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Admissions

Admission Procedures

1. Complete the application for admission, including a $25 non-refundable admission fee (available in print or online at www.drury.edu/ccps/application).

2. Submit proof of high school completion and official transcripts from all colleges and universities attended.
   - First time freshmen: Official high school transcript with grade point average of 2.0 on a 4-point scale or official G.E.D. or HiSet transcript including scores.
   - Transfer students: Official transcript(s) from each college attended. Cumulative grade point average(s) based on hours attempted will be evaluated for admission purposes.

All application materials are reviewed by the continuing studies admission committee, which reviews applications on an individual basis. Additional application materials may be required, including, but not limited to, a writing sample, letters of reference, and/or a successful residual ACT score. 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 enrollment in a reduced schedule (3 to 6 credit hours), completion of three semester hours of a college-level English composition course and a course in computer applications.

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

Students retain the right to appeal admission decisions.

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.

Students who wish to enroll in continuing studies courses but do not wish to pursue a degree are welcome at Drury. Drury encourages enrollment in classes for personal and professional enrichment. Acceptable credit earned may be applied toward a degree upon formal admission to the university.
Students should seek admission to the university before completing 30 hours, including transfer hours. (Associate degree candidates must be admitted before completing 18 hours.) If a period of one year elapses during which an admitted student is not enrolled, the student must reapply for admission. Students receiving financial aid and/or students using veterans’ assistance must be admitted to the university prior to enrollment.

International Student Admission

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 College of Continuing Professional Studies Admission Office at Drury University:

1. A completed Continuing Professional Studies application for admission form (available in print or online at www.drury.edu/ccps/application).

2. All secondary school records: transcript of courses with grades or other evaluation marks, documentation of graduation or completion, and examination results where they apply.

3. An evaluation of your secondary 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.

4. Official transcripts from each post-secondary institution previously attended.

5. 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.

6. 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.
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.

Readmission 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.

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:
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.
Minimum verbal Scholastic Aptitude Test (SAT) score of 500.
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.

Applying for an I-20
Submit the following to International Support Services at Drury University:

1. A letter of financial support.
2. Original financial documents showing you have at least U.S. $15,000 available for each year of your studies.

3. 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.

4. 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.

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:

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.

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. Heejung Cromley is available by phone at (417) 873-7885, fax at (417) 873-7885 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 studies (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 non-native speakers of English flexible but vigorous language training for the entering semester. Students enrolled in EAP receive degree credit. Conditional admission to the degree program is offered.
Students are eligible to be fully admitted to Drury’s EAP program if they offer evidence of having completed one of the following:

Successful completion of level 112 or higher at an accredited ELS English Language Center
Successful completion of all ELI level 4 courses
IBT TOEFL score of 54 to 71
IELTS score of 5.5
SAT score of 400 to 499 in reading

For more information about English for Academic Purposes courses, visit http://www.drury.edu/eap.

Readmission

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

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

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. Courses dropped after the second full week of class will receive a notation of “W” on the transcript. You cannot drop a course during the last 25% 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 14 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 dean of the College of Continuing Professional Studies. Students with a grade point average below 3.0 must, in addition, obtain approval from the Continuing Studies Council. 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.

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.

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, credit from successful completion of College Level Examination Program (CLEP) 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 general 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.

Cancellation of Course Policy

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

CLEP – Computer-based Testing

Drury University participates in the Computer-Based 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 university 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 that result in 6 hours credit for each general exam (total possible credits: 30 hours) follow:

**English Composition** 50
(with or without essay) A student receiving credit for this exam should not enroll for ENGL 150.

**Humanities** 50

**College Mathematics** 50
Credit for this exam does not transfer as credit for MATH 100 or MATH 101; students receive elective credit in Mathematics.

**Natural Sciences** 50
Credit for this exam transfers as elective credit in these areas; credit awarded does not count toward a degree requirement.

**Social Sciences and History** 50

Each student submitting a CLEP score will be notified of credit awarded. No partial credit is awarded. CLEP subject examinations may be completed at any time prior to attaining a senior classification if a student has not previously completed a college-level course equal to, or more advanced than, the subject of examination. Because not all subject exams offered are appropriate to Drury degree programs, an agreement must be made with the concerned department chair and a prior determination made as to how completion of the exam will apply toward degree requirements. Subject exams approved for credit must have a test score equal to or greater than 50.

**Dual Enrollment**

Drury University offers dual credit courses to junior- and senior-level high school students in selected high schools. Students receive high school- and college-level credit simultaneously.

Dual enrollment students 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.

**Policy on Replacing a Discontinued Course Offering**

When a student fails or performs poorly in a course that is no longer offered and therefore cannot be repeated for a higher grade, a replacement grade opportunity may be possible. The replacement course must be similar in nature or content as the original course. (The replacement course will generally be in the same academic department. A higher division (number above 300) course cannot typically be replaced by a lower division offering (number below 300). Any course replacement requires the approval of an academic dean. When the replacement course is successfully completed, the prior grade for discontinued course will be changed to a transcript symbol of “NF” if the prior grade was an F. If the prior grade was not an F, the symbol will be “N”. Neither NF or N has any influence upon the Drury grade point average. If the grade for the replacement course is also an F, both failing grades will count into the grade point average.

Students requesting replacement grades should inquire of their intended graduate school in regards to how these symbols will be treated.
Academic Affairs

Advising

Advisors in the Continuing Professional Studies Office assist students with academic planning. Advisors are available during all regular office hours, at every local campus office. If a student cannot meet with an advisor during regular office hours, the staff will arrange a time that is convenient to the student’s schedule.

Appeal of Final Course Grade

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

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

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

Step 3: If mediated negotiations are unsuccessful, the student may file a formal written petition with the AAC before the end of the eighth week of the semester stating the reasons why he or she feels the grade was awarded in a prejudicial or capricious manner and presenting evidence to support the case. As with other petitions, 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 papers bearing on the case that were not returned to the student.
The AAC receives the petition and based on their experience as educators and their evaluation of the fairness of the grade, decides by a simple majority vote whether to hear the case. If they choose not to hear the case, the committee has completed its review of the appeal. If the 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. In those cases where a member of the committee is involved as the faculty member who awarded the grade, that member shall resign from the case and the Faculty Affairs Committee, serving as a nominating committee, shall appoint another faculty member to serve on the AAC to hear the case. The committee also may call for whatever other information members deem significant to their decision, including testimony from the mediating faculty member from step two. The mediating faculty member also will be heard if he or she so desires.

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

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

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

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 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 Leadership
Master in Education Instructional Technology
Master in Education Instructional Technology/Media
Master in Education Special Reading

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
Emergency Management
English*
Environmental Management and Assessment
Fine Arts*
Health Science
History**
Human Services**
Instructional Technology**
Law Enforcement
Organizational Communication and Development**
Psychology**
Public Administration
Secondary Education* (second major only; requires subject area)
Sociology**
Writing*
*Available in Springfield only.
**Available entirely online.

**Associate of Science:**
Business Administration
Communication
Criminal Justice
Emergency Management
Emergency Medical Science
English
Environmental Policy and Regulations
Entrepreneurship
Fine Arts
Foundations in Education
General Studies
Health and Wellness
Law Enforcement
Organizational Studies
Pre-Ministerial Studies
Paralegal Studies
Psychology
Radiologic Technology
Surgical Technology
Writing

**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. A directed study 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.

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 active participation by students in discussion, reading and writing.

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

Online students should have:

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

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.
<table>
<thead>
<tr>
<th>GPA</th>
<th>Hours at Drury</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.600 - 3.749</td>
<td>60</td>
<td>cum laude</td>
</tr>
<tr>
<td>3.750 - 3.899</td>
<td>60</td>
<td>magna cum laude</td>
</tr>
<tr>
<td>3.900 - 4.000</td>
<td>90</td>
<td>summa cum laude</td>
</tr>
</tbody>
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**Departmental distinction:** Students who have completed at least 15 hours of upper division work in one department at Drury with “A” and “A-” grades will be awarded departmental distinction.

**Graduation with Merit:** Candidates for associate degrees who distinguish themselves academically will be graduated with the notation “Graduation with Merit.” This notation will appear on the Drury transcript of Associate of Science 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.

**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; 62 hours for Associate of Science).
- At the time of graduation the average cumulative grade must be at least a “C” (2.0).
- The successful completion of a major (study-in-depth). The major shall require not less than three or more than six semester hours of senior seminar, research or other designated capstone requirement.
- The core requirement sheet must be filed in the Continuing Professional Studies Office prior to registration for the first semester of the junior year.
A program of study for a student who has not attended Drury for one year or more is subject to a review and revision.

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 63 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.

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).

The last 30 semester hours must be taken in residence.

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.

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:

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

First-time freshmen and transfer students are required to enroll in GSTU 200: Connect with CCPS/New Student Orientation during their first semester.

ENGL 150 and ENGL 207 for a total of six hours in English Composition. (ENGL 109, ENGL 110, ENGL 111, ENGL 114, ENGL 115, ENGL 116 or ENGL 117 may not be counted toward meeting this requirement).

Three hours of college-level algebra.

A grade of “C-” or better for GSTU 210 Desktop Applications for PCs or GSTU 211 Desktop Applications for Macs.

Successful completion of LIBR 211 Research Information Skills.

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, ENGL 317, HIST 344, HIST 350, HIST 375, HIST 385, MUSC 315, PLSC 365, PLSC 370, PLSC 375, SOCI 316, or SOCI 355).

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, history languages and literature, music, philosophy, religion, theatre (ENGL 109, ENGL 110, ENGL 111, ENGL 114, 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, emergency management, geography, global studies, leadership studies, legal studies, political science, psychology, public administration, sociology.

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

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

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

Successful completion of Bachelor of Business Administration (BBA) Tool Courses (33 hours).

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

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

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.
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.
First-time freshmen and transfer students are required to enroll in GSTU 200: Connect with CCPS/New Student Orientation during their first semester.
ENGL 150 and ENGL 207 for a total of six hours in English composition. (ENGL 109, ENGL 110, ENGL 111, ENGL 112, ENGL 114, ENGL 115, ENGL 116 or ENGL 117 may not be counted toward meeting this requirement).
Three hours of college-level mathematics.
Three hours of basic computer skills. Students may fulfill the requirement with GSTU 101 Introduction to Computers and Software, GSTU 210 Desktop Applications for PCs or GSTU 211 Desktop Applications for Macs. (EDUC 200 will fulfill this requirement for education majors.)
Successful completion of LIBR 211 Information Research Skills.
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, ENGL 317, HIST 344, HIST 350, HIST 375, HIST 385, MUSC 315, PLSC 365, PLSC 370, PLSC 375, SOCI 316, or SOCI 355).
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, history languages and literature, music, philosophy, religion, theatre (ENGL 109, ENGL 110, ENGL 111, ENGL 114, 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: accounting, criminal justice, economics, education, emergency management, finance, geography, global studies, leadership studies, legal studies, management, marketing, political science, psychology, public administration, sociology.
At least 36 hours of the total number of hours required for graduation must be upper division courses (numbered 300 or above).
At least the final 30 undergraduate hours must be earned at Drury University.
A completed academic major.

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

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.
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.
First-time freshmen and transfer students are required to enroll in GSTU 200: Connect with CCPS/New Student Orientation during their first semester. ENGL 150 and ENGL 207, for a total of six hours in English composition. (ENGL 109, ENGL 110, ENGL 111, ENGL 112, ENGL 114, ENGL 115, ENGL 116 or ENGL 117 may not be counted toward meeting this requirement).
Three hours of college-level mathematics.
Three hours of basic computer skills. Students may fulfill the requirement with GSTU 101 Introduction to Computers and Software, GSTU 210 Desktop Applications for PCs or GSTU 211 Desktop Applications for Macs.
Successful completion of LIBR 211 Information Research Skills.
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, ENGL 317, HIST 344, HIST 350, HIST 375, HIST 385, MUSC 315, PLSC 365, PLSC 370, PLSC 375, SOCI 316, or SOCI 355).
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, history, languages and literature, music, philosophy, religion, theatre (ENGL 109, ENGL 110, ENGL 111, ENGL 112, ENGL 114, 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: accounting, criminal justice, economics, education, emergency management, finance, geography, global studies, leadership studies, legal studies, management, marketing, political science, psychology, public administration, sociology.
At least 36 hours of the total number of hours required for graduation must be upper division courses (numbered 300 or above).
At least the final 30 undergraduate hours must be earned at Drury University.
A completed academic major. This major is completed in one of the two following ways:
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.

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.

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

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.

The university expects all candidates for degrees to be present at the commencement exercises. 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, entrepreneurship, emergency management, emergency medical science, environmental policy and regulations, fine art, first responder, foundations in education, general studies, health and wellness, law enforcement, organizational leadership, paralegal studies, pre-ministerial studies, psychology, radiologic technology 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:

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. 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 the intent to graduate by the first week of the semester of graduation. First-time freshmen and transfer students are required to enroll in GSTU 200: Connect with CCPS/New Student Orientation during their first semester. ENGL 150 and ENGL 207 for a total of six hours in English. Three hours of college-level mathematics. Three hours of basic computer skills. Students may fulfill the requirement with GSTU 101 Introduction to Computers and Software, GSTU 210 Desktop Applications for PCs or GSTU 211 Desktop Applications for Macs. 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, history, languages and literature, music, philosophy, religion, theatre (ENGL 109, ENGL 110, ENGL 111, ENGL 112, ENGL 114, 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, criminal justice, economics, education, emergency management, finance, geography, global studies, leadership studies, legal studies, management, marketing, political science, psychology, public administration, sociology. Some degree programs require specific courses be taken to satisfy general education requirements. These courses are listed with the descriptions of those degrees. At least the final 15 undergraduate hours must be earned at Drury University. A completed academic area of concentration.

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

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 minimum cumulative grade point average as set forth below.
Hours Earned/Cumulative GPA below which a student is placed on probation:

0-29 hours < 1.6 GPA
30-59 hours < 1.8 GPA
60 hours or above < 2.0 GPA

Students on probation cannot carry an academic overload and should be mature enough to decide, with the help of all available counseling and advising, which activities to drop (because they interfere with studying) and which to retain (because they play an important part in personal need or development).

Students failing to remove themselves from scholastic probation within one semester in residence after being placed on scholastic probation may be suspended. If the student shows satisfactory progress, they 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 office of admissions at least one month prior to the first day of the proposed term of re-admittance. 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 enrolled.

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.

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.
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.

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 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 apply to all Drury students:

1. Re-enter Drury University and successfully complete at least a minimum of 6 hours with a minimum GPA of 2.0 in each course.
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. Applications submitted by Day College students will be reviewed by Drury University’s Academic Affairs Committee. Applications submitted by CCPS students will be reviewed by Drury University’s CCPS Admissions Committee. These committees have 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 then 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 school and their services, interpret the transcript of a student utilizing academic forgiveness options.

Academic Integrity

As members of an academic community, faculty and students are committed to maintaining high ethical standards. Academic misconduct undermines the educational goals of the university and is a serious offense. Students and faculty are required to act honestly and with integrity in their academic pursuits. Examples of academic misconduct include, but are not limited to, the following:

- Copying from another student’s exam and/or work of any nature.
- Allowing one student to copy from another’s exam.
- Using unauthorized aids (such as formulas, a computer, calculator or other unauthorized materials and/or devices) for an in-class exam, take-home exam or other work.
- Obtaining and/or using unauthorized material, such as a copy of an exam before it is given.
- Giving or receiving answers by use of signals during an exam.
- Having someone else take your exam.
- Altering answers on a score test and submitting it for a re-grade.
- Destroying, damaging or stealing another student’s work.

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

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

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

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

Students who are in any doubt about the proper forms of citation and attribution of authorities and sources are expected to discuss the matter in advance with the faculty members for whom they are preparing assignments. Lack of intent does not excuse academic misconduct.
The authority and responsibility for making decisions regarding academic dishonesty and its penalties lie with the faculty member in the course involved, the department head, the dean of the college, the academic affairs committee and the president of the university.

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

A student who thinks he or she has been unfairly judged by a faculty member in questions of academic dishonesty may appeal that judgment by contacting the dean of the college.

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

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

**Review**

An offense as documented by the faculty member(s) in question and as reported to the dean may be considered grounds for dismissal from the university. The dean may request the academic affairs 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.

**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.

Credit by Proficiency Examination

Superior students may, at any time, apply to the head of any department for permission to take a proficiency examination covering the subject matter of any course in that department listed in the catalog — provided that they are not enrolled in that course and have not completed a more advanced course in that field. Students are normally required to register for the course before the examination is taken. This examination is open to regularly enrolled students to whom the regulations regarding tuition and fees apply. For students taking less than 12 hours, an examination fee of $5 is charged in addition to the usual tuition fees.

Research

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

Students must register for research (291, 292, 391, 392, 491 or 492) to receive credit and are required to fill out a Permission to Register for Special Coursework form. It is recommended that students complete not more than 12 hours of research to apply toward the baccalaureate degree.

The Grading System


A grade of C represents a satisfactory level of performance that can be expected of any Drury student who gives a reasonable amount of time, effort and attention to the work of the course. Such satisfactory performance should include familiarity with the content of the course as shown by an acceptable mastery of the information, concepts or skills involved, as well as regular participation in the work of the class.
A grade of B indicates a higher level of performance than the satisfactory standard defined for a grade of C. It involves excellence in some aspect of the work, such as completeness, accuracy, detail of knowledge or effective independent work.

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

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

A grade of S (Satisfactory) indicates the attainment of a C level or better. A grade of F or U indicates an unacceptable level of performance.

An I grade is given for incomplete work only if illness or other unavoidable causes prevent the student from completing the course. The student is responsible for contacting the instructor and determining what must be done to remove the I grade. Coursework must be completed and the I grade replaced with a letter grade within six weeks after the beginning of the semester immediately following the semester in which the I was received. For graduating seniors, coursework receiving an I grade must be completed within two weeks following the end of the semester in which they have applied to graduate. 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 associate dean of the college. Until the grade has been formally recorded, the course will not be considered as hours attempted and thus will not be a part of the cumulative grade point average.

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

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

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

The grade point average is based only on academic courses taken at Drury University. The computation is made by dividing the total number of credit points earned by the total number of semester hours attempted. Grades of F are included when computing grade point averages and carry a value of zero points. For courses that are completed more than once (repeated), the grade point average is computed on the policy that the highest grade stands and that no other
grades associated with the course are included in the calculation. Grades from repeated courses that are not calculated as part of the grade point average are replaced with an RP (passed, repeated), RF (failed, repeated), or RU (unsatisfactory, repeated). Grade reports, including class rank, are accessible on MyDrury to current students at the end of each semester or term.

Mid-semester grades are made available to all students at Drury University. The academic dean, dean of students or associate dean of students may request other scholarship reports at any time.

Satisfactory Or Unsatisfactory

A student who is officially classified as a junior or senior may register for one course during a semester on a Satisfactory or Unsatisfactory basis, but must designate this option before the end of the second week of class. In order to receive a satisfactory grade, a student is expected to perform at the C level or better. With the exception of internships, teacher aiding, writing tutorial, community service (FREN 314, 315, 316, 317, 318, 319) winter term and May term courses, 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 or 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 to be included in the cumulative grade point average. A student receiving a grade of Unsatisfactory will not receive the credit toward graduation.

At any time a student enrolls for a continuing studies course that does not appear in this catalog, the student must complete that course utilizing the S/U grading option. The student must request approval for such enrollment. Forms are available in the registrar’s office.

Transcripts of Credit

Transcripts of credit will be issued by the office of the registrar to all present and former students subject to certain conditions. In order to assure the student that records are confidential, Drury University issues official transcripts only upon written authorization of the student. Financial obligations to the college must be satisfied. There is an $8.00 fee for a transcript ordered online through http://www.studentclearinghouse.org. The fee is $12.00 when ordered through the Registrar’s Office.
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 our regular fall and spring semesters. These terms are an important part of the university’s academic programs. It should be understood that activities and credits in the winter and May terms are highly restricted because of the time frame. The activities of the short terms typically include:

1. International travel that provides students with experiences in a different culture as 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, practical and/or special internships that give students the opportunity for learning experiences outside the boundaries of the campus classroom.

Registration for either the May or winter terms is limited to three hours per term. Information regarding tuition charges for short terms is available in the registrar’s office. Travel courses result in widely variable charges that are typically paid by the student well in advance of the experience. Visiting or unclassified students would pay trip charges plus tuition. Standard forms of financial aid are not available for these short terms. There will be an additional charge for room and board during the short terms.
# Financial Affairs

## Tuition and Fees

<table>
<thead>
<tr>
<th>DAY SCHOOL TUITION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition deposit - full refund until May 1, forfeited after May 1</td>
<td>$100</td>
</tr>
<tr>
<td>Full time student - 12 to 17 hours</td>
<td>$11,875</td>
</tr>
<tr>
<td>Tuition part time - Day</td>
<td>$799</td>
</tr>
<tr>
<td>Overload - over 17 hours</td>
<td>$799</td>
</tr>
<tr>
<td>2015 Summer school tuition, CCPS rate</td>
<td>$234</td>
</tr>
<tr>
<td>2015 Summer online tuition, CCPS rate</td>
<td>$299</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY SCHOOL FEES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required of all full time day school students:</strong></td>
<td></td>
</tr>
<tr>
<td>Full time day student fee, annual fee imposed by Student Senate</td>
<td>$315</td>
</tr>
<tr>
<td>Health center fee</td>
<td>$95</td>
</tr>
<tr>
<td>Technology fee - full time students (Students starting Fall 2013 and after)</td>
<td>$250</td>
</tr>
<tr>
<td>Technology fee - full time students (Students starting prior to Fall 2013)</td>
<td>$55</td>
</tr>
<tr>
<td><strong>Circumstantially required of day school students:</strong></td>
<td></td>
</tr>
<tr>
<td>Part time day-student fee - billed every semester</td>
<td>$50</td>
</tr>
<tr>
<td>Technology fee - part time students - every semester(Students starting Fall 2013 and after)</td>
<td>$125</td>
</tr>
<tr>
<td>Technology fee - part time students - every semester(Students starting prior to Fall 2013)</td>
<td>$55</td>
</tr>
<tr>
<td>New student orientation fee, including all students transferring in Fall ($75 Spring)</td>
<td>$150</td>
</tr>
<tr>
<td>Additional international student health ins fee for athletes</td>
<td>$200</td>
</tr>
<tr>
<td>Hour lesson or full recital</td>
<td>$400</td>
</tr>
<tr>
<td>Half hour lesson or half recital</td>
<td>$200</td>
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<tr>
<td>MUSC 139-140 and/or MUSC 159-160</td>
<td>$89</td>
</tr>
<tr>
<td>Music Therapy Clinical Fee (charged in fall for the year)</td>
<td>$150</td>
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</table>

<table>
<thead>
<tr>
<th>CCPS, TUITION AND FEES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Seated classes - undergraduate including summer 2015</td>
<td>$234</td>
</tr>
<tr>
<td>Online classes - undergraduate including summer 2015</td>
<td>$299</td>
</tr>
<tr>
<td>Student fee - non-refundable, due at registration</td>
<td>$27</td>
</tr>
<tr>
<td>Technology fee - (starting Summer 2013, per hour charge)</td>
<td>$5</td>
</tr>
<tr>
<td>Dual Credit/Dual Enrollment</td>
<td>$70</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA Live in weekend - flat rate</td>
<td>$275</td>
</tr>
<tr>
<td>MBA (including $165 per hour for travel)</td>
<td>$685</td>
</tr>
<tr>
<td>Program</td>
<td>Fee</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>MED (Master of Education)</td>
<td>$345</td>
</tr>
<tr>
<td>MA/Crim, MS/Crim</td>
<td>$459</td>
</tr>
<tr>
<td>MA Art, summers only</td>
<td>$345</td>
</tr>
<tr>
<td>MA/COMM</td>
<td>$444</td>
</tr>
<tr>
<td>Technology fee - (starting Summer 2013, per hour charge)</td>
<td>$5</td>
</tr>
<tr>
<td>Seated Cohort graduate tuition = 90% of regular rate</td>
<td>varies</td>
</tr>
<tr>
<td>Graduation fee - graduate program students only</td>
<td>$-</td>
</tr>
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</table>

**MISCELLANEOUS FEES for ALL students as applicable**

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript</td>
<td>$8</td>
</tr>
<tr>
<td>Diploma Mailing Fee for Domestic Addresses</td>
<td>$12</td>
</tr>
<tr>
<td>Application fee for domestic CCPS students- waived if online application</td>
<td>$25</td>
</tr>
<tr>
<td>Application fee for international students</td>
<td>$100</td>
</tr>
<tr>
<td>International student health insurance fee</td>
<td>$645</td>
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<tr>
<td>International student health insurance fee (Athletics)</td>
<td>$1,290</td>
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<tr>
<td>International student orientation fee Fall (Spring $150)</td>
<td>$490</td>
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<tr>
<td>Late registration</td>
<td>$53</td>
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<tr>
<td>Drop/add slip</td>
<td>$16</td>
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<tr>
<td>Audit fee - not available online</td>
<td>$105</td>
</tr>
<tr>
<td>Electronic Portfolio Fee (EDUC 201)</td>
<td>$112</td>
</tr>
<tr>
<td>Portfolio Fee (EDUC 649/SCI 620/EDUC 660)</td>
<td>$59</td>
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<tr>
<td>Student teaching fee (this is in addition to tuition)</td>
<td>$200</td>
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<tr>
<td>Computer Proficiency Exam Fee (CISQ 170)</td>
<td>$24</td>
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<tr>
<td>Laboratory Fee (CRIM/PSYC/SOCI 359)</td>
<td>$40</td>
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<tr>
<td>Laboratory Fee (CRIM/PSYC/SOCI 361)</td>
<td>$40</td>
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<tr>
<td>GIS Lab Fee (ENVR/GEOG/PHYS 0210)</td>
<td>$50</td>
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<tr>
<td>GIS and Remote Sensing Laboratory Fee (ENVR/GEOG/PHYS 300)</td>
<td>$50</td>
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<tr>
<td>EDUC Graded Evaluation Fee (EDUC 651)</td>
<td>$30</td>
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<tr>
<td>Breech Enhancement Fee (all grad and udg courses-except MGMT 103/204, ECON 201/335)</td>
<td>$20</td>
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**Design and Fine Arts Fees**

<table>
<thead>
<tr>
<th>Fee Type</th>
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<tbody>
<tr>
<td>Introduction to Architecture Fee (ARCH 110)</td>
<td>$40</td>
</tr>
<tr>
<td>Architecture Program Fee (ARCH 112)</td>
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<tr>
<td>Architecture Program Fee (ARCH 213)</td>
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<tr>
<td>Architecture Program Fee (ARCH 214)</td>
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<tr>
<td>Architecture Program Fee (ARCH 315)</td>
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<tr>
<td>Architecture Program Fee (ARCH 417)</td>
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<tr>
<td>Architecture Program Fee (MARC 519)</td>
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<tr>
<td>Architecture Program Fee (MARC 520)</td>
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<tr>
<td>Architecture Program Fee (MARC 521)</td>
<td>$1,000</td>
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<tr>
<td>History of Photography (ARTH 360)</td>
<td>$25</td>
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<tr>
<td>Printmaking Fee (ARTZ 200)</td>
<td>$100</td>
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<tr>
<td>Weaving I Fee (ARTZ 205)</td>
<td>$75</td>
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<tr>
<td>Fibers I Fee (ARTZ 206)</td>
<td>$50</td>
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<tr>
<td>Ceramics I Fee (ARTZ 240)</td>
<td>$95</td>
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<tr>
<td>Service</td>
<td>Fee</td>
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<tr>
<td>Sculpture Fee (ARTZ 250)</td>
<td>$115</td>
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<tr>
<td>Photography Fee (ARTZ 260)</td>
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<tr>
<td>Digital Photography Fee (ARTZ 267)</td>
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<tr>
<td>Weaving II Fee (ARTZ 305)</td>
<td>$ 75</td>
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<tr>
<td>Fibers II Fee (ARTZ 306)</td>
<td>$ 50</td>
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<tr>
<td>Ceramics II Fee (ARTZ 340)</td>
<td>$ 95</td>
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<tr>
<td>Ceramic Mold Making and Slip Casting Fee (ARTZ 341)</td>
<td>$ 95</td>
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<tr>
<td>Ceramic Hand Building Fee (ARTZ 342)</td>
<td>$ 95</td>
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<tr>
<td>Ceramic Wheel Throwing Fee (ARTZ 343)</td>
<td>$ 95</td>
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<tr>
<td>Sculpture Fee II (ARTZ 350)</td>
<td>$100</td>
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<tr>
<td>Contemporary Sculpture I Fee (ARTZ 351)</td>
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<tr>
<td>Photography II Fee (ARTZ 360)</td>
<td>$125</td>
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<tr>
<td>Alternative Photographic Processes Fee (ARTZ 361)</td>
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<tr>
<td>Commercial Photography Fee (ARTZ 364)</td>
<td>$125</td>
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<tr>
<td>Digital Photography II Fee (ARTZ 367)</td>
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<tr>
<td><strong>Exercise and Sport Science Fees</strong></td>
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<tr>
<td>Golf Fee (EXSP 140)</td>
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<tr>
<td>Bowling Fee (EXSP 160)</td>
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<tr>
<td>Scuba Fee (EXSP 205)</td>
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<tr>
<td><strong>Program Fees</strong></td>
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<tr>
<td>Aegina Administrative Fee</td>
<td>$315</td>
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<tr>
<td>Aegina Program Fee</td>
<td>$3,550</td>
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<tr>
<td>Regents University Program Fee</td>
<td>$3,550</td>
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<tr>
<td>Administrative Fee for Exchange Semester Study Abroad</td>
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<tr>
<td>Programs</td>
<td>$315</td>
</tr>
<tr>
<td>Washington Center - program fee</td>
<td>$2,000</td>
</tr>
<tr>
<td><strong>HOUSING</strong></td>
<td></td>
</tr>
<tr>
<td>Housing deposit - full refund until May 1/Dec 1, forfeited</td>
<td>$200</td>
</tr>
<tr>
<td>after May 1/Dec 1</td>
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<tr>
<td>Smith Hall Doubles</td>
<td>$2,625</td>
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<tr>
<td>Wallace Hall Doubles</td>
<td>$2,935</td>
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<tr>
<td>Sunderland Hall</td>
<td>$3,045</td>
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<tr>
<td>Summit Park</td>
<td>$3,340</td>
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<tr>
<td>College Park Apts</td>
<td>$3,375</td>
</tr>
<tr>
<td>College Park Cottages</td>
<td>$3,470</td>
</tr>
<tr>
<td>College Park Residences</td>
<td>$3,570</td>
</tr>
<tr>
<td>Jefferson Park S 3BR</td>
<td>$3,420</td>
</tr>
<tr>
<td>Jefferson Park S 2BR</td>
<td>$3,470</td>
</tr>
<tr>
<td>Jefferson Park Studio</td>
<td>$3,570</td>
</tr>
<tr>
<td>Jefferson Park N 2BR</td>
<td>$3,570</td>
</tr>
<tr>
<td>Jefferson Park N 2BR-unfurnished</td>
<td>$3,470</td>
</tr>
<tr>
<td>Jefferson Park N 1BR-unfurnished</td>
<td>$3,600</td>
</tr>
<tr>
<td>Jellerson Park W 1BR (1225 N. Jefferson)-unfurnished</td>
<td>$3,790</td>
</tr>
<tr>
<td>Jellerson Park W Studio (1225 N. Jefferson)-unfurnished</td>
<td>$3,570</td>
</tr>
<tr>
<td>Midtown-02</td>
<td>$3,375</td>
</tr>
<tr>
<td>Midtown-15, 26 (Rose O'Neill)</td>
<td>$3,420</td>
</tr>
<tr>
<td>Housing Type</td>
<td>One Semester</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Smith &amp; Wallace Halls - Double Room Occupied as Single</td>
<td>900</td>
</tr>
<tr>
<td>Fraternity Houses - Double Room Occupied as Single</td>
<td>900</td>
</tr>
<tr>
<td>Fraternity Houses - Triple Room Occupied as Single</td>
<td>1,800</td>
</tr>
<tr>
<td>Covered parking space fee</td>
<td></td>
</tr>
<tr>
<td>Manley Hall - family surcharge</td>
<td></td>
</tr>
</tbody>
</table>

### Summer Housing Fees

<table>
<thead>
<tr>
<th>Housing Type</th>
<th>Per Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-term summer housing (less than 2 summer sessions)</td>
<td>$18</td>
</tr>
<tr>
<td>Long-term summer housing (minimum 2 summer sessions)</td>
<td>$10</td>
</tr>
</tbody>
</table>

### Housing Surcharge for Holiday Breaks

<table>
<thead>
<tr>
<th>Housing Type</th>
<th>Per Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence halls*</td>
<td>$18</td>
</tr>
<tr>
<td>Fraternity houses*</td>
<td>$18</td>
</tr>
</tbody>
</table>

* Students only charged if they stay past contracted period

### Camps and Conference Housing Fees

<table>
<thead>
<tr>
<th>Housing Type</th>
<th>Per Night Per Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drury affiliates:</td>
<td></td>
</tr>
<tr>
<td>Smith, Wallace, and Sunderland</td>
<td>$12</td>
</tr>
<tr>
<td>College Park / Summit Park</td>
<td>$19</td>
</tr>
<tr>
<td>Not Drury affiliates:</td>
<td></td>
</tr>
<tr>
<td>Smith &amp; Wallace</td>
<td>$23</td>
</tr>
<tr>
<td>Sunderland</td>
<td>$18</td>
</tr>
<tr>
<td>College Park / Summit Park</td>
<td>$21</td>
</tr>
</tbody>
</table>
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.

