

Academic Catalog Day School



DRURY
UNIVERSITY

Academic Year 2016-2017

Contents

Institutional Overview	7
Introduction to the University	8
Academic Calendar	10
Privacy Policies	11
Catalog Policy	12
Admissions	13
Admission Procedures	13
International Student Admission	14
International Transfer Student Admission	16
Scholarships for International Students	17
English for Academic Purposes (EAP)	18
Readmission	19
Transfer Student Policy	20
Registration	22
Advance Deposits	24
Health Assessment	24
A+ Early Admission Program	25
New Student Orientation	26
General Education	27
The Drury Core: Engaging Our World	27
The Curriculum	28
Common Requirements	29
Academic Affairs	39
Degrees	39
Requirements for Graduation	42
Graduation Requirements for the University’s Honors Program	44
Academic Excellence	45
Departmental Honors	46
University Honors Program	47
Pre-professional Programs	51
Academic Advising	52
Directed Study	53
Internships	54
Selected Topics	55
Research	56
Foreign Language Institute	57
Appeal of Final Course Grade	58
Transcripts of Credit	59
Class Attendance	60
The Grading System	61
Satisfactory Academic Standing	63
Advanced Placement	64
International Baccalaureate	68
Credit by Proficiency Examination	70
Winter Term and May Term	71
Summer Session	72

Cancellation of Course Policy	73
Academic Integrity.....	74
Academic Forgiveness Policy.....	76
Financial Affairs.....	77
Tuition and Fees 2016-2017	77
General Information	82
How Drury Tuition Is Paid	83
Explanation Of Tuition And Fees	84
Scholarships: The Basics.....	86
Scholarships Available	87
Scholarship Policy For Student Athlete Activity Grants.....	88
Financial Aid: The Basics	89
Alumni Audit	90
Drury University Policies Regarding Financial Aid.....	91
Satisfactory Academic Progress (SAP) Policy	92
Financial Aid: Government Assistance Available	95
Official Withdrawal/Refund Policy	97
Return of Title IV Funds Policy.....	98
Benefits.....	100
Note to Students Receiving VA Educational Benefits.....	100
Deferred Payment Policy	101
Student Billings.....	102
Explanation of Student Billing	102
Payment Policy.....	103
Consequences of Non-Compliance with Payment Policies	104
Scholarships from Outside Sources.....	105
Receiving and Keeping Financial Aid.....	106
Priority for Financial Aid	106
Time of Notification of Financial Aid Awards	106
Commuter Meal Plan Refund Policy	107
Student Affairs	108
Food Services	108
Bookstore.....	109
Identification Cards	109
Career Planning/Development.....	110
Panther Health Clinic	111
Olin Library.....	112
Student Counseling.....	114
Diversity Support Services.....	115
Disability Services.....	116
Religious Life	117
Co-Curricular Programs.....	118
International Support Services.....	120
Testing	121
Parking Regulations	122
University Guests.....	123
Policies and Procedures	124
Non-Discrimination/Harassment Policy and Complaint Procedures.....	126
Title IX -Sexual Misconduct Policy	133
Right to Dismiss.....	146
Student Complaint Guidelines.....	147
Code of Conduct	148

Campus Housing Policy	156
Residential Plan Refund Policy	158
Campus Alcohol Policy	160
Campus Drug Policy	163
Commercial Activity Policy	165
Animals On Campus Policy	166
Technology Resources Usage Policy	169
Personal Rights Policy	173
Academic Programs	174
Accounting	174
Animal Studies	178
Animation	179
Architecture	181
Art History	188
Arts Administration	191
Asian Studies	193
Behavioral Neuroscience	194
Biology	196
Business Administration	201
Business and Entrepreneurship	204
Chemistry	205
Communication	209
Community Health	210
Computer Science	211
Criminology	213
Economics	216
Education	219
3-2 Engineering Dual-Degree Program	226
English	228
Environment and Sustainability Studies	231
Exercise Physiology	232
Finance	233
Fine Arts	237
French	241
Global and Transnational Studies	243
Graphic and Digital Design	245
History	247
Individualized Major	250
Law and Society	251
Management	252
Marketing	255
Mathematics	258
Medical Technology	261
Medieval and Renaissance Studies	262
Middle East Studies	264
Model United Nations	265
Multimedia Production and Journalism	266
Music	268
3-2 Occupational Therapy Dual-Degree	276
Organizational and Leadership Communication	278
Philosophy	280
Physics	283

Political Science	285
Pre-Engineering	287
Pre-Health Sciences	288
Pre-Law	294
Professional Development	296
Psychology	298
Religion	303
Scientific Analysis	306
Sociology	307
Spanish	310
Strategic Communication	312
Study Abroad Programs	314
Theatre	320
Washington Center Institute For Experiential Learning	322
Web Communication and Design	323
Women and Gender Studies	324
Writing	326
Course Descriptions	329
Arts Administration (AADM)	329
Accounting (ACCT)	330
Animation (ANIM)	332
Animal Studies (ANML)	334
Anthropology (ANTH)	335
Architecture (ARCH)	336
Master of Architecture Courses (MARC)	339
Art History (ARTH)	341
Design & Fine Arts (ARTZ)	343
Biology (BIOL)	347
Behavioral Sciences (BSCI)	352
Chemistry (CHEM)	354
Chinese (CHIN)	358
Communication (COMM)	359
The Drury Core (CORE)	364
Criminology (CRIM)	365
Computer Science (CSCI)	366
Economics (ECON)	369
Education (EDUC)	370
English (ENGL)	375
Entrepreneurship (ENTR)	378
Exercise & Sport Science (EXSP)	379
Finance (FINC)	382
French (FREN)	384
Geography (GEOG)	387
Greek (GREE)	388
History (HIST)	389
Honors (HNRS)	392
History, Philosophy, & Religion (HPRL)	393
Language & Literature (LLIT)	394
Mathematics (MATH)	395
Medical Technology (MEDT)	397
Management (MGMT)	398
Marketing (MKTG)	401

Music Therapy (MTHP)	402
Applied Music (MUAP)	404
Music (MUSC)	405
Professional Development (PDEV)	410
Philosophy (PHIL)	412
Physics (PHYS)	415
Political Science and International Affairs (PLSC)	417
Psychology (PSYC)	420
Religion (RELG)	422
Sociology (SOCL)	424
Spanish (SPAN)	425
Theatre (THTR)	428
Women & Gender Studies (WGST)	431
Pre-College and Special Purpose Programs	432
English for Academic Purposes	433
General Information	434
Drury University Accreditation	434
Memberships	436
Drury’s Church Affiliation	437
Non-Discrimination Statement	438
Faculty and Administration 2016-2017	439
Board of Trustees 2016-2017	453

Institutional Overview

Drury University is an institution of higher education offering masters, baccalaureate and associate degrees. The university enrollment is approximately 4,000 students. Programs are characterized by a focus on preparing students for satisfying and successful lives and careers. The programs prepare students for professional careers through careful attention to a liberal arts education with professional preparation. Drury is distinctive in its attention to the comprehensive preparation of graduates competent to assume leading roles in their professions and in their communities. Drury is particularly noted for its attention to excellence in teaching.

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

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

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

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

Introduction to the University

For more than 143 years, Drury University has prepared students for success in life and the professions. Drury's founders recognized the need for a college that would bring the New England liberal arts tradition to a Midwestern setting. The tradition includes a commitment to helping students learn to serve their communities and the world.

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

Mission

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

Education at Drury seeks:

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

Goals

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

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

Drury University offers a remarkable variety of programs, including day and evening classes; master's degrees in visual arts, business administration, communication, nonprofit and civic leadership, and education; a professional master of architecture; and a strong liberal arts preparation for careers in the professions. While offering this variety of academic options that characterize universities, Drury also offers the personal attention, flexibility and supportive atmosphere that characterize a college. Students have the opportunity to build on personal strengths in preparing for their future of choice. The combination of excellent academic

preparation and engaged learning experiences in service learning, internships, labs and studios gives each student a strong foundation on which to prepare for successful careers in the global economy and lives of meaning in the global community.

Academic Calendar

For information concerning important dates for the Academic Year 2016-2017 please refer to the academic calendar, which can be found at <http://www.drury.edu/academic-affairs/academic-calendar>.

Privacy Policies

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

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

The University has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA).

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

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

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

In the event a refusal is not filed, this institution assumes that a student does not object to the release of the directory information designated. Questions or inquiries should be addressed to the Registrar's Office.

Catalog Policy

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

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

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

Admissions

Admission Procedures

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

1. Fill out and return the official Drury University application form. (Application form available in print or online.)
2. Request your high school counseling office to send an official high school transcript of all work completed or in progress (at least six semesters of secondary school credit) and all available academic, aptitude and achievement test scores to the Drury University Admission office.
3. Take either the College Entrance Examination Board Scholastic Aptitude Test (SAT) or American College Test (ACT) and request the scores to be sent to Drury University.
4. Complete the required essay as indicated on the Drury University application form or a writing sample of personal significance.

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

You may obtain the necessary forms by writing:

Office of Admission
Drury University
900 N. Benton Avenue
Springfield, Missouri 65802

Or by visiting our website at www.drury.edu.

International Student Admission

The F-1 Student Visa

The recommended deadline for admission is April 1 for the fall semester (begins in August) and November 1 for the spring semester (begins in January).

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

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

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

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

Requirements for Admission

1. Complete the international student application for admission (available in print or online).
2. Submit a writing sample of your choice or write a response to the essay topic on the application.
3. Submit secondary (high school) records or national exams if applicable:
 - a. Transcript of courses with grades/marks; documentation of graduation or completion; examination results. (With English translations as applicable.)
 - b. Students with British system O-level examinations must present a minimum of 5 passes with credit. A-level examinations may earn credit toward the bachelor's degree.
 - c. To meet admission deadlines, students who apply before completing the final term of secondary school are admitted contingent upon satisfactory completion of secondary school.

Letters of recommendation are encouraged but not required unless specified by the admission office.

4. Document sufficient financial resources to cover all costs (submit the following):
 - a. Statement of Financial Support (part of the application for admission) stating how tuition and fees will be paid;
 - b. Original, current bank statements stating balance of accounts, mailing address of bank, telephone and fax numbers;
 - c. Letter from sponsor(s), if other than parent, confirming amount of sponsorship and conditions of sponsorship; and
 - d. Authorization to confirm bank document.

DHS requires that applicants document all sources of funding before the university can issue the form I-20. The U. S. Government and Drury want students to be well-informed and well-prepared

to cover expenses before applying for admission and entering the U.S. All financial documents are verified for authenticity.

Admission Policy

Students are eligible to be fully admitted and attend regular courses toward degree completion if they offer evidence of having completed one of the following:

- IBT TOEFL score of 72 or higher
- IELTS score of 6.0 or higher
- SAT score of 500 or higher in verbal
- Successful completion of at least 30 credit hours at a US English speaking regionally-accredited college or university
- The completion of British A levels with a minimum grade of C

Students who are eligible to attend regular classes can choose to enroll in one semester of EAP to better develop college-level English skills prior to advancing into regular classes. 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 verbal

Students are eligible to enroll in regular classes at Drury if they successfully earn grades of B or higher in each of their EAP courses or complete one of the following:

- IBT TOEFL score of 72 or higher
- IELTS score of 6.0 or higher
- SAT score of 500 or higher in verbal
- Successful completion of at least 30 credit hours at a US English speaking accredited college or university
- The completion of British A levels with a minimum grade of C

Students are eligible for conditional admission if they have completed and submitted all required admission materials with the exception of an English proficiency test score referenced above. Students are only conditionally admitted if they demonstrate the ability to successfully complete Drury University graduation requirement.

Requirements: Upon arrival to Drury University, conditionally admitted students will take a timed TOEFL exam offered by the university. The placement test will be at no charge to the students and offered monthly through the admission office.

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

International Transfer Student Admission

An international student who seeks admission to Drury University as a transfer student from a university outside the U.S. must complete all the admission requirements above. He or she must submit all previous college or university official transcripts with an English translation and complete course descriptions. Additionally, information is required describing the sending university, such as a verification of recognition by the national ministry of education, the number of weeks that comprise a typical semester or term of study and the number of contact or class hours per week for each class. An explanation of the grading system is also necessary. Possible transfer credits will be reviewed by Drury University and an estimate of course credits will be issued in order to help the international student make plans to enroll. If the transfer evaluation is complicated or if the university lacks adequate information to make a final credit award, the official determination of transfer credits may be given to the World Education Services (W.E.S.), a professional organization for the evaluation of foreign credentials or the International Education Research Foundation. If the evaluation is needed, the student is solely responsible for submitting the documentation required by the evaluation service and for paying the professional evaluation fee. Drury University will provide transfer students with contact information for these evaluation services.

International student athletes who plan to transfer from a university outside the United States are required to submit an official course-by-course college equivalency evaluation.

Scholarships for International Students

Students who are not citizens of the United States or its possessions are not eligible to apply for need-based financial assistance funded by the U.S. government. Drury does not offer need-based institutional assistance or loans. Limited partial scholarships are awarded on a selective basis. Criteria include outstanding academic achievement, leadership and/or 1620 SAT and above, 24 ACT and above, IBT 72 and above, IELTS 6.0 and above. The priority deadline to be considered for scholarships is July 1. Students who demonstrate exceptional talent in art, athletics, music and theatre and agree to participate at Drury may be awarded competitive activity grants by departments or coaches. Visit the University website for additional details, including deadlines.

English for Academic Purposes (EAP)

Drury University offers nonnative speakers of English flexible, but vigorous, language training for the entering semester. Students enrolled in EAP courses 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 verbal

Readmission

If a student does not attend Drury for a semester or withdraws from Drury during a semester, he or she thereby ceases to be a Drury student. In order to enroll again at Drury, a student must apply and be accepted. Applications should be addressed to the Office of Admission. Final decisions regarding admission cannot be made until the Office of Admission has reviewed transcripts of all college coursework attempted since the student last attended Drury and such other information as the faculty admission council may specifically request that the student provide.

Students who are readmitted to Drury will be required to meet the requirements of the current university catalog. Student applications should be submitted well in advance of the semester or term in which the student plans to return.

Transfer Student Policy

Drury University maintains a policy that a student from a regionally accredited institution may apply for admission as a transfer student. The student should be in good standing with the previous institution attended and eligible to return to that college. Applications are due at least two weeks prior to the beginning of a new semester or summer term.

In addition to the required application (and essay), transfer applicants are required to submit the following:

1. Final official transcripts from each college previously attended.
2. A high school transcript with graduation date noted, or GED equivalent.
3. ACT or SAT scores if the student has completed fewer than 30 semester hours of college coursework.
4. Transfer Applicant Confidential Recommendation Form

Credits completed at other regionally accredited institutions may be transferred if the student has obtained a C or better in the course and if the course is applicable to the degree sought at Drury.

Statements concerning the possibility of transfer and the applicability of specific credit toward any of the degree programs at Drury University are made after thorough study of the official credentials. Transfer students receive an official written evaluation.

To be eligible for graduation, transfer students must complete at least the senior year; the last 30 semester hours (60 hours for master of architecture), in residence at Drury University.

Those students who have obtained an associate of arts degree from an accredited two-year college in a parallel academic program with the bachelor's program at an accredited four-year institution will be entered with junior year status into a four-year degree 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 University 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 like to receive transfer credit.

A transfer student is defined as a student who has matriculated as a degree-seeking student at another college and spent at least a semester enrolled as a college freshman. Students who complete college credits on a dual credit basis or who earn hours through Advanced Placement or other testing are not transfer students.

Transfer students who have completed their Associate of Arts ("AA") degree are required to complete the following requirements:

CORE-104	Drury by Design	.5 hr.
Ethical Analysis		3 hrs.
Foreign Language		6 hrs.
Engaged Learning		2 experiences

All other transfer students are required to complete all requirements for general education with the possible exceptions:

CORE-101	Drury Seminar
CORE-103	Drury Explorations

In lieu of CORE-101 or an equivalent to ENGL-150, transfer students will be required to enroll in ENGL-150. In lieu of CORE-103, transfer students will be required to enroll in CORE-104.

Please see the General Education section for more information on general education requirements.

International students who seek admission as transfer students should refer to additional information under International Student Admission.

Registration

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

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

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

Entering international students will be advised and assisted with registration during the orientation sessions held prior to each semester.

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

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

Before you are entitled to attend class, you must complete all registration procedures. This includes the filing of your health assessment form.

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

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

Registration for more than 17 credit hours (13 during the summer session) is considered an academic overload. Students who wish to enroll for more than 17 semester hours (13 in summer) should have a grade average of 3.0 or higher in the preceding semester and must obtain the approval of their academic advisor. The deadline to submit this approval is the same date as the last day to add classes during the semester or term. Students with a grade average below 3.0 must also obtain approval from the Office of Academic Affairs. Registration for more than 21 hours (16 in summer) is considered an excessive overload and requires approval by the Academic Affairs Committee well in advance of the beginning of the term. The deadline to seek this approval is two weeks prior to the last day 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.

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

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

Courses are subject to the following drop policies:

Prior to the first day of class and until the Friday of the second week of the Fall or Spring semester, a student may drop with no transcript notation.

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

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

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

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

Credit is assigned on the basis of one hour for each lecture or recitation hour a week, or its equivalent in laboratory hours, for a semester of 15 weeks. The amount of credit for each course is indicated on current course schedules. The student is responsible for checking 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 first full week of classes.

Advance Deposits

Admission to Drury is selective and the number of new students, freshmen and transfers admitted each year is limited. A freshman or transfer student must remit an advance deposit after acceptance by the university. A student planning to live in Drury housing is required to remit a \$300 deposit (\$100 toward tuition, \$200 toward housing); commuter students remit a \$100 deposit. The additional \$200 from on-campus students is set aside in a special escrow account to cover housing damages and key losses. It is refundable when an enrolled student leaves Drury (exclusive of damages, key charges or an outstanding balance with the university).

The advance tuition and housing deposits are not refundable after May 1 for fall semester entrance and December 15 for spring semester entrance. An extension of the deadline may be considered if the applicant requests such an extension from the office of admission.

Health Assessment

A confidential health assessment form will be made available online to the student. It must be completed and returned to the health office prior to enrollment.

A+ Early Admission Program

Qualified A+ students graduating from high school and beginning their freshman year at Ozarks Technical Community College (OTC), are eligible for early admission to Drury University. The early admission agreement allows students to complete the associate degree at OTC and subsequently pursue an undergraduate degree at Drury University.

Formally admitted members of the early admission program have the opportunity to receive individualized academic planning services and financial aid counseling equivalent to those provided to full-time Drury students. Additionally, they will be eligible for scholarships equivalent to those available to incoming Drury freshmen and will have the opportunity to compete for an additional \$5,000 scholarship available only to program participants at the time of their enrollment at Drury. Students who wish to further align themselves with the culture and student services offered on the Drury campus while they are enrolled at OTC may pay an activity fee that will provide on-going access to campus services and opportunities. These activities, which are optional and not required to be an academic program participant, include access to the library, fitness center and student activities, with the entire list of benefits included on the application. An application form for the program can be found at www.drury.edu/dualadmission. The application must be completed and submitted to the Drury University Admission Office to formalize early admission. The standard admission application fee will be waived.

While the associate of arts is the transfer degree most compatible with Drury's curriculum, resulting in the transfer of all coursework and junior standing, students completing other associate degrees will be welcomed and counseled individually regarding the transfer of specific coursework. In order to remain in good standing with this program, students must maintain at least a 3.25 grade point average each semester at OTC.

New Student Orientation

The purpose of orientation at Drury University is to provide a variety of fun, interactive experiences for all new students in order to support them in their transition to Drury. Orientation is required of all domestic freshmen and international students, and it is strongly recommended for domestic and international transfer students. The scheduled activities are different for each group. To view the orientation schedules, visit www.drury.edu/newstudents.

New Students - Fall Semester

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

New Students - Spring Semester

Freshmen attend a one-day orientation event in January, which is held the Friday before classes begin, as well as the required four-day event in the fall. Transfer students attend the same one-day orientation event in January, and they are strongly encouraged to also attend the four-day fall orientation event. International students are required to attend a four-day orientation event during the spring semester, and they must also attend the four-day orientation event in the fall.

CONTACT: PETER MEIDLINGER

General Education

The Drury Core: Engaging Our World

Drury is committed to a liberal arts education that equips students with the knowledge and skills necessary to meet the pressing challenges and opportunities that await them in today's complex and interdependent world. Our general education curriculum, The Drury Core: Engaging Our World, prepares students for personal and professional success by prioritizing applied learning through direct engagement in communities both at home and around the world.

According to the Association of American Colleges and Universities (AAC&U), "liberal education has the strongest impact when students look beyond the classroom to the world's major questions, asking students to apply their developing analytical skills and ethical judgments to significant problems in the world around them." To advance these aims, the Drury general education curriculum embraces four modes of engagement. Together, they collectively represent our continuing emphasis on global learning combined with the longstanding goals of a Drury education: a broad exposure to the liberal arts and the development of the key skills of writing, oral communication, critical thinking and sound ethical decision making.

1. Engagement with Global Challenges

In the Engaging Our World curriculum, students develop the ability to identify and address the major issues confronting today's world. Students take an interdisciplinary global studies course (CORE 201) addressing an important global issue, and 6 credits of foreign language. Additionally, global learning is infused across the campus, with all departments offering courses that present disciplinary content situated in a global context. This cross-disciplinary infusion exemplifies AAC&U's recommendation that global learning should move "to a broader framework that shapes all, or significant parts, of the general education curriculum."

2. Engagement with Communities

The Engaging Our World curriculum requires students to complete two engaged learning experiences. Powerful evidence shows that high impact learning practices, such as service learning, internships, study away/abroad, leadership development and student/faculty research, stimulate gains in critical thinking skills, civic and global awareness, and commitment to intellectual success. The new curriculum integrates these practices into general education in a systematic and intentional way.

3. Engagement with Diverse Methods, Approaches and Areas of Knowledge

The Engaging Our World curriculum exposes students to a broad range of knowledge in two central ways. First, students enroll in a thematic First-Year Experience seminar (CORE 101) that combines the development of key academic skills with an exploration of important and interesting topics, taught by faculty with expertise in these areas. Second, students take at least six credit hours the fine arts, humanities, social sciences, and natural and mathematical sciences, in courses carefully designed to develop understanding of that discipline's a distinct way of understanding, interpreting, or studying the world.

4. Engagement with Core Skills Necessary for Professional Success, Lifelong Learning, and Ethical Participation in the Global Community

The Engaging Our World curriculum recognizes that meaningful engagement with the world requires key skills. Development of writing, oral communication and critical thinking—begins in the thematic CORE 101 seminar and continues in the 3-credit Drury Foundations course. To assure mastery of more advanced writing, students also develop proficiency as writers in their major. Students learn the skills for success in and beyond college through personalized advising and

mentorship in CORE 103/104. Kinesthetic and wellness skills are developed and cultivated through the EXSP 220 Personal Wellness course. The capacity for sound moral judgment is developed in the junior-level Ethics seminar course.

Through these four modes—Engagement with Global Challenges, Engagement with Communities, Engagement with Diverse Ways of Knowing, and Engagement with Core Skills— the Engaging Our World curriculum provides Drury students with a robust liberal arts general education that will prepare them for professional careers, engaged citizenship, and a life of learning.

The Curriculum

The Drury Core curriculum has two parts: common requirements and divisional requirements.

1. Common requirements include the following:
 - CORE-101: The Drury Seminar (3 hours)
 - Drury Foundations (3 hours)
 - CORE-103: Drury Explorations (1 hour)
 - Transfer Students: CORE 104: Drury By Design (.5 hours)
 - CORE-201: Global Foundations (3 hours)
 - Ethical Foundations (3 hours)
 - Foreign Language (6 hours)
 - EXSP-220: Personal Wellness (2 hours) or BIOL 302: Human Nutrition (3 hours)
 - Writing in the Major (fulfilled through the major)
 - Engaged Learning (2 experiences)

2. Divisional Requirements include the following:
 - Six credit hours in the Social Sciences (three in Human Behavior; three in Institutions and Organizations)
 - Six credit hours in the Fine Arts (three in Interpretation; three in Invention)
 - Six credit hours in Science and Math (three in Science and Discovery; three in Exploring Mathematics)
 - Six credit hours in Humanities

Common Requirements

CORE-101: Drury Seminar

3 hrs.

This course introduces students to the expectations of academic work at the collegiate level. Particular emphasis lies on developing students' skills in writing, critical thinking and information literacy. Each course section has its own theme, developed by faculty members from a wide variety of disciplines.

Drury Foundations

3 hrs.

Courses that meet this requirement foster students' development in written and oral expression:

ANML 201	Beauty and the Beast: Animal Issues around the World	3 hrs.
COMM 208	Introduction to Argumentation and Debate	3 hrs.
COMM 211	Presentational Speaking	3 hrs.
COMM 221	Multimedia Writing	3 hrs.
ENGL 200	Literature Matters	3 hrs.
ENGL 207	Expository Writing: The Art of the Essay	3 hrs.
FREN 110	Food for Thought: Cuisine & Culture in the French Speaking World	3 hrs.
HIST 250	Colonial America	3 hrs.
HIST 252	U.S. Sports History	3 hrs.
HIST 255	The Black Death	3 hrs.
HIST 258	Revolutions, 1789-1917	3 hrs.
PHIL 100	Introduction to Logic and Critical Thinking	3 hrs.
PHIL 101	The Meaning of Life	3 hrs.
PHIL 208	Philosophy of Language	3 hrs.
PLSC 150	Beyond the Headlines: Tools for Engaging the Political World	3 hrs.
RELG 203	Introduction to the Bible	3 hrs.
RELG 206	Eastern Religion and Philosophies	3 hrs.
RELG 270	Who is Jesus?	3 hrs.
RELG 275	Does God Exist?	3 hrs.

CORE-103: Drury Explorations

1 hr.

This course aims to facilitate students' continued transition to college life. The course focuses on a variety of issues that pertain to life on campus and in the global community.

CORE-104: Drury by Design

.5 hr.

This course supports transfer students in their first semester at Drury, helping them connect with academic and co-curricular opportunities. There will be at least two group meetings and two one-on-one meetings with the instructor, with follow up assignments tracked through Blackboard.

CORE 201 Global Foundations

3 hrs.

This course introduces students to the study of globalization and its impacts. Emphasis lies on the study of globalization as a concept, as well as the application of the concept to the examination of contemporary issues. Some courses focus on specific issues or world regions. Each section draws on the expertise of the individual faculty member.

Ethical Foundations

3 hrs.

Courses that meet this requirement foster students' understanding of, and commitment to, ethics and ethical reasoning:

ANML 212	Animal Ethics	3 hrs.
COMM 285	Communication and Ethics	3 hrs.
CRIM 341	Justice, Punishment and Ethics	3 hrs.
ENGL 342	Shakespeare and Ethics	3 hrs.
ENTR 250	Ethical Problems/Entrepreneurial Answers	3 hrs.

PHIL 101	The Meaning of Life	3 hrs.
PHIL 250	Business Ethics	3 hrs.
PHIL 305	Ethical Issues in Health Care	3 hrs.
PHIL 310	Asian Ethics	3 hrs.
PHIL 316	Ethics	3 hrs.
PHIL 320	Environmental Ethics	3 hrs.
RELG 309	Christian Ethics	3 hrs.

Foreign Language

6 hrs.

Students meet this requirement through the study of one of the following languages:

Arabic
Greek
Biblical Hebrew
Mandarin
French
Spanish

Students may also meet this requirement by completing eligible coursework offered through the Foreign Language Institute. FLI courses are eligible only if they provide instruction in (and assess) five skill areas: reading, writing, speaking, listening and cultural literacy. Language courses at the 103, 104, 203 and 204 level do not meet this requirement.

International students who meet regular admissions requirements and who graduated from a high school in which English was not the primary language of instruction are not required to fulfill this requirement. International students who complete the EAP program with a grade of B or above may not be required to fulfill this requirement.

EXSP-220: Personal Wellness

2 hrs.

This course provides students with the means to lead lives of physical, spiritual and emotional wellness.

OR

BIOL 302: Human Nutrition

3 hrs.

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.

**Writing in the Major
Varied Requirements**

Drury's commitment to teaching students to write well extends to each department and major program. All students complete at least one junior-level writing-intensive course specifically designed to provide formal instruction in writing within their field of study. In many departments, the junior-level experience represents one course in a sequence of courses that ensures students develop strong writing abilities that will set them apart in their disciplines, professional careers, and graduate and professional programs.

Students meet the Writing the Major requirement at the departmental level as follows:

- Accounting
 - MGMT 301 Leadership and Organizations
 - MKTG 337 Marketing
- Advertising and Public Relations
 - COMM 340 Advertising and Public Relations Research and Strategy
 - COMM 433 Strategic Writing for Advertising and Public Relations
- Architecture
 - ARCH 253 Theories of Architecture

- Arts Administration

The writing requirement(s) in the field of study taken in conjunction with Arts Administration

- Behavioral Sciences

BSCI 359 Advanced Behavioral Research I

BSCI 361 Advanced Behavioral Research II

- Biology

BIOL 351 Junior Seminar I

BIOL 352 Junior Seminar II

- Chemistry

CHEM 315-L Organic Chemistry Lab or

CHEM 336-L Biochemistry Lab

- Communication

COMM 342 Interpersonal Communication

COMM 387 Organizational Communication

- Computer Science

CSCI 495 Research and Development I

CSCI 496 Research and Development II

- Criminology

CRIM 359 Advanced Behavioral Research I

CRIM 361 Advanced Behavioral Research II

- Economics

MGMT 301 Leadership and Organizations

MKTG 337 Marketing

- English

ENGL 301 Theory and Practice

- Environmental Programs

ENVR 320 Environmental Ethics

- Exercise Physiology

EXSP 311 History and Principles of Exercise and Sports Science

BIOL 350 Exercise Physiology

- Finance

MGMT 301 Leadership and Organizations

MKTG 337 Marketing

- Fine Arts

ARTZ 304 Praxis Studio

- French

Three 300 or 400 level writing intensive courses.

- Graphic and Digital Design

ARTZ 304 Praxis Studio

- History

Four 300-level writing-intensive courses.

- Management

MGMT 301 Leadership and Organizations

MKTG 337 Marketing

- Marketing

MGMT 301 Leadership and Organizations

MKTG 337 Marketing

- Mathematics

MATH 301 Abstract Algebra

- Multimedia Production and Journalism

COMM 386 Web Communication

- Music

MUSC 321 History of Music I

MUSC 322 History of Music II

- Philosophy

Two 300-level History of Philosophy courses (PHIL 311 or 312, and PHIL 313 or 314)

- Physics

PHYS 309 Modern Physics

PHYS 400 Mechanics I

PHYS 401 Mechanics II

- Political Science

Five 300-level writing intensive courses

- Psychology

PSYC 359 Advanced Behavioral Research I

PSYC 361 Advanced Behavioral Research II

- Religion

The departmental ethics requirement (RELG 305, 309, 310, or 320)

- Sociology

SOCI 359 Advanced Behavioral Research I

SOCI 361 Advanced Behavioral Research II

- Spanish

At least one literature course (either SPAN 411; SPAN 311; SPAN 312; or SPAN 313) and one culture course (either SPAN 302; SPAN 303; SPAN 308)

- Theatre

THTR 340 History of Theatre I

THTR 341 History of Theatre II

THTR 343 History of Theatre III

- Writing

ENGL 301 Theory and Practice

Engaged Learning

2 experiences

This requirement ensures that students take advantage of the wide variety of co-curricular and extra-curricular opportunities available to them during their undergraduate years at Drury

University:

AADM 394	Arts Administration Practicum II
AADM 397	Internship
AADM 398	Internship
AADM 497	Internship
AADM 498	Internship
ACCT 480	Professional Business Experience
ARCH 417	Architectural Design VI
ARCH 461	Architecture Internship
ARTH 397	Internship
ARTH 398	Internship
ARTH 495	Capstone research
ARTH 497	Internship
ARTH 498	Internship
ARTZ 397	Internship
ARTZ 398	Internship
ARTZ 497	Internship
ARTZ 498	Internship
BIOL 391	Research
BIOL 392	Research
BIOL 397	Internship
BIOL 398	Internship

BIOL 483	Senior Seminar I: Practicum
BIOL 484	Senior Seminar II: Research
BIOL 491	Research
BIOL 492	Research
BIOL 497	Internship
BIOL 498	Internship
CHEM 391	Research
CHEM 392	Research
CHEM 397	Internship
CHEM 398	Internship
CHEM 491	Research
CHEM 492	Research
CHEM 495	Honors Research
CHEM 496	Honors Research
CHEM 497	Internship
CHEM 498	Internship
CHEM 499	Research
COMM 161	Public Relations Activities
COMM 171	TV Activities
COMM 397	Internship
COMM 398	Internship
COMM 493	Research
COMM 497	Internship
COMM 498	Internship
CSCI 391	Research
CSCI 392	Research
CSCI 395	Applied Projects
CSCI 397	Internship
CSCI 398	Internship
CSCI 491	Research
CSCI 492	Research
CSCI 497	Internship
CSCI 498	Internship
EDUC 303	Secondary Field Experience I
EDUC 402	Literacy Practicum II
EDUC 476	Student Teaching – Elementary
EDUC 478	Student Teaching – Secondary
ENGL 320	Curricular Service-Learning
ENGL 397	Internship
ENGL 398	Internship
ENGL 497	Internship
ENGL 498	Internship
ENTR 397	Internship
ENTR 398	Internship
ENTR 497	Internship
ENTR 498	Internship
ENVR 361	Environmental Field Studies
ENVR 391	Research
ENVR 392	Research
ENVR 397	Internship
ENVR 398	Internship
ENVR 462	Environmental Health Field Practicum
ENVR 491	Research

ENVR 492	Research
ENVR 497	Internship
ENVR 498	Internship
EXSP 397	Internship
EXSP 398	Internship
EXSP 493	Senior Seminar
EXSP 497	Internship
EXSP 498	Internship
FREN 314-9	Community Service in French
FREN 397	Internship
FREN 398	Internship
FREN 497	Internship
FREN 498	Internship
GEOG 361	Field Studies in Geography
GEOG 413	Resource Management
HIST 397	Internship
HIST 398	Internship
HIST 497	Internship
HIST 498	Internship
HPRL 493	Capstone Research Seminar
MATH 391	Research
MATH 392	Research
MATH 491	Research
MATH 492	Research
MATH 397	Internship
MATH 398	Internship
MATH 497	Internship
MATH 498	Internship
MGMT 205	Study Abroad
MGMT 206	Study Abroad: Business/Leadership
MGMT 207	Study Abroad: Service Learning
MGMT 208	Study Abroad - International Student
MGMT 480	Professional Business Experience
MTHP 132	Intergenerational Rock Band
MTHP 380	Internship Experience
MTHP 425	Research Methods
MTHP 480	Internship Experience
MUSC 300	Half Recital
MUSC 397	Internship
MUSC 398	Internship
MUSC 400	Full Recital
MUSC 497	Internship
MUSC 498	Internship
PDEV 205	Study Abroad for Engaged Learning
PDEV 250	Curricular Service Learning
PDEV 260	Co-Curricular Service Learning
PDEV 272	Summit Park Leadership Community Level II
PDEV 390	Leadership and the Solar Decathlon I
PDEV 390	Leadership and the Solar Decathlon II
PDEV 465	Supervised Undergraduate Teaching
PDEV 466	Supervised Undergrad. Teaching II
PHIL 397	Internship
PHIL 398	Internship

PHIL 497	Internship
PHIL 498	Internship
PHYS 391	Research
PHYS 392	Research
PHYS 397	Internship
PHYS 398	Internship
PHYS 491	Research
PHYS 492	Research
PHYS 497	Internship
PHYS 498	Internship
PLSC 205	Model UN
PLSC 397	Internship
PLSC 398	Internship
PLSC 494	Senior Research Seminar
PLSC 497	Internship
PLSC 498	Washington Internship
PSYC 343	Fundamentals of Research
PSYC 361	Advanced Behavioral Research II
PSYC 380	Internship Experience
PSYC 480	Internship Experience
RELG 397	Internship
RELG 398	Internship
RELG 497	Internship
RELG 498	Internship
SPAN 321	Service Learning/Hispanic Comm.
SPAN 397	Internship
SPAN 398	Internship
SPAN 497	Internship
SPAN 498	Internship
THTR 200/1	Theatre Practicum
THTR 397	Internship
THTR 398	Internship
THTR 497	Internship
THTR 498	Internship
WGST 397	Internship
WGST 398	Internship
WGST 497	Internship
WGST 498	Internship

Divisional Requirements

Social Sciences

<i>Institutions and Organizations</i>		<i>3 hrs.</i>
ECON 201	Basic Economic Theory	3 hrs.
EDUC 205	Diversity and Social Justice in Education	3 hrs.
GEOG 109	World Regional Geography I	3 hrs.
GEOG 110	World Regional Geography II	3 hrs.
MGMT 103	Business Foundations	3 hrs.
PLSC 101	Government and Politics in the United States	3 hrs.
PLSC 151	Introduction to Comparative Politics	3 hrs.
PLSC 152	Introduction to International Relations	3 hrs.
ANTH 200	Introduction to International Development and Aid	3 hrs.
PLSC 220	Introduction to Law and Society	3 hrs.

