courier.
- **Springfield-Greene County Library**-Search the catalog of the public library as well as those of Central Bible College, the Ozarks Genealogical Society and the Landers Theater. All Drury students are eligible for public library cards. SGCL books may also be found through MOBIUS and requested for delivery by courier.
- **Evangel University**– Drury students may use their Drury ID card to check books out from Evangel and to use their electronic resources.

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

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

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

Your Drury computer account gives you access to several useful resources, including Drury email (Webmail) and the library resources mentioned.
above. Your computer account also allows you
to connect to Drury’s wireless network at several
locations on campus. You may obtain your free
Drury computer account by submitting your re-
quest online at http://helpdesk.drury.edu, calling
the Technology Services Help Desk, or by visiting
the Technology Services Department on campus
located in Springfield Hall, Room 222. Once you
have a computer account, you may access your
Webmail via the Internet at http://webmail.drury.
edu or by clicking the Webmail link at the top of
Drury’s home page (www.drury.edu).

Need help with computer related issues? The
Technology Services Department is open 8 a.m.
to 5 p.m. Monday through Friday.

You may contact the Help Desk at (417) 873-
7300. Phones are answered M-F, 8 a.m.-9 p.m.;
Sat., 10 a.m.-6 p.m.; and Sun., 2 p.m.-9 p.m.

Online technical assistance and tutorials are now

CX
The CX, centrally located on the Springfield
campus in Springfield Hall, is a popular gather-
ing place for students who need to catch a quick
sandwich before or after class. Many continuing
studies students enjoy socializing in the relaxed
atmosphere.

LOST AND FOUND
Lost and found articles may be turned in or
reclaimed at the desk in the Continuing Profes-
sional Studies Office, Bay Hall room 147 or
the Safety and Security Office, room 101 in the
Findlay Student Center on the Springfield cam-
pus, and at the reception areas of other campus
locations.
ACADEMIC PROGRAMS AND COURSE DESCRIPTIONS

Course Offerings

Not all courses are offered each year.

Courses numbered from 101 to 199 are designed for freshmen; 201 to 299 for sophomores; 301 to 399 for juniors and seniors; above 400 for seniors. Lower-division courses are numbered in the 100s and 200s. Upper-division courses are numbered in the 300s and 400s.

Credit cannot be given for a course for which the student is not officially registered, nor may credit be claimed more than once for the same course. A few courses, however, may be repeated for credit; this is indicated in the course description.
ART AND ART HISTORY
Todd Lowery, chair

THE DESIGN ARTS MAJOR
Prior to selecting an art major, students should consult with their advisor and the chairman of the department of art and art history. All students who decide to major in art or art history should officially elect a faculty member from the department as their formal advisor and consult with that faculty member prior to course registration each semester.

This major is appropriate for students who are primarily seeking a post-BA or BS career in commercial photography, design arts or graphic design. It also is appropriate for students planning to pursue graduate studies in these areas to consider a second major in art history or fine arts. This major is required for students who intend to pursue the special program in visual communication.

Please note that ARTZ 111 is offered in the fall semester only. ARTZ 495 Capstone Studio is to be taken in the spring semester of the year the student graduates. To enroll in ARTZ 495 students are required to fill out a “Permission to Register for Special Coursework” form. The design arts major is only available through the Springfield campus.

BACHELOR OF SCIENCE DESIGN ARTS MAJOR
All prerequisites must be completed prior to enrollment in the following courses. Refer to the course descriptions of each course below for prerequisites.

The design arts major requires 33 hours of coursework in the following distribution:

18 hours of required courses:
ARTZ 111 Foundations of Studio Design 3 hours
ARTZ 123 Drawing 3 hours
ARTZ 210 Graphic Design I 3 hours
ARTZ 260 Photography I 3 hours
ARTZ 496 Apex Studio 3 hours

Choose one of the following:
3 hours
ARTH 151 History of Art and Architecture I OR ARTH 152 History of Art and Architecture II

Choose five different electives from this group; three must be 300-level or above; only one can be an art history course (ARTH). 15 hours
ARTZ 250 Sculpture I
ARTZ 310 Graphic Design II
ARTZ 311 Publication Design
ARTZ 312 Illustration
ARTZ 313 Concept & Design
ARTZ 360 Photography II

ARTZ 364* Commercial Photography
ARTZ 367* Digital Photography
ARTZ 395* Portfolio
ARTZ 290, 390*, 490* Selected Topics
ARTZ 397*, 398*, 497*, 498* Internship: Graphic Design or Photography
ARTZ 301*, 302*, 401*, 402* Advanced Studio (1-3 hrs. each)
ARTH 350* Modern Art
ARTH 356* Contemporary Art
ARTH 360* History of Photography
ARTH 361* History and Theory of Graphic Communication
MGMT 103 Business Foundations
*300- and 400-level courses are only available through the Springfield campus.

Courses used as electives for one art major may not also satisfy requirements for another art major.

Only one advanced studio in each medium can count toward a major. When a student has taken all the advanced studios (ARTZ 301, 302, 401, 402) in a subject area, no more advanced studios can be taken in that area.

Students are required to complete a “Permission to Register for Special Coursework” form to enroll in advanced studios (ARTZ 301, 302, 401, 402), Portfolio (ARTH 395), Research (ARTH 397, 398, 497, 498) or ARTH 495 Capstone Research.

Students must take the following course as part of general education requirements:
PLSC 101 Government and Politics in the U.S.

THE FINE ARTS MAJOR
Prior to selecting an art major, students should consult with their advisor and the chairman of the department of art and art history. All students who decide to major in art or art history should officially elect a faculty member from the department as their formal advisor and consult with that faculty member prior to course registration each semester.

This major is for students who: (1) wish to pursue a general major in fine arts; (2) 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 (3) plan to seek admittance into a graduate program in the fine arts — in which case ARTZ 395 Portfolio and a second major in art history or design arts are highly recommended.

Please note that ARTZ 111 is offered in the fall semester only. ARTZ 495 Capstone Studio is
to be taken in the spring semester of the year the student graduates. To enroll in ARTZ 495 students are required to fill out a “Permission to Register for Special Coursework” form.

The fine arts major is only available through the Springfield campus.

**Bachelor of Science**

**Fine Arts Major**

All prerequisites must be completed prior to enrollment in the following courses. Refer to the course descriptions of each course below for prerequisites.

The fine arts major requires 33 hours of coursework in the following distribution:

12 hours of required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTZ 111</td>
<td>Foundations of Studio and Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 123</td>
<td>Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 496*</td>
<td>Apex Studio</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 151</td>
<td>History of Art and Architecture I</td>
<td>3</td>
</tr>
<tr>
<td>OR ARTH 152</td>
<td>History of Art and Architecture II</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose seven electives from this group; only one can be an art history elective and three must be 300-level or above. At least one course, at any level, in 2-D and one in 3-D media must be taken. 21 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTZ 200</td>
<td>Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 205</td>
<td>Weaving</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 206</td>
<td>Fibers I</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 230</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 240</td>
<td>Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 250</td>
<td>Sculpture I</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 260</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 305*</td>
<td>Weaving II</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 306*</td>
<td>Fibers II</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 323*</td>
<td>Figure Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 330*</td>
<td>Painting II</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 340*</td>
<td>Ceramics II</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 341*</td>
<td>Ceramic Mold-Making &amp; Slip Casting</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 342*</td>
<td>Ceramic Hand Building</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 343*</td>
<td>Ceramic Wheel Throwing</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 395*</td>
<td>Sculpture II</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 351*</td>
<td>Contemporary Sculpture I</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 352*</td>
<td>Contemporary Sculpture II</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 360*</td>
<td>Photography II</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 361*</td>
<td>Alter. Photographic Process</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 367*</td>
<td>Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 380*</td>
<td>Field Studies</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 395*</td>
<td>Portfolio</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 290, 300*, 490*</td>
<td>Selected Topics</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 391*, 392*, 491*, 492*</td>
<td>Research</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 397*, 398*, 497*, 498*</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 301*, 302*, 401*, 402*</td>
<td>Advanced Studio (1-3 hrs. each)</td>
<td>3</td>
</tr>
</tbody>
</table>

*300- and 400-level courses are only available through the Springfield campus.*

Courses used as electives for one art major may not also satisfy requirements for another art major.

Students must take the following course as part of general education requirements:

PLSC 101 Government and Politics in the U.S.

**Associate of Science**

The fine arts associate of science requires 21 hours of coursework in the following distribution:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTZ 111</td>
<td>Foundations of Studio and Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 123</td>
<td>Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 151</td>
<td>History of Art &amp; Architecture I</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 152</td>
<td>History of Art &amp; Architecture II</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 230</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 260</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>Choose one 200-level ARTZ elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Visual Communication Program**

Visual communication is an interdisciplinary program uniquely designed to meet the needs of students with an interest in graphic design by providing the broad background so important in obtaining an entry-level position in the graphic design and advertising fields. A variety of specially designed courses in the art, business and communication departments will result in the completion of the program.

All students in this program will take a specially prescribed course of study leading to a major in the academic area of design art with the visual communication program indicated on the student's transcript. Permission may be granted by the Visual Communication Program Director to substitute appropriate courses from other Drury departments or other institutions.

All prerequisites must be completed prior to enrollment in the following courses:

**Design Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTZ 111</td>
<td>Foundations of Studio and Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 123</td>
<td>Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 210</td>
<td>Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 260</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 310*</td>
<td>Graphic Design II</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 311*</td>
<td>Publication Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 313*</td>
<td>Concept and Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 364*</td>
<td>Commercial Photography</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 397*, 398*, 497*, 498*</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 496*</td>
<td>Apex Studio</td>
<td>3</td>
</tr>
</tbody>
</table>

**Art History Courses**

Choose two from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ARTH 151</td>
<td>History of Art &amp; Architecture I</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 152</td>
<td>History of Art &amp; Architecture II</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 350*</td>
<td>Modern Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 364*</td>
<td>The Printed Book as Art &amp; Artifact</td>
<td>3</td>
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</tbody>
</table>
Communication Courses
COMM 225 Principles of Video Production I 3 hours
COMM 231 Principles of Advertising and PR 3 hours
COMM 351 Persuasive Communication 3 hours
COMM 441 Advertising/PR Campaigns 3 hours

Business Course
MGMT 103 Business Foundations 3 hours

Behavioral Science Courses
Choose one from the following:
PSYC 101 Introduction to Psychology 3 hours
SOC 101 Introduction to Sociology 3 hours

*300- and 400-level courses are only available through the Springfield campus.

COURSE DESCRIPTIONS
ART HISTORY COURSES
(These courses may be taken out of sequence.)

ARTH 151 History of Art and Architecture I. 3 hours. An analytical survey of western traditions in art and architecture from the Paleolithic through the Middle Ages, including such periods and styles as Egyptian, Greek, Roman, Early Christian, Romanesque and Gothic. Analysis of these traditions develops an awareness of non-western traditions.

ARTH 152 History of Art and Architecture II. 3 hours. An analytical survey of western traditions in art and architecture from the Renaissance to the present, including such periods and styles as Baroque, Neoclassical, Romanticism, Modern and Contemporary. Analysis of these traditions develops an awareness of non-western traditions.

ARTH 350 Modern Art. 3 hours. An in-depth examination of art from the Romantic period (circa 1800) to the emergence of the Modern Period (1850) and through the twentieth century to 1990.

ARTH 356 Contemporary Art. 3 hours. This course presents an international survey of contemporary art from 1970 to the present. It examines such topics as post-modernism, feminist art, instrumentalism and outsider art. Course may include on-site visits to galleries and museums.

ARTH 360 History of Photography. 3 hours. A survey of the aesthetic and technical development of photography from its origin to the present. Particular emphasis will be given to the contextual relationships of photographic imagery to the visual arts and to the culture at large.

ARTH 364 The Printed Book as Art and Artifact, 1450 to 1850. 3 hours. An introduction to printing history and the history of the book. This course examines the development of printing, including the development of allied arts such as type-cutting and casting, papermaking, bookbinding and illustration. It also seeks to study the cultural contexts of printing and the book, with special emphasis on the rise of a reading public.

Students will examine and handle examples from the library’s rare book collection. Same as LIBR 364.

ARTH 370 Asian Art and Architecture. 3 hours. A survey of the arts of China, Japan, Korea, India and South Asia. The course covers the major movements in Asian art and architecture from prehistoric cultures to the present.

ARTH 371 Early Islamic Art and Architecture. 3 hours. An in-depth examination of Islamic art and architecture in its formative period from the seventh through the 14th centuries. This course seeks an understanding of Islamic art and architecture in its cultural context by locating both its unique characteristics and its roots in Sassanian, Byzantine and Arabic traditions.

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

DESIGN ART AND FINE ARTS COURSES

ARTZ 111 Foundations of Studio and Design. 3 hours. An introduction to design. Basic creative approaches and design expressions are explored through studio projects, class discussions and a symposium series. 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 200 Printmaking. 3 hours. An introduction to printmaking techniques with emphasis on woodcuts, monoprint, relief, silkscreen or digital/ intaglio processes. Course fee required.

ARTZ 205 Weaving. 3 hours. An introduction to and techniques of loom and off-loom weaving. Course fee required.

ARTZ 206 Fibers I. 3 hours. An introduction to and three dimensional fiber techniques and structures. Emphasis will be placed on using a variety of techniques in the execution of assigned problems. Experimental use of materials will be encouraged.

ARTZ 210 Graphic Design I. 3 hours. This course is the first part of a two-semester course in which an understanding of the creative and communication possibilities of typography, both headline and text, and its integration with images will be explored. This course is designed to give a practical graphic design experience to the student wishing to pursue a career in graphic design or advertising. Through lectures, demonstrations and discussions, a basic understanding of layout, design and computer applications will be taught. Same as COMM 210.
ARTZ 230 Painting I. 3 hours. Studio experience and demonstration in various painting media and techniques. 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. A studio course introducing basic sculptural processes, materials, tools and equipment. This course focuses on developing the skills and aesthetics relating to the different materials and processes used in sculpture. Course fee required.

ARTZ 260 Photography I. 3 hours. The course covers basic principles of analog black-and-white photography and darkroom techniques. 35mm film camera required. Course fee required.

ARTZ 267 Digital Photography I. 3 hours. This course covers basic principles of digital photography, basic printing techniques and Adobe Photoshop. A SLR digital camera with shutter and aperture control is required for this course. Course fee required.

ARTZ 305 Weaving II. 3 hours. This course builds on the principles and techniques of loom and off-loom weaving covered in Weaving I. Students will explore new threading and treadling techniques and new unit weaves leading to the production of larger and more complex fabrics.

ARTZ 306 Fibers II. 3 hours. This course is a continuation of the exploration of two- and three-dimensional fiber techniques and structures begun in Fibers I. Students will explore and master complex skills and strategies for work on larger scale fiber projects. Experimental use of materials will be encouraged.

ARTZ 310 Graphic Design II. 3 hours. Prerequisite: ARTZ 210. This course is the second half of the two-semester sequence in which knowledge and skills of typography and communication of the written word are blended into the creation of personalized design projects reflecting a realistic approach to contemporary graphic design. Through lectures, demonstrations and discussions, an advanced understanding of computer applications, layout and design will be taught. Same as COMM 310.

ARTZ 311 Publication Design. 3 hours. Prerequisite: ARTZ 210, ARTZ 310. A one-semester course in which the information learned in Graphic Design I and Graphic Design II is related to the intricacies of publication design.

ARTZ 312 Illustration. 3 hours. Prerequisite: ARTZ 123. A course designed to give a general understanding and awareness of illustration styles and techniques in a variety of media.

ARTZ 313 Concept and Design. 3 hours. Prerequisites: ARTZ 210, ARTZ 310. This course is designed to expand the graphic design student’s understanding of important concepts underlying outstanding works in the discipline. Design projects will be developed as a class beginning with the brainstorming stage and continuing through successive development stages to final production.

ARTZ 315 Posters: A Shout to the Eye. 3 hours. Prerequisite: ARTZ 210, ARTZ 310. Found worldwide and throughout many cultures, posters serve to communicate, indoctrinate, inspire and inform. Concerts and plays are promoted, charities gain support, wars are fought and encouragement is given by posters. Students will combine what they’ve learned in Graphic Design I and Graphic Design II with an historical overview of poster art, the culture of posters and a focus on noteworthy poster designers throughout the last century. Students will create an electronic poster archive and design and print a series of posters reflecting their understanding of basic graphic design concepts as well as the unique visual communication requirements of posters.

ARTZ 323 Figure Drawing. 3 hours. Prerequisite: ARTZ 123. A course in figure drawing involving intensive study and work from the model.

ARTZ 330 Painting II. 3 hours. Prerequisite: ARTZ 230 or permission of the instructor. 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 340 Ceramics II. 3 hours. Prerequisite: ARTZ 240. Advanced studio problems in ceramics with an emphasis on individual expression. Course fee required.

ARTZ 341 Ceramic Mold-Making and Slip Casting. 3 hours. Prerequisite: ARTZ 240. This
course explores the various techniques involved with making plaster molds including both slip-casting and press molds. Both ceramic and non-ceramic objects will be used to make molds. This course also will explore how these techniques can be used for both functional and sculptural works of art.

**ARTZ 342 Ceramic Hand Building. 3 hours.** Prerequisite: ARTZ 240. This course explores advanced hand-building techniques including the skills and processes involved in making large ceramic pieces. It also focuses on non-traditional approaches to ceramics such as adobe, installation and site-specific ceramic sculpture. Course fee required.

**ARTZ 343 Ceramic Wheel Throwing. 3 hours.** Prerequisite: ARTZ 240. This course focuses on wheel-throwing techniques. Although this course explores both functional and sculptural applications of the wheel, most demonstrations will revolve around the processes of making functional pots. Students will be expected to develop the skills necessary to throw large pots, lids, handles and spouts in order to make functional vessels. 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 or permission of instructor. 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 sculptural sensibilities that emphasize scale and space: installation art, earthworks, diorama, land art, environmental-reclamation art, site-specific sculpture.

**ARTZ 360 Photography II. 3 hours.** Prerequisite: ARTZ 260. In this course, the student will be encouraged to explore advanced photographic techniques and to develop a better understanding of black-and-white photography as an art form. Course fee required.

**ARTZ 361 Alternative Photographic Processes. 3 hours.** This course will explore the many possibilities involving photographic images on non-traditional materials and alternative photographic printing techniques such as cyanotype, Vandyke, silkscreen, etc. Course fee required.

**ARTZ 364 Commercial Photography. 3 hours.** Prerequisite: ARTZ 260. This course will focus on commercial photography characteristics such as lighting, composition and clarity in relationship to portraiture, product and architecture with the use of medium- and large-format cameras. Course fee required.

**ARTZ 367 Digital Photography II. 3 hours.** Prerequisite: ARTZ 267. Introduction to digital photography, from camera use, flatbed and film scanning, printing, software use and manipulation, to final presentation methods. 35mm film or digital camera with manual exposure controls required. 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 496 Apex Studio. 3 hours.** 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 develop-
ment of a sense of creative and intellectual authority. This Apex work will be included in a comprehensive portfolio that must also be completed in this course.

**ARTZ 303, 304, 403 Praxis Studio. 4 hours.** Prerequisite: 300+ level studio course. This advanced level studio seeks to synthesize and examine the interrelationship between theory and studio practice. The student’s development and evolution both technically and theoretically will be fostered in an interdisciplinary studio environment. This individual investigation is comprised of the exploration and critique of personal and/or cultural ideologies, beliefs and interests through the activity of art-making and reflection on the results of their implications.

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

**ARTZ 291, 292, 391, 392, 491, 492 Research.**

**ARTZ 397, 398, 497, 498 Internship.**
BEHAVIORAL SCIENCES

Psychology, Sociology, Criminology
Vickie Luttrell, chair
David Derossett, faculty coordinator

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

BEHAVIORAL SCIENCES
The courses in psychology are designed to acquaint the student with scientific investigation of behavior and mental processes.

Sociology involves the systematic study of behavior in human social systems, varying from small groups to large societies.

Criminology is the scientific study of criminal behavior and the social institutions that deal with crime. The criminal justice major combines the resources of psychology and sociology, in order to effect a broad-based view of criminal behavior.

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

Students should have math skills equivalent to MATH 100 or higher before enrolling in CRIM/PSYC/SOCI 275.

BACHELOR OF SCIENCE
CRIMINAL JUSTICE MAJOR
Students should complete all 100- and 200-level requirements before accumulating 60 credit hours (junior status).

The criminal justice major requires 36 hours of coursework in the following distribution:

31 hours of required courses:
CRIM 102 Introduction to Criminology 3 hours
CRIM 108 Writing in the Behavioral Sciences 3 hours
CRIM 200 Research Methods for the Behavioral Sciences 3 hours
CRIM 201 Law and Society 3 hours
CRIM 221 Victimology 3 hours
CRIM 275 Statistics for the Behavioral Sciences 3 hours
CRIM 301 Principles of Forensic Science 3 hours
CRIM 332 Juvenile Delinquency 3 hours

Students also must complete six hours of a criminology elective numbered 300 or above.

Students must take the following courses as part of general education requirements:

PSYC 101 Introduction to Psychology 3 hours
PSYC 108 Writing in the Behavioral Sciences 3 hours
PSYC 275 Statistics for the Behavioral Sciences 3 hours
PSYC 334 Abnormal Psychology 3 hours
PLSC 101 Government/Politics in the U.S. 3 hours

ASSOCIATE OF SCIENCE
CRIMINAL JUSTICE
The criminal justice associate of science requires 24 hours of coursework in the following distribution:

CRIM 102 Introduction to Criminology 3 hours
CRIM 108 Writing in the Behavioral Sciences 3 hours
CRIM 201 Law and Society 3 hours
CRIM 211 Police Patrol 3 hours
CRIM 221 Victimology 3 hours
CRIM 232 Criminal Justice Organization and Management 3 hours
CRIM 301 Principles of Forensic Science 3 hours
CRIM 332 Juvenile Delinquency 3 hours

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

The psychology major requires 33 hours of coursework in the following distribution:

27 hours of required courses:
PSYC 101 Introduction to Psychology 3 hours
PSYC 108 Writing in the Behavioral Sciences 3 hours
PSYC 200 Research Methods for the Behavioral Sciences 3 hours
PSYC 230 Life Span Development 3 hours
PSYC 240 Social Psychology 3 hours
PSYC 275 Statistics for the Behavioral Sciences 3 hours
PSYC 334 Abnormal Psychology 3 hours
PSYC 338 Personality Theory in Psychology 3 hours
PSYC 493 Senior Seminar 3 hours

Students also must complete six hours of psychology electives numbered 300 or above.

Students planning graduate work in psychology should include PSYC 359, PSYC 435 and PSYC 450 in their program of study.

Students must take the following course as part of general education requirements:
PLSC 101 Government and Politics in the U.S.
ASSOCIATE OF SCIENCE

PSYCHOLOGY

The psychology associate of science requires 21 hours of coursework in the following distribution:

18 hours of required courses:
- PSYC 101 Introduction to Psychology 3 hours
- PSYC 108 Writing in the Behavioral Sciences 3 hours
- PSYC 200 Research Methods for the Behavioral Sciences 3 hours
- PSYC 230 Life Span Development 3 hours
- PSYC 240 Social Psychology 3 hours
- PSYC 334 Abnormal Psychology 3 hours

Students also must complete three hours of a psychology elective.

BACHELOR OF SCIENCE

SOCIOLOGY MAJOR

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

The sociology major requires 33 hours of coursework in the following distribution:

27 hours of required courses:
- SOCI 101 Introduction to Sociology 3 hours
- SOCI 108 Writing in the Behavioral Sciences 3 hours
- Choose one of the following: 3 hours
  - SOCI 111 Introduction to Anthropology
  - OR GLST 201 Global Awareness and Cultural Diversity
- SOCI 200 Research Methods for the Behavioral Sciences 3 hours
- SOCI 201 Sociology of the Family 3 hours
- SOCI 202 Global Social Problems 3 hours
- SOCI 275 Statistics for the Behavioral Sciences 3 hours
- SOCI 336 Development of Sociological Theory 3 hours
- SOCI 493 Senior Seminar 3 hours

Students also must complete six 6 hours of sociology electives numbered 300 or above.

Students must take the following course as part of general education requirements:
- PLSC 101 Government/Politics in the U.S. 3 hours

ASSOCIATE OF SCIENCE

LAW ENFORCEMENT

The law enforcement associate of science requires 24 hours of coursework in the following distribution:

OPTION I:
- CRIM 102 Introduction to Criminology 3 hours
- CRIM 104 Ethics in Criminal Justice 3 hours
- *LEA 280 Basic Peace Officer Training I 6 hours
- *LEA 281 Basic Peace Officer Training II 6 hours
- *LEA 282 Defense Tactics for Peace Officers 3 hours
- *LEA 283 Fundamentals of Marksmanship 3 hours

*Drury University Law Enforcement Academy

OPTION II:
- CRIM 102 Introduction to Criminology 3 hours
- CRIM 104 Ethics in Criminal Justice 3 hours

Program completed minimum 18 hours

Drury awards semester hours credit for satisfactory completion of an approved police academy program.

Students must take the following courses as part of general education requirements:
- ENGL 220 Business Communication and Writing 3 hours
- MATH 101 Fundamental Math Concepts 3 hours
- BIOL 104 Biology in the Contemporary World 3 hours
- PLSC 101 Government/Politics in the U.S. 3 hours
- PSYC 101 Introduction to Psychology 3 hours

BACHELOR OF SCIENCE

HUMAN SERVICES MAJOR WITH AN OPTIONAL LEADERSHIP CONCENTRATION

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

The human services major requires 36 hours of coursework in the following distribution (an optional leadership concentration increases the required hours to 48):

- PSYC 200 Research Methods in the Behavioral Sciences 3 hours
- PSYC 230 Lifespan Development 3 hours
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSYC 240</td>
<td>Social Psychology</td>
<td>3</td>
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<tr>
<td>PSYC 275</td>
<td>Statistics for the Behavioral Sciences</td>
<td>3</td>
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<tr>
<td>PSYC 312</td>
<td>Positive Psychology</td>
<td>3</td>
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<tr>
<td>PSYC 352</td>
<td>Psychology of Gender</td>
<td>3</td>
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<tr>
<td>PSYC 367</td>
<td>Family Therapy</td>
<td>3</td>
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<tr>
<td>PSYC 370</td>
<td>Human Sexuality</td>
<td>3</td>
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<tr>
<td>SOCI 201</td>
<td>Sociology of the Family</td>
<td>3</td>
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<tr>
<td>SOCI 246</td>
<td>Introduction to Social Work</td>
<td>3</td>
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<tr>
<td>SOCI 327</td>
<td>Social Gerontology</td>
<td>3</td>
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<tr>
<td>GLST 493</td>
<td>Ethical Issues in a Global Society</td>
<td>3</td>
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**Optional Leadership Concentration:**

- LDST 101 Foundations of Leadership 3 hours
- LDST 300 Theories and Models of Leadership 9 hours
- LDST 310 Contemporary Workforce Issues
- LDST 331 Negotiation and Conflict Resolution
- LDST 338 Organizational Relations
- LDST 400 Grant Writing

Students must take the following courses as part of general education requirements:

- ENGL 207 Expository Writing 3 hours
- MATH 109 College Algebra 3 hours
- PLSC 101 Government/Politics in the U.S. 3 hours
- PSYC 101 Introduction to Psychology 3 hours
- SOCI 101 Introduction to Sociology 3 hours

**Course Descriptions**

**CRIM 102 Introduction to Criminology. 3 hours.** A survey course designed to provide a general theoretical understanding of crime problems in the U.S. The basic sources of crime, the justice machinery and society’s reaction to crime are examined.