Financial Aid: The Basics for CCPS

Overview
Every effort will be made to provide students accepted to Drury University sufficient financial aid to enable them to attend. Students may receive financial aid to help cover tuition, room, board and fees, but the financial aid total will not exceed cost of attendance.

The FAFSA
Students wishing to file for financial assistance at Drury University must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA serves as the acceptable application for grant programs and helps in the determination of loans. The FAFSA can be completed online at www.fafsa.gov.

The FAFSA is a universal application for all colleges/universities nationwide. The FAFSA will be processed by the Central Processing System (U.S. Department of Education). When filed, the student will receive a Student Aid Report (SAR) that he or she must review for accuracy. The financial aid office cannot make an official financial aid award to a student until the student’s electronic Institutional Student Information Report (ISIR) has been received by the university. Applicants should complete the form electronically by April 1 of each year.

Note: Answer all FAFSA questions accurately and completely to avoid delays in processing aid. Read instructions carefully; this application is the cornerstone of financial aid.
Determination of Need

Each year, a formula for determining need is established by the government. The information the student and family provide on the FAFSA is analyzed according to this formula to arrive at an Expected Family Contribution (EFC). The difference between the student’s EFC and the cost of attendance is the need amount for that student.

If the student does qualify for aid, a financial aid package will be generated for the student. The award package will include a list of need based aid that can be offered and is available at MyDrury. If needed, application can be made for an unsubsidized loan that is not need based. The student should study this list carefully and accept or decline all awards by the established deadlines. Awards that are not accepted by the established deadline will be cancelled.

Eligibility of International Students

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

It is important for prospective students to become informed of the full costs of attending Drury and living in the United States for the duration of their studies. The university and the U.S. government require that students document their ability to cover their financial obligations to the university in addition to their estimated personal and living expenses. The university can only grant admission and issue the Form I-20 (required to apply for an F-1 student visa) to those individuals who submit adequate financial documentation. The university confirms all financial documentation directly through the issuing financial institution before granting admission. Likewise, the U.S. Embassy can only issue student visas to those individuals who submit acceptable financial documentation.

Other Aid

For information on further aid that may be available to you, go to www.drury.edu/financial-aid. You will also find FATV videos available that offer great information and explanations regarding Federal Aid.

Financial Aid: Assistance Available to CCPS Students

Federal Pell Grant

Pell is a federal grant program. Awards are determined by a student’s EFC and need. Those who qualify can receive up to the maximum amount established by the federal government. Because it is a grant, the student does not have to repay them.
Access Missouri Financial Assistance Program

Administered by the State of Missouri, students must meet all requirements for this award as established by the Missouri Department of Higher Education. Students should contact the Missouri Department of Education to determine eligibility for this award, as final eligibility rulings are determined by the State.

Loans

Loans are available to students and/or their parents to assist in paying for college expenses. A student must repay the loan after graduation or withdrawal. Before agreeing to a loan, a student should carefully review all terms and conditions of the loan, interest rates, and the amount of monthly payments.

Federal Direct Student Loan

These loans are available to almost any student regardless of financial need. If eligible, a dependent student could possibly receive up to for the first year, $6500 as a sophomore and $7500 as a junior until graduation. The fixed loan interest rate is subject to change once a year as established by the federal government. Application must be made through Drury University. Loans cannot exceed the cost of attendance minus other financial aid. Unsubsidized direct loans are not based on financial need and may be available to students who file a FAFSA, regardless of income. Since 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.

This loan program represents an agreement between the university student and the U.S. Department of Education. Loan monies will not be released to the student until all qualifiers are fully met. The loan will be wire-transferred from the Department of Education to the student’s account as early as the third week of school. After receipt of funds, if a credit exists Drury will send a refund to Higher One approximately 10 days later. Any change in enrollment before the add/drop period may result in a recalculation of loan eligibility. Only classes that are required by the student to complete their program of study will be considered in the loan calculation.

Subsidized direct loans are available based on financial need that is determined by a cost of attendance and the EFC on the FAFSA. 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;
- during periods of authorized deferment.
Unsubsidized direct loans are not based on financial need and may be available to students who file a FAFSA, regardless of income. Since 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.

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

Federal Direct Parent Plus Loan Program

The Parent Plus loan is borrowed by the parent of an undergraduate, dependent student. It is a credit based loan. The parent is responsible for repayment, which begins 60 days after funds are fully disbursed OR a deferment can be requested by the parent by contacting the Department of Education. Maximum amount eligibility is based on the cost of attendance minus other financial aid. Drury University policy states that any refund that is a result of the Parent Plus Loan will be disbursed directly to the student. These loans carry a fixed rate that is subject to change once a year as established by the federal government. They also have an origination fee.

Alternative Loans

Alternative (private loans) may be available to all students to meet educational expenses not covered by other financial aid. These loans are credit based, and students should exhaust Federal Student Loan eligibility before applying for additional private loans. They cannot be consolidated with Federal Student Loans and the interest rates are based on credit and lender policy.

How Drury Tuition is Paid

Educational costs are met by Drury families in three ways:

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 that balance is due in accordance with the deferred payment plan.

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 kinds of financial aid awards are made annually and the amount awarded is divided equally between charges for the fall and spring semesters. Listed below are 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

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 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 Direct 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 as early as the third week of school. After the third week of classes, the university will automatically generate and mail a refund check to the student for any loan monies in excess of 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.

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.

Drury University Policies Regarding Financial Aid

Federal regulations require Drury University to establish a satisfactory academic progress (SAP) policy to ensure all students receiving financial aid are making reasonable progress towards completing their degree. Students who fail to make progress will be suspended from receiving financial aid.

Satisfactory academic progress is defined as passing a required number of hours and achieving a required grade point average (GPA) during a reasonable period of time. Academic records of financial aid recipients are reviewed at the end of each semester in which they are enrolled to determine academic progress.
Overall Grade Point Average (GPA) Requirement
Cumulative GPA requirements for Drury students are listed below. Notification of probation serves as a warning that a student is not making satisfactory progress toward a degree and that unless the quality of work improves they will be subject to suspension from the University.

<table>
<thead>
<tr>
<th>Hours Earned</th>
<th>Minimum GPA Required</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>

Satisfactory Academic Progress
- SAP is calculated by dividing the cumulative number of lifetime credit hours completed by the cumulative number of lifetime credit hours.
- In order to graduate within the maximum timeframe allowed, students must maintain a pace equal to 67% of their cumulative hours completed per semester.
- Only courses which the student receives credit count towards completed hours.

Students are no longer eligible for financial aid once they have attempted more than 150% of the credits required for the major in which they are currently enrolled. For example, if a bachelor’s degree requires 124 credit hours, the limit for maximum attempted hours would be 186.

Withdrawals, Repeats and Incomplete Grades
- Courses dropped after the drop/add period will count towards attempted hours.
- Repeat courses for which the student has previously earned credit will not count towards hours completed. However, they will count towards hours attempted even if credit was not previously earned. The highest grade will be the grade that counts towards the GPA calculation.
- Credit hours for courses for which an incomplete or deferred grade is granted will not count as hours completed but will count towards hours attempted.

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

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

Automatic Termination of Aid Eligibility
Failure to meet requirements of satisfactory academic progress or default on a federally funded student loan will result in automatic termination of aid eligibility.
Reestablishing Eligibility
Students may reestablish aid eligibility and satisfy SAP requirements by enrolling in one or more semesters, and complete the course(s) successfully without the assistance of financial aid. When a student’s cumulative SAP progress is at or above 66.6% they will again be eligible for aid.

Minimum Standards for Veterans Education
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, they will be placed on scholastic probation for one semester. If at the end of that semester the veteran or eligible student has raised their GPA to 2.0 or better, they will no longer be on scholastic probation. In the event that after the probationary period, the veteran or eligible student did not bring their GPA to 2.0 or better, they will be discontinued from receiving further educational benefits from the Veterans Administration. The only exception: 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 the GPA total to 2.0 or better, they will be allowed to continue as long as he or 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).

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

Drop-add period: If an eligible veteran or person withdraws from a course after the drop-add period, receives a non-punitive grade for that course and mitigating circumstances are not found, benefits for that course will be terminated effective the first date of enrollment. The VA representative must be notified if an eligible veteran or person has any changes in enrollment status during a certified period of enrollment.

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.

Alumni Audit

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

Benefits

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

VA Benefits

Students may be eligible to receive educational assistance under a number of programs offered by the Veterans Administration. Programs include the GI Bill, Selected Reserve, Survivors and Dependents Benefits and Vocational Rehabilitation. A VA representative is available on the Drury campus to help determine eligibility and establish benefits.

Private Company Benefits

Check with employers to see if they have a program of educational benefits for employees or employees’ children.
Commuter Meal Plan Refund Policy

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

Deferred Payment Policy

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

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

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

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

Explanation of Student Billing

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

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

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

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

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

or by telephone at (417) 873-7343.

Official Withdrawal/Refund Policy

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

The responsibility for initiating and completing the withdrawal process with appropriate university offices rests with the student. The first day of classes constitutes the beginning of the semester for tuition refund purposes. For courses that are scheduled out of sequence of the regular fall, winter, spring and summer semesters, the day published as the first day of the semester or term constitutes the beginning of the course for tuition refund purposes.

During the Fall and Spring semesters, students are free to make any changes to their course schedule in the first two weeks of the term. As of the end of this two-week period, students are charged the full amount for the courses (or course load) in which they are enrolled. This remains the case if a student withdraws from a course with a "W".

During Summer Terms I, II and III, students are free to make any changes to their schedule in the first week of the term. As of the end of this period, students are charged the full amount for the
courses (or course load) in which they are enrolled. This remains the case if a student withdraws from a course with a "W".

During all other terms, no refunds are available after the course has commenced.

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

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

Payment Policy

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

No student will be officially registered unless payment or satisfactory deferred payment arrangements have been made by the first day of the semester. Student account balances that become past due may result in notification from the Director of Business Services for official withdrawal from classes.

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

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

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

Accounts Receivable Coordinator
Burnham Hall
Drury University
900 N Benton Ave
Priority for Financial Aid

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

Receiving and Keeping Financial Aid

Rule 1: Apply early. Students should begin by filing the FAFSA and reviewing all published scholarship and financial aid deadlines.

Rule 2: Keep financial aid documentation up to date. Not only must application be made in time for an award to be made, but the award must be claimed by the student. The award notice provided to the student must be accepted or declined according to established deadlines. Deadlines for claiming aid are stringently observed.

Return of Title IV Funds Policy

Withdrawals

The financial aid office recalculates federal* financial aid eligibility for students who withdraw, drop out, are dismissed or take a leave of absence (and do not return) prior to completing 60 percent of a semester. The designated office the student should notify when withdrawing is the registrar’s office or the branch coordinator.

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

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

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

Aid to be returned: (100% minus percent earned), times the amount of aid disbursed toward institutional charges
When aid is returned, the student may owe an outstanding balance to the university. The student should contact the financial services office to make arrangement to pay the balance.

* Federal financial aid includes, but is not limited to, the Federal Pell Grant, SEOG Grant, Perkins Loan, Direct Student Loan and Direct Parent PLUS Loan.

Scholarships from Outside Sources

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

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

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

Student Billings

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

The Fine Print

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

*Failure to return financial aid award acceptance by announced deadlines.*
  * Money will be given to another student immediately.

*Failure to make initial payment for semester tuition.*
  * Course registration is incomplete.
  * Course spaces may be given to another student.
  * Campus services may not be available.
Failure to meet appropriate payment dates.

- The total bill becomes due and payable immediately.
- An administrative fee of $40 will be charged for processing a late payment.
- Interest at the rate of 12 percent annual effective rate will accrue on the outstanding balance due from the date of the missed payment until the account is paid in full.
- Any collection costs (up to 60% charged) or legal fees incurred in collecting an account will be the responsibility of the student/parent.
- The privilege of deferred payments in subsequent semesters may not be permitted.

Outstanding balance from a previous semester.

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

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

Time of Notification of Financial Aid Awards

The financial aid office will not send an official letter of award to new students until such time as the student is admitted to Drury University in good academic standing.

Award of Endowed Scholarships

Unrestricted and endowed scholarships will be awarded as early as possible in developing student aid packages so that donors may be notified of the student receiving the award. Acceptance of any endowed scholarship constitutes the student’s agreement to write a letter of acknowledgement to the donor.
Student Affairs

Administrative Offices

When classes are in session, hours for the campus administrative offices for Continuing Studies are 8 a.m. – 6:00 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) 873-7207. In addition, the Office of the Dean of the College of Continuing Professional Studies is located in Burnham Hall.

Branch Sites

Ava
603 NW 10th Avenue
Ava, MO 65608, (417) 683-1501
9 a.m. - 6 p.m., Monday - Friday
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
8 a.m. - 8 p.m., Monday – Thursday
Friday by appointment

Fort Leonard Wood
6002 Colorado Avenue
Building 733, Suite B
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. - 5:30 p.m., Monday - Thursday
10 a.m. - 2:30 p.m., Friday

Licking
Licking Junior High, Room 18
Licking, MO 65542, (417) 254-1200
3:30-7 p.m. Tuesday or call for appointment
Monett
400 4th Street
Monett, MO 65708, (417) 235-2007
10 a.m. - 5 p.m., Monday - Thursday
10 a.m. - 3 p.m., Friday

Rolla
1034 S. Bishop Avenue
Rolla, MO 65401, (573) 368-4959
9:30 a.m. – 5:30 p.m., Monday – Thursday
10:30 a.m. - 5 p.m., Friday

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

Thayer
P.O. Box 79
114 North Second St.
Thayer, MO 65791, (417) 264-2731
10 a.m. - 7 p.m., Monday, Tuesday and Thursday
9 a.m. - 5 p.m. Wednesday

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.

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 CCPS 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 or visit the Career Planning and Development webpage at www.drury.edu/career. The center is located in Bay Hall Room 148. You may contact the center by calling (417) 873-7284 or by emailing career@drury.edu.

CX

The CX (Campus eXchange) is located in Springfield Hall near the heart of the Drury University campus. CCPS students often use the CX as a convenient place to meet classmates for socializing, discussing group projects, comparing notes, etc. The Field Room has overstuffed furniture for a relaxing “coffee house” atmosphere, while the Inside Room features table configurations and three televisions—customarily tuned to news programs or sports.

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 facilitated by the Coordinator of Disability Services for CCPS.

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 or for an accommodation. The Coordinator of Disability Services may be contacted by visiting Bay Hall room 134 or by calling (417) 873-6881.

Lost and Found

Lost and found articles may be turned-in or reclaimed at the Continuing Professional Studies Office, Bay Hall room 147 or at the Safety and Security Office, room 101 in the Findlay Student Center on the Springfield campus. For classrooms and facilities associated with campus sites other than the main campus in Springfield, lost and found items will be held at the front desk of the appropriate Drury satellite campus office.
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

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, 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 the catalogs of the Ozarks Genealogical Society and the Landers Theater. All Drury students are eligible for public library cards. SGCL books may also be found through MOBIUS and requested for delivery by courier.
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, Cabool, Ft. Leonard Wood, Lebanon, Monett, Rolla, and St. Robert campuses.

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.
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:

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

When in doubt regarding the appropriate officer for a particular complaint, the student is encouraged to contact any of the officers mentioned above.

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.

Title IX -- Sexual Misconduct Policy

Policy Statement
Drury University (the “University”) strives to be a safe, education-oriented and community minded campus that maintains an academic and social environment conducive to intellectual and personal development of students, promotes the safety and welfare of all members of the campus community, and is free of discrimination on the basis of sex. Sex discrimination constitutes a violation of this policy, is unacceptable, and will not be tolerated. Sex discrimination includes discrimination on the basis of pregnancy, gender identity, and failure to conform to stereotypical notions of femininity and masculinity.

Sexual harassment, whether verbal, physical, visual, or digital, is a form of prohibited sex discrimination, and sexual violence is a particularly severe form of sexual harassment. The specific definitions of sexual harassment and sexual violence, including examples of such conduct, are set forth below.
The University’s Sexual Misconduct Policy defines the various forms of sexual misconduct that violate the standards of our community, identifies resources, and outlines the University’s student conduct process, including the outcomes imposed for violations of this policy.

Scope
This policy applies to all University employees, including staff, faculty, and administrators; students; applicants for employment; customers; third-party contractors; and all other persons that participate in the University’s educational programs and activities, including third-party visitors on campus (the “University Community”). This policy prohibits sex discrimination, sexual harassment, and sexual violence even when the complainant and alleged perpetrator are members of the same sex, and it applies regardless of national origin, immigration status, or citizenship status. The University’s prohibition on sex discrimination and sexual harassment extends to all aspects of its educational programs and activities, including, but not limited to, admissions, employment, academics, housing, athletics, and student services. The University has jurisdiction over Title IX-related complaints regarding conduct that occurred on campus, during or at an official University program or activity (regardless of location), or off campus when the conduct could create a hostile environment on campus. The University will investigate all complaints made under this policy and, if necessary, take action to prevent the recurrence of sex discrimination and remedy its effects.

Title IX Statement
It is the policy of the University to comply with Title IX of the Education Amendments of 1972 and its educational programs and activities, which prohibit discrimination based on sex in the University’s educational programs and activities. Title IX and its implementing regulations also prohibit retaliation for asserting claims of sex discrimination.

The following Title IX officers have been appointed from members of the senior staff to ensure that Drury University is in compliance with Title IX, and can be contacted regarding any Title IX issues.

Title IX Coordinator
Scotti Siebert, Director of Human Resources  873-7854

Deputy Coordinator
Barbara Cowherd, Associate Athletic Director  873-7363

Deputy Coordinator
Tijuana Julian, Dean of Students  873-7215

Deputy Coordinator
Steve Combs, Dean of the College  873-7204

Deputy Coordinator
Aaron Jones, Dean of the College of Continuing Professional Studies  873-6829
It is the responsibility of the Title IX Coordinator to: (1) receive complaints under this policy; (2) coordinate dissemination of information and education and training programs; (3) assist members of the University Community in understanding that sexual misconduct is prohibited by this policy; (4) answer questions about this policy; (5) ensure that employees and students are aware of the procedures for reporting and addressing complaints of sexual misconduct; and (6) to implement the Complaint Resolution Procedures or to designate appropriate persons for implementing the Complaint Resolution Procedures. The Deputy Coordinators will assist the Title IX Coordinator in carrying out these responsibilities.

A person may also file a complaint of sex discrimination with the United States Department of Education’s Office for Civil Rights regarding an alleged violation of Title IX by visiting www2.ed.gov/about/offices/list/ocr/complaintintro.html or by calling 1-800-421-3481.

Policy Definitions
Sexual Misconduct is an umbrella term covering sex discrimination, sexual harassment, and sexual violence and this term will be used throughout the remainder of this policy and the Complaint Resolution Procedures when collectively referring to these types of conduct.

Sexual Harassment
Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature when:
Submission to such conduct is made or threatened to be made, either explicitly or implicitly, a term or condition of an individual’s employment or education
Submission to or rejection of such conduct by an individual is used or threatened to be used as the basis for academic or employment decisions affecting that individual, or
Such conduct has the purpose or effect of substantially interfering with an individual’s academic or professional performance or creating what a reasonable person would perceive as an intimidating, hostile, or offensive employment, education, or living environment

Examples of sexual harassment include:

- Pressure for a dating, romantic, or intimate relationship
- Unwelcome touching, kissing, hugging, or massaging
- Pressure for sexual activity
- Unnecessary references to parts of the body
- Sexual innuendos or sexual humor
- Obscene gestures
- Sexual graffiti, pictures, or posters
- Sexually explicit profanity
- Asking about, or telling about, sexual fantasies
- Social media use that violates this policy
- Sending sexually explicit emails or text messages
• Sexual violence (as defined below)

Sexual Violence
Sexual violence is a form of prohibited sexual harassment. Sexual violence includes physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent because of his or her temporary or permanent mental or physical incapacity, because he or she is below the minimum age of consent in the applicable jurisdiction, or because of his or her incapacitation due to the use of drugs and/or alcohol.

Some types of sexual violence are described as:

Rape or Sexual Assault:
Having or attempting to have non-consensual sexual intercourse with another person. Sexual intercourse includes an act of oral, vaginal, or anal penetration, however slight, with an object or body part by any individual upon another person.

Sexual Coercion:
The use of, or attempt to use, pressure and/or oppressive behavior, such that the application of such pressure or behavior causes the person who is the object of the pressure or behavior to engage in unwelcomed sexual activity. Coercion can take the form of pressure, threats, intimidation, or the use of physical force, either expressed or implied, which places a person in fear of immediate harm or physical injury. Coercion can also take the form of pressure to consume alcohol or other drugs prior to engaging in a sexual act.

Sexual Exploitation:
An act or acts attempted or committed by a person for sexual gratification, financial gain, or advancement through the abuse or exploitation of another person’s sexuality. Examples include observing individuals without consent, non-consensual audio or videotaping of sexual activity, unauthorized presentation of recordings of a sexual nature, prostituting another person, allowing others to observe a personal consensual sexual act without the knowledge or consent of all involved parties, and knowingly exposing an individual to a sexually transmittable infection or virus without his or her knowledge.

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

Consent to engage in sexual activity must exist from the beginning to end of each instance of sexual activity. Consent consists of an outward demonstration indicating that someone has freely chosen to engage in sexual activity. In the absence of an outward demonstration, consent does not exist. Consent is informed, knowing, and voluntary. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage in
sexual activity. Consent is not effective if it results from the use of physical force, intimidation, coercion, or incapacitation. If a sexual act is occurring and physical force, intimidation, coercion, or incapacitation develops, there is no longer consent.

Consent to one form of sexual activity does not imply consent to other forms of sexual activity.

Being in a romantic relationship with someone does not imply consent to any form of sexual activity.

Consent to engage in sexual activity may be withdrawn by either party at any time. Withdrawal of consent must also be outwardly demonstrated by words or actions that clearly indicate a desire to end sexual activity. Once withdrawal of consent has been expressed, sexual activity must cease.

Incapacitation is the inability, temporarily or permanently, to give consent, due to mental or physical incapability, unconsciousness, or vulnerability due to drug or alcohol consumption (voluntarily or involuntarily), or for some other reason. Examples of incapacitation may include, but are not limited to, vomiting, being unconscious, or being unable to communicate for any reason.

**Domestic Violence, Dating Violence, and Stalking**
The crimes of domestic violence, dating violence and stalking can also constitute sexual misconduct when motivated by a person’s sex. These crimes, no matter the motivation behind them, are a violation of this policy.

**Domestic Violence:**
Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of a victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse or the victim under the domestic or family violence laws of the jurisdiction [...], or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

Missouri’s definition of domestic violence can be found at Mo. Rev. Stat. § 455.010. Under Missouri law, domestic violence also includes the crime of “domestic assault” which can be found at Mo. Rev. Stat. §§ 565.072-565.074.

**Dating Violence:**
Dating violence is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of the relationship, and the frequency of interaction between the persons involved in the relationship.

Missouri law does not specifically define dating violence, but conduct of this nature is covered by Missouri’s definitions of domestic violence and domestic assault.
Stalking:
A course of repeated non-consensual conduct directed toward another specific person that could be reasonably regarded as likely to alarm, harass, or cause reasonable fear of harm or injury to that person. Stalking may include, but is not limited to, unwelcomed and repeated visual or physical proximity to a person, repeatedly conveying oral or written threats, extorting money or valuables, threatening physical conduct, or any combination of these behaviors directed at or toward a person.

Missouri’s definition of stalking can be found at Mo. Rev. Stat. § 455.010 and § 565.225.

Cyber-stalking is a type of stalking in which electronic media, such as internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used to pursue, harass, or to make unwelcomed contact with another person in an unsolicited fashion. Examples of cyber-stalking include, but are not limited to, unwelcomed or unsolicited emails, instant messages, and messages posted on on-line bulletin boards. It also includes, but is not limited to, unsolicited communications about a person, their family, friends, or co-workers, or sending or posting unwelcomed and unsolicited messages with another username.

Reporting Incidents of Sexual Misconduct

Employees’ Duty to Report
All University employees have a duty to report sexual misconduct to the Title IX Coordinator or a Deputy Coordinator when they receive a report of such conduct, witness such conduct, or otherwise obtain information about such conduct. This includes employees who may have a professional license requiring confidentiality if they are not employed by the University in that professional role. Reports should be made by employees as soon as is reasonably possible after such information is obtained. An employee not reporting sexual misconduct, or not reporting in a timely manner, as required by this policy may be disciplined accordingly, up to and including termination.

Students and Other Persons
Students and any other persons who wish to report sexual misconduct should file a complaint with the Title IX Coordinator or a Deputy Coordinator. Students should be aware that all employees at the University have an obligation to report sexual misconduct that they become aware of or witness, except those identified later in this section.

An anonymous report can also be made at:
http://falkor.drury.edu/forms/inforeport/inforeport.cfm. However, employees cannot fulfill their reporting obligation by using this anonymous mechanism.

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

The University’s Student Counseling Center is available to students. University mental health counselors are bound to professional standards regarding confidentiality, and will not reveal the identity of victims, unless there is an imminent safety concern or as otherwise required by law. Contact information for the Student Counseling Center is as follows: Findlay Student Center, Room 114, (417) 873-7357.

The University’s Chaplain is available to talk with students and employees. Contact information is as follows: Burnham Hall, Room 211, (417) 873-7231.

**Content of the Complaint**

So that the University has sufficient information to investigate a complaint, the complaint should include: (1) the date(s) and time(s) of the alleged conduct; (2) the names of all person(s) involved in the alleged conduct, including possible witnesses; (3) all details outlining what happened; and (4) contact information for the complainant so that the University may follow up appropriately.

**Timing of Complaints**

The University encourages persons to make complaints of sexual misconduct as soon as possible because late reporting may limit the University’s ability to investigate and respond to the conduct complained of.

**Information Provided to Complainant and Respondent**

A complainant who makes a claim of sexual misconduct to the University will be given a copy of the document titled “Explanation of Rights and Options After Filing a Complaint Under the Sexual Misconduct Policy.” This document provides information about this policy and the Complaint Resolution Procedures used to investigate and resolve complaints of sexual misconduct, options for filing complaints with the local police, resources that are available on campus and in the community, etc. A person against whom a complaint has been filed will also be given information about the process.

**Conduct that Constitutes a Crime**

Any person who wishes to make a complaint of sexual misconduct that also constitutes a crime—including sexual violence, domestic violence, dating violence, or stalking—is encouraged to make a complaint to local law enforcement. If requested, the University will assist the complainant in notifying the appropriate law enforcement authorities. In the event of an emergency, please contact 911. A victim may decline to notify such authorities.

**Special Guidance Concerning Complaints of Sexual Violence, Domestic Violence, Dating Violence, or Stalking**

If you are the victim of sexual violence, domestic violence, dating violence, or stalking, do not blame yourself. These crimes are never the victim’s fault. When physical violence of a sexual nature has been perpetrated against you, the University recommends that you immediately go
to the emergency room of a local hospital and contact local law enforcement, in addition to making a prompt complaint under this policy.

If you are the victim of sexual violence, domestic violence, or dating violence, do everything possible to preserve evidence by making certain that the crime scene is not disturbed. Preservation of evidence may be necessary for proof of the crime or in obtaining a protection order. As necessary to preserve evidence, victims of sexual violence, domestic violence, or dating violence should not bathe, urinate, douche, brush teeth, or drink liquids until after they are examined and, if necessary, a rape examination is completed. Clothes should not be changed. When necessary, seek immediate medical attention at an area hospital and take a full change of clothing, including shoes, for use after a medical examination.

It is also important to take steps to preserve evidence in cases of stalking, to the extent such evidence exists. In cases of stalking, evidence is more likely to be in the form of letters, emails, text messages, etc., rather than evidence of physical contact and violence.

Once a complaint of sexual violence, domestic violence, dating violence, or stalking is made, the complainant has several options such as, but not limited to:
- Contacting parents or a relative
- Seeking legal advice
- Seeking personal counseling (always recommended)
- Pursuing legal action against the perpetrator
- Pursuing disciplinary action through the University
- Requesting that no further action be taken
- Requesting further information about the University’s policy and procedures for addressing sexual misconduct
- Requesting further information about available resources

**Vendors, Contractors, and Third-Parties**

This policy applies to the conduct of vendors, contractors, and third parties. Members of the University Community who believe they have been subject to sexual misconduct in violation of this policy by a vendor, contractor, or other third party can make a complaint in the manner set forth in this section.

**Retaliation**

It is a violation of this policy to retaliate against any member of the University Community who reports or assists in making a complaint of sexual misconduct or who participates in the investigation of a complaint in any way. Persons who believe they have been retaliated against in violation of this policy should make a complaint in the manner set forth in this section.

**Protecting the Complainant**

Pending final outcome of an investigation in accordance with the Complaint Resolution Procedures, the University will take steps to protect the complainant from further discrimination or harassment. This may include assisting and allowing the complainant to change his or her academic, living, transportation, or work situation, to the extent that the University has control.
over these environments, if options to do so are reasonably available and upon request of the complainant. Such changes may be available regardless of whether the victim chooses to report the crime to the University’s Department of Safety & Security or local law enforcement. Requests to change an academic, living, transportation, or work situation, or for any other protective measure, should be made to the Title IX Coordinator.