SOCI 201	Sociology of the Family	3 hrs.
<i>Human Behavior</i>		3 hrs.
ANTH 111	Introduction to Anthropology	3 hrs.
CRIM 102	Introduction to Criminology	3 hrs.
EDUC 207	Human Growth and Development	3 hrs.
MGMT 204	Organizational Behavior	3 hrs.
PSYC 101	Introduction to Psychology	3 hrs.
SOCI 101	Introduction to Sociology	3 hrs.
SOCI 311	Issues in Community and Global Health	3 hrs.
WGST 101	Introduction to Women and Gender Studies	3 hrs.
Fine Arts		
<i>Interpretation</i>		3 hrs.
ARCH 153	Why Buildings Matter	3 hrs.
ARCH 154	Why Cities Matter	3 hrs.
ARCH 251	History of Architecture, Urbanism and Art I	3 hrs.
ARCH 252	History of Architecture, Urbanism and Art II	3 hrs.
ARTH 151	Art History Survey I	3 hrs.
ARTH 152	Art History Survey II	3 hrs.
ARTH 293	History of Animation	3 hrs.
MTHP 200	Psychology of Music	3 hrs.
MUSC 115	Introduction to Music	3 hrs.
MUSC 116	History of American Pop Music	3 hrs.
MUSC 221	African-American Music	3 hrs.
MUSC 224	Jazz History	3 hrs.
THTR 135	Introduction to Theatre	3 hrs.
THTR 267	Play Analysis	3 hrs.
<i>Invention</i>		3 hrs.
ARCH 112	Architectural Design II	3 hrs.
ARTZ 111	Foundations of Studio and Design	3 hrs.
ARTZ 123	Drawing	3 hrs.
ARTZ 200	Printmaking	3 hrs.
ARTZ 205	Weaving	3 hrs.
ARTZ 206	Fibers I	3 hrs.
ARTZ 211	Digital Foundations	3 hrs.
ARTZ 230	Painting I	3 hrs.
ARTZ 240	Ceramics I	3 hrs.
ARTZ 250	Sculpture I	3 hrs.
ARTZ 260	Photography I	3 hrs.
ARTZ 267	Digital Photography I	3 hrs.
ARTZ 290	Greece Field Studies Journal	3 hrs.
MUSC 107	Beginning Class Guitar for Non-majors	3 hrs.
MUSC 137/138, 141/142	Jazz Ensemble I & II	2 hrs.
MUSC 139	Drury Wind Symphony	1 hr.
MUSC 147/148	Drury Singers	1 hr.
MUSC 149/150	Drury Chorale	1 hr.
MUSC 159/160	Chamber Orchestra/SDCO	1 hr.
MUSC XXX	Applied Lessons	1-3 hrs.
THTR 140	Acting I	3 hrs.

Science and Math

<i>Exploring Mathematics</i>		<i>3-4 hrs.</i>
CSCI 241	Discrete Math	3 hrs.
MATH 203	Mathematics and Inquiry	3 hrs.
MATH 205	Mathematical Connections	3 hrs.
MATH 211	Pre-Calculus	3 hrs.
MATH 227	Introduction to Statistics	3 hrs.
MATH 230	Business Calculus	3 hrs.
MATH 231	Calculus I	4 hrs.
MATH 236	Honors Calculus I	4 hrs.

Science & Discovery

<i>Science & Discovery</i>		<i>3-5 hrs.</i>
BIOL 160	Exploration and Discovery in Biology	3 hrs.
CHEM 115	General Chemistry	3 hrs.
CHEM 160	Exploration/Discovery in Chemistry	3 hrs.
CHEM 201	Environmental Chemistry	4 hrs.
ENVR 170	Intro to Environmental Science	3 hrs.
PHYS 160	Exploration and Discovery in Physics	3 hrs.
PHYS 200	Environmental Geoscience	4 hrs.
PHYS 201	Principles of Physics	4 hrs.
PHYS 211	General Physics I	5 hrs.

Humanities

Humanities		<i>6 hrs.</i>
ENGL 201	British Literature I	3 hrs.
ENGL 202	British Literature II	3 hrs.
ENGL 203	American Literature I	3 hrs.
ENGL 204	American Literature II	3 hrs.
ENGL 212	Comparative Mythology	3 hrs.
ENGL 219	The Lawyer in Literature and Film	3 hrs.
ENGL 235	The History of Film	3 hrs.
ENGL 266	Creative Writing I – Fiction	3 hrs.
ENGL 267	Creative Writing I – Poetry	3 hrs.
ENGL 268	Creative Writing I – Nonfiction	3 hrs.
FREN 230	French Beyond France: Cultural Identity in the Francophone World	3 hrs.
HIST 101	United States History to 1865	3 hrs.
HIST 102	United States History 1865 to Present	3 hrs.
HIST 108	World History from 1500	3 hrs.
HIST 109	Asian History to 1700	3 hrs.
HIST 110	Ancient Civilizations	3 hrs.
HIST 212	Food, Culture and Identity in Asia	3 hrs.
HIST 213	China: Film and History	3 hrs.
HIST 223	Medieval Europe	3 hrs.
HIST 225	Renaissance and Reformation	3 hrs.
HIST 230	Modern Europe	3 hrs.
HIST 244	Russia and the Soviet Union	3 hrs.
HIST 251	History of Slavery	3 hrs.
HIST 265	Native American History	3 hrs.
HIST 266	The Atlantic World, 1400-1800	3 hrs.
HIST 273	Rome the City: Ancient to Renaissance	3 hrs.
HIST 274	Vietnam and American Society	3 hrs.
PHIL 200	Classical Problems in Philosophy	3 hrs.
PHIL 214	Free Will	3 hrs.
PHIL 216	What is Knowledge?	3 hrs.

PHIL 219	Daoism	3 hrs.
PHIL 225	Personal Integrity in a Digital Age	3 hrs.
PHIL 277	Philosophy of Science	3 hrs.
RELG 204	Introduction to the History of Christianity	3 hrs.
RELG 205	The Life and Teachings of Jesus	3 hrs.
PHIL 218	Confucianism	3 hrs.
RELG 109	Intro to the Study of Religion	3 hrs.
RELG 202	Religions of the World: Middle Eastern	3 hrs.

Academic Affairs

Degrees

Bachelor of Arts
Bachelor of Arts with Honors*
Bachelor of Business Administration
Bachelor of Business Administration with Honors*
Bachelor of Music Education
Bachelor of Music Education with Honors*
Bachelor of Music Therapy
Bachelor of Music Therapy with Honors*
Associate of Science**
Bachelor of General Studies **
Bachelor of Science
Bachelor of Science with Honors*
Master of Architecture
Master of Architecture with Honors*
Master of Arts in Communication***
Master of Arts in Studio Art and Theory***
Master of Business Administration***
Master of Education Curriculum and Instruction***
Master in Education Exceptional Children and Youth***
Master in Education Gifted Education***
Master in Education Human Services***
Master in Education Instructional Leadership***
Master in Education Instructional Mathematics and Science***
Master in Education Instructional Technology***
Master in Education Instructional Technology/Media***
Master in Education Online Teaching***
Master in Education Special Reading***
Master in Nonprofit and Civic Leadership***

Each degree (A.B., B.S., B.B.A., A.S., M.Arch., 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.

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

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

*** Degree programs are described in the catalog for the School of Graduate Studies.

Bachelor of Arts

Animal Studies +
Animation
Art History
Arts Administration
Asian Studies +
Biology
Business Administration +
Business and Entrepreneurship +
Chemistry
Communication +
Community Health +
Criminology
Elementary Education +++
English
Environment and Sustainability Studies +
Fine Arts
French
Global and Transnational Studies +
Graphic and Digital Design
History
Individualized Major
Law and Society +
Mathematics
Mathematics-Actuarial Science and Risk Management +
Mathematics Education
Medieval and Renaissance Studies +
Middle East Studies +
Multimedia Production and Journalism
Music
Organizational and Leadership Communication
Philosophy
Philosophy/Religion
Physics
Political Science
Pre-engineering +
Psychology
Religion
Secondary Education ++ +++
Sociology
Spanish
Strategic Communication
Theatre
Web Communication and Design +
Women and Gender Studies +
Writing

+ Only a minor is possible

++ Available as a second major only

+++ Completion may require that a portion of work be completed during evening hours.

Bachelor Of Business Administration

Accounting
Economics
Finance
Management
Marketing

Bachelor Of Music Education

Vocal or Instrumental Music

Bachelor Of Music Therapy

Bachelor of Science

Architecture
Behavioral Neuroscience
Biochemistry
Biology
Chemistry
Computer Science-Game Development
Computer Science-Software Engineering
Environmental Biology
Exercise Physiology
Medical Technology

Master Of Architecture

Requirements for Graduation

Bachelor of Arts

Bachelor of Arts with Honors

Bachelor of Business Administration

Bachelor of Business Administration with Honors

Bachelor of Music Education

Bachelor of Music Education with Honors

Bachelor of Music Therapy

Bachelor of Music Therapy with Honors

Bachelor of Science

Bachelor of Science with Honors

Master of Architecture

Master of Architecture with Honors

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

1. The successful completion of the required minimum number of credit hours (124 hours for the Bachelor degrees, 168 for the Master of Architecture).
2. At the time of graduation the average cumulative grade must be at least C (2.0).
3. Completion of all general education requirements.
4. The successful completion of a major (study-in-depth).
5. At least 36 hours of the total number of hours required for graduation must be in upper-division courses (courses numbered in the 300s and 400s).
6. The last 30 semester hours must be taken in residence. (The last 60 hours for the Master of Architecture must be in residence.)
7. To participate in commencement exercises, students must have completed all degree requirements
8. Undergraduate students are eligible to walk in the Spring Commencement ceremony if they are a) within six credit hours of completing all degree requirements for graduation and b) are already registered for those missing courses in the next available academic term. Note that the business office will not clear a student to walk in commencement unless his/her account balance for all registered courses has been paid. Students who wish to take advantage of this revision to the existing policy should file the intent to graduate form available in the Registrar's Office.
9. Please note: Because students petitioning for this exception will not have met the requirements for honors calculation at the time of commencement, Latin honors will not be acknowledged at commencement, and will be conferred, and the diploma made available, when the student completes all graduation and honors requirements.

Notes on Majors (studies-in-depth):

Required Hours of Study:

For the Bachelor of Arts, a student shall be required to complete at least 24, but not more than 36 hours, in a major field of study, as the department requires. For the Bachelor of Science, a student shall be required to complete at least 24, but not more than 60 hours, in a major field of study, as the department requires.

Required Capstone of Study:

The major shall require not fewer than three semester hours of senior seminar or research.

Required Approvals to Study:

The declaration of major(s) and minor(s) must be filed in the Registrar's Office prior to the completion of 60 credit hours of coursework.

Maximum Programs of Study

Students may complete up to 3 majors and 3 minors. Courses may be taken that are common to, and included in, the hours required for multiple majors and minors as long as a minimum number of hours is completed in the combined areas.

The minimum number of required unique hours for multiple majors and minors shall be the sum of the university minimum required hours (24 for majors, 15 for minors) for the combined majors and minors, minus three hours times the number of majors/minors:

- A single major requires a minimum of 24 unique hours.
- A double major requires a minimum of 42 unique hours.
- A triple major requires a minimum of 63 unique hours
- A double major plus a minor requires a minimum of 54 unique hours
- A single major plus a double minor requires a minimum of 45 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.

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

Graduation Requirements for the University's Honors Program

Requirements for the Bachelors or Masters degree with Honors - Four-Year Track

In order for a student who has been admitted the Drury University Honors Program to graduate with a bachelor's or master's degree with honors, the student must satisfactorily complete the following:

- Earn a cumulative grade point average of 3.75
- Complete 27 credits of Honors coursework with a grade point average of 3.75
- Satisfy the Good Standing Requirement of the Honors Program
- Complete Honors 205 First-Year Seminar
- Complete 9 hours of Honors course-work in at least one major, six of which must be at the 300-level
- Complete an Honors Project in at least one major
- Present results from Honors Project or other research at an academic conference, to a community partner, in published article, or in another academic forum
- Complete Honors 410 Portfolio – 0 credit hours

Students can apply up to 6 credit hours of transferred honors course-work.

Requirements for the Bachelors or Masters Degree with Honors - Accelerated Honors Program

For IB Diploma students and students transferring 30 or more credits to Drury University and who has been admitted the Drury University Honors Program to graduate with a bachelor's or master's degree with honors, the student must satisfactorily complete the following:

- Earn a 3.75 overall GPA and in Honors coursework
- Complete 21 credits of Honors coursework with a 3.75 GPA
- Satisfy the Good Standing Requirement of the Honors Program
- Complete Honors 205 First-Year Seminar – 3 credit hours
- Complete 9 hours of Honors course-work in at least one major, six of which must be at the 300-level
- Complete an Honors Project in at least one major
- Present results from Honors Project or other research at an academic conference, to a community partner, in published article, or in another academic forum
- Complete Honors 410 Portfolio – 0 credit hours

Students can apply up to 6 credit hours of transferred honors course-work.

Academic Excellence

Drury recognizes academic excellence in several ways.

Dean's List

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

Honors at Graduation

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

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

- Candidates will be recommended for the degree cum laude if they have been in residence at least two years, have completed no fewer than 60 semester hours at Drury and have attained a GPA of 3.6 during those years.
- Candidates will be recommended for the degree magna cum laude if they have been in residence at least two years, have completed no fewer than 60 semester hours at Drury and have attained a GPA of 3.75 during those years.
- Candidates will be recommended for the degree summa cum laude if they have been in residence at least three years, have completed no fewer than 90 semester hours at Drury and have attained a GPA of 3.9 during those years.

First Honors Students

The student of the graduating class who has been in attendance at the university at least three years, having completed no fewer than 90 semester hours at Drury and whose standing is the highest through the course will be awarded first honors.

Departmental Honors

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

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

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

Copies of the work completed by students who graduate with departmental honors shall be placed in the library.

University Honors Program

Richard Schur, director

The Honors Program exemplifies the best that Drury has to offer: small classes, personal attention, vibrant student-faculty interactions, liberal arts inquiry, and “hands on” learning. The Honors Program will provide the academic support and mentoring to foster academic excellence among Honor students and to prepare them for success in graduate school, business, and the professions. Successful completion of the Honors Program earns a student a Degree with Honors.

Mission Statement

The mission of the Drury University Honors Program is to:

- Create a community of like-minded students, who fully engage in living and learning on the Drury campus.
- Facilitate strong learning and advising relationships between Honors students and Drury faculty.
- Offer Honors classes that feature a “hands on” education through research, service learning, problem/project-based learning, and primary source texts.
- Support the research and scholarly activities of Honors students
- Prepare students for personal and professional success, graduate study, and competition for graduate and international research fellowships and awards.

Honors Program Learning Outcomes

SLO (1) *Scholarship*: Student can conduct academic research or produce creative products at an exemplary level in their field.

SLO (2) *Communication*: Student can communicate their Honors project or their Honors project results in a fluent oral and written manner to professionals in their areas of expertise.

SLO (3) *Real World Application*: Student can apply ideas, methods, and knowledge from multiple disciplines to a question or issue.

SLO (4) *Holistic Understanding*: Student can demonstrate an awareness of how scientific, humanities, and artistic perspectives work together to provide a deeper understanding of questions or issues.

SLO (5) *Ethics*: Students will apply ethical principles in their personal and professional lives.

SLO (6) *Leadership*: Students will assume leadership roles in the classroom, organization(s), and/or the larger community and contribute to the common good.

Admissions Policy

Admission to Drury’s Honors Program is selective. Students interested in the Honors Program should apply before they enroll at Drury, although we will allow students to apply at the end of their first year if we have room in the program. No more than 40 students are accepted each year. We review applications of prospective students in November, February, and June/July. Students are selected based on their academic accomplishments and how well they demonstrate the characteristics of successful Honors students:

- Curiosity
- Ambition
- Independence
- Social and intellectual engagement in the world
- Dedication to hard work

We review a student’s complete application and all that they have accomplished when making admission decisions for Drury’s Honors Program. Students who have been recently accepted tend to have one or more of the following characteristics: graduated in the top 10-15% of their high

school class, earned a high school or college GPA of 3.6 or higher, an ACT score of 28 or higher to be the strongest candidates, an IBT TOEFL of 95 or higher, or significant achievement in an academic area or co-curricular activity.

Note: Students who complete the University’s Honors Program are not eligible to earn Departmental Honors.

Good Standing in the Program

To remain in the program, Honors students must remain in good standing. Honor students are expected to

- Make progress on achieving the necessary credit hours to graduate with an honors degree. Students need to have completed 6 honors hours after the third semester, 12 hours after the 5th semester and 18 hours after the 7th semester.
- Maintain a minimum of a 3.4 GPA in honors courses (but a 3.75 GPA in honors courses is required for graduation),
- Attend honors dinners, honors trips, and honors events on campus on a regular basis. Each honors student must attend at least 3 events per semester.
- Create and maintain an Honors Portfolio.

What is an Honors Course?

Honors courses offer students a deeper and more intense academic experience than traditional classes. They offer a “hands on” and “student-directed” approach to learning and demand that students take ownership over their education by posing questions, examining evidence, and joining the scholarly conversation about course topics. In the Honors Program at Drury University, “honors” courses are not advanced classes that cover more material. Rather, they invite students to be active participants and partners with the faculty in intellectual exploration and knowledge creation. To be identified as an honors course or as an honors-qualified course, a class must employ one or more of the following pedagogies: student-led curricula, student-faculty research, service learning, problem-based learning, and primary source instruction.

List of Honors-Qualified Courses

Students may select from the following Honors-qualified courses to apply toward their honors degree:

Department	Course Number	Course Title
AADM	465	Cultural Policy
AADM	496	Honors Research
ARCH	356	History of Modern Architecture
ARTH	350	Modern Art
ARTH	360	History of Photography
ARTH	362	History of Museums & Collecting
ARTH	410	Medieval Architect: Practice & Product
ARTZ	364	Commercial Photography
BIOL	200	Ecology
BIOL	306	Medical Botany
BIOL	310	Field & Systematic Biology
BIOL	312	Advanced Ecology
BIOL	322	Advanced Genetics
BIOL	323	Functional Neuroscience
BIOL	324	Cellular & Molecular Biology

BIOL	327	Psychopharmacology
BIOL	330	Field Study in Marine Biology
BIOL	334	Developmental Biology
BIOL	341	Limnology
BIOL	352	Junior Seminar II
BIOL	373	Herpetology
BIOL	484	Senior Seminar I: Research
BSCI	361	Advanced Behavioral Research II
BSCI	380	Undergraduate Internship Experience
BSCI	493	Senior Seminar
CHEM	414	Medicinal Chemistry
CHEM	414L	Medicinal Chemistry Lab
CHEM	436	Advanced Biochemistry
CHEM	436L	Advanced Biochemistry Lab
CORE	101	Drury Seminar- Honors
CORE	201	Global Foundations-Honors
CSCI	395	Applied Projects
CSCI	489	Research and Development
ENGL	303	Single Authors
ENGL	311	Studies in Contemporary Literature
ENGL	342	Shakespeare and Ethics
ENGL	344	World Literature
FREN	302	French Culture & Civilization
FREN	351	French Literature I
FREN	352	French Literature II
FREN	493/4	Senior Seminar
HIST	342	History of European Witch Hunts
HIST	380	Hitler and Stalin
MARC	521	Architectural Design X: Thesis
MARC	539	Structures III
MARC	557	Architecture Senior Seminar
MATH	493	Senior Seminar
MTHP	380	Internship Experience
MTHP	430	Behavior Measurement and Research
MTHP	475	Capstone
MTHP	480	Internship Experience
PDEV	271	Summit Park Leadership I
PDEV	272	Summit Park
PDEV	283	Leadership and the Community
PDEV	284	Leadership and the World
PHIL	200	Classical Problems in Philosophy
PHIL	216	What is Knowledge?
PHIL	316	Ethics-Honors
PHIL	495/6	Honors Research
PHYS	401	Mechanics II
PHYS	412	Electricity & Magnetism II

PHYS	442	Introduction to Quantum Mechanics
PLSC	332	Political Parties, Elections, and Interest Groups
PLSC	494	Senior Seminar
PSYC	348	Psychoneuroimmunology
RELG	325	Living with Joy at Life's End
RELG	495/6	Honors Research
SPAN	311	Literature of Spanish America
SPAN	312	Literature of Spain
SPAN	313	These are Not Sweet Girls: Hispanic Women's Literature
SPAN	412	Advanced Studies: Hispanic Literature
SPAN	414	From Magical Realism to Virtual Realism: Boom and Postboom Narratives
SPAN	489	Advanced Seminar in Hispanic Cultural Studies
THTR	340	History of Theatre: Origins to Renaissance
THTR	341	History of Theatre: Renaissance to Romanticism
THTR	343	History of Theatre: Realism to Contemporary

The Honors Contract Option

We also encourage students to work with faculty to transform non-honors classes into honor classes through the honors contract option. If an honors student would like to dig deeper into a topic or material from a non-honors class, he or she should contact the faculty member when enrolling and discuss the possibility of creating an honors contract that outlines how the course will be supplemented (see criteria for honors courses above) to meet the requirements of an honors course. If the faculty member agrees to supervise the additional work or project, then the student must submit a signed honors contract to the Director of the Honors Program during the first week of the semester.

Pre-professional Programs

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

1. The successful completion of 94 semester hours with a minimum grade point average of C (2.0) in all work at Drury University.
2. At least 18 semester hours must be in upper division courses.
3. The successful completion of core requirements in the specified area of concentration to enable the department head to certify satisfactory completion of a major.
4. A student must submit a petition, addressed to the academic affairs committee that outlines the successful completion of the above requirements and requests a waiver of the senior residency requirement. The petition must be submitted and approved during the last semester in residence at Drury.
5. Upon successful completion of the professional school program, a transfer of credit award will be made to complete the 124 hours required for the bachelor's degree. An official transcript is to be provided from the professional school.

Academic Advising

Academic Advising is located in Bay Hall 124 and our normal office hours are 8 a.m. - 5 p.m.

Academic advising is an integral part of the Drury experience and is designed to help students increase awareness of the educational benefits and programs available to them during their college years. We are committed to student success, both in career and personal goals.

We provide students with additional assistance and resources related to college planning. Academic Advising is also ready to assist students who are undecided about their major or minor. Incoming transfer students and freshman are able to get initial academic counseling, scheduling and help until they are assigned or choose a faculty advisor from their major.

Students and parents are encouraged to contact Academic Advising for scheduling, up-to-date information on various programs, dropping or adding a course, advisor assignment or changes and questions. We serve as a resource for students, faculty and staff.

Please direct questions or comments to:

Cindy Fiedler, Director

Academic Advising

Bay Hall, 124

(417) 873-7275

cfiedler@drury.edu

Directed Study

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

Internships

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

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

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

Students with at least 60 credit hours and a 2.5 or higher grade point average are eligible to complete internships for credit. Students must have completed coursework appropriate for the internship experience and must be related to their field of study.

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

Credit will not be granted retroactively.

In order to receive credit for the internship, the student must be registered in coursework designated for internship credit. Each course carries three or six semester hours of credit. Only six hours of internship credit will apply toward the 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 for a three credit hour internship or 270 hours for a six credit hour internship. All hours must be completed during the semester in which they are receiving credit.

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

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

Selected Topics

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

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.

Foreign Language Institute

How do I register for courses in the FLI?

You register for FLI courses by downloading the forms available on the languages department website, and getting the required signatures. You will need to then take the forms in person to the registrar's office. Just as you would for your other courses, and you pay regular tuition and fees to Drury.

Do credits transfer from the FLI or MSU to Drury?

No. You are enrolled through, and pay tuition to, Drury, and credits from your FLI course will appear on your Drury transcript. They are not transfer credits. Drury will allow each student to take the two courses necessary to complete their CORE foreign language requirement through this agreement. Additional classes at the FLI, over and above the courses necessary to complete the CORE credit however, will be paid directly to MSU and will be received as transfer credit.

Where do FLI courses meet?

Most courses offered through the FLI meet at the Jim D. Morris Center, located at the corner of Jefferson and McDaniel streets in downtown Springfield.

Who teaches FLI classes?

FLI courses are taught by instructors hired by the FLI. The FLI instructor will track your attendance and grades and will forward that information on a regular basis to the FLI Coordinator at Drury. Disputes over attendance or grades are handled at the FLI, not at Drury.

Where can I park?

During the first week of class, FLI students from Drury may park at any MSU yellow lot downtown without penalty. During that week, students receive a complimentary MSU commuter parking pass, which must be returned at the end of each term.

Can I drop a course I take at the FLI?

The regular rules regarding dropping a course at Drury apply to dropping a course at the FLI. See the Academic Calendar for the last day to make schedule changes and the last day to drop.

Will I be able to complete a full sequence in my language?

The FLI plans to offer four-semester sequences in each language (e.g., Italian 101-202). However, it cannot guarantee that the sequence will always be available, since classes may be canceled due to low enrollments, instructor unavailability, or other extenuating factors.

More information about the FLI can be found at <http://fli.missouristate.edu>.

Appeal of Final Course Grade

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

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 Office of Academic Affairs or the department chair. When the faculty member who awarded the grade is not available, the department chair or someone designated by the chair would, in normal circumstances, be responsible for reaffirming or adjusting the grade. The original faculty member would be consulted whenever possible. If no agreement is reached between the student and the faculty member, the student must file an appeal letter with the Office of Academic Affairs by the end of the fourth week.

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

Step 3: If mediated negotiations are unsuccessful, the student may file a formal written petition with the 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 Office of Academic Affairs and thereafter move into the normal channels of the university.

Transcripts of Credit

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

Class Attendance

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

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

The Grading System

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

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.

Satisfactory Academic Standing

Drury students are expected to maintain the highest level of scholarship of which they are capable, and to make consistent progress towards graduation. Since graduation requires at least 124 hours of credit with a cumulative GPA of 2.0 or higher, remaining in satisfactory academic standing requires that students (1) earn a semester GPA of 2.0 or higher, (2) maintain a cumulative GPA of 2.0 or higher, and (3) complete a minimum amount of progress toward the degree in the most recent semester, and the most recent academic year (the two most recently completed semesters and the most recent summer session), as explained below:

- **Full-time** students (enrolled for 12 or more credit hours per semester) should successfully complete at least 9 credit hours each semester and 24 credit hours each academic year.
- **Three-quarter time students** (enrolled for at least 9 but less than 12 credit hours per semester) must successfully complete at least 6 hours each semester, and 18 credit hours each academic year.
- **Half-time students** (enrolled for at least 6 but less than 9 credit hours per semester) must successfully complete at least 3 hours each semester, and 12 credit hours each academic year.

Scholastic Probation and Suspension

Probationary status serves as a warning that students are not in satisfactory academic standing and are not adequately progressing towards graduation, and must improve the quality of their work in order to remove the risk of suspension from the university that results from continued probationary status.

Full-time students place themselves on academic probation when their performance fails to meet one or more of the three required elements for satisfactory academic standing. Students on probation should carry a reasonable academic load, developed with the help of all available counseling and advising, about 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 are suspended from the university when their work merits probation for three consecutive semesters, or when the pattern of their work merits such action.

Students suspended from the university for academic reasons may apply to the Office of Academic Affairs for readmission. Successful applications will meaningfully address the reasons for previous academic difficulty, and present a plan for improved performance. Academic success in courses taken while separate from Drury is encouraged. Readmission is not automatic, and scholarships and financial aid are not guaranteed to students who are readmitted. 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. Additional action may be required to receive aid, and students should contact the Financial Aid Office to determine their eligibility after readmission. Students readmitted after suspension will be admitted on probation and must show minimum progress by the end of their first semester in order to remain enrolled.

Advanced Placement

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

Candidates interested in this credit are urged to take the Advanced Placement Tests given by the College Entrance Examination Board in the spring of the senior year. College credit, in addition to advanced placement, may be given if the text scores merit it as determined by the dean and the department chair concerned.

Advanced Placement Course	Score Required	Hours Granted	Institutional Courses Satisfied
American Government/Politics	3 or higher	3	PLSC 101 / Government and Politics in the United States
American History	4	3	HIST 101 / United States History to 1865
American History	5	6	HIST 101 & HIST 102 / United States History to 1865 & United States History 1865 to Present
Biology	4 or higher	4	BIOL 110 / Fundamentals of Cell Biology
Calculus AB	4 or higher	4	MATH 231 / Calculus I
Calculus BC	3	4	MATH 231 / Calculus I
Calculus BC	4 or higher	8	MATH 231 & MATH 232 / Calculus I and II
Chemistry	4 or higher	4	CHEM 115 / General Chemistry
Comparative Government/Politics	3 or higher	3	PLSC 151 / Introduction to Comparative Politics
Computer Science A	4 or higher	3	CSCI 251 / Introduction to Computer Science
Computer Science Principles	3	3	CSCI 251 / Introduction to Computer Science

Computer Science Principles	4 or higher	6	CSCI 251 & CSCI 261 / Intro to Computer Science and Data Structures
European History	4 or higher	3	HIST 230 / Modern Europe
World History	4 or higher	3	HIST 108 / World History from 1500
World History	5 or higher	6	HIST 108 & 110/ World History from 1500 & Ancient Civilizations
Macroeconomics	3 or higher	3	ECON 211 / Principles of Macroeconomics
Microeconomics	3 or higher	3	ECON 210 / Principles of Microeconomics
English Language and Composition	3 or higher	3	ENGL 150 / Composition
English Literature and Composition	3 or higher	3	Elective only
Environmental Science	3 or higher	3	Elective only
Art History	4 or higher	6	ARTH 151 and 152 / History of Art and Architecture I and II
Studio Art - Drawing	3 or higher	3	Elective only
Studio Art – 2-D Design	3	3	Elective only
Studio Art – 2-D Design	4 or higher	3	ARTZ 111 / Foundations of Studio and Design
Studio Art – 3-D Design	3	3	Elective only

Studio Art – 3-D Design	4 or higher	3	ARTZ 111 / Foundations of Studio and Design
Music Theory	4 or higher	3	Elective only
Chinese Language and Culture	3 or higher	6	CHIN 101 and CHIN 102 / Elementary Mandarin I and II
French Language and Culture	3 or higher	6	FREN 101 and FREN 102 / Elementary French I and II
German Language and Culture	3 or higher	6	GERM 101 and GERM 102 / Elementary German I and II
Italian Language and Culture	3 or higher	6	Meets Foreign Language requirement
Japanese Language and Culture	3 or higher	6	Meets Foreign Language requirement
Spanish Language and Culture	3 or higher	6	SPAN 101 and SPAN 102 / Elementary Spanish I and II
Spanish Literature and Culture	3 or higher	3	Elective only
Statistics	4 or higher	3	MAH 227 / Introduction to Statistics
Physics I	4 or higher	4	PHYS 201 / Principles of Physics
Physics II	4 or higher	3	Elective only
			Physics students and students interested in pursuing Engineering must take the calculus based sequence 211 and 212: see Dr. Petrich for more information.
Physics C – Mechanics	4 or higher	5	PHYS 211 / General Physics I

Physics C – Electricity and Magnetism	4 or higher	5	PHYS 212 / General Physics II
			Physics C tests do not cover all the materials in PHYS 211 and 212 and in some cases the students may be advised to take the college course rather than apply for advanced credit.
Psychology	3 or higher	3	PSYC 101 / Introduction to Psychology
Human Geography	3 or higher	3	Elective only

IMPORTANT NOTE TO STUDENTS WHO MAY ATTEND MEDICAL SCHOOL OR OTHER GRADUATE STUDY FOLLOWING COMPLETION OF UNDERGRADUATE DEGREE:

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

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

International Baccalaureate

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

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

<u>Score</u>	<u>Minimum Credit Hours</u>
28	30 credit hours
27	25 credit hours
26	20 credit hours
25	15 credit hours
24	10 credit hours

Credit will initially be awarded as elective credit, with specific course equivalents designated in consultation with department chairs and the university registrar. In most cases, a mark of 4 (HL) or 5 (SL) on a subject area test will warrant credit for specific equivalencies.