**CRIM 104 Ethics in Criminal Justice. 3 hours.** Prerequisite: CRIM 102. A study of ethical thoughts and issues facing the criminal justice professional. Topics include constitutional ethics and professional code of conduct.

**CRIM 108 Writing in the Behavioral Sciences. 3 hours.** In this writing-intensive course, students will become familiar with how to use electronic databases to locate scholarly, peer-reviewed work and will write a scientific review paper on a topic of interest. Students will also be introduced to the writing style developed by the American Psychological Association. Same as PSYC 108, SOCI 108.

**CRIM 200 Research Methods for the Behavioral Sciences. 3 hours.** Prerequisite: PSYC 101, SOCI 101, or CRIM 102. 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. Same as PSYC 200, SOCI 200.

**CRIM 201 Law and Society. 3 hours.** Prerequisite: CRIM 102. Considers social, cultural and political forces which influence the formation of laws and legislative processes. Theories of the origins of law are discussed and then applied to historical legal cases.

**CRIM 211 Police Patrol. 3 hours.** Responsibilities, powers and duties of the uniformed patrolman, patrol procedures, mechanics of arrest and all other functions of the officer on patrol.

**CRIM 221 Victimology. 3 hours.** Analysis of major perspectives on victimization. Emphasis is on the role of the victim in the generation of crime, experience of the victim in the criminal justice system and on patterns of victimization.

**CRIM 232 Criminal Justice Organization and Management. 3 hours.** This course is designed to provide an understanding of the organization, administration and management procedures and techniques as they apply to criminal justice agencies. Special focus on modern management and organizational theory as it applies to criminal justice agencies in the areas of public relations, communication, personnel development and labor management.

**CRIM 275 Statistics for the Behavioral Sciences. 3 hours.** Prerequisites: CRIM 102, PSYC 101, or SOCI 101; a college-level math course; should be taken before accumulating 60 credit hours (junior status). This course introduces the student to the basic design methodologies and statistical techniques used in behavioral sciences. Some of the topics considered are mixed and correlational designs, analysis of variance and data collection procedures. Same as COMM 275, PSYC 275, SOCI 275.

**CRIM 301 Principles of Forensic Science. 3 hours.** Designed to acquaint the student with procedures utilized in the investigation of a crime. It considers theories of physical sciences as they apply to the investigative methodology of a crime. The process is examined within the context of the most recent technological advances in criminal investigation.

**CRIM 302 Anatomy of a Murder. 3 hours.** Prerequisite: CRIM 102. This course details investigative principles and techniques pertinent to a homicide investigation. Detailed information regarding proper evidence handling, scene security, suspect and witness interview techniques will be learned. Information regarding different
types of homicide and suicide and their investigation will be examined.

CRIM 303 Serial Homicide. 3 hours. Prerequisite: CRIM 102. This course discusses serial murder, victims and suspects. Case studies will be the primary study tool. Included in the course content will be the psychological and mental make-up of killers, the roles of victims and avoidance tactics.

CRIM 304 Understanding Gangs. 3 hours. The goal of this course is to familiarize students with the concepts of gangs and their culture in the U.S. and abroad. The course will primarily focus upon gangs that are in the U.S. but some international boundaries and relations will be revealed.

CRIM 311 White Collar Crime. 3 hours. Intensive study of crimes committed by people or corporations during the course of legitimate work.

CRIM 321 Deviance and Social Control. 3 hours. This course provides several perspectives on the nature and sources of deviance. Included in the survey are societal responses to deviance and processes to control deviance. Same as SOCI 321.

CRIM 322 Juvenile Law. 3 hours. A study of law as it applies to the juvenile who becomes involved in the criminal justice system.

CRIM 323 Probation and Parole. 3 hours. A course which examines the correctional process as it applies to the correctional client under supervision in the community. Considers both the pre-incarcerated and post-incarcerated client, and the differences in approach.

CRIM 326 Theories of Counseling and Guidance. 3 hours. Prerequisite: CRIM 102 or PSYC 101, plus three additional psychology hours. A comparative analysis of the major theories of psychological counseling. Attention is given to specific counseling methods and techniques utilized by psychologists, counselors, ministers, social workers, personnel managers and criminal justice workers. Same as PSYC 326.

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: 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 solutions of delinquency. Same as SOCI 332.

CRIM 334 Abnormal Psychology. 3 hours. Prerequisite: CRIM 102 or PSYC 101, plus three additional hours in psychology. Following a brief introduction to personality theories, the course focuses on the etiology, classification and treatment of behavior disorders. Same as PSYC 334.

CRIM 337 Death Penalty. 3 hours. The purpose of this course is to provide students with an understanding of the social, political and historical forces that have helped shape the practice of the death penalty in America and the international community. Emphasis will be placed on the relationship between race, class and gender and imposition of capital punishment as well as the influence of U.S. Supreme Court rulings on the administration of the death penalty.

CRIM 340 Case Preparation. 3 hours. Gathering data and interviewing witnesses and criminal offenders. The fundamentals of case writing including proper forms, word study and acceptable English usage.

CRIM 341 Justice, Punishment, and Ethics. 3 hours. A philosophical and pragmatic examination of justice and punishment. The course will provide the student with an understanding of the conceptual foundations of justice.

CRIM 342 The Correctional System. 3 hours. Provides a basic framework for understanding crime and criminal justice. Topics include: community-based treatment programs, correctional treatment institutions and civil rights of offenders.

CRIM 348 Comparative Criminal Justice Systems. 3 hours. This course will provide the student with an understanding of the criminal justice process as it functions in other countries of the world. A comparison of the development for both civil and common laws systems will provide insight to our system of justice and its increasing interaction on an international scale.

CRIM 349 Behavioral Research. 3 hours. Prerequisite: CRIM 108, CRIM 200, CRIM 275 and three additional hours in the major. Students enrolled in this course will complete an original research project from beginning to end, to include writing a literature review, generating hypotheses, devising a research strategy, collecting data, analyzing data and reporting findings in a scientific paper. Same as PSYC 349, SOCI 349.

CRIM 351 Legal Aspects I. 3 hours. A course depicting the constitutional aspects and limitations of criminal law. This course deals with rules and laws governing arrest, search and seizure.
CRIM 352 Legal Aspects II. 3 hours.
A continuation of CRIM 351. This course deals with the kinds of evidence and rules governing the admissibility of evidence in court. Effect of court decisions on acquisition and admissibility of evidence.

CRIM 360 The Judicial Process. 3 hours. An in-depth look at the judicial branch of government, emphasizing the state and federal judicial systems. The role of the prosecution, defense, judge and jury are examined, as well as judicial procedure.

CRIM 364 Wrongful Convictions. 3 hours. *Prerequisite: CRIM 301. This course will emphasize the causes of wrongful convictions and the procedural mechanisms that allow for the litigation of those claims. The focus of this class will be the types of evidence and testimony that leads to wrongful convictions, real life examples of wrongful conviction, as well as state and federal post-conviction remedies.

CRIM 365 The Innocence Project Clinic. 3 hours. *Prerequisite: CRIM 364. In partnership with the University of Missouri-Kansas City Law School, students will review cases of potential wrongful conviction. Through a collaborative process, submitted cases will be researched, evidence will be evaluated, conclusions and recommendations will be presented for class discussion and, eventually, MIP review. Students participating in The Innocence Project Clinic will be expected to respect the confidential nature of the work required.

CRIM 371 Psychology and the Law. 3 hours. *Prerequisite: CRIM 102 or PSYC 101. This course will examine relevant theory, research case law and issues of psychological practice within the criminal justice system. Same as PSYC 371.

CRIM 435 Psychological Tests and Measurements. 3 hours. *Prerequisites: CRIM 102, CRIM 108, CRIM 275, plus three 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. Same as PSYC 435, SOCI 435.

CRIM 493 Senior Seminar. 3 hours. *Prerequisites: senior standing, CRIM 108, CRIM 200, CRIM 275. This is the capstone course for the major. Current issues in the field are researched and presented in a seminar setting using regular class discussion and debate. Students practice the writing, oral communication and critical thinking skills necessary to succeed in graduate school and their future careers. Same as PSYC 493, SOCI 493.

CRIM 290, 390, 490 Selected Topics. 1-3 hours.
CRIM 291, 292, 391, 392, 491, 492 Research.
CRIM 397, 398, 497, 498 Undergraduate Internship Experience.

Courses listed under the Criminal Justice (CRIJ) heading award credit for specialized education and training provided by specific military and civilian agencies. These courses are available exclusively to students who meet eligibility requirements.

CRIJ 271 Basic Corrections Officer Training, 6-9 hours. This course includes instruction provided by the Missouri Department of Corrections in a training academy for custody and non-custody staff. Topics include corrections theory and profession, administrative procedures and policies, legal studies, interpersonal perspectives, technical studies and skill development.

CRIJ 309 Child Abuse Prevention and Investigative Techniques. 3 hours. Focuses on the conduct of interviews, gathering of physical evidence, sensitivity to the needs of victims and non-offending parents and special legal considerations as they pertain to the investigation of child abuse.

CRIJ 310 Domestic Violence Intervention Training. 3 hours. Focuses on effective intervention and investigation of family dysfunctional incidents using a multidisciplinary approach. Emphasis on protection of the victim and return of the family to a healthy state.

Law Enforcement Academy
The Drury University Law Enforcement Academy provides professional training for those interested in pursuing a career in law enforcement. The 650-hour basic training academy is offered on the Drury University campus in Springfield, Missouri, and is certified by the State of Missouri Department of Public Safety to provide training for the Class A license.

LEA 280 Basic Peace Officer Training I. 6 hours. *Prerequisite: Admission to Law Enforcement Academy. Course meets basic peace officer training program requirements approved by P.O.S.T. (Peace Officer Standards and Training commission), State of Missouri Department of Public Safety to receive a Class A Peace Officer license of Missouri. Topics include administrative procedures, legal studies, with Missouri and federal statues and court decisions that apply to performance of duties as peace officers.

LEA 281 Basic Peace Officer Training II. 6 hours. *Prerequisite: Admission to Law Enforcement Academy plus completion of, or concurrent enrollment in, LEA 280. Overview of interpersonal perspectives, technical studies and skill development. Students will be introduced to activities
that enhance wellness lifestyles including aerobic conditioning, resistive exercise and flexibility protocols. Provides first responder and CPR training.

**LEA 282 Defensive Tactics for Peace Officers. 3 hours.** Prerequisite: Admission to Law Enforcement Academy. Acquaints students with the base defensive tactics system and legal basis for using force. The student level program focuses on simple and effective field-tested tactics that are effective for officers of various skill levels, conditioning, physical size and strength level.

**LEA 283 Fundamentals of Firearm Marksmanship. 3 hours.** Prerequisite: Admission to Law Enforcement Academy. Proper weapon-handling skills and tactics utilizing handguns and shotguns familiar to law enforcement. Covers the legal elements necessary for the lawful use of both deadly and non-deadly force as they relate to self-defense; defense of other persons, premises, or property; and when making an arrest. Minimum course qualification scores of 70% for weapons are required for successful completion of skill development area.

**PSYCHOLOGY**

**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 108 Writing in the Behavioral Sciences. 3 hours.** In this writing-intensive course, students will become familiar with how to use electronic databases to locate scholarly, peer-reviewed work and will write a scientific review paper on a topic of interest. Students will also be introduced to the writing style developed by the American Psychological Association. *Same as CRIM 108 and SOCI 108.*

**PSYC 110 Stress Management I. 3 hours.** The philosophy and comprehensive approach to stress reduction through the re-establishment and enhancement of the state of well-being.

**PSYC 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. *Same as CRIM 200 and SOCI 200.*

**PSYC 230 Life Span Development. 3 hours.** Study of the major theories of and influences on human development from conception through death, including the biological, cognitive, linguistic, emotional, social and cultural dimensions of development. Special emphasis on change processes.

**PSYC 234 Drugs and Behavior. 3 hours.** Prerequisite: PSYC 101. An examination of psychoactive drugs and their impact on society. Biological, psychological and social aspects of drug use are considered as well as implications for social policy.

**PSYC 240 Social Psychology. 3 hours.** This course studies the behavior and psychological process of individuals who occupy positions in social structures, organizations, and groups.

**PSYC 275 Statistics for the Behavioral Sciences. 3 hours.** Prerequisites: CRIM 102 or PSYC 101 or SOCI 101 and a college-level math course; should be taken before accumulating 60 credit hours (junior status). This course introduces the student to the basic design methodologies and statistical techniques used in behavioral sciences. Some of the topics considered are mixed and correlational designs, analysis of variance and data collection procedures. *Same as COMM 275, CRIM 275, SOCI 275.*

**PSYC 302 Educational Psychology and Assessment. 3 hours.** Prerequisite: Behavioral Science majors: PSYC 230; Education majors: EDUC 203, 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. *Same as EDUC 302.*

**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 326 Theories of Counseling and Guidance. 3 hours.** Prerequisites: CRIM 102 or PSYC 101 and three additional psychology hours. A comparative analysis of the major theories of psychological counseling. Attention is given to specific counseling methods and techniques utilized by psychologists, counselors, ministers, social workers, personnel managers and criminal justice workers. *Same as CRIM 326.*

**PSYC 330 Family and Domestic Violence. 3 hours.** Family and domestic violence is a form of antisocial behavior that occurs when a family member, partner or ex-partner attempts to physically or psychologically dominate or harm
the other. The cycle of violence, dominance and control are among the issues covered as well as the legal perspective as it relates to the abuse of family members. The legal perspective includes discussion of proactive arrest policies, restraining orders and anti-stalking legislation that have emerged across the United States.

**PSYC 332 Mental Health. 3 hours.** This course gives a workable knowledge of the how, when, and why emotional conflicts arise and how they can be avoided.

**PSYC 334 Abnormal Psychology. 3 hours.** 
*Prerequisites: CRIM 102 or PSYC 101 plus three additional hours in psychology.* Following a brief introduction to personality theories, the course focuses on the etiology, classification and treatment of behavior disorders. *Same as CRIM 334.*

**PSYC 338 Personality Theory in Psychology. 3 hours.** 
*Prerequisites: PSYC 101 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 340 Education of the Exceptional Child. 3 hours.** 
*Prerequisite: EDUC 203.* This course surveys all areas of exceptionalities. It is designed to help the prospective teacher identify and understand the problems of students with atypical learning patterns. *Same as EDUC 340.*

**PSYC 347 Medical Sociology. 3 hours.** This course is concerned with the social causes and consequences of health and illness. Major areas of investigation include the social facets of health and disease, the social behavior of healthcare personnel and people who utilize healthcare, and the social functions of health organizations and healthcare delivery systems. *Same as BIOL 347, SOCI 347.*

**PSYC 349 Behavioral Research. 3 hours.** 
*Prerequisites: PSYC 108, PSYC 200, PSYC 275 and 3 additional hours in the major.* Students enrolled in this course will complete an original research project from beginning to end, to include writing a literature review, generating hypotheses, devising a research strategy, collecting data, analyzing data, and reporting findings in a scientific paper. *Same as CRIM 349 and SOCI 349.*

**PSYC 352 Psychology of Gender. 3 hours.**
A 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.** 
*Prerequisites: PSYC 275.* 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.** 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. *Same as BIOL 356.*

**PSYC 357 Psychology of Adulthood. 3 hours.** 
*Prerequisites: CRIM 102, PSYC 101, SOCI 101 or SOCI 111 plus three additional hours in psychology or sociology.* An empirical analysis of the biological, psychological, and social changes in the adult who is moving along the age continuum from age eighteen and beyond. *Same as SOCI 357.*

**PSYC 364 Neuroanatomy. 4 hours.** 
*Prerequisite: BIOL 102, BIOL 172.* An in-depth study of the biology of the nervous system emphasizing the relationship between neuroanatomy and neurophysiology. Lecture and laboratory. *Offered spring semester. Same as BIOL 364.*

**PSYC 367 Family Therapy. 3 hours.** An examination of family relationships, problems and family therapy theories. The course will enhance student understanding of families and the application of therapy and social work intervention to certain situations. *Same as SOCI 367.*

**PSYC 370 Human Sexuality. 3 hours.** A study of the anatomy and physiology of the female and male reproductive systems, sexually transmitted diseases, methods of contraception, the sexual response cycle, sexual dysfunctions, gender identity, development of sexual orientation, adult sexuality, the development of relationships, cross-cultural comparison of sexuality and socialization of gender roles. *Same as BIOL 370, SOCI 370.*

**PSYC 371 Psychology and the Law. 3 hours.** 
*Prerequisites: CRIM 102 or PSYC 101.* This course will examine relevant theory, research case law and issues of psychological practice within the criminal justice system. *Same as CRIM 371.*

**PSYC 435 Psychological Tests and Measurements. 3 hours.** 
*Prerequisites: PSYC 108, PSYC 200, PSYC 275, plus three additional hours in psychology.*
An intensive study of the theory of measurement with emphasis on errors in measurement, validity, reliability, item analysis, test construction and prediction. Same as CRIM 435, SOCI 435.

**PSYC 440 Cognitive Psychology. 3 hours.**
Prerequisites: PSYC 101, junior/senior standing. A survey of topics in cognitive psychology, including perception, attention, learning and memory, knowledge representation, language and concepts, imagery, problem-solving and decision-making. Emphasis is placed on classic and cutting-edge studies in these fields.

**PSYC 450 History and Systems in Psychology. 3 hours.**
Prerequisite: senior with 18 hours in psychology. A study of classical systems and contemporary theories of psychology to the end of integrating various approaches to scientific psychology.

**PSYC 493 Senior Seminar. 3 hours.**
Prerequisites: PSYC 108, PSYC 200, PSYC 275, and senior standing. This is the capstone course for the major. Current issues in the field are researched and presented in a seminar setting using regular class discussion and debate. Students practice the writing, oral communication, and critical thinking skills necessary to succeed in graduate school and their future careers. Same as CRIM 493, SOCI 493.

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

**PSYC 291, 292, 391, 392, 491, 492 Research.**

**PSYC 397, 398, 497, 498 Undergraduate Internship Experience.**

**Sociology**

**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 108 Writing in the Behavioral Sciences. 3 hours.** In this writing-intensive course, students will become familiar with how to use electronic databases to locate scholarly, peer-reviewed work and will write a scientific review paper on a topic of interest. Students will also be introduced to the writing style developed by the American Psychological Association. Same as CRIM 108 and PSYC 108.

**SOCI 111 Introduction to Anthropology. 3 hours.** A survey that builds on basic anthropological concepts, methodologies, and theories to examine human cultures in a variety of geographic and historical contexts. Topics include human origins, biological evolution, archaeology, gender, health, religion, family and marriage, political organization, and representation. Same as ANTH 111.

**SOCI 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. Same as CRIM 200, PSYC 200.

**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 examines major global social problems and applies the sociological perspectives in understanding the contemporary global social problems such as race and ethnic conflict, war, public health, poverty, population and environmental issues.

**SOCI 246 Introduction to Social Work. 3 hours.**
A pre-professional survey of the field of social work including philosophy, major techniques, types, private and public agencies, professional opportunities.

**SOCI 275 Statistics for the Behavioral Sciences. 3 hours.**
Prerequisites: CRIM 102, SOCI 101, or PSYC 101, a college-level math course; should be taken before accumulating 60 credit hours (junior status). This course introduces the student to the basic design methodologies and statistical techniques used in behavioral sciences. Some of the topics considered are mixed and correlational designs, analysis of variance and data collection procedures. Same as COMM 275, CRIM 275, PSYC 275.

**SOCI 312 Problems of Death and Dying. 3 hours.**
This course is a comprehensive approach to the problems of death. Includes both current research and the religious perspective of Scripture and the church. Topics include denial of death, stages of dying, legal and personal preparations for dying, meaning of death and life after death.

**SOCI 316 Minority Groups. 3 hours.** Examines the process of adjustment of various ethnic and cultural groups to life in the United States. Some consideration to world ethnic situations. (Meets cultural diversity requirement.)
SOCI 321 Deviance and Social Control. 3 hours. This course provides several perspectives on the nature and sources of deviance. Included in the survey are societal responses to deviance and processes to control deviance. Same as CRIM 321.

SOCI 325 Political Sociology. 3 hours. This course is an in-depth study of the social basis of power and politics. Political, economic, and cultural forces of conflict and change are examined.

SOCI 327 Social Gerontology. 3 hours. An examination of the sociological, psychological, environmental, and economic aspects of the aging process both in regard to the individual, as well as the relationship with the larger society. The impact of a larger elderly population and the political relationship that pertains to the services and programs to provide for the needs of the elderly now, as well as in the future, also is considered.

SOCI 332 Juvenile Delinquency. 3 hours. Prerequisite: CRIM 102 or SOCI 101. A systematic analysis of theories of juvenile delinquency and how the juvenile justice system manages delinquents. Consideration is given to solutions of delinquency. Same as CRIM 332.

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 347 Medical Sociology. 3 hours. This course is concerned with the social causes and consequences of health and illness. Major areas of investigation include the social facets of health and disease, the social behavior of healthcare personnel and people who utilize healthcare, and the social functions of health organizations and healthcare delivery systems. Same as BIOL 347, PSYC 347.

SOCI 349 Behavioral Research. 3 hours. Prerequisites: SOCI 108, SOCI 200, SOCI 275 and 3 additional hours in the major. Students enrolled in this course will complete an original research project from beginning to end, to include writing a literature review, generating hypotheses, devising a research strategy, collecting data, analyzing data, and reporting findings in a scientific paper. Same as CRIM 349 and PSYC 349.

SOCI 351 Cultures of the Middle East. 3 hours. Prerequisites: SOCI 101. Considers the social norms and cultural institutions of the Middle East. (Meets cultural diversity requirement.)

SOCI 354 Native American Cultures. 3 hours. Prerequisite: SOCI 101. Students will use the skills of cultural analysis to examine Native American cultures. The course will provide an in depth examination of the original inhabitants in the Americas. (Meets cultural diversity requirement.)

SOCI 355 Islam and Women. 3 hours. This course provides an in-depth sociological understanding of the relationship between religion and gender roles in Islam. The course helps students to understand the cultural practices of Islamic society in regards to gender roles. (Meets cultural diversity requirement.)

SOCI 357 Psychology of Adulthood. 3 hours. Prerequisites: PSYC 101 or SOCI 101 plus three additional hours in psychology or sociology. An empirical analysis of the biological, psychological and social changes in the adult who is moving along the age continuum from age eighteen and beyond. Same as PSYC 357.

SOCI 360 Community Studies. 3 hours. Study of how people arrange themselves socially within cities and surrounding sociocultural environments. Particular attention is given to the processes of urbanism, the urban experience, the community and the concept of place.

SOCI 362 Sociology of Religion. 3 hours. This course will explore the character of religious practice and religious consciousness from a sociological perspective. Religion will be examined both as an experience that aids the individual in understanding his or her life and as a social institution.

SOCI 367 Family Therapy. 3 hours. An examination of family relationships, problems, and family therapy theories. The course will enhance student understanding of families and the application of therapy and social work intervention to certain situations. Same as PSYC 367.

SOCI 370 Human Sexuality. 3 hours. A study of the anatomy and physiology of the female and male reproductive systems, sexually transmitted diseases, methods of contraception, the sexual response cycle, sexual dysfunctions, gender identity, development of sexual orientation, adult sexuality, the development of relationships, cross-cultural comparison of sexuality and socialization of gender roles. Same as BIOL 370, PSYC 370.

SOCI 400 Social Stratification. 3 hours. Prerequisites: Three additional hours in sociology. This course examines the competing social scientific theories of social stratification and inequality. The
policy implications and ideological orientations of these theories are evaluated.

**SOCI 435 Psychological Tests and Measurements.** 3 hours. Prerequisites: SOCI 108, SOCI 200 and SOCI 275 plus three additional hours in sociology.
An intensive study of the theory of measurement with emphasis on errors in measurement, validity, reliability, item analysis, test construction and prediction. *Same as CRIM 435, PSYC 435.*

**SOCI 493 Senior Seminar.** 3 hours. Prerequisites: SOCI 108, SOCI 200, SOCI 275, and senior standing. This is the capstone course for the major. Current issues in the field are researched and presented in a seminar setting using regular class discussion and debate. Students practice the writing, oral communication and critical thinking skills necessary to succeed in graduate school and their future careers. *Same as CRIM 493 and PSYC 493.*

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

**SOCI 291, 292, 391, 392, 491, 492, Research.**

**SOCI 397, 398, 497, 498 Undergraduate Internship Experience.**
BIOLOGY

Kevin Jansen, chair

Beth Harville, faculty coordinator

The department of biology offers a Bachelor of Science degree in the CGCS program. This degree is designed to provide students with a broad background in biology that will allow the student to pursue a variety of postgraduate opportunities, such as allied health professions, positions in environmental science or biology-related positions in industry. Students majoring in biology must take a minimum of 35 semester hours in biology.

BACHELOR OF SCIENCE

BIOLOGY MAJOR

The biology major requires 35-39 hours of coursework in the following distribution:

- **23 hours of required courses:**
  - BIOL 102 General Biology 4 hours
  - BIOL 172 Exploring Molecular Biology 3 hours
  - BIOL 181 Mechanisms of Gen. Inheritance 3 hours
  - BIOL 181LMech. of Gen. Inheritance Lab 1 hours
  - BIOL 182 Evolution 2 hours
  - BIOL 200 Ecology 3 hours
  - BIOL 200LEcology Lab 1 hours
  - BIOL 201 Biodiversity 3 hours
  - BIOL 489 Senior Seminar 3 hours

Students also must choose **four** biology courses of three or more hours each (for 12-16 hours). These must include two classes in the 300- or 400-level excluding BIOL 347, BIOL 356 and BIOL 370: 12-16 hours

In order to complete the biology degree, 300+ level biology courses can only be taken at designated degree completion campus locations.

Transfer Program 30-60 hours

Drury awards semester hours credit for satisfactory completion of approved allied healthcare program resulting in registry.

Students must take the following course as part of general education requirements:

- CHEM 107 General Chemistry I 4 hours
- ENGL 207 Expository Writing 3 hours
- MATH 109 College Algebra 3 hours
- MATH 227 Statistics 3 hours
- PLSC 101 Government/Politics in the U.S. 3 hours

COURSE DESCRIPTIONS

BIOL 100 Principles of Biology. 3 hours. This course provides an introduction to basic scientific terminology, biology, and chemistry. It is designed to prepare students for more rigorous science curriculum. Will not satisfy biology major requirements.

BIOL 102 General Biology. 4 hours. This course provides students with an overview of biology from the study of cellular structure and function to the biology and diversity of organisms. The study of ecology will also be introduced. Lecture and laboratory.

BIOL 104 Biology in the Contemporary World. 3 hours. A study of the basic life processes of humans as they function in society and the ecosphere. A laboratory component is included. General education requirement for non-science majors.

BIOL 106 Conservation Theory and Management. 3 hours. Prerequisite: BIOL 102. A study of our natural resources, current status, future prospects, development of the past compared to present practices. A review of outstanding conservationists and their ideas.