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

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

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

Bad Faith Complaints
While the University encourages all good faith complaints of sexual misconduct, the University has the responsibility to balance the rights of all parties. Therefore, if the University’s investigation reveals that a complaint was knowingly false, the complaint will be dismissed and the person who filed the knowingly false complaint may be subject to discipline.

Investigation and Privacy
All complaints of sexual misconduct will be promptly and thoroughly investigated in accordance with the Complaint Resolution Procedures, and the University will take disciplinary action where appropriate. The University will make reasonable and appropriate efforts to preserve an individual’s privacy and protect the confidentiality of information when investigating and resolving a complaint, and all reports of sexual misconduct will be handled in confidence to the extent allowed by law. However, because of laws related to reporting and other state and federal laws, the University cannot guarantee confidentiality to those who make complaints.

In the event a complainant requests confidentiality or asks that a complaint not be investigated, the University will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. If a complainant insists that his or her name not be disclosed to the alleged perpetrator, the University’s ability to respond may be limited. The University reserves the right to initiate an investigation despite a complainant’s request for confidentiality in limited circumstances.
involving serious or repeated conduct or where the alleged perpetrator may pose a continuing threat to the University Community.

Further, if a report of sexual misconduct discloses an immediate threat to the University campus community, where timely notice must be given to protect the health or safety of the community, the University may not be able to maintain the same level of confidentiality. Immediately threatening circumstances include, but are not limited to, reported incidents of sexual misconduct that included the use of force, a weapon, or other circumstances that represent a serious and ongoing threat to students, faculty, staff, or visitors.

The appropriate Deputy Coordinator, in collaboration with the Title IX Coordinator and Director of Safety and Security, is responsible for evaluating requests for confidentiality.

**Resolution**

If a complaint of sexual misconduct is found to be substantiated, the University will take appropriate corrective and remedial action to prevent the recurrence of the conduct and correct its discriminatory effects. Students and employees found to be in violation of this policy will be subject to discipline up to and including written reprimand, probation, suspension, demotion, termination, or expulsion. Affiliates and program participants may be removed from University programs and/or prevented from returning to campus. Remedial steps may also include counseling for the complainant, academic, transportation, work, or living accommodations for the complainant, separation of the parties, and training for the respondent and other persons.

**Faculty and Staff Standards**

**Academic Freedom**

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

**Relationships with Students**

Members of the faculty or staff at the University 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.

**Resources and Support**

Drury University offers non-judgmental support and resources to any party involved in a sexual misconduct incident. Please contact the Title IX Coordinator or a Deputy Coordinator for more information about available resources and accessing those resources.

**Education**

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

Sexual Misconduct Complaint Resolution Procedures

General Principles

Applicability
These Complaint Resolution Procedures apply to the resolution of all reports under the Sexual Misconduct Policy. They apply to the resolution of complaints against students, faculty, administrators, staff, and third parties, and they are the exclusive means of resolving complaints of sexual misconduct.

Administration
For purposes of these Complaint Resolution Procedures, “Deputy Coordinator” means the appropriate Deputy Coordinator depending on the status of the respondent. “Investigators” refers to one or more individuals from a trained pool of employees who have been assigned to investigate a particular complaint.

Promptness, Fairness and Impartiality
These procedures provide for prompt, fair, and impartial investigations and resolutions. The Title IX Coordinator, Deputy Coordinators, and Investigators shall discharge their obligations under these Complaint Resolution Procedures fairly and impartially. If any individual involved in the administration of these procedures determines that he or she cannot apply these procedures fairly and impartially because of the identity of a complainant, respondent, or witness, or due to any other conflict of interest, another appropriate individual shall be designated to administer these procedures.

Training
These procedures will be implemented by officials who receive annual training on the issues related to sexual misconduct, domestic violence, dating violence, and stalking and how to conduct an investigation that protects the safety of victims and promotes accountability.

Preliminary Matters Related to the Investigation and resolution of a Complaint

Timing of the Investigation
The University will endeavor to conclude its investigation and resolution of the complaint within sixty (60) calendar days of receiving it. Both the complainant and the respondent will be given periodic updates regarding the status of the investigation. If either the complainant or respondent needs additional time to prepare or to gather their witnesses or information, they shall notify the Investigators in writing explaining how much additional time is needed and why it is needed. The Investigators shall respond to any such request within three (3) days.
**Informal Resolution**
Informal means of resolution, such as mediation, may be used in lieu of the formal investigation and determination procedure. The following standards apply to any informal resolution method that is utilized:

- Can only be used with the complainant’s voluntary cooperation and the involvement of the Title IX Coordinator
- The complainant will not be required to work out the problem directly with the respondent
- Either party may terminate the informal process at any time and elevate the complaint to the formal investigation procedures described below
- Informal means, even on a voluntary basis, will not be used to resolve complaints alleging any form of sexual violence

**Interim Measures**
At any time during the investigation, the Deputy Coordinator, in consultation with the Title IX Coordinator, may determine that interim remedies or protections for the parties involved or witnesses are appropriate. These interim remedies may include separating the parties, placing limitations on contact between the parties, suspension, or making alternative class-placement or workplace arrangements. Failure to comply with the terms of these interim remedies or protections may constitute a separate violation of the Sexual Misconduct Policy.

**Support Person/Advisor**
During the investigation process, both a complainant and a respondent may ask a support person/advisor to accompany him or her at all stages of the process. In cases involving multiple complainants or respondents, the support person/advisor cannot be another complainant or respondent. The support person/advisor does not serve as an advocate on behalf of the complainant or respondent, may not be actively involved in any proceedings, and must agree to maintain the confidentiality of the process. A support person/advisor may be removed if he or she becomes disruptive or does not abide by the limitations discussed in the previous sentence.

**Pending Criminal Investigation**
Some instances of sexual misconduct may also constitute criminal conduct. In such instances, the complainant is also encouraged to file a report with the appropriate law enforcement authorities and, if requested, the University will assist the complainant in doing so. The pendency of a criminal investigation, however, does not relieve the University of its responsibilities under Title IX. Therefore, to the extent doing so does not interfere with any criminal investigation, the University will proceed with its own investigation and resolution of the complaint.
Rights of the Parties
During the investigation and resolution of a complaint, the complainant and respondent shall have equal rights. They include:

- Equal opportunity to identify and have considered witnesses and other relevant evidence
- Similar and timely access to all information considered by the Investigators
- Equal opportunity to review any statements or evidence provided by the other party
- Equal access to review and comment upon any information independently developed by the Investigators
- Equal opportunity to appeal determinations pursuant to Section IV, below

Process for Investigating Reports of Sexual Misconduct

Commencement of the Investigation
Once a complaint is made, the Title IX Coordinator will commence the investigatory process as soon as practicable, but not later than seven (7) days after the complaint is made. The parties will be notified of any delays to the commencement of the process. The Title IX Coordinator will meet with the Deputy Coordinator, and they will analyze the complaint, notify the respondent that a complaint has been filed, and assign Investigators.

The purpose of the investigation is to determine whether it is more likely than not that the alleged behavior occurred and, if so, whether it constitutes sexual misconduct. During the course of the investigation, the Title IX Coordinator, Deputy Coordinator, and Investigators may receive counsel from University administrators, the University’s attorneys, or other parties as needed.

In certain narrow circumstances, an investigation may be commenced even if the complainant requests that the matter not be pursued. In such a circumstance, the Title IX Coordinator, Deputy Coordinator, and Investigators will take all reasonable steps to investigate and respond to the matter in a manner that is informed by the complainant’s articulated concerns.

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

At the conclusion of each interview during the investigation, the Investigators will prepare a written summary of the interview. The interviewee, whether it be the complainant, respondent,
or third-party witness, will have an opportunity to review the written summary, discuss any adjustments that he or she believes should be made, and provide a signature confirming the content of the written summary and allowing it to be shared with other appropriate individuals during the course of the investigation.

Resolution
At the conclusion of the investigation, the Investigators will prepare a written investigation report. The written investigation report will explain the scope of the investigation, including parties and witnesses involved and evidence reviewed, identify findings of fact, and make a recommendation as to whether any allegations in the complaint were found to be substantiated by a preponderance of the evidence. The written investigation report and any evidence reviewed during the investigation will be given to the Title IX Coordinator and Deputy Coordinator for a determination on the matter. Upon review of the written investigation report and discussions with the Investigators, the Title IX Coordinator and Deputy Coordinator may conclude that additional investigatory measures are needed. In such cases, the written investigation report will be returned to the Investigators, the investigation will continue, and the written investigation report may be modified following the additional investigatory measures.

Following a sufficient investigation and written investigation report being provided, the Title IX Coordinator and Deputy Coordinator will make a determination as to whether sexual misconduct occurred, draft a Notice of Findings Letter and, if necessary, include in the Notice of Findings Letter those steps necessary to maintain an environment free from discrimination and harassment and to protect the safety and well-being of the complainant and other members of the University Community. Such actions will also include reasonable steps to correct the effects of such conduct on the complainant and others and to prevent the recurrence of discrimination, harassment, and retaliation. Examples of such action include: no-contact orders, classroom reassignment, the provision of counseling or other support services, training, and discipline for the perpetrator, including up to termination, expulsion, or other appropriate institutional sanctions.

Within three (3) days of completion of the Notice of Findings Letter, the Deputy Coordinator will meet with the complainant and respondent individually to provide them with a copy of the Notice of Findings Letter. The purpose of the meeting is to discuss the outcome of the investigation, any sanctions and remedial measures that will be imposed, and appeal rights. The three (3) day timeframe may be extended when there are unavoidable scheduling conflicts. If one party is unable to meet with the Deputy Coordinator on the same day as the other party, the party that is unable to meet will be provided with the Notice of Findings Letter in an email and a meeting will be promptly scheduled.

If necessary, the version of the Notice of Findings Letter provided to the complainant and/or respondent will be redacted to ensure that information concerning any remedial and/or disciplinary measures is disclosed in a manner consistent with Title IX, the Family Educational Rights and Privacy Act (“FERPA”), and the Clery Act, as explained by the April 4, 2011 Dear

The Notice of Findings Letter drafted by the Title IX Coordinator and Deputy Coordinator shall be final subject only to the right of appeal set forth in Section IV, below.

Special Procedure Concerning Complaints Against the President, the Title IX Coordinator, or other Administrators Senior to the Title IX Coordinator

If a complaint involves alleged conduct on the part of the University’s President, the Executive Committee of the University’s Board of Trustees will designate an appropriate person to conduct the investigation required by these procedures. The written report of the investigation will be presented to the Executive Committee of the Board of Trustees, which will prepare and issue the written determination and implement any appropriate and reasonable measures. The determination issued by the Executive Committee of the Board of Trustees is final, unless the President or the complainant provides a written letter of appeal to the Full Board of Trustees within five (5) days of his/her receipt of the Executive Committee’s written determination and in accordance with Section IV, below. The full Board of Trustees will issue a resolution on the matter within twenty-one (21) days and the resolution will be final and not subject to further appeal. The full Board of Trustees shall issue a short and plain, written statement of the resolution of the appeal. The written statement shall be provided to the complainant, the President, and the Title IX Coordinator within three (3) days of the resolution.

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

Appeals

Grounds for Appeal
The complainant or respondent may appeal the determination of a complaint only on the following grounds:
• There is a substantial likelihood that newly discovered information, not available at the time evidence was presented to the Title IX Coordinator and Deputy Coordinator, would result in a different decision
• There was a procedural error significant enough to call the outcome into question
• There was a clear error in factual findings
• Bias or prejudice on the part of the Title IX Coordinator, Deputy Coordinator, or Investigators, or
• The punishment or the corrective action imposed is disproportionate to the offense

**Method of Appeal**
Appeals must be filed with the President within five (5) days of receipt of the written report determining the outcome of the complaint. The appeal must be in writing and contain the following:

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

The appellant may request a meeting with the President, but the decision to grant a meeting is within the President’s discretion. However, if a meeting is granted, then the other party will be granted a similar opportunity.

**Resolution of the Appeal**
The President will resolve the appeal within ten (10) days of receiving it and may take any and all actions that he/she determines to be in the interest of a fair and just decision. The decision of the President is final. The President shall issue a short and plain, written statement of the resolution of the appeal, including any changes made to the previous Notice of Findings and any sanctions or remedial measures imposed. The President’s written statement shall be provided to the complainant, respondent, and the Title IX Coordinator within three (3) days of the resolution.

**Documentation**
Throughout all stages of the investigation, resolution, and appeal, the Investigators, Title IX Coordinator, Deputy Coordinators, and President, as the case may be, are responsible for maintaining documentation of the investigation and appeal, including documentation of all proceedings conducted under these Complaint Resolution Procedures, which may include written findings of fact, transcripts, and audio recordings.

**Intersection With Other Procedures**
These complaint resolution procedures are the exclusive means of resolving complaints alleging violations of the Sexual Misconduct Policy. To the extent there are any inconsistencies between
these complaint resolution procedures and other University grievance, complaint, or discipline procedures, these complaint resolution procedures will control the resolution of complaints alleging violations of the Sexual Misconduct Policy.

Bookstore

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

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

Code of Conduct

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

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

1. HARASSMENT: Students shall not harass other students, faculty or staff members.
2. BEHAVIOR: Students shall not behave in a manner that is disruptive to class or other learning experiences.
3. PROPERTY RIGHTS: Drury students shall observe property rights of individuals and institutions. Theft, destruction of property and unauthorized entry are not permitted.
4. HONESTY: Fraud, forgery and failure to honor agreements with the university are not permitted.
5. ACADEMIC INTEGRITY: The highest standards of academic excellence and integrity are expected from all Drury students. Please see Academic Integrity in the Academic Affairs section for more details.
6. PRIVACY: Students shall respect others’ right to privacy.
7. CAMPUS INVOLVEMENT: Students shall respect the right of others to engage in campus activities, to attend meetings, to move freely about the campus and to study.
8. ENDANGERMENT: Students shall not injure or endanger the health of others.
9. ADDRESS REPORTING: Each student is required to report his or her correct Springfield or community address at the time of registration each semester. This reported address
must be the student’s actual place of residence. Any change of address must be reported within three days to the Dean of Students Office or to the Registrar’s Office.

10. DEBT TO UNIVERSITY: Any student who incurs debt with the university and fails to make a satisfactory settlement may be dismissed. No student with unsettled debt will be permitted to register for academic work. In addition, the university will not provide any evidence of attendance or any official credentials while the debt remains unsettled.

11. RESPONSE & COOPERATION: Students are required to respond promptly to any summons, identify themselves and cooperate when asked to do so by university officials.

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

13. DRUGS & ALCOHOL: Any illegal use, possession or trafficking of drugs or alcohol is forbidden. Please see Campus Alcohol and Drug policies for more information.

14. COMMUNITY STANDARDS: Drury students shall observe all Drury policies and procedures.

15. CAMPUS HOUSING: Drury students shall observe all Drury Housing and residential regulations.

16. SEXUAL ABUSE & HARASSMENT: Drury University prohibits sexual abuse and/or harassment by its students, employees and citizens.

17. PROTEST: Although the right of peaceful protest within the Drury community is recognized, the university retains the right to assure the safety of individuals, the protection of property and the continuity of the educational process. In order to ensure that the rights of the institution and of all individuals be protected, the following regulations have been established:

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

   b. Any attempt to control or take over buildings, faculty or administrative offices, or other facilities in any buildings where university space is in use for an authorized function, whether conduct of a class, a public or a private meeting under approved sponsorship, normal administrative or educational functions, or service-related activities (health services, recreational activities or personnel placement) exceed permissible limits. Respect must be accorded any regulations imposed by the person in charge. That is, any requirement to desist from specified activities or to leave the premises must be obeyed. Any regulations imposed are reviewable by the president.

   c. At no time is force or violence to be employed, nor should participants in a demonstration or picketing conduct themselves in such a way as to constitute an immediate or potential threat of force or violence against persons or property.

   d. Rooms in which instruction, research or study normally take place may be occupied only when assigned through established procedures; however, buildings must be cleared at the normal closing time for each building unless other arrangements are approved in advance.

   e. Every student enrolled in the university has the right to be interviewed on campus by any legal organization that desires to recruit at the campus. Any student or group of students has the right to protest against the appearance on campus of any
organization, provided the protest does not interfere with any other student’s opportunity to have such an interview.

f. The dean of students shall be informed of the time and place of demonstration in advance of any public announcement of plans for a demonstration. Only such limitations on the areas in which demonstrations are held as are reasonably necessary to avoid physical harm or physical conflict between groups of demonstrators may be prescribed. Students also should be advised as to whether their demonstration is consistent with stated regulations.

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

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

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

Judicial Process

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

Students are expected to observe minimum standards of conduct designated to ensure maximum freedom for all. They are subject to discipline if one or more of the Drury University Policies, Guidelines, or Codes of Conduct are violated. (For a complete list of student policies and sanctions, view the current Student & Parent Handbook).

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

STEP 1:
**INCIDENT RECORDED & SUBMITTED:** The Judicial Process begins when information and/or documentation is submitted to the appropriate office regarding an incident involving a student.
This documentation can be from a faculty or staff member, a member of the community, or a Drury University security report.

STEP 2:
INFORMATION REVIEWED: The appropriate office will review documentation, check for previous incident files, and assess further steps that need to be taken in the judicial process. An incident file for the student is kept on hand until the file is complete, and then turned in to the permanent file.

STEP 3:
STUDENT MEETING SCHEDULED: Students are contacted within 5 working days of the incident/receipt of documentation to schedule a meeting with the appropriate office. The contact will be made via email and an official Drury letter to the involved student. If the student does not respond within 5 working days after efforts to contact them have been made, information will be reviewed and a determination will be made regarding the incident.

STEP 4:
MEETING WITH STUDENT INVOLVED: The student will be given the Student Conduct Process Form as a guide for the meeting. They will initial each section as it is reviewed and understood, and be advised on the nature of the alleged violation and their options and responsibilities. Options are to:

1. **PROCEED:** Proceed with the informal disposition process. The incident and relevant information will be discussed with the student. The student will have the opportunity to review the documentation and present any relevant information. A decision is made either at meeting, after deliberation, or after any additional investigation deemed necessary at the meeting.

2. **APPEAL:** Instead of participating in this meeting, students have the right to immediately appeal to a formal review by the Drury University Student Judicial Board. The Board will review all relevant information at their next scheduled meeting and reply with recommended findings.

STEP 5:
NOTIFICATION OF DECISION: Students will be notified of the decision in writing by e-mail and an official Drury letter. The letter will indicate specific charges and violations, including date, time, location and nature. It will also indicate the decision, findings, and sanctions (if appropriate), with any relevant information such as specificity and deadlines. Finally, it may include recommendation of parental notification (if appropriate).

The student has 24 hours following receipt of letter to respond to Informal Disposition Letter via signature and return to the appropriate office. The student has the right to:

- **ACCEPT:** Accept decision and sanction(s). The appropriate office will monitor the completion of the sanctions. The incident file closes after completion of the sanctions.
• **REJECT:** Reject decision and/or sanction(s). Students have the right to invoke a hearing at the next level with the Drury University Student Judicial Board. Typically petitions for review should but are not required to be based upon one or more of the following:

i. Sanctions inconsistent with the level of the violation  
ii. An error in the student conduct procedures  
iii. New information relevant to the incident  
iv. Severity of incident

• **NO RESPONSE:** No response after 24 hours indicates acceptance of the decision and sanction(s).

*Drury University Student Judicial Board*

The Drury judicial board is composed of three faculty/staff members and six students who are selected based on their involvement with Governing Student Organizations (RLA, IFC, Panhellenic Council). The Dean of Students will serve as ex-officio and Judicial Board Coordinator.

Neither a faculty member nor a student involved in the formulation of policy relating to student life will be eligible to serve on the judicial board.

Members of the judicial board shall continue to serve for a period of two years or until they leave Drury University.

The decision of the Judicial Board is final, unless otherwise subject to the right of appeal to the president or ultimately to the governing board of the institution.

*Sanctions*

Based on the nature of the incident, the following sanctions may be imposed on students:

• **COMMUNITY SERVICE:** Community service hours selected based on the nature of the incident and monitored by the site supervisor.

• **DISCIPLINARY PROBATION:** Exclusion from participation in privileged or extracurricular institution activities for a period of time not exceeding one academic year.

• **DISCIPLINARY SUSPENSION:** Termination of student status for a determined period of time. The condition of readmission, if any, will be stated in the notice of suspension.

• **EDUCATIONAL ASSIGNMENTS:** Learning-outcome projects, classes or tasks based on the nature of the incident that provide an educational opportunity for individuals or groups involved.

• **FINES:** Monetary charges to the individual or group involved.

• **PARENT NOTIFICATION:** Written notification to parents or guardians reviewing the incident and the judicial process.
• **RESTITUTION**: Reimbursement for damage to or misappropriation of property. This may take the form of appropriate service or other compensation.

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

For a more complete listing of Drury University sanctions, refer to the current "Parent & Student Handbook."

*Practices & Procedures*

There are significant differences between the campus judicial and civil/criminal justice procedures.

• Overall, the campus judicial process is much less formal than criminal proceedings. Students will find that more serious charges tend to be accompanied by a more formal process in an effort to protect the students’ rights.

• The decision process in campus judicial processes is that of a hearing, not a trial. Students should expect a supportive and non-adversarial environment during the hearing process.

• The campus judicial process is intended to be educational, not punitive. Our goal is to help the student to better understand the impact of his or her actions and to help him or her take steps towards repairing the harm done to the University community. Sanctions are not always predetermined, in such a case a sanction will be designed to accommodate the individual circumstances.

• It is a privilege to attend Drury University, not a right. As such, removal of a student from campus through a sanction of suspension or dismissal is a possibility in certain circumstances in which the student has endangered the University community or engaged in repeated violations of the Code of Student Conduct.

• Findings of guilt in the campus judicial process will not result in any criminal record, but will be placed in the student’s permanent Drury University file.

• The standard of evidence in determining a student in violation is not as high as that of the criminal process. At Drury University, we use a level of "preponderance of evidence", as opposed to "beyond a reasonable doubt".

• Legal rules of evidence, i.e. whether something is "admissible", do not apply in campus judicial cases. The hearing officers will gather and utilize any information that they deem is relevant, including hearsay or third party testimony.

• Campus judicial cases are confidential, in compliance with the Family Educational Rights and Privacy Act (FERPA), a federal law.

• While students are entitled to an advisor (friend, parent, attorney, any person of their choosing), that advisor may not represent that student. Students are expected to speak for themselves at all times during the process. Any advisors disregarding these rules will be asked to leave any meeting or hearing.
Campus Alcohol Policy

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

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

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

Individual Regulations

1. Hard Alcohol: Hard alcohol is not permitted on the Drury University campus. This includes all pre-packaged beverages that contain hard alcohol, as well as all alcohol energy drinks that contain greater than 5.9 percent alcohol content. Hard alcohol is defined as liquor that has been distilled rather than fermented.

2. Legal Age Persons: Students (and/or guests) of legal age (21+) may possess and consume beer and fermented alcoholic beverages ONLY in the privacy of their own residence unit with the door closed. Consumption is allowed in the presence of your roommate. Guests must be of legal age.

3. Minors: Students (and/or guests) under the legal age of drinking shall not buy, drink or possess (hold) alcoholic beverages.

4. Providing To a Minor: No students, collectively or individually, may purchase for, serve to or sell alcoholic beverages to any minor.

5. Intoxication: Students (and/or guests) shall not act belligerent, exhibit intoxication or be visibly intoxicated.

6. Personal Rights of Others: The possession and consumption of alcohol shall not infringe upon the privacy or peace of other individuals.

7. Mass Consumption: Items used for the mass consumption of alcohol (beer bongs, kegs, pony kegs, beer balls or other common containers of alcoholic beverages of similar nature) are strictly prohibited.

8. Drinking Games: No student shall permit, tolerate, encourage or participate in “drinking games.” The definition of drinking games includes, but is not limited to, the consumption of shots of alcohol or alcoholic beverages, the practice of consuming shots equating to one’s age, “beer pong,” “century club,” “dares” or any other activity involving
the consumption of alcohol which involves duress or encouragement related to the consumption of alcohol.

9. Alcohol Containers: Empty alcohol containers should be immediately disposed of using proper waste/recycling receptacles. Keeping empty alcohol containers for any reason, including those used for decoration is prohibited.

10. Glass Bottles: Alcohol contained in glass bottles should be immediately poured into a plastic cup and the glass bottle should be immediately disposed of using the proper waste/recycling receptacle. Taking a glass bottle outside is prohibited. Keeping glass bottles for any reason, including those used for decoration, is prohibited.

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

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

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

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

**Online Resources**

1. Confidential Reporting:
   Concerned Drury citizens may report possible incidents or information relating to an incident at www.drury.edu/informationreport

2. Drury University Policies and Procedures:
   Current Drury University Community Standards Policies and Procedures can be found at www.drury.edu/communitystandards

3. Missouri Statutes:
   Current Missouri statutes can be found at: www.moga.mo.gov

**Educational Program Opportunities**

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

Medical Amnesty Policy (“Good Samaritan Clause”)

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

Responsibility and Cooperation for Reporting Incidents

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

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

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

Alcohol Policy Violation Sanctions

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

Sanctions may include, but are not limited to:

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

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

Campus Drug Policy

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

Drury prohibits the use, possession, distribution and manufacturing of illegal drugs and paraphernalia by its students, employees and citizens. The abuse of prescription drugs and drug-like substances will be treated the same as the use of illegal drugs.

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

This policy has been established to protect the integrity of the educational experience, encourage positive behavior and enhance the community commitment of Drury students, university employees or Drury citizens. In accordance with the Federal Drug-Free Schools and Communities Act Amendments of 1989, Drury University is required to establish a drug and alcohol prevention policy for its students and employees. A biennial review of this program will be done to determine its effectiveness, to implement changes to the policy if they are needed and to ensure that the university’s disciplinary sanctions are consistently enforced.

Drury University provides Drug Policy information as listed online at www.drury.edu/communitystandards.

Online Resources

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

3. Missouri Statutes:
Current Missouri statutes can be found at: www.moga.mo.gov

*Educational Program Opportunities*

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

*Medical Amnesty Policy (“Good Samaritan Clause”)*

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

*Responsibility and Cooperation for Reporting Incidents*

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

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

Information provided to Drury University during an investigation will not be released to a third-party unless mandated by law.

Drury University investigations are for the purposes of Drury University only.
Drug Policy Violation Sanctions

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

Sanctions may include but are not limited to:

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

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

Information regarding Educational Sanctions for Alcohol and Drug Violations can be found in the student life guide or students may contact Tijuana Julian, vice president for student affairs and dean of students.

University Guests

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

Commercial Activity Policy

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

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

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

*Solicitation Guidelines*

University facilities are not to be used as a location for the operation of any business or enterprise, including the ongoing sale of any services or products.

*Commercial Activity and Vendor Sponsorship Guidelines*

The programs and activities of students, campus departments or student organizations can be greatly enhanced by the support of commercial vendors and other off-campus organizations. However, the Drury community and off-campus vendors may have different motives and desires. These guidelines should be followed to ensure the safety of the Drury University community. All commercial activity held on the Drury University campus must have the prior approval of the dean of students office and must be sponsored by a registered student organization or a campus department.

*Signing Contracts*

The programs and activities of student groups can be greatly enhanced by the support of off-campus vendors. At times, the collaboration of students, student organizations and/or off-campus vendors requires a contract to be signed regarding goods or services provided, price and/or dates for performance or delivery.

*Contract Approvals*

The dean of students must review all contracts to ensure standard requirements are met. To have your contract reviewed, submit a copy of the contract to the dean of students office. All contracts must be submitted at least three weeks before the event. Student organizations should allow three days for the dean of students to review the contract.

*University Involvement*
Students do not have the authority to sign any contract on behalf of Drury University or any of its facilities or departments.

If a student or student organization fails to meet its contractual obligations, Drury University will not assume those obligations.

Parking Regulations

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

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

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

Technology Resources Usage Policy

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

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

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

Responsibility

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

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

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

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


**Unacceptable Use of Technology Resources**

1. Using computer resources for any purpose unrelated to the mission of the university
2. Using computer facilities for cheating; including unauthorized copying, installation, sending or receiving of programs, assignments or files
3. Sending unsolicited, annoying or obscene messages or mail to another computer or computer user
4. Utilizing a false identity in obtaining or utilizing an e-mail account
5. Displaying adult Web sites (specifically those self-identified as such) or other obscene materials in public labs in view of other users. Such conduct is considered sexual harassment, i.e., an action “that has the purpose or effect of unreasonably interfering with an individual’s academic or work performance, or creating an intimidating, hostile or offensive academic or work environment” (from the university’s Sexual Harassment Policy Statement)
6. Examining, or attempting to examine, another computer user’s files or mail without explicit permission by the owner of those files or mail
7. Interrupting, hindering or otherwise interfering with the normal operation of the computer labs and network
8. Posting copyrighted text or images on a Web page without the owner’s permission

**Intellectual Property**

All communications and information accessible via the Internet should be assumed to be copyrighted and should be accessed and re-distributed using regular copyright rules. When sources found on the Internet are cited, the name, date and location of the information must be included. Anyone discovered to be hindering normal operations or making inappropriate use of computing resources will be contacted, and appropriate action will be taken. Upon report of a violation, the user may be denied access to Drury computing facilities. All pertinent information on the alleged violation will be given to the appropriate vice president who will oversee the judicial review process.

The university and its staff shall treat all electronically stored information as confidential, but may examine or disclose information when authorized by the owner of the information, when approved by appropriate vice president, or required by local, state or federal law including, but not limited to, laws regarding harassment, libel and defamation of character.

**E-mail Policy Statement and Definition**

The official account/address for e-mail communication at Drury University shall be the “@drury.edu” account/address assigned by the university to each member of the community. All official e-mail communication from employees of the university to other members of the university community is sent from and directed to official Drury e-mail accounts. No assurance is given when using non-Drury e-mail accounts. Neither the university nor its personnel make any
assurance of delivery or receipt when attempts are made to communicate through a non-Drury e-mail address.

It is the user’s responsibility to keep his/her Drury e-mail account useable. Unattended e-mail accounts accumulate messages and the “box” may rapidly fill at which time incoming e-mail messages are typically lost. Drury is not responsible for failed delivery when a user’s Drury e-mail “box” becomes full. Users are responsible for eliminating enough old messages to keep the “box” active. Old messages can be archived in a way that preserves them without consuming space in the “box.”

The e-mail system at Drury exists to provide a convenient (not necessarily confidential) way of communicating between students, faculty, colleagues and friends. It is expected that Drury computer users will use common courtesy in the use of e-mail. This policy establishes protocol for using Drury e-mail accounts, but it does not preclude any member of the Drury community from having a non-Drury e-mail account or from corresponding with another member of the Drury community at a non-Drury email account.

**Unacceptable Use of E-mail**

1. Re-posting (forwarding) personal communication, intended to be confidential, without the author’s prior consent
2. “Chain letters,” “broadcasting” messages to lists or individuals and other types of use that would cause congestion of the networks or otherwise interfere with the work of others are not allowed
3. Anonymous and/or fraudulent posting of e-mail messages

**Privacy**

1. Electronic mail (e-mail) is a form of public communication and cannot be guaranteed to be private. Messages can be intercepted while in transit through the system. Be discreet.
2. The systems and network administrators have access to all files stored on the university servers. In the course of routine system maintenance, trouble-shooting and mail delivery problem resolution, staff may inadvertently see the content of e-mail messages. However, these individuals are prohibited from accessing personal files except as otherwise stated in this handbook.