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

IB Exam	Score Required	Hours Granted	Drury Equivalency
Biology SL	5	4	BIOL 110/Cell Biology
Biology HL	5	4	BIOL 110/Cell Biology
Business & Mgmt SL	5	3	MGMT 103/Business Foundations
Chemistry SL	5	3	CHEM 115/General Chemistry
Chemistry HL	5	3	CHEM 115/General Chemistry
Economics SL	5	4	ECON 201/Basic Economic Theory
Ecosystems SL	5	3	NSCI 260/Science Goes Global
English HL	4	3	ENGL 207/Expository Writing
English HL	5	6	ENGL 207/Expository Writing ENGL 204/American Literature
Environ Systems SL	5	3	Elective
Film SL	4	3	Fine Arts – Interpretation
Film HL	4	3	Fine Arts – Interpretation
Foreign Language SL	4	3	SPAN 101/Elementary Spanish I
Foreign Language SL	5	6	SPAN 101 & 102/Elementary Spanish I & II
Foreign Language SL	4	3	FREN 101/Elementary French I
Foreign Language SL	5	6	FREN 101 & 102/Elementary French I & II
Foreign Language HL	5	6	SPAN 101 & 102/Elementary Spanish I & II
Foreign Language HL	6	6	SPAN 201 & 202/Intermediate Span I & II
Foreign Language HL	5	6	FREN 101 & 102/Elementary French I & II
Foreign Language HL	6	6	FREN 201 & 202/Intermediate French I & II
History Americas HL	4	3	HIST 101/United States History to 1865
History Europe HL	4	3	HIST 230/Modern Europe
Math Studies SL	5	3	Math 211/Precalculus

Mathematics SL	5	4	Math 231 Calculus I
Mathematics HL	5	8	Math 231 & 232/Calculus I & II
Music HL	5	3	MUSC 115/Introduction to Music
Music SL	6	3	MUSC 115/Introduction to Music
Performance and Literature	4	3	Fine Arts Invention
Physics HL	5	4	PHYS 201/Principles of Physics
Physics SL	5	5	PHYS 211/General Physics
Psychology HL	4	3	PSYC 101/Introduction to Psychology
Psychology SL	5	3	PSYC 101/Introduction to Psychology
Sports, Exercise and Health Science SL	4	3	EXSP 220/Personal Wellness
Theater HL/SL	5	3	Theater elective
Visual Arts HL	5	3	ARTZ 111/Foundations of Studio and Design
World Religions SL	4	3	Humanities CORE Credit

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.

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. There will be an additional charge for room and board during the short terms.

Summer Session

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

Cancellation of Course Policy

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

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 Office of Academic Affairs, the academic affairs committee and the president of the university.

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

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

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

assignment in which the offense occurred; lowering of course grade; failure in the course; and other actions as the faculty member deems appropriate to a particular case.

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

Review

An offense as documented by the faculty member(s) in question and as reported to the 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.

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.

Financial Affairs

Tuition and Fees 2016-2017

DAY SCHOOL TUITION	Per Credit Hour	Special Rates	Per Semester	Annual or One-time Fees
Tuition deposit - full refund until May 1, forfeited after May 1				\$100
Full time student - 12 to 17 hours			\$12,375	\$24,750
Tuition part time - Day	\$833			
Overload - over 17 hours	\$833			
2016 Summer school tuition, CCPS rate	\$238			
2016 Summer online tuition, CCPS rate	\$299			
DAY SCHOOL FEES				
Required of all full time day school students:				
Full time day student fee, annual fee imposed by Student Senate				\$315
Health center fee			\$95	\$190
Technology fee - full time students (Students starting Fall 2013 and after)			\$250	
Technology fee - full time students (Students starting prior to Fall 2013)			\$55	
Circumstantially required of day school students:				
Part time day-student fee - billed every semester			\$50	
Technology fee - part time students - every semester(Students starting Fall 2013 and after)			\$125	
Technology fee - part time students - every semester(Students starting prior to Fall 2013)			\$55	
New student orientation fee, including all students transferring in Fall (\$75 Spring)				\$150
Hour lesson or full recital		\$400		
Half hour lesson or half recital		\$200		
MUSC 139 and/or MUSC 159-160				\$89
Music Therapy Clinical Fee (MTHP 101, 201, 301 & 401)			\$175	
CCPS, TUITION AND FEES				
Seated classes - undergraduate including summer 2016	\$238			
Online classes - undergraduate including summer 2016	\$299			
Student fee - non-refundable, due at registration			\$27	
Technology fee - (starting Summer 2013, per hour charge)	\$7			
Cox Cohort Nursing			\$5,475	\$10,950
Dual Credit/Dual Enrollment	\$70			
Dual Credit/Dual Enrollment Online	\$90			
Graduate				
MBA Live in weekend - flat rate				\$275
MBA (including \$165 per hour for travel)	\$695			

MED (Master of Education)	\$352			
MA/Crim, MS/Crim	\$468			
MART, summers only	\$352			
MA/COMM	\$453			
MNCL (Master in Nonprofit & Civic Leadership) Starting January 2016	\$453			
CSL (Cyber Security Leadership Certificate)	\$530			
Technology fee - (starting Summer 2013, per hour charge)	\$7			
Seated Cohort <i>graduate</i> tuition = 90% of regular rate	varies			\$-
Graduation fee-Associate & Bachelor degrees				\$60
Graduation fee-Master in Architecture				\$85
Graduation fee – Graduate degrees				\$85
MISCELLANEOUS FEES for ALL students as applicable				
Transcript ordered through National Student Clearinghouse (online)				\$8
Transcript ordered through the Registrar's Office				\$12
Diploma Mailing Fee for Domestic Addresses				\$12
Application fee for domestic CCPS students- waived if online application				\$25
Application fee for domestic Grad students				\$25
Application fee for Grad international students				\$50
International student health insurance fee (Age 24 & Under) Aug1-July 31				\$1,260
International student health insurance fee (Age 25-30) Aug 1-July 31				\$1,515
International student health insurance fee (Age 31-40) Aug 1-July 31				\$3,350
International student health insurance fee (Age 41+) Aug 1-July 31				\$7,000
International student health insurance fee for Athlete (Ages 24 & Under)				\$1,750
International student health insurance fee for Athlete (Ages 25-30)				\$2,000
International student health insurance fee for Athlete (Ages 31-40)				\$4,000
International student health insurance fee for Athlete (Ages 41+)				\$8,250
International student orientation fee Fall & Spring				\$190
Drop/add slip				\$16
Audit fee - not available online	\$105			
Electronic Portfolio Fee (EDUC 201)				\$112
Portfolio Fee (EDUC 649/SCI 620/EDUC 660)				\$59
Student teaching fee (this is in addition to tuition) (additional \$200 for out of the area students)				\$200
Computer Proficiency Exam Fee (MGMT 170)				\$24
Computer Science Fee (CSCI 251, 261, 277, 282, 315, 351, 355, 361, 395, 475, 476, 495, or 496) The Computer			\$150	

Science Fee is only charged once per semester no matter how many classes student takes.				
Laboratory Fee (BSCI 359 & 361))				\$40
GIS Lab Fee (PHYS 0210)				\$50
Breech Enhancement Fee (all grad and udg courses- except MGMT 103/204, ECON 201/335)	\$20			
Animation Lab Fee (ANIM 111)			\$150	
Animation Lab Fee (ANIM 211)			\$150	
Animation Lab Fee (ANIM 311)			\$150	
Animation Lab Fee (ANIM 121)			\$150	
Animation Lab Fee (ANIM 221)			\$150	
Animation Lab Fee (ANIM 321)			\$150	
Animation Lab Fee (ANIM 411)			\$150	
Animation Lab Fee (ANIM 451)			\$150	
Design and Fine Arts Fees				
Architecture Program Fee (ARCH 112)				\$1,000
Architecture Program Fee (ARCH 213)				\$1,000
Architecture Program Fee (ARCH 214)				\$1,000
Architecture Program Fee (ARCH 315)				\$1,000
Architecture Program Fee (ARCH 417)				\$1,000
Architecture Program Fee (MARC 519)				\$1,000
Architecture Program Fee (MARC 520)				\$1,000
Architecture Program Fee (MARC 521)				\$1,000
Architecture Program Fee (MARC 590)				\$1,000
History of Photography (ARTH 360)				\$30
Printmaking Fee (ARTZ 200)				\$115
Weaving I Fee (ARTZ 205)				\$85
Fibers I Fee (ARTZ 206)				\$60
Ceramics I Fee (ARTZ 240)				\$110
Sculpture Fee (ARTZ 250)				\$130
Photography Fee (ARTZ 260)				\$130
Digital Photography Fee (ARTZ 267)				\$130
Weaving II Fee (ARTZ 305)				\$85
Fibers II Fee (ARTZ 306)				\$60
Ceramics II Fee (ARTZ 340)				\$110
Ceramic Mold Making and Slip Casting Fee (ARTZ 341)				\$110
Ceramic Hand Building Fee (ARTZ 342)				\$110
Ceramic Wheel Throwing Fee (ARTZ 343)				\$110
Sculpture Fee II (ARTZ 350)				\$115
Contemporary Sculpture I Fee (ARTZ 351)				\$60
Photography II Fee (ARTZ 360)				\$130
Alternative Photographic Processes Fee (ARTZ 361)				\$130
Commercial Photography Fee (ARTZ 364)				\$130
Digital Photography II Fee (ARTZ 367)				\$130
Theatre Practicum			\$150	
Theatre Practicum			\$150	
Exercise and Sport Science Fees				
Golf Fee (EXSP 140)				\$60

Bowling Fee (EXSP 160)				\$45
Scuba Fee (EXSP 205)				\$215
Program Fees				
Aigina Administrative Fee			\$315	
Aigina Program Fee			\$3,550	
Regents University Program Fee			\$3,550	
Administrative Fee for Exchange Semester Study Abroad Programs			\$315	
Washington Center - program fee			\$2,000	
HOUSING				
Housing deposit - full refund until May 1/Dec 1, forfeited after May 1/Dec 1				\$200
Smith Hall Doubles			\$2,525	
Wallace Hall Doubles			\$2,885	
Sunderland Hall			\$2,995	
Summit Park			\$3,290	
College Park Apts			\$3,325	
College Park Cottages			\$3,470	
College Park Residences/Studio			\$3,570	
Jefferson Park S 3BR			\$3,470	
Jefferson Park S 2BR			\$3,420	
Jefferson Park Studio			\$3,570	
Jefferson Park N 2BR			\$3,520	
Jefferson Park N 2BR-unfurnished			\$3,470	
Jefferson Park N 1BR-unfurnished			\$3,600	
Jefferson Park W 1BR (1225 N. Jefferson)-unfurnished			\$3,790	
Jefferson Park W Studio (1225 N. Jefferson)-unfurnished			\$3,570	
Midtown-1202 N Jefferson			\$3,325	
Midtown-1225 Robb			\$3,450	
Midtown-410 Cal, 1126 Sum (R O'Neil), 1238 Jeff, 416 Cal (Foreign Lang) & 517 Cal (Human)			\$3,290	
Fraternity Houses			\$2,885	
Manley Hall 2BR			\$3,325	
Manley Hall 1BR			\$3,570	
University Suites			\$3,840	
MEALS			Residential	Commuter
45 meal plan + \$130 panther bucks			\$464	\$474
90 meal plan + \$200 panther bucks			\$853	\$870
120 meal plan + \$270 panther bucks			\$1,133	\$1,155
150 meal plan + \$340 panther bucks			\$1,413	\$1,441
180 meal plan + \$340 panther bucks			\$1,608	\$1,639
HOUSING SURCHARGES, regular terms	one semester		two semester	twelve months
Smith & Wallace Halls - Double Room Occupied as a Single	\$900		\$1,800	<i>not available</i>
Smith Upperclass/Gender-Inclusive-Double Room Occupied as Single	\$450		\$900	<i>not available</i>

Fraternity Houses - Double Room Occupied as Single	\$900		\$1,800	<i>not available</i>
Fraternity Houses - Triple Room Occupied as Single	\$1,800		\$3,600	<i>not available</i>
Covered parking space fee				\$240
Manley Hall - family surcharge				\$1,680
Jeff Park N unfurnished-Nonrefundable Pet Deposit				\$300
Jeff Park N unfurnished-Pet Rent				\$300
Summer Housing Fees	per day			
Short-term summer housing (less than 2 summer sessions)	\$18			
Long-term summer housing (minimum 2 summer sessions)	\$10			
Housing Surcharge for Holiday Breaks	per day			
Residence halls & fraternities*	\$18			
* May be waived, see Campus Housing Policy				
Camps and Conference Housing Fees	per night per room			
Drury affiliates:				
Smith, Wallace Double Occupancy	\$12			
Sunderland Single	\$12			
College Park / Summit Park	\$19			
Not Drury affiliates:				
Smith & Wallace	\$23			
Sunderland	\$18			
College Park / Summit Park	\$21			

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.

How Drury Tuition Is Paid

Educational costs are met by Drury families in three ways:

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

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

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

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

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

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

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

Federal College Work-Study

Students are required to visit the Human Resources office at the beginning of the semester to arrange a work assignment. On the 15th of each month, beginning September 15, students will receive a work-study payroll payment for the hours worked after a time record has been approved and submitted by their supervisor. Students may use this money to make payments on their accounts. Billing for tuition and other expenses will not be delayed nor can an account be credited because a work-study payment is expected.

Explanation Of Tuition And Fees

Tuition

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

Student Health Fee

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

Student Fee

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

Technology Fee

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

Part-time Student Tuition and Fees

Covers a portion of the expenditure as listed above for full-time students.

Residential Plans

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

Audit Fee Per Course

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

Tuition for Semester Credit Hours in Excess of 17 Semester Credit Hours

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

Students who enroll for more than 17 semester credit hours per semester are normally required to pay the additional per credit hour fee. However, there are certain exceptions to this policy whereby the student may enroll in certain courses and the additional per credit hour fee is waived. The additional per credit hour fee is not applicable in the case of certain applied music, communication and theatre activities courses. A list of these courses is available in the Registrar's Office or student financial services.

New Student Orientation Fee

Covers the cost of the freshmen orientation program and room and board for the period immediately prior to the start of the fall semester.

International Student Orientation Fee

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

Drop/Add Fee

A special handling fee designed to cover a portion of the special processing cost for students who wish to drop or add a course or courses after the prescribed deadline.

Transcript Fee

A charge to cover the cost of processing a request for a certified transcript copy and mailing to prospective employers and graduate schools. The first transcript received following graduation is free. Unofficial copies of transcripts for currently enrolled students can be obtained at no charge (for students with no balances).

Late Registration Fee

A special handling charge for students who register after the prescribed registration period each semester.

Admission Deposits

All admitted students must pay a deposit to confirm their plans to attend Drury. For commuting students the deposit is \$100 which will be credited to the student's account. Residential students pay \$300; \$100 is a tuition deposit and \$200 is a housing deposit. The tuition and housing deposits are fully refundable until May 1 for the fall semester or December 1 for the spring semester.

Applied Music Fees

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

Scholarships: The Basics

Drury has an extensive scholarship program designed to acknowledge those students who have demonstrated academic excellence, leadership or other special abilities, regardless of need.

To be considered for these awards, students must submit the Drury University Supplemental Scholarship Application and meet the specific requirements for individual scholarships or awards. We encourage all scholarship applicants to submit a Free Application for Federal Student Aid (FAFSA). Students are advised to submit application for scholarships and awards early in their senior year of high school as funding for all these programs is limited.

Drury University and NCAA policies prohibit students who receive athletic awards from receiving other “countable” aid. This includes, but is not limited to, Diversity Scholarships and Residential Scholarships.

Scholarships that are awarded by Drury University are funded by an endowment of the University. The Office of Alumni and Development will contact you at a later date to write an acknowledgment letter to the donor. Acceptance of any award constitutes a student’s agreement to write an acknowledgement letter at the University’s request.

All academic scholarships will be renewed annually providing that all scholarship requirements are met. Trustee, Presidential, and Dean’s Scholarship recipients must maintain satisfactory academic progress at all times and be in good academic standing with the University. If the above criteria are met and the student has carried a full load each semester (minimum 12 hours), the award will be renewed at the end of each academic year for a maximum of four years of college or completion of the bachelor’s degree, whichever is first (except accounting and architecture degree candidates, who are in a five-year program).

Students must be registered for a minimum of 12 hours as of the 100% charge date in each semester to receive their scholarship(s) for that semester. No exceptions to this policy shall be made.

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. Any new information received that would impact a student’s financial aid awards will be evaluated, and the University reserves the right to make adjustments to the student’s aid package or awards.

Scholarships Available

Scholarships are available to new students entering Drury University. Students must be enrolled full-time (12 hours or more per semester) to be awarded Drury scholarships. Drury scholarships may not exceed the cost of tuition. No exceptions to this policy shall be made.

Drury University offers a number of academic scholarships recognizing a student's academic achievements as well as performance and athletic opportunities. To receive full consideration for all scholarships, students should be admitted by December 1. Academic scholarships are not increase after a student has begun enrollment.

Eligibility for Drury Grants and Scholarships

Students must be classified as full-time students as of the 100% charge date in each semester to receive any financial assistance funded by Drury University. Drury grants and scholarships are limited to full-time, undergraduate day school students only. Drury scholarships may not exceed the cost of tuition. Separate financial aid arrangements are available for students enrolled in the College of Continuing Professional Studies. Drury scholarships and grants cannot be applied to off-campus enrichment programs, consortium agreements or foreign study other than at Drury University Center on the island of Aigina, Greece, and Regents College in London and other foreign institutions with which Drury has formalized enrollment agreements. Drury scholarships and financial aid are available to the student during this semester except for activity grants, work-study, residential scholarships, or any other scholarships which may be restricted to on-campus experiences.

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 part by an outside/government agency.

Scholarship Policy For Spring Semester Applicants

Availability of need-based assistance is limited for students who enroll in the spring semester. Those who qualify may receive the Pell Grant and Direct Loan. Application should be made well in advance of the beginning of classes.

There are some scholarships available to students who enroll in the spring semester. Academic scholarships may be granted to spring applicants on a waiting-list basis. No actual scholarship funds will be awarded for the spring semester. While notice of the award is made during the spring, funding does not go into effect until the following fall semester. In order to receive this assistance in the fall, the student must achieve the required academic standing during the spring. The policy regarding awarding scholarships to spring applicants is subject to change without notice if funding becomes unavailable.

Scholarship Policy For Student Athlete Activity Grants

A Drury student who is identified as a student athlete and who has been awarded an activity grant based on athletic ability will not be eligible to receive Drury University funded scholarships or financial aid awards that include, but are not limited to, the Diversity Scholarships, Residential Scholarship, and outside awards in which the major criterion is athletic ability.

A student athlete is not eligible for the aforementioned awards, or for any other types of financial aid that are considered countable aid as defined by the NCAA. A student also forfeits his or her right to receive these awards should they no longer be identified as a student athlete. Student athletes are advised to contact their respective head coach for details regarding athletic activity grants.

Drury has approved this policy to help facilitate the university's compliance effort to enforce NCAA rules and regulations regarding financial aid (NCAA Bylaw, Article 15).

Financial Aid: The Basics

Overview

Financial aid up to the full cost of attendance may be awarded without respect to a student's need by use of certain academic and activity scholarships. Much of Drury's financial aid, however, is awarded on the basis of student need. A student's aid package may consist of federal and state grants, work-study (in which a student is paid for a campus job), loans, a variety of Drury scholarships and grants and any outside scholarships awarded to the student. Drury scholarships and grants cannot be applied to off-campus enrichment programs or foreign study other than at Drury University Center on the island of Aigina, Greece, and Regent's College in London and at other international institutions with which Drury has formalized exchange agreements. Please contact the Study Abroad Office for information regarding specific programs.

Every effort will be made to provide students accepted to Drury sufficient financial aid to enable them to attend. Students living in campus housing may receive financial aid to cover tuition, room, board and fees, but the financial aid in aggregate will not exceed cost of attendance which is separately determined. Students not living in campus housing may receive financial aid to cover tuition and fees, but, again, the amount of aid in aggregate will not exceed cost of attendance.

The FAFSA

Students wishing to file for financial assistance at Drury University must complete both the Free Application for Federal Student Aid (FAFSA) and the Drury University Supplemental Scholarship Application. The FAFSA serves as the application for grant programs and loan programs. The FAFSA can be filed online at www.fafsa.gov. The Drury University Supplemental Scholarship Application can be completed online at www.drury.edu/ssa.

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

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

Determination of Need

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

A financial aid award package will be sent to the student. The award package will include a list of the kinds and amounts of aid that can be offered. The student should study this list carefully and accept all awards by the established deadlines. Awards that are not accepted by the established deadline will be cancelled.

Eligibility of International Students

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

It is important for prospective 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.

Alumni Audit

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

Drury University Policies Regarding Financial Aid

Renewal Of Financial Aid

Academic scholarships awarded without respect to need (except as noted below) will be renewed annually, provided that students make satisfactory academic progress, remain in good academic standing with the University, and maintain full-time enrollment each semester. Satisfactory academic progress will be checked at the end of each spring semester to determine eligibility for scholarship renewal.

Financial aid awarded on the basis of need will be renewed annually, on a first-come, first-served basis, provided that students reapply and are not on academic probation. Students who do not file the FAFSA will lose eligibility for need-based funding from the institution, and from the federal and state governments.

A student who loses an academic scholarship may be considered for other financial aid if he or she is not otherwise on academic probation.

A student who receives financial aid on the basis of need (federal and/or state financial assistance) and who is on academic probation at the end of a year (spring semester) is not eligible to receive state and federal grants and all Drury scholarships and grants while on probation. If such a student continues to attend and subsequently is removed from academic probation, he or she will be considered again for financial aid. All students receiving any type of federal and/or state financial assistance (Title IV Funds) must make satisfactory academic progress each academic year, and must meet all federal requirements to continue receiving aid. A copy of the satisfactory academic progress statement is available on the Financial Aid website.

Any student admitted on academic probation will not be eligible for financial aid until such time as he or she is removed from probation.

Satisfactory Academic Progress (SAP) Policy

This policy is effective with the fall 2011 semester.

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 repeatedly fail to make progress will be suspended from receiving financial aid. Title IV aid recipients must meet the requirements of both university policies related to academic standing, as well as Title IV requirements for Satisfactory Academic Progress. This policy applies equally to all students, regardless of enrollment level, degree program, or academic pursuit.

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

These standards apply only to a student's eligibility for federal financial aid. Refer to the academic policies of Drury University for academic policies that apply to all students regardless of whether they are receiving financial aid.

Pace and Maximum Timeframe Requirements (Quantitative Assessment)

- Calculated by dividing the cumulative number of credit hours the student has successfully completed by the cumulative number of credit hours attempted.
- In order to graduate within the maximum timeframe allowed, students must successfully complete 67% of the cumulative courses they have attempted.
- Only courses in which the student receives academic credit count towards completed hours.
- Students in any academic or degree program 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 eligible for financial aid would be 186.

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 maintaining the required GPA level.

Hours Earned	Minimum GPA Required
0 – 29	1.6
30 – 59	1.8
60 or above	2.0

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 credits attempted and credits earned.

Academic Forgiveness

Academic Forgiveness will not be applicable when reviewing academic progress for financial aid eligibility. This includes overall GPA and SAP requirements.

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 either qualitative or quantitative requirements of satisfactory academic progress will result in automatic termination of aid eligibility for Title IV, HEA programs, unless the student is placed on financial aid warning status, or has successfully appealed to be placed on financial aid probation.

Appeal Process

- Students will be notified at the end of each semester if they are not meeting SAP requirements and they will be required to complete a financial aid appeal.
- The first appeal places the student on financial aid warning status and they are eligible to receive Title IV aid for one payment period.
- A second appeal places a student on financial aid probation and they must complete the appeal process again with supporting documentation.
- Students who were placed on financial aid probation, but who successfully appeal, are eligible to receive Title IV aid for an additional semester but must meet stipulations outlined in the appeal decision (e.g., limited hours or repeating course to raise GPA).
- If a student is making progress on their academic plan but is still below the SAP requirements, a student can be granted extend probation status and continue to receive financial aid as long as appeal stipulations are being met. Failure to make progress and/or failure to follow the academic plan will result in an appeal being denied and loss of financial aid eligibility.
- Extenuating circumstances include (but are not limited to) the death of a family member, illness or injury, or other circumstances beyond the student's control. Appropriate supporting documentation of the circumstance must be provided. Students may not use the same extenuating circumstance for multiple appeals without sufficient documentation of ongoing issues.
- Appeals must include a statement from the student explaining why they did not meet the SAP requirements, what has changed to allow them to meet the requirements in the next semester, an academic plan completed by the student and the advisor, and a statement from the advisor.
- Students who have reached the maximum timeframe due to switching majors, second majors or additional degrees, will be evaluated on a case by case basis through the appeal process.
- Incomplete appeals will not be reviewed.
- Students will receive written notification of the need to appeal, the appeal decision, and subsequent financial aid eligibility via their Drury email address.

- Students who fail to meet SAP requirements for three consecutive semesters may no longer be eligible to receive financial aid.

Reestablishing Eligibility

Students may also reestablish eligibility by enrolling in one or more semesters and successfully completing the course(s) without the assistance of financial aid. When a student's satisfactory academic progress meets both qualitative and quantitative measures outlined in this policy, he or she will once again become eligible to receive financial aid.

Financial Aid: Government Assistance Available

Grants

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

Federal Pell Grant

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. There is a limit to the amount of Pell Grant a student can receive, up to the equivalent of six years of full time enrollment.

SEOG (Federal Supplemental Educational Opportunity Grant)

SEOG is also a federal grant program. Students must be eligible to receive a Pell Grant in order to qualify for an SEOG grant. Funds are limited, and award amounts depend on funding levels established each year by the federal government.

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. The federal government determines loan limits based on a student's dependency status on the FAFSA and the number of credit hours previously completed. The loan interest rate is subject to change, as established by the federal government. Application must be made through Drury University. Loans cannot exceed the cost of attendance minus other financial aid.

This loan program represents an agreement between the university student and the U.S. Department of Education. Loan monies may not be released to the student until the student is fully charged. The loan will be wire-transferred from the Department of Education to the student's account as early as the fourth week of school. After the fourth week of classes, the college will automatically generate and send a refund to BankMobile for any loan monies in excess of the student's account balance. Any change in enrollment may result in a recalculation of loan eligibility, and the student may be responsible for returning funds to Drury.

Subsidized direct loans are available based on financial need that is determined by a federal formula and 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 Plus Loan Program (PLUS)

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

Student Employment on Campus

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

Other Student Employment Opportunities: A variety of campus jobs are available for full-time undergraduate day school students. Students may view and apply for jobs online at www.drury.edu/studentjobs.

For more information about available positions and employment eligibility, contact Human Resources at hrstudent@drury.edu. For questions regarding eligibility for work study, contact Financial Aid at fa@drury.edu.

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, Full Semester and A Block students are free to make any changes to their course schedule in the first two weeks of the term. At 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 the Fall and Spring semesters, B Block students are free to make any changes to their course schedule in the first week of the term. At 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 Summer Semester, Full Semester, A Block, and B Block students are free to make any changes to their schedule in the first week of each term. At 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.

Return of Title IV Funds Policy

Withdrawals and the Return of Title IV Funds

Drury University encourages all students to carefully consider the financial and academic ramifications of withdrawing from any coursework. Federal financial aid regulations require the Financial Aid Office to perform a Return to Title IV recalculation for federal* financial aid eligibility for students who withdraw, drop out, are dismissed, fail to begin enrollment in, or take a leave of absence (and do not return) prior to completing 60 percent of a semester. Students who have completed 60% of the semester have earned their full federal aid eligibility for that term, but a Return to Title IV calculation will still be processed to determine the student's eligibility for a post-withdrawal disbursement.

If a student wishes to withdraw from a course or courses, the designated office the student should contact the Registrar's Office or the branch campus coordinator. Failure to begin attendance in a course does not constitute a formal withdrawal from a course, and students may still incur charges for that course if it is not formally dropped. If the Financial Aid Office becomes aware that a student does not begin attendance in a course in which he or she is enrolled, financial aid eligibility will be recalculated according to actual enrollment. The student will not be formally withdrawn from the course unless he or she follows the appropriate steps to do so.

If a student officially withdraws from Drury University, the student's withdrawal date will be determined by the later of: a. the date the student initiated the withdrawal, or b. the date the student provided official notification to the institution of the intention to withdraw. The institution's determination of the date that the student has withdrawn is the date that the student officially withdraws.

If a student unofficially withdraws (ceases attending), the student's withdrawal date will be determined by the date of the student's last attendance at an academically related activity. Faculty members report students who cease attending classes, as well as the last date of attendance at an academically related activity, for the purpose of unofficial withdrawals. Students who attend a sufficient number of academically related activities to earn a grade of F in a course will not be considered unofficial withdraws. If a student is administratively withdrawn, or withdraws due to circumstances beyond the student's control, the date of the action or circumstance will be used.

The institution's determination of the date that the student has withdrawn is the date that the school becomes aware the student has ceased attendance.

A student who previously indicated an intent to withdraw may rescind that intention in writing. However, students who unofficially withdraw during a semester will be subject to a Return to Title IV calculation. Any unearned funds that were disbursed must be returned within 30 days, and the student will probably owe a balance to Drury. If a student is determined to be eligible for additional aid at the time of unofficial withdrawal, Drury University will process a post-withdrawal disbursement, in accordance with United States Department of Education regulations.

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

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

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

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

Aid will be returned in the following order: Unsubsidized Loans, Subsidized Loans, Perkins Loan, Direct PLUS Loans, Pell Grant, FSEOG, TEACH Grant, Iraq Afghanistan Service Grant; or as required by the United States Department of Education. Funds will be returned as soon as possible but no later than 45 days after the date of the institution's determination that the student withdrew. When aid is returned, the student may owe an outstanding balance to the university. The student should contact the Financial Services Office to make arrangements to pay the balance.

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

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.

Note to Students Receiving VA Educational Benefits

Minimum Standards for Veterans Education

Veterans or eligible people must be formally admitted during the first semester enrolled and must maintain a 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.

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.

Student Billings

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

Explanation of Student Billing

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

Payment Policy

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

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

Students with a prior semester balance 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
Springfield, MO 65802

Or email studentfs@drury.edu.

Consequences of Non-Compliance with Payment Policies

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

Failure to return financial aid award acceptance by announced deadlines.

- Money will be given to another student immediately.

Failure to make initial payment for semester tuition.

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

Failure to meet appropriate payment dates.

- The total bill becomes due and payable immediately.
- An administrative fee of \$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.

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.

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.

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.

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.

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.

Student Affairs

Food Services

Meal Plans for 2016-2017

The university meal plans are listed below. These meal (block) plans give the student the ultimate in flexibility and control.

45 Blocks with \$130 Panther Bucks*

90 Blocks with \$200 Panther Bucks

120 Blocks with \$270 Panther Bucks

150 Blocks with \$340 Panther Bucks

180 Blocks with \$340 Panther Bucks

*Note: This meal plan is not an option for students in residence halls, unless residing in the Smith Suites upperclassmen community.

(There are approximately 16 weeks per semester.)

Block Plans

The block plans are based on meals per semester instead of meals per week. Your meal plan blocks can be used at the Commons only. You can swipe your card for family and friends, too. Your unused Meal Plan Blocks do not roll over from the fall semester to the spring semester.

Panther Bucks and Debit Dollars

Panther Bucks are monies that can be used for purchases in the CX and the Commons. Your unused Panther Bucks roll over from the fall semester to the spring semester only.

Debit Dollars are additional monies that may be purchased in addition to the meal plan. Debit Dollars may be used in Carbon Copy, the CX and the Commons. Unused Debit Dollars roll from the fall semester to the spring semester and may be refunded at the end of the academic year. All Debit Dollars purchased are tax exempt. Debit Dollar deposits can be made at www.drury.edu/deposit or at Student Financial Services in Burnham Hall.

Campus Exchange

The CX (Campus eXchange) is located in Springfield Hall and is a perfect place for students to meet to work on projects, study or just to relax.

The CX offers menu items ranging from grill items that are cooked to order, to the “Grab n’ Go” menu items which include pre-packaged entrée salads and sandwiches.

Students can also enjoy a variety of Starbucks freshly brewed beverages.

Hours for the CX can be found online at <http://www.drury.edu/food-services/Campus-eXchange/>.

FSC Commons

The Commons Dining Hall features a robust menu of fast-food items, made-to-order deli, main plate comfort foods, global tastes ethnic food bars, vegan entrées, wellness entrées, as well as an extensive salad bar and a dessert station.

The Commons also features weekly seasonal special events and provides “to go” services as needed. Arrangements can be made for individual consultations concerning any dietary need, such as sports nutrition, weight control, food allergies or medically prescribed diets.

Bookstore

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

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

Identification Cards

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

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 personality, interest, skills and values assessments. Additional resources include access to an online job posting system, on-campus interviewing, job fairs, resume assistance, mock interviews, workshops, internships and job search strategies.

Information about graduate and professional education 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 office at (417) 873-7284 or career@drury.edu.

Panther Health Clinic

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

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

A nurse practitioner is available from 9:00 a.m. until 3:30 p.m. Monday through Friday when classes are in session. Students who need to see a doctor may be referred to the Family Medical Care Center. This family practice residency program is a part of Cox Health Systems and is located a short distance from campus in Cox North Hospital. Lab fees, x-rays and any necessary procedures will be charged to individual students or to their insurance carrier and must be paid at the time of the visit. After-hours emergency visits are referred to the Cox Medical Center North emergency room and are the financial responsibility of the student and the student's family.

In case of illness, students should contact the Panther Clinic between 9:00 a.m. and 3:30 p.m. At other times students may contact the head resident of their hall or the Dean of Students office. It is not mandatory to contact these people in case of illness or accident before proceeding to the hospital, but they should be notified as soon as possible.

Olin Library

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

Off-Campus Library Services (OCLS)

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

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

Library services available:

- Prompt delivery of books, articles and videos owned by the Olin Library
- Online interlibrary loan for materials owned by other libraries
- Research assistance 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
- 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 180,000 unique titles held by the Olin Library, and thousands of electronic book titles

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 64 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 www.drury.edu/writing-center.

Computer Labs

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

Student Counseling

The Counseling Office works with faculty, staff and students to design programs, activities and policies that lead students to become actively involved with the institution and their own education and to create an atmosphere where intellectual and personal development are integrated.

Personal counseling is provided to assist students who have specific emotional, social or academic concerns that interfere with their ability to learn and to adjust to college. Counseling is confidential and is provided at no cost to the student. Counselors may assist students with stress management, resolution of interpersonal conflicts with family and peers, personal goal setting and other concerns. Referral to community based resources is also made available.

The counseling center is located in Findlay Student Center, room 114, and is available by phone at (417) 873-7457.

Diversity Support Services

Diversity Support Services provides programs and activities that promote and celebrate diversity and inclusion. One of the primary responsibilities of this office is to help domestic minorities adjust to campus life (mentoring, advising, counseling, etc.). The office also conducts diversity education (training) for various groups on campus. In addition, the office works with faculty, staff and students who have programs or activities that promote inclusion. The diversity office is not just meant for minority students; anyone part of the Drury community is welcome.