BIOL 110 Fundamentals of Cell Biology. 4 hours. Prerequisite: BIOL 102. An introductory course focusing on major biological concepts relating to molecular and cellular biology and genetics. Lecture and laboratory.

BIOL 161 Forest Ecology. 2 hours. The class will introduce the student to the total forest ecosystem. It will explore the relationships of plants and animals from the forest floor to the upper canopy. The importance of microclimates to various vegetation groups will be analyzed. Will not satisfy biology elective.

BIOL 162 Fruits, Nuts and Berries of the Ozarks. 2 hours. Examination of the mast crop in Missouri. Topics to include the many various types of fruits (berries, drupes, samaras, follicles, legumes, pods, achenes, strobiles, etc.) found in the Ozarks. Field work and a collection will be required. Offered fall semester. Will not satisfy biology elective.

BIOL 172 Exploring Molecular Biology. 3 hours. Prerequisite: BIOL 102. This course examines the structure and function of nucleic acids and proteins. The molecular mechanisms of replication, transcription, mRNA processing and translation will be emphasized. In addition, regulation of these processes will be explored. Offered fall semester.

BIOL 181 Mechanisms of Genetic Inheritance. 3 hours. Prerequisite: BIOL 102 and BIOL 172.
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.

BIOL 181-L Mechanisms of Genetic Inheritance Lab. 1 hour. This lab must accompany BIOL 181 and will provide laboratory experiences to enhance understanding of genetic inheritance.

BIOL 182 Evolution. 2 hours. Prerequisite: BIOL 102, 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: BIOL 102, BIOL 172. An introduction to ecological principles, emphasizing processes and patterns within the six subdisciplines of ecology. The laboratory will integrate common field methods with experimental design and data analysis.

BIOL 200-L Ecology Lab. 1 hour. This lab will accompany the Ecology class and will provide laboratory experiences to enhance understanding of the ecological concepts.

BIOL 201 Biodiversity. 3 hours. Prerequisite: BIOL 102, BIOL 172. An introduction to the trends and patterns of biological diversity and our understanding of the biosphere. The class will focus on the evolution of genomes and systems using several model organisms. The generation and loss of biodiversity will be examined.

BIOL 205 Human Anatomy. 4 hours. An introduction to the gross and microscopic anatomy of the human body. Mammalian examples of major systems are studied in the laboratory. Lecture and laboratory. Offered fall semester.

BIOL 205-L Human Anatomy Laboratory. 1 hour. An additional lab to complement the lecture and laboratory work provided in BIOL 205. More extensive laboratory experience for students desiring additional credit.

BIOL 206 Human Physiology. 4 hours. Through lecture-discussion and complementary laboratory experiences, 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. Offered spring semester.

BIOL 206-L Human Physiology Laboratory. 1 hour. An additional lab to complement the lecture and laboratory work provided in BIOL 206. More extensive laboratory experience for students desiring additional credit.

BIOL 207 Anatomy and Physiology. 4 hours. An introduction to basic anatomy and physiology of the human body from a single cell to the coordinated whole. Special emphasis is placed on conditions that may upset the delicate balance of each system and produce disease. Medical terminology will be integrated into the course to expand the student’s medical vocabulary. Lecture and laboratory. Not offered on Springfield campus.

BIOL 207-L Anatomy and Physiology Laboratory. 1 hour. A more extensive lab experience to complement the lecture and laboratory work provided in BIOL 207. Not offered on Springfield campus.

BIOL 208 Microbiology. 4 hours. Prerequisite: CHEM 107. A study of bacterial diversity, physiology, biochemistry and genetics as they relate to the environment and to human welfare. Fungi and viruses are also discussed. Laboratory methods for the identification of bacteria are introduced. Lecture and laboratory. Offered spring semester.

BIOL 209 Plant Form and Function. 4 hours. Prerequisite: BIOL 102. A comparative study of structure and function in the principle plant groups with emphasis on evolutionary trends and relation of structure to function. Lecture and laboratory. Offered fall semester.

BIOL 210 Wildlife Management: Theory and Practice. 3 hours. Prerequisite: BIOL 200. History of wildlife management in the United States. Examination of basic ecological principles including population dynamics. Emphasis on habitat requirements with specifics on various game in Missouri.

BIOL 214 Environmental Microbiology. 3 hours. Prerequisites: BIOL 102 and CHEM 107. The practical relationship between microorganisms and the environment. An introduction to the standard laboratory methods of the study of bacteria with emphasis on aquatic and terrestrial ecosystems. Content will include symbiotic relationships, wastewater treatment, nutrient cycling and eutrophication, as well as disease and other topics. Lecture and laboratory. Same as ENVR 214.

BIOL 217 Anatomy and Physiology II. 4 hours. Prerequisite: BIOL 207 and lab. This course continues the study of the Anatomy and Physiology of the human body (a continuation of BIOL 207 Anatomy and Physiology). Topics include the structure, function and interrelationship between the endocrine, cardiovascular, lymphatic, immune, respiratory, urinary and digestive systems. Lecture.
BIOL 250 Foundations of Medical Terminology. 3 hours. This course examines the various aspects of medical terminology including word origins, definitions, spelling, and pronunciation.

BIOL 302 Principles of Human Nutrition. 3 hours. Prerequisite: CHEM 107. 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. Same as EXSP 302. Offered spring semester.

BIOL 308 Immunology. 3 hours. Prerequisites: BIOL 102, BIOL 172, CHEM 107. A study of the immune response and its relationship to the diagnosis, prevention and treatment of disease. Topics include immune systems, immunopathology and antibodies. Offered fall semester.

BIOL 309 General Zoology. 4 hours. Prerequisite: BIOL 201. A study of major animal phyla including protozoans, with an emphasis on comparative structure and function, taxonomy, fundamental life processes, and ecological interactions. Lecture and laboratory. Offered spring semester.

BIOL 312 Advanced Ecology. 4 hours. Prerequisite: BIOL 200. A study of ecological principles, focusing on a modern understanding of ecological systems, patterns and processes. The laboratory will include common field techniques and emphasize experimental design and data analysis. Same as EXSP 312.

BIOL 315 Field Techniques in Environmental Biology. 3 hours. Prerequisite: BIOL 105. The practical application of biological field techniques will be covered including statistical methods of reviewing data. The analysis of data along with the writing of laboratory reports also will be emphasized.

BIOL 322 Genetics. 4 hours. Prerequisites: BIOL 107, CHEM 107. A study of the molecular basis of gene expression and the mechanisms by which genetic material is inherited. Lecture and laboratory. Offered fall semester.

BIOL 325 Epidemiology. 3 hours. Prerequisite: BIOL 102, BIOL 172. 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 326 Environmental and Community Health. 3 hours. Prerequisite: ENVR 170 or BIOL 171. This course will examine the relationships between the environment and human health. Specifically, looking at how our environment affects personal and community health throughout the world. Offered spring semester. Same as ENVR 326.

BIOL 328 Parasitology. 3 hours. Prerequisite: BIOL 110. A study of the parasitic relationship between parasite and host. Focuses on identification, classification, life cycle, route of infection, diagnostic methods, prevention, pathogenesis and host response to infection. A laboratory component is included.

BIOL 332 Biology of Terrestrial Plants and Animals. 4 hours. Prerequisite: BIOL 105, BIOL 110. An ecological and taxonomic survey of local terrestrial plants and animals including laboratory and field exercises on identification, sampling methods and preparation of study specimens.

BIOL 337 Introduction to Virology. 3 hours. Prerequisite: BIOL 102, BIOL 172. 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 338 Biology of Lakes and Streams. 4 hours. Prerequisite: BIOL 200. An examination of Missouri’s lakes and streams with emphasis on structural morphology, habitats, flora and fauna characteristics and limnology. Also included will be laboratory and field exercises on identification, sampling methods and preparation of study specimens.

BIOL 344 Toxicology. 3 hours. Prerequisites: BIOL 102, BIOL 172, CHEM 107. This course examines the basic concepts of the effects of toxins on human health, ways toxins are encountered and the consequences for individual and future generations. Methods of treatment are also discussed. Offered spring semester. Same as ENVR 344.

BIOL 347 Medical Sociology. 3 hours. This course is concerned with the social causes and consequences of health and illness. Major areas of investigation include the social facets of health and disease, the social behavior of healthcare personnel and people who utilize healthcare, and the social functions of health organizations and healthcare delivery systems. Same as PSYC 347, SOCI 347.

BIOL 356 Biopsychology. 3 hours. 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, aggres-
sion and violence, human psychopathology, and the psychoactive properties of recreational and therapeutic drugs. *Same as PSYC 356.*

**BIOL 364 Neuroanatomy. 4 hours.** *Prerequisite: BIOL 102, BIOL 172.* An in-depth study of the biology of the nervous system emphasizing the relationship between neuroanatomy and neurophysiology. Lecture and laboratory. *Offered spring semester. Same as PSYC 364.*

**BIOL 370 Human Sexuality. 3 hours.** A study of the anatomy and physiology of the female and male reproductive systems, sexually transmitted diseases, methods of contraception, the sexual response cycle, sexual dysfunctions, gender identity, development of sexual orientation, adult sexuality, the development of relationships, cross-cultural comparisons of sexuality and socialization of gender roles. *Same as PSYC 370, SOCI 370.*

**BIOL 371 Entomology. 3 hours.** *Prerequisite: BIOL 102, BIOL 172.* This course is designed to introduce students to the local insect fauna. It will investigate taxonomy, morphology, physiology, ecology and behavior of insect orders. Integrated pest management will be introduced. Methods and techniques for collecting and mounting insects will be utilized.

**BIOL 381 Pharmacology. 3 hours.** *Prerequisite: CHEM 107.* A discussion of drug classes and thorough investigation of the pharmacokinetics and pharmacodynamics of drug class representatives with emphasis on the therapeutics and toxicology in health and diseased states. Covers the basic concepts for monitoring, evaluating and optimizing drug therapy for clients across the lifespan in a variety of settings.

**BIOL 382 Pathophysiology. 4 hours.** *Prerequisites: BIOL 205 and BIOL 206, or BIOL 207; and CHEM 107.* Human physiological responses to disease, stress and the environment are studied. Pathophysiological processes are analyzed in view of current research.

**BIOL 489 Senior Seminar. 3 hours.** This course will provide senior students guidance in selection and completion of a capstone experience in biology.

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

**BIOL 391, 392, 491, 492 Research.**

**BIOL 397, 398, 497, 498 Internship.**
BUSINESS ADMINISTRATION
Michael R. Shirley, director
Breech School of Business Administration
The aim of the business program is to provide an opportunity for students to gain a practical understanding of the business aspects of our society. The curriculum is organized to give students a knowledge of business practices and economic processes, the role of business and economics in the world marketplace and an awareness of the major business issues that confront society.

MISSION STATEMENT
Mission: Preparing ethical leaders for the global business community.

Goals: To accomplish the mission, our goals (objectives) are to instill the ability in our students to:
1. Think critically and globally.
2. Embrace the advantages of diversity, lifelong learning, professionalism, and good citizenship in their business and personal lives.
These goals (objectives) will be achieved for students through diverse educational experience with individual faculty who demonstrate:
1. Interest in challenging and mentoring each student.
2. Engagement in relevant scholarship with an emphasis on pedagogical and applied research.
3. Engagement in professional and community activities.
4. The integration of a professional business education with the liberal arts.

LEARNING GOALS
Ethics. Our graduates will recognize the ethical aspects of business situations, and develop their understanding of how to respond ethically and to promote ethical business practices.
Global Perspectives. Our graduates will exhibit intercultural competence in a global business environment.
Communication. Our graduates will clearly and effectively present their ideas in both written and oral communication.
Analytical Skills and Business Judgment. Our graduates will analyze business problems using appropriate theories and techniques, and use sound business judgment.

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

ADMISSION POLICY
Official admission to the Breech School of Business Administration is required to enroll in any upper-division course (numbered 300 or 400) with prefixes of ACCT, BADM, CISQ, ECON, FINC, MGMT or MKTG.
To be admitted to the Breech School of Business Administration, a student must:
1. Be officially admitted to Drury University.
2. Complete a declaration of major for the Bachelor of Business Administration degree. At this time, students will be required to read and sign the Breech Student Honor Code.
3. Have completed at least 42 hours of college-level credit, including a minimum of 12 semester credit hours at Drury University.
4. Have completed all of the following preparatory courses (or their transfer equivalents) with a minimum grade of “C-” in each of the following courses:
   ACCT 209 Principles of Accounting
   GSTU 210 Desktop Applications
   CISQ 250 Management Information Systems
   ECON 210 Principles of Microeconomics
   ECON 211 Principles of Macroeconomics
   MATH 201 Mathematics for Social Sciences
   MATH 227 Introduction to Statistics
5. Have a minimum cumulative GPA of 2.75 on all Drury University coursework.

*Conditional Admission. A student not achieving the 2.75 overall GPA, or not achieving 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 semester credit hours at Drury University, may be granted up to two (2) semesters of conditional admission to the Breech School. Conditional admission cannot be granted to a student not achieving both the required GPA and a minimum grade of “C-” in the specified preparatory courses.
During the semester(s) of conditional admission, the student will be expected to meet all requirements for full admission. The student, subject to advisor approval, may enroll in a total of 13 hours of upper-division Breech School coursework.
during the terms of conditional admission. Prior to registration, students are required to complete the Permission to Enroll in Upper-Division Breech School Courses form with their academic advisor.

Students majoring in non-Breech School majors/minors Students who must enroll in a Breech School Courses

ASSOCIATE OF SCIENCE BUSINESS ADMINISTRATION

Students pursuing the associate of science degree with an academic area in business administration are required to complete the following courses:

- ACCT 209 Principles of Accounting 3 hours
- ACCT 210 Financial Statement and Decision Analysis 3 hours
- CISQ 250 Management Information Systems 3 hours
- ECON 210 Principles of Macroeconomics 3 hours
- ECON 211 Principles of Macroeconomics 3 hours
- GSTU 210 Desktop Applications 3 hours
- MATH 109 College Algebra 3 hours
- MATH 227 Introduction to Statistics 3 hours
- MGMT 103 Business Foundations 3 hours
- ACCT 210 Financial Statement and Decision Analysis 3 hours

BACHELOR OF BUSINESS ADMINISTRATION

BUSINESS ADMINISTRATION MAJOR

Students pursuing the bachelor of business administration degree (BBA) are required to complete the following course requirements:

<table>
<thead>
<tr>
<th>General Education</th>
<th>37 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBA Tool Courses</td>
<td>33 hours</td>
</tr>
<tr>
<td>BBA Major Courses</td>
<td>21 hours</td>
</tr>
<tr>
<td>Electives</td>
<td>33 hours</td>
</tr>
<tr>
<td>Total BBA hours</td>
<td>124 hours</td>
</tr>
</tbody>
</table>

BBA Tool Courses

All students pursuing a bachelor of business administration degree are required to complete the following tool courses:

- ACCT 209 Principles of Accounting 3 hours
- ACCT 210 Financial Statement and Decision Analysis 3 hours
- COMM 220 Business Communication and Writing 3 hours
- CISQ 250 Management Information Systems 3 hours
- ECON 210 Principles of Microeconomics 3 hours
- ECON 211 Principles of Macroeconomics 3 hours
- GSTU 210 Desktop Applications 3 hours
- MATH 201 Mathematics for Social Sciences 3 hours
- ACCT 209 Principles of Accounting 3 hours
- MGMT 103 Business Foundations 3 hours
- MGMT 228 Analytical Methods 3 hours

BBA Major Courses

Additionally, students must complete the following business major courses:

- BADM 447 Survey of International Business 3 hours
- FINC 331 Corporate Finance 3 hours
- MGMT 301 Leadership & Organizations 3 hours
- MGMT 3211 Legal Environment of Business 3 hours
- MGMT 422 Corporate Policy & Ethics 3 hours
- MGMT 424 Business Simulation Workshop 3 hours
- MKTG 337 Marketing 3 hours

Students must take the following courses as part of general education requirements:

- MATH 109 College Algebra 3 hours
- PLSC 101 Government and Politics in the U.S. 3 hours

COURSE DESCRIPTIONS

ACCT 209 Principles of Accounting. 3 hours.


ACCT 210 Financial Statement and Decision Analysis. 3 hours. Prerequisite: ACCT 209.

This course provides an introduction to 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, earnings management, cash flows analysis, business valuation and present value. The course emphasizes a user rather than a preparer’s perspective.

BADM 447 Survey of International Business. 3 hours. Prerequisite: Admission to Breech School of Business.

This course examines the role that political, economic, technological and sociocultural factors play in today’s globalized business environment. To this end students will develop an understanding of organizational and competitive issues and challenges which characterize global business. Through case study, students will explore recent efforts by multinational organizations to effectively address these issues and challenges.

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

BADM 397, 398, 497, 498 Internship.

BADM 291, 292, 391, 392, 491, 492 Research.

CISQ 250 Management Information Systems. 3 hours. An introduction to the study of the design
and application of management information systems in business.

CISQ 277 Web Development I: XHTML and CSS. 3 hours. Prerequisite: GSTU 210. This course will deal with topics related to developing standards-compliant websites. Students will be exposed to the primary languages of the Web such as XHTML and CSS. Using a variety of industry standard tools, students will learn best practices and common patterns for crafting webpages and sites.

CISQ 278 Web Development II: Dynamic Website Development. 3 hours. Prerequisite: CISQ 277. This course will deal with topics related to developing dynamic websites using languages and platforms such as JavaScript, C#, ASP.NET, LINQ, AJAX, etc. Students will discover how to design, create and query basic databases to store the content of a website. They will also delve into both server-side and client-side programming models to provide their websites a rich and responsive user interface.

COMM 220 Business Communication and Writing. 3 hours. Topics considered in this course include basic principles of effective oral and written communication, a brief survey of standard English grammar and usage, and the forms and styles of business correspondence. Same as ENGL 220.

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.

FINC 103 Personal Financial Management. 3 hours. This course provides an introduction to personal financial management. Topics addressed include managing debt, establishing credit, investing for retirement, insurance, and taxes.

FINC 331 Corporate Finance. 3 hours. Prerequisites: ACCT 210, MGMT 228 and admission to Breech School of Business. This course is an investigation of the study of corporate finance and its implications. Topics covered include: financial statement analysis, cash flow, taxes, the financial environment, interest rates, risk and return, time value of money, and the valuation of stocks, bonds and firms. The course emphasizes that financial managers must deal with various models, assumptions and cultures and are often called upon to make decisions based on qualitative as well as quantitative factors.

FINC 335 Investments. 3 hours. Prerequisites: ACCT 210, MGMT 228 and admission to Breech School of Business. This course provides an introduction to investments. Specific topics include an overview of how security markets operate, investment companies, analysis of equity and fixed income securities and a basic introduction to derivative securities and portfolio management.

GSTU 210 Desktop Applications. 3 hours. Knowledge of computer applications is an essential skills requirement for anyone working in the public or private, for-profit or not-for-profit sectors. This course introduces the student to word processing, spreadsheet preparation, database design and multimedia presentations. The Windows operating system and the use of Internet/intranet/extranet operations for workplace efficiency are also treated. Students should be familiar with the basic concepts of computers including files, keyboards, printers and the Internet.


MGMT 210 Entrepreneurship Exploration. 3 hours. An exposure to the dynamics of identifying opportunities and dealing with the risks of implementing new ideas and ventures, while focusing on the early development of independent ventures as well as those within established organizations. Both individual and organizational level issues will be addressed. Includes an analysis of the major functional areas of the start-up firm: accounting, finance, human resources, information systems, logistics, management, marketing, production/operations, purchasing and sales, as well as considerations for entrepreneurship in the international marketplace. Same as ENTR 210.

MGMT 228 Analytical Methods. 3 hours. Prerequisites: GSTU 210, MATH 227.
Study of common techniques for quantitative analysis and decision making including probability distributions, forecasting models, multivariate correlation and regression, linear programming, queuing analysis and simulation. Team and individual research and problem solving, report writing and oral presentations. Critical evaluation of assumptions in decision making including qualitative considerations.

MGMT 301 Leadership and Organizations. 3 hours. Prerequisite: ACCT 210, admission to Breech School of Business. Introduction to management of organizations, including strategy, leadership and organizational design. Team projects in management, research and critical analysis.

MGMT 321 Legal Environment of Business. 3 hours. Prerequisite: Admission to Breech School of Business. This course is an overview of laws and regulations as they pertain to the business atmosphere. Topical areas include procedural laws and the court system; alternative means of dispute resolution; constitutional law, torts/products liability, business crimes, contracts, sales, forms of business organizations and employment regulation. Case analysis and ethical implications are discussed in each area.

MGMT 422 Corporate Policy and Ethics. 3 hours. Prerequisites: MGMT 301, MKTG 337 and admission to Breech School of Business. Senior seminar course for students majoring in business administration. Study of the roles, responsibilities and challenges of business in modern global society. Case analyses and research discussed in seminar format. Emphasis upon critical thinking, effective communication and development of socially responsible business leadership.

MGMT 424 Business Simulation Workshop. 3 hours. Prerequisites: Admission to Breech School of Business. Senior standing. It is recommended this course be taken concurrently with MGMT 422 and/or final semester prior to graduation. The Business Simulation Workshop offers students the opportunity to learn about, and engage in, a competitive business environment via the CapSim business simulator. Students will partner in close teams to develop a deep understanding of general business strategies and tactics, and they will apply this theoretical understanding by managing various functional areas of a simulated manufacturing firm. By the end of the course, students will understand the basic principles of strategic business management, as well as the decisions that managers make in pursuit of their strategic goals and objectives. Business professionalism constitutes an essential component to the course, as it represents a key success variable in communicating and substantiating business decisions to external business constituents. For this reason, students will make multiple presentations in the course of the semester, to one another, as well as visitors from the business community whenever possible.

MKTG 337 Marketing. 3 hours. Prerequisite: Admission to Breech School of Business. Introduction to effective marketing concepts, strategies and practices. An analytical approach to recognition of alternative strategic paradigms and their effect on a firm’s marketing. Ethical and social responsibilities of effective domestic and global marketing. Individual and team projects with operating sponsors.
PREPARATION PROGRAM FOR MASTER IN BUSINESS ADMINISTRATION
CERTIFICATE IN BUSINESS ADMINISTRATION

Angie Davis, Special Instructor of Management and Director of the M.B.A. Program

PMBA 501. 8 hours.

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

COURSE DESCRIPTIONS

CHEM 101 Chemistry – A Human Concern. 3 hours. This basic course is designed for students with major interests in areas that include topics such as energy and the environment; food, people and chemistry; metals and life; etc. Three lecture hours per week.

CHEM 103 Fundamentals of Chemistry. 3 hours. A terminal course dealing with fundamentals and basic concepts of chemistry primarily designed for general college students, as well as those in specialized programs such as nursing. Three lecture hours per week.


CHEM 107 General Chemistry I. 4 hours. Development of the modern concepts dealing with the behavior of matter, kinetic theory, atomic theory, chemical bonding and periodic classification. Three lectures and one laboratory period. Held only on Springfield campus and St. Robert campus.

CHEM 108 General Chemistry II. 4 hours. Prerequisite: CHEM 107. A continuation of CHEM 107, solutions, electrochemistry and chemical equilibrium. Laboratory devoted to solution phenomena including semi-micro qualitative analysis. Three lectures and one laboratory period. Held only on Springfield campus and St. Robert campus.

CHEM 200 Energy and the Environment. 3 hours. A terminal course in the chemistry of man's environment, designed to present an objective look at the problems of air and water pollution, and analysis and determination of environmental pollutants such as lead in blood, etc. Discussion of various energy resources and their effects on the environment as well as future dangers and possible solutions to the pollution problems. Three lecture hours per week with occasional demonstrations. High school chemistry helpful, but not required.

CHEM 201 Environmental Chemistry. 4 hours. Prerequisite: CHEM 103. A course with a topics based approach to the chemistry of the environment. Students in this course are expected to have some knowledge of chemistry and a desire to apply this knowledge to the environment. Topics of interest include environmental chemistry of water, water pollution, water treatment, geochemistry, atmospheric chemistry, air pollution, hazardous materials and resources. Three lectures and one laboratory period.

CHEM 212 Elementary Organic Chemistry. 3 hours. A terminal course on the chemistry of carbon compounds designed for students in geology, medical technology programs or others who require an introductory course covering the entire field of organic chemistry. Three lecture hours per week.


CHEM 290, 390, 490 Selected Topics. 1-3 hours.
COMMUNICATION
Regina Waters, chair

ASSOCIATE OF SCIENCE

COMMUNICATION

The communication Associate of Science degree requires 21 hours of coursework in the following distribution:

COMM 211 Presentational Speaking 3 hours
COMM 215 Foundations of Comm. Theory 3 hours
COMM 221 Multimedia Writing 3 hours
COMM 231 Principles of Advertising and Public Relations 3 hours
COMM 351 Principles of Persuasion and Influence 3 hours
COMM 387 Organizational Communication 3 hours

Choose one of the following:
COMM 340 Advertising and Public Relations Research and Strategy 3 hours
COMM 433 Strategic Writing for Advertising and Public Relations 3 hours
Students must take the following course as part of general education requirements:
ENGL 207 Expository Writing 3 hours

BACHELOR OF SCIENCE

ADVERTISING/PUBLIC RELATIONS

The advertising/public relations major requires 42 hours of coursework in the following distribution:

COMM 211 Presentational Speaking 3 hours
COMM 215 Foundations of Comm. Theory 3 hours
COMM 221 Multimedia Writing 3 hours
COMM 231 Principles of Advertising and Public Relations 3 hours
COMM 285 Communication and Ethics 3 hours
COMM 332 Intercultural Communication 3 hours
COMM 340 Advertising and Public Relations Research and Strategy 3 hours
COMM 351 Principles of Persuasion and Influence 3 hours
COMM 353 Mass Media and Society 3 hours
COMM 387 Organizational Communication 3 hours
COMM 421 Strategic Media 3 hours
COMM 433 Strategic Writing for Advertising and Public Relations 3 hours

Students must take the following courses as part of general education requirements:
PLSC 101 Government and Politics 3 hours
PSYC 200 Research/Methods 3 hours

Course Descriptions

COMM 111 Communication with the Deaf (Signing). 3 hours. Course will deal with basic instruction of fingerspelling and American Sign Language (Ameslan) to allow students to communicate expressively and receptively with the deaf.

COMM 112 American Sign Language II. 3 hours. A continuation of COMM 111 for the purpose of learning and maintaining the skills needed for expressive and receptive communication through the use of sign language.

COMM 150 Composition. 3 hours. Writing course designed to develop students’ abilities to write in a variety of modes for a wide range of purposes. Same as ENGL 150.

COMM 202 Oral Interpretation. 3 hours.

Oral interpretation is the emotive performance of the printed page. Through in-class projects, this class explores the tenets of recitation and dramatic delivery as well as the assessment of literary aesthetics and performative form. The evaluation of interpretive personae and historical merit also are explored. Same as THTR 202.

COMM 207 Expository Writing: Art of the Essay. 3 hours.

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. Same as ENGL 207.

COMM 210 Graphic Design I. 3 hours.