**Online Resources**

1. Confidential Reporting: Concerned Drury citizens may report possible incidents or information relating to an incident at www.drury.edu/informationreport
2. Drury University Policies & Procedures: Current Drury University Community Standards Policies and Procedures can be found at www.drury.edu/communitystandards
Educational Program Opportunities

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

Responsibility & Cooperation for Reporting Incidents

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

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

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

Computer Resources Usage Policy Violation Sanctions

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

Sanctions may include but are not limited to:

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

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

Personal Rights Policy

Drury is committed to the safety of its students, faculty and other citizens. In order to ensure that the environment at Drury avoids violence and to protect students, faculty and other citizens of our learning community, the following Violence in Higher Education policy applies to all students, faculty, staff, visitors and others who are on the Drury campus or whose communications or actions affect Drury or its students, faculty, staff, visitors and other citizens with any connection to Drury:

• Threats or implied threats of physical violence, physical intimidation in any form and violent behavior by or at the direction of a person are strictly prohibited.
• Possession of any type of weapon on university property, including parking lots and green space, is strictly prohibited unless the individual has university approval through association with a public law enforcement agency, or has registered the weapon with the director of safety and security and has written permission from a vice president or president. In the case of firearms, the policy applies whether or not the weapon is loaded and whether or not it is capable of being fired.
• Any person who feels that he or she or another person has been threatened in any way on Drury property, at any Drury activity or by any person related to Drury in any way must immediately report the threat to the director of safety and security or another member of the administration. Drury will investigate the threat and take appropriate action. Students, faculty and other Drury citizens are required to cooperate fully with any investigation by or at the request of Drury.
• Former employees who left involuntarily or students who have been dismissed from the university or denied admission for reasons other than academic performance are prohibited from Drury property and will constitute as trespassers, unless they are participating in a public university program and have not been requested to depart.

Any violation of this policy will be dealt with through disciplinary action, up to and including separation from the university.
Testing

The Testing Office provides testing services and resources to students and departments of the university. The following national tests required for undergraduate and graduate study are administrated through the office:

- The Miller Analogies Test (MAT)
- The ACT
- College Level Examination Program (CLEP) (for academic credit)
- Praxis examinations (for Education majors)
- Missouri General Education Assessment (MOGEA)

Study guides, resources and sample tests are also available at the Olin Library at Drury’s Springfield campus. The Testing Office is located in room 114 of the Findlay Student Center.

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.

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.
Academic Programs

Architecture
Hammons School of Architecture
Robert Weddle, Dean

The Hammons School of Architecture is an accredited five-year professional degree program which offers a Master of Architecture degree. The required architecture courses are integrated with the liberal arts curriculum of Drury University. The objective of this integrated curriculum approach is preparation for professional architectural practice within the broadest possible educational context.

*The Architecture program is only offered in the Day School division of the university.* ARCH 110 and ARTZ 111 may occasionally be offered for high school dual credit at participating schools.

*(Please look under ARCH and ARTZ prefixes in the Course Descriptions section of this catalog for further information.)*
Art and Art History
Allin Sorenson, chair—Fine and Performing Arts

THE GRAPHIC DESIGN & 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 496 Apex Studio is to be taken in the spring semester of the year the student graduates. To enroll in ARTZ 496 students are required to fill out a “Permission to Register for Special Coursework” form.

The graphic design and design arts major is only available through the Springfield campus.

Bachelor of Science
Graphic Design & 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 graphic design and design arts major requires 33 hours of coursework in the following distribution:

18 hours of required courses:
ARTZ 111 Foundations of Studio and Design 3 hours
ARTZ 123 Drawing 3 hours
ARTZ 210 Graphic Design I 3 hours
ARTZ 496 Apex Studio 3 hours
Choose one of the following: 3 hours
ARTZ 260 Photography I
ARTZ 267 Digital Photography I

Choose one of the following: 3 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 II
ARTZ 395* Portfolio
ARTZ 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)
ARTZ 350* Modern Art
ARTZ 356* Contemporary Art
ARTZ 360* History of Photography
ARTZ 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 (ARTZ 395), Research (ARTH 397, 398, 497, 498) or ARTH 495 Capstone Research.

General Education Courses

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 207</td>
<td>Expository Writing</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</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSTU 101</td>
<td>Introduction to Computers and Software</td>
</tr>
<tr>
<td>GSTU 210</td>
<td>Desktop Applications for PCs</td>
</tr>
<tr>
<td>GSTU 211</td>
<td>Desktop Applications for Macs</td>
</tr>
</tbody>
</table>

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 additional Advance Studio coursework 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 496 Apex Studio is to be taken in the spring semester of the year the student graduates. To enroll in ARTZ 496 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>
</tbody>
</table>

Choose one of the following: 3 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 151</td>
<td>History of Art and Architecture I</td>
</tr>
<tr>
<td>ARTH 152</td>
<td>History of Art and Architecture II</td>
</tr>
</tbody>
</table>

Choose one three-dimensional course: 3 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTZ 240</td>
<td>Ceramics I</td>
</tr>
<tr>
<td>ARTZ 250</td>
<td>Sculpture I</td>
</tr>
</tbody>
</table>

Choose one two-dimensional course: 3 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTZ 230</td>
<td>Painting I</td>
</tr>
<tr>
<td>ARTZ 260</td>
<td>Photography I</td>
</tr>
<tr>
<td>ARTZ 267</td>
<td>Digital Photography I</td>
</tr>
</tbody>
</table>
Choose one course from the following: 3 hours
ARTZ 330 Painting II
ARTZ 340 Ceramics II
ARTZ 350 Sculpture II
ARTZ 360 Photography II
ARTZ 367 Digital Photography II

Choose four courses from the following (only one can be an art history course): 12 hours
ARTH 350* Modern Art
ARTH 356* Contemporary Art
ARTH 360* History of Photography
ARTZ 305* Weaving II
ARTZ 306* Fibers II
ARTZ 310* Graphic Design II
ARTZ 323* Figure Drawing
ARTZ 330* Painting II
ARTZ 340* Ceramics II
ARTZ 341* Ceramic Mold-Making & Slip Casting
ARTZ 342* Ceramic Hand Building
ARTZ 343* Ceramic Wheel Throwing
ARTZ 350* Sculpture II
ARTZ 351* Contemporary Sculpture I
ARTZ 352* Contemporary Sculpture II
ARTZ 360* Photography II
ARTZ 361* Alternative Photographic Process
ARTZ 367* Digital Photography II
ARTZ 380* Field Studies
ARTZ 395* Portfolio
ARTZ 301*, 302*, 401*, 402* Advanced Studio
(1-3 hrs. each)
ARTZ 403* Praxis Studio

*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 are required to complete a "Permission to Register for Special Coursework" form to enroll in Research (ARTZ 395), Research (ARTH 397, 398, 497, 498) or ARTZ 496 Apex Studio.

General Education Courses
Students must take the following courses as part of general education requirements:
ENGL 207 Expository Writing 3 hours
PLSC 101 Government and Politics in the U.S. 3 hours

Choose one of the following: 3 hours
GSTU 101 Introduction to Computers and Software
GSTU 210 Desktop Applications for PCs
GSTU 211 Desktop Applications for Macs

ASSOCIATE OF SCIENCE
Fine Arts
The fine arts program requires 21 hours of coursework in the following distribution:
ARTZ 111 Foundations of Studio and Design 3 hours
ARTZ 123 Drawing 3 hours
ARTH 151 History of Art & Architecture I 3 hours
ARTH 152 History of Art & Architecture II 3 hours
ARTZ 230 Painting I 3 hours
ARTZ 260 Photography I 3 hours
Choose one 200-level ARTZ elective 3 hours
General Education Courses

Students must take the following course 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>
</tbody>
</table>

**DESIGN ARTS WITH VISUAL COMMUNICATION SPECIAL 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:

### Bachelor of Science

**Design Arts with Visual Communication Special Program**

**Design Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTZ 111</td>
<td>Foundations of Studio and Design</td>
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<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 267</td>
<td>Digital 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* Internship</td>
<td>3</td>
<td></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 Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</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>
</tr>
</tbody>
</table>

**Communication Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 225</td>
<td>Principles of Video Production I</td>
<td>3</td>
</tr>
<tr>
<td>COMM 231</td>
<td>Principles of Advertising and Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COMM 351</td>
<td>Persuasive Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 441</td>
<td>Advertising/PR Campaigns</td>
<td>3</td>
</tr>
</tbody>
</table>

**Business Course**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 103</td>
<td>Business Foundations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Behavioral Science Courses**

Choose one from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</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>

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

**General Education Courses**
Students must take the following courses as part of general education requirements:

ENGL 207  Expository Writing  3 hours
PLSC 101  Government and Politics in the U.S.  3 hours

Choose one of the following:  3 hours

GSTU 101  Introduction to Computers and Software
GSTU 210  Desktop Applications for PCs
GSTU 211  Desktop Applications for Macs
Behavioral Sciences
Criminology, Psychology, Sociology
Vickie Luttrell, chair

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.

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 274.

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:

CRIM 102 Introduction to Criminology 3 hours
BSCI 200 Research Methods for the Behavioral Sciences 3 hours
CRIM 201 Law and Society 3 hours
CRIM 221 Victimology 3 hours
BSCI 274 Statistical Foundations for the Behavioral Sciences 3 hours
CRIM 301 Principles of Forensic Science 3 hours
CRIM 331 Advanced Criminology 3 hours
CRIM 332 Juvenile Delinquency 3 hours
CRIM 360 The Judicial Process 3 hours
BSCI 493 Senior Seminar 3 hours

Students also must choose six hours of criminology electives numbered 300 or above 6 hours

General Education Courses

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

ENGL 207 Expository Writing 3 hours
PSYC 101 Introduction to Psychology 3 hours
PSYC 334 Abnormal Psychology 3 hours
PLSC 101 Government and Politics in the U.S. 3 hours

Choose one of the following:
GSTU 101 Introduction to Computers and Software
GSTU 210 Desktop Applications for PCs
GSTU 211 Desktop Applications for Macs 3 hours

Associate of Science
Criminal Justice

The criminal justice program requires 24 hours of coursework in the following distribution:

CRIM 102 Introduction to Criminology 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

Students also must complete three hours of an elective CRIM course numbered 300 or above 3 hours

General Education Courses
Students must take the following courses as part of general education requirements:
ENGL 207 Expository Writing 3 hours
LIBR 211 Info Research Skills 1 hour
Choose one of the following:
GSTU 101 Introduction to Computers and Software
GSTU 210 Desktop Applications for PCs
GSTU 211 Desktop Applications for Macs 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:
PSYC 101 Introduction to Psychology 3 hours
BSCI 200 Research Methods for the Behavioral Sciences 3 hours
PSYC 230 Life Span Development 3 hours
PSYC 240 Social Psychology 3 hours
BSCI 274 Statistical Foundations for Behavioral Sciences 3 hours
PSYC 334 Abnormal Psychology 3 hours
PSYC 338 Personality Theory in Psychology 3 hours
BSCI 493 Senior Seminar 3 hours

Students also must complete nine hours of psychology electives numbered 300 or above 9 hours

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

General Education Courses
Students must take the following courses as part of general education requirements:
ENGL 207 Expository Writing 3 hours
PLSC 101 Government and Politics in the U.S. 3 hours
Choose one of the following:
GSTU 101 Introduction to Computers and Software
GSTU 210 Desktop Applications for PCs
GSTU 211 Desktop Applications for Macs 3 hours

Associate of Science
Psychology

The psychology program requires 21 hours of coursework in the following distribution:
PSYC 101 Introduction to Psychology 3 hours
PSYC 200 Research Methods for the Behavioral Sciences 3 hours
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 230</td>
<td>Life Span Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 240</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 334</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Students also must complete **three** hours of an elective PSYC course numbered 300 or above. **3 hours**

**General Education Courses**

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 207</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>LIBR 211</td>
<td>Information Research Skills</td>
<td>1</td>
</tr>
</tbody>
</table>

**Choose one** of the following:

Gstu 101 Introduction to Computers and Software

Gstu 210 Desktop Applications for PCs

Gstu 211 Desktop Applications for Macs **3 hours**

**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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

Sociology of the Family **3 hours**

Global Social Problems **3 hours**

Statistical Foundations for Behavioral Sciences **3 hours**

Development of Sociological Theory **3 hours**

Senior Seminar **3 hours**

Students also must complete **nine** hours of sociology electives numbered 300 or above. **9 hours**

**General Education Courses**

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 207</td>
<td>Expository Writing</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:

Gstu 101 Introduction to Computers and Software

Gstu 210 Desktop Applications for PCs

Gstu 211 Desktop Applications for Macs **3 hours**
**Bachelor of Science**  
**Law Enforcement Major with a Leadership Concentration**

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

The law enforcement major requires 45 hours of coursework in the following distribution:

CRIM 102 Introduction to Criminology 3 hours
CRIM 221 Victimology 3 hours
CRIM 274 Statistical Foundations for Behavioral Sciences 3 hours
CRIM 301 Principles of Forensic Science 3 hours
CRIM 332 Juvenile Delinquency 3 hours
CRIM 340 Case Preparation 3 hours
CRIM 351 Legal Aspects I 3 hours
CRIM 360 Judicial Process 3 hours
LDST 250 Financial Basics for Leaders 3 hours
COMM 433 Strategic Writing for Advertising & Public Relations 3 hours
GLST 493 Ethical Issues in a Global Society 3 hours

Leadership Concentration:
LDST 101 Foundations of Leadership 3 hours
Choose three of the following courses: 9 hours
LDST 300 Theories and Models of Leadership
LDST 310 Contemporary Workforce Issues
LDST 331 Negotiation and Conflict Resolution
LDST 338 Organizational Relations
LDST 400 Grant Writing

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

**General Education Courses**  
Students must take the following courses as part of general education requirements:
ENGL 207 Expository Writing 3 hours
PLSC 101 Government and Politics in the U.S. 3 hours
COMM 220 Business Communication and Writing 3 hours
PSYC 101 Introduction to Psychology 3 hours

**Choose one of the following:**
GSTU 101 Introduction to Computers and Software
GSTU 210 Desktop Applications for PCs 3 hours
GSTU 211 Desktop Applications for Macs 3 hours

**Associate of Science**  
**Law Enforcement**  
The law enforcement program 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 Defensive Tactics for Peace Officers 3 hours
*LEA 283 Fundamentals of Firearm 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.

General Education Courses
Students must take the following courses as part of general education requirements:
ENGL 207 Expository Writing 3 hours
COMM 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
Choose one of the following:
GSTU 101 Introduction to Computers and Software
GSTU 210 Desktop Applications for PCs
GSTU 211 Desktop Applications for Macs 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):
BSCI 200 Research Methods in the Behavioral Sciences 3 hours
PSYC 230 Lifespan Development 3 hours
PSYC 240 Social Psychology 3 hours
BSCI 274 Statistical Foundations for Behavioral Sciences 3 hours
PSYC 312 Positive Psychology 3 hours
PSYC 352 Psychology of Gender 3 hours
PSYC 367 Family Therapy 3 hours
PSYC 370 Human Sexuality 3 hours
SOCI 201 Sociology of the Family 3 hours
SOCI 246 Introduction to Social Work 3 hours
SOCI 327 Social Gerontology 3 hours
GLST 493 Ethical Issues in a Global Society
Optional Leadership Concentration:
LDST 101 Foundations of Leadership 3 hours
Choose three of the following courses: 9 hours
LDST 300 Theories and Models of Leadership
LDST 310 Contemporary Workforce Issues
LDST 331 Negotiation and Conflict Resolution
LDST 338 Organizational Relations
LDST 400 Grant Writing

General Education Courses
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 and Politics in the U.S. 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>
<tr>
<td><strong>Choose one of the following:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSTU 101</td>
<td>Introduction to Computers and Software</td>
<td></td>
</tr>
<tr>
<td>GSTU 210</td>
<td>Desktop Applications for PCs</td>
<td></td>
</tr>
<tr>
<td>GSTU 211</td>
<td>Desktop Applications for Macs</td>
<td>3</td>
</tr>
</tbody>
</table>
Biology
Kevin Jansen, Chair

The department of biology offers a Bachelor of Science degree in the CCPS 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 36 semester hours in biology.

Bachelor of Science
General Biology Major

The biology major requires 36-38 hours of coursework in the following distribution:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 102</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 172</td>
<td>Exploring Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 181</td>
<td>Mechanisms of Genetic Inheritance</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 181L</td>
<td>Mech. of Genetic Inheritance Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 182</td>
<td>Evolution</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 200</td>
<td>Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 200L</td>
<td>Ecology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 201</td>
<td>Biodiversity</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 489</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Students also must choose four biology courses from the following (two must be 300 or above) 12-16 hours:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 205</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 206</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 207</td>
<td>Anatomy &amp; Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 208</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 210</td>
<td>Wildlife Management</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 214</td>
<td>Environmental Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 217</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 307</td>
<td>Botany</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 309</td>
<td>General Zoology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 315</td>
<td>Field Techniques</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 328</td>
<td>Parasitology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 332</td>
<td>Biology of Terrestrial Plants and Animals</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 338</td>
<td>Biology of Lakes and Streams</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 344</td>
<td>Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 371</td>
<td>Entomology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 381</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 382</td>
<td>Pathophysiology</td>
<td>4</td>
</tr>
</tbody>
</table>

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.

General Education Courses

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>CHEM 107</td>
<td>General Chemistry i</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 207</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>MATH 109</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 227</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 101</td>
<td>Government/Politics in the U.S.</td>
<td>3</td>
</tr>
</tbody>
</table>
Choose one of the following: 3 hours
GSTU 101  Introduction to Computers and Software
GSTU 210  Desktop Applications for PCs
GSTU 211  Desktop Applications for Macs
Business Administration
Robin Sronce, Dean
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 while embracing change in a dynamic global environment.
2. Demonstrate professional competency in their field.
3. Value diversity, lifelong learning, professionalism and social responsibility.

These goals (objectives) will be achieved for students through diverse educational experience with individual faculty who:

1. Develop innovative curricula, pedagogies and programs to challenge and mentor students.
2. Engage in relevant scholarship with an emphasis on pedagogical and applied research.
3. Engagement in professional and community activities.
4. Integrate 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, 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
   - ECON 210 Principles of Microeconomics
   - ECON 211 Principles of Macroeconomics
   - MATH 201 Mathematics for Social Sciences
   - MATH 227 Introduction to Statistics
   - MGMT 250 Management Information Systems

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 300- or 400-level offerings to fulfill requirements of a program NOT offered through the Breech School of Business Administration may be exempted from this admission policy, provided they have completed all other specific prerequisites for the course. Prior to registration, students are required to complete the Permission to Enroll in Upper-Division Breech School Courses form with their academic advisor.

**Associate of Science**

**Business Administration**

*Students pursuing the associate's degree with an academic area in business administration are required to complete the following courses:*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 209</td>
<td>Principles of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 210</td>
<td>Accounting for Management</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>MATH 227</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 103</td>
<td>Business Foundations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 250</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

*Choose one of the following 3 hours*

- GSTU 210 Desktop Applications for PCs
- GSTU 211 Desktop Applications for Macs

**General Education Courses**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 207</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>MATH 109</td>
<td>College Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**BBA Tool Courses**

*All students pursuing a Bachelor of Business Administration degree are required to complete the following tool courses:*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 209</td>
<td>Principles of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 210</td>
<td>Accounting for Management</td>
<td>3</td>
</tr>
<tr>
<td>COMM 220</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>and Writing</td>
<td></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>MATH 201</td>
<td>Mathematics for Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>MATH 227</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 103</td>
<td>Business Foundations</td>
<td>3</td>
</tr>
</tbody>
</table>
**BBA Major Courses**

*Admission to Breech School of Business is required prior to enrolling in the following courses.*

- FINC 331  Corporate Finance  3 hours
- MGMT 301  Leadership & Organizations  3 hours
- MGMT 321  Legal and Ethical Environment of Business  3 hours
- MGMT 422  Corporate Policy & Ethics  3 hours
- MGMT 424  Business Simulation Workshop  3 hours
- MGMT 447  Survey of International Business  3 hours
- MKTG 337  Marketing  3 hours

**General Education Courses**

*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 and Politics in the U.S.  3 hours

**Preparation Program for Master in Business Administration**

*Certificate in Business Essentials*

**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
Scott Petrich, chair—Chemistry and Physics
(Please look under CHEM in the Course Descriptions section of this catalog)

Communication
Jonathan Groves, chair

Associate of Science
Communication
The communication program 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>COMM 211</td>
<td>Presentational Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMM 215</td>
<td>Foundations of Comm. Theory</td>
<td>3</td>
</tr>
<tr>
<td>COMM 221</td>
<td>Multimedia Writing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 231</td>
<td>Principles of Advertising and Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COMM 351</td>
<td>Principles of Persuasion and Influence</td>
<td>3</td>
</tr>
<tr>
<td>COMM 387</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 340</td>
<td>Advertising and Public Relations Research and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>COMM 433</td>
<td>Strategic Writing for Advertising and Public Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 207</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 220</td>
<td>Business Communication and Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSTU 101</td>
<td>Introduction to Computers and Software</td>
<td>3</td>
</tr>
<tr>
<td>GSTU 210</td>
<td>Desktop Applications for PCs</td>
<td>3</td>
</tr>
<tr>
<td>GSTU 211</td>
<td>Desktop Applications for Macs</td>
<td>3</td>
</tr>
</tbody>
</table>

Bachelor of Science
Advertising/Public Relations Major
The advertising/public relations major requires 42 hours of coursework in the following distribution:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 211</td>
<td>Presentational Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMM 215</td>
<td>Foundations of Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>COMM 221</td>
<td>Multimedia Writing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 231</td>
<td>Principles of Advertising and Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COMM 285</td>
<td>Communication and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COMM 332</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 340</td>
<td>Advertising and Public Relations Research and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>COMM 351</td>
<td>Principles of Persuasion and Influence</td>
<td>3</td>
</tr>
<tr>
<td>COMM 353</td>
<td>Mass Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>COMM 387</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 421</td>
<td>Strategic Media</td>
<td>3</td>
</tr>
<tr>
<td>COMM 433</td>
<td>Strategic Writing for Advertising</td>
<td>3</td>
</tr>
</tbody>
</table>
And Public Relations 3 hours
COMM 441 Advertising/PR Campaigns 3 hours
COMM 489 Professional Seminar 3 hours

General Education Courses
Students must take the following courses as part of general education requirements:
ENGL 207 Expository Writing 3 hours
PLSC 101 Government and Politics in the U.S. 3 hours
BSCI 200 Research Methods for the Behavioral Sciences 3 hours

Choose one of the following: 3 hours
GSTU 101 Introduction to Computers and Software
GSTU 210 Desktop Applications for PCs
GSTU 211 Desktop Applications for Macs
Education
Lauren Edmondson, Dean
School of Education and Child Development

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

The professional preparation of teachers at Drury University is grounded not only in the academic disciplines, but also in a partnership with public schools. As part of the professional preparation of teachers, students participate in a series of clinical experiences that may begin as early as the freshman year and conclude in the senior year. Clinical experiences include teacher aiding in the public schools, field experiences related to areas of specialization, reading practicum and student teaching. These experiences allow Drury students to gain practical experiences working with special needs children as well as a wide variety of socioeconomic, cultural and ethnic groups.

The mission of professional education at Drury University is to:

- Develop liberally educated professionals who are highly effective teachers and instructional leaders within their respective disciplines and who are knowledgeable and skilled in the areas of child and adolescent development;
- Prepare educators who are proficient in the use of data collection and analysis techniques to ensure that all students, regardless of ability, diversity of background, or other individual differences, will reach their learning potential; and
- Add value to the lives of children of all ages and their families in rural and urban communities throughout the Ozarks’ region and beyond.

At Drury University, we seek to prepare teachers who go beyond technical competence of “what works.” We strive to nurture a disposition and personal commitment that calls for teachers to be reflective, thinking practitioners who have a vision of schools as places of energy, learning, creativity, commitment and decency for all children.

The moral and ethical insights of teaching are taught and these understandings are enculturated throughout the experiences related to the teacher education program. The opportunity to associate with other students and faculty through activities such as the 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. The application for admission is 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, 203, 207, 212, 302, 340, 360 and EXSP 312. Students must be formally admitted before enrolling in additional courses in the teacher preparation program.

ADMISSION REQUIREMENTS

The following criteria are applied in determining qualifications for admission to the teacher education program:

B. Cumulative and Drury GPA of 2.75 or above (includes Drury and all other institutions). Official transcripts for all other post-secondary institutions should be mailed to:

Drury University
Lay Hall
900 N Benton Ave.
Springfield, MO 65802

C. At least 12 credit hours must be completed at Drury University at the time of application. Students with an Associate of Arts in Teaching (AAT) degree may have this requirement waived.

D. ACT or SAT score must be on file if 1) applicant graduated high school within five years of date of application to teacher education and 2) began college coursework within one year of high school graduation.

E. Passing score(s) on the state required entrance exam, Missouri General Education Assessment (MoGEA). In addition to paying the registration fee, each testing center administers a sitting fee.

F. Completion of the Missouri Educator Profile (MEP).

G. Competency in written and oral communications:
1. Grade of C or higher in one oral communication or speech course.
2. Grade of C or higher in two writing composition courses.
3. Evaluation by Drury University faculty related to dispositions.

H. 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.

EDUC 200 Technology in the Classroom must be retaken if the course, or an approved equivalent from another institution, was completed seven or more years prior to the time of applying for admission to the teacher education program. A student previously admitted to the teacher education program must retake EDUC 200 or its equivalent, if the course was completed seven or more years prior to the time of applying for student teaching.

I. Criminal background check: Online registration at www.dhss.mo.gov/FCSR (click on “Register Online”). Print receipt verifying you are in the system and send to Lay Hall. Once the background check has been completed, the results will be mailed to the student and the School of Education and Child Development.

J. 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 University as an undergraduate or graduate student. Admittance to the teacher education program is required for initial state certification.

Permission to enter professional education methods courses will normally not be granted until the student’s application for admission to the teacher certification program has been approved.

**STUDENT TEACHING REQUIREMENTS**

Applications for student teaching are required no later than:

1. August 1, if the individual plans to register for student teaching during the spring semester; or
2. February 1, if the individual plans to register for student teaching during the fall semester.

The following requirements must be met before a student can register for student teaching:

A. Status of full admission to the teacher education program;

B. All prerequisite course requirements are completed:

1) Cumulative grade point average of at least 2.75 based on all work completed at Drury University and all work transferred to Drury University.

2) Cumulative and Drury GPA of 2.75 or above. 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, and EDUC 385. For those pursuing middle school, 9-12, or K-12 certification, the discipline specific content GPA must be 3.00 or higher. It should be noted that EDUC 360 (all certification areas) and EXSP 312 (elementary certification) are upper level, non-methods courses required for teacher certification. Students can enroll in these courses prior to admission to teacher education, but all foundational education coursework should be completed prior to enrolling in these courses. Both courses must be completed with a grade of B or higher (a grade of B- will not meet the requirement) in order to be approved for student teaching. 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 higher (a grade of B- will not meet the requirement) for the 10 hours of student teaching must be earned in order to be considered a program completer and eligible to be recommended for state certification.

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, recommendation from the student’s advisor and chair of the content area department 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 candidate’s student teaching out of area.

F. Students must attempt the appropriate state-determined content exam(s) the semester prior to student teaching. If the exam(s) is passed, students are not required to enroll in EDUC 475 Review for Teacher Certification Exam. If the exam(s) is not passed, students will enroll in EDUC 475 Review for Teacher Certification Exam during the student teaching semester. EDUC 475 is intended to provide support and assistance to students as they prepare to take the exam(s) a second time. There is no charge for the course EDUC 475. S/U grading.

G. **PROFESSIONAL LIABILITY**

Upon approval to student teach, candidates will receive written notification of the requirement to have professional liability insurance at the time of enrollment in student teaching. Options for coverage may be obtained through membership in either the Student Missouri State Teachers Association (MSTA) or the Student National Education Association (NEA). Candidates already employed with a local school district are subject to the requirements of the employing school district. Verification of insurance must be on file with the School of Education and Child Development office at the Springfield campus by the beginning of the semester in which student teaching takes place.

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 Council for the Accreditation of Educator Preparation (CAEP) (http://caepnet.org). The elementary education program is also approved by the Association for Childhood Education International (ACEI) (http://acei.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/CAEP and/or education programs approved for teacher certification by state departments of elementary and secondary education.

**BACHELOR OF SCIENCE**

**ELEMENTARY EDUCATION MAJOR**

**Semester One** (16 hours)
- ENGL 150  Composition
- EDUC 203  The American Classroom
- EDUC 201  Teacher Aid I
- EDUC 212  Professional Preparation for the Field of Teacher Ed
- EDUC 200  Technology in the Classroom
- GEOG 109  World Regional Geography I  OR
- GEOG 110  World Regional Geography II
- PHYS 100  Earth Science  OR
- PHYS 110  Elementary Astronomy

**Semester Two** (17 hours)
- ENGL 207  Expository Writing
- EDUC 207  Psychology of Human Growth and Development
- EXSP 312  Methods of Teaching Health and P.E.
- EXSP 220  Personal Wellness
- HIST 101  United States History to 1865  OR
- HIST 102  United States History, 1865 to present
- PSYC 101  Introduction to Psychology  OR
- SOCI 101  Introduction to Sociology  OR
- ANTH 111  Introduction to Anthropology

**Semester Three** (15 hours)
- EDUC 302  Educational Psychology and Assessment
- EDUC 340  Psychology of the Exceptional Child
- COMM 211  Presentational Speaking
- MATH 101  Fundamental Math Concepts I
- SPAN 101  Elementary Spanish I
Semester Four (15 hours)
MATH 102  Fundamental Math Concepts II
EDUC 221  Economics Education
PHYS 111  Physical Science OR
CHEM 103  Fundamentals of Chemistry (with lab)
PLSC 101  Government and Politics in the U.S.
SPAN 102  Elementary Spanish II

Note: admission to teacher education required beyond this point.

Semester Five (17 hours)
BIOL 102  General Biology
EDUC 360  Classroom Management
EDUC 356  Methods of Teaching Children's Literature
EDUC 409  Methods of Teaching Language Arts
MATH 109  College Algebra
ARTH 151  History of Art and Architecture I OR
ARTH 152  History of Art and Architecture II OR
MUSC 115  Introduction to Music

Semester Six (16 hours)
BIOL 200  Ecology OR
BIOL 106  Conservation Theory/Management OR
SCIE 310  Scientific Principles, Discoveries and the Future
EDUC 401  Methods of Teaching Reading Practicum
EDUC 407  Methods of Teaching Reading
EDUC 338  Elementary School Curriculum
GLST 201  Global Awareness OR
ANTH 111  Introduction to Anthropology
Ethics:
Choose one of the following:
PHIL 210  Ethics
PHIL 305  Ethical Issues in Healthcare
ENVR 220  Introduction to Environmental Issues
ENGL 342  Shakespeare and Ethics
COMM 285  Communication and Ethics
*Student teaching application due August 1st or February 1st

Semester Seven (16 hours)
EDUC 382  Methods of Teaching Science
EDUC 402  Correction of Reading Difficulties Practicum
EDUC 452  Correction of Reading Difficulties
EDUC 380  Methods of Teaching Mathematics
English Literature
SOCI 316  Minority Groups or other Minorities course

*Please note that all students must attempt the state-determined content exam(s) prior to student teaching. If the exam(s) is not passed the student will enroll in EDUC 475 Review for Teacher Certification Exam during the student teaching semester.