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

Disability Services

Drury University is committed to providing a hospitable and supportive environment to qualified students with diagnosed disabilities and to comply fully with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Services for students with disabilities are coordinated by the director of disability services. To begin the process of planning for success, students are encouraged to present appropriate and current documentation of their disability within the last three years before their first semester of classes.

Accommodations will be determined by the director of disability services based on the documentation. Students will be empowered to communicate this disability and classroom learning needs to their faculty each semester. The director of disability services is the initial contact for a grievance of accommodations.

The director of disability services may be contacted by visiting Findlay Student Center, room 114 or by calling (417) 873-7457.

Ed Derr

Director of Counseling, Disability Services & Testing

<http://www.drury.edu/disability-support-services/about-disability-support-services/>

Brochure: http://www.drury.edu/dss/pdf/dss_brochure.pdf

(417) 873-7457

FSC 114

ederr@drury.edu

Religious Life

Drury University is related both to the Christian Church (Disciples of Christ) and the United Church of Christ. Both church traditions are committed to an expression of faith that affirms intellectual inquiry and respects the integrity of different religious communities. As a result, all religious life programming at the college is voluntary and ecumenical. The college chaplain directs a weekly Chow and Chapel series, coordinates religious groups on campus, provides a forum for the discussion of religious and moral questions and encourages student involvement in community service. Drury students are invited to participate in a local religious community of their choice.

Co-Curricular Programs

Student Government

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

Student Activities Office

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

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

Study Abroad and International Programs

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

Community Outreach and Leadership Development

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

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

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

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

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

First-Year Experience

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

International Support Services

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

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

Testing

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

- The Miller Analogies Test (MAT)
- The Residual ACT
- 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 Burnham Hall room 103.

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.

University Guests

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

Policies and Procedures

Health Insurance

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

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

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

All international students enrolled at Drury University are required to purchase the student health plan offered through the university. A waiver of this requirement can be requested and must be renewed annually in the fall. A student's prior insurance benefits must be equal to or greater than the Drury plan. Apply annually for a waiver through the ISS office within the first two weeks of the fall semester (or spring semester for new spring students).

Student Records

In accordance with Public Law 83-380, Family Educational Rights and Privacy Act of 1974 (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, director of academic planning, financial aid, career planning and development, student health service and dean of students. Notwithstanding the above list, certain records are not available for inspection. These include: financial records of parents, confidential letters of recommendation, personal records of educational personnel (e.g., instructor's grade book), security records and medical or other professional records.

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

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

If a student has reason to believe that his or her records are in any way inaccurate, misleading or otherwise in violation of the student's right to privacy, a hearing may be requested through the Office of Academic Affairs. A review panel will afford the student a full opportunity to present

evidence in support of the challenge and will render a decision within a reasonable time after the hearing.

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

Change of Name, Address, and Marital Status

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

Withdrawal

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

Medical Withdrawal

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

Official Leave

Students who wish to interrupt their degree program for a special internship or learning experience outside the regular curriculum should request, in writing, the permission of the Office of Academic Affairs.

Non-Discrimination/Harassment Policy and Complaint Procedures

Approved by Board of Trustees 5-16-14, Updated 10-1-15

I. General Statement

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

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

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

- Written or verbal abuse or threats
- Crude comments, jokes, or innuendo
- Taunts or intimidation
- Shouting, bullying or ridiculing
- Undermining of performance
- Offensive phone calls, texts or photos
- Touching, hitting or other physical contact

II. Applicability

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

III. Filing a Complaint

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

Coordinator - Non-Discrimination / Harassment

Director of Human Resources
Drury University
900 North Benton Avenue
Burnham Hall – Room 107
Springfield, MO 65802
417-873-7854
ssiebert@drury.edu

Deputy Coordinator - Non-Discrimination / Harassment

V.P. for Academic Affairs / Dean of the College
Drury University
900 North Benton Avenue
Burnham Hall – Room 200
Springfield, MO 65802
417-873-7391
scombs@drury.edu

Deputy Coordinator - Non-Discrimination/Harassment

V.P. for Student Affairs / Dean of Students
Drury University
900 North Benton Avenue
Findlay Student Center – Room 201
Springfield, MO 65802
417-873-7215
tjulian@drury.edu

Any employee or student who believes he or she has been subjected to discrimination or harassment on the basis of a protected class may initiate a complaint by filing a written complaint with the Coordinator - Non-Discrimination/Harassment detailing: (1) the date(s) and time(s) of the alleged conduct; (2) the names of all persons involved in the alleged conduct, including possible witnesses; (3) pertinent facts of the incident; and contact information for the complainant so that the University may follow up appropriately. If the complaint is to be filed against the Coordinator then the complaint should be filed with one of the Deputy Coordinators specified above.

Administrators, supervisors and faculty members who receive a report or complaint of discrimination or harassment, or witness what they perceive to be discrimination or harassment, are mandated to immediately report such information to the Coordinator - Non-Discrimination/Harassment. Staff members and students who witness what they perceive to be discrimination or harassment, or receive other information regarding an incident of discrimination or harassment, are encouraged to report such information to the Coordinator - Non-Discrimination/Harassment.

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

IV. Good Faith Complaints

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

V. Non-Retaliation

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

VI. Confidentiality

The University endeavors to maintain confidentiality with respect to the complaint and investigation to the degree that it can be maintained while conducting a thorough investigation, but the University

may be hindered in its ability to investigate a complaint if the person bringing the complaint requests complete confidentiality.

To enable confidentiality, those processing the complaint and all parties to the investigation must maintain the confidentiality of information obtained during a complaint, including the name of the person who filed the complaint and other information received during the processing of the complaint.

VII. Investigation

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

A. Commencement of the Investigation

After receiving the complaint, the Coordinator - Non-Discrimination/Harassment will give a copy of the complaint to the V.P. for Student Affairs or the V.P. for Academic Affairs (as appropriate depending on whether the respondent is a student, staff member or faculty member) (“Investigating Officer”) who will review the complaint and commence an investigation as soon as practicable but not later than seven (7) days after the complaint is made. During the course of the investigation, the Investigating Officer may consult with appropriate University personnel and outside counsel.

B. The Content of the Investigation

During the investigation, the complainant will have the opportunity to describe his or her allegations and present supporting witnesses or other evidence. The respondent will have the opportunity to respond to the allegations and present supporting witnesses or other evidence. The Investigating Officer will review the statements and evidence presented and may, depending on the circumstances, interview others with relevant knowledge, review documentary materials, 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.

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

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

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

C. Non-Attorney Support Person For Cases Involving Students

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

D. Interim Measures

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

E. Findings Of The Investigation

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

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

1. Finding "No Violation"

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

2. Finding "Inappropriate Behavior Not Rising To The Level Of A Violation"

There may be a determination that the behavior investigated did not violate the Non-Discrimination/Harassment Policy, but was inappropriate, unprofessional, or violated some other University policy. The Coordinator - Non-Discrimination/Harassment may determine that such inappropriate behavior merits discipline, ongoing monitoring, coaching, or other appropriate action. If so, the Coordinator - Non-Discrimination/Harassment may refer the matter to any appropriate

administrator, dean or other manager for further proceedings or disciplinary measures consistent with University policy.

3. Finding “Violation”

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

F. Special Procedure Concerning Complaints Against The President, The Coordinator - Non-Discrimination/Harassment, and Administrators Senior To Coordinator - Non-Discrimination/Harassment

If a complaint involves alleged conduct on the part of the University President, the Executive Committee of the Board of Trustees will designate an appropriate person to conduct the investigation required by these procedures. The written report of the investigation will be presented to the Executive Committee of the Board of Trustees, which will prepare and issue the written determination and implement any appropriate and reasonable measures. The determination issued by the Executive Committee of the Board of Trustees is final, unless the President or the complainant provides a written letter of appeal to the full Board of Trustees within ten (10) days of his/her receipt of the Executive Committee’s written determination and in accordance with Sections VIII.A. and VIII.B., below. The full Board of Trustees will issue a resolution on the matter within twenty-one (21) days and the resolution will be final and not subject to further appeal. The full Board of Trustees shall issue a short and plain, written statement of the resolution of the appeal. The written statement shall be provided to the complainant, the President, and the Coordinator – Non-Discrimination/Harassment within three (3) days of the resolution.

If a complaint involves alleged conduct on the part of the Coordinator - Non-Discrimination/Harassment or any administrator senior to the Coordinator - Non-Discrimination/Harassment, 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 ten (10) days of his/her receipt of the President’s written determination and in accordance with Sections VIII.A. and VIII.B. below. The Executive Committee of the Board of Trustees will issue a resolution on the matter within twenty-one (21) days and the resolution will be final and not subject to further appeal. The Executive Committee of the Board of Trustees shall issue a short and plain, written statement of the resolution of the appeal. The written statement shall be provided to the complainant, respondent, and the Coordinator - Non-Discrimination/Harassment within three (3) days of the resolution. If the Coordinator - Non-Discrimination/Harassment is the respondent, a copy of the resolution should also be given to one of the Deputy Coordinators to ensure it is properly filed.

G. Timing Of The Investigation

The University will endeavor to conclude its investigation and resolution of the complaint within sixty (60) days of receiving it. Both the complainant and the respondent will be given periodic updates

regarding the status of the investigation. If either the complainant or respondent needs additional time to prepare or to gather their witnesses or information, they shall notify the Investigating Officer in writing explaining how much additional time is needed and why it is needed.

H. Rights Of The Parties

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

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

VIII. Appeals

A. Grounds For Appeal

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

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

B. Method Of Appeal

Appeals must be filed with the President within ten (10) days of receipt of the written determination of the complaint. The appeal must be in writing and contain the following:

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

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.

C. Resolution Of The Appeal

The President will resolve the appeal within fifteen (15) days of receiving it and may take any and all actions that he or 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. The written statement shall be provided to the complainant, respondent, and the Coordinator - Non-Discrimination/Harassment within three (3) days of the resolution.

VIII. Documentation

Throughout all stages of the investigation, resolution, and appeal, the Investigating Officer, the Coordinator - Non-Discrimination/Harassment, and the 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.

IX. Intersection With Other Procedures

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

Title IX -Sexual Misconduct Policy

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, Executive Vice President and Provost 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: Pearsons Hall, Room 308, (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 Colleague Letter issued by the U.S. Department of Education, available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf>.

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.

Right to Dismiss

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

Student Complaint Guidelines

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

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

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

Code of Conduct

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

Part of the goal of a college education is to grow one's awareness and appreciation of the ideals of human life, in one's ability to consider the long run consequences of one's acts, and the degree to which one can assume responsibility for 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.

PROCEDURES FOR STUDENT CONDUCT ADMINISTRATION

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

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

PROCESS OVERVIEW

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

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

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

This documentation could include, but is not limited to:

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

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

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

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

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

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

There are other situations which based upon the circumstances may result in immediate action taken by the Student Affairs Division staff, the Dean of Students or the Drury University Judicial Board assigned sanctions remain in effect until the Judicial Board Hearing process is completed and a final decision is rendered.

JUDICIAL BOARD HEARINGS

Judicial Board members consist of trained faculty, staff and students. Faculty, staff, and students are appointed by the Dean of Students from a pool of eligible candidates. The Drury University Judicial Board is composed of:

- Three faculty/staff members
- Six students, who are selected based on their involvement with Governing Student Organizations (Residence Life Association, Interfraternity Council, and Panhellenic Council).
- The Dean of Students, who serves as ex-officio and Judicial Board Coordinator.

Every effort will be made to ensure that each accused student is given a fair and objective judicial hearing. Part of this will be limiting conflicts of interest between a board member and an accused student (i.e. the accused student's academic advisor being on the board, accused student in a board member's academic discipline, accused student having a personal friendship with a board member, etc.) Board members are trained to excuse themselves if there is a significant conflict of interest. Should the accused student feel a conflict of interest may exist, they should immediately bring this to the attention of the Director of Residence life or Dean of Students, upon receipt of the hearing notice.

JUDICIAL BOARD HEARING PROCEDURES

The following procedures will be followed in any case, which results in a hearing before the Judicial Hearing Board {"Board"}. University Judicial Hearings are not legal proceedings, therefore, neither the student nor the University may have legal counsel present at the hearing.

1. The accused student will be given written notice of the date and place of the Hearing.
2. The student is entitled to appear in person before the Board to defend against the charges. If the student elects not to appear, the Board will reach its decision on the basis of information available to it at the Hearing.
3. The student or the University may request that witnesses competent to give testimony relevant to the specific charges preferred, be called to testify before the Board. Written or tape recorded statements, rather than personal testimony by witnesses before the Board, may be permitted at the Board's discretion when extenuating circumstances prevent the appearance of a witness. Failure of a witness to be present at the time of the Hearing, except in extenuating circumstances, will not be grounds to delay the proceedings.
4. The Judicial Board may accommodate concerns for the personal safety, wellbeing, and/or fears of confrontation of the Complainant, Accused Student, and/or other witnesses during the hearing by providing separate facilities, by using a visual screen, and/or by permitting participation by telephone, videophone, closed circuit television, videoconferencing, videotape, audiotape, written statement, or other means, where and as determined in the judgment of the Dean of Students and/or Judicial Board to be appropriate.
5. The University's case will be presented by the Director of Residence Life, Director of Safety & Security, or designee, who may ask questions of any witness.
6. The student may invite a member of the Drury University Faculty or Professional Staff to be present throughout the Hearing, as an advisor. The advisor's role in the hearing is limited. The advisor is not permitted to directly address the members of the hearing board or any witnesses. The advisor may not offer any testimony to the Judicial Board.
7. The Complainant, Accused Student and his or her advisors, if any, shall be allowed to attend the entire portion of the Disciplinary Hearing at which information is received except deliberations (except when the board feels this presents safety concerns).
8. The Board's determination will be made on the basis of whether it is more likely than not that the accused student violated the Student Code of Conduct or university policy, which is equivalent to the "preponderance of the evidence" standard.
9. The Board shall make an appropriate record of the proceedings and this record shall be available to the accused upon his/her request; however, it may not leave the Dean of Students Office or Office of Student Conduct. Board Hearings shall be tape recorded in their entirety. Following the Hearing and during the appeal period, the student and/or advisor present throughout the Hearing may listen to the tape in the Dean of Student's office. Recordings of Board Hearings and decisions shall be filed in the Office of the Dean of Students.
10. At the conclusion of a Hearing, the Board members shall meet in closed session to determine its decision. If the student is found responsible of violating the Community

Standards, the Board shall consult with the Dean of Students prior to determining a sanction or censure.

11. The student or student organization and campus advisor will be notified of any assigned sanctions by the Director of Student Conduct or the Dean of Students by email to the Drury University email account and may also include an official Drury letter within three (3) business days. The notification will indicate specific charges and violations. It will also indicate the decision, findings and sanctions, if applicable, with any relevant information such as specificity and deadlines

APPEAL PROCEDURES

Students who wish to dispute the outcome of a Judicial Board Hearing may appeal their case to the President of the University. To initiate the appeal process, the student must submit their appeal to the Dean of Students or the Director of Residence Life, within 24 hours from the decision notice. An appeal must contain complete justification and details about why the student feels an appeal should be granted. The President will review all of the documents related to the case, hearing, and sanction assessment, and will take one of the following two actions: 1) Affirm the decision of the original hearing board 2) Amend the decision of the hearing board. **All decisions made by the President are FINAL.**

SANCTIONS

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

Sanctions may include but are not limited to:

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

Violators of certain policies will be subject to sanctions ranging from official letters of warning and reprimand to disciplinary suspension from the university, according to the severity of the offense. Sanction information listed in the Community Standards Handbook is not intended to be all-inclusive. There are other situations, which based upon the circumstances-including, but not limited to the nature and the severity of the situation-may result in and require immediate or additional action to resolve the incident. The Student Affairs Division professional staff may modify the sanctions to be more beneficial and educational for the students or organizations involved.

PENALTIES FOR NON-COMPLETION OF SANCTIONS

University approved restitution relating to non-completion of sanctions may include but are not limited to:

- **Career counseling:** Minimum \$50 fine for each career counseling session not completed by required completion date or not upholding the standards of the Career Center sanction supervisor.
- **CHOICES class:** \$100 fine for not satisfactorily completing the requirements of the CHOICES alcohol-education class.
- **Community service hours:** \$25 fine per hour, up to \$250 maximum, for assigned service hours by required completion date or not upholding the standards of the site supervisor.
- **Counseling:** Minimum \$50 fine for each counseling session not completed by required completion date or not upholding the standards of the Drury Counseling Office.
- **Disciplinary probation:** Student may have limited involvement in extra-curricular activities.
- **Disciplinary suspension from the university:** Student may be removed from university property by the Drury University security staff and could be arrested for trespassing.
- **Educational sanctions:** Minimum \$50 fine for each educational assignment not completed by required completion date or not upholding the standards listed by the educational sanction completion supervisor.
- **Fines:** Fines are assessed to the Drury University business account. Not paying these fines limits semester class registration and may limit a student's ability to graduate.
- **Loss of participation and privileges in campus activities:** Minimum \$50 fine for continued participation in campus organizations listed as part of the sanctioning process. The campus organization may also have their Drury University business account frozen for allowing continued participation and may be limited from receiving future SGA funding.
- **Parent notification:** The Student Affairs Division staff or the Dean of Students completes parent notification. Providing inaccurate parent contact information is a violation of the Community Standards and may result in additional sanctions.
- **Peer mentoring:** Minimum \$50 fine for each peer mentoring session not completed by required completion date or not upholding the standards listed by the peer mentor supervisor.
- **Professional assessment:** Minimum \$150 fine for each professional assessment session not completed by required completion date or not upholding the standards listed by the professional assessment site.
- **Removal or restricted access from campus housing:** Student and student belongings may be removed from university property by the Drury University security staff and students could be arrested for trespassing. Student will pay for housing and meal plan costs for the semester in which they were removed.
- **Restitution:** Restitution charges are assessed to the Drury University business account. Not paying these fines limits semester class registration and may limit a student's ability to graduate.

RESPONSIBILITY & COOPERATION FOR REPORTING INCIDENTS

Any person who feels that 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.drurv.edu/informationreport. Drury will investigate all reported incidents and take appropriate action.

Students, university employees and other Drury citizens are required to cooperate fully with any investigation by or at the request of Drury University. Full cooperation is defined as complying with

the requests of the university at the time of the incident and throughout the duration of the investigation. These requests include, but are not limited to: being available for formal questioning relating to the incident, releasing relevant information to the university and allowing university officials access to information surrounding the incident which may directly impact the safety and security of Drury students, university employees and other Drury citizens.

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

PENALTIES FOR NON-COOPERATION

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

Cooperation provides a vehicle for the complete and accurate understanding of the incident under investigation, protects the excellence of the educational and social environment, and assists in determining the appropriate action for correction of any damages resulting from inappropriate behavior.

University definitions of non-cooperation include, but are not limited to:

- Failure to provide a valid University ID, or other valid identification upon the request of any University official, employee, or residence life staff member
- Failure to make a reasonable, positive effort to remove themselves from the environment where these standards are being violated
- Giving false testimony or other evidence at a campus disciplinary or other administrative proceeding
- Failure to appear for a scheduled meeting, administrative hearing, or Judicial Board hearing
- Hindering the reporting process for any incident, whether the student was directly or indirectly involved

Drury University approved restitution relating to noncooperation during an investigation may include but is not limited to:

- Students found to be deliberately non-cooperative, or fraudulent in their statements, may be subject to three times the minimum sanction.
- Based on the nature and severity of the incident, students found to be deliberately non-cooperative may also be subject to disciplinary probation or suspension from the university.

Campus Housing Policy

Drury University recognizes the value of residential living to the total educational process and therefore requires full-time day school undergraduate students to live in campus housing or in fraternity houses.

Once a student moves into a residence, he or she accepts accommodations and board as a contractual agreement with the university for the full academic year, or as specified on the housing contract.

- To be eligible for campus housing, students must be 17 or older upon Move-In.
- No one may move in or out of campus housing without the approval of the Housing Office. Approval is granted first through the Housing Office, and then it is referred to the Dean of Students.
- The Housing Office makes room assignments. While every effort will be made to assign compatible individuals, the decision of the Housing Office is final. The student participant in a housing contract agrees to accept the roommate(s) assigned to him or her.
- In case of a vacancy in a double or triple room, the remaining occupant may elect to pay the private room fee (if space permits) or the occupant may be requested to move to another room, or may be assigned a new roommate. Fraternity houses are NOT exempt from this policy.
- Residents may not sublease units and only residents who have signed contracts are considered legal occupants.
- Residence halls and fraternity houses are closed over fall, Thanksgiving, winter and spring breaks. Students without outstanding judicial sanctions may sign up to stay in their residence. Break housing fees will be assessed to the student's account, unless the student's permanent address is 200 miles or further from campus.
- Students residing in apartment-style housing may stay during fall, Thanksgiving and spring breaks. Apartment-style residents may stay in housing during winter break only if contracted for the entire academic year. Students residing in apartment-style housing for just the fall or spring must move out at the conclusion of their semester.
- At the conclusion of the contract, all personal property must be removed from the residence and the residence must be cleaned by the deadline advertised, even if the resident has signed a new contract and is returning to the same unit at a later date. The university does not provide storage space.
- The University reserves the right to cancel any housing contract at any time.
- If a student becomes ineligible to live in campus housing for any of the following reasons, refunds are not granted after signing a housing contract:
 - Disciplinary action or violation of university policy
 - Withdrawal from Drury
 - Academic suspension from Drury
 - Change in marital status
 - Birth or adoption of a child
 - Extenuating circumstances as deemed by the Dean of Students

Exemption from Housing Policy

Full-time undergraduate day students who desire to live off campus for the upcoming academic year must submit a "Request for Exemption from the University Housing Policy" to the Housing Office by the advertised deadline. Students 21 and over will receive priority for off-campus housing, but are not guaranteed approval.

Full-time day school students may apply to live off campus if they meet specific criteria.

- Residing with a parent in the primary household within 30 miles of Drury
- Aged 21 or older at the start of the academic year

- Married
- Have a child
- Medical condition that cannot reasonably be accommodated in student housing
- Extenuating circumstances
- Veteran status or currently serving in the U.S. military

Students who do not receive email permission to be exempt from the housing policy will be required to fill out a housing contract in the Housing Office; an on-campus bed and meal plan will be assigned. Students will not be able to register unless the Housing Office has an approved exemption form or a housing contract on file. Failure to receive permission to live off campus through the exemption process does not release students from the financial obligation of room and board. Exemptions are only granted by academic year. Each spring, students must reapply to live off campus prior to registering for the upcoming summer and/or academic year. Do not commit to an off-campus lease until you receive official release from the Housing Office. Housing exemption forms and contracts are available in MyDrury.

Housing Holds on Student Account

Full-time undergraduate day school students who do not participate in the annual housing sign-up process or exemption process will have a housing hold placed on their account. A housing hold prevents course registration. Housing holds will be released when the Housing Office receives a student's required paperwork.

Housing Deposit & Refund

To obtain campus housing, a \$200 room deposit is required of each resident. This fee is not covered by full-ride scholarships.

New students should send the housing deposit with the housing contract to:
 Drury University Admission Office
 900 N. Benton Ave.
 Springfield, MO 65802

Returning students should participate in the Housing Sign-Up process in the spring, and should submit contracts in MyDrury. Students who currently live on campus will not need to pay another housing deposit.

New fall admits who drop prior to May 1 will get their deposit back in full. New spring admits who drop prior to December 1 will get their deposit back in full.

Students with clean, undamaged rooms who follow proper check-out procedures and turn in their keys will have their deposits carried forward to the next academic year. The deposit will be refunded after graduation or when a student leaves Drury, assuming he/she follows proper check-out procedure and does not have an outstanding balance with the University.

Residential Plan Refund Policy

Housing Contract Cancellation – Withdrawal or enrollment change

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

Housing Contract Cancellation – Exempting after a contract is signed

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

Current Students – Those with academic year housing contracts or fall-only contracts

If a 2016-17 Request for Exemption is received on or before the exemption deadline (April 8, 2016) there is **NO** contract cancellation fee.

If a 2016-17 Request for Exemption is received after the exemption deadline (April 8, 2016), but prior to fall move-in, the student will be charged a \$500 contract cancellation fee.

If a 2016-17 Request for Exemption is received on or after fall move-in and by the schedule change deadline (September 2, 2016), the student will be charged:

- \$500 contract cancellation fee
- the nightly room rate until date of formal check-out
- the prorated cost of the meal plan

If a 2016-17 Request for Exemption is received after the schedule change deadline (September 2, 2016), the student will be charged:

- \$500 contract cancellation fee
- the nightly room rate until date of formal check-out
- the entire cost of the fall meal plan
- 40% of the remaining room rent for the entire academic year

Newly Admitted Students - Entering Drury at the fall semester with academic year housing contracts or fall-only contracts

If a 2016-17 Request for Exemption is received on or before the exemption deadline (July 31, 2016) there is **NO** contract cancellation fee.

If a 2016-17 Request for Exemption is received after the exemption deadline (July 31, 2016) but prior to fall move-in, the student will be charged a \$500 contract cancellation fee.

If a 2016-17 Request for Exemption is received after fall move-in and by the schedule change deadline (September 2, 2016), the student will be charged:

- \$500 contract cancellation fee
- the nightly room rate until date of formal check-out
- the prorated cost of the meal plan

If a 2016-17 Request for Exemption is received after the schedule change deadline (September 2, 2016), the student will be charged:

- \$500 contract cancellation fee
- the nightly room rate until date of formal check-out
- the entire cost of the fall meal plan
- 40% of the remaining room rent for the entire academic year

Newly Admitted Students - Entering Drury at the spring semester AND Current students with a spring-only housing contract

If a 2016-17 Request for Exemption is received on or before the exemption deadline (December 1, 2016), there is NO contract cancellation fee.

If a 2016-17 Request for Exemption is received after the exemption deadline (December 1, 2016), but prior to spring move-in, the student will be charged a \$500 contract cancellation fee.

If a 2016-17 Request for Exemption is received on or after spring move-in day and by the schedule change deadline (January 27, 2017), the student will be charged:

- \$500 contract cancellation fee
- the nightly room rate until date of formal check-out
- the prorated cost of the meal plan

If a 2016-17 Request for Exemption is received after the schedule change deadline (January 27, 2017), the student will be charged:

- \$500 contract cancellation fee
- the nightly room rate until date of formal check-out
- the entire cost of the fall meal plan
- 40% of the remaining room rent for the entire academic year

Campus Alcohol Policy

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

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

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

Individual Regulations

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

12. Student Organization Funds: Under no circumstances may student organization funding be used to purchase alcohol.
13. Greek Organizations: Greek organizations, including students residing in the Fraternity Quadrangle, are required to follow the Fraternal Information and Programming Guidelines (FIPG) and Drury University Greek Life Policies when planning social events that involve alcohol.
14. O'Reilly Family Event Center: Events held at the O'Reilly Family Event Center, a freestanding auxiliary enterprise, are subject to guidelines and regulations outlined by specific contracted events.

Online Resources

1. Confidential Reporting:

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

2. Drury University Policies and Procedures:

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

3. Missouri Statutes:

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

Educational Program Opportunities

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

Medical Amnesty Policy ("Good Samaritan Clause") Relating to Alcohol and Drugs

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

Responsibility and Cooperation for Reporting Incidents

Any person who feels that 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") Relating to Alcohol and Drugs

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

Responsibility and Cooperation for Reporting Incidents

Any person who feels that 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.

Commercial Activity Policy

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

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

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

Solicitation Guidelines

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

Commercial Activity and Vendor Sponsorship Guidelines

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

Signing Contracts

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

Contract Approvals

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

University Involvement

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

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

Animals On Campus Policy

SERVICE ANIMAL POLICY GENERAL GUIDELINES

Service animals may accompany students, employees, and visitors with disabilities to Drury University events, activities, and locations with rare exceptions. Local, state, and federal laws regulate the use of service animals at Drury University.

SERVICE ANIMALS: According to the U.S. Department of Justice, service animal means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

On a case by case basis. Drury University may also permit the use of a housebroken miniature horse by an individual with a disability if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability.

Persons wishing the University to consider use of a miniature horse should Director of Disability Support Services.

SPECIFIC PROVISIONS - SERVICE ANIMALS

A. Generally, Drury University will permit the use of a service animal by individuals with disabilities. Drury University may ask an individual with a disability to remove a service animal from the premise if (1) the animal is out of control and the animal's handler does not take effective action to control it; or (2) the animal is not housebroken. If a service animal is properly excluded under this provision, the individual with a disability will be given the opportunity to participate in Drury University's service, program, or activity without having the service animal on the premises.

B. A service animal may be excluded if Drury University makes an individualized assessment based on reasonable judgment and best available objective evidence that the service animal poses a direct threat to the health or safety of others that cannot be mitigated by reasonable modifications.

C. A service animal must be immunized against diseases common to that type of animal.

D. A service animal must be under the control of its handler (e.g., harness, leash, voice control, signals, or other means).

E. Student is responsible for the care, well-being, and supervision of a service animal at all times.

F. An entity shall not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. An entity may ask: (1) If the animal is required because of a disability and (2) what work or task the animal has been trained to perform. An entity shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, a public entity may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's

wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

G. Individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of a public entity's facilities where members of the public, participants in services, programs or activities, or invitees, as relevant, are allowed to go.

H. A public entity shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If a public entity normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her service animal.

SUPPORT ANIMAL ACCOMMODATION POLICY

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

Students seeking to bring an emotional support animal to their residence need to provide Drury's Disability Support Services office (DSS) with documentation from a licensed medical or mental health provider that indicates the species of the animal and affirmatively answers the following two questions:

1. Does the person seeking to use and live with the animal have a disability - i.e., a physical or mental impairment that substantially limits one or more major life activities?
2. Does the person making the request have a disability-related need for an assistance animal? In other words, does the animal work, provide assistance, perform tasks or services for the benefit of a person with a disability, or provide emotional support that alleviates one or more of the identified symptoms or effects of a person's existing disability?

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

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

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

Emotional support animals are required to be housebroken, be in good health and vaccinated per all applicable laws, and under adult control at all times. Emotional support animals may not infringe upon the right of other tenants to enjoy their residence (allergies, noise, odor, phobias,

scratching, chewing, etc.). More species-specific obligations will be outlined in the emotional support agreement.

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

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

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

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

Technology Resources Usage Policy

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

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

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

Responsibility

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

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

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

Each computer user is responsible for taking reasonable care for the security of 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.

Academic Programs

Accounting

Breech School of Business Administration
Robin Sronce, Dean

The Breech School of Business Administration functions on the undergraduate level as the department of business administration. It also offers a master in business administration degree (M.B.A.) at the graduate level.

The undergraduate majors (accounting, economics, finance, management and marketing) of the Breech School of Business Administration are dedicated to providing academic preparation consistent with the highest professional standards and liberal arts tradition of Drury University. Majors in the five subject areas provide students the opportunity to learn and grow while gaining a deepening understanding of the role of business and economics in our society. The programs emphasize the development of effective leaders capable of analyzing values, thinking critically, communicating effectively, making sound decisions, integrating theoretical and practical knowledge, exercising personal and social responsibility, appreciating the value of lifelong learning, and understanding business and its many positive contributions to a global society.

The Breech School of Business Administration offers lower-division courses that contribute to the liberal education of the student, whatever the area of study. A minor is also available in business administration. However, the business administration minor is not available for students majoring in accounting, economics, finance, management, or marketing.

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. Engage 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 300/400) with prefixes of ACCT, ECON, FINC, MGMT and MKTG.

To be admitted to the Breech School of Business Administration, a student must:

1. Be officially admitted to Drury University.
2. Complete an official declaration of major form indicating the major, minor or special program that the student intends to pursue. 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
ECON 201	Basic Economic Theory
MATH 227	Introduction to Statistics
MGMT 170	Computer Proficiency Exam (must achieve grade of 'S')
MGMT 250	Management Information Systems choose one of the following:

Choose one of the following:

MATH 230	Business Calculus
MATH 231	Calculus I

5. Have a 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 offering 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.

Accounting Major

Bachelor Of Business Administration

Students pursuing the bachelor of business administration degree (BBA) with a major in accounting are required to complete the following course requirements:

Drury CORE	39-43* hrs.
BBA Tool Courses	25 hrs.
BBA Core Courses	21 hrs.
Accounting Major Requirements	33 hrs.

Electives 2-6 hrs.

Total BBA hours required for degree 124-128 hrs.

**Drury CORE hours have been reduced from 45-49 to 39-43 as credit hours (6-7) are included in the BBA Tool Courses hours.*

BBA Tool Courses

All students pursuing a BBA degree with a major in accounting are required to complete the following tool courses:

ACCT 209	Principles of Accounting	3 hrs.
ACCT 210	Accounting for Management	3 hrs.
ECON 201	Basic Economic Theory	4 hrs.
MATH 227	Introduction to Statistics	3 hrs.
MGMT 103	Business Foundations	3 hrs.
MGMT 170	Computer Proficiency Exam	0 hrs.
MGMT 204	Organizational Behavior	3 hrs.
MGMT 228	Analytical Methods	3 hrs.
MGMT 250	Management Information Systems	3 hrs.

BBA Core Courses

All students pursuing a BBA degree with a major in accounting are required to complete the following core courses:

ACCT 480	Professional Business Experience (For more information, refer to the section on Internships)	3 hrs.
FINC 331	Corporate Finance	3 hrs.
MGMT 205-208	Study Abroad	0 hrs.
MGMT 301	Leadership and Organizations	3 hrs.
MGMT 319	Business Law and Ethics	3 hrs.
MGMT 424	Business Simulation Workshop	3 hrs.
MGMT 446	Strategic Management	3 hrs.
MKTG 337	Marketing	3 hrs.

Major Requirements

Students earning a BBA degree with a major in accounting must also complete the following courses for the major:

ACCT 307	Intermediate Accounting I	3 hrs.
ACCT 308	Intermediate Accounting II	3 hrs.
ACCT 310	Tax Service I	1 hr.
ACCT 321	Federal Taxation I	3 hrs.
ACCT 322	Federal Taxation II	3 hrs.
ACCT 355	Accounting Information and Cost Management Systems	3 hrs.
ACCT 403	Auditing Principles and Procedures	3 hrs.
ACCT 409	Intermediate Accounting III	3 hrs.
ACCT 410	Tax Service II	1 hr.
MGMT 320	Commercial Law and Ethics	3 hrs.

Choose one of the following: 4 hrs.

ECON 311	Price Theory	4 hrs.
ECON 312	Aggregate Economic Analysis	4 hrs.

Choose one of the following: 3 hrs.

ACCT 412	Advanced Accounting	3 hrs.
ACCT 429	Governmental and Not-for-profit Accounting	3 hrs.