This course is the first part of a two-semester course in which an understanding of the creative and communication possibilities of typography, both headline and text, and its integration with images will be explored. This course is designed to give a practical graphic design experience to the student wishing to pursue a career in graphic design or advertising. Through lectures, demonstrations and discussions, a basic understanding of layout, design and computer applications will be taught. Same as ARTZ 210.

COMM 211 Presentational Speaking. 3 hours.

Principles and practice of effective oral communication. This course focuses on researching, composing, and delivering formal and informal presentations. Topics include ethics and public speaking, listening, research, analyzing and adapting to audiences, message construction, outlining, delivery of messages, effective use of visual aids, and critically evaluating public address. The course emphasizes informative and persuasive speaking. Designed for students who seek to improve speaking and critical thinking skills.
COMM 215 Foundations of Communication Theory. 3 hours. Introduction to the fundamental questions, methods and theories that define the communication discipline and communication professions. Students also will survey approaches to the study of interpersonal relationships, organizational dynamics, public discourse, mass media and cultural criticism as well as the history and development of the communication field. This introduction will help students make informed decisions about the focus and trajectory of their study and career.

COMM 220 Business Communication and Writing. 3 hours. Topics considered in this course include basic principles of effective oral and written communication, a brief survey of standard English grammar and usage, and the forms and styles of business correspondence. Same as ENGL 220.

COMM 221 Multimedia Writing. 3 hours. Provides a writing foundation for multiple media disciplines, including print journalism, broadcasting, web and public relations. Students will learn about compiling information effectively for nonfiction purposes and presenting it in a variety of media formats.

COMM 229 Business and Professional Presentations. 3 hours. Designed to familiarize students with communication skills in a variety of organizational, business and professional settings. Practice in planning and doing oral presentations effectively.

COMM 231 Principles of Advertising and Public Relations. 3 hours. Introduction to the fundamental principles of message development in integrated marketing communication campaigns. Students will learn to analyze brand messages as well as articulate the role of media buying, creative strategy, promotional techniques and community relations in campaign design. This is a foundational course for students completing the advertising and public relations major.

COMM 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. Same as ENGL 235, THTR 235.

COMM 236 Rock and Roll: A Survey. 3 hours. An overview of rock and roll by placing it within the context of social history from the 1950s to the present time.

COMM 237 Music and Politics. 3 hours. Seminar-style course. Provides an overview of the intersection of popular music and politics with a focus from the mid-1970s to contemporary times.

COMM 238 Social History of Comic Books. 3 hours. Seminar-style course based on weekly reading and written assignments. Provides an overview of the intersection of comic books with American popular culture and history. A research component (consisting of researching for books, magazine/journal articles and newspaper articles) also is integrated into the course, thereby providing an added dimension. An annotated bibliography also is required and prior approval of bibliography topic is necessary.

COMM 266 Creative Writing I – Fiction. 3 hours. Prerequisite: COMM 150. Students learn techniques for and practice in writing fiction. The course focuses on student workshops. Same as ENGL 266.

COMM 267 Creative Writing I – Poetry. 3 hours. Prerequisite: COMM 150. Students learn techniques for and practice in writing poetry. Same as ENGL 267.

COMM 268 Creative Writing I – Nonfiction. 3 hours. Prerequisite: COMM 150. Students learn techniques for and practice writing nonfiction. Same as ENGL 268.

COMM 275 Statistics for the Behavioral Sciences. 3 hours. Prerequisites: CRIM 102, SOCI 101, or PSYC 101, a college-level math course; should be taken before accumulating 60 credit hours (junior status). This course introduces the student to the basic design methodologies and statistical techniques used in behavioral sciences. Some of the topics considered are mixed and correlational designs, analysis of variance and data collection procedures. Same as CRIM 275, PSYC 275, SOCI 275.

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 310 Graphic Design II. 3 hours. Prerequisite: COMM 210. This course is the second half of the two-semester sequence in which knowledge and skills of typography and
communication of the written word are blended into the creation of personalized design projects reflecting a realistic approach to contemporary graphic design. Through lectures, demonstrations and discussions, an advanced understanding of computer applications, layout and design will be taught. Similar to ARTZ 310.

COMM 332 Intercultural Communication. 3 hours. A survey of critical and qualitative inquiry into intercultural communication. This course provides an introduction to the tenets of intercultural research as well as in-depth analysis of intercultural communication competency and cultural criticism. Topics include introductory readings in ethnography, social anthropology and communication studies, and numerous case studies across various cultures. Theories include nonverbal communication analysis and facework across cultures. Diversity issues and identity politics are explored.

COMM 340 Advertising and Public Relations Research and Strategy. 3 hours. Prerequisites: COMM 215, COMM 221, COMM 231. Focuses on strategic thinking and research skills in the development of advertising and public relations messages and campaigns. Students will learn how to gather and interpret primary research that supports an understanding of audience attitudes, behaviors, knowledge and media consumption habits. Students will draw on research and theory to develop integrated communication proposals that solve the needs of business and/or nonprofit organizations.

COMM 342 Interpersonal Communication Theory. 3 hours. Prerequisite: COMM 215. Interpersonal communication is the process of interacting with someone on a one-to-one basis. This class will provide a survey of theories and research that define the field of interpersonal communication within specific relationships and contexts. Topics include social support, rituals, relational maintenance and termination, compliance gaining, sex and gender differences, relational intrusion, face management and conflict.

COMM 351 Principles of Persuasion and Influence. 3 hours. Prerequisites: COMM 211, COMM 215 or permission of instructor. 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 387 Organizational Communication. 3 hours. Prerequisite: COMM 215. 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 421 Strategic Media. 3 hours. Prerequisites: COMM 215, COMM 221, COMM 231. Strategic media choices make it possible to connect messages and audiences. In this course students will learn how to create effective media plans by developing their knowledge of media research tools, media buying, audience segmentation and audience measurement. The roles of traditional and new media will be examined, with particular attention given to the opportunities and metrics associated with social media.

COMM 422 Argumentation and Advocacy. 3 hours. Prerequisite: COMM 211. The First Amendment coupled with our marketplace of ideas mentality requires that competent communicators get and practice critical-thinking skills. Argumentation and Advocacy explores these skills in tandem with the public discourse vehicle. Students are required to examine and deploy various approaches in making and evaluating arguments in a public setting. Theories explored include transmission models of communication, Stephen Toulmin’s model of argumentation and critical theory as it is applied to communication studies and the professions.

COMM 433 Strategic Writing for Advertising and Public Relations. 3 hours. Prerequisites: COMM 215, COMM 221, COMM 231. A writing-intensive course where students learn to produce highly targeted messages for key publics including media representatives, customers, donors and other organization stakeholders. Student will develop skills in information gathering, editing, critical thinking and audience analysis through the production of advertising copy, news releases, direct mail packages, public service announcements and other strategic communication tools.
COMM 441 Advertising/PR Campaigns. 3 hours. Prerequisites: COMM 340, COMM 433. “Campaigns” is the culminating professional experience for the advertising and public relations major. Using a case study created by a real-world client, the course gives students the opportunity to integrate previously acquired knowledge and skills in the area of integrated marketing communications. Student teams model an agency setting to develop a comprehensive campaign to be presented both orally and in plans book form.

COMM 442 Rhetorical Criticism. 3 hours. Recommended prerequisites: COMM 215, COMM 351. Rhetorical Criticism is a writing-intensive course that teaches students how to critically analyze and evaluate public discourse. Attention is given to the logical, aesthetic, political and controversial components of public discourse designed to influence belief, affect social change and craft cultural identities. Topics include the scope and function of rhetoric in contemporary culture, various approaches to rhetorical criticism, and contexts for criticism including politics, religion and social movements. Same as PLSC 442.

COMM 489 Professional Seminar. 3 hours. This is a professional capstone course that requires students to demonstrate the knowledge and skills they have acquired as advertising/public relations majors. Students will produce a professional portfolio, resume, cover letter, and other critical career building tools. Course topics include personal branding, professional networking, job interviewing, and contract negotiations.

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 who are knowledgeable and skilled in the areas of child and adolescent development;
- prepare educators who are proficient in the use of data collection and analysis techniques to ensure that all students, regardless of ability, diversity of background, or other individual differences, will reach their learning potential; and
- add value to the lives of children of all ages and their families in rural and urban communities throughout the Ozarks region and beyond.

At Drury University, we seek to prepare teachers who go beyond technical competence of "what works." We strive to nurture a disposition and personal commitment that calls for teachers to be reflective, thinking practitioners who have a vision of schools as places of energy, learning, creativity, commitment and decency for all children. The moral and ethical insights of teaching are taught and these understandings are enculturated throughout the experiences related to the teacher education program. The opportunity to associate with other students and faculty through activities such as the School Development Program, 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. Applications for admission are available at www.drury.edu/education. Normally such application is made when a student is enrolled in EDUC 203 The American Classroom. Students may enroll in the following courses prior to formal admission to the teacher education program: EDUC 200, 201, 202, 203, 207, 302, 340, 360 and EXSP 312. Students must be formally admitted before enrolling in additional courses in the teacher preparation program.

**ADMISSION**

The following criteria are applied in determining qualifications for admission to the teacher certification program:


B. Cumulative GPA of 2.5 or above (includes Drury and all other institutions). Official transcripts for all other post-secondary institutions should be mailed to:

Drury University
Lay Hall, Attn: Teacher Certification Coordinator
900 N Benton Ave.
Springfield, MO 65802
Fax: 417.873.7269

C. At least 12 credit hours must be completed at Drury at the time of application.

D. SAT or ACT score on record if student is within five years of high school graduation.

E. College Base (C-BASE) score of 235 for composite and five subsections (undergraduates and post-bac elementary students only).
F. Competency in written and oral communications:
1. Grade of C or higher in one communication or speech course.
2. Grade of C or higher in two writing composition courses.
3. Evaluation by Drury University faculty related to dispositions.

G. Completion of the foundations of teaching courses: EDUC 200, EDUC 201, EDUC 203, EDUC 207, EDUC 302 and EDUC 340. Students transferring to Drury University with an AAT (Associate of Arts in Teaching) must enroll in any uncompleted foundations courses during their first semester at Drury.

EDUC 212 must be taken concurrently with EDUC 201 or taken during the first semester at Drury if transfer credit is accepted from another institution for EDUC 201,

H. Criminal background check: Online registration at www.dhss.mo.gov/FCSR (click on “Online Registration”). If you are unable to pay online, click “Online Registration” then “FCSR Registration” then “Worker Registration Form” and mail your application and payment to the address provided. Print receipt verifying you are in the system and send to the Coordinator of Teacher Certification in the School of Education and Child Development. Once the background check has been completed the results will be mailed to the student and the School of Education and Child Development.

I. Subscription to FolioTek (online portfolio). This will be introduced during EDUC 200, EDUC 201 and EDUC 203. Phase 1 must be completed (successfully complete and upload the assignments required in EDUC 200, EDUC 201 and EDUC 203).

It should be noted that admission to the teacher education program is not the same as being admitted to Drury 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.

PROFESSIONAL LIABILITY
Upon admission to teacher education, candidates will receive written notification of the requirement to have professional liability insurance at the time of enrollment in elementary, secondary, and special education methods courses. 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 Coordinator of Teacher Certification in the School of Education and Child Development office at the Springfield campus by the beginning of the semester in which the methods courses are to be taken.

STUDENT TEACHING REQUIREMENTS
Applications for student teaching are required no later than:
1. August 1, if the individual plans to register for student teaching during the spring semester; or
2. February 1, if the individual plans to register for student teaching during the fall semester.

The following requirements must be met before a student can register for student teaching:
A. Status of full admission to the teacher education program;
B. All prerequisite course requirements as listed in the catalog, except when waived by the director of teacher education:
   1) Cumulative grade point average of at least 2.5 based on all work completed at Drury University and all work transferred to Drury University.
   2) Cumulative and Drury grade point average of at least 2.5. All foundational education courses must be completed with a grade of “C” or above (a grade of “C-” will not meet the requirement).
   Once admitted to the teacher education program, all education methods courses must be completed with a grade of “B” or higher (a grade of “B-” will not meet the requirement). Those courses include: EDUC 338, EDUC 356, EDUC 380, EDUC 382, EDUC 407, EDUC 409, EDUC 452, EDUC 331, EDUC 304, EDUC 385, and discipline specific methods courses for secondary majors.
   Graduate equivalencies to the courses listed must also be completed with a grade of “B” or higher (a grade of “B-” will not meet the requirement). All field experience courses must be completed with a grade of Satisfactory. In addition, a grade
of "B" or better (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 completor and eligible to be recommended for certification.

3) In the event that a student is disapproved for student teaching based on the grade point average or a negative decision regarding his or her potential effectiveness as a teacher, he or she will be so notified in writing. If the student desires to appeal the decision, he or she may do so in writing to the director of teacher education. The appeal will be referred to the vice president of academic affairs who will appoint a committee of three faculty members with whom the applicant has had classes to make recommendations regarding this appeal.

C. Approval by the Teacher Education Council based upon a review of the student's record indicating completion of all course requirements, grade point average requirements, recommendations from the student's advisor and chairman of the department concerned in the case of students working for secondary certification, and such other recommendations considered appropriate by the director of teacher education;

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 16 weeks. Student teaching carries ten hours of credit and requires a minimum of 640 clock hours. A $200 course fee is assessed for all candidates; an additional $200 is assessed for candidates student teaching out of area.

F. Students must attempt the appropriate Praxis II exam the semester prior to student teaching. If the Praxis is passed, students are not required to enroll in EDUC 475 Review for Teacher Certification Exam. If the Praxis is not passed, students will enroll in EDUC 475 Review for Teacher Certification Exam during the student teaching semester. EDUC 475 is intended to provide support and assistance to students as they prepare to take the Praxis for a second time. There is no charge for the course EDUC 475. S/U grading.

The elementary education program and specific secondary content areas at Drury University are approved by the Missouri Department of Elementary and Secondary Education (DESE) (www.dese.mo.gov). The professional education unit has been approved by the National Council for the Accreditation of Teacher Education (NCATE) (www.ncate.org).

It is the policy of the Drury University teacher education program to accept transfer credit in professional education that are awarded only by institutions accredited by NCATE and/or education programs approved for teacher certification by state departments of elementary and secondary education.

BACHELOR OF SCIENCE

ELEMEN TARY EDUCATION MAJOR

Certification Requirements (27 hours)

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 221</td>
<td>Economics Education</td>
<td>3</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 211</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EXSP 312</td>
<td>Methods of Health and Phys. Ed.</td>
<td>3</td>
</tr>
<tr>
<td>MATH 101</td>
<td>Fundamental Mathematical Concepts I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 102</td>
<td>Fundamental Mathematical Concepts II</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 101</td>
<td>Government and Politics in the United States</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 151</td>
<td>History of Art and Architecture I</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 152</td>
<td>History of Art and Architecture II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 115</td>
<td>Introduction to Music</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 109</td>
<td>World Regional Geography I</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 110</td>
<td>World Regional Geography II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 101</td>
<td>Survey of United States History I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 102</td>
<td>Survey of United States History II</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 101</td>
<td>Introduction to Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

Foundations of Teaching (14 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 200</td>
<td>Technology in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 203</td>
<td>The American Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 207</td>
<td>Psychology of Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Educational Psychology and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 340</td>
<td>Education of the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 338</td>
<td>Elementary School Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 356</td>
<td>Methods of Teaching Children's Literature</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 360</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>Methods of Teaching Elementary Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>
EDUC 382 Methods of Teaching Elementary Science 3 hours
EDUC 407 Methods of Teaching Reading-Elementary 3 hours
EDUC 409 Methods of Teaching Language Arts - Elementary 2 hours
EDUC 452 Correction of Reading Problems 3 hours
EDUC 475 Review for Teacher Certification Examinations 0 hours
The following course can be taken in conjunction with student teaching (EDUC 476): EDUC 331 Methods of Teaching Reading in the Content Field 2 hours

**Clinical and Field Experiences (13 hours)**
EDUC 201 Teacher Aide 1 hour
EDUC 212 Professional Preparation for the Field of Teacher Education 0 hour
EDUC 401 Reading Practicum I 1 hour
EDUC 402 Reading Practicum II 1 hour
EDUC 476 Student Teaching on the Elementary School Level 10 hours

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).

### ASSOCIATE OF SCIENCE FOUNDATIONS IN EDUCATION
The foundations in education associate of science requires 18 hours in the following distribution:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 200</td>
<td>Technology in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 201</td>
<td>Teacher Aide</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 203</td>
<td>The American Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 207</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 212</td>
<td>Professional Preparation</td>
<td>0</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Educational Psychology and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 340</td>
<td>Education of the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>EXSP 312</td>
<td>Methods of Teaching Elementary Health and PE</td>
<td>3</td>
</tr>
</tbody>
</table>

**Students must take the following courses as part of general education requirements:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 150</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 207</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 211</td>
<td>Presentational Speaking</td>
<td>3</td>
</tr>
<tr>
<td>MATH 109</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
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</tr>
<tr>
<td>PHYS 100</td>
<td>Earth Science</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>General Biology</td>
<td>3</td>
</tr>
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Choose one of the following: 3 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 109</td>
<td>World Regional Geography I</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 101</td>
<td>Government and Politics in the U.S.</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following: 3 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

### BACHELOR OF SCIENCE

#### SECONDARY EDUCATION MAJOR
The secondary education major requires 37 hours of coursework in the following distribution:

**Foundations of Teaching (14 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 200</td>
<td>Technology in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 203</td>
<td>The American Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 207</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Educational Psychology and Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

**Teaching Methods (13 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 201</td>
<td>Teacher Aide</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 212</td>
<td>Professional Preparation</td>
<td>0</td>
</tr>
<tr>
<td>EDUC 303</td>
<td>Secondary School Field Experience</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 478</td>
<td>Student Teaching on the Secondary School Level</td>
<td>10</td>
</tr>
</tbody>
</table>

**Clinical and field experiences (12 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
</table>

**Students must take the following courses as part of general education requirements:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAC 340</td>
<td>History, Security and Ethics of Technology</td>
<td>3</td>
</tr>
<tr>
<td>BAC 350</td>
<td>Design and Delivery of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 410</td>
<td>Instructional Product Development</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 420</td>
<td>Simulation and Gaming</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 430</td>
<td>Educational Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 493</td>
<td>Educational Leadership Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Students must take the following courses as part of general education requirements:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 109</td>
<td>College Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>
EDUC 200 Technology in the Classroom. 3 hours. This is an introductory course in educational technology. In this course the participants will explore a number of technologies that can be used in the classroom. The focus of the course will be threefold: how to operate the technologies, how to use technologies to enhance personal productivity and how to use technologies in a learning/instructional environment.

EDUC 201 Teacher Aide. 1 hour. A clinical experience where students determine the specific time block to be spent in public schools. Complete Placement Application in Teacher Education office. 30 hours total required. Three seminars, time announced. S/U grading. Taken concurrently with EDUC 203 and EDUC 212. Course fee required.


EDUC 203 The American Classroom. 3 hours. Examines principle influences on the foundations of American education with a strong focus on the impact of culture on education and schooling in the United States. In this course, students will: (1) explore the historical context of diversity in the American classroom; (2) explore knowledge, skills, and dispositions necessary for working successfully with students and families from diverse backgrounds and (3) relate readings and class discussions to the required initial internship in an educational setting serving a diverse student population. Special emphasis will be placed on ethnic, racial, socioeconomic, linguistic, and gender diversity. Taken concurrently with EDUC 201.

EDUC 207 Psychology of Human Growth and Development. 3 hours. A study of the process of human development from conception through adolescence with particular emphasis on development during the elementary school, middle school and high school age periods of growth and development. The course will emphasize the contemporary research, theory and findings in the areas of cognitive, emotional and physical development with a focus on psychological processes and structures and their implications for the education process.

EDUC 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 201 or in the first semester of the education program. S/U grading.

EDUC 221 Economics Education. 3 hours. This course examines the economic reasoning used by individuals as consumers, producers, investors, workers, voters and government agencies to make the best economic decisions. Key elements include the study of scarcity of resources, supply and demand, market structures, role of government, national income determination and performance, fiscal monetary policies and international trade. This course cannot be applied to the Bachelor of Business Administration degree.

EDUC 302 Educational Psychology and Assessment. 3 hours. Prerequisites: Behavioral Science majors: PSYC 230; Education majors: EDUC 203, 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 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. Same as PSYC 302. All EDUC 302 students are required to provide instructors with documentation that they have completed a program of study (core sheet) signed by an approved advisor or verification of the accuracy of existing programs of study by an approved advisor at either the St. Robert or Springfield campus. Students must contact either Dr. Laurie Edmondson, Interim Director of the School of Education (SECD) at the Springfield campus or Dr. Ed Williamson, Associate Director of SECD at the St. Robert campus for the names of approved education advisors.

EDUC 304 Teaching in Diverse Classrooms. 2 hours. Prerequisite: Formal admission to teacher education program. A clinical experience required of secondary education majors prior to enrollment in student teaching. Secondary-level education majors will aid in a subject area they plan to teach. Three seminars, time arranged. Offered fall semester. Taken concurrently with EDUC 303.

EDUC 331 Methods of Teaching Reading in the Content Field. 2 hours. Prerequisites: EDUC 203, EDUC 207, EDUC 302 and formal admission to the teacher education program. This course will include strategies for teaching subject matter to utilize and further develop functional reading. Methodology of teaching reading skills, vocabulary development in specific subject areas and study skills will be included.

EDUC 338 Elementary School Curriculum. 3 hours. Prerequisites: EDUC 203, EDUC 207, EDUC 302, and formal admission to the teacher education program. This course provides the elementary school teacher with the competencies to teach art, music and social studies. 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. Prerequisite: EDUC 203. 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. Same as PSYC 340.

EDUC 356 Methods of Teaching Children's Literature. 2 hours. Prerequisites: EDUC 203, EDUC 207, EDUC 302 and formal admission to the 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 360 Classroom Management. 3 hours. Prerequisites: EDUC 203, EDUC 207, EDUC 302 and formal admission to the teacher education program. A course designed to acquaint students with concepts and techniques of behavioral intervention; practical application of principles of behavioral intervention; practical application of principles of behavioral management techniques is emphasized.

EDUC 380 Methods of Teaching Elementary Mathematics. 3 hours. Prerequisites: EDUC 203, EDUC 207, EDUC 302 and formal admission to the teacher education program. Basic principles of instruction and curriculum development in elementary school mathematics. Learning centers, games, diagnostic/prescriptive treatment are explored.

EDUC 382 Methods of Teaching Elementary Science. 3 hours. Prerequisites: EDUC 203, EDUC 207, EDUC 302 and formal admission to the 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 385 Secondary School Curriculum. 3 hours. Prerequisites: EDUC 203, EDUC 207, EDUC 302 and formal admission to the 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 Reading Practicum I. 1 hour. Prerequisite: Formal admission to the teacher education program. Provides the student with the opportunity to integrate reading theory and practice by working with learners in classrooms or other field settings. S/U grading. Taken concurrently with EDUC 407.

EDUC 402 Reading Practicum II. 1 hour. Prerequisite: EDUC 401, and formal admission to the teacher education program. A clinical experience that provides the student with the opportunity to utilize remedial reading teaching methods with learners experiencing difficulty learning to read. S/U grading. Taken concurrently with EDUC 452.

EDUC 407 Methods of Teaching Reading-Elementary. 3 hours. Prerequisites: EDUC 203, EDUC 207, EDUC 302 and formal admission to the teacher education program. Principles and strategies for teaching elementary school reading. Introduction to emerging concepts for meeting individual differences through diagnosing differences. Foundations of reading instruction will be discussed as well as varying approaches. Application of current research findings will be included. Taken concurrently with EDUC 401.

EDUC 409 Methods of Teaching Language Arts-Elementary. 2 hours. Prerequisites: EDUC 203, EDUC 207, EDUC 302 and formal admission to the teacher education program. Basic principles and new trends of instruction for development of oral language, writing and spelling skills at the elementary school level.

EDUC 411 History and Philosophy of Science. 3 hours. A philosophic study of the conceptual foundations and methodology of modern science,
especially pertaining to pedagogical practice, including the logical structure and verification of theories and the relations between scientific finding and ethical, social and metaphysical problems.

**EDUC 452 Correction of Reading Problems.** 3 hours. Prerequisites: EDUC 407 and formal admission to the teacher education program. A presentation of remedial methods of teaching reading to elementary and secondary school students who exhibit reading difficulty with emphasis on recent research, on diagnosis and prescriptive teaching strategies. *Taken concurrently with EDUC 402.*

**EDUC 475 Review for Teacher Certification Examinations.** 0 hours. *Prerequisite: Formal admission to the teacher education program.* A course designed to review and synthesize the skills and content knowledge related to the various fields of teacher certification including analysis and techniques for solving problems on teacher certification examinations. Attempting the appropriate Praxis II exam is required for approval to student teach, so only those students who do not pass the Praxis II will be administratively enrolled in the course. *Offered each semester and summer session. SIU grading. Taken concurrently with EDUC 476, 477 or 478.*

**EDUC 476 Student Teaching on the Elementary School Level.** 3-10 hours. *Prerequisite: 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 Praxis II score is not obtained. Course fee required.*

**EDUC 477 Student Teaching on the Middle School Level (Grades 5-9) 3-10 hours.** *Prerequisite: Approval of the Teacher Education Council.* Observation and supervised practice teaching at the middle school level (grades 5-9). *Taken concurrently with EDUC 475 if a passing Praxis II score is not obtained. Only available to post-baccalaureate students. Course fee required.*

**EDUC 478 Student Teaching on the Secondary School Level.** 3-10 hours. *Prerequisite: 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 Praxis II score is not obtained. Course fee required.*

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

**EDUC 291, 292, 391, 392, 392, 491, 492 Research.**

**METHODS COURSES RELATED TO SPECIFIC TEACHING AREAS**

**EDUC 350 Methods of Teaching the Biological and Physical Sciences.** 3 hours. *Prerequisites: EDUC 203, EDUC 207, EDUC 302 and formal admission to the teacher education program. Must be taken prior to student teaching.* A course adapted to the needs of those preparing to teach the natural sciences in the public schools at the middle school and high school levels. *Offered fall semester. Taken concurrently with EDUC 304.*

**EDUC 364 Methods of Teaching Art K-12.** 3 hours. *Prerequisites: EDUC 203, EDUC 207, EDUC 302 and formal admission to the 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. Taken concurrently with EDUC 304.*

**EDUC 384 Methods of Teaching Secondary Social Studies and Economics.** 3 hours. *Prerequisites: EDUC 203, EDUC 207, EDUC 302 and formal admission to the teacher education program. Must be taken prior to student teaching.* A methods course that prepares students to teach secondary social studies. Course will include a study of the social studies curriculum at the middle school and high school levels, lesson planning, simulation games, value clarification, inquiry approach to teaching, materials and textbooks. *Offered fall semester. Taken concurrently with EDUC 304.*

**EDUC 446 Methods of Teaching Secondary English.** 3 hours. *Prerequisites: EDUC 203, EDUC 207, and EDUC 302 and formal admission to the teacher education program. Must be taken prior to student teaching.* Units related to methods of teaching the middle school and high school student the novel, poetry and short story, and a unit on methods of teaching writing and grammar will be included. Teaching of writing unit fulfills one semester hour credit toward completion requirement for certification in English. *Taken concurrently with EDUC 304.*

**INSTRUCTIONAL TECHNOLOGY**

**EDTE 220 Introduction to Web Design.** 3 hours. *Prerequisite: GSTU 210 or permission of the instructor.* An introductory survey of languages and tools used to develop interactive and educational websites that effectively communicate ideas, concepts and information. Students will receive hands-on experience in a variety of web technologies and coding languages to develop fully functional sites. Tools and applications utilized reflect current industry standards and
EDTE 310 Psychology of the Adult Learner. 3 hours. This course provides an in-depth examination of current research and literature addressing lifespan developmental theories and principles of learning associated with the adult age group involved in diverse learning communities. Attention is given to investigating adult cognitive abilities, psychomotor functions, performance aptitude, motivation and personality traits. Emphasis will be on the application of learning theory concepts and implementing teaching techniques within instructional settings.