Semester Eight (12 hours)
EDUC 331  Reading in the Content Field
EDUC 476  Student Teaching

All students are required to earn the specified grades for all courses leading to state certification. A complete list of those grade requirements is provided at www.drury.edu/education/state-certification.
Students are required to use the advising sheet found at www.drury.education/education to fulfill your graduation and state certification requirements. This documentation must be reviewed with your academic advisor each semester prior to registration.

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 program requires 19 hours in the following distribution:

<table>
<thead>
<tr>
<th>Course</th>
<th>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>Psychology of 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>

General Education Courses

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<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>
<td></td>
</tr>
<tr>
<td>PHYS 100</td>
<td>Earth Science</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>General Biology</td>
<td></td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
<td></td>
</tr>
<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></td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
<td></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></td>
</tr>
</tbody>
</table>

BACHELOR OF SCIENCE
SECONDARY EDUCATION MAJOR

The secondary education major requires 40 hours of coursework in the following distribution:

Foundations of Teaching (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>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>
</tbody>
</table>

Teaching Methods (13 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 304</td>
<td>Teaching in Diverse Classrooms</td>
<td>2</td>
</tr>
<tr>
<td>(Taken concurrently with EDUC 303)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 360</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
</tbody>
</table>
EDUC 385  Secondary School Curriculum  3 hours
EDUC 475  Review for Teacher Certification Examination  0 hours
EDUC       Discipline-specific methods  3 hours
(For more information, refer to course descriptions)

The following course can be taken in conjunction with student teaching (EDUC 478):
EDUC 331  Methods of Teaching Reading in the Content Field  2 hours

Clinical and field experiences (12 hours)
EDUC 201  Teacher Aide  1 hour
EDUC 212  Professional Preparation for the Field of Teacher Education  0 hour
EDUC 303  Secondary Education Field Experience  1 hour
(Taken concurrently with EDUC 304)
EDUC 478  Student Teaching on the Secondary School Level  10 hours

Students seeking Missouri state certification in a secondary education content field must complete the required courses for that academic major. The required courses that meet graduation and state certification requirements can be acquired from the School of Education and Child Development and/or the content area department (i.e. art, biology, chemistry, communication, English, French, history, math, physical education, physics, Spanish, theatre).

All students are required to earn the specified grades for all courses leading to state certification. A complete list of those grade requirements is provided at www.drury.edu/education/state-certification.

Students are required to use the advising sheet found at www.drury.edu/education to fulfill your graduation and state certification requirements. This documentation must be reviewed with your academic advisor each semester prior to registration.

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).

Troops to Teachers Program at Fort Leonard Wood
(Certification Only)

Drury University provides the Troops to Teachers program 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 is a U.S. 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 and required courses of the Troops to Teachers and Spouses to Teachers programs at Drury University are located at www.drury.edu/education/troops-to-teachers.

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.
Emergency Management
Ty Davisson and Ryan Nicholls, co-coordinators

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

Bachelor of Science
Emergency Management Major

The Emergency Management major requires 51 hours of coursework in the following distribution:

Required Courses 36 hours
EMMT 101 Introduction to Emergency Management Principles and Practice 3 hours
EMMT 202 Hazard Identification 3 hours
EMMT 301 Social Aspects of Disaster 3 hours
EMMT 303 Disaster Planning and Preparedness 3 hours
EMMT 305 Disaster Response 3 hours
EMMT 307 Disaster Recovery 3 hours
EMMT 401 Hazard Mitigation 3 hours
EMMT 403 Private Sector Crisis and Emergency Management 3 hours
EMMT 405 Public Information Management 3 hours
EMMT 497/498 Internship 3 hours
Choose two EMMT electives 6 hours

Required Leadership Concentration 12 hours
LDST 101 Foundations of Organizational Leadership 3 hours
LDST 300 Theories/Models of Leadership 3 hours
LDST 331 Negotiation/Conflict Resolution 3 hours
LDST 400 Grant Writing 3 hours

Certificate: 3 hours
EMMT 259 Organized Incident Management 3 hours

General Education Courses
Students must take the following courses as part of general education requirements:
ENGL 207 Expository Writing 3 hours
COMM 211 Presentational Speaking

OR
COMM 220 Business Communication and Writing 3 hours

PHIL 210 Ethics 3 hours
MATH 109 College Algebra 3 hours
CHEM 103 Fundamentals of Chemistry 3 hours
ENVR 321 Hazardous Materials 3 hours
PLSC 101 Government/Politics in the U.S. 3 hours
SOCI 101 Introduction to Sociology 3 hours
PSYC 314 Community Psychology 3 hours
ECON 210 Principles of Microeconomics

OR
ECON 211 Principles of Macroeconomics 3 hours
**Choose one** of the following:  
3 hours  
GSTU 101 Introduction to Computers and Software  
GSTU 210 Desktop Applications for PCs  
GSTU 211 Desktop Applications for Macs

**Associate of Science**  
**Emergency Management**

The Emergency Management program requires 18 hours of coursework in the following distribution:

**Required Courses**  
18 hours

- EMMT 101 Introduction to Emergency Management Principles and Practice 3 hours
- EMMT 202 Hazard Identification 3 hours
- EMMT 303 Disaster Planning and Preparedness 3 hours
- EMMT 403 Private Sector Crisis and Emergency Management 3 hours

- **LDST 101 Foundations of Organizational Leadership** 3 hours

- **LDST 331 Negotiation/Conflict Resolution** 3 hours

**General Education Courses**

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

- LIBR 211 Information Research Skills 1 hour
- ENGL 207 Expository Writing 3 hours
- COMM 211 Presentational Speaking  
  OR
- COMM 220 Business Communication and Writing. 3 hours

- MATH 109 College Algebra 3 hours
- CHEM 103 Fundamentals of Chemistry 3 hours
- PLSC 101 Government/Politics in the U.S. 3 hours
- SOCI 101 Introduction to Sociology 3 hours

**Choose one** of the following:  
3 hours  
GSTU 101 Introduction to Computers and Software  
GSTU 210 Desktop Applications for PCs  
GSTU 211 Desktop Applications for Macs
### English

**Jo Van Arkel, chair—Languages and Literature**

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</td>
<td>Literature Matters</td>
</tr>
<tr>
<td>ENGL 207</td>
<td>Expository Writing</td>
</tr>
<tr>
<td>ENGL 253</td>
<td>Grammar and Style</td>
</tr>
<tr>
<td>ENGL 301</td>
<td>Theory and Practice</td>
</tr>
<tr>
<td>ENGL 493</td>
<td>Senior Seminar</td>
</tr>
</tbody>
</table>

**British and American Literature**

Choose two of the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>6 hours</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**

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).

<table>
<thead>
<tr>
<th>Courses</th>
<th>6 hours</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>

**Writing or Linguistics**

Choose one of the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>3 hours</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**

Students also must complete three hours of English electives.
General Education Courses
Students must take the following courses as part of general education requirements:
PLSC 101 Government/Politics in the U.S. 3 hours
Choose one of the following: 3 hours
GSTU 101 Introduction to Computers and Software
GSTU 210 Desktop Applications for PCs
GSTU 211 Desktop Applications for Macs

Associate of Science

English
The English program requires 22 hours of coursework in the following distribution:
Required Courses 7 hours
ENGL 200 Literature Matters 3 hours
ENGL 301 Theory and Practice 3 hours
LIBR 211 Information Research Skills 1 hour

British and American Literature 6 hours
Choose two of the following:
ENGL 201 British Literature I: Medieval through Eighteenth Century 3 hours
ENGL 202 British Literature II: Nineteenth Century through the Present 3 hours
ENGL 203 American Literature I: 1620-1865 3 hours
ENGL 204 American Literature II: 1865-1980 3 hours

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.

General Education Courses
Students must take the following courses as part of general education requirements:
ENGL 207 Expository Writing 3 hours

Bachelor of Science
Writing Major
The writing major requires 30 hours of coursework distributed as shown below.
Foundations 6 hours
ENGL 207 Expository Writing 3 hours
ENGL 253 Grammar and Style 3 hours

In addition to Foundations, the writing major includes a combined minimum of 12 hours of imaginative or Professional writing. Of those 12 hours, at least 9 hours must be courses numbered 300 or above and chosen from the following lists.

Imaginative Writing 6 hours
Choose 2 or more courses (at least one must be 300 level or above)
ENGL 266 Creative Writing I – Fiction 3 hours
ENGL 267 Creative Writing I – Poetry 3 hours
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 268</td>
<td>Creative Writing I – Nonfiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 366</td>
<td>Creative Writing II – Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 367</td>
<td>Creative Writing II – Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 368</td>
<td>Creative Writing II – Nonfiction</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional Writing**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

*Choose 2 or more courses (at least one must be 300 level or above)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 220</td>
<td>Business Comm. and Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 251</td>
<td>Editing and Publishing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 397</td>
<td>Practicum Writing Internship</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 210</td>
<td>Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>COMM 221</td>
<td>Media Writing</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 310</td>
<td>Graphic Design II</td>
<td>3</td>
</tr>
<tr>
<td>LDST 400</td>
<td>Grant Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must choose *nine hours of literature* electives, including at least *three hours of upper division*.

**LITERATURE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>Literature Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

**CAPSTONE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 493</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**General Education Courses**

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>PLSC 101</td>
<td>Government /Politics in the U.S.</td>
<td>3</td>
</tr>
</tbody>
</table>

*Choose one of the following:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSTU 101</td>
<td>Introduction to Computers and Software</td>
<td></td>
</tr>
<tr>
<td>GSTU 210</td>
<td>Desktop Applications for PCs</td>
<td></td>
</tr>
<tr>
<td>GSTU 211</td>
<td>Desktop Applications for Macs</td>
<td></td>
</tr>
</tbody>
</table>

**Associate of Science**

**Writing**

The writing program requires 19 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>ENGL 266</td>
<td>Creative Writing I – Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 267</td>
<td>Creative Writing I – Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 268</td>
<td>Creative Writing I – Nonfiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 366</td>
<td>Creative Writing II – Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 367</td>
<td>Creative Writing II – Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 368</td>
<td>Creative Writing II – Nonfiction</td>
<td>3</td>
</tr>
</tbody>
</table>

*In addition to Foundations, the Associate writing major includes a combined minimum of 12 hours of imaginative or Professional writing. Of those 15 hours, at least 6 hours must be courses numbered 300 or above and chosen from the following lists.*

**Imaginative Writing**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 266</td>
<td>Creative Writing I – Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 267</td>
<td>Creative Writing I – Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 268</td>
<td>Creative Writing I – Nonfiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 366</td>
<td>Creative Writing II – Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 367</td>
<td>Creative Writing II – Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 368</td>
<td>Creative Writing II – Nonfiction</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional Writing**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 220</td>
<td>Business Comm. and Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 251</td>
<td>Editing and Publishing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 397</td>
<td>Practicum Writing Internship</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 455</td>
<td>Advanced Writing Internship</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 210</td>
<td>Graphic Design Workshop</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Hours</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>COMM 221</td>
<td>Media Writing</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ 310</td>
<td>Graphic Design II</td>
<td>3</td>
</tr>
<tr>
<td>LDST 400</td>
<td>Grant Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

**General Education Courses**

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 207</td>
<td>Expository Writing</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>
</tr>
</thead>
<tbody>
<tr>
<td>GSTU 101</td>
<td>Introduction to Computers and Software</td>
</tr>
<tr>
<td>GSTU 210</td>
<td>Desktop Applications for PCs</td>
</tr>
<tr>
<td>GSTU 211</td>
<td>Desktop Applications for Macs</td>
</tr>
</tbody>
</table>
Entrepreneurship
John Taylor, executive director
Edward Jones Center for Entrepreneurship

Associate of Science
Entrepreneurship

The entrepreneurship program requires 27 hours of coursework in the following distribution:

LDST 101  Foundations of Organizational Leadership
         OR
MGMT 103  Business Foundations  3 hours

LDST 250  Financial Basics for Leaders
         OR
ACCT 209  Principles of Accounting  3 hours

LDST 310  Contemporary Workforce Issues
         OR
LDST 350  Organizational Legal Issues  3 hours

ENTR 210  Entrepreneurship Exploration  3 hours
ENTR 250  Social Problems/Entrepreneurial Answers  3 hours
ENTR 301  Entrepreneurship Adventure  3 hours
ENTR 397, 398, 497, 498 Internship  3 hours
ENTR 490  Selected Topics  3 hours

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

ENGL 207  Expository Writing  3 hours
COMM 231  Principles of Advertising and Public Relations  3 hours
MATH 109  College Algebra  3 hours
ECON 210  Principles of Microeconomics  3 hours

Choose one of the following:  3 hours
GSTU 101  Introduction to Computers and Software
GSTU 210  Desktop Applications for PCs
GSTU 211  Desktop Applications for Macs
Environmental Studies
Kevin Jansen, chair

The Environmental Studies majors are designed to prepare students for careers in Environmental Management as either regulatory agents in military or civilian regulatory agencies, or as compliance officers in businesses, public schools, hospitals. Graduates may also pursue careers in environmental consulting firms and not-for-profit environmental organizations. Both the B.S. and A.S. degrees are grounded in the basic sciences to ensure a solid foundation for the applied discipline of environmental management.

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:

**Math and Science Foundations**
- MATH 227 Introduction to Statistics: 3 hours
- MATH 231 Calculus: 4 hours
- PHYS 201 Principles of Physics: 4 hours
- 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
- BIOL 102 General Biology & Lab: 4 hours
- BIOL 200 Ecology: 3 hours
- BIOL 200L Ecology Lab: 1 hour

**Required Major Courses:**
- BIOL 106 Conservation Theory and Management: 3 hours
- PHYS 210 Introduction to GIS and Remote Sensing: 3 hours
- ENVR 220 Introduction to Environmental Issues: 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 & Remediation: 3 hours
- ENVR 348 Environmental Assessment IV: Environmental Impact: 3 hours
- ENVR 494 Senior Seminar in Environmental Management and Assessment: 3 hours

**General Education Courses**
Students must take the following courses as part of general education requirements:
- ENGL 207 Expository Writing: 3 hours
- PLSC 101 Government and Politics in the U.S.: 3 hours

Choose one of the following: 3 hours
- GSTU 101 Introduction to Computers and Software
- GSTU 210 Desktop Applications for PCs
- GSTU 211 Desktop Applications for Macs

Associate of Science
Environmental Policy and Regulations

The environmental policy and regulations program requires 22 hours of coursework in the following distribution:

- BIOL 106 Conservation Theory & Management: 3 hours
PHYS 200  Environmental Geoscience  4 hours
ENVR 220  Introduction to Environmental Issues  3 hours
ENVR 315  Environmental Laws and Regulations  3 hours
ENVR 316  Environmental Compliance  3 hours
ENVR 321  Hazardous Materials  3 hours
ENVR   Choose an ENVR elective  3 hours

Students are strongly encouraged to include business administration, environmental science, and/or science electives in their free elective hours.

General Education Courses
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 207</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 220</td>
<td>Business Communication and Writing</td>
<td>3</td>
</tr>
<tr>
<td>MATH 227</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 107</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>PLSC 101</td>
<td>Government and Politics in the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>LDST 101</td>
<td>Foundation of Organizational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 103</td>
<td>Business Foundations</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>GSTU 101</td>
<td>Introduction to Computers and Software</td>
<td>3</td>
</tr>
<tr>
<td>GSTU 210</td>
<td>Desktop Applications for PCs</td>
<td>3</td>
</tr>
<tr>
<td>GSTU 211</td>
<td>Desktop Applications for Macs</td>
<td>3</td>
</tr>
</tbody>
</table>

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 program requires 21-25 hours of coursework in the following distribution:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 102</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>EXSP 210</td>
<td>American Red Cross First Aid</td>
<td>2</td>
</tr>
<tr>
<td>EXSP 220</td>
<td>Personal Wellness</td>
<td>2</td>
</tr>
<tr>
<td>EXSP 302</td>
<td>Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>EXSP 312</td>
<td>Methods of Teaching</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elementary Health and PE</td>
<td></td>
</tr>
<tr>
<td>EXSP 345</td>
<td>Wellness &amp; Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>Choose one option from the following:</td>
<td></td>
<td>4-8</td>
</tr>
<tr>
<td>BIOL 207</td>
<td>Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>OR the combination of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 205</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 206</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
</tbody>
</table>

Students are strongly encouraged to include an activity course from EXSP 113, EXSP 168 or EXSP 226 in their elective hours.

General Education Courses
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 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>CHEM 103</td>
<td>Fundamentals of Chemistry and Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 110</td>
<td>Stress Management I</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 347</td>
<td>Medical Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>
General Studies
Sarah Thornton, coordinator

The programs for the degree Bachelor of General Studies (BGS) and the Associate of Science (AS) 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.

A complete description of the requirements for the General Studies major can be found in the Academic Affairs section of this catalog under the sub-head: “Bachelor of General Studies.”

(Please look under GSTU in the Course Descriptions section of this catalog)

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.

(Please look under GLST in the Course Descriptions section of this catalog)
History
Hue-Ping Chin, chair
Leah Blakey, CCPS 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. 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:

**HIST 101** United States History to 1865 3 hours
**HIST 102** United States History, 1865 to Present 3 hours
**HIST 107** World History to 1500 3 hours
**HIST 108** World History from 1500 3 hours
**HIST 259** Engaging the Past 3 hours
**HIST 493** Senior Seminar 3 hours

**Choose two courses from European History:** 6 hours
**HIST 223** Medieval Europe 3 hours
**HIST 225** Renaissance and Reformation 3 hours
**HIST 245** Europe in the Twentieth Century 3 hours
**HIST 282** History of Witch Hunts 3 hours
**HIST 321** Women in European History 3 hours
**HIST 380** Hitler and Stalin 3 hours

**Choose two courses from American History:** 6 hours
**HIST 265** Native American History 3 hours
**HIST 307** Missouri History: Precontact to Present 3 hours
**HIST 323** Women in American History 3 hours
**HIST 330** The American Civil War 3 hours
**HIST 332** The Lewis and Clark Expedition 3 hours
**HIST 335** History of American Frontier 3 hours
**HIST 343** Latin American History 3 hours
**HIST 350** African-American History 3 hours

**Choose two courses from World History:** 6 hours
**HIST 251** History of Slavery 3 hours
**HIST 334** Russia and Eurasian Republics 3 hours
**HIST 344** History of Modern Africa 3 hours
**HIST 346** History of Modern China 3 hours
**HIST 347** History of Modern Japan 3 hours
**HIST 375** Arab-Israeli Conflict 3 hours
**HIST 385** Cold War Conflict and the Developing World 3 hours
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, and HIST 108 World History from 1500, before enrolling in HIST 282 History of Witch Hunts.

Because LIBR 211: Information Research Skills and ENGL 150: Composition involve the development of foundational academic competencies, majors should plan to finish each of these courses during the first two semesters of enrollment.

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.

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

- ENGL 207 Expository Writing 3 hours
- PLSC 101 Government and Politics in the United States 3 hours
- Choose one of the following: 3 hours
  - GSTU 101 Introduction to Computers and Software
  - GSTU 210 Desktop Applications for PCs
  - GSTU 211 Desktop Applications for Macs
Instructional Technology

Steven Hynds, coordinator

The Instructional Technology degree is designed for people pursuing careers in training and web-based learning. The coursework covers the design, delivery and evaluation of training programs including learning styles, multiple intelligences, instructional planning, design strategies, web-based applications, online instructional methods, testing, simulations and virtual reality, ethical uses of technology, and leadership roles within education and training. Students majoring in Instructional Technology acquire the knowledge, skills and approaches necessary in developing and delivering successful training programs within adult learning environments.

Bachelor of Science

Instructional Technology Major

The instruction technology major requires 36 hours in the following distribution:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 220</td>
<td>Introduction to Web Design</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 301</td>
<td>Writing for the Web</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 310</td>
<td>Psychology of the Adult Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 311</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 320</td>
<td>Methods of Online Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 330</td>
<td>Test Development and Delivery</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 340</td>
<td>History, Security and Ethics of Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 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>

General Education Courses

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 207</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 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>MATH 227</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 101</td>
<td>Government and Politics in the U.S</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>GSTU 210</td>
<td>Desktop Applications for PCs</td>
<td></td>
</tr>
<tr>
<td>GSTU 211</td>
<td>Desktop Applications for Macs</td>
<td></td>
</tr>
</tbody>
</table>

Languages

French, German, Spanish

Jo Van Arkel, chair—Languages and Literature

The curriculum of the department of languages is designed to introduce Drury students to selected languages of the world and their cultural and literary traditions.

(Please look under FREN, GERM, or SPAN in the Course Descriptions section of this catalog)
Leadership Studies
Steven K. 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 Major

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 major requires 36-37 hours of coursework in the following distribution:

COMM 231 Principles of Advertising and
- Public Relations 3 hours
- LDST 101 Foundations of Organizational Leadership 3 hours
- LDST 250 Financial Basics for Leaders 3 hours
- LDST 300 Theories and Models of Leadership 3 hours
- LDST 310 Contemporary Workforce Issues 3 hours
- LDST 325 Leading & Integrating Technology in Organizations 3 hours
- LDST 331 Negotiation and Conflict Resolution 3 hours
- LDST 338 Organizational Relations 3 hours
- LDST 425 Leading Corporate Social Responsibility and Sustainability 3 hours
- LDST 450 Ethics and Leadership 3 hours
- MATH 227 Introduction to Statistics 3 hours

Choose one of the following:
- LDST 275 Leading Religious, Charitable, and Professional Organizations 3 hours
- LDST 350 Organizational Legal Issues and Policies 3 hours
- LDST 400 Grant Writing 3 hours
- LDST 401 Drury Leadership Seminar 4 hours
- LDST 420 Managing Multi-Cultural Organizations 3 hours
- LDST 435 Strategic Leadership 3 hours

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

- ENGL 207 Expository Writing 3 hours
- COMM 285 Communication and Ethics 3 hours
- COMM 220 Business Communication and Writing 3 hours
- MATH 109 College Algebra 3 hours
- PLSC 101 U.S. Government and Politics 3 hours
- PSYC 101 Introduction to Psychology 3 hours
- ECON 210 Principles of Microeconomics 3 hours

Choose one of the following:
- GSTU 101 Introduction to Computers and Software 3 hours
- GSTU 210 Desktop Applications for PCs
- GSTU 211 Desktop Applications for Macs
**Associate of Science**

**Organizational Studies**

The organizational studies program requires 21 hours of coursework in the following distribution:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 231</td>
<td>Principles of Advertising and Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>LDST 101</td>
<td>Foundations of Organizational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LDST 250</td>
<td>Financial Basics for Leaders</td>
<td>3</td>
</tr>
<tr>
<td>LDST 300</td>
<td>Theories and Models of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LDST 331</td>
<td>Negotiation and Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>MATH 227</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

**General Education Courses**

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>
<tr>
<td>ENGL 207</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 220</td>
<td>Business Communication and Writing</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>
</tr>
</thead>
<tbody>
<tr>
<td>GSTU 101</td>
<td>Introduction to Computers and Software</td>
</tr>
<tr>
<td>GSTU 210</td>
<td>Desktop Applications for PCs</td>
</tr>
<tr>
<td>GSTU 211</td>
<td>Desktop Applications for Macs</td>
</tr>
</tbody>
</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 science major requires 33 hours of coursework in the following distribution in addition to a transfer program of at least 30 hours:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LDST 101</td>
<td>Foundations of Organizational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LDST 250</td>
<td>Financial Basics for Leaders</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 331</td>
<td>Negotiation and Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>EXSP 345</td>
<td>Wellness and Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 310</td>
<td>The Biology of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 330</td>
<td>Family and Domestic Violence</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 327</td>
<td>Social Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 347</td>
<td>Medical Sociology</td>
<td>3</td>
</tr>
<tr>
<td>GLST 493</td>
<td>Ethical Issues in a Global Society</td>
<td>3</td>
</tr>
</tbody>
</table>

**Transfer Program**  minimum 30 hours

Drury awards semester hours credit for satisfactory completion of an approved health-related program.
**General Education Courses**

*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>COMM 220</td>
<td>Business Communication and Writing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 332</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 207</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>MATH 100</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 227</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 201</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 101</td>
<td>Government and Politics in the US</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 230</td>
<td>Life Span Development</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose one of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSTU 101</td>
<td>Introduction to Computers and Software</td>
<td>3</td>
</tr>
<tr>
<td>GSTU 210</td>
<td>Desktop Applications for PCs</td>
<td></td>
</tr>
<tr>
<td>GSTU 211</td>
<td>Desktop Applications for Macs</td>
<td></td>
</tr>
</tbody>
</table>

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**Library Science**

*William Garvin, 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.

(Please look under LIBR in the Course Descriptions section of this catalog)

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**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.

(Please look under MATH in the Course Descriptions section of this catalog)
Medical Science
Emergency Medical Science, Radiologic Technology and Surgical Technology

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 program are as follows:
Choose one of the following: 3 hours
ENVR 220 Intro to Environmental Ethics
OR
PHIL 305 Ethical Issues in Healthcare

ENGL 207 Expository Writing 3 hours
COMM 211 Presentational Speaking 3 hours
MATH 100 Intermediate Algebra 3 hours
BIOL 102 General Biology 4 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

Choose one of the following: 4-8 hours
BIOL 207 Anatomy and Physiology 4 hours
OR (the combination of)
BIOL 205 Human Anatomy 4 hours
AND
BIOL 206 Human Physiology 4 hours

General Education Courses
Students must take the following courses as part of general education requirements:
ENGL 150 Composition 3 hours

Choose one of the following: 3 hours
GSTU 101 Introduction to Computers and Software
GSTU 210 Desktop Applications for PCs
GSTU 211 Desktop Applications for Macs

Associate of Science
Radiologic Technology

The Radiologic Technology Program developed between Drury University and the Rolla Technological Institute (RTI) is a 20-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 45 semester hours of credit may be awarded for completion of the radiologic technology program and the national registry certification program. Credit also is awarded for military training in this specialty upon completion of national registry certification.

Additional requirements for the radiologic technology program are as follows:
Choose one of the following: 3 hours
ENVR 220 Intro to Environmental Ethics
Choose one of the following:

- ENGL 207 Expository Writing 3 hours
- COMM 211 Presentation Speaking 3 hours
- MATH 100 Intermediate Algebra 3 hours

Choose one of the following:

- MGMT 103 Business Foundations
- OR
- LDST 101 Foundations of Organizational Leadership

Choose one of the following:

- ENGL 207 Expository Writing 3 hours
- COMM 211 Presentation Speaking 3 hours
- MATH 100 Intermediate Algebra 3 hours

Choose one of the following:

- MGMT 103 Business Foundations
- OR
- LDST 101 Foundations of Organizational Leadership

Choose one of the following:

- PHIL 305 Ethical Issues in Healthcare

Choose one of the following:

- BIOL 207 Anatomy and Physiology 4 hours
- OR (the combination of)
- BIOL 205 Human Anatomy 4 hours
- AND
- BIOL 206 Human Physiology 4 hours

General Education Courses

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

- ENGL 150 Composition 3 hours

Choose one of the following:

- GSTU 101 Introduction to Computers and Software
- GSTU 210 Desktop Applications for PCs
- GSTU 211 Desktop Applications for Macs

Associate of Science

Surgical Technology

Drury awards 30 semester hours credit for satisfactory completion of an approved surgical technology program to be used toward the associate of science in surgical technology and bachelor of science in health science or bachelor of general studies programs. 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:

Choose one of the following:

- ENVR 220 Intro to Environmental Ethics 3 hours
- OR
- PHIL 305 Ethical Issues in Healthcare

Choose one of the following:

- PSYC 101 Introduction to Psychology 3 hours
- ENGL 207 Expository Writing 3 hours
- COMM 211 Presentation Speaking 3 hours
- MATH 100 Intermediate Algebra 3 hours
- BIOL 102 General Biology 4 hours

Choose one of the following:

- MGMT 103 Business Foundations
- OR
- LDST 101 Foundations of Organizational Leadership

Choose one of the following:

- BIOL 207 Anatomy and Physiology 4 hours
- OR (the combination of)
BIOL 205  Human Anatomy  4 hours
AND
BIOL 206 Human Physiology  4 hours

**General Education Courses**

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

- ENGL 150  Composition  3 hours

**Choose one of the following:**  3 hours
- GSTU 101  Introduction to Computers and Software
- GSTU 210  Desktop Applications for PCs
- GSTU 211  Desktop Applications for Macs

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**Music**

**Allin Sorensen, 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.

*(Please look under MUSC in the Course Descriptions section of this catalog)*
Paralegal Studies
David Mercer, coordinator

Associate of Science
Paralegal Studies

The paralegal studies program requires 27 hours of coursework in the following distribution:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEGA 100</td>
<td>Introduction to the Law</td>
<td>3</td>
</tr>
<tr>
<td>*LEGA 105</td>
<td>Legal Research</td>
<td>3</td>
</tr>
<tr>
<td>LEGA 106</td>
<td>Legal Writing</td>
<td>3</td>
</tr>
<tr>
<td>LEGA 201</td>
<td>Interviewing and Investigating</td>
<td>3</td>
</tr>
<tr>
<td>LEGA 261</td>
<td>Litigation</td>
<td>3</td>
</tr>
<tr>
<td>LEGA 262</td>
<td>Tort Law</td>
<td>3</td>
</tr>
<tr>
<td>LEGA 263</td>
<td>Social Security/Workers Compensation Law</td>
<td>3</td>
</tr>
<tr>
<td>+LEGA 264</td>
<td>Family Law</td>
<td>3</td>
</tr>
<tr>
<td>+LEGA 275</td>
<td>Paralegal Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

* In addition to prerequisites of LEGA 100 and ENGL 150, LEGA 105 requires a prerequisite of either LEGA 155 Introduction to Legal Reasoning or PHIL 100 Intro to Logic.

+ 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) before registering for LEGA 275.

General Education Courses

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 207</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following: 3 hours

PHIL 100 Introduction to Logic
OR
LEGA 155 Introduction to Legal Reasoning

Choose one of the following: 3 hours

GSTU 101 Introduction to Computers and Software
GSTU 210 Desktop Applications for PCs
GSTU 211 Desktop Applications for Macs
**Philosophy and Religion**

**Hue-ping Chin, chair-History, Philosophy, and Religion**

Central to human existence, and central to the liberal arts, are questions of meaning. The systematic exploration of these questions and their possible answers define studies in philosophy and religion. Courses in philosophy and religion thus are oriented towards helping students discover and develop their most fundamental views — their world view. As such, courses in philosophy and religion are essential to liberal arts education, and to the exploration and definition of who we are as human beings. The department offers major and minor courses of study in philosophy, religion and a combined philosophy and religion program of study. The department is distinctive in its focus on the practical application of philosophical and religious studies.