The following courses are recommended electives for further study for accounting majors:

ACCT 404	Advanced Auditing	3 hrs.
ACCT 420	Issues in Public/Corporate Accounting	3 hrs.

Students may find it necessary to spend more than four years at Drury University in order to complete the accounting major.

Students desiring to sit for the Uniform CPA exam in Missouri, as well as many other states, must complete 150 hours of education. Students seeking CPA exam candidacy must complete the courses outlined above for the accounting major in addition to completing elective courses to total a minimum of 150 semester hours. This program usually requires more than four years of study.

The faculty of the Breech School reserve the right to modify the above program and degree requirements at any time.

Animal Studies

Department of Behavioral Sciences

Vickie R. Luttrell, chair

Patricia A. McEachern, program director

The minor in animal studies seeks to provide students with a specialized, in-depth understanding of animals' lives and the intersection of their lives with humans, historically and in contemporary societies. This interdisciplinary minor is comprised of six courses including animal ethics (the foundational, team-taught, interdisciplinary course), animals and society, animal law, social movements, animals in literature, and an animal studies internship.

Animal Studies Minor

An animal studies minor requires a minimum of 18 credit hours.

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

ANML 212	Animal Ethics	3 hrs.
ANML 303	Animals and Society	3 hrs.
ANML 305	Animal Law I	3 hrs.
SOCI 306	Social Movements	3 hrs.
ANML 310	Animals and Literature	3 hrs.
ANML 397/398/497/498	Internship	3 hrs.

Animation

Department of Communication
Jonathan Groves, chair

Animation is everywhere—cartoons, movies, and television, on billboards and Jumbotron, in classrooms and museums, in health care settings, simulators and courtroom. As a consequence of its ubiquity, students who turn towards animation will find not only an interdisciplinary outlet for their creative impulse but one that also positions them well for a wide variety of careers. Thus students graduating from the program will be prepared for graduate study or careers as animation artists in film or television, or a range of other options in professional industry.

Bachelor of Arts in Animation

The animation major must complete a total of 53 credit hours consisting of 27 credit hours in animation and 26 credit hours in the humanities and arts.

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

<i>Foundational Interdisciplinary Creative Courses</i>		<i>15 hrs.</i>
ARTH 293	History of Animation	3 hrs.
ARTZ 111	Foundations of Studio and Design	3 hrs.
ARTZ 123	Drawing I	3 hrs.
COMM 216	Multimedia Storytelling	3 hrs.
ENGL 266	Creative Writing I-Fiction	3 hrs.

Elective Interdisciplinary Creative Courses *9 hrs.*

Select 3 from the list below:

Any other ARTZ course		3 hrs.
ARCH 154	Why Cities Matter	3 hrs.
ARCH 225	Introduction to Computers in Architecture	3 hrs.
ARCH 233	Introduction to Building Systems	3 hrs.
ENGL 235	The History of Film	3 hrs.
ENGL 366	Creative Writing II-Fiction	3 hrs.
MUSC 101	Introduction to Composition I	1 hr.
MUSC 102	Introduction to Composition II	1 hr.
THTR 140	Acting I	3 hrs.
THTR 282	Acting II	3 hrs.

Animation Specific Coursework

Concentrations in 2D Traditional Animation & 3D Computer Animation

Foundational Animation Courses *9 hrs.*

(Courses meet 3 times a week for 2 hours)

ANIM 111	Animation I	3 hrs.
ANIM 121	Computer Animation I	3 hrs.
ANIM 161	Principles of Animation	3 hrs.

Additional Animation Requirements 18 hrs.

Concentration Coursework *6 hrs.*

(Courses meet 2 times a week for 2 hours)

ANIM 211	Animation II	3 hrs.
ANIM 311	Animation III	3 hrs.

Or

ANIM 221	Computer Animation II	3 hrs.
ANIM 321	Computer Animation III	3 hrs.

Elective Animation Courses 6 hrs.

Senior Capstone 6 hrs.

(Courses meet once per week for 3 hours-Must be taken over two consecutive semesters)

ANIM 411 Animation Capstone I 3 hrs.

ANIM 451 Animation Capstone II 3 hrs.

Internship

Students will be strongly encourage to complete an internship to fulfill one of their Engaged Learning Requirements.

Architecture

*Hammons School of Architecture
Robert Weddle, Dean*

The Hammons School of Architecture (HSA) offers two major degrees: an accredited five-year first professional Master of Architecture and a four year pre-professional Bachelors of Science in Architectural Studies.

The HSA M. Arch degree is accredited by the National Architectural Accrediting Board (NAAB), which requires that all accredited programs post the following statement:

In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may require a pre-professional undergraduate degree in architecture for admission. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Drury University, Hammons School of Architecture, offers the following NAAB-accredited program: M. Arch. (168 total credit hours; minimum 36 master's-level credit hours)

The courses required by both architecture degrees are integrated with the Drury Core, the general education curriculum of the university. This integrated curriculum provides a rigorous design-focused education within a broad liberal arts context. Accordingly, the curriculum requires all students to complete internships, to participate in community-engagement studios, and to study abroad in an approved architecture-based international program.

Admission

The first two years of the curricula outlined below in the recommended courses of study constitute the lower-division portion of the curricula. Enrollment in the first year of the lower division is based upon acceptance to the university. Admission to the upper division requires a cumulative grade point average of 2.75 and the completion of the following courses with a grade of C- or better: ARCH 112, ARCH 124, ARCH 213, ARCH 214, ARCH 225, ARCH 233, ARCH 234, ARCH 251, ARCH 252, ARTZ 111, ARTZ 123, CORE 101, Drury Foundations, CORE 103, MATH 211 (or equivalent or higher), and PHYS 201.

Performance Requirements

Because the architecture curricula are sequentially structured, it is important to fully review and understand the co-requisites and pre-requisites for all courses. Students are encouraged to meet with an advisor at least each semester in order to review plans and progress toward graduation. Student progress is reviewed at the end of each semester to assure prerequisites have been completed with acceptable grades (minimum C-) before students are allowed to advance to the next year-level of the program.

The grade of "I" (incomplete) in any prerequisite course will necessitate the completion of that work and receipt of a final satisfactory grade prior to the first day of any course requiring the

prerequisite. Students who have not completed the prerequisite for any ARCH or MARC course as of the first day of class will not be permitted to continue in the course.

Upper division students must maintain a cumulative GPA of 2.75. Students whose GPA drops below 2.75 must make progress each semester toward re-achieving the 2.75 GPA. Any further decline in GPA will result in removal from the architecture program. No ARCH or MARC designated course shall count toward graduation without a grade of C- or better. Failure to make a C- or better in any ARCH or MARC designated course after two tries will result in removal from the architecture program.

Degree Options

Most students considering careers in architecture should follow the requirements and courses of study described below for the Master of Architecture degree. This five-year program leads to a nationally accredited professional degree meeting the requirements for eventual licensure.

For various reasons, some students may prefer the four-year non-accredited pre-professional Bachelor of Science in Architectural Studies. Since the courses of study for these two degrees are identical for the first seven semesters of either program, students may freely declare or change major paths at any point prior to applying for graduation. It is important that students carefully consider the ramifications of degree-path selection, since the B.S.A.S. degree will require a subsequent graduate-level accredited professional degree from another institution prior to licensure. Students receiving the Drury B.S.A.S. degree will not be eligible to also receive the Drury M. Arch. Degree, since both are considered undergraduate degrees. Degree-path options and selections should be discussed carefully with advisors, and students opting for the B.S.A.S. path who have particular career goals may benefit from consulting advising plans available in the office of the HSA Associate Dean.

Master of Architecture Degree Requirements

In order to earn the M. Arch. degree, students must:

1. Earn a minimum total of 168 credit hours.
2. Satisfy all Drury Core curriculum requirements.
3. Complete, with a minimum grade of C-, all of the following required courses: ARTZ 111, ARTZ 123, MATH 211 (or equivalent, or higher), PHYS 201, ARCH 112, ARCH 124, ARCH 213, ARCH 214, ARCH 225, ARCH 233, ARCH 234, ARCH 251, ARCH 252, ARCH 253, ARCH 315, ARCH 334, ARCH 335, ARCH 356, ARCH 417, ARCH 418, ARCH 426 (or ARCH 428), ARCH 427, ARCH 456 (or ARCH 458), ARCH 461, ARCH 467, MARC 519, MARC 520, MARC 521, MARC 538, MARC 539, MARC 557, and MARC 569.
4. Complete, with a minimum grade of C-, at least 9 credit hours of MARC electives
5. Complete a minimum of 12 credit hours of Free Electives with designations other than ARCH or MARC.
6. Complete an approved international architecture program experience with a minimum duration of 5 weeks.
7. Complete 360 hours of approved internship experience.

Bachelor of Science in Architectural Studies Degree Requirements

In order to earn the B.S.A.S. degree, students must:

1. Earn a minimum total of 124 credit hours.
2. Satisfy all Drury Core curriculum requirements.
3. Complete, with a minimum grade of C-, all of the following required courses: ARTZ 123, MATH 211 (or equivalent, or higher), PHYS 201, ARTZ 111, ARCH 124, ARCH 213, ARCH 214, ARCH 225, ARCH 233, ARCH 234, ARCH 251, ARCH 252, ARCH 253,

ARCH 315, ARCH 334, ARCH 335, ARCH 356, ARCH 417, ARCH 418, ARCH 426 (or ARCH 428), ARCH 456 (or ARCH 458), ARCH 461, and ARCH 467.

4. Complete a minimum of 12 credit hours of Free Electives with designations other than ARCH.
5. Complete an approved international architecture program experience with a minimum duration of 5 weeks.
6. Complete 360 hours of approved internship experience.

International Architecture Program Requirement

The required International Architecture Program experience may be met either by spending a semester at the Drury Center in Greece, by participating in a Drury short-term summer study-abroad architecture program, or by participating independently in an approved architecture-based program located outside the United States and operated by an institution other than Drury. The minimum requirements for approved programs are that the program must be at least 5 weeks in duration, and must include both ARCH 426/428 and ARCH 456/458 or equivalents. A student wishing to satisfy the International Architecture Program requirement with a non-Drury program must make a written proposal to the HSA International Studies Committee no later than October 15th of the year of admission to the upper division (usually the student's 3rd year).

Internship Requirement

The required 360 hours of approved internship must take place after completion of 60 hours of coursework and prior to admission to the fifth year of the program. This experience satisfies one of the two Engaged Learning experiences required by the Drury Core curriculum. Internship experience is documented through enrollment in and completion of the ARCH 461 Architecture Internship course.

Recommended Course of Study for the Master of Architecture

Lower Division:

1st Year – Fall Semester

ARTZ 111	Foundations of Studio and Design	3 hrs.
ARTZ 123	Drawing	3 hrs.
ARCH 251	History of Architecture, Urbanism and Art I	3 hrs.
CORE 101	Drury Seminar	3 hrs.
MATH 211	Precalculus (or equivalent or higher)	3 hrs.
Total		15 hrs.

1st Year – Spring Semester

ARCH 112	Architectural Design II: Proportion, Scale and Space	5 hrs.
ARCH 124	Architectural Representation	2 hrs.
ARCH 252	History of Architecture, Urbanism and Art II	3 hrs.
CORE 103	Drury Explorations	1 hr.
Drury Foundations		3 hrs.
HU or SS Div. Req., Ethics, or Free Elective		3 hrs.
Total		17 hrs.

2nd Year – Fall Semester

ARCH 213	Architectural Design III: Concept, Environment and Site	5 hrs.
ARCH 233	Introduction to Building Systems	3 hrs.
PHYS 201	Principles of Physics	4 hrs.
EXSP 220	Personal Wellness	2 hrs.
HU or SS Div. Req., Ethics, or Free Elective		3 hrs.
Total		17 hrs.

2nd Year – Spring Semester

ARCH 214	Architectural Design IV: Human Needs and Activities	5 hrs.
ARCH 225	Introduction to Computers in Architecture	3 hrs.
ARCH 234	Structures I	3 hrs.
ARCH 356	History of Modern Architecture	3 hrs.
HU or SS Div. Req., Ethics, or Free Elective		3 hrs.
Total		17 hrs.

*Upper Division:***Study Abroad Option 1: Drury Center in Greece**

(Attendance at the Drury Center in Greece may take place either the 3rd Year Spring semester or 4th Year Fall semester. 3rd Year Spring and 4th Year Fall coursework can be interchanged accordingly.)

3rd Year – Fall Semester

ARCH 315	Architectural Design V: Synthesis	5 hrs.
ARCH 253	Theories of Architecture	3 hrs.
ARCH 334	Structures II	3 hrs.
ARCH 335	Environmental Systems I	3 hrs.
GREE 101	Elementary Greek I	3 hrs.
Total		17 hrs.

3rd Year – Spring Semester – Drury Center in Greece

ARCH 418	Architectural Design VII: Urban Context	5 hrs.
ARCH 426	Travel Journal: Mediterranean Cultures	3 hrs.
ARCH 456	Culture and Place: The Greek Legacy	3 hrs.
GREE 102	Elementary Greek II	3 hrs.
CORE 201	Global Foundations	3 hrs.
Total		17 hrs.

4th Year – Fall Semester

ARCH 417	Architectural Design VI: Community Studies	5 hrs.
ARCH 427	Professional Communication	3 hrs.
ARCH 467	Facility Programming	3 hrs.
HU or SS Div. Req., Ethics, MARC or Free Elective		3 hrs.
HU or SS Div. Req., Ethics, MARC or Free Elective		3 hrs.
Total		17 hrs.

4th Year – Spring Semester

MARC 519	Architectural Design VIII: Comprehensive Studio	5 hrs.
MARC 538	Environmental Systems II	3 hrs.
MARC 539	Structures III	3 hrs.
HU or SS Div. Req., Ethics, MARC or Free Elective		3 hrs.
HU or SS Div. Req., Ethics, MARC or Free Elective		3 hrs.
Total		17 hrs.

Summer Study between 4th and 5th years

ARCH 461	Architecture Internship	0 hrs.
----------	-------------------------	--------

5th Year – Fall Semester

MARC 520	Architectural Design IX: Exploration	5 hrs.
MARC 557	Architecture Senior Seminar	3 hrs.

HU or SS Div. Req., Ethics, MARC or Free Elective	3 hrs.
HU or SS Div. Req., Ethics, MARC or Free Elective	3 hrs.
HU or SS Div. Req., Ethics, MARC or Free Elective	3 hrs.
Total	17 hrs.

5th Year – Spring Semester

MARC 521 Architectural Design X: Thesis	5 hrs.
MARC 569 Professional Practice	3 hrs.
HU or SS Div. Req., Ethics, MARC or Free Elective	3 hrs.
HU or SS Div. Req., Ethics, MARC or Free Elective	3 hrs.
HU or SS Div. Req., Ethics, MARC or Free Elective	3 hrs.
Total	17 hrs.

Study Abroad Option 2: Summer Traveling Program

3rd Year – Fall Semester

ARCH 315 Architectural Design V: Synthesis	5 hrs.
ARCH 253 Theories of Architecture	3 hrs.
ARCH 334 Structures II	3 hrs.
ARCH 335 Environmental Systems I	3 hrs.
Foreign Language	3 hrs.
Total	17 hrs.

3rd Year – Spring Semester

ARCH 417 Architectural Design VI: Community Studies	5 hrs.
ARCH 427 Professional Communication	3 hrs.
ARCH 467 Facility Programming	3 hrs.
Foreign Language	3 hrs.
HU or SS Div. Req., Ethics, MARC or Free Elective	3 hrs.
Total	17 hrs.

Summer Study Abroad Program

ARCH 428 Journaling: Urban Form in the Global Context	3 hrs.
ARCH 458 Culture and Place: The Theoretical and Historical Context	3 hrs.
Total	6 hrs.

4th Year – Fall Semester

ARCH 418 Architectural Design VII: Global Studio	5 hrs.
HU or SS Div. Req., Ethics, MARC or Free Elective	3 hrs.
HU or SS Div. Req., Ethics, MARC or Free Elective	3 hrs.
HU or SS Div. Req., Ethics, MARC or Free Elective	3 hrs.
Total	14 hrs.

4th Year – Spring Semester

MARC 519 Architectural Design VIII: Comprehensive Studio	5 hrs.
MARC 538 Environmental Systems II	3 hrs.
MARC 539 Structures III	3 hrs.
HU or SS Div. Req., Ethics, MARC or Free Elective	3 hrs.
HU or SS Div. Req., Ethics, MARC or Free Elective	3 hrs.
Total	17 hrs.

Summer Study between 4th and 5th years

ARCH 461 Architecture Internship	0 hrs.
----------------------------------	--------

5th Year – Fall Semester

MARC 520	Architectural Design IX: Exploration	5 hrs.
MARC 557	Architecture Senior Seminar	3 hrs.
HU or SS Div. Req., Ethics, MARC or Free Elective		3 hrs.
HU or SS Div. Req., Ethics, MARC or Free Elective		3 hrs.
HU or SS Div. Req., Ethics, MARC or Free Elective		3 hrs.
Total		17 hrs.

5th Year – Spring Semester

MARC 521	Architectural Design X: Thesis	5 hrs.
MARC 569	Professional Practice	3 hrs.
HU or SS Div. Req., Ethics, MARC or Free Elective		3 hrs.
HU or SS Div. Req., Ethics, MARC or Free Elective		3 hrs.
HU or SS Div. Req., Ethics, MARC or Free Elective		3 hrs.
Total		17 hrs.

Recommended Course of Study for the Bachelor of Science in Architectural Studies:

Students wishing to graduate with the B.S.A.S. should follow the recommended M. Arch. course of study through their 4th year fall semester. The 4th year spring semester is available to these students to take any courses needed to meet Drury Core requirements or to satisfy career goals. It is recommended that students combine the B.S.A.S. requirements with minors, other majors, or coursework in fields complementary to architecture. The HSA publishes advising plans to assist students in choosing complementary coursework.

Consideration of Transfer Credit

Transfer students seeking advanced placement in the studio sequence must submit a portfolio and transcripts. Transfer students, at the judgment of the faculty, may be admitted to the upper division on a probationary status for one semester, with subsequent full admission depending on performance.

Architecture Program Fees

Students participating in either the upper or lower divisions of the M. Arch. or B.S.A.S. curriculum are assessed Architecture Program Fees in the amount of \$1000 per semester based on enrollment in the following architectural design studios: ARCH 112, ARCH 213, ARCH 214, ARCH 315, ARCH 417, MARC 519, MARC 520, and MARC 521. Fees support curricular and extra-curricular program enhancements consistent with maintaining a nationally accredited Master of Architecture program.

Dual Degree Options

Students may choose to use Free Electives and Divisional Requirements to obtain a minor or additional major in conjunction with the Master of Architecture, or to meet the undergraduate prerequisites for the dual Master of Architecture/Master in Business Administration degree option that is offered in collaboration with the Breech School of Business Administration. For the dual degree option in Business Administration, students are required to complete 22 credit hours of undergraduate business courses and one additional year and summer at the graduate level in the Breech School of Business Administration. 30 graduate hours are required for the Master in Business Administration degree.

Architecture Minor

A minor in architecture is available for students not obtaining the Master of Architecture degree. The Architecture Minor is structured with the intention of providing maximum flexibility for individual student needs while providing a basic understanding of curriculum content.

The required courses for the minor are:

ARTZ 111	Foundations of Studio and Design	3 hrs.
ARCH 112	Architectural Design II	5 hrs.
ARCH 251	History of Architecture, Urbanism and Art I	3 hrs.
ARCH 252	History of Architecture, Urbanism and Art II	3 hrs.
Two additional ARCH courses at the 200 level or above		6 hrs.

Art History

*Department of Fine and Performing Arts
Allin Sorenson, chair*

The program in art history offers:

1. Introductory courses designed to develop appreciation and increased understanding of the fine arts and their contribution to the cultural life of society.
2. Advanced courses leading to an academic major or minor in art history, design arts or fine arts.
3. Special programs formulated to prepare the student for graduate study or a professional career.
4. Support courses leading to a professional degree in architecture and state certification in art education.

The department of art and art history offers three majors leading to a Bachelor of Arts degree. A student can major in art history, design arts or fine arts. General requirements for the art history major, as well as the specific courses offered, are listed below.

The Art History Major

The art history major must complete 27 hours of coursework: 12 hours of required courses and 15 hours of elective courses.

Prior to selecting a major, students should consult with their advisor and the chair 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 wish to develop an appreciation and increased understanding of the various roles that the visual arts have played in different historical contexts from the prehistoric period to the present. This major is also appropriate for students who are considering application to graduate school for art history, museum studies, art criticism or art-architectural conservation. It is strongly recommended that art history majors spend a semester studying abroad.

Please note that ARTH 495 Capstone Research should be taken in the fall semester of the year the student graduates.

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

Introductory Course 3 hrs.

Choose one course from the following: 3 hrs.

ARTH 151 History of Art and Architecture I 3 hrs.

ARCH 251 History of Architecture, Urbanism and Art I 3 hrs.

Required Courses 6 hrs.

ARTH 152 History of Art and Architecture II 3 hrs.

ARTH 495 Capstone Research 3 hrs.

Studio Course 3 hrs.

Choose one ARTZ course 3 hrs.

<i>Select five courses from the following:</i>		<i>15 hrs.</i>
ARCH 252	History of Architecture, Urbanism and Art II	3 hrs.
ARCH 356	History of Modern Architecture	3 hrs.
ARCH 426	Travel Journal: Mediterranean Cultures	3 hrs.
ARTH 305	Ancient Art and Architecture	3 hrs.
ARTH 310	Medieval Art and Architecture	3 hrs.
ARTH 315	Renaissance Art and Architecture	3 hrs.
ARTH 316	Venice and the Veneto	3 hrs.
ARTH 320	Baroque Art and Architecture	3 hrs.
ARTH 350	Modern Art	3 hrs.
ARTH 356	Contemporary Art	3 hrs.
ARTH 360	History of Photography	3 hrs.
ARTH 362	History of Museums and Collecting	3 hrs.
ARTH 364	The Printed Book as Art and Artifact, 1450 to 1850	3 hrs.
ARTH 370	Asian Art and Architecture	3 hrs.
ARTH 371	Early Islamic Art and Architecture	3 hrs.
ARTH 373	Indigenous Arts and Cultures	3 hrs.
ARTH 380	Field Studies: Art History	3 hrs.
ARTH 390, 490	Selected Topics	3 hrs.
ARTH 395	Historiography	3 hrs.
ARTH 410	The Medieval Architect: Practice and Product	3 hrs.
ARTH 411	Medieval Women: Image, Text, Experience	3 hrs.
ARTH 391, 392, 491, 492	Research	3 hrs.
ARTH 397, 398, 497, 498	Internship	3 hrs.

Art History Minor

The art history minor must complete 18 hours of coursework: 6 hours of required courses and 12 hours of elective courses.

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

ARTH 151	History of Art and Architecture I	3 hrs.
ARTH 152	History of Art and Architecture II	3 hrs.

<i>Choose four from the following:</i>		<i>12 hrs.</i>
ARCH 251	History of Architecture, Urbanism and Art I	3 hrs.
ARCH 252	History of Architecture, Urbanism and Art II	3 hrs.
ARCH 356	History of Modern Architecture	3 hrs.
ARCH 426	Travel Journal: Mediterranean Cultures	3 hrs.
ARTH 300	Prehistoric Artifacts and Culture	3 hrs.
ARTH 305	Ancient Art and Architecture	3 hrs.
ARTH 310	Medieval Art and Architecture	3 hrs.
ARTH 315	Renaissance Art and Architecture	3 hrs.
ARTH 316	Venice and the Veneto	3 hrs.
ARTH 320	Baroque Art and Architecture	3 hrs.
ARTH 350	Modern Art	3 hrs.
ARTH 356	Contemporary Art	3 hrs.
ARTH 360	History of Photography	3 hrs.
ARTH 362	History of Museums and Collecting	3 hrs.
ARTH 364	The Printed Book as Art and Artifact, 1450 to 1850	3 hrs.
ARTH 370	Asian Art and Architecture	3 hrs.
ARTH 371	Early Islamic Art and Architecture	3 hrs.

ARTH 373	Indigenous Arts and Cultures	3 hrs.
ARTH 380	Field Studies: Art History	3 hrs.
ARTH 395	Historiography	3 hrs.
ARTH 410	The Medieval Architect: Practice and Product	3 hrs.
ARTH 411	Medieval Women: Image, Text, Experience	3 hrs.
ARTH 290, 390, 490	Selected Topics	3 hrs.

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

Students are required to complete a "Permission to Register for Special Coursework" form to enroll in Research (ARTH 391, 392, 491, 492) or ARTH 495 Capstone Research.

Arts Administration

*Department of Fine and Performing Arts
Allin Sorenson, chair*

The arts administration major provides students with an interdisciplinary education focused around themes important to the arts and arts administration including management in live theatres; museums; galleries; festivals; cultural entrepreneurship endeavors; and the television, film and recording industry.

The major is jointly administered with the Art and Art History, Music, Theatre, and English departments. Courses include real-world projects with local arts agencies to better prepare students for internships and careers in the field.

All Arts Administration majors are required to major in one additional area, or minor in two areas (one of which must be an arts discipline), of the following:

Majors:

Art History
Graphic and Digital Design
Fine Arts
Music
Theatre
Writing

Minors:

Art History
Business Administration
Communication
Entrepreneurship
Fine Arts
Graphic and Digital Design
History
Medieval and Renaissance Studies
Music
Theatre
Writing

The hours required in the Arts Administration major in addition to all other hours required by the general education curriculum and the student's chosen discipline can readily be accomplished within a four-year plan.

Arts Administration Major

The arts administration major must complete 33 hours of coursework.

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

AADM 101	Introduction to Arts Administration	3 hrs.
AADM 393	Arts Administration Practicum I	3 hrs.
AADM 394	Arts Administration Practicum II	3 hrs.
ACCT 209	Principles of Accounting	3 hrs.
COMM 221	Multimedia Writing	3 hrs.
COMM 433	Strategic Writing for Advertising and Public Relations	3 hrs.
MGMT 170	Computer Proficiency Exam (Must achieve a grade of 'S')	0 hrs.
MGMT 476	Nonprofit Organizations	3 hrs.
AADM 390	Selected Topics in Arts Administration*	4-6 hrs.
AADM 397/398/497/498	Internship	3 hrs.

Choose two courses from the following electives: 5-6 hrs.
AADM 284 Audience Connection 2 hrs.

AADM 450	Arts Criticism	3 hrs.
AADM 465	Cultural Policy	3 hrs.
AADM 475	Stakeholder Development	3 hrs.

Prior to registration for MGMT 476, students are required to complete the Permission to Enroll in Upper-Division Breech School Courses form and may be required to complete the form to waive prerequisites. Arts Administration majors may request a waiver of the prerequisites for COMM 433.

* Selected topics should be confirmed with the coordinator of arts administration for consideration as major credit.

The following courses are recommended electives for further study for arts administration majors.

ARTH 362	History of Museums and Collecting	3 hrs.
COMM 231	Integrated Brand Management	3 hrs.
ENGL 301	Theory and Practice	3 hrs.
THTR 468	Advanced Projects in Production and Design	3 hrs.

Asian Studies

Department of History, Philosophy and Religion

Hue-ping Chin, program director

This multi-disciplinary program offers courses from different departments to help students understand the cultures, languages, belief systems and history in East Asia. Students must complete eighteen credit hours to earn a minor in Asian Studies. We strongly encourage students to study abroad as a means of fulfilling the language component and the elective requirements.

Asian Studies Minor

The Asian studies minor requires a minimum of 18 credit hours.

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

<i>Required Courses:</i>		<i>9 hrs.</i>
CHIN 101*	Elementary Mandarin I	3 hrs.
CHIN 102*	Elementary Mandarin II	3 hrs.
HIST 109	Asian History to 1700	3 hrs.

*Students can take Japanese at the Foreign Language Institute in place of Mandarin.

<i>Choose a total of nine hours from the following electives:</i>		<i>9 hrs.</i>
ARTH 370	Asian Art and Architecture	3 hrs.
HIST 212	Food, Culture and Identity in Asia	3 hrs.
HIST 213	China: Film and History	3 hrs.
HIST 325	Gender and Culture: East Asia	3 hrs.
HIST 346	History of Modern China	3 hrs.
HIST 347	History of Modern Japan	3 hrs.
PHIL 218	Confucianism	3 hrs.
PHIL 219	Daoism	3 hrs.
PHIL 310	Asian Ethics	3 hrs.
RELG 206	Eastern Religions and Philosophies	3 hrs.
RELG 315	Buddhism and the Joy of Being Awake	3 hrs.
HIST/PHIL/RELG 390	Selected Topics in Asian Studies**	3 hrs.

**Selected topics should be confirmed with the program director of Asian Studies for consideration as minor credit.

Behavioral Neuroscience

Department of Behavioral Sciences
Vickie R. Luttrell, chair

Department of Biology
Kevin P. Jansen, chair

The behavioral neuroscience major provides an in-depth understanding of fundamental principles of neuroscience and biological bases of behavior. The major emphasizes coursework in biology and psychology, but it also involves coursework in chemistry, mathematics, statistics, and research methodology.

The major is an option for students considering careers in behavioral neuroscience, clinical psychology, clinical neuropsychology, forensic psychology, gerontology, health psychology, medicine, neuroscience, and other such professions. With appropriate advising the major also may allow preparation for careers in other areas of biology, biomedical sciences, and science education. If you are preparing for a career in medicine, please contact the Pre-Health Director in the Trustee Science Center.

The behavioral neuroscience major is run jointly by the Departments of Behavioral Sciences and Biology, and it has two curricular options. The Biology option is recommended if you are pursuing a career in neuroscience/biology, and the Behavioral Sciences option is recommended if you are pursuing a career in behavioral neuroscience/behavioral sciences. Please work with your faculty advisor(s) to design the best set of experiences for your path.

Bachelor of Science

Behavioral Neuroscience Major

The behavioral neuroscience major requires a minimum of 58 credit hours for the biology track option and 61 credit hours for the behavioral science track option.

All prerequisites must be completed prior to enrollment in the following courses.
Co-requisites must be taken during the same semester.

BIOL 172	Exploring Molecular Biology	3 hrs.
BIOL 181	Mechanisms of Genetic Inheritance	3 hrs.
BIOL 182	Evolution	2 hrs.
BIOL 323	Functional Neuroscience	4 hrs.
BIOL 327	Psychopharmacology	3 hrs.
BIOL 364	Neuroanatomy	4 hrs.
PSYC 101	Introduction to Psychology	3 hrs.
PSYC 331	Biological Bases of Clinical Disorders	3 hrs.
PSYC 348	Psychoneuroimmunology	3 hrs.
PSYC 356	Biopsychology	3 hrs.
CHEM 238	Inorganic Chemistry	3 hrs.
CHEM 238-L	Inorganic Chemistry Lab	1 hr.
CHEM 312	Organic Chemistry Reactions	3 hrs.
CHEM 312-L	Organic Chemistry Reactions Lab	2 hrs.
MATH 231	Calculus I	4 hrs.

Choose one course from the following:

MATH 227	Introduction to Statistics	3 hrs.
OR		
BSCI 275	Statistics for the Behavioral Sciences	3 hrs.
BSCI 275-L	Statistics for the Behavioral Sciences Laboratory	1 hr.

Biology Option

BIOL 351	Junior Seminar I	1 hr.
BIOL 352	Junior Seminar II	1 hr.
BIOL 483 or 484	Senior Seminar I	3 hrs.
BIOL 494	Senior Seminar II	1 hr.
PHYS 211	General Physics I	5 hrs.

Behavioral Science Option

BSCI 109	Scientific Writing	1 hr.
BSCI 200	Research Methods for the Behavioral Sciences	3 hrs.
BSCI 359	Advanced Behavioral Research I	3 hrs.
BSCI 361	Advanced Behavioral Research II	3 hrs.
BSCI 380	Undergraduate Internship Experience	3 hrs.

You are not permitted to double major in behavioral neuroscience and psychology or behavioral neuroscience and biology (BA or BS). However, you are permitted to major in behavioral neuroscience and minor in psychology but not biology.

When Completing the Behavioral Science Option:

It is essential that students complete BSCI 109, BSCI 200, BSCI 275, and BSCI 275-L before taking BSCI 359.

Those students who fail or do not successfully complete BSCI 359 will be removed from the BSCI 359/361 sequence. Students will not be allowed to register for and/or audit BSCI 361 during the following spring semester. Failing students must re-attempt the 359/361 sequence the following fall semester.

Behavioral Neuroscience Minor

The behavioral neuroscience minor requires a minimum of 19 credit hours.

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

BIOL 172	Exploring Molecular Biology	3 hrs.
BIOL 327	Psychopharmacology	3 hrs.
PSYC 348	Psychoneuroimmunology	3 hrs.
PSYC 356	Biopsychology	3 hrs.
BIOL 364	Neuroanatomy	4 hrs.

Choose one course from the following 3-4 hrs.

BIOL 323	Functional Neuroscience	4 hrs.
PSYC 331	Biological Bases of Clinical Disorders	3 hrs.

Students earning the behavioral neuroscience minor are strongly encouraged to take PSYC 101.

Biology

Department of Biology
Kevin P. Jansen, chair

Courses in the department of biology are designed to provide a broad cultural education and prepare students for graduate studies, the teaching profession, medical and allied health professions and positions in resource management, environmental science and research.

Students planning to pursue graduate studies in biology (for research or professional degrees) are strongly encouraged to consult with faculty advisors in biology to determine the best curriculum for the chosen career path.

Biology Major, Bachelor of Science Degree

The Bachelor of Science biology major requires a minimum of 60 credit hours.

The biology major in the Bachelor of Science degree program is designed for students who need breadth and depth of understanding in the field of biology as well as related natural and mathematical sciences. Many graduates of this major further their education with post-graduate degrees in research or health-related professions, but the biology major in the BS program also provides qualifications for many entry-level biology positions. While this major prepares students for more specialized careers in and related to the biological sciences, each student should consult with faculty members in the biology department to decide his/her best academic plan while at Drury.

All prerequisites must be completed prior to enrollment in the following courses.
Co-requisites must be taken during the same semester.

BIOL 172	Exploring Molecular Biology	3 hrs.
BIOL 181	Mechanisms of Genetic Inheritance	3 hrs.
BIOL 182	Evolution	2 hrs.
BIOL 200	Ecology	3 hrs.
BIOL 225	Biostatistics	3 hrs.
BIOL 351	Junior Seminar I	1 hr.
BIOL 352	Junior Seminar II	1 hr.
BIOL 494	Senior Seminar II	1 hr.

<i>One (1) course selected from the following list:</i>		<i>3 hrs.</i>
BIOL 483	Senior Seminar I: Practicum	3 hrs.
BIOL 484	Senior Seminar I: Research	3 hrs.