EDTE 311 Psychology of Learning. 3 hours. This course is designed to explore the fundamental concepts, principles, theories and methods impacting learning and instruction. Basic theories of learning, particularly the behavioral and cognitive theories, and the more recent theories such as Brain-based learning and Multiple Intelligences will be studied. This course will also examine major historical contributions to the contemporary understanding of human learning; review theoretical perspectives associated with learning; investigate the role of cognition in learned behavior; evaluate models of learning; identify various influences on human learning; describe basic constructs used to explain learned behavior (e.g., reinforcement, extinction, etc.); analyze how particular behaviors are created and maintained; and apply learning principles to improve instruction.

EDTE 320 Methods of Online Instruction. 3 hours. Prerequisites: GSTU 210, EDTE 220 and EDTE 301. Teaching and learning online is the primary focus of this course. Students will design learning that is deliverable online, either asynchronous or synchronous, using the appropriate technology. Students will determine what method of instruction will best meet deployable instructional goals; will learn how to conduct a needs assessment specifically for online instruction and what methods have been found to motivate students in an online environment. The student will be able to develop, design and create an online instructional module using standard computer software and will learn the basics of online evaluation measures to determine the effectiveness of created online instructional programs. The student will also compare the various online structural technologies such as WebCT, Sakai and Blackboard to determine the most effective for a particular project.

EDTE 330 Test Development and Delivery. 3 hours. Prerequisites: EDTE 301, EDTE 311 or EDUC 302, and MATH 227. This course explores the test development and delivery process within the instructional technology field. Emphasis is placed on test design, item development, and test construction and delivery. Presentation of delivery systems involving written, computer-based, interest-based and web-based testing will be surveyed. Theory and development of criterion-referenced tests to include development of test plans, item development, validation, reliability, item analysis and production of final test versions are studied. A foundation for test delivery, testing evaluation, immediate scoring, and reporting and analysis of data as applied to both traditional and non-traditional learning will be provided. Test reliability, validity, administration, proctoring and web-based building are also covered.

EDTE 340 History, Security and Ethics of Technology. 3 hours. This course is designed to prepare educators with historical, security and ethical situations that will be encountered in educational or instructional technology.

EDTE 350 Design and Delivery of Instruction. 3 hours. Prerequisite: EDTE 320. A study of the systematic processes of translating principles of learning and instruction into plans for instructional materials and activities. These processes include designing training programs, developing design strategies and models, and improving instructional effectiveness. Specifications for educational products and systematic planning procedures will be developed. The use of computer models and simulations will enhance the instructional design process.

EDTE 410 Instructional Product Development. 3 hours. Prerequisite: EDTE 350. Introduces the student to the use of educational models to create instruction that is appropriate from a pedagogical and practical viewpoint. Emphasis
on theories and models to support analysis of the learner environment and needs, design of a set of specifications for effective, efficient and relevant learner environment; development of all learner and management materials, and evaluation of the results of the development using formative and summative methods. Students will be asked to make well-informed decisions regarding modification to products, materials and programs (formative) and to determine the value of existing products, materials and programs for possible adoption (summative).

EDTE 420 Simulation and Gaming. 3 hours. Prerequisites: GSTU 210, EDTE 220, EDTE 301 and EDTE 320. This course provides the basis of understanding training or instructional strategies; e.g., distance education, active learner, participation, individualized instruction vs. group instruction, gaming, tutorials, simulation. The student will compare various simulation and gaming educational experiences to evaluate the effectiveness of these approaches. The course will explore the impact of educational gaming in the pedagogy needed in the 21st century. Simulations and virtual reality will be explored with emphasis on the educational benefit to be gained by these concepts and technology. The course will study the history of simulations and gaming in instructional system design. The student will learn the decision factors needed by industry or government to plan, design, implement and evaluate a simulation or gaming instructional methodology.

EDTE 430 Educational Evaluation. 3 hours. Prerequisites: EDTE 330 and MATH 227. This course provides the basis of understanding the terminology and methods used in educational evaluation. Students will study procedures for conducting summative evaluation to include analysis of test results, student critique and external feedback. The course includes study of processes and procedures used in the design, development and conduct of evaluations of technical and professional training programs to include both effectiveness and efficiency assessment. The student will learn how to conduct formative evaluation for all phases of the instructional design process, to develop evaluation plans and to interpret educational evaluation research.

EDTE 493 Educational Leadership Seminar. 3 hours. Prerequisites: senior standing and a minimum of 18 semester hours in the instructional technology major. This is the capstone course for the instructional technology major. The development of concepts of leadership and the techniques through which leadership is exercised are studied. Students examine and research the influence of changing political, social and economic forces as they affect the role of the leader in education and related commercial fields.

Troops to Teachers Program at Fort Leonard Wood
(Certification Only)
Drury University provides the Troops to Teachers and Spouses to Teachers programs at the Fort Leonard Wood/St. Robert Annex. This program for qualified military personnel and retirees operates under the national Troops to Teachers program managed by Defense Activity for Non-Traditional Education Support (DANTES).

Troops to Teachers and Spouses to Teachers is a U.S. Department of Education and Department of Defense program that helps eligible military personnel begin a new career as teachers in public schools where their skills, knowledge and experience are most needed. At Drury University, the Troops to Teachers program prepares military veterans for careers in middle school (grades 5-9) education. Drury University offers certification in the areas of mathematics, science, social studies and language arts.

Requirements for admission to the Troops to Teachers and Spouses to Teachers programs at Drury University are:
1. Written communications skills [grades of “C” or higher in two composition courses (6-8 hours)].
2. Oral communication skills [(grade of “C” or higher in an oral communication course (3 hours)].
3. A cumulative grade point average of 2.5 or higher for all college work. At least 12 hours of credit must be completed at Drury University with a grade point average of 2.5 or higher.
4. Letters of recommendation from three persons familiar with the applicant’s potential for success as a teacher. (One letter of reference must be from a faculty member familiar with the applicant’s undergraduate course work.)
5. No felony conviction.
6. A baccalaureate degree from a regionally accredited institution (e.g. the Higher Learning Commission, www.hlcommission.org). The Missouri Department of Elementary and Secondary Education will not recognize for teacher certification baccalaureate degrees from institutions that are not regionally accredited.
7. Background check: A background check will be conducted through the Department of Elementary and Secondary Education with the Missouri Highway Patrol for felony convictions and the Missouri Division of Family Services for sexual abuse and family violence reports.

8. Students will prepare a portfolio in EDUC 203 (SS 624) to submit for review.

9. A passing score on the Praxis II Subject Area Specialty Examination for all persons seeking middle school teacher certification. The Praxis II is the exam required of all teacher certification students. Students take the content area test of the subject they wish to teach.

10. A resume or biography of the applicant attached to a properly completed application for admission to the teacher certification program.

11. Qualifying status for the U.S. Department of Education Troops to Teachers program.

Students in the Troops to Teachers program at Drury University do not earn a degree; they only earn certification in their chosen middle school teaching field. Students must have at least 21 hours of credit in their teaching field. Students in the Troops to Teachers program will complete 45-47 hours of teacher education courses. Of this number, eight hours can be waived on the basis of the applicant’s military experience.

Students pursuing middle school certification are required to take the following education courses (or their graduate level equivalent): EDUC 203 (SS 624), EDUC 207 (EDUC 607), EDUC 302 (EDUC 605), EDUC 304, EDUC 331, EDUC 340, EDUC 477, EDUC 603, EDUC 633, EDUC 665, HFA 636 and a special methods course (3 hours).

The following courses may be waived on the basis of the applicant’s military experience: EDUC 200 (SCI 620), EDUC 201, EDUC 303, EDUC 360 (EDUC 608).

Students pursuing middle school certification through the Troops to Teachers programs are subject to the same student teaching application process as any other student seeking teacher certification at Drury University. Students in the Troops to Teachers and Spouses to Teachers program will have to apply for admission to the Master in Education program at Drury University to enroll in graduate-level courses. For more detailed information, interested students may review the “Troops to Teachers Education Program Certification Requirements” on the Drury website. Interested individuals should contact Edward Williamson, Ph.D., Troops to Teachers Advisor, Drury University, 194 Eastlawn, Suite C., St. Robert, MO 65584, (573) 451-2400.
ENGLISH  
Jo Van Arkel, chair  
Kevin Henderson, faculty coordinator  
The Department of English has the following Learning Objectives

Students should be able to:
1. Challenge ideas critically and creatively;
2. Appreciate the changing canons of American, British and world literature and question the authority of classic texts;
3. Deploy a vocabulary for analyzing poetry, fiction, nonfiction, drama and other cultural artifacts in terms of form and content;
4. Respond specifically and meaningfully to their own writing and to that of their peers;
5. Write with clarity, insight, purpose and power for a variety of audiences and occasions;
6. Analyze language in its historical, cultural, literary and linguistic contexts;
7. Utilize helpful primary and secondary sources so that they can become independent researchers and writers;
8. Demonstrate the link between their study of literature and writing and their lives beyond college, including social issues and vocations.

BACHELOR OF SCIENCE
ENGLISH MAJOR
The English major requires 33 hours of coursework in the following distribution:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>15 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 200 Literature Matters</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENGL 207 Expository Writing</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENGL 253 Grammar and Style</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENGL 301 Theory and Practice</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENGL 493 Senior Seminar</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

British and American Literature
Choose two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 201</td>
<td>British Literature I: Medieval through Eighteenth Century</td>
</tr>
<tr>
<td>ENGL 202</td>
<td>British Literature II: Nineteenth Century through the Present</td>
</tr>
<tr>
<td>ENGL 203</td>
<td>American Literature I: 1620-1865</td>
</tr>
<tr>
<td>ENGL 204</td>
<td>American Literature II: 1865-1980</td>
</tr>
</tbody>
</table>

Advanced Literature Courses
6 hours

Choose any two 300- or 400-level literature courses listed in the catalog, one of which must be Pre-1800 (Courses that fulfill Pre-1800 requirement include ENGL 305 Studies in Ancient through Medieval Literature; ENGL 306 Studies in 16th through 18th Century Literature; ENGL 342 Shakespeare and Ethics; and some instances of ENGL 303 Single Author).

Writing or Linguistics
3 hours

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 266</td>
<td>Creative Writing I – Fiction</td>
</tr>
<tr>
<td>ENGL 267</td>
<td>Creative Writing I – Poetry</td>
</tr>
<tr>
<td>ENGL 268</td>
<td>Creative Writing I – Nonfiction</td>
</tr>
<tr>
<td>ENGL 353</td>
<td>Nature of the English Language</td>
</tr>
<tr>
<td>ENGL 366</td>
<td>Creative Writing II – Fiction</td>
</tr>
<tr>
<td>ENGL 367</td>
<td>Creative Writing II – Poetry</td>
</tr>
<tr>
<td>ENGL 368</td>
<td>Creative Writing II – Nonfiction</td>
</tr>
</tbody>
</table>

English Electives
3 hours

Students also must complete three hours of English electives.

ASSOCIATE OF SCIENCE
ENGLISH
The English associate of science requires 22 hours of coursework in the following distribution:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>7 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 200 Literature Matters</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENGL 301 Theory and Practice</td>
<td>3 hours</td>
</tr>
<tr>
<td>LIBR 211 Information Research Skills</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

British and American Literature
Choose two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 201</td>
<td>British Literature I: Medieval through Eighteenth Century</td>
</tr>
<tr>
<td>ENGL 202</td>
<td>British Literature II: Nineteenth Century through the Present</td>
</tr>
<tr>
<td>ENGL 203</td>
<td>American Literature I: 1620-1865</td>
</tr>
<tr>
<td>ENGL 204</td>
<td>American Literature II: 1865-1980</td>
</tr>
</tbody>
</table>

Advanced Literature Courses:
6 hours

Choose any two 300- or 400-level literature courses listed in the catalog, one of which must be Pre-1800 (Courses that fulfill Pre-1800 requirement include ENGL 305 Studies in Ancient through Medieval Literature; ENGL 306 Studies in 16th through 18th Century Literature; ENGL 342 Shakespeare and Ethics; and some instances of ENGL 303 Single Author).

English Electives
3 hours

Students also must complete three hours of English electives.

BACHELOR OF SCIENCE
WRITING MAJOR
The writing major requires 30 hours of coursework in the following distribution:

WRITING 18 hours of Imaginative and Professional Writing courses, including six hours of the required Found-
Students must take the following courses as part of general education requirements:

- ENGL 220 Business Comm. and Writing 3 hours
- ENGL 251 Editing and Publishing 3 hours
- ENGL 397 Practicum Writing Internship 3 hours
- COMM 210 Graphic Design I 3 hours
- COMM 221 Media Writing 3 hours
- COMM 310 Graphic Design II 3 hours

LITERATURE. Students must choose nine hours of literature electives, including at least three hours of upper division.

ENGL Literature Electives 9 hours

CAPSTONE
ENGL 493 Senior Seminar 3 hours

Students must take the following course as part of general education requirements:

- PLSC 101 Government/Politics in the U.S. 3 hours

ASSOCIATE OF SCIENCE IN WRITING

The writing major requires 19 hours of coursework in the following distribution:

Foundations 4 hours
- ENGL 253 Grammar and Style 3 hours
- LIBR 211 Information Research Skills 1 hour

Imaginative Writing 9 hours
- ENGL 266 Creative Writing I – Fiction 3 hours
- ENGL 267 Creative Writing I – Poetry 3 hours
- ENGL 268 Creative Writing I – Nonfiction 3 hours
- ENGL 366 Creative Writing II – Fiction 3 hours
- ENGL 367 Creative Writing II – Poetry 3 hours
- ENGL 368 Creative Writing II – Nonfiction 3 hours

Professional Writing 6 hours
- ENGL 220 Business Comm. and Writing 3 hours
- ENGL 251 Editing and Publishing 3 hours
- ENGL 397 Practicum Writing Internship 3 hours
- COMM 210 Graphic Design I 3 hours
- COMM 221 Media Writing 3 hours
- COMM 310 Graphic Design II 3 hours

COURSE DESCRIPTIONS
(Numbers following each course indicate learning objectives)

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. Same as COMM 150. (4,5)

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. Students are strongly encouraged to enroll in this course in the Spring semester of their freshman or sophomore year. Offered spring semester. (Meets Artifacts of Western Culture requirement.) (2,3)

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. (2,3)

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. (2,3)

ENGL 203 American Literature I: 1620-1865. 3 hours. Students become familiar with major writings from pre-Civil War American culture, with “flashbacks” to colonial American literature. This course often pursues a single theme, genre or motif through the readings. (2,3)

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. (2,3)

ENGL 207 Expository Writing: Art of the Essay. 3 hours. Prerequisite: 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 only.**

**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. (2,3)

**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. Student 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 220 Business Communication and Writing. 3 hours.** Topics considered in this course include principles of effective oral and written communication, a brief survey of standard English grammar and usage, and the forms and styles of business correspondence. **Same as COMM 220. (4,5)**

**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. **Same as COMM 235, THTR 235. (3)**

**ENGL 236 Ozarks Culture and Folklore. 3 hours.** The main goal of this class is to provide a firm foundation in critical thinking, research, writing and effective communication in terms of gaining cultural insights while encouraging an appreciation for the culture of the Ozarks. To do that, we'll take a look at the people, the food, the music, the legends, the lore, the jargon and the habits/ethics of the Ozarks' hill people from the 1800s to the present time. Additional goals include promoting critical thinking, teamwork, self-confidence and storytelling as educational tools. (2,6)

**ENGL 251 Editing and Publishing. 3 hours.** Recommended prerequisite: ENGL 253. This practical course is devoted to publishing and editing in both print and electronic media. (4,5,8)

**ENGL 253 Grammar and Style. 3 hours.** Prerequisite: 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. (4)

**ENGL 266 Creative Writing I – Fiction. 3 hours.** Prerequisite: ENGL 150. Students learn techniques for and practice in writing fiction. The course focuses on student workshops. **Same as COMM 266. (4,5)**

**ENGL 267 Creative Writing I – Poetry. 3 hours.** Prerequisite: ENGL 150. Students learn techniques for and practice in writing poetry. **Same as COMM 267. (4,5)**

**ENGL 268 Creative Writing I – Nonfiction. 3 hours.** Prerequisite: ENGL 150. Students learn techniques for and practice writing nonfiction. **Same as COMM 268. (4,5)**

**ENGL 301 Theory and Practice. 3 hours.** Prerequisite: 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. (1,3,7)

**ENGL 302 Women Writers. 3 hours.** A study of British and American literary works written by women. Particular consideration will be given to feminist modes of inquiry and critical thought as well as to the contributions of women in literary scholarship.

**ENGL 303 Single Author. 3 hours.** This course provides in-depth study of a single author’s literary work. **May be repeated when authors vary. (7)**

**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.” **This course may be repeated when content varies. (2,7,8)**

**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. (2,7,8)**

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ENGL 307 Studies in Nineteenth through Twentieth Century Literature. 3 hours. This course requires students to engage the literature and culture of the nineteenth and twentieth centuries, with particular attention to interdisciplinary study of Victorian, post-Victorian, Modernist, and Postmodern cultures in the Americas and Europe. This course may be repeated when content varies. (2,7,8)

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. (2,7,8)

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. (1,2)

ENGL 330 Dangerous Liaisons: French Literature in Translation. 3 hours. A survey of French 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. Same as FREN 330. (2,3)

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. Recommended prerequisite: ENGL 301. Students study works outside the Anglo-American tradition.

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. (6)

ENGL 355 Small Press Publishing. 3 hours. Prerequisite: ENGL 253. This course provides an opportunity to explore book binding, book structures, limited edition runs and writing for small-press publishing. (4,5)

ENGL 366 Creative Writing II – Fiction. 3 hours. Prerequisite: ENGL 266, ENGL 267, or ENGL 268. By participating in writing workshops, students learn advanced techniques for and practice in writing fiction. (4,5)

ENGL 367 Creative Writing II – Poetry. 3 hours. Prerequisite: ENGL 266, ENGL 267, or ENGL 268. This course trains students in advanced techniques for and practice in writing poetry. (4,5)

ENGL 368 Creative Writing II – Nonfiction. 3 hours. Prerequisite: ENGL 266, ENGL 267, or ENGL 268. This course provides advanced study of different kinds of nonfiction writing, with a practical emphasis aimed at preparing apprentice writers to publish their work as they become familiar with a wide range of publications. (4,5)

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. (2,7,8)

ENGL 381 Southern Literature. 3 hours. Literature of the southern American states in the context of the South’s characteristic cultural identity. (2,7,8)

ENGL 455 Advanced Writing Workshop. 3 hours. Prerequisite: Any 300-level imaginative writing course such as ENGL 366, 367, or 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. (4,5)

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. (1,7,8)

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

ENGL 291, 292, 391, 392, 491, 492 Research.

ENGL 397, 398, 497, 498 Internship.
ENGLISH FOR ACADEMIC PURPOSES
Charlyn Ingwerson, director

ENGL 109 English for Academic Purposes: American English Pronunciation. 1 hour. Designed for international students who wish to improve their pronunciation of American English, this course focuses on consonants, vowels, word stress, sentence stress, intonation, emphasis and linking. (4,5,6)

ENGL 110 English for Academic Purposes: Oral Communication. 3 hours. This course involves listening to lectures, note-taking skills, taking part in discussions, public speaking/presentations and pronunciation skills. (4,5,6)

ENGL 111 English for Academic Purposes: Writing and Research. 3 hours. This course develops college-level writing and research skills. (4,5,6)

ENGL 115 English for Academic Purposes: Intensive English as a Second Language. 3 hours. Designed for international students who need rigorous, full-time English study before beginning a degree program. Students receive intensive practice in speaking and listening, along with help in improving TOEFL scores. Attention is given to the skills needed to succeed in an American college classroom, including English grammar and reading comprehension and expository writing. (4,5,6)

ENGL 116 English for Academic Purposes: Grammar. 3 hours. Gives international students help in improving their use of English grammar in both written and oral communication. Individualized instruction allows students to work at their own pace. (4,5,6)

ENGL 117 English for Academic Purposes: Reading. 3 hours. Emphasis on improving reading comprehension and speed, and on increasing vocabulary. Focus on American history. (4,5,6)
ENTREPRENEURSHIP
Kelley Still, executive director
Edward Jones Center for Entrepreneurship

ASSOCIATE OF SCIENCE
ENTREPRENEURSHIP
The entrepreneurship associate of science requires 27 hours of coursework in the following distribution:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTR 210</td>
<td>Entrepreneurship Exploration</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 250</td>
<td>Social Problems/Entrepreneurial Answers</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 301</td>
<td>Entrepreneurship Adventure</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 397, 398, 497, 498</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 490</td>
<td>Selected Topics</td>
<td>3</td>
</tr>
<tr>
<td>GSTU 101 or 210</td>
<td>Dektop Applications</td>
<td>3</td>
</tr>
<tr>
<td>LDST 101</td>
<td>Foundations of Organizational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LDST 310</td>
<td>Contemporary Workforce Issues</td>
<td>3</td>
</tr>
<tr>
<td>LDST 350</td>
<td>Organizational Legal Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must take the following courses as part of general education requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 207</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 231</td>
<td>Principles of Advertising/Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 109</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>ECON 211</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTIONS

ENTR 210 Entrepreneurship Exploration. 3 hours. An exposure to the dynamics of identifying opportunities and dealing with the risks of implementing new ideas and ventures, while focusing on the early development of independent ventures as well as those within established organizations. Both individual and organizational level issues will be addressed. Includes an analysis of the major functional areas of the start-up firm: accounting, finance, human resources, information systems, logistics, management, marketing, production/operations, purchasing and sales, as well as considerations for entrepreneurship in the international marketplace. Same as MGMT 210.

ENTR 250 Ethical Problems/Entrepreneurial Answers. 3 hours. Introduces students to the concerns that exist in the 21st century and helps them discover the efforts that they, as university students, can make to help alleviate social problems now and throughout their life. This course will look at effective responses to social needs and innovative solutions to social problems through case discussion, intensive research and writing projects, guest speakers and experiential projects.

ENTR 301 Entrepreneurship Adventure. 3 hours. In this course, students will read about, discuss and research innovation theories and innovators. Students will get hands-on experience with tools such as business research databases, Excel and Quickbooks. Accumulated knowledge, creativity and acquired skills will be applied to a real-world start-up project with an entrepreneur.

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

ENTR 397, 398, 497, 498 Internship.
ENVI RONMENTAL STUDIES
Wendy Anderson, director

BACHELOR OF SCIENCE
ENVIRONMENTAL MANAGEMENT AND ASSESSMENT MAJOR
The environmental management and assessment major requires 61 hours of coursework in the following distribution:

Co-Requisites:
Natural Sciences 24 hours
BIOL 102 General Biology & Lab 4 hours
BIOL 200 Ecology 3 hours
BIOL 200L Ecology Lab 1 hour
CHEM 107 General Chemistry I 4 hours
CHEM 212 Elementary Organic Chemistry 3 hours
CHEM 212L Elementary Organic Chemistry Lab 1 hour
ENVR 202 Introduction to Environmental Chemistry 4 hours
PHYS 201 Principles of Physics 4 hours
Mathematical Sciences 7 hours
MATH 227 Introduction to Statistics 3 hours
MATH 231 Calculus 4 hours

Required Major Courses: 30 hours
BIOL 106 Conservation Theory and Management 3 hours
ENVR 210 Introduction to GIS and Remote Sensing 3 hours
ENVR 220 Introduction to Environmental Ethics 3 hours
ENVR 315 Environmental Laws and Regulations 3 hours
ENVR 321 Hazardous Materials 3 hours
ENVR 345 Environmental Assessment I: Water Monitoring 3 hours
ENVR 346 Environmental Assessment II: Air Monitoring 3 hours
ENVR 347 Environmental Assessment III: Environmental Analysis and Remediation 3 hours
ENVR 348 Environmental Assessment IV: Environmental Impact Assessment 3 hours
ENVR 494 Senior Seminar in Environmental Management and Assessment 3 hours

Students must take the following courses as part of general education requirements:
ENGL 207 Expository Writing 3 hours
COMM 220 Business Communication 3 hours
CHEM 103 Fundamentals of Chemistry 3 hours
GSTU 101 Introduction to Computers and Software 3 hours
MATH 227 Introduction to Statistics 3 hours
PLSC 101 Government and Politics in the United States 3 hours

Choose one of the following:
LDST 101 Foundation of Organizational Leadership 3 hours
OR MGMT 103 Business Foundations

CO URS E DE S CRIPTIONS
ENVR 200 Environmental Geoscience. 4 hours.
A study of the interrelationship between humans and the physical environment. The course will focus on natural resources, soils, hydrology and water supplies, erosional processes, karst landscapes, land use planning, and geologic map interpretation. Includes laboratory. Field work required. Same as GEOG 200, PHYS 200.

ENVR 202 Introduction to Environmental Chemistry. 4 hours. This course is an introductory study of environmental science from a chemistry perspective. Students in this course are expected to have a working knowledge of chemistry. Topics include environmental pollution of soil, water, water treatment, geochemistry, atmospheric chemistry, air pollution, hazardous materials and resources. Lecture and laboratory.

ENVR 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. Same as GEOG 210 and PHYS 210.
ENVR 214 Environmental Microbiology. 3 hours. Prerequisites: BIOL 103 or 110, and CHEM 103. The practical relationships between microorganisms and the environment. An introduction to the standard laboratory methods of the study of bacteria with emphasis on aquatic and terrestrial ecosystems. Content will include symbiotic relationships, waste water treatment, nutrient cycling, and eutrophication, as well as disease and other topics. Lecture and laboratory. Same as BIOL 214.

ENVR 220 Introduction to Environmental Issues. 3 hours. An introductory approach to the factual and ethical views regarding current and future environments designed to familiarize students with various frameworks and choices. Course explores several contemporary approaches to environmental ethics and representative theoretical problems.

ENVR 223 Introduction to Meteorology. 4 hours. Prerequisite: ENVR 200. This course explores the processes that produce weather and climate patterns. Topics of study include earth/sun relationships, global pressure and wind systems, weather forecasting, severe storms, and global climate change. Same as GEOG 223.

ENVR 312 Advanced Ecology. 4 hours. Prerequisite: 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. Same as BIOL 312.

ENVR 315 Environmental Laws and Regulations in the United States. 3 hours. Prerequisite: ENVR 312. The creation and enforcement of environmental laws and regulations in the United States can be imagined as the ultimate board game. It has three overlapping levels (city, state and national), actors on offense (protect my river!), actors on defense (save our jobs!), referees who interpret the rules (courts and bureaucracy) and actors who can change the rules whenever they want (elected officials). Attempting to understand this game is vitally important as it carries profound impacts on our daily lives including the quality of the air we breathe, the water we drink and the price we pay for, well, everything. Same as PLSC 315.