*(Please look under PHIL or RELG in the Course Descriptions section of this catalog)*

**Associate of Science**

**Pre-Ministerial Studies**

**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PHIL 100</td>
<td>Introduction to Logic and Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>RELG 203</td>
<td>Introduction to Philosophy</td>
<td>3</td>
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**Choose one of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELG 109</td>
<td>Intro to the Study of Religion</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 201</td>
<td>Introduction to Philosophy</td>
<td>3</td>
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**Choose one of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELG 202</td>
<td>Religions of the World: Middle Eastern</td>
<td>3</td>
</tr>
<tr>
<td>RELG 206</td>
<td>Eastern Religions and Philosophies</td>
<td>3</td>
</tr>
<tr>
<td>RELG 380</td>
<td>African American Religions in the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>RELG 383</td>
<td>Hispanic Religious Traditions in the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>RELG 385</td>
<td>Babylon to Berlin: History of Anti-Semitism</td>
<td>3</td>
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**Choose one of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PHIL 305</td>
<td>Ethical Issues in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>RELG 309</td>
<td>Christian Ethics</td>
<td>3</td>
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**Choose one of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>RELG 205</td>
<td>Life and Teachings of Jesus</td>
<td>3</td>
</tr>
<tr>
<td>RELG 276</td>
<td>Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>RELG 303</td>
<td>Teachings of Paul</td>
<td>3</td>
</tr>
<tr>
<td>RELG 310</td>
<td>The Bible, Sex and Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>RELG 368</td>
<td>20th Century Christian Thought</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 376</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total 18 hours**

**General Education Courses**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

MGMT 103  Business Foundations

OR

LDST 101 Foundations of Organizational Leadership 3 hours

LDST 250 Financial Basics for Leaders
OR

ACCT 209 Principles of Accounting  
3 hours

Choose one of the following:  
3 hours
GSTU 101 Introduction to Computers and Software
GSTU 210 Desktop Applications for PCs
GSTU 211 Desktop Applications for Macs

Physics
Scott Petrich, chair—Chemistry and Physics
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.

(Please look under PHYS in the Course Descriptions section of this catalog)

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. We do not offer a major in political science, but students can obtain a broad understanding of the subject through electives.

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.

(Please look under ANTH, GEOG, or PLSC in the Course Descriptions section of this catalog)

Professional Development
Tijuana Julian, director
The professional and personal development program is designed to enhance Drury’s liberal arts curriculum through academic and co-curricular experiences that promote student learning, leadership development, social responsibility, community engagement and wellness.

(Please look under PDEV in the Course Descriptions section of this catalog)
Public Administration
Leah Blakey, coordinator

The Bachelor of Science in Public Administration is designed to provide a broad understanding of the administrative structures and functions found in public sector organizations. Courses are designed to equip students with foundational skills in government, ethics, business and communication through an interdisciplinary lens as well as to help students develop an understanding of the issues and challenges confronting society locally and nationally.

The degree is structured to ensure students acquire skills in the classroom and engage in the world around them through attendance at local government meetings and an internship.

Bachelor of Science
Public Administration Major
The public administration major 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>PADM 101</td>
<td>Introduction to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PADM 201</td>
<td>The Judiciary in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PADM 397/398/497/498</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>PADM 493</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 274</td>
<td>Statistical Foundations for Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>LDST 250</td>
<td>Financial Basics for Leaders</td>
<td>3</td>
</tr>
<tr>
<td>LDST 300</td>
<td>Theories and Models of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PADM 397/398/497/498</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>PADM 493</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 274</td>
<td>Statistical Foundations for Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>LDST 250</td>
<td>Financial Basics for Leaders</td>
<td>3</td>
</tr>
<tr>
<td>LDST 300</td>
<td>Theories and Models of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PADM 102</td>
<td>Introduction to Long-Term Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>LEGA 245</td>
<td>Real Estate Law</td>
<td>3</td>
</tr>
<tr>
<td>LEGA 261</td>
<td>Litigation</td>
<td>3</td>
</tr>
<tr>
<td>LEGA 262</td>
<td>Tort Law</td>
<td>3</td>
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Choose two courses from the following: 6 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 229</td>
<td>Business &amp; Professional Presentations</td>
<td></td>
</tr>
<tr>
<td>COMM 422</td>
<td>Argumentation and Advocacy</td>
<td></td>
</tr>
<tr>
<td>LDST 400</td>
<td>Grant Writing</td>
<td></td>
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</table>

Choose two courses from the following: 6 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 301</td>
<td>Aging and Public Administration</td>
<td></td>
</tr>
<tr>
<td>PADM 302</td>
<td>GIS in Public Administration</td>
<td></td>
</tr>
<tr>
<td>PLSC 220</td>
<td>Introduction to Law and Society</td>
<td></td>
</tr>
<tr>
<td>ENVR 315</td>
<td>Environmental Laws and Regulations</td>
<td></td>
</tr>
<tr>
<td>PLSC 332</td>
<td>Political Parties, Elections &amp; Interest Groups</td>
<td></td>
</tr>
<tr>
<td>PLSC 383</td>
<td>American Social and Political Thought</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
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<tbody>
<tr>
<td>ENGL 207</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 220</td>
<td>Business Communication and/ Writing</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 101</td>
<td>Government/Politics in the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 211</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>
Choose one of the following: 3 hours

GSTU 101  Introduction to Computers and Software
GSTU 210  Desktop Applications for PCs
GSTU 211  Desktop Applications for Macs

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.

(Please look under SCIE in the Course Descriptions section of this catalog)

Special Purpose Programs

English for Academic Purposes
Jo Van Arkel, chair—Languages and Literature

The Drury University English for Academic Purposes (EAP) Program, housed in the Department of English, is a rigorous one-semester program designed to provide an intensive learning experience for students who need to improve their listening, speaking, reading, writing, and comprehension skills in English.

The EAP program is a 6-course program. Students participate in conversation tables and attend university events with their American tutors as a component of their intensive acculturation experience.

ENGL 110 English for Academic Purposes: Oral Communication. 3 hours. A practical course designed for international students to improve their skills in both listening and speaking. Class content is discussion-oriented, includes both personal and public discourse, public speaking and group presentation projects, and emphasizes clarity in pronunciation.

ENGL 111 English for Academic Purposes: Writing and Research. 3 hours. This course develops college-level writing and research skills. The class teaches rhetoric and logic; style and voice; ethical research methods, documentation, and standards of academic integrity.

ENGL 115 English for Academic Purposes: Intensive English as a Second Language. 3 hours. This course includes lectures, activities, and projects designed to acculturate students to the liberal arts classroom at Drury University, as well as the Springfield community.

ENGL 116 English for Academic Purposes: Grammar. 3 hours. This course is student goal/task-focused on strategies to improve language facility; that is, individualized instruction seeks to help each student improve his or her use of grammar in both written and oral communication, and develop personal study strategies.

ENGL 117 English for Academic Purposes: Reading. 3 hours. Course emphasis is both on improving reading comprehension strategies, and responding meaningfully to the writing of others. Course focus is on the American Experience.

ENGL 120 Field Studies in Academic Culture. 3 hours. Designed as the field studies component to ENGL 115, this course focuses on acculturation to university life. This class allows students to experience a full-credit humanities course as a language-learner observer and participant.

Preparation Program for Master in Business Administration

Certificate in Business Essentials

Angie Adamick, 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.
Drury University Law Enforcement Academy

Tony Bowers, director

The Drury University Law Enforcement Academy provides professional training for those interested in pursuing a career in law enforcement. The 740-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. The academy meets the State of Missouri’s minimum training requirement for Class A certification of peace officers. Further information about the process for applying for acceptance into the academy can be found on the Drury website at: http://www.drury.edu/du/law-enforcement/How-to-Apply-to-the-Academy/. Brief summaries of the classwork involved in the 24 credit hour undergraduate curriculum can be found under the LEA course descriptor code in the Course Descriptions section of this catalog.

In outline, the academy provides training for its students in the following areas:

**Legal Studies**
- Constitutional law
- Traffic law

**Interpersonal Perspectives**
- Ethics and Professionalism
- Human Behavior
- Police Supervision

**Technical Studies**
- Patrol Duties/ Traffic Enforcement
- Criminal investigation
- Report Writing
- Juvenile Justice and Procedures
- First Aid (First Responder)
- SFST / DWI certification
- Type III BAC certification
- Stationary Radar Certification

**Skill Development**
- Defensive Tactics
- Firearms
- Driver Training
- Practical Application Exercises
- Physical Fitness

**Theatre**

Allin Sorenson, chair—Fine and Performing Arts

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.

(Please look under THTR in the Course Descriptions section of this catalog)
Course Descriptions

ACCT
Accounting


ACCT 210 Accounting for Management. 3 hours. Prerequisite: ACCT 209. This course provides an introduction to concepts essential to managerial decision-making as well as the tools and techniques of financial statement analysis with an emphasis on the use of financial statements for external and internal decision-making. Among the topics covered are profitability and ratio analysis, cash flows analysis, present value, inventory costing, cost-volume-profit analysis, variance calculation, and budgeting. The course emphasizes a user rather than a preparer’s perspective.

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

ACCT 291, 292, 391, 392, 491, 492 Research.

ACCT 397, 398, 497, 498 Internship.

ANTH
Anthropology

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.

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

ANTH 291, 292, 391, 392, 491, 492 Research.

ANTH 397, 398, 497, 498 Internship.

ARCH
Architecture

ARCH 110 Introduction to Architecture. 3 hours. This course offers an introduction to architecture through topics including design, digital and/or hand drafting, architectural history, and the role of architecture in culture. Offered through dual credit agreements at selected high schools.

ARTH
Art History

(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.

**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.**

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

**ARTH 397, 398, 497, 498 Internship.**

**ARTZ Design Art and Fine Arts**

**ARTZ 111 Foundations of Studio and Design. 3 hours.** An introduction to design. Basic creative approaches and design expressions are explored through studio projects and class discussions. This course is the first in a sequence of studio courses for both art and architecture majors, but also serves non-majors. Offered fall semester.

**ARTZ 123 Drawing. 3 hours.** Students will work in a variety of drawing media and techniques solving representational problems. This course includes an introduction to figure drawing.

**ARTZ 200 Printmaking. 3 hours.** An introduction to printmaking techniques with emphasis on woodcuts, mono-print, relief, silkscreen or digital/intaglio processes. Course fee required.

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

**ARTZ 206 Fibers I. 3 hours.** An introduction to two 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. Course fee required.

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.

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. This course covers basic principles of analog black-and-white photography and darkroom printing techniques. A SLR 35mm camera with shutter and aperture control is required for this course. A limited number of cameras are available from the department to periodically check out throughout the semester if students are unable to purchase a camera. 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. A limited number of cameras are available from the department to periodically check out throughout the semester if students are unable to purchase a camera. 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. Course fee required.

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. Course fee required.

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.

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. **Course fee required.**

**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 many sculptural processes that might include: installation art, kinetics, sound and light, video, electronics, cyber-art and performance. Course fee required.

**ARTZ 352 Contemporary Sculpture II. 3 hours.** Prerequisite: ARTZ 250 or ARTZ 350 or permission of instructor. Continued investigation and use of contemporary processes, materials and concepts relevant in today's expanded field of sculpture. Important theoretical approaches of the last 20 years will be covered through a 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. Students will also learn how to use a variety of camera bodies, studio strobes, and mural printing techniques. Course fee required.

**ARTZ 361 Alternative Photographic Processes. 3 hours.** This course will explore the many possibilities involving photographic images on nontraditional materials and alternative photographic printing techniques such as cyanotype, van dyke, silkscreen, lifts, transfers, mixed media, and construction of pinhole and alternative camera devices, etc. Course fee required.

**ARTZ 364 Commercial Photography. 3 hours.** Prerequisite: ARTZ 260 or ARTZ 267. This course will focus on commercial photography techniques utilizing studio lighting, with a focus on portrait, product and architectural photography using medium, large-format and digital cameras. Basic Photoshop and scanning will also be taught in this course. All cameras required for this course are available from the department to check out during the semester. Course fee required.

**ARTZ 367 Digital Photography II. 3 hours.** Prerequisite: ARTZ 267. This course covers advanced digital photography techniques, from camera use, flatbed and film scanning, color management and printing, Adobe Photoshop to final presentation methods. A SLR digital camera with shutter and aperture controls is required for this course. A limited number of cameras are available from the department to periodically check out throughout the semester if students are unable to purchase a camera. 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 development 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. 3 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.

**B I O L**
**Biology**

**Biol 100 Principles of Biology. 3 hours.** This course provides an introduction to basic scientific terminology, biology, and chemistry. It is designed to prepare students for more rigorous science curriculum. *Will not satisfy biology major requirements. General education requirement for non-science majors.*

**Biol 102 General Biology. 4 hours.** This course will provide students with an overview of biology from cellular structure to classification of organisms. This course will also introduce basic ecological principles.

**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. Intended for students majoring in science-related disciplines.*

**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. *Intended for students majoring in biology or related disciplines.*

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. Co-requisite: BIOL 181.** This lab must accompany BIOL 181 and will provide laboratory experiences to enhance understanding of genetic inheritance.

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

**BIOL 200-L Ecology Lab. 1 hour. Co-requisite: BIOL 200.** 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 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 206 Human Physiology. 4 hours.** This course examines the organization and function of the human body as a whole and the interrelations of its various systems, organs, tissues and cells. *Lecture and laboratory.*

**BIOL 207 Anatomy and Physiology. 4 hours.** An introduction to basic anatomy and physiology of the human body from a single cell to the coordinated whole. Special emphasis is placed on conditions that may upset the delicate balance of each system and produce disease. Medical terminology will be integrated into the course to expand the student’s medical vocabulary. *Lecture and laboratory.*

**BIOL 207-L Anatomy and Physiology Laboratory. 1 hour.** A more extensive lab experience to complement the lecture and laboratory work provided in BIOL 207. *Cannot be used for dual credit.*

**BIOL 208 Microbiology. 4 hours. Prerequisite: CHEM 103 or 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.*

**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.*

**BIOL 217 Anatomy and Physiology II. 4 hours. Prerequisite: BIOL 207.** This course continues the study of the Anatomy and Physiology of the human body (a continuation of BIOL 207 Anatomy and Physiology). Topics include the structure, function and interrelationship between the endocrine, cardiovascular, lymphatic, immune, respiratory, urinary and digestive systems. *Lecture and laboratory*
BIOL 245 Introduction to Human Nutrition. 3 hours. A study of the essential nutrients and their value in the various food groups, their functions in the body, and how to determine the food needs of the individual.

BIOL 250 Foundations of Medical Terminology. 3 hours. This course examines the various aspects of medical terminology including word origins, definitions, spelling, and pronunciation.

BIOL 302 Human Nutrition. 3 hours. Prerequisite: 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.

BIOL 307 Botany. 3 hours. Prerequisite: BIOL 201. Introduction to the photosynthetic way of life in algae and plants. This course will consider plant structural and functional adaptations related to water retention and distribution, gas exchange, light absorption and energy conversion, anti-gravitational support, reproduction and dispersal; followed by a comparative study of the main plant groups from algae to flowering plants, emphasizing structural diversity and evolutionary trends. The laboratory exercises will present an introduction to plant (and algae) cells, tissues, and organs through comparative anatomy and morphology analyses.

BIOL 308 Immunology. 3 hours. Prerequisites: 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.

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.

BIOL 310 Field and Systematic Botany. 4 hours. Prerequisite: BIOL 201. A taxonomical survey of flowering plants. This course will discuss history, theories and methods of classification, identification, nomenclature and description of plants, followed by taxonomical characteristics of the main plant families. Laboratory exercises and field trips will focus on the use of taxonomic keys, construction of floral diagrams and formulas, identification and recognition of local flora, preparation of field data records and herbarium specimens.

BIOL 312 Advanced Ecology. 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.

BIOL 314 Field and Systematic Zoology. 4 hours. Prerequisite: BIOL 200. A study of the zoological natural history and systematics with emphasis on vertebrate biodiversity. Field and laboratory exercises on identification, sample methods, and population dynamics.

BIOL 315 Field Techniques in Environmental Biology. 3 hours. Prerequisite: BIOL 201. 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 201, CHEM 107. A study of the molecular basis of gene expression and the mechanisms by which genetic material is inherited. Lecture and laboratory.

BIOL 325 Epidemiology. 3 hours. Prerequisite: BIOL 181. A study of epidemiological theory and practice. The distribution of health related problems in a population and the application of this theory to control health problems will be examined. Areas included in this study will be measures of disease occurrences, causal effects and statistical analysis of these events.

BIOL 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.

**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 201.** 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 201.** An introduction to how viruses replicate and cause disease. Survey of major groups of animal viruses is included.

**BIOL 338 Biology of Lakes and Streams. 4 hours. Prerequisite: BIOL 201.** 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 339 Fishes of Ozark Lakes and Streams. 3 hours. Prerequisite: 3 hours of Biology or permission of instructor.** This course is an introductory survey of freshwater fishes with emphasis on the local fish fauna. Principles of the natural history, taxonomy, ecology, and biology will be presented in lectures and by hands-on lab and field experiences.

**BIOL 344 Toxicology. 3 hours. Prerequisites: BIOL 201.** 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.

**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. Will not satisfy Biology major requirements.

**BIOL 371 Entomology. 3 hours. Prerequisite: BIOL 201.** 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.**

**BSCI**

Behavioral Sciences

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

**BSCI 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.

**BSCI 274 Statistical Foundations for Behavioral Sciences. 3 hours.** Prerequisites: *One introductory level behavioral science course (CRIM 102, PSYC 101, or SOCI 101) and a college-level math course*. This course provides a general overview of descriptive and inferential statistical techniques behavioral researchers use to analyze data. Topics will include frequency distributions and graphing, measures of central tendency, variation, and relative standing, simple linear regression, and hypothesis testing. *Should be taken before a student accumulates 60 credit hours (junior status).*

**BSCI 349 Behavioral Research. 3 hours.** Prerequisite: *BSCI 200, BCSI 274 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.

**BSCI 435 Psychological Tests and Measurements. 3 hours.** Prerequisites: *CRIM 102, BSCI 274, 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.

**BSCI 493 Senior Seminar. 3 hours.** Prerequisites: *senior standing, BSCI 200, BSCI 274*. This is the capstone course for the major. Current issues in the field are researched and presented in a seminar setting. Students practice the writing, oral communication and critical thinking skills necessary to succeed in graduate school and their future careers.

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

BSCI 391, 392, 491, 492 Research.

BSCI 397, 398, 497, 498 Internship.

**CHEM**

Chemistry

**CHEM 101 Chemistry – A Human Concern. 3 hours.** This basic course is designed for students with major interests in areas that include topics such as energy and the environment; food, people and chemistry; metals and life; etc. Three lecture hours per week.

**CHEM 103 Fundamentals of Chemistry. 3 hours.** Prerequisite: *MATH 100*. A terminal course dealing with fundamentals and basic concepts of chemistry primarily designed for general college students, as well as those in specialized programs such as nursing. *Three lecture hours per week.*

**CHEM 103-L Fundamentals of Chemistry Laboratory. 1 hour.** Co-requisite: *CHEM 103*. A laboratory to complement Fundamentals of Chemistry.

**CHEM 107 General Chemistry I. 4 hours.** Prerequisite: *MATH 109*. Development of the modern concepts dealing with the behavior of matter, kinetic theory, atomic theory, chemical bonding and periodic classification. Three lectures and one laboratory period. *Held only on Springfield campus and St. Robert campus.*

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

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

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

**CHEM 397, 398, 497, 498 Internship.**

**COMM Communication**

**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 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.

**COMM 208 Introduction to Argumentation and Debate 3 hours.** This course helps students develop the foundational knowledge and skills needed to become effective critical thinkers and communicators. Students will examine different types of argument structures and logical fallacies, learn how to evaluate and use evidence in constructing persuasive cases, and develop skill in refuting claims orally and in writing. Readings, discussions, and case studies will explore the interconnectedness between argumentation strategies and communication context. This course prepares students for participation in competitive debate experiences and other public advocacy roles.

**COMM 211 Presentational Speaking. 3 hours.** Principles and practice of effective oral communication. This course focuses on researching, composing, and delivering formal and informal presentations. Topics include ethics and public speaking, listening, research, analyzing and adapting to audiences, message construction, outlining, delivery of messages, effective use of visual aids, and critically evaluating public address. The course emphasizes informative and persuasive speaking. Designed for students who seek to improve speaking and critical thinking skills.

**COMM 215 Foundations of Communication Theory. 3 hours.** Introduction to the fundamental
questions, methods and theories that define the communication discipline and communication professions. Students also will survey approaches to the study of interpersonal relationships, organizational dynamics, public discourse, mass media and cultural criticism as well as the history and development of the communication field. This introduction will help students make informed decisions about the focus and trajectory of their study and career.

**COMM 220 Business Communication and Writing. 3 hours.** Topics considered in this course include basic principles of effective oral and written communication, a brief survey of standard English grammar and usage, and the forms and styles of business correspondence.

**COMM 221 Multimedia Writing. 3 hours.** Provides a writing foundation for multiple media disciplines, including print journalism, broadcasting, web and public relations. Students will learn about compiling information effectively for audiences and presenting content through social media.

**COMM 229 Business and Professional Presentations. 3 hours.** Designed to familiarize students with communication skills in a variety of organizational, business and professional settings. Practice in planning and doing oral presentations effectively.

**COMM 231 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 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 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 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 231 or permission of instructor.** 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.

COMM 489 Professional Seminar. 3 hours. This is a professional capstone course that requires students to demonstrate the knowledge and skills they have acquired as advertising/public relations majors. Students will produce a professional portfolio, resume, cover letter, and other critical career building tools. Course topics include personal branding, professional networking, job interviewing, and contract negotiations.

COMM 290, 390, 490 Selected Topics. 1-3 hours.
COMM 397, 398, 497, 498 Internship.

CRIJ
Criminology Justice
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.

CRIJ 290, 390, 490 Selected Topics, 1-3 hours.
CRIJ 391, 392, 491, 492 Research.
CRIJ 397, 398, 497, 498 Internship.

CRIM
Criminology
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 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 policeman, 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 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 310 Child Abuse/Neglect. 3 hours. This course will examine the different types of child abuse and child neglect, the different physical and behavioral signs of abuse/neglect and some of the causes. An in-depth look at the child abuse law and what happens in the juvenile justice system when a child is reported to have been abused or neglected.

CRIM 311 White Collar Crime. 3 hours. 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.

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. Prerequisites: 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.

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.

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.

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 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.

**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.**

**ECON**

**Economics**

**ECON 210 Principles of Microeconomics. 3 hours.** An introduction to the theory of markets. The course will examine the determination of product and resource prices, the theory of the firm; the role of competition, the impact of monopoly, externalities and government regulation and international economic relations.

**ECON 211 Principles of Macroeconomics. 3 hours.** An introduction to the theories that explain the performance of the overall economy. The course will explore the determination of the level of employment, output and the price level; the monetary and banking systems; problems and policies of economic instability, inflation and growth and principles of economic development; other economic systems.

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

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

**ECON 397, 398, 497, 498 Internship.**

**EDTE**

**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 toolsets available in educational institutions. This course will not lead to a public school teaching certificate.

**EDTE 301 Writing for the Web. 3 hours. Prerequisite: ENGL 150.** This course is designed to familiarize candidates with web writing knowledge and skills. Writing effectively in the web environment will be a major focus of this course as participants explore effective styles of communicating ideas and information for publication on the World Wide Web. Analysis of practical techniques for successful web writing through a variety of activities and exercises will help students develop in the area of web writing. The course will include a combination of lectures, class discussions, online activities and practical web writing applications.

**EDTE 310 Psychology of the Adult Learner. 3 hours. Prerequisite: PSYC 101.** 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.** *Prerequisite: PSYC 101.* 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, LIBR 211, 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, Saki 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.** *Prerequisites: COMM 220, 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: EDTE 340, 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.

**EDUC**

**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. 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.


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 aide 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. A course that 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.

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. 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 455 Correction of Disabilities in Mathematics. 3 hours.** A presentation of methods of teaching remedial mathematics to elementary and secondary school students who exhibit difficulty with mathematics with emphasis on recent research, diagnosis and prescriptive teaching strategies.

**EDUC 475 Review for Teacher Certification Examinations. 0 hours.** Prerequisite: Formal admission to the teacher education program. A course designed to review and synthesize the skills and content knowledge related to the various fields of teacher certification including analysis and techniques for solving problems on teacher certification examinations. Attempting the appropriate state-determined content exam(s) is required for approval to student teach, so only those students who do not pass the state-determined content exam(s) will be administratively enrolled in the course. *Offered each semester and summer session. S/U grading. Taken concurrently with EDUC 476 or EDUC 478.*

**EDUC 476 Student Teaching – Elementary. 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 state content assessment 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 teaching at the middle school level (grades 5-9). *Taken concurrently with EDUC 475 if a passing state content assessment score is not obtained. Only available to post-baccalaureate students. Course fee required.*

**EDUC 478 Student Teaching – Secondary. 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 state content assessment score is not obtained. Course fee required.*

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.

**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.

**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.*

**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.
teaching. Units related to methods of teaching the middle school and high school student the novel, poetry and short story, and a unit on methods of teaching writing and grammar will be included. Teaching of writing unit fulfills one semester hour credit toward completion requirement for certification in English.

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

EMMT

Emergency Management

EMMT 101 Introduction to Emergency Management Principle and Practice. 3 hours. This course provides students with insight into the profession of emergency management, its history, principles, participants, functions, structure, and future. This course includes concepts related to accreditation of emergency management programs, professional associations, and professional credentials.

EMMT 103 Exercise Concepts and Design. 3 hours. This course examines the role of disaster exercises in emergency management and business crisis management programs. The objective is to develop exercises in all four phases of emergency management, analyze emergency management capabilities, and use exercises to enhance strategic planning. Focus is on designing, conducting, and evaluating disaster exercises. Best practices are used to understand the application of "lessons learned" and after-action reports to support continuous improvement.

EMMT 202 Hazard Identification. 3 hours. This course provides an overview of hazards and threats with an analysis of the causes, characteristics, nature and effects of such disasters as tornadoes, drought, earthquakes, pandemics, fires, flooding, hazardous materials, hurricanes, industrial accidents, terrorism, cyber and technological threats, nuclear power plant accidents, power failures, volcanoes, and other catastrophic hazards.

EMMT 203 Introduction to Terrorism. 3 hours. This course focuses on the historical roots of terrorism and stresses the importance of understanding the past to adequately prepare for the future. Through a historical perspective, this course provides basis for and discusses aspects that make contemporary terrorism of today different from traditional terrorism of the past.

EMMT 259 Organized Incident Management. 3 hours. In this course students will become familiar with operation incident management frameworks such as the National Incident Management System (NIMS), Incident Command System (ICS), and the National Response Framework (NRF). This course will blend in-classroom lecture with relevant practical exercises. Students enrolling in this course will have opportunity to complete certificates for the following FEMA courses: IS-100, IS-200, IS-700, IS-800, G-300, G-400.

EMMT 301 Social Aspects of Disaster. 3 hours. This course provides an overview of how individuals, groups, families, organizations, communities, and countries handle disasters before, during, and after they occur. The concepts of human behavior in disaster, disaster myths vs. reality; group disaster behavior; community social systems and disaster; cultures, demographics and disaster behavior distinctions are explored.

EMMT 303 Disaster Planning and Preparedness. 3 hours. This course provides an overview of the preparedness phase of emergency management. Topics include emergency planning, public information and education, risk and vulnerability assessments, continuity of operations, communication and information management, gap analysis and capacity building, funding strategies, and exercises.

EMMT 305 Disaster Response. 3 hours. This course provides an overview of the response phase of
emergency management. In this course, students will be introduced to identifying the needs of the affected population, the role of the incident command system, various response problems, and how first responders and emergency managers may overcome response challenges.

EMMT 307 Disaster Recovery. 3 hours. This course provides an overview of the recovery phase of emergency management. It examines how people, groups, organizations, communities and governments manage disasters in the immediate aftermath and recover from their effects, including social, physical, business, and infrastructure problems as well as intra- and inter-organizational issues.

EMMT 308 Introduction to Systems Thinking in Emergency Management. 3 hours. Prerequisite: Junior standing, EMMT 101, EMMT 202, EMMT 303, and EMMT 305. This course provides analysis and application of systems-thinking concepts and methodologies to problems encountered in emergency management.

EMMT 309 Public Policy Issues in Emergency Management. 3 hours. Prerequisite: EMMT 101. This course provides an examination of the legal and regulatory principles, policies, and issues that affect emergency management. The aim is to analyze key forces that influence policy, apply the principles of policy and law, and identify and analyze emerging issues to improve organizational preparedness. Emphasis is on how emergency management policy and legislation is developed and maintained at international, national, regional, state, and local levels.

EMMT 401 Hazard Mitigation. 3 hours. Prerequisite: EMMT 202. This course examines the processes and principles of disaster mitigation including mitigation planning, the benefits of mitigation, and the development and implementation of appropriate mitigation measures.

EMMT 402 Risk and Vulnerability. 3 hours. Prerequisite: EMMT 101 and EMMT 202. This course provides an introduction to analytical techniques and methodologies for identifying risk through threat and vulnerability assessments of various types of public and private infrastructure. An all-hazard approach is employed, considering natural and human-caused hazards.

EMMT 403 Private Sector Crisis and Emergency Management. 3 hours. Prerequisite: EMMT 101. This course examines the field of emergency management within the private and non-governmental sector. Topics include: contingency and continuity of business planning, business risk management, and emergency response skills required by private sector companies.

EMMT 405 Public Information Management. 3 hours. Prerequisite: Junior standing and EMMT 202. A review of the skills needed to effectively deal with the public and media before, during, and after an emergency event. Topics will include: role and responsibilities of the Public Information Officer, understanding the roles and responsibilities of the Public Information Officer, understanding the roles and responsibilities of the media, conducting awareness campaigns, writing news releases, public speaking, granting interviews, media management, and dealing with high-profile incidents.

EMMT 406 Emergency Management and Disaster Research. 3 hours. Prerequisite: Junior standing, EMMT 101, EMMT 202, EMMT 303, EMMT 305. This course provides an overview of current research principles and approaches to the study of disasters and emergency management and how to understand and apply scholarly work from the field of disaster research.

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

EMMT 291, 292, 391, 392, 491, 492 Research.

EMMT 397, 398, 497, 498 Internship
ENGL 114 College Writing, Reading, and Study Skills. 3 hours. This course is designed for students returning to, or starting, college after being out of formal education for several years. Emphasis is placed on acquiring basic composition, reading, and study techniques that will lay the foundation for the student’s college career.

ENGL 150 Composition. 3 hours. Writing course designed to develop students’ abilities to write in a variety of modes for a wide range of purposes.

ENGL 200 Literature Matters. 3 hours. One of three foundational courses for majors and potential majors in English, Literature Matters introduces students to a central set of problems in contemporary literary studies (for example, Identity and Empire, Shakespeare to Ondaatje). The course includes important canonical works as well as neglected or emerging writers. There is a focus on how to read and understand literature; how reading and writing literature influence identity, meaning, and value; and how to develop strategies for reading, discussing, and writing about literary works. Students are strongly encouraged to enroll in this course in the spring semester of their freshman or sophomore year.

ENGL 201 British Literature I: Medieval through Eighteenth Century. 3 hours. Students discuss canonical texts of early British writing, with particular attention to close-reading and appreciation. The course often pursues a single theme, genre or motif through the readings.

ENGL 202 British Literature II: Nineteenth Century through the Present. 3 hours. This course introduces students to major writings from the past 200 years of British writing, with particular attention to close-reading and appreciation. The course often pursues a single theme, genre or motif through the readings.