<i>At least one (1) course selected from the following list:</i>		<i>3-6 hrs.</i>
BIOL 201	Biodiversity	3 hrs.
BIOL 307	Botany	4 hrs.
BIOL 309	General Zoology	4 hrs.
BIOL 310	Field and Systematic Botany	4 hrs.
BIOL 313	Advanced Microbiology	4 hrs.
BIOL 314	Field and Systematic Zoology	4 hrs.
*BIOL 329	Introduction to Marine Biology	3 hrs.
*BIOL 330	Field Study in Marine Biology	3 hrs.
BIOL 341	Limnology	4 hrs.
BIOL 373	Herpetology	4 hrs.

*BIOL 329 and 330 must be taken together.

At least thirteen (13) unique, unduplicated hours of coursework from the following list: 13 hrs.

BIOL 301	Advanced Evolutionary Biology	3 hrs.
BIOL 306	Medical Botany	3 hrs.
BIOL 307	Botany	4 hrs.
BIOL 308	Immunology	3 hrs.
BIOL 309	General Zoology	4 hrs.
BIOL 310	Field and Systematic Botany	4 hrs.
BIOL 312	Advanced Ecology	4 hrs.
BIOL 313	Advanced Microbiology	4 hrs.
BIOL 314	Field and Systematic Zoology	4 hrs.
BIOL 316	Comparative Anatomy	5 hrs.
BIOL 317	Vertebrate Embryology	4 hrs.
BIOL 320	Vertebrate Physiology	4 hrs.
BIOL 321	Comprehensive Human Anatomy	5 hrs.
BIOL 322	Advanced Genetics	4 hrs.
BIOL 324	Cellular and Molecular Biology	3 hrs.
BIOL 325	Epidemiology	3 hrs.
BIOL 329	Introduction to Marine Biology	4 hrs.
BIOL 330	Field Study in Marine Biology	3 hrs.
BIOL 333	Histology	4 hrs.
BIOL 334	Developmental Biology	3 hrs.
BIOL 337	Introduction to Virology	3 hrs.
BIOL 341	Limnology	4 hrs.
BIOL 373	Herpetology	4 hrs.
BIOL 378	Advanced Human Physiology I	5 hrs.
BIOL 379	Advanced Human Physiology II	5 hrs.

Other Required Courses:

CHEM 238	Inorganic Chemistry	3 hrs.
CHEM 238-L	Inorganic Chemistry Lab	1 hr.
MATH 231	Calculus I	4 hrs.
PHYS 211	General Physics I	5 hrs.

Either

CHEM 312	Organic Chemistry Reactions	3 hrs.
CHEM 312-L	Organic Chemistry Reactions Lab	2 hrs.

Or

CHEM 315	Organic Chemistry	3 hrs.
CHEM 315-L	Organic Chemistry Lab	2 hrs.
CHEM 415	Advanced Organic Chemistry	3 hrs.
CHEM 415-L	Advanced Organic Chemistry Lab	2 hrs.

One (1) course selected from the following list:

CHEM 336	Biochemistry	3 hrs.
BIOL 344	Toxicology	3 hrs.
BIOL 350	Exercise Physiology	3 hrs.
BIOL 327	Psychopharmacology	3 hrs.
PSYC 348	Psychoneuroimmunology	3 hrs.
PSYC 356	Biopsychology	3 hrs.

One (1) course selected from the following list:

PHIL 216	What is Knowledge?	3 hrs.
PHIL 277	Philosophy of Science	3 hrs.

Biology Major, Bachelor of Arts Degree

The Bachelor of Arts biology major requires a minimum of 36 credit hours.

The biology major in the Bachelor of Arts degree program is designed for students who need breadth of understanding in the field of biology without the interdisciplinary depth afforded by the biology major in the Bachelor of Science degree program. Students pursuing the biology major in the BA program may need to take courses in other academic fields in preparation for their career path (e.g., nursing, scientific writing/illustration, occupational therapy) or may need to double major in academic fields outside biology that are required for certain career paths (e.g., teaching). While this major prepares students for a wide variety of career paths, each student should consult with faculty members in the biology department to decide his/her best academic plan while at Drury.

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

Co-requisites must be taken during the same semester.

BIOL 172	Exploring Molecular Biology	3 hrs.
BIOL 181	Mechanisms of Genetic Inheritance	3 hrs.
BIOL 182	Evolution	2 hrs.
BIOL 200	Ecology	3 hrs.
BIOL 351	Junior Seminar I	1 hr.
BIOL 483	Senior Seminar I: Practicum	3 hrs.

At least three (3) courses selected from the following list with at least one having a laboratory experience (i.e., a 4 or 5 hour course): *10-15 hrs.*

BIOL 301	Advanced Evolutionary Biology	3 hrs.
BIOL 306	Medical Botany	3 hrs.
BIOL 307	Botany	4 hrs.
BIOL 308	Immunology	3 hrs.
BIOL 309	General Zoology	4 hrs.
BIOL 310	Field and Systematic Botany	4 hrs.
BIOL 312	Advanced Ecology	4 hrs.
BIOL 313	Advanced Microbiology	4 hrs.
BIOL 314	Field and Systematic Zoology	4 hrs.
BIOL 316	Comparative Anatomy	5 hrs.
BIOL 317	Vertebrate Embryology	4 hrs.
BIOL 320	Vertebrate Physiology	4 hrs.
BIOL 321	Comprehensive Human Anatomy	5 hrs.
BIOL 322	Advanced Genetics	4 hrs.
BIOL 324	Cellular and Molecular Biology	3 hrs.
BIOL 325	Epidemiology	3 hrs.
BIOL 329	Introduction to Marine Biology	4 hrs.
BIOL 330	Field Study in Marine Biology	3 hrs.
BIOL 333	Histology	4 hrs.
BIOL 334	Developmental Biology	3 hrs.
BIOL 337	Introduction to Virology	3 hrs.
BIOL 341	Limnology	4 hrs.
BIOL 373	Herpetology	4 hrs.
BIOL 378	Advanced Human Physiology I	5 hrs.

BIOL 379	Advanced Human Physiology II	5 hrs.
----------	------------------------------	--------

Other Required Courses:

CHEM 238	Inorganic Chemistry	3 hrs.
CHEM 238-L	Inorganic Chemistry Lab	1 hr.
MATH 227	Introduction to Statistics	3 hrs.

Either

PHYS 201	Principles of Physics	4 hrs.
----------	-----------------------	--------

Or

PHYS 211	General Physics I	5 hrs.
----------	-------------------	--------

Environmental Biology Major, Bachelor of Science Degree

The environmental biology major requires a minimum of 67 credit hours.

The environmental biology major trains students in the natural sciences as well as other disciplines that inform environmental issues, providing breadth across math and the natural sciences and depth within field biology, ecology, and biodiversity. Students develop skills for measuring and analyzing ecological interactions, environmental processes, and the impacts of human behavior on natural resources as well as for communicating scientific information orally and in writing.

Students with a major in environmental biology are prepared for graduate school in many biological and environmental disciplines as well as science-oriented careers in state or federal conservation agencies, parks, or forest services, environmental consulting, and non-governmental organizations.

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

Co-requisites must be taken during the same semester.

BIOL 172	Exploring Molecular Biology	3 hrs.
BIOL 181	Mechanisms of Genetic Inheritance	3 hrs.
BIOL 182	Evolution	2 hrs.
BIOL 200	Ecology	3 hrs.
BIOL 225	Biostatistics	3 hrs.
BIOL 312	Advanced Ecology	4 hrs.
BIOL 351	Junior Seminar I	1 hrs.
BIOL 352	Junior Seminar II	1 hrs.
BIOL 484	Senior Seminar I: Research	3 hr.

At least three (3) courses selected from the following list: *12-15 hrs.*

BIOL 307	Botany	4 hrs.
BIOL 313	Advanced Microbiology	4 hrs.
BIOL 341	Limnology	4 hrs.
BIOL 309	General Zoology	4 hrs.
BIOL 314	Field & Syst. Zoology	4 hrs.
BIOL 373	Herpetology	4 hrs.
BIOL 310	Field & Systematic Botany	4 hrs.
*BIOL 329	Introduction to Marine Biology	4 hrs.
*BIOL 330	Field Marine Biology	3 hrs.

*Courses must be taken together

Required Environmental Courses:

PHYS 200	Environmental Geoscience	4 hrs.
PHYS 210	Intro to Geographic Information Systems (GIS)	3 hrs.

ECON 225	Introduction to Environmental Economics	3 hrs.
----------	---	--------

Choose one of the following courses: 3 hrs.

PLSC 309	Global Environmental Politics	3 hrs.
----------	-------------------------------	--------

PLSC 322	American Environmental Politics	3 hrs.
----------	---------------------------------	--------

Other Required Courses:

CHEM 238	Inorganic Chemistry	3 hrs.
----------	---------------------	--------

CHEM 238-L	Inorganic Chemistry Laboratory	1 hr.
------------	--------------------------------	-------

MATH 231	Calculus I	4 hrs.
----------	------------	--------

PHYS 211	General Physics I	5 hrs.
----------	-------------------	--------

Choose one of the following sets of courses:

Either

CHEM 208	Analytical Chemistry	3 hrs.
----------	----------------------	--------

CHEM 208L	Analytical Chemistry Laboratory	1 hr.
-----------	---------------------------------	-------

CHEM 308	Advanced Analytical Chemistry	3 hrs.
----------	-------------------------------	--------

CHEM 308L	Advanced Analytical Chemistry Laboratory	1 hr.
-----------	--	-------

Or

CHEM 315	Organic Chemistry	3 hrs.
----------	-------------------	--------

CHEM 336	Biochemistry	3 hrs.
----------	--------------	--------

Biology Minor

The biology minor requires a minimum of 20 credit hours.

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

Co-requisites must be taken during the same semester.

Nine (9) hours of additional coursework from Biology	9 hrs.
--	--------

BIOL 172	Exploring Molecular Biology	3 hrs.
----------	-----------------------------	--------

BIOL 181	Mechanisms of Genetic Inheritance	3 hrs.
----------	-----------------------------------	--------

BIOL 182	Evolution	2 hrs.
----------	-----------	--------

BIOL 200	Ecology	3 hrs.
----------	---------	--------

Students planning to pursue graduate studies in biology are strongly encouraged to take two semesters each of general chemistry, organic chemistry and physics.

Business Administration

Breech School of Business Administration
Robin Sronce, Dean

The Breech School of Business Administration functions on the undergraduate level as the department of business administration. It also offers a master in business administration degree (M.B.A.) at the graduate level.

The undergraduate majors (accounting, economics, finance, management and marketing) of the Breech School of Business Administration are dedicated to providing academic preparation consistent with the highest professional standards and liberal arts tradition of Drury University.

Majors in the five subject areas provide students the opportunity to learn and grow while gaining a deepening understanding of the role of business and economics in our society. The programs emphasize the development of effective leaders capable of analyzing values, thinking critically, communicating effectively, making sound decisions, integrating theoretical and practical knowledge, exercising personal and social responsibility, appreciating the value of lifelong learning, and understanding business and its many positive contributions to a global society.

The Breech School of Business Administration offers lower-division courses that contribute to the liberal education of the student, whatever the area of study. A minor is also available in business administration. However, the business administration minor is not available for students majoring in accounting, economics, finance, management, or marketing.

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:

4. Develop innovative curricula, pedagogies and programs to challenge and mentor students.
5. Engage in relevant scholarship with an emphasis on pedagogical and applied research.
6. Engage in professional and community activities.
7. 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 300/400) with prefixes of ACCT, ECON, FINC, MGMT and MKTG. To be admitted to the Breech School of Business Administration, a student must:

1. Be officially admitted to Drury University.
2. Complete an official declaration of major form indicating the major, minor or special program that the student intends to pursue. 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
ECON 201	Basic Economic Theory
MATH 227	Introduction to Statistics
MGMT 170	Computer Proficiency Exam (must achieve grade of 'S')
MGMT 250	Management Information Systems

Choose one of the following:

MATH 230	Business Calculus
MATH 231	Calculus I

5. Have a 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 offering 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.

Business Administration Minor

The business administration minor requires a minimum of 19 credit hours.

Students pursuing a minor in business administration are required to complete the following courses:

ACCT 209	Principles of Accounting	3 hrs.
ACCT 210	Accounting for Management	3 hrs.
ECON 201	Basic Economic Theory	4 hrs.
MGMT 103	Business Foundations	3 hrs.

MGMT 170	Computer Proficiency Exam (must achieve a grade of 'S')	0 hrs.
MGMT 301	Leadership and Organizations	3 hrs.
MKTG 337	Marketing	3 hrs.

The faculty of the Breech School reserves the right to modify the above program and degree requirements at any time.

Business and Entrepreneurship

*Breech School of Business Administration
Robin Sronce, Dean*

The business and entrepreneurship minor has been designed to enhance opportunities and professionalism within any major program of study. Whether interested in natural sciences and health care, behavioral sciences, business, the arts, education or architecture, the entrepreneurship minor will better prepare students to be innovative within established organizations or their own enterprise.

The minor in business and entrepreneurship prepares future entrepreneurs by cultivating their creativity in developing new and innovative ideas, developing their abilities to initiate and sustain these ideas and fostering their commitment to social responsibility in the management of their ventures.

The Business and Entrepreneurship Minor focuses on an integration of theoretical and practical knowledge, using business theories and liberal arts education in developing entrepreneurial ideas. A key class is the Ethical Problems/Entrepreneurial Answers class which promotes ethics and critical thinking.

Business and Entrepreneurship Minor

The business and entrepreneurship minor requires a minimum of 22 credit hours.

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

MGMT 170	Computer Proficiency Exam	0 hrs.
ECON 201	Basic Economic Theory OR	4 hrs.
ECON 210	Principles of Microeconomics	3 hrs.
ENTR 250	Ethical Problems/Entrepreneurial Answers	3 hrs.
ACCT 209	Principles of Accounting	3 hrs.
ENTR 301	Entrepreneurship Adventure	3 hrs.
MKTG 337	Marketing	3 hrs.
MGMT 301	Leadership & Organizations	3 hrs.

Chemistry

Department of Chemistry and Physics
Scott Petrich, chair

The Drury chemistry program is designed to provide the students with a hands-on approach to learning with modern-day equipment and instrumentation. The curriculum offers three majors (ACS Chemistry, ACS Biochemistry, and Chemistry) that can prepare students for direct employment after graduation and/or provide a strong foundation for continued education in graduate school or a health-related profession.

It is strongly recommended that students contact an advisor in the chemistry program to help them determine which major will provide the best opportunity for them to successfully complete preparation for their chosen career.

ACS Biochemistry Major, Bachelor of Science Degree

The ACS biochemistry major requires a minimum of 73 credit hours.

Students pursuing a major in Biochemistry may not also major or minor in Biology or Chemistry.
Chemistry Courses

CHEM 208	Analytical Chemistry	3 hrs.
CHEM 208-L	Analytical Chemistry Lab	1 hr.
CHEM 238	Inorganic Chemistry	3 hrs.
CHEM 238-L	Inorganic Chemistry Lab	1 hr.
CHEM 327	Physical Chemistry	3 hrs.
CHEM 336	Biochemistry	3 hrs.
CHEM 336-L	Biochemistry Lab	2 hrs.
CHEM 436	Advanced Biochemistry	3 hrs.
CHEM 436-L	Advanced Biochemistry Lab	2 hrs.

Choose One Pair:

CHEM 412	Advanced Organic Chemistry Reactions	3 hrs.
CHEM 415-L	Advanced Organic Chemistry Lab	2 hrs.
or		
CHEM 415	Advanced Organic Chemistry	3 hrs.
CHEM 415-L	Advanced Organic Chemistry Lab	2 hrs.

Choose One Pair:

CHEM 312	Organic Chemistry Reactions	3 hrs.
CHEM 312-L	Organic Chemistry Reactions Lab	2 hrs.
or		
CHEM 315	Organic Chemistry	3 hrs.
CHEM 315-L	Organic Chemistry Lab	2 hrs.

Biology Courses

BIOL 172	Exploring Molecular Biology	3 hrs.
BIOL 181	Mechanisms of Genetic Inheritance	3 hrs.
BIOL 182	Evolution	2 hrs.
BIOL 324	Cellular and Molecular Biology	3 hrs.
BIOL 334	Developmental Biology	3 hrs.

*CHEM 415	Advanced Organic Chemistry	3 hrs.
CHEM 427	Advanced Physical Chemistry	3 hrs.
CHEM 436	Advanced Biochemistry	3 hrs.
CHEM 390, 490	Selected Topics	3 hrs.

*Students may only select CHEM 412 or CHEM 415.

<i>Choose two from the following advanced labs:</i>		<i>3-4 hrs.</i>
CHEM 308-L	Adv. Analytical Chemistry Lab	2 hrs.
CHEM 338-L	Adv. Inorganic Chemistry Lab	2 hrs.
CHEM 414-L	Medicinal Chemistry Lab	1 hr.
CHEM 415-L	Adv. Organic Chemistry Lab	2 hrs.
CHEM 427-L	Adv. Physical Chemistry Lab	2 hrs.
CHEM 436-L	Adv. Biochemistry Lab	2 hrs.
CHEM 491, 492	Research	3 hrs.

Research and Non-Chemistry Course Requirements

CHEM 391/392	Research	3 hrs.
MATH 231	Calculus I	4 hrs.
MATH 232	Calculus II	4 hrs.
PHYS 211	General Physics I	5 hrs.
PHYS 212	General Physics II	5 hrs.

Chemistry Major

The chemistry major requires a minimum of 38 credit hours.

<i>Choose four from the following foundation courses:</i>		<i>12 hrs.</i>
CHEM 208	Analytical Chemistry	3 hrs.
CHEM 238	Inorganic Chemistry	3 hrs.
*CHEM 312	Organic Chemistry Reactions	3 hrs.
*CHEM 315	Organic Chemistry	3 hrs.
CHEM 327	Physical Chemistry	3 hrs.
CHEM 336	Biochemistry	3 hrs.

*Students may select only CHEM 312 or CHEM 315.

<i>Choose four from the following foundation or advanced labs:</i>		<i>6-8 hrs.</i>
CHEM 208-L	Analytical Chemistry Lab	1 hr.
CHEM 238-L	Inorganic Chemistry Lab	1 hr.
*CHEM 312-L	Organic Chemistry Reactions Lab	2 hrs.
*CHEM 315-L	Organic Chemistry Lab	2 hrs.
CHEM 327-L	Physical Chemistry Lab	2 hrs.
CHEM 336-L	Biochemistry Lab	2 hrs.
CHEM 308-L	Adv. Analytical Chemistry Lab	2 hrs.
CHEM 338-L	Adv. Inorganic Chemistry Lab	2 hrs.
CHEM 414-L	Medicinal Chemistry Lab	1 hr.
CHEM 415-L	Adv. Organic Chemistry Lab	2 hrs.
CHEM 427-L	Adv. Physical Chemistry Lab	2 hrs.
CHEM 436-L	Adv. Biochemistry Lab	2 hrs.

*Students may select only CHEM 312-L or CHEM 315-L.

<i>Choose one advanced topic from the following:</i>		<i>3 hrs.</i>
CHEM 308	Advanced Analytical Chemistry	3 hrs.
CHEM 338	Advanced Inorganic Chemistry	3 hrs.
CHEM 414	Medicinal Chemistry	3 hrs.

CHEM 412	Advanced Organic Chemistry Reactions	3 hrs.
CHEM 415	Advanced Organic Chemistry	3 hrs.
CHEM 427	Advanced Physical Chemistry	3 hrs.
CHEM 436	Advanced Biochemistry	3 hrs.
CHEM 390	Selected Topics	3 hrs.

Research and Non-Chemistry Course Requirements

CHEM 391/392	Research	3 hrs.
MATH 231	Calculus I	4 hrs.
PHYS 211	General Physics I	5 hrs.
PHYS 212	General Physics II	5 hrs.

Chemistry Minor

The chemistry minor requires a minimum of 19 credit hours.

Choose four from the following foundation courses: 12 hrs.

CHEM 208	Analytical Chemistry	3 hrs.
CHEM 238	Inorganic Chemistry	3 hrs.
*CHEM 312	Organic Chemistry Reactions	3 hrs.
*CHEM 315	Organic Chemistry	3 hrs.
CHEM 327	Physical Chemistry	3 hrs.
CHEM 336	Biochemistry	3 hrs.

*Students may select only CHEM 312 or CHEM 315.

Choose three from the following foundation or advanced labs: 4-6 hrs.

CHEM 208-L	Analytical Chemistry Lab	1 hr.
CHEM 238-L	Inorganic Chemistry Lab	1 hr.
*CHEM 312-L	Organic Chemistry Reactions Lab	2 hrs.
*CHEM 315-L	Organic Chemistry Lab	2 hrs.
CHEM 327-L	Physical Chemistry Lab	2 hrs.
CHEM 336-L	Biochemistry Lab	2 hrs.
CHEM 308-L	Adv. Analytical Chemistry Lab	2 hrs.
CHEM 338-L	Adv. Inorganic Chemistry Lab	2 hrs.
CHEM 414-L	Medicinal Chemistry Lab	1 hr.
CHEM 415-L	Adv. Organic Chemistry Lab	2 hrs.
CHEM 427-L	Adv. Physical Chemistry lab	2 hrs.
CHEM 436-L	Adv. Biochemistry Lab	2 hrs.

*Students may select only CHEM 312-L or CHEM 315-L

Choose one advanced topic from the following: 3 hrs.

CHEM 308	Advanced Analytical Chemistry	3 hrs.
CHEM 338	Advanced Inorganic Chemistry	3 hrs.
CHEM 412	Advanced Organic Chemistry Reactions	3 hrs.
CHEM 414	Medicinal Chemistry	3 hrs.
CHEM 415	Advanced Organic Chemistry	3 hrs.
CHEM 427	Advanced Physical Chemistry	3 hrs.
CHEM 436	Advanced Biochemistry	3 hrs.
CHEM 390	Selected Topics	3 hrs.

Communication

Department of Communication
Jonathan Groves, chair

Today's citizen leader requires skill sets in critical reasoning, research, persuasion, and oral and written expression. The communication studies major develops these skills in tandem with the knowledge and experience necessary to participate effectively in organizational, group, sociopolitical, interpersonal and intercultural contexts.

Graduate paths for this major include nonprofit work, law, politics, graduate work, education, health, activism, religion and sales. All courses in the communication studies curriculum are designed to integrate with and enhance Drury's liberal arts education and CORE requirements.

Communication Minor

The communication minor requires 18 hours of course work, nine of which are electives.

Communication skills are highly valued in today's workplace. The communication minor is designed for individuals who seek leadership roles in for-profit or nonprofit organizations.

Students completing this minor will develop presentation, written, group and electronic communication skills. The communication minor is not available for students majoring in advertising and public relations, communication studies or multimedia production and journalism.

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

COMM 211	Presentation Speaking	3 hrs.
COMM 215	Foundations of Communication Theory	3 hrs.
COMM 351	Principles of Persuasion and Influence	3 hrs.

Choose three courses from the following: 9 hrs.

COMM 208	Introduction to Argumentation and Debate	3 hrs.
COMM 226	Multimedia Production I	3 hrs.
COMM 231	Integrated Brand Management	3 hrs.
COMM 265	Photojournalism	3 hrs.
COMM 322	Media Law	3 hrs.
COMM 332	Intercultural Communication	3 hrs.
COMM 342	Interpersonal Communication Theory	3 hrs.
COMM 353	Mass Media and Society	3 hrs.
COMM 386	Web Communication	3 hrs.
COMM 387	Organizational Communication	3 hrs.
COMM 422	Argumentation and Advocacy	3 hrs.

Community Health

Department of Behavioral Sciences

Vickie R. Luttrell, chair

Jennifer Silva Brown, program director

Community health is an interdisciplinary field of study that seeks to improve the health characteristics of diverse communities through a research-based understanding of social, cultural, and environmental determinants. Coursework is structured to provide students with opportunities to examine determinants of health through the viewpoints offered by sociology, psychology, anthropology, philosophy, and biology. This interdisciplinary blend of courses will enable students to better understand the underlying social, economic, psychological, and environmental forces that create health and social inequities in a community and to become more effective practitioners of health.

Because student experience with and knowledge of medically underserved populations is becoming increasingly important for healthcare providers, all students pursuing health-related professions are encouraged to earn the community health minor. Students earning the minor are encouraged to take ANTH 111, PSYC 101, or SOCI 101 to satisfy the Human Behavior general education requirement.

Community Health Minor

The community health minor requires a minimum of 15 credit hours.

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

ANTH 311	Issues in Community & Global Health	3 hrs.
PHIL 305	Ethical Issues in Health Care	3 hrs.
PSYC 346	Health Psychology	3 hrs.

Choose one course from the following: 3 hrs.

SOCI 302	Poverty and Inequality	3 hrs.
SOCI 347	Medical Sociology	3 hrs.

Choose one course from the following: 3 hrs.

SOCI 320	Drugs and Society	3 hrs.
BIOL 325	Epidemiology	3 hrs.

Computer Science

Department of 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. We stress the development of critical thinking skills, the integration of theory with practical applications and the understanding of concepts of mathematics and computer programming.

The computer science program at Drury is designed to prepare students for careers in computer programming. The minor in computer science allows students to combine their study of software development with majors in their desired areas of application, preparing the students for various professional positions that involve computer programming as a component.

Bachelor of Science in Computer Science-Game Development

The Bachelors of Science in Computer Science-Game Development is designed for those wishing to find positions as game developers or to pursue graduate work in either computer science or a related digital media program. It is one component of Drury's media production program. The program requires a core of computer science courses (23 hours) covering essential elements of the Computer Science Body of Knowledge that all computer science graduates must master. In addition to the core computer science courses, 15 additional hours of computer science course work in game development is required. An additional 12 hours of supporting course work from media arts courses is required, along with 11 hours of mathematics.

A grade of C- or higher must be achieved in the 200-level courses listed below.

Required Courses: Total Hours 38

CSCI 241	Discrete Mathematics	3 hrs.
CSCI 251	Introduction to Computer Science	4 hrs.
CSCI 261	Data Structures	4 hrs.
CSCI 262	Algorithms	3 hrs.
CSCI 277	Web and Mobile Application Development	3 hrs.
CSCI 355	Database	3 hrs.
CSCI 371	Software Engineering	3 hrs.
CSCI 282	Foundations of Game Development	3 hrs.
CSCI 315	3D Game Development	3 hrs.
CSCI 474	AI for Game Development	3 hrs.
CSCI 475	Game Development Practicum 1	3 hrs.
CSCI 476	Game Development Practicum 2	3 hrs.

Game Development Support Courses: Total Hours 23

Support courses in Applied Media Program (12 hours)

COMM 216	Multimedia Story Telling	3 hrs.
ANIM 121	Computer Animation I	3 hrs.
ANIM 221	Computer Animation II	3 hrs.

One course selected from:

ANIM 361	Advanced Modeling	3 hrs.
ANIM 362	Rigging	3 hrs.
ANIM 363	Particles & Dynamics	3 hrs.

Math Requirements		11 hrs.
MATH 231	Calculus I	4 hrs.
MATH 232	Calculus II	4 hrs.
MATH 235	Linear Algebra	3 hrs.

Bachelor of Science in Computer Science-Software Engineering

The Bachelor of Science in Computer Science-Software Engineering major is designed for students wishing to find positions as computer scientists, as software developers, or to pursue graduate study. The major requires a core of computer science courses (23 hours) covering essential elements of the Computer Science Body of Knowledge that all computer science graduates must master. In addition to the core computer science courses, 15 additional hours of computer science course work in hardware, systems, theory, and software engineering is required. The major also requires 8 hours of support work in mathematics and the completion of an internship.

A grade of C- or higher must be achieved in all 200-level courses listed below.

Required Courses: Total Hours: 38

CSCI 241	Discrete Mathematics	3 hrs.
CSCI 251	Introduction to Computer Science	4 hrs.
CSCI 261	Data Structures	4 hrs.
CSCI 262	Algorithms	3 hrs.
CSCI 277	Web and Mobile Application Development	3 hrs.
CSCI 351	Programming Languages	3 hrs.
CSCI 355	Database	3 hrs.

Choose One:

CSCI 331	Operating Systems	3 hrs.
CSCI 361	Computer Organization	3 hrs.
CSCI 371	Software Engineering	3 hrs.

Choose One:

CSCI 453	Formal Language Theory	3 hrs.
CSCI 454	Compiler Theory	3 hrs.
CSCI 495	Research and Development I	3 hrs.
CSCI 496	Research and Development II	3 hrs.

Support Courses: Total Hours: 8

MATH 231	Calculus I	4 hrs.
MATH 232	Calculus II	4 hrs.

Computer Science Minor

The computer science minor requires a minimum of 20 credit hours.

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

CSCI 251	Introduction to Computer Science	4 hrs.
CSCI 261	Data Structures	4 hrs.
CSCI 277	Web and Mobile Application Development	3 hrs.
CSCI 355	Database	3 hrs.
CSCI 371	Software Engineering	3 hrs.
CSCI 395	Applied Projects	3 hrs.

Students interested in graduate school in computer science are encouraged to complete a minor in mathematics, including linear algebra and differential equations. Graduate study in analysis of algorithms and the study of computability theory require an advanced understanding of mathematics.

Criminology

Department of Behavioral Sciences
Vickie Luttrell, chair

The department of behavioral sciences focuses on the disciplines of psychology, criminology, sociology, behavioral neuroscience, community health, and animal studies. These disciplines address different dimensions of behavior that can be integrated to form a comprehensive understanding of our human experiences. A primary goal of the department is to help students function as effective, informed global citizens. To this end, the principles of human behavior are presented within the context of an interdisciplinary liberal arts educational program.

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

In addition to course offerings, departmental majors are encouraged to work in community, social and/or correctional agencies where they can apply classroom knowledge to real problems. Students interested in pursuing a graduate degree are encouraged to complete the department's Certificate in Scientific Analysis.

Criminology Major

A criminology major requires a minimum of 44 credit hours.

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

All prerequisites must be completed prior to enrollment in the following courses.
Co-requisites must be taken during the same semester.

CRIM 102	Introduction to Criminology	3 hrs.
BSCI 109	Scientific Writing	1 hr.
BSCI 200	Research Methods for the Behavioral Sciences	3 hrs.
CRIM 221	Victimology	3 hrs.
BSCI 275	Statistics for the Behavioral Sciences	3 hrs.
BSCI 275-L	Statistics for the Behavioral Sciences Laboratory	1 hr.
CRIM 331	Advanced Criminology	3 hrs.
CRIM 332	Juvenile Delinquency	3 hrs.
CRIM 342	The Correctional System	3 hrs.
BSCI 359	Advanced Behavioral Research I	3 hrs.

(It is essential that students complete Scientific Writing, Research Methods for the Behavioral Sciences and Statistics for the Behavioral Sciences with Lab before taking Advanced Behavioral Research I.)

(Those students who fail or do not successfully complete BSCI 359 will be removed from the Advanced Behavioral I and II course sequence. Students will not be allowed to register for and/or audit BSCI 361 during the following spring semester. Failing students must re-attempt the 359/361 sequence the following fall semester.)

CRIM 360	The Judicial Process	3 hrs.
BSCI 361	Advanced Behavioral Research II	3 hrs.

(Those students who fail or do not successfully complete BSCI 361 must earn a passing grade in BSCI 343 in order to fulfill the university and department research requirement. The final grade awarded in BSCI 343 shall not replace any prior grade earned in BSCI 361.)

BSCI 380	Undergraduate Internship Experience	3 hrs.
BSCI 493	Senior Seminar	3 hrs.

(Students enrolled in BSCI 493 are required to take a comprehensive examination over topics covered in the major as well as a nationally-normed exit exam.)

Choose at least 3 hours from the following:

CRIM 301	Principles of Forensic Science	3 hrs.
ANML 305	Animal Law I	3 hrs.
BSCI 308	Qualitative Research Methods	3 hrs.
CRIM 311	White Collar Crime	3 hrs.
SOCI 320	Drugs and Society	3 hrs.
CRIM 321	Deviance and Social Control	3 hrs.
PSYC 334	Abnormal Psychology	3 hrs.
CRIM 337	Death Penalty	3 hrs.
BSCI 339	Ethical Dilemmas in the Behavioral Sciences	3 hrs.
CRIM 341	Justice, Punishment and Ethics	3 hrs.
BSCI 343	Fundamentals of Research	3 hrs.
CRIM 364	Wrongful Convictions	3 hrs.
CRIM 365	The Innocence Project Clinic	3 hrs.
PSYC 371	Psychology and the Law	3 hrs.
BSCI 435	Psychological Tests and Measurements	3 hrs.
BSCI 435-L	Psychological Tests and Measurements Laboratory	1 hr.
BSCI 475	Advanced Statistics for the Behavioral Sciences	3 hrs.
BSCI 475-L	Advanced Statistics for the Behavioral Sciences Laboratory	1 hr.
BSCI 480	Undergraduate Internship Experience II	3 hrs.
CRIM 390, 490	Selected Topics	3 hrs.
CRIM 391, 392, 491, 492	Research	3 hrs.

Courses used as electives for one behavioral science major or minor (criminology, psychology or sociology) may not also satisfy elective requirements for another behavioral science major or minor. Courses in the behavioral neuroscience minor may be used as electives for the psychology major or minor. Likewise, courses in the community health minor may be used as electives for the criminology major or minor.

Students majoring in criminology are required to complete at least six hours of course work in the natural sciences.

Choose one of the following options:

Option I

Select six hours of coursework from the science and discovery menu (see catalog) or approved transfer equivalents

Option II

Select three hours of coursework from the science and discovery menu (see catalog) or an approved transfer equivalent

AND

Choose one course from the following:

ANTH 311	Issues in Community and Global Health	3 hrs.
BIOL 172	Exploring Molecular Biology	4 hrs.
BIOL 205	Human Anatomy	3 hrs.

BIOL 206	Human Physiology	4 hrs.
PSYC 346	Health Psychology	3 hrs.
SOCI 347	Medical Sociology	3 hrs.
PSYC 356	Biopsychology	3 hrs.

Criminology Minor

A criminology minor requires a minimum of 18 credit hours.

*All prerequisites must be completed prior to enrollment in the following courses.
Co-requisites must be taken during the same semester.*

CRIM 102	Introduction to Criminology	3 hrs.
CRIM 331	Advanced Criminology	3 hrs.
CRIM 332	Juvenile Delinquency	3 hrs.

Choose three from the following: (at least two should be at 300-level or above.) 9-11 hrs.