ENVR 316 Environmental Compliance. 3 hours. Prerequisite: ENVR 315. This course will provide a “next logical step” beyond Environmental Laws and Regulations, and focus on the practical and policy issues, as well as the varying options that may be available for compliance with those laws and regulations. It is specifically designed in addition to be of particular interest and use to those in the workplace who may currently have or may anticipate having responsibilities in the areas of environmental management and compliance issues.

ENVR 319 Occupational Health and Safety. 3 hours. Prerequisite: ENVR 220. This course will cover safety and health issues in the workplace, methods of control and regulations. Issues will include environmental, chemical, physical, and ergonomic hazards. Offered fall semester of odd years.

ENVR 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. Same as PHIL 320.

ENVR 321 Hazardous Materials. 3 hours. Prerequisite: CHEM 107 and ENVR 315. Provides an in-depth examination of substances classified as hazardous by various agencies and programs including the Department of Transportation, the Occupational Safety and Health Administration and the U.S. Environmental Protection Agency. The course will explore chemical emergency preparedness, risk assessment, and emergency response planning and training. This course also qualifies as providing the skills and competencies required for employer certification under OSHA’s Hazardous Waste Operations and Emergency Response Rules, 29 CFR 1910.120, and National Fire Protection Association Standards, NFPA 472, for Hazardous Materials Response, Awareness Level. (Military credit given for this course if taken CBRN course #494-74D30-C45 CBRN Advanced Leader Course).

ENVR 326 Environmental and Community Health. 3 hours. Prerequisite: ENVR 220. This course will examine the relationships between the environment and human health. Specifically, looking at how our environment affects personal
and community health throughout the world. Offered spring semester. Same as BIOL 326.

ENVR 344 Toxicology. 3 hours. Prerequisites: BIOL 201 and CHEM 107. This course examines the basic concepts of the effects of toxins on human health, ways toxins are encountered and the consequences for individual and future generations. Methods of treatment also are discussed. Offered spring semester. Same as BIOL 344.

ENVR 345 Environmental Assessment I: Water Monitoring. 3 hours. Prerequisite: ENVR 321. This course include building an understanding of the fundamentals of water pollution, point and non-point sources and the influence of natural and anthropogenic processes on water sources. This course include limited use of water testing instrumentation for monitoring water quantity and quality along with limited field experiments. Additionally, students will gain skills in management analysis, interpretation, oral reporting, and technical writing related to the reporting of complex environmental data sets. The hands-on, real-world experiences in water quality monitoring and maintenance includes required field trips that may extend beyond class time. (Military credit given for this course if taken CBRN course #4K-F20/494-F28: Civil Support Skills and course #6H-F38/300-F32(CT): Analytical Laboratory System Operator).

ENVR 346 Environmental Assessment II: Air Monitoring. 3 hours. Prerequisite: ENVR 321. This course includes building an understanding of the fundamentals of air pollution including sources, and the influence of natural and anthropogenic processes on the atmosphere. Additionally, students will learn about the roles of local, state and federal governments in air pollution control and the importance of the Clean Air Act. Students will also receive limited training in the use of field and laboratory instrumentation for air monitoring outdoor and indoor air quality. Note: Additionally, students will gain skills in management, analysis, interpretation, oral reporting, and technical writing related to the reporting of complex environmental data sets. The hands-on, real-world experiences in water quality monitoring and maintenance includes required field trips that may extend beyond class time. (Military credit given for this course if taken CBRN course #4K-F20/494-ASIL4 (JBPDS): Biological Integration Detect System and course #6H-F38/300-F32 (CT): Analytical Laboratory System Operator).

ENVR 347 Environmental Assessment III: Environmental Analysis & Remediation. 3 hours. Prerequisite: ENVR 321. This course will focus on the fundamentals associated with environmental remediation in relation to the overall environmental quality and protection. Students will participate in Sample planning and conduct real-world environmental soil sampling and monitoring projects, as well as practices related to risk assessment, quality assurance and control, laboratory practice and safety. Topics covered include contaminant fate and transport; physical, chemical, and biological processes/characteristics of the air, soil, and water; remediation/restoration methods; environmental monitoring; environmental regulations; and water/wastewater treatment. Students will gain skills in oral reporting, and technical writing related to the reporting of complex environmental data sets.

ENVR 348 Environmental Assessment IV: Environmental Impact Assessment. 3 hours. Prerequisite: ENVR 321. The course includes lectures and field practicum concerning problems addressed by environmental assessments and impacts. This lab involves students’ analysis of impact assessments, principles, practices, and their evolution. Also included are practical implications of current regulatory requirements such as the National Environmental Policy Act NEPA, the endangered species act and the wetland act. Students will gain skills in oral reporting, and technical writing related to the reporting of complex environmental data sets.

ENVR 375 Environmental Management. 3 hours. Prerequisites: BIOL 105 or ENVR 312, ENVR 315, and ENVR 321. Examination of the administrative and organizational aspects of environmental management. Topics include structure of government agencies and private industry with focus on proven environmental management practices and application of technology needed to comply with statutory requirements and voluntary efforts.

ENVR 494 Senior Seminar in Environmental Management and Assessment. 3 hours. Prerequisites: ENVR 345, ENVR 346, ENVR 347, ENVR 348, and senior status. This experience includes weekly seminars and group discussions to enrich and broaden student perspectives on the practice and development of environmental technology. Students will be expected to participate in oral and written reporting of seminar topics.

ENVR 290, 390, 490 Selected Topics. 1-3 hours.
ENVR 291, 292, 391, 392, 491, 492 Research.
ENVR 297, 298, 397, 398, 497, 498 Internship.
EXERCISE AND SPORT SCIENCE

Kathy K. Carroll, chair

The aim of the exercise and sport science program is to contribute to the education of Drury students through the medium of activity. This contribution can best be achieved through participation in a broad program of “lifetime physical activities,” individual and team sports.

ASSOCIATE OF SCIENCE

HEALTH AND WELLNESS

The health and wellness associate of science requires 21–23 hours of coursework in the following distribution:

- BIOL 102 General Biology 4 hours
- EXSP 210 American Red Cross First Aid 2 hours
- EXSP 220 Personal Wellness 2 hours
- EXSP 302 Principles of Human Nutrition 3 hours
- EXSP 312 Methods of Teaching Elementary Health and PE 3 hours
- EXSP 345 Wellness & Health Promotion 3 hours

Choose one of the following: 4-6 hours
- BIOL 207 Anatomy and Physiology
- CHEM 103 Fundamentals of Chemistry
- COMM 211 Presentational Speaking
- EDUC 226 Health Education

EDUCATION REQUIREMENTS:

Students must take the following courses as part of general elective hours:

- BIOL 205 Human Anatomy AND
- BIOL 206 Human Physiology

Students are strongly encouraged to include an activity course from EXSP 194, EXSP 168 or EXSP 226 in their elective hours.

Students must take the following courses as part of general education requirements:

- COMM 211 Presentation Speaking 3 hours
- CHEM 103 Fundamentals of Chemistry and Lab 4 hours
- PSYC 110 Stress Management I 3 hours
- SOCI 347 Medical Sociology 3 hours

COURSE DESCRIPTIONS

ACTIVITY COURSES

EXSP 108 Soccer. 1 hour. Instruction in the basic skills and tactics of soccer. Students will practice skills and acquire knowledge necessary for participation as a fitness or leisure time activity. Offered fall semester of odd-numbered years.

EXSP 109 Beginning Racquetball. 1 hour. Students will receive instruction in the basic racquetball shots and serves. The course also covers tactics, scoring, rules and etiquette. Students will practice skills and acquire knowledge necessary for participation as a fitness or leisure time activity.

EXSP 113 Beginning Swimming. 1 hour. The student is instructed in the basic swimming strokes including freestyle, breaststroke and backstroke. An emphasis is placed on safety and learning to be comfortable in the water.

EXSP 140 Golf. 1 hour. Students will receive instruction in driving, iron play, chipping, pitching and putting. The course also covers tactics, scoring, rules and etiquette. Students will practice skills and acquire knowledge necessary for participation as a fitness or leisure time activity. Course fee required.

EXSP 150 Tennis. 1 hour. Students will receive instruction in executing the basic techniques of forehand, backhand and service. The course also covers tactics, scoring, rules and etiquette. Students will practice skills and acquire knowledge necessary for participation as a fitness or leisure time activity.

EXSP 160 Bowling. 1 hour. Students will receive instruction in the basics of the bowling delivery. The course also covers tactics, scoring, rules and etiquette. Students will practice skills and acquire knowledge necessary for participation as a fitness or leisure time activity. Course fee required.

EXSP 168 Introduction to Yoga. 1 hour. Introduction to basic Hatha yoga Asanas (poses). Pranayama (breathing) techniques to expand body and mind awareness.

EXSP 170 Relax and Restore Yoga. 1 hour. In the Relax and Renew series of Hatha yoga, the student will learn to control their breath in a relaxed and modulated way. Learning to do this properly is the gateway to many of the mental, physical and emotional benefits of yoga. Hatha yoga develops emotional strength, which helps students handle the challenges of life with a balanced disposition.

EXSP 194 Personal Fitness. 1 hour. Students will be introduced to activities that enhance wellness lifestyles. These activities will include the areas of aerobic conditioning, resistive exercise, and flexibility protocols.

EXSP 226 Aerobic Fitness. 1 hour. An introduction to aerobic fitness through aerobic dance. Some other forms of aerobic fitness are discussed and are included in the course content.

EXSP 229 Social and Square Dance. 1 hour. Instruction and participation in square dancing.

EXSP 231 Distance Running. 2 hours. Prerequisite: must be able to run 30 minutes continuously. This course is designed for the student to train for and successfully complete a half-marathon (13.1 miles). The student must complete the half-marathon in order to pass the course. A liability waiver
is required. Students are responsible for all entry fees and transportation associated with participation in the half-marathon. Course fee required.

THEORY COURSES IN HEALTH, PHYSICAL EDUCATION, AND RECREATION

EXSP 202 Introductory Human Nutrition. 3 hours. Introduction to the principles of nutrition and dietetics including nutrient requirements for all age groups. Same as BIOL 202.

EXSP 210 American Red Cross First Aid. 2 hours. The Standard First Aid and Personal Safety book is used. An American Red Cross Certificate may be obtained. This course fulfills the requirement for a teacher's certificate. Course fee required.

EXSP 220 Personal Wellness. 2 hours. This course introduces students to key components of wellness. Students will become familiar with testing methods and personal program development for areas such as: aerobic and anaerobic training, stress management and nutrition. Critical thinking about contemporary wellness issues will be discussed.

EXSP 302 Principles of Human Nutrition. 3 hours. Prerequisite: CHEM 107. 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. Same as BIOL 302. Offered spring semester.

EXSP 305 Coaching of Football. 3 hours. A study of the philosophy and techniques of coaching football in high school or college.

EXSP 308 Coaching of Baseball and Track. 3 hours. Coaching methods used in the teaching of basic fundamentals in a baseball, track or field program. This also includes planning and organizing games, trips and track meets.

EXSP 310 Methods of Teaching Elementary Health and Physical Education. 3 hours. A study of the various methods and materials used in the teaching of health in the elementary and secondary schools. This course fulfills the requirement for a course in health and physical education for elementary education majors. This course fulfills the requirement for a teacher's certificate in elementary education.

EXSP 320 Sports Officiating. 3 hours. This course is aimed at giving the student a better understanding of the rules and duties of the officials in softball, baseball, basketball, football and volleyball. It includes practical experiences in working with intramurals and an opportunity for state certification.

EXSP 345 Wellness and Health Promotion. 3 hours. This course is designed to provide a student with the basic principles for developing wellness and health promotion programs. It will emphasize various dimensions of wellness/health promotion programs and the benefits of individual and group interaction. The course will focus on developing professional programming skills and personal growth.

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

EXSP 397, 398, 497, 498 Internships.

EXSP 291, 292, 391, 392, 491, 492 Research.
GENERAL STUDIES
Beverly Reichert, coordinator

The programs for the degree Bachelor of General Studies (BGS) and the Associate of Science with an area of concentration in general studies are designed to provide an alternative to conventional degree programs and majors. The BGS degree program is designed specifically for (1) persons with technical training who wish to broaden their specialized background to include a liberal arts education, or (2) persons who wish to develop an interdisciplinary program tailored to their individual needs and interests.

COURSE DESCRIPTIONS
GSTU 100 Introduction to Hardware. 1-2 hours. This hands-on class introduces computer hardware components and their function. After this class, students should be able to troubleshoot hardware problems, replace faulty computer components in a computer and install new hardware. Students will disassemble and assemble computers and troubleshoot in labs. No previous experience is required for this class.

GSTU 101 Introduction to Computers and Software. 3 hours. This course is designed to develop basic computer skills that will enable students to complete a range of everyday tasks. This course will cover the basic functions/operations of the computer, exploration of application software, operating systems, navigating the computer, how to open, create, and save files, how to organize information and computer security.

GSTU 102 Introduction to the Internet. 1-2 hours. Course designed to give participants a grand tour of the super highway. Buckle your seat belts and you will learn about how to bookmark sites, taking those bookmarks from one computer to another. You will probably find yourself on the Internet, as well as thousands of recipes. Learn to find your family tree and grow into a web surfer.

GSTU 103 Introduction to Access. 1-2 hours. This course is designed to introduce students to basic skills of Access and the uses of databases. This course will cover basics of Access: designing and creating a database, modifying database structure, create and enter records into a form, analyze tables, and create reports.

GSTU 104 Introduction to Web Page Development. 1-3 hours. Course designed to teach the student how to make a basic webpage. Using freeware and other software the student will discover how to make a dynamic webpage. The student will discover the main elements of a webpage. No HTML knowledge is required.

GSTU 105 Digital Cameras and Scanner. 1-2 hours. Prerequisite: Basic computer skills. Course designed to introduce the basics of digital cameras, scanning pictures and utilizing free software to manipulate graphics or images.

GSTU 201 Excel – Beyond the Basics. 1-2 hours. Prerequisite: LIBR 211, or knowledge of creating spreadsheets using basic formatting skills in Excel and inserting basic formulas. Intermediate course designed to enhance and expand basic skills using Microsoft Excel.

GSTU 202 Word – Beyond the Basics. 1-2 hours. Prerequisite: LIBR 211. This course is designed to enhance and expand basic skills using Microsoft Word. Covered in this course: formatting research papers, resumes and other professional documents, formatting using MLA or APA templates, tables and charts, using outlines, headers, footers, page numbers, etc.

GSTU 203 Intermediate Power Point. 1-2 hours. This course is designed to show you how to make Dynamic Power Punched presentations. See how to add movies, music, and hyperlinks to your presentation. In this class students will learn how to use the notes feature as well as saving the presentation to a webpage. Learn about presentation etiquette and techniques.

GSTU 204 Photoshop. 1-2 hours. This class instructs the student in the basics of Photoshop, the powerful industry standard digital image editing tool. Students learn to use the tools in Photoshop: layers, filters, and techniques for fixing and enhancing photos. Students should have a basic knowledge of computer applications in order to take this class.

GSTU 205 Digital Video Editing. 1-2 hours. Students learn to use a variety of digital editing tools to digitize video, edit video, incorporate digital photos or scanned photos in videos, use transitions, incorporate sound from various sources, make use of special effects, and place titles in videos. Enhance and excite your personal home movies.

GSTU 210 Desktop Applications. 3 hours. Knowledge of computer applications is an essential skills requirement for anyone working in the
public or private, for-profit or not-for-profit sectors. This course introduces the student to word processing, spreadsheet preparation, database design and multimedia presentations. The Windows operating system and the use of Internet/intranet/extranet operations for workplace efficiency are also treated. Students should be familiar with the basic concepts of computers including files, keyboards, printers and the Internet.

GSTU 493 Senior Seminar. 3 hours. Prerequisite: LIBR 211. This course helps students relate their primary field of interest (mathematics and science, humanities and fine arts, or social sciences) to various world cultures. Students will exit the class with a greater understanding of the world around them and their role in it. Students registering for this capstone class for the Bachelor of General Studies degree must have senior status with 90 or more earned college hours.
GLOBAL STUDIES
Peter Meidlinger, Associate Vice President for Undergraduate Studies

Global Studies courses offer students the opportunity to explore world cultures and consider contemporary social, ethical, economic, environmental and political issues. These courses enable students to discover potential interests in other peoples and cultures. Classes also focus on finding solutions and strategies to resolve current intercultural and cross-cultural conflicts.

COURSE DESCRIPTIONS

GLST 201 Global Awareness and Cultural Diversity. 3 hours. Prerequisites: ENGL 150 and LIBR 211. Students develop cultural analysis skills by examining representative examples of the world’s cultures. Students become familiar with specific cultures by examining: a) nonmaterial culture (religious beliefs, social values and norms); b) material cultures (arts, way of life, technology, etc.); and c) specific cultural and social issues. This examination helps students cultivate an empathetic and thoughtful understanding of other cultures and people and develop active methods of promoting human equality at a personal and societal level. This course provides a framework for understanding cultures and peoples. (Meets cultural diversity requirement.)

GLST 493 Ethical Issues in a Global Society. 3 hours. This course is the interdisciplinary capstone experience for health services, human services and law enforcement majors. The first section of the course surveys the ethical theories that inform and guide professionals in these areas. During the second unit, students explore case studies and apply moral analysis to contemporary problems. The course culminates with an in-depth research paper on a current ethical issue in a student’s major, which will prepare the student for professional life in an increasingly global society.
HISTORY
Shelley Wolbrink, chair
Leah Blakey, faculty coordinator

History is the study of peoples, societies and events from the earliest times to the present. By studying the past, historians seek to provide meaningful interpretations of the human experience. History is grounded in the examination of primary sources such as documents, wills, poems or artifacts in order to illuminate the past. Studying the traditions, events and decisions of those in the past provides insights for the contemporary world. The history major serves as excellent preparation for careers in education, public policy, consultancy, museum work, law, park service, libraries and business. History majors have attended graduate and professional schools in history, anthropology, museum studies, divinity studies, law and medicine. The analytical thinking and writing skills associated with history provide important professional and civic competencies for practical application in many fields.

The Department of History offers introductory survey courses, research methods seminars and upper level subject studies in American, European, African, Asian and Middle Eastern history. Thematic courses address military history, biography, gender, race, and cultural studies. Many of the courses are writing intensive and strive to prepare the history major for professional careers in the field. The senior capstone seminar provides opportunity for independent research of historical documents.

**Bachelor of Science**  
**History Major**

The history major requires 36 hours of coursework in the following distribution:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>HIST 101</td>
<td>United States History to 1865</td>
<td>3</td>
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<tr>
<td>HIST 102</td>
<td>United States History, 1865 to present</td>
<td>3</td>
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<tr>
<td>HIST 107</td>
<td>World History to 1500</td>
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<td>HIST 108</td>
<td>World History from 1500</td>
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<tr>
<td>HIST 259</td>
<td>Engaging the Past: Regional History</td>
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<tr>
<td>HIST 493</td>
<td>Capstone Research Seminar</td>
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**Choose two courses from**

**European History:**

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<tr>
<td>HIST 223</td>
<td>Medieval Europe</td>
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<td>HIST 225</td>
<td>Renaissance and Reformation History</td>
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<td>HIST 245</td>
<td>Europe in the Twentieth Century</td>
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<td>HIST 282</td>
<td>History of Witch Hunts</td>
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<td>HIST 321</td>
<td>Women in European History</td>
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<td>History of Women in America</td>
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<td>HIST 330</td>
<td>The American Civil War</td>
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<td>HIST 335</td>
<td>History of American Frontier</td>
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<td>HIST 334</td>
<td>Russia and Eurasia</td>
<td>3</td>
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<td>HIST 343</td>
<td>History of Modern Latin America</td>
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<td>HIST 375</td>
<td>Arab-Israeli Conflict</td>
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<td>HIST 385</td>
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Majors should complete the introductory courses in their first two years. For instance, majors should complete HIST 101 United States History to 1865, and HIST 102 United States History from 1865 to present, before enrolling in HIST 350 African-American History; and HIST 107 World History to 1500, before enrolling in HIST 282 History of Witch Hunts.

Majors should complete HIST 259 Engaging the Past: Regional History during their sophomore year. Majors should complete all required introductory courses and at least four upper-level classes by the end of their junior year. Most coursework should be finished before students enroll in HIST 493 Capstone Research Seminar.

**Course Descriptions**

**HISTORY**

**HIST 101 United States History to 1865. 3 hours.** A broad survey of the major political and social developments from the time of Columbus to the Civil War. *Offered fall semester.*

**HIST 102 United States History, 1865 to present. 3 hours.** A broad survey of the major political and social developments from the Civil War to the present. *Offered spring semester.*

**HIST 107 World History to 1500. 3 hours.** A survey of world history with a focus on the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence.

**HIST 108 World History from 1500. 3 hours.** A broad survey of world history from 1500 to present. Exploration of various modern world cultures with a focus on connections and conflicts between them.
HIST 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 245 Europe in the Twentieth Century. 3 hours. A study of major developments in twentieth-century Europe: World War I, the rise of fascism and communism, the Depression, World War II, Cold War, the collapse of communism, contemporary issues; a brief survey of the late 19th-century precursors to these events.

HIST 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 259 Engaging the Past: Regional History. 3 hours. Through the use of the course’s thematic material, students will be introduced to 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 282 History of Witch Hunts. 3 hours. This course examines the record of witch hunts throughout history. It examines specifically the witch hunts of early modern Europe with emphasis placed on the way in which fear of witches was constructed, and the social, legal and political contexts of the period. Student research draws comparisons with other persecuted peoples such as communists, Japanese-Americans and African-Americans.

HIST 321 Women in European History. 3 hours. Exploration of the lives and voices of European women throughout history and the ideologies that Western society has projected concerning women.

HIST 323 Women in American History. 3 hours. Exploration of the lives and voices of American women from colonial times to the present. Examines the following issues thematically: women and sexuality, women and education, women and the fight for rights, and women and the public sphere (work, religion and politics).

HIST 330 The American Civil War. 3 hours. The causes, nature and consequences of the Civil War; emphasis placed on political and social interpretations of the war as well as its military events.

HIST 332 The Lewis and Clark Expedition. 3 hours. A study of the Lewis and Clark expedition; the Native American tribes encountered; and the impact the voyage had on the men who undertook it, the people they met and the young United States.

HIST 334 Russia and the Eurasian Republics. 3 hours. A study of the historic legacy of the multi-ethnic Russian state and the Eurasian Republics. Emphasis on the resurgence of ethnicity and national identity, revival of religion and the emergence of new socio-political groups. (Meets cultural diversity requirement.)

HIST 335 History of the American Frontier. 3 hours. A study of the growth of Western institutions and their influence on our national life.

HIST 339 Politics in Popular Culture. 3 hours. An in-depth examination of the reciprocal influence of politics on popular culture and vice versa. Course emphasizes critical analysis of politics in film, music, and literature. Same as PLSC 339.

HIST 343 Latin American History. 3 hours. A study of the history and development of Latin America as a region with an examination of several countries as case studies.

HIST 344 History of Modern Africa. 3 hours. This course examines the history of Africa since 1700, especially the slave trade, missionary activity and imperialism. Second half of class focuses on the development of nationalist ideologies and independence movements, decolonization, and the formation of independent African states, as well as contemporary crises. (Meets cultural diversity requirement.)

HIST 345 History of Modern Asia. 3 hours. A survey of Asian developments from human origins to the present, with an emphasis on the events, themes and developments most directly
related to the emergence of modern Asia. *(Meets cultural diversity requirement.)*

**HIST 350 African-American History. 3 hours.** A survey of nineteenth and twentieth century African-American history, with an emphasis on cultural, social, economic and political issues. *(Meets cultural diversity requirement.)*

**HIST 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. *Same as PLSC 375. (Meets cultural diversity requirement.)*

**HIST 385 Cold War Conflict and the Developing World. 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. *(Meets cultural diversity requirement.)*

**HIST 493 Capstone Research Seminar. 3 hours.** Prerequisites: HIST 101, 102, 107, 108, 259 and senior status. Serves as a capstone class for graduating history majors and involves completing a major research paper using historical documents. Focus is on research skills, writing and revision, interpreting primary sources and historiography.

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

**HIST 291, 292, 391, 392, 491, 492 Research.**

**HIST 397, 398, 497, 498 Internship.**
LANGUAGES
French, German, Spanish
Elizabeth G. Nichols, chair

The curriculum of the department of languages is designed to introduce all Drury students to selected languages of the world and their cultural and literary traditions.

COURSE DESCRIPTIONS
FRENCH
FREN 101, FREN 102 Elementary French I, II. 3 hours each semester. For beginners. Designed to develop, in two semesters, an elementary proficiency for communicating in French and some familiarity with the cultural values of French peoples.

FREN 330 Dangerous Liaisons: French Literature in Translation. 3 hours. A survey of French 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. Same as ENGL 330.

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

GERMAN
GERM 101, GERM 102 Elementary German I, II. 3 hours each semester. For beginners. Designed to develop, in two semesters, an elementary proficiency in German and some familiarity with the cultural values of German peoples.

SPANISH
SPAN 101, SPAN 102 Elementary Spanish I, II. 3 hours each semester. For beginners. Designed to develop, in two semesters, an elementary proficiency for communicating in Spanish and to intensify familiarity with the cultural values of Spanish peoples.

SPAN 290, 390, 490 Selected Topics. 1-3 hours.
LEADERSHIP STUDIES

Steven Bryant, coordinator

These degree programs are designed for adults who wish to assume leadership, supervisory and administrative roles within organizations. Coursework focuses on the behavioral and practical aspects of leading, motivating, and communicating with individuals in modern organizations.

BACHELOR OF SCIENCE
ORGANIZATIONAL COMMUNICATION AND DEVELOPMENT

The organizational communication and development major provides a broad base of knowledge including advertising, psychology, conflict resolution and ethical issues in addition to the foundations of communication, leadership and organizational principles.