ENGL 203 American Literature I: 1620-1865. 3 hours. Students become familiar with major writings from pre-Civil War American culture, with “flashbacks” to colonial American literature. This course often pursues a single theme, genre or motif through the readings.

ENGL 204 American Literature II: 1865-1980. 3 hours. This course introduces students to major texts of late-nineteenth and twentieth-century literature, with particular attention to modernist and postmodernist writing.

ENGL 207 Expository Writing: Art of the Essay. 3 hours. Prerequisite: 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.

ENGL 235 The History of Film. 3 hours. A survey of major international and American film accomplishments beginning with Griffith and Chaplin and continuing through contemporary directors such as Bergman, Fellini and Allen. Some attention will be given to film technique, theory and analysis.

ENGL 236 Ozarks Culture and Folklore. 3 hours. The main goal of this class is to provide a firm foundation in critical thinking, research, writing and effective communication in terms of gaining cultural insights while encouraging an appreciation for the culture of the Ozarks. To do that, we'll take a look at the people, the food, the music, the legends, the lore, the jargon and the habits/ethics of the Ozarks’ hill people from the 1800s to the present time. Additional goals include promoting critical thinking, teamwork, self-confidence and storytelling as educational tools.
ENGL 251 Editing and Publishing. 3 hours. **Recommended prerequisite: ENGL 253**. This practical course is devoted to publishing and editing in both print and electronic media.

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.

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.

ENGL 267 Creative Writing I – Poetry. 3 hours. **Prerequisite: ENGL 150**. Students learn techniques for and practice in writing poetry.

ENGL 268 Creative Writing I – Nonfiction. 3 hours. **Prerequisite: ENGL 150**. Students learn techniques for and practice writing nonfiction.

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.

ENGL 302 Women Writers. 3 hours. A study of British and American literary works written by women. Particular consideration will be given to feminist modes of inquiry and critical thought as well as to the contributions of women in literary scholarship.

ENGL 303 Single Author. 3 hours. This course provides in-depth study of a single author’s literary work. *May be repeated when authors vary.*

ENGL 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.*

ENGL 306 Studies in Sixteenth through Eighteenth Century Literature. 3 hours. This course asks students to investigate selected topics in literature and culture of the Renaissance through the eighteenth century, including European, British, and other cultures. *This course may be repeated when content varies.*

ENGL 307 Studies in Nineteenth through Twentieth Century Literature. 3 hours. This course requires students to engage the literature and culture of the nineteenth and twentieth centuries, with particular attention to interdisciplinary study of Victorian, post-Victorian, Modernist, and Postmodern cultures in the Americas and Europe. *This course may be repeated when content varies.*

ENGL 311 Studies in Contemporary Literature. 3 hours. This course investigates trends in recent literature, written in or translated into English. Texts will date from about 1980 and later. *This course may be repeated when content varies.*

ENGL 317 African-American Literature. 3 hours. The backgrounds of African-American culture in African and Caribbean literatures, as well as the history of black American literature in the nineteenth and twentieth centuries, with focus on the contemporary scene.

ENGL 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.

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.

ENGL 366 Creative Writing II – Fiction. 3 hours. Prerequisite: ENGL 266, ENGL 267, or ENGL 268. By participating in writing workshops, students learn advanced techniques for and practice in writing fiction.

ENGL 367 Creative Writing II – Poetry. 3 hours. Prerequisite: ENGL 266, ENGL 267, or ENGL 268. This course trains students in advanced techniques for and practice in writing poetry.

ENGL 368 Creative Writing II – Nonfiction. 3 hours. Prerequisite: ENGL 266, ENGL 267, or ENGL 268. This course provides advanced study of different kinds of nonfiction writing, with a practical emphasis aimed at preparing apprentice writers to publish their work as they become familiar with a wide range of publications.

ENGL 375 Land and Literature. 3 hours. This course traces the roots of contemporary thinking about the land in literature both ancient and modern. We will read a series of texts from the Bible, classical Greek culture, early modern England and nineteenth- and twentieth-century America. Students should develop a sophisticated, wide-ranging understanding of how contemporary American culture has imagined (and treated) the natural world.

ENGL 381 Southern Literature. 3 hours. Literature of the southern American states in the context of the South’s characteristic cultural identity.

ENGL 455 Advanced Writing Workshop. 3 hours. Prerequisite: Any 300-level imaginative writing course such as 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.

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. Course only available in the spring semester on the Springfield campus.

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

ENGL 291, 292, 391, 392, 491, 492 Research.

ENGL 397, 398, 497, 498 Internship.

ENTR

Entrepreneurship

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.

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 401 Building Community through the Arts. 3 hours.** This course will offer an integrated and experiential approach to creativity in everyday living and learning. Working with at-risk adults, students will develop arts programming that will enrich the adults’ lives, improving their communication skills, developing their creativity and building confidence. The course culminates with an art opening for the participants in the Drury on C-Street Gallery.

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

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

**ENTR 397, 398, 497, 498 Internship.**

**ENVR Environmental Studies**

**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 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 315 Environmental Laws and Regulations. 3 hours. Prerequisite: ENVR 220.** An introduction to hazardous waste regulations, solid waste management programs, the Clean Air Act, OSHA regulations, the Clean Water Act, environmental audits, remediation technology, and issues relating to the impact of environmental laws on society.

**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 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.*

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-F28: Civil Support Skills 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 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.

EXSP
Exercise and Sport Science

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 110 Introduction to Indoor Cycling. 1 hour. Students receive instruction in basic fundamentals of indoor cycling, including proper bike set-up, hand positions and core movements, safety, mental training and visualization, heart rate monitoring, and proper breathing. Students will set fitness goals and work towards achievement of their goals as they practice and refine these fundamentals.

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.

Theory Courses in Health, Physical Education, and Recreation

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 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 312 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.

FINC

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.

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

FINC 291, 292, 391, 392, 491, 492 Research.

FINC 397, 398, 497, 498 Internship.
FREN
French

FREN 101 Elementary French I. 3 hours. Designed to develop, with FREN 102, an elementary proficiency in French. This course provides instruction for and assesses students' reading, writing, speaking and listening and provides an introduction to the cultures and cultural practices of the French-speaking world.

FREN 102 Elementary French II. 3 hours. Prerequisite: FREN 101. A continuation of FREN 101 designed to continue the development of an elementary proficiency for producing and comprehending the French language. This course provides instruction for and assesses students' reading, writing, speaking, listening, and develops students' knowledge of the cultures and cultural practices of the French-speaking world.

FREN 103 Tools of Elementary French I. 3 hours. Designed to develop, with FREN 104, an elementary proficiency in three of the five language and cultural skills covered in French 101. This course provides instruction for and assesses at least three of the following areas: students' reading, writing, speaking and listening in French and cultures and cultural practices of the French-speaking world.

FREN 104 Tools of Elementary French II. 3 hours. A continuation of French 103, designed to continue the development of an elementary proficiency in three of the five language and cultural skills covered in French 102. This course provides instruction for and assesses at least three of the following areas: students' reading, writing, speaking and listening in French and cultures and cultural practices of the French-speaking world.

FREN 201 Intermediate French III. 3 hours. Prerequisite: FREN 101, FREN 102, placement exam or transfer credit. Designed to develop, with French 202 a more advanced proficiency in French. This course provides instruction for and assesses students' reading, writing, speaking and listening and provides a continuation of study of the cultures and cultural practices of the French-speaking world.

FREN 202 Intermediate French IV. 3 hours. Prerequisite: FREN 201. A continuation of FREN 201, designed to continue the development of a more advanced proficiency in French. This course provides instruction for and assesses students' reading, writing, speaking and listening and provides a continuation of study of the cultures and cultural practices of the French-speaking world.

FREN 203 Tools of Intermediate French III. 3 hours. Designed to develop, with FREN 204, a more advanced proficiency in three of the five language and cultural skills covered in French 201. This course provides instruction for and assesses at least three of the following areas: students' reading, writing, speaking and listening in French and cultures and cultural practices of the French-speaking world.

FREN 204 Tools of Intermediate French IV. 3 hours. A continuation of FREN 203, this course is designed to continue the development of a more advanced proficiency in three of the five language and cultural skills covered in FREN 202. This course provides instruction for and assesses at least three of the following areas: students' reading, writing, speaking and listening in French and cultures and cultural practices of the French-speaking world.

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

GEOG
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 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.

**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 wild lands. 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. *Offered spring semester.*

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

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

**GEOG 397, 398, 497, 498 Internship.**

**GERM**

**German**

**GERM 101 Elementary German I. 3 hours.** *Designed to develop, with GERM 102, an elementary proficiency to communicate in German and some familiarity with the cultural values of German peoples.*

**GERM 102 Elementary German II. 3 hours.** *Prerequisite: GERM 101. A continuation of GERM 101 designed to develop an elementary proficiency to communicate in German and some familiarity with the cultural values of German peoples.*

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

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

**GERM 397, 398, 497, 498 Internship.**

**GLST**

**Global Studies**

**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.** *Prerequisite: senior status.* 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
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.

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

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

**GLST 397, 398, 497, 498 Internship.**

**GSTU**

**General Studies**

**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 provides an opportunity for students to learn how to use the most common computer software programs and information resource facilities. While providing basic information about microcomputer structure and components, operating systems and an introduction to various applications such as word processing, spreadsheet applications, presentation software and the Internet will be covered. _Cannot be taken for credit if GSTU 210 completed for credit._

**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 200 Connect with CCPS/New Student Orientation. 0 hours.** A class designed to acquaint the student new to Drury with the services and policies important for their success. This course is required of all new students. _Offered fall and spring semesters._

**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 for PCs. 3 hours. This course focuses on the use of advanced software applications using the latest Microsoft Office software. Students will produce comprehensive, real-world solutions to solve business related problems. Students will utilize Word, Excel, PowerPoint applications and Internet resources. Meets BBA degree technology requirement.

GSTU 211 Desktop Applications for Macs. 3 hours. This course focuses on the use of advanced software applications using the latest Microsoft Office software. Students will produce comprehensive, real-world solutions to solve business related problems. Students will utilize Word, Excel, PowerPoint applications and Internet resources. Meets BBA degree technology requirement.

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.

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

GSTU 291, 292, 391, 392, 491, 492 Research.

GSTU 397, 398, 497, 498 Internship.

HIST

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.

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.

HIST 109 Asian History to 1700. 3 hours. This course examines the cultural traditions and transformations in Asian history from its origins to around 1700. Identifies specific historical events, political developments and philosophical, religious and social innovations in the history of East Asia and Southeast Asia as well as highlights the contributions and transformations as it interacts with other world civilizations.

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 109 Asian History to 1700. 3 hours. This course examines the cultural traditions and transformations in Asian history from its origins to around 1700. Identifies specific historical events, political developments and philosophical, religious and social innovations in the history of East Asia and Southeast Asia as well as highlights the contributions and transformations as it interacts with other world civilizations.

HIST 160 Genocide in History. 3 hours. The last two centuries have seen mass violence on a scale unprecedented in human history. Among the most horrifying forms this violence took was the attempt to systematically exterminate whole religious/ethnic/national groups, which Raphael Lemkin coined the term “genocide” to describe. In this course, we examine individual historical cases of genocide and also consider theoretical approaches that seek to explain its causes and dynamics.

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 reformatory movements 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. 3 hours. Through the use of the course's thematic material, students will be introduced to the basic skills used by historians in their investigation of the past, including a close reading and contextualization of primary source texts, the study of historical interpretations and controversies, citation and research methods, effective writing techniques, and oral communication skills.

HIST 265 Native American History. 3 hours. Examines the history of Native Americans from the 1400s to the present. Topics include cultural diversity before European invasions as well as Indian-European encounters. The slave trade, Indian Removal, accommodation, and resistance will also be discussed. From Cahokia mounds to the Great Plains resistance, the class provides insights into the complexity of Native American societies and the diversity of the American experience.

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 emphases 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 307 Missouri History: Precontact to Present. 3 hours. This course will explore the people, events, and area in the current state of Missouri from the days of Native American settlement to the present.
Particular emphasis will be placed upon the relations between Native American groups and Europeans; role of religion in Missouri history; major historical figures; the Civil War in Missouri; unique African-American history in Missouri; and the development, structure, functions, and operation of the Missouri state government.

**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. *Writing intensive course.*

**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). *Writing intensive course.*

**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. *Writing intensive course.*

**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. *Writing intensive course.*

**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. Writing intensive course.*

**HIST 335 History of the American Frontier. 3 hours.** A study of the growth of Western institutions and their influence on our national life. *Writing intensive course.*

**HIST 343 Latin American History. 3 hours.** This course examines the history of Latin America. Beginning with the indigenous societies of Central and South America, as well as the Caribbean, it follows the growth of colonial societies as indigenous European, and African populations formed new and diverse cultures. Concludes with a history of decolonization and modern Latin American history. *Writing intensive course.*

**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. Writing intensive course.*

**HIST 346 History of Modern China. 3 hours.** An in-depth study of contemporary Chinese culture and history, with an examination of revolutionary movements and modernization.

**HIST 347 History of Modern Japan. 3 hours.** An in-depth study of contemporary Japanese culture and history, examining the Meiji Restoration, Japanese expansion and interaction in Asia, World War II and the challenges faced by Japan after World War II.

**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. Writing intensive course.*

**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. *Meets cultural diversity requirement. Writing intensive course.*
**HIST 380 Hitler and Stalin. 3 hours.** This course will consider the phenomena of Nazism and Stalinism, focusing on systems of authority, culture, daily life, and the use of violence. *Writing intensive course.*

**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. Writing intensive course.*

**HIST 493 Senior 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. *Writing intensive course.*

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

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

**HIST 397, 398, 497, 498 Internship.**

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**LDST Leadership Studies**

**LDST 101 Foundations of Organizational Leadership. 3 hours.** General introduction to, and analysis of, historical and current theories of leadership. Study of leadership process involving interaction of leaders and followers in organizational settings such as public/private, profit and nonprofit.

**LDST 250 Financial Basics for Leaders. 3 hours.** Leaders at all organizational levels need an understanding of what makes their organizations go—money! Whether it is a for-profit business or a "non-profit," the financial aspects of operation affect the company's ability to achieve goals and the leader's ability to make decisions. This course includes the "basics" of using various financial statements, cash management plans, capital budgets, ratios and other tools to assist the leader in directing the organization. In addition, pricing strategies, economic decision-making models, financing options and internal accountability will be considered. Finally, measurements of financial performance and requirements for validity of financial information will be discussed from the perspective of what the leader needs to know to function effectively and meet his/her financial responsibilities.

**LDST 275 Leading Religious, Charitable and Professional Organizations. 3 hours.** Significant opportunities exist for leaders in the nonprofit community, including religious, charitable and professional organizations. Making students aware of these possibilities and the differences/similarities of these agencies to the for-profit world are the primary purposes of this course. Understanding the basics of nonprofit leadership will help students in the Leadership Studies degree programs be well-rounded and equipped to apply their skills in the nonprofit area. Students may choose among three "tracks" of emphasis during the course: religious organizations, charities, and professional associations. Specialization will be achieved through use of a "core" text and a supplemental text for the track chosen.

**LDST 300 Theories and Models of Leadership. 3 hours.** During this course students will analyze the theories, processes, and structures to become effective leaders within a wide variety of organizations. Topics of study include theories of leadership, leadership challenges, functions of the leader, and skills of the leader. Additional emphasis is placed upon the importance of life-long learning and the development of leadership skills in the workplace to include such skills as ethics, teamwork, diversity, goals, change, conflict, communication, motivation, leadership, problem solving, and decision making.

**LDST 310 Contemporary Workforce Issues. 3 hours.** This course explores current workplace issues faced by leaders in public and private sector organizations. Course content includes a discussion of present-day topics including discrimination, sexual harassment, disability law, the "glass ceiling" as it relates to
women in leadership, unions and their continued applicability in American industry, international cultures and their impact on organizations, as well as technology and its applications and challenges. General management of all types of organizations and personnel will also be considered.

**LDST 325 Leading & Integrating Technology in Organizations. 3 hours.** Technology pervades all organizations today and is likely to increase in prominence in the future. Leaders (who may be themselves non-technical) need to know how to relate to technology experts and other technical professionals on whom they depend for success. In addition, the ever-increasing use of technology dictates that organizations develop and enforce policies relating to email, social media accounts, use of organization computers, security of data, and many other facets of operation not previously thought of as important. In this course, students will consider the unique aspects of leading and motivating technical professionals and develop an understanding of the policies contemporary organizations must have to succeed in a technology-driven world. Students will also discuss methods on which to rely in considering requests for technology-related capital equipment, software, and other enhancements, as well as ways to evaluate the job performance of technical specialists.

**LDST 331 Negotiation and Conflict Resolution. 3 hours.** This course examines conflict causes and effects as well as ethical issues. Students will use case studies and simulations to practice skills for conflict resolution. An investigation of theoretical and practical aspects of conflict assessment, negotiation, problem solving and mediation are integral to this process.

**LDST 338 Organizational Relations. 3 hours.** Successful leaders in organizations have an understanding of basic individual and group behavior. Great leaders have exceptional insight into essential relationships and how to interact effectively with their coworkers. Great managers know how to help people under their supervision succeed. This course offers an emphasis on typical interpersonal, managerial and leadership relationships, with an emphasis on the things effective managers and leaders do to ensure success. The differences between management and leadership will be discussed and we will look at personal leadership styles and evaluate ourselves to identify strengths as well as areas requiring development. In addition, we will discuss effective leadership behaviors and why they work. Models and concepts regarding leadership that are put forth in the texts will be discussed along with team and individual dynamics that may affect workplace behavior. Self-reflective writing may also be included in the learning process.

**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 401 Drury Leadership Seminar. 4 hours.** This course provides students opportunities to interact with leaders from across the organizational spectrum (for-profit, not-for-profit, governmental, etc.) and benefit from successful "real world" experience. In a weekly discussion format, organization executives, presidents, business owners and others with significant experience and professional accomplishments will share their views on today's critical leadership issues. Students will exchange ideas and address questions regarding the most effective leadership styles, organizational philosophies, as well as ethical
and operational standards. Self-reflection will be emphasized in class and online discussions as students consider the information presented and formulate their personal leadership approach.

**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 425 Leading Corporate Social Responsibility and Sustainability. 3 hours.** Twenty-first century leaders must be prepared to do more in their organizations than maximize profitability. They must also satisfy expectations that their organizations demonstrate a strong commitment to society in its values on social, environmental and economic goals; protect society from negative company actions or accidents; share the benefits of operation with constituents and become more profitable by "doing well by doing good." In addition, leaders must show conscious efforts to protect natural resources and implement strategies to ensure their sustainability for future generations. In this course, students will gain an understanding of the complex relationship between concern for the environment and the goals of organizations, as well as the philosophy that the most successful organizations are those that "give back" to society. Discussions will center on leadership actions to promote corporate social responsibility (CSR) and sustainability, including consideration of wasted resources, pollution and other environmental impacts of organizations. CSR and sustainability are now global expectations and will likely become even more significant in the future. Leaders who realize this and are prepared to help their organizations meet these challenges are primed for future success.

**LDST 435 Strategic Leadership. 3 hours.** Leaders of today’s organizations are expected to have the vision for the future direction of the operation and to apply principles of strategic leadership to achieve it. To be successful, leaders must think strategically and make excellent use of available resources in accomplishing the organization’s goals. In this course, students will discuss an approach to strategic leadership that considers the organization’s environment, both external and internal. The basics of developing strategy to achieve goals at several operational levels will also be discussed, along with how such strategy may be effectively implemented and controlled. For those aspiring to one day be top leaders of progressive organizations, this course may be essential!

**LDST 450 Ethics and Leadership. 3 hours.** *Prerequisite: LDST 300, LDST 331, LDST 338, and senior standing.* Women and men within organizations are compelled to make decisions that in turn affect the organization itself. This course examines ethical questions that directly affect how organizations function, internally and externally, through what they choose to relay and omit to their various audiences. Cases and academic studies will be analyzed that reflect how ethical and unethical communication affected the fortunes of organizations. We will also evaluate our personal ethics through a series of self-evaluation exercises and relate what we are learning to the "real world" through monitoring of current events during the course.

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

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

**LDST 397, 398, 497, 498 Internship.**

**LEA**
Law Enforcement Academy
LEA 280 Basic Peace Officer Training I. 6 hours. **Prerequisite: Admission to Law Enforcement Academy.** This course is designed to meet the 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 statutes 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.

LEA 284 Professionalism and Ethics in Law Enforcement. 3 hours. **Prerequisite: Admission to Law Enforcement Academy.** Introduction to ethics in law enforcement. Students examine conceptual perspectives for understanding and evaluating law enforcement ethics in interpersonal relationships, small groups, organizations and intercultural contexts. This course is designed to stimulate the moral imagination, reveal ethical issues inherent in law enforcement and provide resources for making and defending choices on ethical grounds.

LEA 285 Foundations of Law Enforcement Leadership. 3 hours. **Prerequisite: Admission to Law Enforcement Academy.** General introduction to, and analysis of, historical and current theories of leadership. Study of leadership process involving interaction of leaders and followers in organizational settings such as police and sheriff departments.

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

LEA 291, 292, 391, 392, 491, 492 Research.

LEA 397, 398, 497, 498 Internship.

**LEGA**

Paralegal Studies

LEGA 100 Introduction to Law. 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, ENGL 150, and either LEGA 155 or PHIL 100.** 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 207. Sound legal writing is the culmination of effective and focused legal research. Accordingly, this class builds upon the legal research and legal-thinking skills introduced in Legal Research (LEGA 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 160 Real Estate Appraisal. 3 hours. Principles and techniques applied in the valuation of real estate to arrive at an accurate estimate of the value. For the benefit of real estate brokers and salespeople, those engaged in the mortgage loan business, insurance and investors in real estate.

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 program coordinator under 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.

LEGA290, 390, 490 Selected Topics. 1-3 hours.
LEGA 291, 292, 391, 392, 491, 492 Research.
LEGA 397, 398, 497, 498 Internship.

LIBR
Library and Information Systems
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 degrees.
LIBR 290, 390, 490 Selected Topics. 1-3 hours.
LIBR 291, 292, 391, 392, 491, 492 Research.
LIBR 397, 398, 497, 498 Internship.

MATH
Mathematics
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 211 Precalculus. 3 hours. This course is designed to prepare students for Calculus I. It covers a variety of topics from algebra, with emphasis on the development of rational, exponential, logarithmic and trigonometric functions, including their essential properties, graphs and basic applications. Additional topics range from linear systems to conic sections. Solid high-school level algebra skills and/or successful completion of College Algebra are required.
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 290, 390, 490 Selected Topics. 1-3 hours.**

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

**MATH 397, 398, 497, 498 Internship.**

**MGMT Management**

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

**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 250 Management Information Systems. 3 hours.** An introduction to the study of the design and application of management information systems in business.

**MGMT 301 Leadership and Organizations 3 hours.** Prerequisite: ACCT 210 and admission to Brecc School of Business. Introduction to management of organizations, including strategy, leadership and organizational design. Projects in leadership development and evaluation. The project will include a paper and presentation as part of the deliverables.

**MGMT 321 Legal and Ethical Environment of Business. 3 hours.** Prerequisite: Admission to Brecc 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 Brecc 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 Brecc School of Business. Senior standing. It is recommended this course be taken concurrently with MGMT 422 and/or final semester prior to graduation. The Business Simulation Workshop offers students the opportunity to learn about, and engage in, a competitive business environment via the CapSim business simulator. Students will partner in close teams to develop a deep understanding of general business strategies and tactics, and they will apply this theoretical understanding by managing various functional areas of a simulated manufacturing firm. By the end of the course, students will understand the basic principles of
strategic business management, as well as the decisions that managers make in pursuit of their strategic goals and objectives. Business professionalism constitutes an essential component to the course, as it represents a key success variable in communicating and substantiating business decisions to external business constituents. For this reason, students will make multiple presentations in the course of the semester, to one another, as well as visitors from the business community whenever possible.

**MGMT 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.

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

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

**MGMT 397, 398, 497, 498 Internship.**

**MKTG**

**Marketing**

**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.

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

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

**MGMT 397, 398, 497, 498 Internship.**

**MUSC**

**Music**

**MUSC 117 Music Theory I. 3 hours.** Introduction to the basic music vocabulary. Elements of tonal music approached through hearing, writing and analytical work in diatonic harmony and basic species counterpoint.

**MUSC 118 Music Theory II. 3 hours.** *Prerequisite: MUSC 117. Continuation of diatonic harmony with an emphasis on 4-part writing. Analysis of Bach chorales and an introduction to musical forms.*

**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.
MUSC 291, 292, 391, 392, 491, 492 Research.
MUSC 397, 398, 497, 498 Internship.

PADM
Public Administration

PADM 101 Introduction to Public Administration. 3 hours. This course is designed to provide a comprehensive overview of public administration in the American system of government, apply management and organizational theory to the public setting, and illustrate the work life of a public administrator through simulations and case studies. The course will examine the foundations, organization, ethics, financing and management of this administrative responsibility. Students of the course will be required to attend various meetings in their community associated with public administration.

PADM 102 Introduction to Long-Term Care Administration. 3 hours. An overview of the long-term care industry in America. Course will cover history, philosophy, regulatory standards, and management of the long-term care industry.

PADM 201 The Judiciary in Public Administration. 3 hours. This course will examine the legal foundation and environment of public management in the United States. It will emphasize how the Constitution affects the administrative state as well as how the federal judiciary, especially the U.S. Supreme Court, struggles to shape the public administrative process in its own image. This course will explore the need for public managers to exhibit constitutional competence while simultaneously examining how constitutional and administrative law influences the decision-making processes and discretionary judgments of civil servants working in public agencies.

PADM 301 Aging and Public Administration. 3 hours. Examination of public administration as it pertains to aging policy including consideration of determinants of aging policy and organizations involved in the administration and policy process.

PADM 302 GIS in Public Administration. 3 hours. This course will meld Geographic Information Systems (GIS) and public administration with a goal towards giving the future public administrators the tools to interpret and use GIS in the everyday decision-making process. Given the breadth and depth of the subject matter, this course will not cover GIS completely or make students proficient GIS users, but it will set them on the path to do so if they desire.

PADM 305 Healthcare Administration. 3 hours. This course will examine the scope and practice of healthcare administration. Students will learn various models of healthcare delivery systems and social, political, individual, and organizational forces that impact healthcare delivery. Course topics will include communication strategies, marketing, operations, financial, and human resources management.

PADM 493 Senior Seminar. 3 hours. Prerequisites: PADM 101, PADM 201. This course is designed to bring together everything students have learned in the public administration courses. With the guidance of a faculty member, students will develop a research or experiential project which will demonstrate the knowledge and skills expected upon completion of the major. This information will be presented in both a written and oral presentation. Satisfactory completion of this course will demonstrate a solid understanding of the ethical, budgetary, and legal issues involved in public administration.
PADM 290, 390, 490 Selected Topics. 1-3 hours.
PADM 291, 292, 391, 392, 491, 492 Research.
PADM 397, 398, 497, 498 Internship.

PDEV
Professional Development

PDEV 125 Cooking for Nutrition and Health. 1 hour. This course will provide students with simple, healthy meal and snack options to arm them with the knowledge to cook and eat healthy for a lifetime. This course will serve as a mandatory course for the Wellness Certificate, and is designed by Cox Health Systems.

PDEV 200 Introduction to Global Leadership and Sustainability. 3 hours. This course furthers the discussion of student leadership theory with the statement “Let’s change the world.” To develop a personal philosophy of global leadership, student leaders will be mindful of the role of diversity of our increasingly multi-cultural society and the manner in which issues of environment and sustainability relate to global leadership.

PDEV 281 Leadership and the Individual. 1 hour. Leadership and the Individual answers the question, “Who am I?” In this course, student-leaders will investigate and self-reflect on personal strengths and challenges in leadership. A variety of leadership theories will be explored with an emphasis on the social change model of leadership development.

PDEV 282 Leadership and Team Dynamics. 1 hour. Leadership and Team Dynamics answers the question, “How can we make a difference?” In this course, student-leaders will seek to understand personality style and how it relates to group effectiveness. A variety of leadership theories will be explored with an emphasis on the social change model of leadership development.

PDEV 283 Leadership and the Community. 1 hour. Leadership and the Community answers the question, “Who are you in relation to the community?” In this course, student-leaders will explore community-based resources and nonprofit agencies in the greater Springfield community. As a leader in the community, how can we better utilize these resources? A variety of leadership theories will be explored with an emphasis on the social change model of leadership development.

PDEV 284 Leadership and the World. 1 hour. Leadership and the World culminates the discussion of student leadership theory with the statement, “Let’s change the world!” In this course, student-leaders will consider social responsibility and develop a personal philosophy of global leadership. A variety of leadership theories will be explored with an emphasis on the social change model of leadership development.

PDEV 289 Introduction to Leadership Development. 3 hours. In this class, students will study leadership and how it relates to the individual, the team and the community. The interdependent relationship between leaders, followers, and creating positive change will be considered. Students will investigate their personal strengths and challenges in leadership, seek to understand how leadership relates to group effectiveness, and explore community issues and local resources. A variety of leadership theories will be explored with an emphasis on the social change model of leadership development. This course includes a service-learning project.

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

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 276 Field Experience. 1-3 hours. Allows students to apply skills and abilities gained through studies in the department (e.g., critical thinking and logic, values analysis, medical ethics, Hebrew, Greek, etc.) to specific and practical contexts in the larger community. Recent experiences include serving as critical-thinking mentors in the Phelps Gifted Education Program and for middle and high school students involved in the STEP UP program. Students will receive one credit hour per 40-50 hours of experience/service.

PHIL 300 Ancient Greek to Medieval Philosophy: Socrates to Aquinas. 3 hours. An introduction to the prominent figures and doctrinal developments in the history of philosophy from the ancient Greek philosophers to Medieval philosophy. The course focuses on the primary texts of the pre-Socratics, the Sophists, Plato, Aristotle, Augustine, and Aquinas, among others, examining their reflections on metaphysics, science and epistemology, as well as ethics and political philosophy.

PHIL 305 Ethical Issues in Health Care. 3 hours. This course explores the ethical dilemmas confronting contemporary medicine. It both inquires into a broad range of topics (abortion, euthanasia, health care costs, organ transplantation, etc.) and provides a thorough study of ethical theories that may be applied to address the dilemmas of modern medicine.

PHIL 320 Environmental Ethics. 3 hours. This course seeks to develop a better understanding of both the factual and ethical dimensions of our current and possible future environments. Explores several contemporary approaches in environmental ethics (including: deep ecology, ecofeminism, animal rights, market efficiencies, the loss of biodiversity and responses from deontological, utilitarian, and virtue ethics, etc.) and representative theoretical problems (e.g., Aldo Leopold’s “land ethic” vs. natural rights views, ecological holism vs. moral atomism, market efficiency vs. moral obligations, etc.) Using a case-study approach, students then learn to apply different ethical frameworks to several ethical choices occasioned by human interaction with the natural order.

PHIL 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 376 Philosophy of Religion. 3 hours.** A critical examination of some of the major interpretations of God, humanity, evil, human destiny and history, and immortality. Each student is encouraged to work out a personal constructive philosophy of religion.

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

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

**PHIL 397, 398, 497, 498 Internship.**

**PHYS Physics**

**PHYS 100 Earth Science. 3 hours.** The earth in space, its atmosphere, oceans and the development of landforms by geologic agents. The course objective is to develop awareness of the physical processes that have and will shape the earth and of humanity’s effect on these processes.