BSCI 200	Research Methods for the Behavioral Sciences	3 hrs.
CRIM 221	Victimology	3 hrs.
BSCI 275	Statistics for the Behavioral Sciences	3 hrs.
BSCI 275-L	Statistics for the Behavioral Sciences Laboratory	3 hrs.
CRIM 301	Principles of Forensic Science	3 hrs.
ANML 305	Animal Law I	3 hrs.
BSCI 308	Qualitative Research Methods	3 hrs.
CRIM 311	White Collar Crime	3 hrs.
SOCI 320	Drugs and Society	3 hrs.
CRIM 321	Deviance and Social Control	3 hrs.
PSYC 334	Abnormal Psychology	3 hrs.
CRIM 337	Death Penalty	3 hrs.
BSCI 339	Ethical Dilemmas in the Behavioral Sciences	3 hrs.
CRIM 341	Justice, Punishment and Ethics	3 hrs.
CRIM 342	The Correctional System	3 hrs.
CRIM 360	The Judicial Process	3 hrs.
CRIM 364	Wrongful Convictions	3 hrs.
CRIM 365	The Innocence Project Clinic	3 hrs.
PSYC 371	Psychology and the Law	3 hrs.
BSCI 380	Undergraduate Internship Experience	3 hrs.
BSCI 435	Psychological Tests and Measurements	3 hrs.
BSCI 435-L	Psychological Tests and Measurements Laboratory	1 hr.
BSCI 475	Advanced Statistics for the Behavioral Sciences	3 hrs.
BSCI 475-L	Advanced Statistics for the Behavioral Sciences Laboratory	1 hr.
BSCI 480	Undergraduate Internship Experience II	3 hrs.
CRIM 290, 390, 490	Selected Topics	3 hrs.
BSCI 380	Undergraduate Internship Experience	3 hrs.
CRIM 391, 392, 491, 492	Research	3 hrs.

Courses used as electives for one behavioral science major or minor (criminology, psychology or sociology) may not also satisfy elective requirements for another behavioral science major or minor. Courses in the behavioral neuroscience minor may be used as electives for the psychology major or minor. Likewise, courses in the community health minor may be used as electives for the criminology major or minor.

Economics

Breech School of Business Administration
Robin Sronce, Dean

The Breech School of Business Administration functions on the undergraduate level as the department of business administration. It also offers a master in business administration degree (M.B.A.) at the graduate level.

The undergraduate majors (accounting, economics, finance, management and marketing) of the Breech School of Business Administration are dedicated to providing academic preparation consistent with the highest professional standards and liberal arts tradition of Drury University. Majors in the five subject areas provide students the opportunity to learn and grow while gaining a deepening understanding of the role of business and economics in our society. The programs emphasize the development of effective leaders capable of analyzing values, thinking critically, communicating effectively, making sound decisions, integrating theoretical and practical knowledge, exercising personal and social responsibility, appreciating the value of lifelong learning, and understanding business and its many positive contributions to a global society.

The Breech School of Business Administration offers lower-division courses that contribute to the liberal education of the student, whatever the area of study. A minor is also available in business administration. However, the business administration minor is not available for students majoring in accounting, economics, finance, management, or marketing.

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:

4. Develop innovative curricula, pedagogies, and programs to challenge and mentor students.
5. Engage in relevant scholarship with an emphasis on pedagogical and applied research.
6. Engage in professional and community activities.
7. 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 300/400) with prefixes of ACCT, ECON, FINC, MGMT and MKTG. To be admitted to the Breech School of Business Administration, a student must:

1. Be officially admitted to Drury University.
2. Complete an official declaration of major form indicating the major, minor or special program that the student intends to pursue. 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
ECON 201	Basic Economic Theory
MATH 227	Introduction to Statistics
MGMT 170	Computer Proficiency Exam (must achieve grade of 'S')
MGMT 250	Management Information Systems

Choose one of the following:

MATH 230	Business Calculus
MATH 231	Calculus I
5. Have a 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 offering 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.

Economics Major

Bachelor Of Business Administration

Students pursuing the bachelor of business administration degree (BBA) with a major in economics are required to complete the following course requirements:

Drury CORE	39-43* hrs.
BBA Tool Courses	25 hrs.
BBA Core Courses	21 hrs.
Economics Major Requirements	17 hrs.
Electives	18-22 hrs.
Total BBA hours	124-128 hrs.

**Drury CORE hours have been reduced from 45-49 to 39-43 as credit hours (6-7) are included in the BBA Tool Courses hours.*

BBA Tool Courses

All students pursuing a BBA degree with a major in economics are required to complete the following tool courses:

ACCT 209	Principles of Accounting	3 hrs.
ACCT 210	Accounting for Management	3 hrs.
ECON 201	Basic Economic Theory	4 hrs.
MATH 227	Introduction to Statistics	3 hrs.
MGMT 103	Business Foundations	3 hrs.
MGMT 170	Computer Proficiency Exam	0 hrs.
MGMT 204	Organizational Behavior	3 hrs.
MGMT 228	Analytical Methods	3 hrs.
MGMT 250	Management Information Systems	3 hrs.

BBA Core Courses

All students pursuing a BBA degree with a major in economics are required to complete the following core courses:

MGMT 480	Professional Business Experience (For more information, refer to the section on Internships)	3 hrs.
FINC 331	Corporate Finance	3 hrs.
MGMT 205-208	Study Abroad	0 hrs.
MGMT 301	Leadership and Organizations	3 hrs.
MGMT 319	Business Law and Ethics	3 hrs.
MGMT 424	Business Simulation Workshop	3 hrs.
MGMT 446	Strategic Management	3 hrs.
MKTG 337	Marketing	3 hrs.

Major Requirements

Students earning a BBA degree with a major in economics must also complete the following courses for the major:

ECON 311	Price Theory	4 hrs.
ECON 312	Aggregate Economic Analysis	4 hrs.
ECON 375	Econometrics	3 hrs.

Choose two of the following: *6 hrs.*

ECON 325	Environmental Economics	3 hrs.
ECON 335	Poverty and Discrimination	3 hrs.
ECON 435	Public Finance	3 hrs.
ECON 461	International Economics	3 hrs.

The faculty of the Breech School reserves the right to modify the above program and degree requirements at any time.

Education

School of Education and Child Development
Lauren Edmondson, Dean

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

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 opportunities 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.
- 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 205 Diversity and Social Justice in Education. Students may enroll in the following courses prior to formal admission to the teacher education program: EDUC 200, 201, 205, 207, 212, 302, 340, 361 and Professional Learning and Critical Thinking. Students must be formally admitted before enrolling in additional courses in the teacher preparation program.

Admission Requirements

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

- A. Application submitted to the School of Education and Child Development in Lay Hall located at <http://www.drury.edu/education/School-of-Education-Admission-Procedures/>.
- B. 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 North Benton Avenue, Springfield, MO 65802.
- C. At least 12 credit hours must be completed at Drury University at the time of application. Students with an Associate of Arts 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 communication:
 - a. Grade of C or higher in one oral communication or speech course.
 - b. Grade of C or higher in two writing composition courses.
 - c. Evaluation by Drury University faculty related to dispositions.
- H. Completion of the foundations of teaching courses: EDUC 200, EDUC 201, EDUC 205, EDUC 207, EDUC 302, 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.
- I. 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.
- J. EDUC 200 Technology in the Classroom must be retaken if the course, or an approved equivalent from another institution, was completed seven or more years prior to the time of applying for admission to the teacher education program. If a student was previously admitted to the teacher education program, EDUC 200 or its equivalent must be retaken if the course was completed seven or more years prior to the time of applying for student teaching.
- K. Criminal background check. Online registration at www.dhss.mo.gov/FCSR (click "Register Online"). Print receipt verifying you are in the system and send to Lay Hall. Once the background check has been completed, the results will be mailed to the student and the School of Education and Child Development.
- L. Subscription to Foliotek (online portfolio). This will be introduced during EDUC 200, EDUC 201 and EDUC 205. Phase 1 must be completed (successfully complete and upload the assignments required in EDUC 200, EDUC 201 and EDUC 205).

It should be noted that admission to the teacher education program is not the same as being admitted to Drury University as an undergraduate or graduate student. Admittance to the teacher education program is required for initial state certification.

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

Student Teaching Requirements

Applications for student teaching are required no later than:

- a) **August 1**, if the individual plans to register for student teaching during the spring semester or;
- b) **February 1**, if the individual plans to register for student teaching during the fall semester.

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

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

- B. All prerequisite course requirements as listed in the catalog are completed:
1. 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. All foundational education courses must be completed with a grade of C or above (a grade of C- will not meet the requirement).
 3. Once admitted to the teacher education program, all education methods courses must be completed with a grade of B or higher (a grade of B- will not meet the requirement). Those courses include: EDUC 338, EDUC 356, EDUC 380, EDUC 382, EDUC 407, EDUC 409, EDUC 452, EDUC 331, EDUC 304, EDUC 361, EDUC 308, EDUC 370, 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 361 (all certification areas) is an upper-level course required for teacher certification. Students can enroll in this course prior to admission to teacher education, but the course must be completed with a grade of B or higher (a grade of B- will not meet the requirement) so it is listed in the academic catalog as a methods course. All field experience and professional learning critical thinking courses must be completed with a grade of Satisfactory. In addition, a grade of B or higher (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.
 4. 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 a student desires to appeal the decision, he or she may do so in writing to the Dean of the School of Education and Child Development. The appeal will be referred to the Vice President of Academic Affairs who will appoint a committee of three faculty members with whom the applicant has had classes to make recommendations regarding this appeal.
- C. Approval by the Teacher Education Council based on a review of the student's record indicating the completion of all course requirements, grade point average requirements, recommendations from the student's advisor and chair of the content area department and such other recommendations considered appropriate by the Dean of the School of Education and Child Development.
- D. Students applying for student teaching should expect to carry a reduced academic and employment load while participating in this important experience.
- E. Enrollment in student teaching (EDUC 476 or EDUC 478) requires a full-day placement for a minimum of sixteen weeks. Student teaching carries ten hours of credit and requires a minimum of 640 clock hours. A \$200 course fee is assessed for all candidates; an additional \$200 is assessed for candidates student teaching out of area.
- F. Students must attempt the appropriate 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 Examinations. If the exam(s) is not passed, students will enroll in EDUC 475 Review for Teacher Certification Examinations during the student teaching semester. EDUC 475 is intended to provide support and assistance to students as they prepare to take the exam(s) a second time. *There is no charge for the course EDUC 475. S/U grading.*
- G. Upon approval to student teach, candidates will receive written notification of the requirement to have professional liability insurance at the time of enrollment in student teaching. Options for coverage may be obtained through membership in either the Student Missouri State Teachers Association (MSTA) or the Student National Education Association (NEA). Candidates already employed with a local school district are subject to the requirements of the employing school district. Verification of insurance must be on file with the School of Education and Child Development office at the Springfield campus by the beginning of the semester in which student teaching takes place.

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

Elementary Education Major Requirements

The elementary education major requires a minimum of 56 credit hours of education coursework.

Semester 1: (17 hours)

CORE 101	Drury Seminar	3 hrs.
EDUC 205	Diversity and Social Justice in Education	3 hrs.
EDUC 201	Teacher Aide	1 hr.
EDUC 212	Professional Preparation for the Field of Teacher Education	0 hr.
COMM 211	Presentational Speaking	3 hrs.
PYSC 101	Intro. To Psychology OR	3 hrs.
SOCI 101	Intro. To Sociology OR	3 hrs.
ANTH 111	Intro. To Anthropology	3 hrs.
MATH 205	Mathematical Connections	3 hrs.
EDUC 110	Professional Learning and Critical Thinking I	1 hr.

Semester 2: (17 hours)

CORE 103	Drury Explorations	1 hr.
EDUC 207	Psychology of Human Growth and Development	3 hrs.
EDUC 361	Collaborative Classroom Environments	3 hrs.
EDUC 200	Technology in the Classroom	3 hrs.
HIST 101	United States History to 1865 OR	3 hrs.
HIST 102	United States History 1865 to Present	3 hrs.
Choose one course that	meets the Science & Discovery CORE requirement	3 hrs.
EDUC 110	Professional Learning and Critical Thinking I	1 hr.

Semester 3: (16 hours)

EDUC 302	Educational Psychology and Assessment	3 hrs.
EDUC 340	Education of the Exceptional Child	3 hrs.
Foreign Language CORE		3 hrs.
GEOG 109	World Regional Geography I OR	3 hrs.
GEOG 110	World Regional Geography II	3 hrs.
ENGL 207	Expository Writing	3 hrs.
EDUC 210	Professional Learning and Critical Thinking II	1 hr.

*Admission to teacher education required beyond this point

Semester 4: (15 hours)

CORE 201	Global Foundations	3 hrs.
Foreign Language CORE	(continue same language started in semester 3)	3 hrs.
EDUC 370	Curriculum and Assessment	3 hrs.

ENGL 266	Creative Writing I: Fiction OR	3 hrs.
ENGL 267	Creative Writing I: Poetry OR	3 hrs.
ENGL 268	Creative Writing I: Nonfiction	3 hrs.
EXSP 220	Personal Wellness	2 hrs.
EDUC 210	Professional Learning and Critical Thinking II	1 hr.
Semester 5: (16 hours)		
Choose one elective		2-3 hrs.
EDUC 356	Methods of Teaching Children’s Literature	2 hrs.
EDUC 409	Methods of Teaching Language Arts	2 hrs.
MATH 101	Fundamental Math Concepts I OR	3 hrs.
MATH 102	Fundamental Math Concepts II	3 hrs.
Choose one ARTH, ARTZ, or MUSC course		3 hrs.
Choose one Ethics CORE course		3 hrs.
EDUC 310	Professional Learning and Critical Thinking III	1 hr.

Semester 6: (17 hours)		
EDUC 401	Literary Practicum I	1 hr.
EDUC 407	Methods of Teaching Literacy	3 hrs.
EDUC 338	Elementary School Curriculum	3 hrs.
Fine Arts Invention CORE		3 hrs.
Choose one science elective		3 hrs.
EDUC 380	Methods of Teaching Mathematics	3 hrs.
EDUC 310	Professional Learning and Critical Thinking III	1 hr.

*Student teaching application due August 1st

Semester 7: (14 hours)		
EDUC 382	Methods of Teaching Elementary Science	3 hrs.
EDUC 402	Literacy Practicum II	1 hr.
EDUC 452	Correction of Literacy Problems	3 hrs.
EDUC 455	Correction of Disabilities in Mathematics	3 hrs.
Elective		3 hrs.
EDUC 410	Professional Learning and Critical Thinking IV	1 hr.

*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 Examinations during the student teaching semester.

Semester 8: (12 hours)		
EDUC 331	Content Area Literacy	2 hrs.
EDUC 476	Student Teaching on the Elementary School Level	10 hrs.

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 graduation and state certification requirements. This documentation should be reviewed with an assigned academic advisor each semester prior to registration.

The Missouri Department of Elementary & Secondary Education- Office of Educator Quality is working with representative stakeholder groups to redesign the standards for educator

preparation including certification requirements. These changes and implementation schedule will be communicated to students through individual advising sessions, meetings, and/or other university communications. If there are any questions and/or concerns, please contact the Director of Educator Preparation in the Office of Educator Quality (in Jefferson City, Missouri).

Secondary Education Degree Requirements

The secondary education major requires a minimum of 53 credit hours of education coursework.

Foundations of Teaching

15 credit hours required.

EDUC 200	Technology in the Classroom	3 hrs.
EDUC 205	Diversity and Social Justice in Education	3 hrs.
EDUC 207	Psychology of Human Growth and Development	3 hrs.
EDUC 302	Educational Psychology	3 hrs.
EDUC 340	Education of the Exceptional Child	3 hrs.

Teaching Methods

19 credit hours required.

EDUC 304	Teaching in Diverse Classrooms (Taken concurrently with EDUC 303)	2 hrs.
EDUC 361	Collaborative Classroom Environments	3 hrs.
EDUC 370	Curriculum and Assessment	3 hrs.
EDUC 308	Secondary Content Area Literacy	3 hrs.
EDUC 385	Secondary School Curriculum	3 hrs.
EDUC 475	Review for Teacher Certification Examinations	0 hrs.
EDUC	Discipline Specific Teaching Methods	3 hrs.

(For more information, refer to the section on methods courses related to specific teaching areas.)

The following course can be taken in conjunction with student teaching (EDUC 478):

EDUC 331	Content Area Literacy	2 hrs.
----------	-----------------------	--------

Clinical and Field Experiences

19 credit hours required.

EDUC 110	Professional Learning and Critical Thinking I	1 hr.
EDUC 210	Professional Learning and Critical Thinking II	1 hr.
EDUC 310	Professional Learning and Critical Thinking III	1 hr.
EDUC 410	Professional Learning and Critical Thinking IV	1 hr.
EDUC 201	Teacher Aide	1 hr.
EDUC 212	Professional Preparation for the Field of Teacher Education	0 hrs.
EDUC 303	Secondary Education Field Experience I (Taken concurrently with EDUC 304)	1 hr.
EDUC 478	Student Teaching on the Secondary School Level	10 hrs.

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

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 graduation and state certification requirements. This documentation should be reviewed with an assigned academic advisor each semester prior to registration.

The Missouri Department of Elementary & Secondary Education- Office of Educator Quality is working with representative 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).

Current Drury undergraduate students are eligible to apply for a 4+1 accelerated version of the Exceptional Children and Youth degree so that their program of study is started during their undergraduate program and completed in one year upon completion of the undergraduate program. Students must have senior status and be in good standing in the Teacher Education Program. Once eligibility is determined, the student must meet with an advisor for an individualized program of study.

3-2 Engineering Dual-Degree Program

Brant Hinrichs, program director

Drury University cooperates with Washington University in a dual-degree program leading to an undergraduate degree in a liberal arts major and in engineering. Participants commonly follow either a '3-2' or '4-2' schedule, entering Washington University after their junior or senior year at Drury (students who follow a 4-2 schedule must apply no later than one year after graduation). Those who meet the admissions requirements should be able to earn both a Drury degree and an engineering degree with four semesters of study after Drury.

Washington University also offers a '3-3' or '4-3' program leading to a Drury B.A., and a B.S. and M.S. in Engineering from Washington University. Students complete the same coursework as listed below while at Drury, and then move to Washington University for three years of study.

Dual-Degree Program

Dual-degree study is an attractive alternative to traditional engineering curricula, which are highly structured and may require longer than four years to complete. Graduates of dual-degree programs are liberally educated engineers, possessing strong communication and problem-solving skills, a broad background in humanities, social sciences and the global environment as well as a quality technical education. They are well prepared to advance in technical management and to play major roles in solving increasingly complex societal problems in engineering, consulting, design, and other areas.

Students must complete the following core math and science courses:

Chemistry

CHEM 238-L	Inorganic Chemistry Laboratory	1 hr.
CHEM 238	Inorganic Chemistry	3 hrs.

Math

MATH 231	Calculus I	4 hrs.
MATH 232	Calculus II	4 hrs.
MATH 233	Calculus III	4 hrs.
MATH 366	Differential Equations	3 hrs.

Physics

PHYS 211	General Physics I	5 hrs.
PHYS 212	General Physics II	5 hrs.

Those interested in Chemical or Biomedical Engineering should also complete the following additional coursework and should consult the program director:

CHEM 208	Analytical Chemistry (Chemical Engineering and Biomedical Engineering)	3 hrs.
CHEM 208-L	Analytical Chemistry Lab (Chemical Engineering and Biomedical Engineering)	1 hr.
CHEM 315	Organic Chemistry (Chemical Engineering)	3 hrs.
CHEM 315-L	Organic Chemistry Lab (Chemical Engineering)	2 hrs.

BIOL 172 Exploring Molecular Biology
(Chemical and Biomedical Engineering)

3 hrs.

Each program also requires completion of the Drury CORE curriculum (typically completed by Drury students by the end of their junior year), as well as electives to complete a major. Those who enter at the end of their junior year must apply for a waiver of the senior residency requirement and typically transfer credit back to Drury to fulfill the 124 hours needed for graduation. Students also must meet Drury's requirements for entry to pre-professional programs (see Pre-Professional Programs for more information).

For admission to Washington University, an overall GPA of 3.25 or higher is required, as well as a 3.25 GPA in math and science. Applicants with lower GPAs are considered on a case-by-case basis.

Students who have completed the prerequisite courses, meet the GPA guidelines and are recommended by the Drury program director are invited to apply for engineering study at Washington University. *Applications should typically be submitted by February 28 for admission in the fall.*

English

Department of Languages and Literature
Jo Van Arkel, chair

Studying English at Drury means:

1. Working closely in small classes with active faculty whose first priority is teaching.
2. Having many opportunities, formal and informal, for experiences outside the classroom.
3. Studying alongside a diverse group of well-prepared and intellectually engaged students in English and writing.
4. Following a strong curriculum that can lead students directly to careers and to graduate and professional programs in English, law, writing, library science, business and other fields.

The English department has an active student body involved in a wide variety of extracurricular activities, all of which offer important leadership opportunities for qualified and interested students. These duties are not only a labor of love for our students, but they also provide valuable pre-professional experience:

1. We are a member of Sigma Tau Delta, the National Honor Society of English, and elect officers each year. Sigma Tau Delta provides a strong voice for students, organizing social and cultural activities and working closely with the faculty sponsor and other faculty in setting the direction of the department.
2. We select deserving students to serve in a number of on-campus internships and engaged learning opportunities. As on-campus interns, students may work with social media as editors and writers, or as tutors for international students in our English for Academic Purposes Program. They may also work as graphic designers and readers for our flagship literary journal, *The Ginkgo Tree Review*. We also help students develop off-campus internships and engaged learning experiences in their home communities.
3. Students take leadership positions planning and organizing various events that feature visiting writers, student readings, career fairs, and service-learning projects.
4. The Writing Center is staffed by students, many of them English and Writing majors. Work in the Writing Center gives students with an interest in writing and teaching valuable experience.
5. We work closely with public schools in the neighborhood, and encourage our students to offer their time in a wide variety of capacities, including as tutors, readers, and mentors.

In addition, English and writing students have a strong leadership presence in other organizations such as Think Green, Amnesty International, Allies, Alliance for Minority Minds, The Student Union Board (SUB), Student Government Association, *The Drury Mirror* (the weekly student newspaper) and others.

English Major

The English major requires a minimum of 30 credit hours, and is designed to be foundational and flexible. All students take three courses in common and then choose courses that suit their interests and future plans.

The three foundational courses serve several purposes. They lead students through stages of development in English studies: as freshmen or sophomores, students take ENGL 200, where they develop close reading abilities; as sophomores or juniors, students take ENGL 301, where they encounter theory; and as seniors, they take ENGL 493, where they do independent research. Moreover, the courses provide the department with a strong sense of community, giving students at all levels a shared classroom experience.

<i>Foundational Courses</i>		<i>9 hrs.</i>
ENGL 200	Literature Matters (offered each spring)	3 hrs.
ENGL 301	Theory and Practice (offered each fall)	3 hrs.
ENGL 493	Senior Seminar (offered each spring)	3 hrs.
<i>Survey Courses</i>		<i>6 hrs.</i>
<i>Choose at least two of the following courses:</i>		
ENGL 201	British Literature I: Medieval through Eighteenth Century	3 hrs.
ENGL 202	British Literature II: Nineteenth Century through the Present	3 hrs.
ENGL 203	American Literature I: 1620-1865	3 hrs.
ENGL 204	American Literature II: 1865-1980	3 hrs.
<i>Advanced Literature Courses</i>		<i>6 hrs.</i>
<i>Choose two 300- or 400-level literature courses from the following, one of which must be pre-1800:</i>		
ENGL 302	Women Writers	3 hrs.
ENGL 307	Studies in Nineteenth- through Twentieth-Century Literature	3 hrs.
ENGL 311	Studies in Contemporary Literature	3 hrs.
ENGL 317	African-American Literature	3 hrs.
ENGL 330	Dangerous Liaisons: French Literature in Translation	3 hrs.
ENGL 344	Studies in World Literature	3 hrs.
ENGL 345	Literature and Ethics	3 hrs.
ENGL 375	Land and Literature	3 hrs.
ENGL 381	Southern Literature	3 hrs.
ENGL 390	Selected Topics in Literature ¹	3 hrs.
<i>Pre-1800 courses include:</i>		
ENGL 305	Studies in Ancient through Medieval Literature	3 hrs.
ENGL 306	Studies in Sixteenth- through Eighteenth-Century Literature	3 hrs.
ENGL 342	Shakespeare and Ethics	3 hrs.
and in some instances:		
ENGL 303	Single Author	3 hrs.
<i>Writing and Linguistic Courses</i>		<i>3 hrs.</i>
<i>Choose one writing or linguistic course from the following:</i>		
ENGL 207	Expository Writing: Art of the Essay	3 hrs.
ENGL 253	Grammar and Style	3 hrs.
ENGL 266	Creative Writing I – Fiction	3 hrs.
ENGL 267	Creative Writing I – Poetry	3 hrs.
ENGL 268	Creative Writing I – Nonfiction	3 hrs.
ENGL 353	Nature of the English Language	3 hrs.
THTR 354	Writing for Stage and Screen	3 hrs.
ENGL 366	Creative Writing II – Fiction	3 hrs.
ENGL 367	Creative Writing II – Poetry	3 hrs.
ENGL 368	Creative Writing II – Nonfiction	3 hrs.
ENGL 455	Advanced Writing Workshop	3 hrs.
Electives		6 hrs.
Choose two English courses listed in the catalog.		

English Minor

The English minor requires a minimum of 18 credit hours.

ENGL 200	Literature Matters (offered each spring)	3 hrs.
ENGL 301	Theory and Practice (offered each fall)	3 hrs.

Choose two of the following British and American literature courses: 6 hrs.

ENGL 201	British Literature I: Medieval through Eighteenth Century	3 hrs.
ENGL 202	British Literature II: Nineteenth Century through the Present	3 hrs.
ENGL 203	American Literature I: 1620-1865	3 hrs.
ENGL 204	American Literature II: 1865-1980	3 hrs.

Choose two 300- 400-level literature courses from the following: 6 hrs.

ENGL 302	Women Writers	3 hrs.
ENGL 303	Single Author	3 hrs.
ENGL 305	Studies in Ancient through Medieval Literature	3 hrs.
ENGL 306	Studies in Sixteenth- through Eighteenth-Century Literature	3 hrs.
ENGL 307	Studies in Nineteenth- through Twentieth-Century Literature	3 hrs.
ENGL 311	Studies in Contemporary Literature	3 hrs.
ENGL 317	African-American Literature	3 hrs.
ENGL 330	Dangerous Liaisons: French Literature in Translation	3 hrs.
ENGL 342	Shakespeare and Ethics	3 hrs.
ENGL 344	Studies in World Literature	3 hrs.
ENGL 375	Land and Literature	3 hrs.
ENGL 381	Southern Literature	3 hrs.
ENGL 390	Selected Topics in Literature*	3 hrs.

*Selected topics should be confirmed with the chair of English for consideration as major or minor credit.

Environment and Sustainability Studies

Hammons School of Architecture
Robert Weddle, Dean

The Environment and Sustainability minor introduces students to the world of environmental studies by encouraging them to explore environmental problem-solving from multiple disciplinary perspectives (e.g. economics, political science, sociology, ethics, psychology, and architecture). Only by familiarizing ourselves with the perspectives and tools of disciplines such as these can we hope to meaningfully address the serious environmental problems facing us at the local, national and global levels.

Environment and Sustainability Minor

The environment and sustainability minor requires a minimum of 15 credit hours.

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

<i>Required Courses</i>		<i>9 hrs.</i>
PHIL 320	Environmental Ethics	3 hrs.
ECON 225	Introduction to Environmental Economics	3 hrs.
PSYC 333	Psychology of Sustainability	3 hrs.
 <i>Select two courses from the following</i>		 <i>6 hrs.</i>
ARCH 154	Why Cities Matter	3 hrs.
ENGL 375	Land & Literature	3 hrs.
SOCI 306	Social Movements	3 hrs.
COMM 422	Argumentations and Advocacy	3 hrs.

Exercise Physiology

Department of Biology

Kevin Jansen, department chair

The exercise physiology major prepares students for doctoral programs in physical therapy and graduate programs in exercise physiology. The curriculum provides students with an opportunity to study within multiple natural science departments, culminating in capstone experiences within the specialized exercise physiology profession.

Exercise Physiology, Bachelor of Science

The exercise physiology major requires 63 credit hours.

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

Co-requisites must be taken during the same semester.

BIOL 172	Exploring Molecular Biology	3 hrs.
BIOL 181	Mechanisms of Genetic Inheritance	3 hrs.
BIOL 182	Evolution	2 hrs.
BIOL 205	Human Anatomy	4 hrs.
BIOL 206	Human Physiology	4 hrs.
BIOL 302	Human Nutrition	3 hrs.
BIOL 351	Junior Seminar I	1 hr.
CHEM 208/L	Analytical Chemistry with Laboratory	3/1 hrs.
CHEM 238/L	Inorganic Chemistry with Laboratory	3/1 hrs.
BIOL 303	Kinesiology	3 hrs.
BIOL 331	Motor Learning	3 hrs.
BIOL 350	Exercise Physiology	3 hrs.
EXSP 493	Senior Seminar	3 hrs.
EXSP 397, 398, 497, 498	Internship	3 hrs.
MATH 227	Introduction to Statistics	3 hrs.
MATH 231	Calculus I	4 hrs.
PHYS 211	General Physics I	5 hrs.
PHYS 212	General Physics II	5 hrs.
<i>One (1) option selected from the following two choices:</i>		
EXSP 330	Prevention and Care of Athletic Injuries	3 hrs.
EXSP 351	Exercise Prescription Cardiac Rehabilitation	3 hrs.

Finance

Breech School of Business Administration
Robin Sronce, Dean

The Breech School of Business Administration functions on the undergraduate level as the department of business administration. It also offers a master in business administration degree (M.B.A.) at the graduate level.

The undergraduate majors (accounting, economics, finance, management and marketing) of the Breech School of Business Administration are dedicated to providing academic preparation consistent with the highest professional standards and liberal arts tradition of Drury University. Majors in the five subject areas provide students the opportunity to learn and grow while gaining a deepening understanding of the role of business and economics in our society. The programs emphasize the development of effective leaders capable of analyzing values, thinking critically, communicating effectively, making sound decisions, integrating theoretical and practical knowledge, exercising personal and social responsibility, appreciating the value of lifelong learning, and understanding business and its many positive contributions to a global society.

The Breech School of Business Administration offers lower-division courses that contribute to the liberal education of the student, whatever the area of study. A minor is also available in business administration. However, the business administration minor is not available for students majoring in accounting, economics, finance, management, or marketing.

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:

4. Develop innovative curricula, pedagogies and programs to challenge and mentor students.
5. Engage in relevant scholarship with an emphasis on pedagogical and applied research.
6. Engage in professional and community activities.
7. 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 300/400) with prefixes of ACCT, ECON, FINC, MGMT and MKTG. To be admitted to the Breech School of Business Administration, a student must:

1. Be officially admitted to Drury University.
2. Complete an official declaration of major form indicating the major, minor or special program that the student intends to pursue. 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
ECON 201	Basic Economic Theory
MATH 227	Introduction to Statistics
MGMT 170	Computer Proficiency Exam (must achieve grade of 'S')
MGMT 250	Management Information Systems

Choose one of the following:

MATH 230	Business Calculus
MATH 231	Calculus I
5. Have a 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 offering 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.

Finance Major

Bachelor of Business Administration

Students pursuing the bachelor of business administration degree (BBA) with a major in accounting are required to complete the following course requirements:

Drury CORE	39-43* hrs.
BBA Tool Courses	25 hrs.
BBA Core Courses	21 hrs.
Finance Major Requirements	19-20 hrs.
Electives	15-19 hrs.
Total BBA hours	124-128 hrs.

*Drury CORE hours have been reduced from 45-49 to 39-43 as credit hours (6-7) are included in the BBA Tool Courses hours.

BBA Tool Courses

All students pursuing a BBA degree with a major in accounting are required to complete the following tool courses:

ACCT 209	Principles of Accounting	3 hrs.
ACCT 210	Accounting for Management	3 hrs.
ECON 201	Basic Economic Theory	4 hrs.
MATH 227	Introduction to Statistics	3 hrs.
MGMT 103	Business Foundations	3 hrs.
MGMT 170	Computer Proficiency Exam	0 hrs.
MGMT 204	Organizational Behavior	3 hrs.
MGMT 228	Analytical Methods	3 hrs.
MGMT 250	Management Information Systems	3 hrs.

BBA Core Courses

All students pursuing a BBA degree with a major in accounting are required to complete the following core courses:

MGMT 480	Professional Business Experience (For more information, refer to the section on Internships)	3 hrs.
FINC 331	Corporate Finance	3 hrs.
MGMT 205-208	Study Abroad	0 hrs.
MGMT 301	Leadership and Organizations	3 hrs.
MGMT 319	Business Law and Ethics	3 hrs.
MGMT 424	Business Simulation Workshop	3 hrs.
MGMT 446	Strategic Management	3 hrs.
MKTG 337	Marketing	3 hrs.

Major Requirements

Students earning a BBA degree with a major in finance must also complete the following courses for the major:

FINC 335	Investments	3 hrs.
FINC 441	Advanced Corporate Finance	3 hrs.

Choose one course from the following: 4 hrs.

ECON 311	Price Theory	
ECON 312	Aggregate Economic Analysis	

Choose three (or more) courses from the following: 9-10 hrs.

*(*Only one course can be ECON.)*

ACCT 307	Intermediate Accounting I	3 hrs.
ECON 311	Price Theory	4 hrs.
ECON 312	Aggregate Economic Analysis	4 hrs.
ECON 375	Econometrics	3 hrs.
ECON 461	International Economics	3 hrs.
FINC 305	Financial Markets and Institutions	3 hrs.
FINC 310	Risk Management and Insurance	3 hrs.
FINC 415	Bank Management	3 hrs.
FINC 445	Derivatives and Alternative Investments	3 hrs.
FINC 290, 390, 490	Special Topics	3 hrs.
FINC 495	Finance Professional Exam Preparation	3 hrs.

Recommended elective for candidates pursuing the CFA:

ACCT 308	Intermediate Accounting II	3 hrs.
----------	----------------------------	--------

The faculty of the Breech School reserves the right to modify the above program and degree requirements at any time.

Fine Arts

Department of Fine and Performing Arts
Allin Sorenson, chair

The Department of Fine and Performing Arts supports a variety of approaches to the creation and examination of both the visual and performing arts. Through creative endeavor we challenge our students to celebrate, explore and express the human condition, pushing through conventional boundaries while forming meaningful connections with both local and global communities. We affirm the arts as an integral part of our culture and a critical component of a liberal arts education in the 21st century.

The department offers a variety of degrees in the disciplines of arts administration, music, theatre, and visual arts. Students are encouraged to explore connections that embrace the diversity of the liberal arts.