The organizational communication and development bachelor of science requires 36 hours of coursework in the following distribution:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>COMM 231</td>
<td>Principles of Advertising and Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>LDST 101</td>
<td>Foundations of Organizational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LDST 201</td>
<td>Public Sector Finance</td>
<td>3</td>
</tr>
<tr>
<td>LDST 300</td>
<td>Theories and Models of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LDST 310</td>
<td>Contemporary Workforce Issues</td>
<td>3</td>
</tr>
<tr>
<td>LDST 311</td>
<td>Negotiation and Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>LDST 338</td>
<td>Organizational Relations</td>
<td>3</td>
</tr>
<tr>
<td>LDST 350</td>
<td>Organizational Legal Issues and Policies</td>
<td>3</td>
</tr>
<tr>
<td>LDST 450</td>
<td>Ethics in Communication and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MATH 227</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 355</td>
<td>Industrial Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following:</td>
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<tr>
<td>LDST 400</td>
<td>Grant Writing</td>
<td>3</td>
</tr>
<tr>
<td>LDST 420</td>
<td>Managing Multi-Cultural Organizations</td>
<td>3</td>
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</table>

Students must take the following courses as part of general education requirements:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ENGL 207</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
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<td>Communication and Ethics</td>
<td>3</td>
</tr>
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<td>ENGL 220</td>
<td>Business Communication and Writing</td>
<td>3</td>
</tr>
<tr>
<td>MATH 109</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 101</td>
<td>U.S. Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>OR ECON 211</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>GSTU 210</td>
<td>Desktop Applications</td>
<td>3</td>
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</tbody>
</table>

ASSOCIATE OF SCIENCE
ORGANIZATIONAL STUDIES

The organizational studies associate of science requires 21 hours of coursework in the following distribution:

<table>
<thead>
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<tbody>
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<td>3</td>
</tr>
<tr>
<td>LDST 101</td>
<td>Foundations of Organizational Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

LDST 201 Public Sector Finance 3 hours
LDST 300 Theories and Models of Leadership 3 hours
LDST 310 Contemporary Workforce Issues 3 hours
MATH 227 Introduction to Statistics 3 hours

Students must take the following courses as part of general education requirements:

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<thead>
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<tbody>
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<td>Expository Writing</td>
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<td>Business Communication and Writing</td>
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<td>GSTU 101</td>
<td>Introduction to Computers and Software</td>
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</table>

BACHELOR OF SCIENCE
HEALTH SCIENCE MAJOR

The Health Science major is a degree completion program for registered nurses, radiological technologists, respiratory therapists, physical therapy assistants, occupational therapy assistants, emergency medical services personnel, and other health related professionals. This degree is particularly appropriate for those who want the leadership, supervisory, administrative skills and degree required for upward mobility within organizations. These individuals already have the appropriate academic preparation and licensures, the necessary clinical skills, and the proper in-service training in a health-related discipline.

The health sciences bachelor of science requires 33 hours of coursework in the following distribution in addition to a transfer program of at least 30 hours:

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>LDST 101</td>
<td>Foundations of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LDST 201</td>
<td>Public Sector Finance</td>
<td>3</td>
</tr>
<tr>
<td>LDST 300</td>
<td>Theories and Models of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LDST 310</td>
<td>Contemporary Workforce Issues</td>
<td>3</td>
</tr>
<tr>
<td>MATH 227</td>
<td>Introduction to Statistics</td>
<td>3</td>
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</tbody>
</table>

Students must take the following courses as part of general education requirements:

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<td>PLSC 101</td>
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<td>PSYC 101</td>
<td>Introduction to Psychology</td>
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<td>3</td>
</tr>
<tr>
<td>GSTU 210</td>
<td>Desktop Applications</td>
<td>3</td>
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</table>

GLST 493 Ethical Issues in a Global Society 3 hours

Transfer Program minimum 30 hours

Drury awards semester hours credit for satisfactory completion of an approved health-related program.

Students must take the following courses as part of general education requirements:

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<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>COMM 220</td>
<td>Business Communication and Writing</td>
<td>3</td>
</tr>
</tbody>
</table>
COMM 332 Intercultural Communication 3 hours
ENGL 207 Expository Writing 3 hours
GSTU 101 Introduction to Computers and Software 3 hours
MATH 100 Intermediate Algebra 3 hours
MATH 227 Statistics 3 hours
PHIL 201 Introduction to Philosophy 3 hours
PLSC 101 Government and Politics in the US 3 hours
PSYC 101 Introduction to Psychology 3 hours
PSYC 230 Life Span Development 3 hours
SOC/ 101 Introduction to Sociology 3 hours

COURSE DESCRIPTIONS

LDST 101 Foundations of Leadership Studies. 3 hours. General introduction to, and analysis of, historical and current theories of leadership. Study of leadership process involving interaction of leaders and followers in organizational settings such as public/private, profit and nonprofit.

LDST 201 Public Sector Finance. 3 hours. This course is an introduction to finance in the public sector. Provides an introduction to issues of financial management in federal, state and local government. Explores three interrelated areas: (1) raising revenues, including the trade-offs associated with establishing a sustainable tax base; (2) raising capital by borrowing in the capital markets; and (3) investing funds, in the context of both cash management and funding pension systems. Specific topics include federal, state and local tax policy, transit finance, educational institutions finance, privatization, economic development, debt management, and the roles of rating agencies, investment bankers and investors.

LDST 300 Theories and Models of Leadership. 3 hours. Exploration of theories and models in leadership. Provides leadership perspectives and examines leadership styles for today’s successful leaders.

LDST 310 Contemporary Workforce Issues. 3 hours. This course explores current workplace issues faced by leaders in government and industry. Course content includes strategic workforce designs, workforce alignment systems, models for modern labor-management cooperation, TQM, Six Sigma, organizational learning and work/family issues as they relate to configurations of workforce practices found in pacesetting organizations.

LDST 331 Negotiation and Conflict Resolution. 3 hours. Conflict cause and effect as well as ethical issues, use of simulations to practice skills for conflict resolution. Students will investigate theoretical and practical aspects of conflict assessment, negotiation, problem solving and mediation.

LDST 338 Organizational Relations. 3 hours. A survey of the concepts that provide a foundation for the understanding of individual and group behavior in organizations. Special emphasis on typical interpersonal and leadership relationships. Personal leadership styles discovered. Focuses on effective collaboration and relationships that achieve results. Applied practice, small group work and self-reflective sessions.

LDST 350 Organizational Legal Issues and Policies. 3 hours. This course examines environmental forces that impact the organization with an emphasis on applicable legal issues. Emphasizing an understanding of law as a basis for critical examination of legal, governmental and regulatory processes confronting today’s organizations. Topics include dispute resolution, workplace crimes, contract liability and electronic communication laws.

LDST 400 Grant Writing. 3 hours. This course provides information, resources and hands-on exercises that cover aspects of identifying program/community needs, locating funding sources and programs, outlining a prospectus, writing a successful proposal and discussing the reasons proposals fail. The course also explores reading Requests for Proposals (RFP) and understanding the proposal review process. Emphasis is on understanding the grant process and preparing proposals for federal agencies and corporate and private foundations.

LDST 420 Managing Multi-Cultural Organizations. 3 hours. The United States has always been referred to as a ‘melting pot’ with people from all cultures residing throughout. In addition to being a capable communicator with different cultures within the U.S., managers must also be able to interact with individuals living in other countries. As the U.S. becomes more and more ethnically diversified the world is becoming smaller through technology, e-commerce, and political interdependence. Even small businesses need skills in multi-cultural communication to understand the complexities of business and culturally specific practices.

LDST 450 Ethics and Leadership. 3 hours. Focuses on defining and accessing ethical leadership. Provides broad overview of major conceptions of ethical leadership and how they relate to current leadership theories. Includes role of values in determining moral obligations and leaders in policy making and vision.
LIBRARY SCIENCE
Polly Boruff-Jones, chair

The library provides support for all academic programs by making available books, periodicals, electronic resources and other materials needed to enlarge the classroom experience. Students who are competent in the use of the library develop a combination of knowledge, skills and attitudes that enrich their learning experiences throughout life.

COURSE DESCRIPTIONS
LIBR 211 Information Research Skills. 1 hour.
An introduction to strategies and skills for defining information needs, understanding principles of information organization and retrieval, identifying appropriate library and non-library resources, evaluating information and using it legally and ethically. Knowledge and skills acquired apply to research for classroom purposes and for personal needs. Course must be completed prior to sophomore standing. Required for all bachelor’s degrees.

LIBR 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, book-binding 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. Same as ARTH 364.

LIBR 290, 390, 490 Selected Topics. 1-3 hours.
MATHEMATICS AND COMPUTER SCIENCE

Keith Coates, chair

The department of mathematics and computer science provides students with courses for general knowledge and for career preparation. It stresses the development of critical thinking skills, the integration of theory with practical applications and the understanding of concepts of mathematics and computer programming.

COURSE DESCRIPTIONS

MATH 100 Intermediate Algebra. 3 hours. Prerequisite: pre-algebra or beginning algebra in high school or college. The traditional topics of intermediate algebra through quadratic equations and functions.

MATH 101 Fundamental Mathematical Concepts I. 3 hours. Prerequisite: one year of high school algebra or MATH 100. Development of the number systems — whole numbers through real numbers. Problem-solving strategies, functions, elementary logic and set theory are included.

MATH 102 Fundamental Mathematical Concepts II. 3 hours. Prerequisite: MATH 101. An introduction to geometric concepts, measurement, probability, statistics and basic computer concepts.

MATH 109 College Algebra. 3 hours. Prerequisites: MATH 100 or one year of high school algebra and one year of high school geometry. 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. Prerequisite: MATH 109 or two years of high school algebra and one year of high school geometry. The study of trigonometric, logarithmic and exponential functions and their applications.

MATH 201 Mathematics for Social Sciences. 3 hours. Prerequisite: MATH 109. Topics from finite mathematics and calculus with applications in the social sciences.

MATH 227 Introduction to Statistics. 3 hours. Prerequisite: One year of high school algebra. A course to acquaint the student with the basic ideas and language of statistics including such topics as descriptive statistics; correlation and regression, basic experimental design, elementary probability, binomial and normal distributions, estimation, and tests of hypotheses and analysis of variance.

MATH 231 Calculus I. 4 hours. Prerequisites: Two years of high school algebra and one semester of high school trigonometry. A study of the fundamental principles of analytic geometry and calculus with emphasis on differentiation.

MATH 232 Calculus II. 4 hours. Prerequisite: MATH 231. It is recommended that students receive a grade of C or better in MATH 231 to be successful in this course. Continuation of Calculus I including techniques of integration and infinite series.

MATH 241 Discrete Mathematics. 3 hours. Prerequisite: Two years of high school algebra. This course includes propositional logic, induction and recursion, number theory, set theory, relations and functions, graphs and trees, and permutations and combinations. Same as CSCI 241.

CSCI 241 Discrete Mathematics. 3 hours. Prerequisite: Two years of high school algebra. This course includes propositional logic, induction and recursion, number theory, set theory, relations and functions, graphs and trees, and permutations and combinations. Same as MATH 241.

CSCI 251 Introduction to Computer Science. 4 hours. Prerequisite: CSCI 241 is recommended. An introduction to various areas of computer science. A major component is program design and development using 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, I/O, control structures, subroutines and modularity, data types and fundamental algorithms. Also discussed are the ethics of computing.

CSCI 261 Data Structures. 4 hours. Prerequisites: CSCI 241, CSCI 251, MATH 231. Students must receive a grade of "C" or better in these 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 331 Operating Systems. 3 hours. Prerequisite: CSCI 261.** The concepts underlying operating systems are studied. Topics include file systems, COS scheduling, memory management, deadlocks, concurrent processes and protection.

**CSCI 361 Computer Organization. 3 hours.**
**Prerequisite: CSCI 262.** A detailed study designed to teach the building blocks of a computer system and basic computer organization concepts. Subjects include hardware, machine code, assembly language, compilers, operating systems and high-level languages, as well as digital logic, performance issues and binary arithmetic.
MEDICAL SCIENCE

Emergency Medical Science, Radiologic Technology and Respiratory Therapy

ASSOCIATE OF SCIENCE

EMERGENCY MEDICAL SCIENCE

Students pursuing an associate of science degree in emergency medical science are required to have completed an approved emergency medical science program for which 30 semester hours credit for satisfactory completion will be awarded. Credit also is awarded for military training in this specialty upon completion of national registry certification.

Additional requirements for the emergency medical science associate degree are as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ENGL 150</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>GSTU 101</td>
<td>Introduction to Computers and Software</td>
<td>3</td>
</tr>
<tr>
<td>ENVR/PHIL 220</td>
<td>Intro to Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>OR BIOL/PHIL 305</td>
<td>Ethical Issues in Healthcare</td>
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</tr>
<tr>
<td>ENGL 207</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 211</td>
<td>Presentation Speaking</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>General Biology</td>
<td>4</td>
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<tr>
<td>MATH 100</td>
<td>Intermediate Algebra</td>
<td>3</td>
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<td>Choose one of the following:</td>
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<tr>
<td>MGMT 103</td>
<td>Business Foundations</td>
<td>3</td>
</tr>
<tr>
<td>OR LDST 101</td>
<td>Foundations of Organizational Leadership</td>
<td></td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 207</td>
<td>Anatomy &amp; Physiology</td>
<td>4</td>
</tr>
</tbody>
</table>

ASSOCIATE OF SCIENCE

RADIOLIC TECHNOLOGY

The Radiologic Technology Program developed between Drury University and the Rolla Technological Institute (RTI) is a 24-month, full-time certificate program. The course consists of classroom instruction, lab demonstrations and clinical training in local health care facilities correlated into six semesters. The program satisfies requirements set forth by the Joint Review Committee for Education in Radiologic Technology. The following curriculum may vary depending on when the student starts the program.

A maximum of 35 semester hours of credit may be awarded for completion of the radiologic technology program and the national registry certification. BIOL 207 Anatomy and Physiology is a prerequisite for the RTI certificate program. Credit also is awarded for military training in this specialty upon completion of national registry certification.

Additional requirements for the radiologic technology associate degree are as follows:

<table>
<thead>
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</table>

ASSOCIATE OF SCIENCE

RESPIRATORY THERAPY

Training received in the Drury University/Rolla Technological Institute (RTI) associate degree program in respiratory therapy will enable the student to qualify for such jobs as technicians or respiratory therapists. The program satisfies requirements set forth by the Joint Review Committee for Respiratory Therapy Education.

After the completion of the first year of the program, students will receive a one-year diploma and be eligible to take the NBRC Entry-level Respiratory Therapy Practitioner Exam. Graduates of the complete two-year program will receive an associate degree.

A maximum of 35 semester hours of credit may be awarded for completion of the respiratory therapy program and the national registry certification. BIOL 207 Anatomy and Physiology and BIOL 217 Anatomy and Physiology II (or BIOL 205 Human Anatomy and BIOL 206 Human Physiology) also are required to complete the respiratory therapy major. Credit also is awarded for military training in this specialty upon completion of national registry certification.

Additional requirements for the respiratory therapy associate degree are as follows:

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Additional requirements for the respiratory therapy associate degree are as follows:

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Choose one of the following: 3 hours
MGMT 103 Business Foundations
OR LDST 101 Foundations of Organizational Leadership

PSYC 101 Introduction to Psychology 3 hours
BIOL 207 Anatomy & Physiology 4 hours
AND BIOL 217 Anatomy & Physiology II 4 hours
OR BIOL 205 Human Anatomy 4 hours
AND BIOL 206 Human Physiology 4 hours

ASSOCIATE OF SCIENCE
Surgical Technology
Students pursuing an associate of science degree in an approved surgical technology program for which 30 semester hours credit for satisfactory completion will be awarded. Credit also is awarded for military training in this specialty upon completion of national registry certification.

Additional requirements for the surgical technology associate degree are as follows:

ENGL 150 Composition 3 hours
GSTU 101 Introduction to Computers and Software 3 hours

Choose one of the following: 3 hours
ENVR/PHIL 220 Intro to Environmental Ethics
OR BIOL/PHIL 305 Ethical Issues in Healthcare

ENGL 207 Expository Writing 3 hours
COMM 211 Presentational Speaking 3 hours
BIOL 102 General Biology 4 hours
MATH 100 Intermediate Algebra 3 hours

Choose one of the following: 3 hours
MGMT 103 Business Foundations
OR LDST 101 Foundations of Organizational Leadership

PSYC 101 Introduction to Psychology 3 hours
BIOL 207 Anatomy and Physiology 4 hours
MUSIC
Allin Sorenson, chair
The Department of Music offers courses designed to enhance musical perception and lead to an increased understanding and appreciation of music as a fine art. It is accredited by the National Association of Schools of Music.

MUSC 115 Introduction to Music. 3 hours. An introductory course in the music of our Western culture for non-music majors. Learning how to listen to music and acquiring a basic knowledge of the musician’s technique and vocabulary.

MUSC 221 African-American Music. 3 hours. This course is a study of the musical and cultural influence of African Americans, from their West-African roots to the present day, on American musical styles. Attention will be given to the mixing of these components with traditional European influences to shape such American musical genres as ragtime, blues, Dixieland, jazz, bebop, rhythm and blues, soul, jazz-rock, fusion, and rock and roll. (Meets cultural diversity requirement.)

MUSC 315 Latin-American Music. 3 hours. This course focuses on the interdisciplinary nature of Latin-American music and its territorial history and politics, marked with the flavor and inheritance of multiple processes of acculturation, from native aborigines, to Africans and Europeans. Different paths taken by music and musicians in different places of Latin-America provide the context for understanding different societies and basic musical principles. This seminar is divided into discussion sessions and experiential activities where students have the opportunity to listen, observe, experience, dance, react, think and feel different rhythms, people, geographies, histories, stories, politics and cultures.

MUSC 290, 390, 490 Selected Topics 1-3 hours.
PARALEGAL STUDIES
David Mercer, coordinator

ASSOCIATE OF SCIENCE
PARALEGAL
The paralegal associate of science requires 27 hours of coursework in the following distribution:

- LEGA 100 Introduction to the Law for the Paralegal 3 hours
- LEGA 105 Legal Research 3 hours
- LEGA 106 Legal Writing 3 hours
- LEGA 201 Interviewing and Investigating 3 hours
- LEGA 261 Litigation 3 hours
- LEGA 262 Tort Law 3 hours
- LEGA 263 Social Security/Workers Compensation Law 3 hours
- LEGA 264 Family Law 3 hours
- LEGA 275 Paralegal Practicum 3 hours

Students must have a cumulative GPA of 2.75 in the LEGA core requirement courses (LEGA 100, LEGA 105, LEGA 201, LEGA 261, LEGA 262, LEGA 263, LEGA 264) and the two ENGL writing courses (ENGL 150 and ENGL 207 or ENGL 220) before registering for LEGA 275.

Students must take the following courses as part of general education requirements:

- ENGL 207 Expository Writing 3 hours
- Choose one of the following: 3 hours
  - PHIL 100 Introduction to Logic
  - OR LEGA 155 Introduction to Legal Reasoning

COURSE DESCRIPTIONS

LEGA 100 Introduction to the Law for the Paralegal. 3 hours. The survey of law includes extensive study of the judicial branches of government including the functions of judge, jury, plaintiff and defendant as well as major areas of substantive law. Designed for the paralegal candidate.

LEGA 105 Legal Research. 3 hours.
Prerequisites: LEGA 100, LEGA 155 or PHIL 100, ENGL 150. This class is designed to introduce, explore and use the systems, methods and practical realities of both traditional and electronic legal research. The student will learn how a legal library is structured, what different resources are available for accessing the law and where to start the process of researching a legal issue. The twin goals of this class are: (1) to make the student intimately familiar with a legal library through realistic, hands-on exercises; and (2) to enable the student to begin to understand and apply methods of legal thought. Designed for the paralegal candidate.

LEGA 106 Legal Writing. 3 hours.
Prerequisites: LEGA 100, LEGA 105, LEGA 155 or PHIL 100, ENGL 150, ENGL 150, ENGL 207. Sound legal writing is the culmination of effective and focused legal writing. Accordingly, this class builds upon the legal research and legal-thinking skills introduced in Legal Research (Paralegal Studies 105). Through a variety of realistic and relevant legal writing projects, the student will gain an understanding of how strong legal research is translated into strong, efficient legal writing. These projects will include, at a minimum, legal memoranda, trial briefs and appellate briefs. Correct methods of citing legal authorities also will be stressed. Students will be expected to demonstrate proficient, flexible and accurate writing skills.

LEGA 155 Introduction to Legal Reasoning. 3 hours. This course emphasizes legal writing and reasoning skills. Through the process of applying legal rules to specific factual situations, skills will be developed by the preparation of appellate briefs, memoranda of law and briefing cases.

LEGA 201 Interviewing and Investigating. 3 hours. Prerequisite: LEGA 100, ENGL 150 or ENGL 207. This course emphasizes communication skills the paralegal must have to function. As a lawyer excels in written and verbal skills, so must the legal assistant excel. Interviews of clients and statements of witnesses are prepared by students under supervision. Demonstrated proficiency is required for successful completion.

LEGA 202 Wills, Estates and Trusts. 3 hours. Law applicable to estates and trusts, designed primarily for the individual and for those such as insurance experts who must deal with such problems in their professional work. Taxation will be considered.

LEGA 205 Advanced Research. 3 hours. Prerequisite: LEGA 105. A continuation of LEGA 105 further developing research, writing and analytical skills.

LEGA 241 Real Estate Economics and Practice. 3 hours. Real estate as an investment; the work of the real estate broker and salesperson. Economic
basis of real estate values. Development of real estate as a profession.

**LEGA 245 Real Estate Law. 3 hours.** A comprehensive study of real estate law designed for the person who has had no training in law. All phases of real estate transactions, including new developments, such as the open-end mortgage. For real estate brokers and salespeople, those concerned with the financing of real estate, investors in real estate, and promoters and developers of real estate.

**LEGA 261 Litigation. 3 hours.** This course includes study of Missouri and federal civil procedures, trial preparation including discovery, trial and post-trial matters. Designed for the paralegal candidate.

**LEGA 262 Tort Law. 3 hours.** This course explores the different causes of action comprising tort law. Negligence, strict liability and intentional torts will be covered.

**LEGA 263 Social Security/Worker’s Compensation Law. 3 hours.** This course explores the rights, duties, and obligations of employers and employees within the Worker’s Compensation and Social Security system.

**LEGA 264 Family Law. 3 hours.** This course introduces the basics of family law such as the law surrounding juveniles and marriage.

**LEGA 275 Paralegal Practicum. 3 hours.** *It is recommended this course be completed after 45 hours of acceptable degree credits.* This course is a practicum experience in a law office. Each student individually coordinates the course with the instructor or the program coordinator with the approval of the dean of the College of Continuing Professional Studies. The practicum provides the student with a paralegal type experience in a law office.

**LEGA 290 Selected Topics. 1-3 hours.**
PHILOSOPHY AND RELIGION

Teresa Hornsby and Chris Panza, co-chairs

The department considers its primary role that of taking a vital part in the liberal arts of the student’s education no matter what the intended vocation. All courses are designed toward this end. The center around which the student integrates knowledge and experience is always, by nature, value. The courses in religion are designed to help the student, through critical study, seek out and comprehend such a center. The method by which the student is able to integrate the various areas of knowledge and experience is, by nature, philosophical. The courses in philosophy are designed to help the student achieve such integration.

COURSE DESCRIPTIONS

PHILOSOPHY

PHIL 100 Introduction to Logic and Critical Thinking. 3 hours. This course helps students learn to think clearly, concisely and analytically, through a familiarity with the reasoning methods of logic in terms of learning how to define terms, formulate arguments, and analyze statements critically and objectively. The course deals with the language of logic and the methods of deductive and inductive reasoning.

PHIL 201 Introduction to Philosophy. 3 hours. A comparative and critical study of the major philosophic positions with a view to developing the analytic, synthetic and speculative dimensions of philosophical methods.

PHIL 206 Eastern Religions and Philosophies. 3 hours. An introduction to Hinduism, Buddhism, Confucianism and Taoism. Specifically, the course focuses on the systems of value that emerge from these traditions, and where appropriate, compares and contrasts them with the value systems of Western traditions. The conceptual framework guiding this examination incorporates the tradition’s overall world view, conception of God or ultimate reality, its understanding of the origin, nature and destiny of the cosmos and of human beings, diagnosis of the human condition and prescription for attaining the ultimate goal or purpose of human life. Same as RELG 206.

PHIL 210 Ethics. 3 hours. Ethics is a writing-intensive course that uses both formal and informal writing as the primary medium in which students explore, reflect and draw conclusions regarding values questions. Some of the topics that will be covered in the course are relativism, subjectivism, religion and morality, environmental ethics, issues in business and medical ethics, utilitarianism and consequentialism, Kantian moral theory and issues in political theory.

PHIL 305 Ethical Issues in Health Care. 3 hours. This course explores the ethical dilemmas confronting contemporary medicine. It both

requires 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. Same as RELG 305.

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. Same as ENVR 320.

PHIL 371 Contemporary Moral Issues. 3 hours. Study of some of the major ethical problems confronting American society today; medical issues including abortion and the question of death, crime and punishment, women’s rights, the value of a business society, the problems of race. Attention will be given to several philosophical perspectives but primary emphasis will be on discussing the values involved in various ways of resolving actual moral issues.

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

RELIGION

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, Islam, Judaism and Christianity.

RELG 203 Introduction to the Bible. 3 hours. An introductory study of the Hebrew scriptures and the Christian New Testament with attention to the literature of these sacred texts, the historical circumstances of their development and the methods of textual interpretation.

RELG 204 Introduction to History of Christianity. 3 hours. An introductory survey of the history of Christianity. Attention is given to the Early Church Fathers, the Medieval era, the Reformation, the church’s response to the Enlightenment and the Contemporary period.

RELG 205 The Life and Teachings of Jesus. 3 hours. A study of the person, work and teaching of Jesus as reflected in the Biblical records with some attention given to later and current interpretations of His life.

RELG 206 Eastern Religions and Philosophies. 3 hours. An introduction to Hinduism, Buddhism, Confucianism and Taoism. Specifically, the course focuses on the systems of value that emerge from these traditions, and where appropriate, compares and contrasts them with the value systems of Western traditions. The conceptual framework guiding this examination incorporates the tradition’s overall world view, conception of God or ultimate reality, its understanding of the origin, nature and destiny of the cosmos and of human beings, diagnosis of the human condition and prescription for attaining the ultimate goal or purpose of human life. Same as PHIL 206.

RELG 303 Teachings of Paul. 3 hours. A study of the life and writings of Paul. An opportunity for in-depth study of the New Testament segments that record Paul’s letter to the Galatians, Corinthians, Romans and others.

RELG 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 which may be applied to address the dilemmas of modern medicine. Same as PHIL 305.

RELG 290, 390, 490 Selected Topics. 1-3 hours.
PHYSICS
Bruce W. Callen, chair

Physics classes focus on the nature of the world around us, and the principles that govern it. Through both traditional and online classes, course offerings in physics help students in education, industry and other fields develop an understanding of the earth and its environment, the solar system and the universe.

COURSE DESCRIPTIONS
PHYS 100 Earth Science. 3 hours. The earth in space, its atmosphere, oceans and the development of landforms by geologic agents. The course objective is to develop awareness of the physical processes that have and will shape the earth and of humanity’s effect on these processes.

PHYS 100-L Earth Science Laboratory. 1 hour. Introduction to igneous, sedimentary and metamorphic rocks and minerals. Principles and interpretation of geologic and topographic maps. Introduction to fossils.

PHYS 103 Topographic Map Interpretation. 2 hours. Interpretation and use of U.S. Geological Survey topographic maps representing threedimensional topographic and man-made features on a two-dimensional surface, including determination of elevations, distances, landform types and shapes, gradients, map scales and contour intervals.

PHYS 110 Elementary Astronomy. 3 hours. Prerequisite: MATH 109. Study of the physical principles describing the evolution of the universe including the stars, the solar system and galaxies. Each student will be given the opportunity to make observations through one of the department’s telescopes.

PHYS 111 Physical Science. 3 hours. This course is designed to give the non-science major an understanding of the methods and significance of the physical sciences by concentrating on selected topics from physics and astronomy. Three hours lecture/demonstrations per week.


PHYS 200 Environmental Geoscience. 4 hours. A study of the interrelationship between humans and the physical environment. The course will focus on natural resources, soils, hydrology and water supplies, erosional processes, karst landscapes, land use planning and geologic map interpretation. Includes laboratory. Field work required. Same as ENVR 200, GEOG 200.