**PHYS 100-L Earth Science Laboratory. 1 hour.** Introduction to igneous, sedimentary and metamorphic rocks and minerals. Principles and interpretation of geologic and topographic maps. Introduction to fossils.

**PHYS 103 Topographic Map Interpretation. 2 hours.** Interpretation and use of U.S. Geological Survey topographic maps representing three-dimensional topographic and man-made features on a two-dimensional surface, including determination of elevations, distances, landform types and shapes, gradients, map scales and contour intervals.

**PHYS 110 Elementary Astronomy. 3 hours. 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 111-L Physical Science Laboratory. 1 hour. Co-requisite: PHYS 111.** A lab to complement Physical Science.

**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.**

**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 Graphic Information Systems (GIS) in socio-economic and environmental studies. The course utilizes ArGIS software. **Course fee required.**

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

**PHYS 291, 292, 391, 392, 491, 492 Research.**
PHYS 397, 398, 497, 498 Internship.

PLSC
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 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 220 Introduction to Law and Society. 3 hours. An exploration of the role that law plays in organizing society, resolving disputes, and fostering change. Students will focus on the multitudinous ways in which law influences their daily lives and how social groups work to change the law and improve society. Students will be introduced to theories about law and how law has developed over time.

PLSC 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 322 American Environmental Politics. 3 hours. 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 federal), actors on defense (save our jobs!), referees who interpret the rules (courts and bureaucracy), and actors empowered to change those rules (elected officials). Understanding this game is vitally important as it determines the quality of the air we breathe, the water we drink and the price we pay for almost everything.

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.

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 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 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
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. (Meets cultural diversity requirement.)

PLSC 383 American Social and Political Thought. 3 hours. A study of major currents of social and political thought and their impact on American culture and institutions.

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

PLSCFREN 291, 292, 391, 392, 491, 492 Research.

PLSC 397, 398, 497, 498 Internship.

PSYC

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 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 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 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.

PSYC 310 The Biology of Behavior. 3 hours. Prerequisite: PSYC 101. This course explores biological underpinnings of behavior and mental processes, such as wakefulness and sleep, emotional behaviors, reproductive behaviors, selected psychological disorders, learning and memory, and the sensory systems. An overview of neuroanatomy and neurotransmitters is provided.

PSYC 312 Positive Psychology. 3 hours. Positive psychology seeks to understand optimal human behavior. It emphasizes a scientific approach to knowing, guiding, healing, educating and helping people to flourish.

PSYC 314 Community Psychology. 3 hours. Students will be introduced to the field of community
psychology, which seeks to understand the relationship between environmental conditions and the
health and psychosocial well-being of community members. This course will explore the various
theoretical bases of community psychology. Special emphasis will be placed on experiential learning, as
students will examine the social issues, social institutions, and other settings that influence their local
community. Lastly, students will concentrate on the practice of community psychology, by increasing
their awareness of organizations aimed at improving quality of life in their local community.

**PSYC 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.

**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 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.

**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.

**PSYC 352 Psychology of Gender. 3 hours.** 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: BSCI 274. A systematic study of
human behavior in the world of work. Examines selection, evaluation, appraisal and training as aspects
of personnel psychology. Focuses on the psychology of work in terms of worker motivation, job
satisfaction and adjustment.

**PSYC 357 Psychology of Adulthood. 3 hours.** 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.

**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.

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

**PSYC 370 Human Sexuality. 3 hours.** 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.

**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.

**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 290, 291, 292, 390, 391, 392, 490, 491, 492 Research.**

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

**RELIGION**

**RELIG 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.

**RELIG 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.

**RELIG 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.

**RELIG 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.

**RELIG 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.

**RELIG 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.

**RELIG 275 Does God Exist? 3 hours.** This course is designed to help students explore the question of divinity from a theological, philosophical and historical perspective. Students are introduced to the
arguments for the existence of God as well as the arguments — both historic and contemporary — for atheism and agnosticism. Attention is given to images of God from historic religious traditions such as Judaism, Christianity and Islam. Some focus is also directed to the Eastern interpretations. The course gives special attention toward the close to contemporary reinterpretations of God language. Finally, all students are given the opportunity to chart their own journey through this material in a closing intellectual biography.

**RELG 276 Field Experience. 1-3 hours.** Allows students to apply skills and abilities gained through studies in the department (e.g., critical thinking and logic, values analysis, medical ethics, Hebrew, Greek, etc.) to specific and practical contexts in the larger community. Recent experiences include serving as critical-thinking mentors in the Phelps Gifted Education Program and for middle and high school students involved in the STEP UP program. *Students will receive one credit hour per 40-50 hours of experience/service.*

**RELG 300 Ancient Greek to Medieval Philosophy: Socrates to Aquinas. 3 hours.** An introduction to the prominent figures and doctrinal developments in the history of philosophy from the ancient Greek philosophers to Medieval philosophy. The course focuses on the primary texts of the pre-Socratics, the Sophists, Plato, Aristotle, Augustine, and Aquinas, among others, examining their reflections on metaphysics, science and epistemology, as well as ethics and political philosophy.

**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 320 Introduction to Homiletics. 3 hours. Prerequisite: RELG 203 Introduction to the Bible.** This course introduces students to the practice of preparing and delivering a sermon in the context of a worship service. By the end of the course, participants should be able to organize, draft and deliver a basic sermon in connection to the use of liturgy and scripture, as well as have a strong grasp of the most formative schools of thought at work in current homiletic discourse and practice. Students will also be asked to examine how sermonic form and structure might vary within the context of different religious traditions and styles of worship.

**RELG 368 Twentieth Century Christian Thought. 3 hours.** An examination of the works of some of the major Christian thinkers of the twentieth century in their response to the intellectual and cultural movements of the times.

**RELG 380 African American Religions in the United States. 3 hours.** This course is primarily a historical survey of the roles and functions of religion in the diverse communities of African peoples in North America. We will begin with a very brief look at African religions. We will then look at the various forms these religions take in the slave communities and in the abolitionist movements. Religion continues to be an integral component of African-Americans throughout the wars, the great depression, through the struggle for human rights, and of course, today. We will observe the intersection of life, economic, politics, etc. with religion through readings, discussions, films, music, and, if time allows, visits to local churches.

**RELG 383 Hispanic Religious Traditions in the United States. 3 hours.** This course is primarily a survey of the roles and functions of various forms of these religious traditions in the diverse communities of Hispanic peoples in North America. We will look at the various forms of these religious traditions in North America and the United States and how they have influenced culture both in the Hispanic community and society as a whole. In addition to looking at how Hispanic religious traditions influence Christian theology and forms of worship, we will also observe the intersection of life, economics, politics, etc. with religion through readings, discussions, films, music, and, if time allows, visits to local churches and/or relevant nonprofit agencies.
RELG 385 From Babylon to Berlin: A History of Anti-Semitism. 3 hours. This course seeks to engage students in a critical consideration of the social and religious/theological implications of Nazi Germany’s “war against the Jews,” the intentional and calculated destruction of some 6 million European Jews (accompanied by the enormous suffering and losses experienced by other “undesirable” groups) which is referred to as the Shoah, or Holocaust. In order to do this, students will consider those events and perceptions that allowed the Holocaust to come about, particularly the development of racial anti-Semitism and religious anti-Judaism, which traces part of its lineage back to diasporic Judaism, the Christian scriptures, and to Christian theological perspectives, values, and actions of the early and medieval church. We will explore the behaviors and teachings of the church, its leaders, and lay adherents during the holocaust, as well as the religious motivations for the extraordinary courage displayed by those Christians who risked their lives to save Jews and others. We will ask, to what degree did these early writings influence the anti-Jewish propaganda of the Third Reich? Finally, we will consider post-holocaust reactions of both Jews and Christians and ask, has the event of the Jewish holocaust caused fundamental change in the relationship between those in power or those in the center, and those who are considered “other”? This question would consider directly issues that emerge around race, sexual orientation, class, and gender.

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

SCIE
Science

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.

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

SOCI
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 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.

**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 310 Child Abuse/Neglect. 3 hours.** This course will examine the different types of child abuse and child neglect, the different physical and behavioral signs of abuse/neglect and some of the causes. An in-depth look at the child abuse law and what happens in the juvenile justice system when a child is reported to have been abused or neglected.

**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.

**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.

**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 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 predominantly heterosexual Western and non-Western societies.

**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. Will not satisfy biology major requirements.

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.

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.

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

SPAN
Spanish

SPAN 101 Elementary Spanish I. 3 hours. Designed to develop, with SPAN 102, an elementary proficiency in Spanish. This course provides instruction for and assesses students' reading, writing, speaking and listening and provides an introduction to the cultures and cultural practices of the Spanish-speaking world.

SPAN 102 Elementary Spanish II. 3 hours. Prerequisite: SPAN 101. A continuation of SPAN 101 designed to develop an elementary proficiency for producing and comprehending the Spanish language. This course provides instruction for and assesses students' reading, writing, speaking, listening and develops students' knowledge of the cultures and cultural practices of the Spanish-speaking world.

SPAN 103 Tools of Elementary Spanish I. 3 hours. Designed to develop, with SPAN 104, an elementary proficiency in three of the five language and cultural skills covered in SPAN 101. This course provides instruction for and assesses of at least three of the following areas: students' reading, writing, speaking, and listening in Spanish and cultures and cultural practices of the Spanish-speaking world.

SPAN 104 Tools of Elementary Spanish II. 3 hours. A continuation of SPAN 103, designed to continue
the development of an elementary proficiency in three of the five language and cultural skills covered in **SPAN 102**. This course provides instruction for and assesses at least three of the following areas: students' reading, writing, speaking, and listening in Spanish and cultures and cultural practices of the Spanish-speaking world.

**SPAN 201 Intermediate Spanish III. 3 hours.** Prerequisite: **SPAN 102**. Designed to develop, with **SPAN 202**, a more advanced proficiency in Spanish. This course provides instruction for and assesses students' reading, writing, speaking and listening and provides a continuation of study of the cultures and cultural practices of the Spanish-speaking world.

**SPAN 202 Intermediate Spanish IV. 3 hours.** Prerequisite: **SPAN 201**, designed to continue the development of a more advanced proficiency in Spanish. This course provides instruction for and assesses students' reading, writing, speaking and listening and provides a continuation of study of the cultures and cultural practices of the Spanish-speaking world.

**SPAN 203 Tools of Intermediate Spanish III. 3 hours.** Designed to develop, with **SPAN 204**, a more advanced proficiency in three of the five language and cultural skills covered in **SPAN 201**. This course provides instruction for and assesses at least three of the following areas: students' reading, writing, speaking, and listening in Spanish and cultures and cultural practices of the Spanish-speaking world.

**SPAN 204 Tools of Intermediate Spanish IV. 3 hours.** A continuation of **SPAN 203**, this course is designed to continue the development of a more advanced proficiency in three of the five language and cultural skills covered in **SPAN 202**. This course provides instruction for and assesses at least three of the following areas: students' reading, writing, speaking and listening in Spanish and cultures and cultural practices of the Spanish-speaking world.

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

**THTR**
**Theatre**

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

**Special Purpose Programs**

**English for Academic Purposes**
**Jo Van Arkel, chair—Languages and Literature**

The Drury University English for Academic Purposes (EAP) Program, housed in the Department of English, is a rigorous one-semester program designed to provide an intensive learning experience for students who need to improve their listening, speaking, reading, writing, and comprehension skills in English.
The EAP program is a 6-course program. Students participate in conversation tables and attend university events with their American tutors as a component of their intensive acculturation experience.

**ENGL 110 English for Academic Purposes: Oral Communication. 3 hours.** A practical course designed for international students to improve their skills in both listening and speaking. Class content is discussion-oriented, includes both personal and public discourse, public speaking and group presentation projects, and emphasizes clarity in pronunciation.

**ENGL 111 English for Academic Purposes: Writing and Research. 3 hours.** This course develops college-level writing and research skills. The class teaches rhetoric and logic; style and voice; ethical research methods, documentation, and standards of academic integrity.

**ENGL 115 English for Academic Purposes: Intensive English as a Second Language. 3 hours.** This course includes lectures, activities, and projects designed to acculturate students to the liberal arts classroom at Drury University, as well as the Springfield community.

**ENGL 116 English for Academic Purposes: Grammar. 3 hours.** This course is student goal/task-focused on strategies to improve language facility; that is, individualized instruction seeks to help each student improve his or her use of grammar in both written and oral communication, and develop personal study strategies.

**ENGL 117 English for Academic Purposes: Reading. 3 hours.** Course emphasis is both on improving reading comprehension strategies, and responding meaningfully to the writing of others. Course focus is on the American Experience.

**ENGL 120 Field Studies in Academic Culture. 3 hours.** Designed as the field studies component to ENGL 115, this course focuses on acculturation to university life. This class allows students to experience a full-credit humanities course as a language-learner observer and participant.
Preparation Program for Master in Business Administration
Certificate in Business Essentials

Angie Adamick, 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.

Drury University Law Enforcement Academy

Tony Bowers, director

The Drury University Law Enforcement Academy provides professional training for those interested in pursuing a career in law enforcement.

The 740-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. The academy meets the State of Missouri's minimum training requirement for Class A certification of peace officers.


Brief summaries of the classwork involved in the 24 credit hour undergraduate curriculum can be found under the LEA course descriptor code in the Course Descriptions section of this catalog.

In outline, the academy provides training for its students in the following areas:

Legal Studies
- Constitutional law
- Traffic law

Interpersonal Perspectives
- Ethics and Professionalism
- Human Behavior
- Police Supervision

Technical Studies
- Patrol Duties/ Traffic Enforcement
- Criminal investigation
- Report Writing
- Juvenile Justice and Procedures
- First Aid (First Responder)
- SFST / DWI certification
- Type III BAC certification
- Stationary Radar Certification

Skill Development
- Defensive Tactics
- Firearms
- Driver Training
- Practical Application Exercises
- Physical Fitness
General Information

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.Arch., 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-ping 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.
Christos Deligkaris: Ph.D., Purdue University, 2011.
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.
Rachael Herrington: Ph.D., Texas A&M University, 2008.
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.Des., Harvard University, 2002.
Erin Kenny: Ph.D., University of Kentucky, 2005.
Madhuri Manpadi: Ph.D., New Mexico Institute of Mining and Technology, 2008.
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.
Raymond Patton: Ph.D., University of Michigan, 2011.
Scott A. Petrich: Ph.D., Iowa State University, 1992.
Ioana Popescu, Ph.D., University of Cincinnati, 1999.
Morgan Presley: M.S., Missouri State University, 2008.
Timothy Robbins: Ph.D., University of Kansas, 2011.
Robert L. Robertson: Ph.D., University of Kentucky, 1996.
Wesley H. Rowley, III: Ph.D., East Carolina University School of Medicine, 1987.
Rabindra N. Roy: Ph.D., Louisiana State University, 1966.
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.
Kristofor Wiley: Ph.D., University of Virginia, 2013.
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.
special instructors
Mark Lawley: M.M., Missouri State University, 2004.
Donna Prouty: M.Ed., Southwest Missouri State University, 1983.

Adjunct Faculty
Michael Anderson: J.D., Creighton University, School of Law, 1998.
Colleen Andrews: M.S., Drury University, 2006.
Hiroko Arikawa: Ph.D., California School of Professional Psychology, 1997.
Susan Atteberry Smith: M.A., Missouri State University, 1986.
Kathryn Austin: Ed.S., Missouri State University, 1994.
Susan Aycock: M.S., Mississippi State University, 2004.
Peter Bachle: M.S., Webster University, 2014.
Amanda Badgett: M.S., Missouri State University, 2004.
Jennifer Baltes: M.S., Missouri State University, 1998
Karen Bates-Crouch: Ph.D., University of Arizona, 1986
Michael Baxter: M.S., Missouri University of Science and Technology, 2004.
Katherine Benson: M.S., Pratt Institute, 2007.
Michael Beshears: Ph.D., North Central University, 2015.
Michelle Beshears: Ph.D., North Central University, 2015.
Justin Betz: M.S., Northeastern University, 2006.
Shawn Billings: M.S., Drury University, 2008.
Betty J. Blome: M.S.W., University of Iowa, 1993.
Bethany Boaz: M.S.E., Missouri State University, 2008.
Karen Bolda: M.S., Missouri State University, 2004.
Michael Bowersox: M.S., University of Central Missouri, 1980.
Brittany Bowser: M.S., Missouri State University, 2001.
Carla Bradley: M.S., Missouri State University, 2003.
Roger Brame: M.S.W., University of Missouri-Columbia, 2003.
Anna Bray: M.A., Webster University, 2006.
Steven Bryant: M.B.A., Rockhurst University, 1982.
Loring Bullard: M.S., Missouri State University, 2014.
Katherine Burkdoll: M.S., Evangel University, 2011.
B. Scott Burton: M.S., University of Central Missouri, 2006.
Sharon Bushey: M.A., Missouri State University, 2000.
Jennifer Cahill, M.A., Saybrook University, 2012.
Joe Callaway: M.S., Missouri State University, 1982.
Paula Cantrell: M.S., Missouri State University, 1995.
Rebecca Carameros: M.A., Missouri State University, 2002.
John Carey III: M.S., Webster University, 2004.
C. David Carson: M.P.H., Saint Louis University, 1996
Jean Carver: M.F.S., Oklahoma State University, 2007.
Timothy Casey: M.S., University of North Dakota, 1974.
Tim Ceplina: M.S., Drury University, 2003.
David Chirban: M.A., Liberty University, 2011.
Alfreda Clark: Ph.D., Capella University, 2010.
Alex Cobb: Ph.D., Trinity University, 2014.
Barry Cobb: Ph.D., University of Kansas, 2005.
Sara Cochran: M.S., Drury University, 2006.
Justin Collins: Ph.D., University of Missouri-Columbia, 2009.
Patricia Compton: M.S., Missouri State University, 1994.
Angela Conover: M.S.W., Missouri State University, 2003.
Sydney Conty: M.S., California State University, 1996.
Nancy Cook: M.A., Webster University, 2002.
Carol Cozort: M.S., Missouri State University, 2000.
Joshua Creamer: M.S., Oklahoma State University, 2009.
Lisa Crosby: M.S., Missouri State University, 2000.
Cynthia Crouch: M.B.A., Missouri State University, 2008.
Seth Crownover: M.A., University of Southern Mississippi, 2009.
Michal Dale: M.A., Missouri State University, 1999.
Greg Darnaby: M.S.E., Missouri State University, 1983.
Ty Davisson: M.S., University of Nevada-Las Vegas, 2010.
Sarene Deeds: M.S., Drury University, 2006.
Michael Dickerson: M.S., Missouri State University, 2001.
Joseph Driscoll: M.B.A., Missouri State University, 2010.
Connie Dunaway: Ph.D., University of Oklahoma, 1996.
Michael Dunbar: J.D., University of Arkansas, 1983.
David Dykas: J.D., Case Western Reserve University, 1997.
Kendra Findley: M.S., Pittsburg State University, 1998.
Matthew Forir: B.S., Missouri State University, 2004.
Emily Fox: M.S., William Woods University, 2012.
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Rebecca Giallongo: M.A., University of Missouri-St. Louis, 2003.
Stephen Gibbons: Ph.D., Missouri University of Science & Technology, 2010.
Katherine Gietzen: M.S., Missouri State University, 2002.
Clement J. Graham: M.S., University of Oregon, 1990.
William Grega: M.M.E., Southeast Missouri State University, 1996.
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Judith Hamilton: Ph.D., Fielding Graduate University-California, 2011.
Karen Hammond: M.S.E., Missouri State University, 1996.
A. Scott Harris: B.S., Missouri State University, 1975.
Eric A. Harris: M.C.J., Drury University, 2002.
Marlena Heimer: M.S., Missouri State University, 2003.
Heidi Henderson: Ph.D., California Coast University, 2003.
Tara Herring: Ph.D., St. Louis University, 2007.
Shad Hilton: D.C., Cogan College of Chiropractic, 2005.
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Sherry James: M.A., Webster University, 2014.
Aaron Jarrett: M.S., Columbia College, 2011.
Jody Jarrett: M.S.E., Missouri State University, 2007.
Michael Kane: Ph.D., Union University, 2001.
Cheri Kembell: M.S., Missouri State University, 2008.
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Eric Meusch: M.S., Auburn University, 1996.
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Sarah Murray: M.S., Illinois State University, 2005.
Mary Myers: Ph.D., Alliant International University, 1982.
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Ryan Nicholls: M.S., Oklahoma State University, 2006.
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James Russell: M.B.A., Missouri State University, 2010.
Mark Ruth: M.S.E., Missouri State University, 1999.
Dale Scheusner: Ph.D., Michigan State University, 1972.
Catherine E. Schmidt: M.S., University of Iowa, 1996.
Ashley Slater: M.P.P., Pepperdine University, 1999.
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Steven Stiles: M.B.A., Missouri State University, 2002.
Vikki Stomboly: M.S., Missouri State University, 2005.
Michael Strauch: M.S., Nova University, 2005.
Kennetha Stringer: M.S., Southwest Baptist University, 1995.
Julie Swadley: M.S.E., Missouri State University, 1995.
Jayme Tackett: M.S., Missouri State University, 2012.
Julie Taylor: M.S., Missouri State University, 1998.
Bethany Teeter: M.C.J.A., Oklahoma City University, 1998.
Joel Thomas: M.A., Drury University, 2012.
Nichole Thompson: M.S.E., Missouri State University, 2010.
Jana Uder: M.S., Drury University, 2009.
Christopher Vierrether: M.S., Missouri University of Science and Technology, 1988.
Matthew Vogeler: M.A., Missouri State University, 2008.
Dwight Warnke: M.S.E., University of Central Missouri, 1991.
Helen Warren: M.S.E., Missouri State University, 2002.
Brian Weiler: M.S., University of Central Missouri, 1990.
Debra Whetstine: M.S.E., Missouri State University, 2004.
Cody Whitaker: M.A., Missouri State University, 2012.
Curtis N. Wiersema: B.S., Missouri State University, 1981.
Larry Winfrey: J.D., University of Missouri-Columbia, 1992.
Lisa Wisdom: M.A. Webster University, 2009.
Nancy Wiser: M.S., Missouri State University, 2001.
Melissa Wittmer: M.S., Missouri State University, 2007.
Anda Zeiger: M.S., Columbia College, 2011.

Central Operations and Springfield Campus

Aaron Jones
Sarah Thornton
Salia Manis
Colleen Andrews
Terri Anzalone
Leah Blakey
Tony Bowers
Steven K. Bryant
David Derossett
Jeff Gouge
Bob Hanson
Tammy Hathcock
Glori Anne Hedrick
Kevin Henderson
Jane Lindsey
Marti Marlin
Virginia Mee

Dean of the College of Continuing Professional Studies
Director of Educational Services & Advising
Associate Registrar/Technology Administrator
Transfer Advisor/Recruiter
Admission Module/Transfer Entry Specialist
Faculty Coordinator, Geography, History & Political Science
Director, Law Enforcement Academy
Coordinator, Leadership Studies Program
Faculty Coordinator, Behavioral Sciences
CCPS Recruiter
Graduation Coordinator/Catalog Editor
Director of Off-Campus Programs-Tulsa
Registration Coordinator II
Faculty Coordinator, English
Dual Credit Coordinator
Academic Advisor/Special Needs/VA Representative
Director, Faculty Services
Ashley Morris  Enrollment Specialist/Cohort Manager
Barbara Quas  Coordinator of Operations Management
Robin Sprenger  Registration Services Coordinator
Sharon Topliff  Administrative Assistant
Jill Young  Academic Advisor/Education Programs

**Online Education**
Steve Hynds  Director
Julie Coltharp  Associate Director
Becky Polk  Online Learning Systems Manager
Alexis Slyter  Online Advisor
Steven Snelson  Faculty Training Specialist
Vacant  Office Coordinator

**Ava**
Jacquelyn Whiteman  Coordinator/Academic Advisor

**Cabool/Licking**
Nichole Honeycutt  Coordinator/Academic Advisor
Gina Crunkilton  Academic Advisor

**Lebanon**
Millie Gann  Coordinator/Academic Advisor
Cori Grunwaldt  Office Assistant

**Monett**
Ann Saunders  Assistant Director
Rhonda Schilly  Office Assistant

**Rolla**
Kerstin Ellis  Coordinator/Academic Advisor
Lisa Davis  Academic Advisor
Kim Hunter  Office Assistant

**St. Robert/Fort Leonard Wood**
Mary Iarussi  Director, Mid-Missouri Region
Tammie Black  Coordinator/Academic Advisor, Fort Leonard Wood
Tim Casey  Coordinator, Science Program
Tina Jacquez  Office Assistant, St. Robert
Donna King  Coordinator, Business Office
Darla Mabe  Academic Advisor
Chris Macy  Office Assistant, St. Robert
Melanie Schulz  Office Assistant, Fort Leonard Wood
Midge McGee  Practicum Coordinator/Academic Advisor
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gail Slye</td>
<td>Faculty</td>
</tr>
<tr>
<td>Edward Williamson</td>
<td>Faculty</td>
</tr>
<tr>
<td><strong>Thayer</strong></td>
<td></td>
</tr>
<tr>
<td>Lauren Campbell</td>
<td>Coordinator</td>
</tr>
</tbody>
</table>
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.

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 BSCI 274.

**Associate of Science in Behavioral Science**

*A total of 24 hours of coursework is required for this major.*

**Required Courses.** All of these courses can be completed online.

Survey Courses-Select Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 102</td>
<td>Introduction to Criminology</td>
<td>3hrs.</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Scientific Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BSCI 200</td>
<td>Research Methods in the Behavioral Sciences</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BSCI 274</td>
<td>Statistical Foundations for the Behavioral Sciences</td>
<td>3 hrs.</td>
</tr>
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</table>

Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 230</td>
<td>Lifespan Development</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 240</td>
<td>Social Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 234</td>
<td>Drugs and Behavior</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CRIM 221</td>
<td>Victimology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CRIM 222</td>
<td>Introduction to Forensic Science</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOCI 201</td>
<td>Sociology of the Family</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOCI 202</td>
<td>Global Social Problems</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>
Course Descriptions

COMM 208 Introduction to Argumentation and Debate. 3 hours. This course helps students develop the foundational knowledge and skills needed to become effective critical thinkers and communicators. Students will examine different types of argument structures and logical fallacies, learn how to evaluate and use evidence in constructing persuasive cases, and develop skills in refuting claims orally and in writing. Readings, discussions, and case studies will explore the interconnectedness between argumentation strategies and communication context. This course prepares students for participation in competitive debate experiences and other public advocacy roles.

COMM 245 Studio Production. 3 hours. Exposes students to the principles of multi-camera video production as the basis for in studio or remote, live programs. Students will perform all aspects of studio production including live camera, switching, audio, and lighting and floor management.

COMM 386 Web Communication. 3 hours. Explores audience engagement on the Internet, teaching students basic web-design and social media skills. Using media-usage theory as a guide, students will develop an overall online communication strategy and web presence that incorporates interactivity and new ways to tell stories. Serves as the capstone experience for the Web Communication and Design minor.

CRIM 222 Introduction to Forensic Science. 3 hrs. This course provides a basic overview of the theoretical frameworks and techniques used in forensic science. The focus will be on the history and development of the field and subfields of forensic science, crime scene analysis, and methodologies utilized for collection and interpretation of crime scene data.

CRIM 324 Criminal Law. 3 hours. Prerequisite: CRIM 102. This course provides an introduction to the rules and principles of criminal law. Emphasis will be given to the statutes and cases that constrain and shape criminal law as well as the rules and laws governing arrest, search, and seizure.

ENVR 170 Introduction to Environmental Science. 3 hours. This course provides an introduction to the scientific principles that inform environmental problems and solutions. While acknowledging that all environmental problems have their root in cultural and political contexts, this course will focus on the science that we use to explore human impacts on the planet at local and global scales, and the science that informs alternative ways of living on the planet.

EXSP 101 Varsity Participation. 1 hour. Varsity athletes may enroll for credit for athletic participation. Limited to one semester. (Meets activity class).

EXSP 106 Beginning Basketball. 1 hour. Instruction in the basic skills and tactics of basketball. 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 165 Karate I. 1 hour. Students will be introduced to the basic principles of traditional Japanese Karate-do. The training includes instruction in Kihon (basic technique), Kumite (sparring with a partner) and Kata (the original forms of modern Karate).

EXSP 192 Volleyball/Walleyball. 1 hour. Students will receive instruction in the basic skills and tactics of volleyball/walleyball. 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 205 Scuba. 1 hour. The course teaches the fundamental skills necessary to properly and safely enjoy participation in scuba. N.A.S.D.S. Certification available. Swimming ability as determined by instructor. Students must provide their own snorkeling equipment. Course fee required.
EXSP 206 Intermediate Swimming. 1 hour. *Prerequisite: EXSP 113.* Builds on the skills taught in beginning swimming. A higher level of technical instruction. (Meets Activity Class).

EXSP 207 Fitness Swimming. 1 hour. The course emphasizes the use of swimming for physical fitness enhancement and enjoyment. Each student needs a working knowledge of freestyle and backstroke and the endurance to swim 200 yards of each continuously.

EXSP 209 Intermediate Racquetball. 1 hour. Builds on the skills taught in beginning racquetball. A higher level of technical instruction. (Meets Activity Class).

EXSP 216 Weight Training. 1 hour. This course introduces the basic techniques needed for developing muscular strength and endurance. Includes instruction on the use of weight machines and free weights.

EXSP 268 Yoga II. 1 hour. *Prerequisite: EXSP 168.* Refinement of basic hatha yoga, the iyengar approach, by using asanas, poses and pranayams, breathing techniques, to expand body and mind awareness.

LEGA 110 Intro. To Law and Legal Reasoning. 3 hours. The survey of law includes extensive study of the judicial branches of government, including the function of judge, jury, plaintiff and defendant. The course also looks at substantive law, and provides an introduction to the process of applying legal rules to specific factual situations.

LEGA 120 Legal Research and Writing. 3 hours. This course is designed to introduce, explore and use the systems, methods, and practical realities of traditional and electronic legal research. Through a variety of realistic and relevant legal writing projects, the student will gain an understanding of how strong legal research is translated into strong, effective legal writing. The projects include legal memoranda, trial briefs, and appellate briefs. Students will be expected to demonstrate proficient, flexible, and accurate writing skills, and proper use of legal citations.

MATH 205 Mathematical Connections. 3 hours. *Prerequisite: At least two years of high school algebra.* A quantitative reasoning course for students in the liberal arts, focusing on applications of mathematics to social issues in our world. Contains the study of providing urban services, making social choices, constructing fair voting systems, and planning the fair division of resources.

PDEV 286 Career/Life Planning. 2 hrs. Career/Life Planning uses a systematic approach to self-assessment, career research, goal-setting and implementation of a career development plan. Students will learn specific skills, research knowledge, and information upon completing the course objectives and activities.

THTR 140 Acting I. 3 hours. An introductory course to acting designed for majors and all students who wish to explore acting methodology. The course includes character development and expression. Practical exercises in both scripted and improvisational work will be stressed.

THTR 282 Acting II. 3 hours. *Prerequisite: THTR 140.* Designed to continue the actor training begun in Acting I, this course includes more advanced training in the skills of analysis and characterization. These skills will be developed through scene work in monologues and in scenes with other actors.