PHYS 201 Principles of Physics. 4 hours. The principles of mechanics, heat, sound and electricity are presented in this one-semester, non-calculus course. The workshop format—integrated lecture with laboratory—emphasizes experiment, data collection, analysis and group work. Not intended for biology, chemistry or physics majors. Offered fall semester.

PHYS 210 Introduction to Geographic Information Systems (GIS) and Remote Sensing. 3 hours. This course will provide students with a working knowledge of geographic data, data input, data models, spatial analysis, output, and the uses of Geographic Information Systems (GIS) in socio-economic and environmental studies. The course utilizes ArcGIS software. Course fee required. Same as ENVR 210 and GEOG 210.

PHYS 290, 390, 490 Selected Topics. 1-3 hours.
POLITICAL SCIENCE, GEOGRAPHY AND ANTHROPOLOGY

Jeff VanDenBerg, chair
Leah Blakey, faculty coordinator

The study of institutions and human behavior in political science derives from the desire to understand the basic values and goals of society. Political science examines societies past and present to understand how power and influence affect who gets what—when, why, where and how. Students of government and politics gain the skills and knowledge to be effective global citizens, and are highly sought after by employers and graduate schools. Career options for political science majors include positions in consulting, law, diplomacy, business, elected office, nonprofit organizations, lobbying and education.

The study of geography focuses on the relationship of people to their physical, economic, political and cultural environments. Geography complements all of the natural, behavioral and social sciences, and the humanities.

Anthropology is the study of human beings in all their cultural diversity. In studying anthropology, students can better understand how to find ways to live together in today’s world, respecting cultural diversity while building upon common human values.

COURSE DESCRIPTIONS

POLITICAL SCIENCE

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. Introduction to the comparison of different political systems with an examination of liberal democratic societies, communist and post-communist systems, and developing nations with case studies from each category.

PLSC 152 Introduction to International Relations. 3 hours. A study of the historical background and contemporary organization of the international political system and the world economy.

PLSC 302 U.S. Foreign Policy. 3 hours. Examination of foreign policy in the twentieth and twenty-first centuries, with analysis of the U.S. foreign policy-making processes, institutions and actors.

PLSC 315 Environmental Laws and Regulations in the United States. 3 hours. Prerequisite: ENVR 312. The creation and enforcement of environmental laws and regulations in the United States can be imagined as the ultimate board game. It has three overlapping levels (city, state and national), actors on offense (protect my river!), actors on defense (save our jobs!), referees who interpret the rules (courts and bureaucracy) and actors who can change the rules whenever they want (elected officials). Attempting to understand this game is vitally important as it carries profound impacts on our daily lives including the quality of the air we breathe, the water we drink and the price we pay for, well, everything. Same as ENVR 315.

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 335 The Supreme Court and Constitutional Law. 3 hours. A study of judicial processes and decisions with particular emphasis on Supreme Court decisions that have shaped legal thought and altered the social fabric of American society. Offered spring semester of even-numbered years.

PLSC 337 United States Congress. 3 hours. An examination of how the U.S. Congress functions in the American political system with a focus on the sources of power, the process of formulating legislation and the people and groups who participate in the legislative process.

PLSC 338 United States Presidency. 3 hours. Examination of the U.S. Presidency in the American political system with a focus on the sources of power, institutions, functions and problems.

PLSC 339 Politics in Popular Culture. 3 hours. An in-depth examination of the reciprocal influence of politics on popular culture and vice versa. Course emphasizes critical analysis of politics in film, music, and literature. Same as HIST 339.
PLSC 341 Homosexuality and Civil Liberties. 3 hours. An in-depth examination of the rise of the gay and lesbian movement and the challenges of achieving civil liberties and civil rights in dominantly heterosexual Western and non-Western societies.

PLSC 352 International Political Economy. 3 hours. Examination of the historical development of the world economy, trade, finance and production within the world economy.

PLSC 354 Politics and Culture in Europe. 3 hours. Examination of political and popular culture in Europe, including the study of the history and evolution of the European Union and case studies of culture and institutions in several European nations.

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. (Meets cultural diversity requirement.)

PLSC 365 Egypt and the Third World. 3 hours. Examination of Egypt as a case study to illuminate common issues and themes among developing countries, and to explore the diversity of historical experiences, political systems, economic realities and social/cultural values in the Third World. (Meets cultural diversity requirement.)

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. (Meets cultural diversity requirement.)

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. Same as HIST 375. (Meets cultural diversity requirement.)

PLSC 380 Western Political Thought. 3 hours. An examination of political ideas representative of selected periods and political philosophies from the ancient world to modern times.

PLSC 442 Rhetorical Criticism. 3 hours. Recommended Prerequisites: COMM 215, COMM 351. Rhetorical Criticism is a writing-intensive course that teaches students how to critically analyze and evaluate public discourse. Attention is given to the logical, aesthetic, political and controversial components of public discourse designed to influence belief, affect social change and craft cultural identities. Topics include the scope and function of rhetoric in contemporary culture, various approaches to rhetorical criticism and contexts for criticism including politics, religion and social movements. Same as COMM 442.

PLSC 493 Senior Seminar. 3 hours. Capstone course for majors. Examination of research methods in political science, including computer applications. Offered spring semester.

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

GEOGRAPHY

GEOG 109 World Regional Geography I. 3 hours. Introduction to culture, natural resources, and modern geographical problems facing the realms of the Americas, Europe and Southwest Asia/North Africa.

GEOG 110 World Regional Geography II. 3 hours. Examination of the characteristics and contemporary issues facing the realms of South Asia, Southeast Asia, sub-Saharan Africa and the Pacific nations.

GEOG 200 Environmental Geoscience. 4 hours. A study of the interrelationship between humans and the physical environment. The course will focus on natural resources, soils, hydrology and water supplies, erosion, karst landscapes, land use planning and geologic map interpretation. Includes laboratory. Field work required. Same as ENVR 200, PHYS 200.

GEOG 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 ArcGIS software. Course fee required. Same as ENV 210 and PHYS 210.

GEOG 223 Introduction to Meteorology. 4 hours. Prerequisite: GEOG 200. This course explores the processes that produce weather and climate patterns. Topics of study include earth/sun relationships, global pressure and wind systems, weather forecasting, severe storms, and global climate change. Same as ENVR 223.

GEOG 340 Geography of Food, Agriculture, and the Environment. 3 hours. Humans use more of our planet’s surface for food production
than for any other use. The oceans also serve as a primary food source. This class explores how crops and food specialties have developed around the world. The primary goal of this course is to examine the environmental problems that result from food production and to explore more sustainable options for agriculture, fisheries, and wildlands. The course will include a field trip to a sustainable farm and meetings with federal agricultural professionals. An additional goal is to gain an appreciation of the regional differences in food by sampling examples of world cuisine.

Same as ENVR 340. Offered spring semester.

ANTHOPOL OGY

ANTH 111 Introduction to Anthropology. 3 hours. A survey that builds on basic anthropological concepts, methodologies, and theories to examine human cultures in a variety of geographic and historical contexts. Topics include human origins, biological evolution, archaeology, gender, health, religion, family and marriage, economics, political organization, and representation. Same as SOCI 111.

ANTH 112 Introduction to Archaeology. 3 hours. An overview and analysis of the basic knowledge and methods utilized in the excavation and reconstruction of the remains of past cultures.

ANTH 315 Gender, Sex, and the Body. 3 hours. A study of the concepts of culture and the body, including critical analysis of alternative gendered experiences, comparisons of how cultures shape identities about the body and sexuality, and cultural perceptions about sexuality, child-bearing and self-identification. Offered occasionally.
SCIENCE

Kevin Jansen, chair

The courses listed under science (SCIE) are designed to give non-science majors exposure to topics in science. The purpose of these courses is to introduce the students to scientific methodology and to broaden their understanding of the importance of science in daily life.

COURSE DESCRIPTIONS

SCIE 206 Speleology, 3 hours. Speleology is the science of caves and their relationship to humanity and the environment. The relationship between caves, springs, sinking streams, soluble rock strata, sinkholes, wells, underground drainage of water, water contamination and the cave ecosystem will be investigated.

SCIE 310 Scientific Principles, Discoveries and the Future, 3 hours. This course is designed as an upper-division course that will investigate the scientific method and applications and new technology through information found in current peer-reviewed journal articles and the integration of biology, chemistry and physics. Current ethical issues in science will be examined and how they may affect the future. Finally, the future direction of where science may lead as we venture through the 21st century to address global issues will be explored.
THEATRE
Robert Westenberg, chair

The department of theatre attempts to meet the needs of students by offering introductory courses designed to develop appreciation and lead to increased understanding of the theatre arts and their contribution to the cultural life of society. In addition, students are provided with creative laboratory experiences and constructive activities in the field.

COURSE DESCRIPTIONS
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 202 Oral Interpretation. 3 hours. Oral interpretation is the emotive performance of the printed page. Through in-class projects, this class explores the tenets of recitation and dramatic delivery as well as the assessment of literary aesthetics and performative form. The evaluation of interpretive personae and historical merit also are explored. Same as COMM 202.

THTR 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. Same as COMM 235, ENGL 235.

THTR 290, 390, 490 Selected Topics. 1-2 hours.
MASTER IN BUSINESS ADMINISTRATION

Angie Davis, director

A graduate program leading to the degree Master in Business Administration (M.B.A.) is offered through the Breech School of Business Administration. The M.B.A. program has a broad managerial orientation.

Courses emphasize analytical thinking and managerial problem solving. Extensive use is made of the case method and teamwork. An undergraduate degree in business administration is not required for admission to the program. A description of the M.B.A. program may be accessed online at www.drury.edu/mba. The Breech School M.B.A. program is nationally accredited by AACSB International, The Association to Advance Collegiate Schools of Business (777 Harbour Island Blvd., Suite 750, Tampa, FL 33602 (813) 769-6500, accreditation@aacsb.edu) and by ACBSP, Accreditation Council for Business Schools and Programs (11520 West 119th Street, Overland Park, KS 66213 (913) 339-9356, info@acbsp.org).

MASTER OF ARTS IN COMMUNICATION

Curt Gilstrop, director

A graduate program leading to the degree of Master of Arts in Communication is offered through the Department of Communication. The MAC program provides two areas of emphasis: Integrated Marketing and Organizational Leadership and Change. Each emphasis requires 30 hours of credit taken across 10 courses.

The graduate program equips students for communication careers as organizational leaders and marketing specialists both in profit and nonprofit environments. Our programmatic emphases rely on cutting-edge technology and research to integrate the theoretical with the practical within ethical contexts required to participate in a free and global culture.

CERTIFICATE IN SOCIAL MEDIA

Provides a two-week, hands-on experience through workshop and research in silos of marketing, media management, information technology, entrepreneurship and culture. It begins with a boot camp in several practical and well-used social media such as blogs, microblogs, networks, bookmarking, wikis and Web 3.0 content. Seated weekends will include full days in media usage, integration and research, traditional and contemporary marketing campaigns with social media, cultural assessments of social media, and a review of the information architecture of various social media technologies. Attendees will gain knowledge in the unique environment of the social media realm including mashups, apps, games, viral behavior, podcasting, vlogging, streaming video sharing, variations on social bookmarking, crosspinging, SEO and page rank, social optimizing, and more. The end result of the certificate experience equips attendees with specific, in-depth knowledge about the most used forms of social media, a review of the “cutting edge” of social media, as well as a vision for keeping up with this ever-evolving phenomenon. Attendees will understand Web 2.0 and look ahead to what Web 3.0 is already providing. Additional information about both programs can be obtained from the Drury University website and by contacting the Graduate Programs Office at (417) 873-6948.

MASTER OF ARTS IN CRIMINOLOGY

Jana Bufkin, director

The master’s in criminology/criminal justice programs consist of 42 (Master of Arts) to 48 (Master of Science) semester hours of coursework for students who have no prior background in criminology/criminal justice in their undergraduate work. For the student who has an adequate background of course work in specified areas, the master’s program consists of a core of 30 (Master of Arts) or 36 (Master of Science) hours of graduate study that may be completed in two calendar years.

The Master of Arts in Criminology degree is especially recommended for students who will eventually pursue a Ph.D. The Master of Science in Criminal Justice degree is recommended for students who wish to apply their knowledge in the field of criminology and criminal justice.

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

Additional information about the program can be obtained by contacting the Graduate Programs Office at (417) 873-6948.

Master’s Degrees in Education
Master of Arts in Teaching
Laurie Edmondson, interim director
Drury University offers the Master in Education graduate program for teachers in the following emphasis areas: curriculum and instruction (elementary, middle school, or secondary), cross categorical special education K-12, special reading, gifted, human services, instructional technology, instructional technology/media, and instructional math K-8.

The Master of Arts in Teaching (MAT) plays an integral part in addressing high need areas in Missouri schools and provides graduate students the opportunity to earn initial state teacher certification in middle schools (grades 5-9) for one of the key fields: science, social studies, mathematics, or language arts.

The Drury Alternative Track in Special Education (DATSE) addresses the high need for special education teachers. Graduate students admitted to this program have the opportunity to earn initial state certification in K-12 mild/moderate cross-categorical disabilities.

The Master in Education degree with emphasis in instructional math and instructional technology is available completely online. Additionally, three certificate programs: instructional math, instructional technology and Web design are also offered as online programs.

All Master in Education programs are nationally accredited by the National Council for the Accreditation of Teacher Education, 2010 Massachusetts Avenue NW, Washington, DC 20036-1023.

Second master’s degree: a student who has been awarded a master’s degree at Drury University or at another accredited institution may apply nine hours of graduate credit earned on the first degree toward meeting the requirements of a second degree, not to include EDUC 689 or EDUC 700.

Additional information about the program can be obtained by contacting the Graduate Programs Office at (417) 873-6948.

Master of Music Therapy
Michael D. Cassity, director
The Master of Music Therapy program imparts greater breadth and depth to undergraduate knowledge and skills by promoting advanced learning in clinical music therapy, education and supervision, independent research, and functional musicianship. Preparation for careers in education and supervision is provided through coursework in curriculum development, functional piano and guitar pedagogy, a teaching apprenticeship, and training in the various supervisory roles of music therapists.

The research component of the curriculum seeks to develop advanced professional competence in the organization, interpretation, evaluation, communication and dissemination of knowledge. The liberal arts philosophy, inherent within the graduate music therapy curriculum, is evidenced by the interdisciplinary nature of the studies, the emphasis on career preparation and leadership, and the preparation to effectively communicate information through research and discovery.

Additional information about the program can be obtained by contacting the Graduate Programs Office at (417) 873-6948.

Master of Arts in Studio Art and Theory
Tom Parker, director
The master of arts in studio art and theory consists of three two month summer sessions of intensive studio engagement. Each summer, students complete six credits of studio art and three credits of theory and criticism (9 total per summer), plus a spring-term online Omega Seminar, resulting in 30 credit hours of work, after which (after an acceptable thesis exhibition) a Master of Arts degree in Studio Art and Theory is granted.

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

Additional information about the program can be obtained by contacting the Graduate Programs Office at (417) 873-6948.
FACULTY AND ADMINISTRATION
We are pleased to offer courses taught by a diverse faculty who bring specialized knowledge to the classroom in addition to their academic backgrounds. The result is a stimulating environment for learning.

Some classes are taught by full-time faculty from the Day School program. Additional part-time faculty are chosen from the community based on their academic and professional credentials. All faculty are first approved by their respective departments and by the academic administration.

FACULTY
Heidi Backes: Ph.D., University of Wisconsin-Madison, 2011.
David R. Beach: B.A., Drury University, 1997.
Leah Blakey: Ph.D., St. Louis University, 2003.
Carol J. Browning: Ph.D., Louisiana State University, 1986.
Jana L. Bufkin: Ph.D., Florida State University, 1996.
Kathy Carroll: Ph.D., University of Toledo, 1997.

Hue-ling Chin: Ph.D., University of Iowa, 1995.
Penny Clayton: Ph.D., Oklahoma State University, 1990.
Keith Coates: Ph.D., Texas A&M University, 1993.
Susan Davis: Ph.D., University of Arkansas, 2011.
Donald D. Deeds: Ph.D., University of Kansas, 1974.
Rebecca Denton: Ph.D., Saint Louis University, 2006.
Valerie Eastman: Ph.D., Iowa State University, 1990.
Lisa M. Esposito: Ph.D., University of Toronto, 1997.
Cristina M. Gilstrap: Ph.D., Purdue University, 2004.
Curt A. Gilstrap: Ph.D., Purdue University, 2003.


Keith Hedges: Ph.D., University of Nebraska-Lincoln, 2009.


Kenneth High: Ph.D., Seton Hall University, 1988.

Brant Hinrichs: Ph.D., University of Illinois at Urbana-Champaign, 1994.

Jason Hite: M.Ed., Drury University, 1999.

Gary Holmes: Ph.D., University of North Texas, 2008.


Teresa J. Hornsby: Ph.D., Vanderbilt University, 1999.

Yong Huang: M.Dex., Harvard University, 2002.


Erin Kenny: Ph.D., University of Kentucky, 2005.

Erin Kineman: M.S., Missouri State University, 2002.


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Peter K. Meidlinger: Ph.D., University of Iowa, 1994.


Bruce E. Moore: M.Arch., University of Michigan, 1982.

Patricia Morris: Ph.D., Northeastern University, 2009.


Steve D. Mullins: Ph.D., Oklahoma State University, 1983.


Elizabeth M. Paddock: Ph.D., University of Kansas, 1991.


Scott A. Petrich: Ph.D., Iowa State University, 1992.


Ioana Popescu: Ph.D., University of Cincinnati, 1999.
Robert L. Robertson: Ph.D., University of Kentucky, 1996.
Timothy Robbins: Ph.D, University of Kansas, 2011.
Wesley H. Rowley, III: Ph.D., East Carolina University School of Medicine, 1987.
Rabindra N. Roy: Ph.D., Louisiana State University, 1966.
Carlyle Sharpe: D.M.A., Boston University, 1994
Michael Shirley: J.D., University of Oklahoma, 1981.
Scott Sigman: Ph.D., University of Missouri-Rolla, 1999.
Jarrod Smith: M.S., Northwest Missouri State University, 2005.
Traci Sooter: M.Arch., Washington University, 1999.
Mary E. Utley: Ph.D., University of Georgia, 1989.
Saundra Weddle: Ph.D., Cornell University, 1997.
Resa A. Willis: Ph.D., University of Tulsa, 1984.
Barbara D. Wing: Ph.D., University of Kansas, 1980.
Natalie Wlodarczyk: Ph.D., Florida State University, 2010.
Mark D. Wood: Ph.D., State University of New York at Stony Brook, 1992.
Valerie Zelenka, Ph.D., Kansas State University, 2010.

SPECIAL INSTRUCTORS
Charlyn Ingwerson: M.A., Southwest Missouri State University, 2002.
Mark Lawley: M.M., Missouri State University, 2004.
Donna Prouty: M.Ed., Southwest Missouri State University, 1983.

ADJUNCT FACULTY
Lu Adams: M.S., Southwest Baptist University, 1999.
Michael Adams: M.S., University of Maryland, 1982.
Willette Arthur: J.D., Creighton University, School of Law, 1998.
Susan Aycock: M.S., Mississippi State University, 2004.
Jennifer Baltes: M.S., Missouri State University, 2004.
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Anessa Brown: M.S., Missouri State University, 2007.
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Kelly Tate: M.F.A., University of Arkansas, 2009.
Dorothy Taylor: M.S., Columbia College, 2009.
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Bethany Teeter: M.C.J.A., Oklahoma City University, 1998.
Tehila Templeton: M.A., Drury University, 2008.
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Elizabeth Thompson: M.S.S.W., University of Georgia, 1994.
Nichole Thompson: M.S.E., Missouri State University, 2010.
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Maureen Travis: M.S.E., Missouri State University, 1998.
Sonic Trotter: M.S., Missouri State University, 1988.
Peter Tsahiridis: J.D., Appalachian State University, 2003.
Larry Tyrrell: J.D., University of Missouri-Kansas City, 1993.
Todd VanGorden: M.S., Pittsburg State University-Kans., 1996.
Christopher Vierreth: M.S., Missouri University of Science and Technology, 1988.
Matthew Vogeler: M.A., Missouri State University, 2008.
Christopher Wade: J.D., University of Tulsa, 1999.
Daniel Wade: J.D., University of Missouri-Kansas City, 1974.
Robert Wagnon: Ph.D., Rutgers University, 1968.
Steven Ward: M.A., Missouri State University, 1999.
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Helen Warren: M.S.E., Missouri State University, 2002.
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Debra Whetstine: M.S.E., Missouri State University, 2004.
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Debra Williams: M.S., Missouri State University, 2001.
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Hollis Wright II: Ph.D., University of Oregon-Eugene, 2002.
EMERITI PROFESSORS


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Harriet Mears: B.A., College of William and Mary, 1942.


Jim Murrow: Ph.D., University of North Texas, 1996.


Thomas M. Parker: M.F.A., University of Iowa, 1960.

James A. Riley: Ph.D., University of Minnesota, 1969.


James F. Smith: Ph.D., Vanderbilt University, 1964.


Lawrence N. Stauffer: Ed.D., Oklahoma State University, 1969.


Don Weber: Ph.D., Northwestern University, 1970.
OFFICERS AND STAFF
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Dawn Hiles ................................................. Vice President for Enrollment Management
Krystal McCulloch .......................... Vice President for Alumni and Development
Bill Scorse ................................................. Vice President for Administration
Peter Radecki ............................. Vice President for Campus Operations and Sustainability

ACADEMIC AFFAIRS
Charles A. Taylor .......................... Vice President for Academic Affairs, Dean of the College
Peter Meidlinger .......................... Associate Vice President for Academic Affairs, Undergraduate Studies
Bruce Callen .................................. Associate Dean of the College
Gale Boutwell .................................. Assistant Dean for Research and Records, Registrar
Marline Faherty ................................ Director, Academic Affairs Support Services
Maurizio Sabini .................................. Director, Hammons School of Architecture
Michael R. Shirley .......................... Director, Breech School of Business Administration
Laurie Edmondson .......................... Interim Director, School of Education and Child Development and Director, Teacher Education
Polly Boruff-Jones .......................... Director, Library and Information Services
Julie Hockensmith .......................... Director, International Support Services
Charlyn Ingwerson .......................... Director, English for Academic Purposes
Wendy Anderson .................................. Director, Environmental Studies Program

COLLEGE OF GRADUATE AND CONTINUING STUDIES
Central Operations and Springfield Campus
Aaron Jones .................................. Interim Dean of the College of Graduate and Continuing Studies
Beverly Reichert .......................... Executive Director, Educational Services/Assoc. Registrar and Coordinator, General Studies Degree Program
Virginia Mee .................................. Director, Faculty Services
Tony Bowers .................................. Director, Law Enforcement Academy
Steve Bryant .................................. Director, Outreach Activities
Colleen Andrews .................................. Transfer Advisor/Recruiter
Terri Anzalone .................................. Admission Module/Transfer Entry Specialist
Leah Blakey .................................. Faculty Coordinator, History
Michael Bryan .................................. Special Assistant for Off-Campus Programs
David Derossett .................................. Faculty Coordinator, Behavioral Sciences
Beth Harville .................................. Faculty Coordinator, Biology
Kevin Henderson .................................. Faculty Coordinator, English
Glori Anne Hedrick .................................. Registration Coordinator II
Jane Lindsey .................................. Dual Credit Coordinator
Salia Manis .................................. Technology Administrator
Marti Marlin .................................. Academic Advisor/Special Needs/VA Representative
Teresa Montgomery .................................. Coordinator of Academic Advising/Springfield
Kathy Padgett .................................. Coordinator, Student Support Services
Barbara Quas .................................. Coordinator of Operations Management
Kevin Ritter .................................. Graduation Coordinator/Catalog Editor
Robin Sprenger .................................. Registration Services Coordinator
April Stublefield .................................. Enrollment Specialist/Cohort Manager
Melissa Shull .................................. Office Coordinator
Jill Young .................................. Academic Advisor/Education Programs

Graduate Programs
Kerry Elam .................................. Graduate Programs Coordinator
Susan Stone .................................. Office Coordinator

Online Education
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Katy Brandes .................................. Online Recruiter
Jean Cobban .................................. Office Coordinator
Julie Goldman .................................. Associate Director
Becky Polk .......................................................... Content Manager
Vacant .................................................................LMS Administrator
Alexis Slyter .........................................................Online Advisor

Ava
Vacant .................................................................Director
Marsha Aborn ......................................................Academic Advisor
Lynette Collins ....................................................Assistant Coordinator/Bookstore Manager
Cody Whitaker ....................................................Academic Advisor
Jacquelyn Whiteman ............................................Academic Advisor

Cabool/Licking
Lu Adams ............................................................Director
Gailene Altis ........................................................Academic Advisor
Gina Crunkilton ....................................................Academic Advisor
Nichole Honeycutt ...............................................Academic Advisor

Thayer
Tammy Hathcock ................................................Office Assistant
Judy Shipp ..........................................................Office Assistant

Lebanon
Mary Iarussi .........................................................Assistant Director
Velta Amos ........................................................Evening Monitor
Cori Grunwaldt .....................................................Office Assistant

Monett
Ann Saunders .......................................................Coordinator/Academic Advisor
Luis Cecenas .......................................................Coordinator - Hispanic Initiative/Academic Advisor
Sherry Dudick ......................................................Office Assistant
Rhonda Schilly ....................................................Office Assistant

Rolla
Myra Miller ........................................................Director
Tuesday Florence ................................................Academic Advisor
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St. Robert/Fort Leonard Wood
Christina Webster ................................................Director
Tammie Black .....................................................Senior Academic Advisor/Career Counselor
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Carol Ziegler ......................................................Coordinator, Fort Leonard Wood
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Susan Davis ........................................................Faculty
Gail Slye ..............................................................Faculty
Edward Williamson ..............................................Faculty

STUDENT SERVICES
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Annette Avery .......................................................Financial Aid Director
Reva Brown ........................................................Financial Aid Assistant Director
Jan Cooper ...........................................................Loan Coordinator
Diana Serafinov ....................................................Financial Aid Counselor
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Valerie Rains ........................................................Bookstore Director
Rob Fridge ..........................................................Financial Services Director
Scotti Siebert .......................................................Human Resources Director
Jill Holmes .......................... Business Services Director
Sarene Deeds .......................... Safety and Security Director
Mark Geiss .......................... Associate Security Director
Susan Kirby .......................... Alumni Relations Director
Mandy Seaman ...................... Director, Web Communications, Social Media Manager
Jeremy Slye .......................... Associate Director of Web Communications

FACILITIES SERVICES
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Ronald Cushman .................. Director of Facilities Services

DEPARTMENT CHAIRS
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Todd Lowery ....................... Art and Art History
Vickie Luttrell ..................... Behavioral Sciences
Kevin Jansen ....................... Biology
Michael D. Shirley ................ Business Administration
Kenneth High ...................... Chemistry
Regina Waters ..................... Communication
Laurie Edmondson ............... Education
Jo Van Arkel ....................... English
Wendy Anderson ................ Environmental Studies
Kathy K. Carroll ................ Exercise and Sport Science
Shelley Wolbrink ................ History
Elizabeth Nichols ............... Languages
Polly Boruff-Jones .............. Library
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