Programs in art and art history offer:

- Introductory courses designed to develop appreciation and increased understanding of the fine arts and their contribution to the cultural life of society.
- Advanced courses leading to an academic major or minor in art history, design arts or fine arts.
- Special programs formulated to prepare the student for graduate study or a professional career.
- Support courses leading to a professional degree in architecture and state certification in art education.

The department of art and art history offers three majors leading to a Bachelor of Arts degree. A student can major in art history, design arts or fine arts. General requirements for the fine arts major as well as the specific courses offered are listed below.

Fine Arts Major

The fine arts major must complete 33 hours of coursework: 12 hours of required courses and 15 of elective courses.

Prior to selecting a major, students should consult with their advisor and the chair 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:

- Wish to pursue a general major in fine arts;
- Plan to complete a second major in education leading to certification to teach art at the elementary or secondary level, in which case students must consult with the school of education concerning the state requirements for the art education teaching certificate; or
- Plan to seek admittance into a graduate program in fine arts, in which additional Advanced Studio coursework and a second major in art history or design arts is highly recommended.

Please note that ARTZ 111 Foundations of Studio and Design is offered in the fall semester only. ARTZ 496 Apex Studio should be taken in the spring semester of the year the student graduates.

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

ARTZ 111	Foundations of Studio and Design	3 hrs.
ARTZ 123	Drawing	3 hrs.
ARTZ 303	Praxis Studio	3 hrs.
ARTZ 496	Apex Studio	3 hrs.

Choose one course from the following: 3 hrs.

ARTH 151	History of Art and Architecture I	3 hrs.
ARTH 152	History of Art and Architecture II	3 hrs.
ARCH 251	History of Architecture, Urbanism and Art I	3 hrs.

Choose one three-dimensional course from the following: 3 hrs.

ARTZ 240	Ceramics I	3 hrs.
ARTZ 250	Sculpture I	3 hrs.

Choose one two-dimensional course from the following: 3 hrs.

ARTZ 230	Painting I	3 hrs.
ARTZ 260	Photography I	3 hrs.
ARTZ 267	Digital Photography I	3 hrs.

Choose one course from the following: 3 hrs.

ARTZ 330	Painting II	3 hrs.
ARTZ 340	Ceramics II	3 hrs.
ARTZ 350	Sculpture II	3 hrs.
ARTZ 360	Photography II	3 hrs.
ARTZ 367	Digital Photography II	3 hrs.

Choose three courses from the following (only one can be an art history course). 9 hrs.

ARCH 356	History of Modern Architecture	3 hrs.
ARTH 350	Modern Art	3 hrs.
ARTH 356	Contemporary Art	3 hrs.
ARTH 360	History of Photography	3 hrs.
ARTZ 200	Printmaking	3 hrs.
ARTZ 205	Weaving	3 hrs.
ARTZ 211	Digital Foundations	3 hrs.
ARTZ 230	Painting I	3 hrs.
ARTZ 240	Ceramics I	3 hrs.
ARTZ 250	Sculpture I	3 hrs.
ARTZ 260	Photography I	3 hrs.
ARTZ 267	Digital Photography I	3 hrs.
ARTZ 304	Praxis Studio	3 hrs.
ARTZ 312	Illustration	3 hrs.
ARTZ 323	Figure Drawing	3 hrs.
ARTZ 325	Graphic Design: Form and Content	3 hrs.
ARTZ 326	Graphic Design: Audience and Format	3 hrs.
ARTZ 327	Graphic Design: Integrated Practice	3 hrs.
ARTZ 330	Painting II	3 hrs.
ARTZ 331	Advanced Painting	3 hrs.
ARTZ 332	Painting Practice and Theory	3 hrs.
ARTZ 340	Ceramics II	3 hrs.
ARTZ 341	Ceramic Mold-Making and Slip Casting	3 hrs.

ARTZ 342	Ceramic Hand Building	3 hrs.
ARTZ 343	Ceramic Wheel Throwing	3 hrs.
ARTZ 350	Sculpture II	3 hrs.
ARTZ 351	Contemporary Sculpture I	3 hrs.
ARTZ 352	Contemporary Sculpture II	3 hrs.
ARTZ 360	Photography II	3 hrs.
ARTZ 361	Alternative Photographic Processes	3 hrs.
ARTZ 364	Commercial Photography	3 hrs.
ARTZ 367	Digital Photography II	3 hrs.
ARTZ 380	Field Studies: Design and Fine Art	3 hrs.
ARTZ 290, 390, 490	Selected Topics	3 hrs.
ARTZ 397, 398, 497, 498	Internship	3 hrs.
ARTZ 301, 302, 401, 402	Advanced Studio	1-3 hrs.
ARTZ 403	Praxis Studio	3 hrs.
ARCH 426	Travel Journal: Mediterranean Cultures	3 hrs.

Fine Arts Minor

The fine arts minor requires a minimum of 15 credit hours.

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

ARTZ 111	Foundations of Studio and Design	3 hrs.
ARTZ 123	Drawing	3 hrs.

Choose three courses from the following (only one can be an art history course).

ARCH 356	History of Modern Architecture	3 hrs.
ARTH 350	Modern Art	3 hrs.
ARTH 356	Contemporary Art	3 hrs.
ARTH 360	History of Photography	3 hrs.
ARTZ 200	Printmaking	3 hrs.
ARTZ 205	Weaving	3 hrs.
ARTZ 211	Digital Foundations	3 hrs.
ARTZ 230	Painting I	3 hrs.
ARTZ 240	Ceramics I	3 hrs.
ARTZ 250	Sculpture I	3 hrs.
ARTZ 260	Photography I	3 hrs.
ARTZ 267	Digital Photography I	3 hrs.
ARTZ 312	Illustration	3 hrs.
ARTZ 323	Figure Drawing	3 hrs.
ARTZ 325	Graphic Design: Form and Content	3 hrs.
ARTZ 326	Graphic Design: Audience and Format	3 hrs.
ARTZ 327	Graphic Design: Integrated Practice	3 hrs.
ARTZ 330	Painting II	3 hrs.
ARTZ 331	Advanced Painting	3 hrs.
ARTZ 332	Painting Practice and Theory	3 hrs.
ARTZ 340	Ceramics II	3 hrs.
ARTZ 341	Ceramic Mold-Making and Slip Casting	3 hrs.
ARTZ 342	Ceramic Hand Building	3 hrs.
ARTZ 343	Ceramic Wheel Throwing	3 hrs.
ARTZ 350	Sculpture II	3 hrs.
ARTZ 351	Contemporary Sculpture I	3 hrs.
ARTZ 352	Contemporary Sculpture II	3 hrs.
ARTZ 360	Photography II	3 hrs.
ARTZ 361	Alternative Photographic Processes	3 hrs.

ARTZ 364	Commercial Photography	3 hrs.
ARTZ 367	Digital Photography II	3 hrs.
ARTZ 380	Field Studies: Design and Fine Art	3 hrs.
ARTZ 290, 390, 490	Selected Topics	3 hrs.

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

Only 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 studio area, no more advanced studios can be taken in that area. Advanced studios cannot be used as electives in any minor offered by the department of art and art history.

Students are required to complete a "Permission to Register for Special Coursework" form to enroll in advanced studios (ARTZ 301, 302, 401, 402), or Portfolio (ARTZ 395).

French

Department of Languages and Literature
Jo Van Arkel, chair

The curriculum of the department of languages is designed to introduce all Drury students to selected languages of the world and their cultural and literary traditions. Language majors are prepared for graduate studies and also for careers in a variety of fields including teaching, international business and foreign service.

We offer majors and minors in French and Spanish.

French majors and minors are strongly urged to earn some of the required credits through an approved program in a French-speaking country.

French Major

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

Note: Completion of 101 or 102 (or equivalent) or transfer credit are prerequisites for enrollment in courses at the 200 level. Requirements for the French major are 26 hours of approved FREN courses at the 200 level or above, that must include the following:

Choose one course from the following literature courses: *3 hrs.*

FREN 351	Introduction to French Literature I	3 hrs.
FREN 352	Introduction to French Literature II	3 hrs.
FREN 441, 442	Advanced Studies: French Language and Literature	3 hrs.
FREN 464	Genre Study: French Poetry	3 hrs.
FREN 465	Genre Study: French Drama	3 hrs.
FREN 466	Genre Study: French Prose	3 hrs.

Choose one course from the following: *3 hrs.*

FREN 493	Senior Seminar	3 hrs.
FREN 494	Senior Seminar: French Literature	3 hrs.

Choose at least two hours from the following: *2 hrs.*

FREN 314	Community Service in French	1 hr.
FREN 315	Community Service in French	1 hr.
FREN 316	Community Service in French	1 hr.
FREN 317	Community Service in French	1 hr.
FREN 318	Community Service in French	1 hr.
FREN 319	Community Service in French	1 hr.

Choose 18 hours of electives from the following: *18 hrs.*

FREN 201	Intermediate French III	3 hrs.
FREN 202	Intermediate French IV	3 hrs.
FREN 230	French Beyond France: Cultural Identity in the Francophone World	3 hrs.
FREN 280	International Language Study – French	3 hrs.
FREN 301	French Grammar and Composition	3 hrs.
FREN 302	French Culture and Civilization	3 hrs.
FREN 303	French Conversation	3 hrs.
FREN 310	French Pronunciation and Phonetics	1 hr.
FREN 311, 312	French Pronunciation and Phonetics	1 hr.
FREN 320	France Today: Who Are the French?	3 hrs.

FREN 330	Dangerous Liaisons: French Literature in Translation	3 hrs.
FREN 344	Commercial French	3 hrs.
FREN 351	Introduction to French Literature I	3 hrs.
FREN 352	Introduction to French Literature II	3 hrs.
FREN 380	Advanced International Language Study – French	3 hrs.
FREN 441, 442	Advanced Studies: French Language and Literature	3 hrs.
FREN 464	Genre Study: French Poetry	3 hrs.
FREN 465	Genre Study: French Drama	3 hrs.
FREN 466	Genre Study: French Prose	3 hrs.
FREN 290, 390, 490	Selected Topics	3 hrs.
FREN 391, 392, 491, 492	Research	3 hrs.
FREN 397, 398, 497, 498	Internship	3 hrs.

French Minor

Requirements are 16 hours of approved FREN courses at the 200 level or above.

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

<i>Choose at least one hour from the following:</i>		<i>1 hr.</i>
FREN 314	Community Service in French	1 hr.
FREN 315	Community Service in French	1 hr.
FREN 316	Community Service in French	1 hr.
FREN 317	Community Service in French	1 hr.
FREN 318	Community Service in French	1 hr.
FREN 319	Community Service in French	1 hr.

<i>Choose 15 hours from the following:</i>		<i>15 hrs.</i>
FREN 201	Intermediate French III	3 hrs.
FREN 202	Intermediate French IV	3 hrs.
FREN 230	French Beyond France: Cultural Identity in the Francophone World	3 hrs.
FREN 301	French Grammar and Composition	3 hrs.
FREN 302	French Culture and Civilization	3 hrs.
FREN 303	French Conversation	3 hrs.
FREN 310	French Pronunciation and Phonetics	1 hr.
FREN 311, 312	French Pronunciation and Phonetics	1 hr.
FREN 320	France Today: Who Are the French?	3 hrs.
FREN 330	Dangerous Liaisons: French Literature in Translation	3 hrs.
FREN 344	Commercial French	3 hrs.
FREN 351	Introduction to French Literature I	3 hrs.
FREN 352	Introduction to French Literature II	3 hrs.
FREN 380	Advanced International Language Study – French	3 hrs.
FREN 441, 442	Advanced Studies: French Language and Literature	3 hrs.
FREN 464	Genre Study: French Poetry	3 hrs.
FREN 465	Genre Study: French Drama	3 hrs.
FREN 466	Genre Study: French Prose	3 hrs.
FREN 290, 390, 490	Selected Topics	3 hrs.
FREN 391, 392, 491, 492	Research	3 hrs.
FREN 397, 398, 497, 498	Internship	3 hrs.

Global and Transnational Studies

TBA, program director

Global and Transnational Studies offers students the opportunity to enhance their understanding of the world and the most pressing issues it faces. It combines essential global studies courses, a choice of a specialized focus area, intermediate study of foreign language, and study abroad. A minor in Global and Transnational Studies is ideal for students preparing for the broad range of professional careers and graduate programs of study that seek individuals with global proficiency, and for anyone who wishes to be an informed citizen prepared to engage with the challenges and opportunities of the modern world.

Global and Transnational Studies Minor

The global and transnational studies minor requires a minimum of 24 credit hours.

Global Foundations

CORE 201	Global Foundations	3 hrs.
----------	--------------------	--------

Foreign Language

<i>201 and 202 or equivalent in any foreign language*</i>		<i>0-6 hrs.</i>
---	--	-----------------

Global Core

<i>Choose two of the following courses:</i>		<i>6 hrs.</i>
---	--	---------------

ANTH 111	Introduction to Anthropology	3 hrs.
----------	------------------------------	--------

HIST 108	World History from 1500	3 hrs.
----------	-------------------------	--------

PLSC 152	Introduction to International Relations	3 hrs.
----------	---	--------

SOCI 202	Global Social Problems	3 hrs.
----------	------------------------	--------

Global Focus Area

<i>Choose one Global Focus Area and complete three courses within that area</i>		<i>9 hrs.</i>
---	--	---------------

Focus on Human Rights

ANTH 362	Gender and Islam	3 hrs.
----------	------------------	--------

HIST 381	The Holocaust	3 hrs.
----------	---------------	--------

PLSC 350	International Organizations and Law	3 hrs.
----------	-------------------------------------	--------

PLSC 384	Political Liberalism and Justice	3 hrs.
----------	----------------------------------	--------

SOCI 306	Social Movements	3 hrs.
----------	------------------	--------

SOCI 341	Homosexuality and Civil Liberties	3 hrs.
----------	-----------------------------------	--------

Focus on Power and Poverty

ANTH 315	Gender, Sex, and the Body	3 hrs.
----------	---------------------------	--------

ECON 335	Poverty and Discrimination	3 hrs.
----------	----------------------------	--------

HIST 385	Cold War	3 hrs.
----------	----------	--------

PLSC 307	Globalization, Politics and Justice	3 hrs.
----------	-------------------------------------	--------

SOCI 302	Poverty and Inequality	3 hrs.
----------	------------------------	--------

SOCI 306	Social Movements	3 hrs.
----------	------------------	--------

Focus on Human Diversity

ANTH 311	Issues in Global and Community Health	3 hrs.
----------	---------------------------------------	--------

COMM 332	Intercultural Communication	3 hrs.
----------	-----------------------------	--------

ECON 335	Poverty and Discrimination	3 hrs.
----------	----------------------------	--------

PLSC 307	Globalization, Politics & Justice	3 hrs.
----------	-----------------------------------	--------

PSYC 313	Cross-Cultural Psychology	3 hrs.
----------	---------------------------	--------

SOCI 302	Poverty and Inequality	3 hrs.
----------	------------------------	--------

Study Abroad

All students are required to participate in a study abroad program that meets the criteria for Drury's Engaged Learning requirement. Students who believe that required travel would impose an extreme hardship may apply to substitute a globally relevant Engaged Learning activity, pending approval from the Global and Transnational Studies program director and steering committee.

*Equivalent TOEFL score may be substituted for non-native English speakers.

Graphic and Digital Design

*Department of Fine and Performing Arts
Allin Sorenson, chair*

Drury University's Art & Art History Program emphasizes engagement with changing cultural contexts that demand flexible and dynamic approaches to historical and contemporary creative and critical inquiry. As such, the progressive, rigorous and comprehensive character of the liberal arts grounds our pedagogies and curriculum, which are fundamentally interdisciplinary in nature.

The Program encourages the processes of self-determination, intentionality, creativity and rationality that are central to innovative and analytical exploration and expression. By developing students' technical, critical and creative capacities, we seek to help them realize their intellectual and creative potential, and to inspire them to engage, contribute to, and shape society and culture.

The Art & Art History Program will:

- introduce and encourage a range of convergent and divergent approaches to creative discovery, manifested in critical processes and work;
- develop the student's technical capacities as a vehicle for expression and exploration;
- engage the student in critical thinking as a tool for clarification, understanding, and evaluation;
- develop the student's sense of creative and intellectual authority;
- examine and engage historical and contemporary theoretical and cultural contexts; and
- cultivate an ethos of interdisciplinarity within the Art & Art History Program and in connection with the university as a whole.

Graphic and Digital Design Major

The graphic and digital design major requires a minimum of 42 credit hours.

Prior to selecting a major in Graphic and Digital Design, students should consult with their advisor and the chair of Art and Art History program. All students who decide to major in Graphic and Digital Design 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 seeking a career in graphic design, web development, art direction, and multimedia artists. It is also appropriate for students planning to pursue graduate studies in these areas to consider a second major in art history or fine arts.

Please note that ARTZ 111 Foundations of Studio and Design is offered in the fall semester only. ARTZ 496 Apex Studio is to be taken in the spring semester of the year the student graduates.

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

ARTZ 111	Foundations of Design	3 hrs.
ARTZ 211	Digital Foundations	3 hrs.
ARTZ 123	Drawing I	3 hrs.
ARTH 152	Art History 1400-present	3 hrs.
COMM 231	Integrated Brand Management	3 hrs.
ARTZ 267	Digital Photo I	3 hrs.
ARTZ 325	Graphic Design: Form and Content	3 hrs.
ARTZ 326	Graphic Design: Audience and Format	3 hrs.
ARTZ 327	Graphic Design: Integrated Practice	3 hrs.
ARTZ 364	Commercial Photography	3 hrs.

ARTZ 397; 398; 497; 498	Internship	3 hrs.
ARTZ 303	Praxis Studio	3 hrs.
ARTZ 496	Apex Studio	3 hrs.

Choose one:

COMM 386	Web Communication	3 hrs.
COMM 380	Data Visualization	3 hrs.

Courses used as electives for one art or art history major or minor may not also satisfy requirements for another art or art history major or minor. Students are required to complete a "Permission to Register for Special Coursework" form to enroll in ARTZ 496 Apex Studio.

Graphic and Digital Design Minor

The graphic and digital design minor requires a minimum of 18 credit hours.

ARTZ 111	Foundations of Design	3 hrs.
ARTZ 211	Digital Foundations	3 hrs.
ARTH 152	History of Art 1400-present	3 hrs.
ARTZ 325	Graphic Design: Form and Content	3 hrs.
ARTZ 326	Graphic Design: Audience and Format	3 hrs.
ARTZ 327	Graphic Design: Integrated Practice	3 hrs.

History

Department of History, Philosophy and Religion
Hue-Ping Chin, chair

History is the study of peoples, societies and events from the earliest times to the present. Grounded in the examination of primary sources such as documents, wills, poems or artifacts that illuminate the past, historians seek to provide meaningful interpretations of the human experience. Studying the traditions, events and decisions of those in the past provides insights for the contemporary world. The history major serves as excellent preparation for careers in education, public policy, consultancy, museum work, law, park service, libraries and business. History majors have attended graduate and professional schools in history, anthropology, museum studies, divinity studies, law and medicine. The analytical thinking and writing skills associated with history provide important professional and civic competencies for practical application in many fields.

The Department of History offers introductory survey courses, research methods seminars and upper level subject studies in American, European, African, Asian and Middle Eastern history. Thematic courses address film and history, military history, biography, and gender, race, and cultural studies. The senior capstone seminar provides opportunity for independent research by examining historical documents. Departmental honors, Phi Alpha Theta, history club and field trips provide students additional opportunities to interact with faculty. The department encourages students to consider studying abroad or to complete an internship as a supplement to the major or minor.

History Major

A history major requires a minimum of 33 credit hours.

All prerequisites must be completed prior to enrollment in the following courses. Day school students are not allowed to register for online and CCPS courses during the fall and spring semesters.

Foundational Course 3 hrs.

Choose one Methods in History course

(students must meet this requirement before enrolling in any 300-level history course):

HIST 250 Colonial America 3 hrs.

HIST 252 U.S. Sports History 3 hrs.

HIST 255 The Black Death 3 hrs.

HIST 258 Revolutions 3 hrs.

American History Courses 9 hrs.

American Survey Courses 6 hrs.

HIST 101 United States History to 1865 3 hrs.

HIST 102 United States History 1865 to Present 3 hrs.

Choose one additional course from American history: 3 hrs.

HIST 251 History of Slavery 3 hrs.

HIST 265 Native American History 3 hrs.

HIST 266 The Atlantic World: 1400-1800 3 hrs.

HIST 274 Vietnam and American Society 3 hrs.

HIST 320 The American Revolution 3 hrs.

HIST 330 The American Civil War 3 hrs.

HIST 343 Latin American History 3 hrs.

HIST 350	African-American History	3 hrs.
HIST 390	Selected Topics in American History ¹	3 hrs.

European History Courses 9 hrs.

Choose three courses from European History (at least one course must be 200-level and at least one course must be pre-modern):

HIST 230	Modern Europe	3 hrs.
HIST 321	Women in European History	3 hrs.
HIST 380	Hitler and Stalin	3 hrs.
HIST 381	The Holocaust	3 hrs.
HIST 390	Selected Topics in European History ¹	3 hrs.

Pre-modern courses include:

HIST 223	Medieval Europe	3 hrs.
HIST 225	Renaissance and Reformation	3 hrs.
HIST 273	Rome, the City: Ancient to Renaissance (Study Abroad)	3 hrs.
HIST 322	Joan of Arc: Film and History	3 hrs.
HIST 342	The European Witch-Hunts	3 hrs.

World History Courses 9 hrs.

Choose three courses from World history (at least one course must be 100-level):

HIST 108	World History from 1500	3 hrs.
HIST 109	Asian History to 1700	3 hrs.
HIST 110	Ancient Civilizations	3 hrs.
HIST 212	Food, Culture and Identity in Asia	3 hrs.
HIST 213	China: Film and History	3 hrs.
HIST 244	Russia and the Soviet Union	3 hrs.
HIST 325	Gender and Culture: East Asia	3 hrs.
HIST 344	History of Modern Africa	3 hrs.
HIST 346	History of Modern China	3 hrs.
HIST 347	History of Modern Japan	3 hrs.
HIST 385	Cold War	3 hrs.
HIST 390	Selected Topics in World History ¹	3 hrs.

Capstone Course 3 hrs.

HPRL 493	Capstone Research Seminar	3 hrs.
----------	---------------------------	--------

Majors must complete 12 hours at the 300 level.

Majors must complete a methods course, introductory surveys and at least two upper-level courses before enrolling in HPRL493 Capstone Research Seminar.

Optional, professional learning experiences include Internships and HIST 496: Honors Research.

History Minor

A History minor requires a minimum of 18 credit hours.

All prerequisites must be completed prior to enrollment in the following courses. Day school students are not allowed to register for online and CCPS courses during the fall and spring semesters.

Choose two courses from American History 6 hrs.
(one 100-level and one upper level course required)

HIST 101	United States History to 1865	3 hrs.
HIST 102	United States History 1865 to Present	3 hrs.
HIST 251	History of Slavery	3 hrs.
HIST 252	U.S. Sports History	3 hrs.
HIST 265	Native American History	3 hrs.
HIST 266	The Atlantic World: 1400-1800	3 hrs.
HIST 274	Vietnam and American Society	3 hrs.
HIST 320	The American Revolution	3 hrs.
HIST 330	The American Civil War	3 hrs.
HIST 343	Latin American History	3 hrs.
HIST 350	African-American History	3 hrs.
HIST 390	Selected Topics in American History ¹	3 hrs.

*Choose two courses from European History
(one 200-level and one upper level course required)* 6 hrs.

HIST 223	Medieval Europe	3 hrs.
HIST 225	Renaissance and Reformation	3 hrs.
HIST 230	Modern Europe	3 hrs.
HIST 255	The Black Death	3 hrs.
HIST 273	Rome, the City: Ancient to Renaissance (Study Abroad)	3 hrs.
HIST 321	Women in European History	3 hrs.
HIST 322	Joan of Arc: Film and History	3 hrs.
HIST 342	The European Witch-Hunts	3 hrs.
HIST 380	Hitler and Stalin	3 hrs.
HIST 381	The Holocaust	3 hrs.
HIST 390	Selected Topics in European History ¹	3 hrs.

*Choose two courses from World History
(one 100-level and one upper level course required)* 6 hrs.

HIST 108	World History from 1500	3 hrs.
HIST 109	Asian History to 1700	3 hrs.
HIST110	Ancient Civilizations	3 hrs.
HIST 212	Food, Culture and Identity in Asia	3 hrs.
HIST 213	China: Film and History	3 hrs.
HIST 244	Russia and the Soviet Union	3 hrs.
HIST 258	Revolutions	3 hrs.
HIST 325	Gender and Culture: East Asia	3 hrs.
HIST 344	History of Modern Africa	3 hrs.
HIST 346	History of Modern China	3 hrs.
HIST 347	History of Modern Japan	3 hrs.
HIST 385	Cold War	3 hrs.
HIST 390	Selected Topics in World History ¹	3 hrs.

History minors may substitute HPRL493 for an upper level course requirement offered in American, European or World History.

¹*Selected topics should be confirmed with the chair of history for consideration as major or minor credit.*

Individualized Major

Peter Meidlinger, Associate Vice President for Academic Affairs - Academic Quality, Professor of English, Coordinator of English for Academic Purposes Program

Students may design an individualized major at Drury, where they complete a course of study not offered among Drury's existing majors. Students who pursue this option are often drawn to a set of questions that require an interdisciplinary course of study to prepare for a particular career or graduate school program.

Students must submit an application to a committee consisting of at least two faculty members, one of whom should be their advisor. The application must be approved by this committee, the Dean of the College where a majority of the coursework will be taken, and chairs of each department where six or more credit hours are included in the proposed curriculum. The application should include:

- The name of the proposed major,
- A statement of purpose describing the focus of the major, and
- The courses the student plans to take to fulfill the major (including possible alternatives).

Major Requirements:

The major must include a minimum of 36 credit hours, including at least 12 credit hours of upper-division courses (300- and 400-level) and a capstone experience (a senior seminar or a guided research experience). In addition, courses should come from at least two but not more than four academic departments; and must be taught on a regular basis to reduce reliance on directed studies (exceptions to this guideline must be approved by the chair of the department where the course is listed).

A student should design the individualized major as early as possible, and must spend a minimum of three semesters working under an approved plan. Students who have a GPA below 3.0 at the time of application must seek special permission from the Dean of the College where a majority of the coursework will be taken. The academic advisor must meet with the student at least once each semester to review progress.

Law and Society

Jennie Long, program director

This program explores the law's relationship to historical and contemporary social issues. Coursework in the minor helps students gain an understanding of legal history and legal structures, explore the role of the law and lawyers in solving social problems, consider the philosophical concept of justice, examine how law and legal reasoning affects nearly every aspect of contemporary life and get "hands on" internships and capstone experiences in a range of professional settings.

The minor can enrich many other majors on campus including (but not limited to) business, communication, criminology, English, history, philosophy, pre-health sciences, psychology, public relations, religion and sociology. This is not a pre-professional program offering paralegal training, nor is it required for students who are planning to attend law school. Rather, it embodies the spirit of liberal learning, focusing on communication skills, critical thinking, textual analysis, quantitative analysis and moral reasoning. It will help prepare students for a wide range of law-related careers. Students interested in attending law school should also plan on completing additional courses in writing, logic and public speaking.

Law and Society Minor

The law and society minor requires a minimum of 15 credit hours.

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

<i>Required Course</i>		<i>3 hrs.</i>
PLSC 220	Introduction to Law and Society*	3 hrs.

*Students must earn at least a "B" in PLSC 220 to earn the law and society minor.

<i>Choose one from the following:</i>		<i>3 hrs.</i>
---------------------------------------	--	---------------

BSCI 380	Undergraduate Internship Experience	3 hrs.
----------	-------------------------------------	--------

BSCI 480	Undergraduate Internship Experience II	3 hrs.
----------	--	--------

<i>Choose a total of 9 hours from the following electives:</i>		<i>9 hrs.</i>
--	--	---------------

(At least one in each category)

Social Science And The Law

CRIM 337	Death Penalty	3 hrs.
----------	---------------	--------

CRIM 360	The Judicial Process	3 hrs.
----------	----------------------	--------

PSYC 371	Psychology and the Law	3 hrs.
----------	------------------------	--------

PLSC 350	International Organizations and Law	3 hrs.
----------	-------------------------------------	--------

Public Policy And The Law

ANML 305	Animal Law I	3 hrs.
----------	--------------	--------

MGMT 319	Business Law and Ethics	3 hrs.
----------	-------------------------	--------

MGMT 320	Commercial Law and Ethics	3 hrs.
----------	---------------------------	--------

MGMT 321	Legal and Ethical Environment of Business	3 hrs.
----------	---	--------

PLSC 335	Supreme Court and Constitutional Law	3 hrs.
----------	--------------------------------------	--------

SOCI 341	Homosexuality and Civil Liberties	3 hrs.
----------	-----------------------------------	--------

Jurisprudence and Ethics

COMM 322	Media Law	3 hrs.
----------	-----------	--------

CRIM 341	Justice, Punishment and Ethics	3 hrs.
----------	--------------------------------	--------

ENGL 219	The Lawyer in Literature and Film	3 hrs.
----------	-----------------------------------	--------

Management

Breech School of Business Administration
Robin Sronce, Dean

The Breech School of Business Administration functions on the undergraduate level as the department of business administration. It also offers a master in business administration degree (M.B.A.) at the graduate level.

The undergraduate majors (accounting, economics, finance, management and marketing) of the Breech School of Business Administration are dedicated to providing academic preparation consistent with the highest professional standards and liberal arts tradition of Drury University. Majors in the five subject areas provide students the opportunity to learn and grow while gaining a deepening understanding of the role of business and economics in our society. The programs emphasize the development of effective leaders capable of analyzing values, thinking critically, communicating effectively, making sound decisions, integrating theoretical and practical knowledge, exercising personal and social responsibility, appreciating the value of lifelong learning and understanding business and its many positive contributions to a global society.

The Breech School of Business Administration offers lower-division courses that contribute to the liberal education of the student, whatever the area of study. A minor is also available in business administration. However, the business administration minor is not available for students majoring in accounting, economics, finance, management or marketing.

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. Engage 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 300/400) with prefixes of ACCT, ECON, FINC, MGMT and MKTG. To be admitted to the Breech School of Business Administration, a student must:

- a. Be officially admitted to Drury University.
- b. Complete an official declaration of major form indicating the major, minor or special program that the student intends to pursue. At this time, students will be required to read and sign the Breech Student Honor Code.
- c. Have completed at least 42 hours of college level credit, including a minimum of 12 semester credit hours at Drury University.
- d. 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
ECON 201	Basic Economic Theory
MATH 227	Introduction to Statistics
MGMT 170	Computer Proficiency Exam (must achieve grade of 'S')
MGMT 250	Management Information Systems

Choose one of the following:

MATH 230	Business Calculus
MATH 231	Calculus I
- e. Have a 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 offering 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.

Management Major

Bachelor Of Business Administration

Students pursuing the bachelor of business administration degree (BBA) with a major in management are required to complete the following course requirements:

Drury CORE	39-43* hrs.
BBA Tool Courses	25 hrs.
BBA Core Courses	21 hrs.
Management Major Requirement	19 hrs.
Electives	16-20 hrs.
Total BBA hours to earn degree	124-128 hrs.

*Drury CORE hours have been reduced from 45-49 to 39-43 as credit hours (6-7) are included in the BBA Tool Courses hours.

BBA Tool Courses

All students pursuing a BBA degree with a major in management are required to complete the following tool courses:

ACCT 209	Principles of Accounting	3 hrs.
ACCT 210	Accounting for Management	3 hrs.
ECON 201	Basic Economic Theory	4 hrs.
MATH 227	Introduction to Statistics	3 hrs.
MGMT 103	Business Foundations	3 hrs.
MGMT 170	Computer Proficiency Exam	0 hrs.
MGMT 204	Organizational Behavior	3 hrs.
MGMT 228	Analytical Methods	3 hrs.
MGMT 250	Management Information Systems	3 hrs.

BBA Core Courses

All students pursuing a BBA degree with a major in management are required to complete the following core courses:

FINC 331	Corporate Finance	3 hrs.
MGMT 205-208	Study Abroad	0 hrs.
MGMT 301	Leadership and Organizations	3 hrs.
MGMT 319	Business Law and Ethics	3 hrs.
MGMT 424	Business Simulation Workshop	3 hrs.
MGMT 446	Strategic Management	3 hrs.
MGMT 480	Professional Business Experience	3 hrs.
MKTG 337	Marketing	3 hrs.

Major Requirements

Students earning a BBA degree with a major in management must also complete the following courses for the major:

ECON 311	Price Theory	4 hrs.
MGMT 425	International Management	3 hrs.

Choose three courses from the following: *9 hrs.*

MGMT 340	Project Management	3 hrs.
MGMT 356	Negotiation and Organizational Conflict	3 hrs.
MGMT 373	Human Resource Management	3 hrs.
MGMT 374	Employment Law and Regulations	3 hrs.
MGMT 476	Nonprofit Organizations	3 hrs.
MGMT 290, 390, 490	Selected Topics	3 hrs.

The faculty of the Breech School reserve the right to modify the above program and degree requirements at any time.

Marketing

Breech School of Business Administration
Robin Sronce, Dean

The Breech School of Business Administration functions on the undergraduate level as the department of business administration. It also offers a master in business administration degree (M.B.A.) at the graduate level.

The undergraduate majors (accounting, economics, finance, management and marketing) of the Breech School of Business Administration are dedicated to providing academic preparation consistent with the highest professional standards and liberal arts tradition of Drury University. Majors in the five subject areas provide students the opportunity to learn and grow while gaining a deepening understanding of the role of business and economics in our society. The programs emphasize the development of effective leaders capable of analyzing values, thinking critically, communicating effectively, making sound decisions, integrating theoretical and practical knowledge, exercising personal and social responsibility, appreciating the value of lifelong learning and understanding business and its many positive contributions to a global society.

The Breech School of Business Administration offers lower-division courses that contribute to the liberal education of the student, whatever the area of study. A minor is also available in business administration. However, the business administration minor is not available for students majoring in accounting, economics, finance, management or marketing.

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) Engage 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 300/400) with prefixes of ACCT, ECON, FINC, MGMT and MKTG.

1. To be admitted to the Breech School of Business Administration, a student must:
2. Be officially admitted to Drury University.
3. Complete an official declaration of major form indicating the major, minor or special program that the student intends to pursue. At this time, students will be required to read and sign the Breech Student Honor Code.
4. Have completed at least 42 hours of college level credit, including a minimum of 12 semester credit hours at Drury University.
5. 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
 - ECON 201 Basic Economic Theory
 - MATH 227 Introduction to Statistics
 - MGMT 170 Computer Proficiency Exam (must achieve grade of 'S')
 - MGMT 250 Management Information Systems

Choose one of the following:

 - MATH 230 Business Calculus
 - MATH 231 Calculus I
6. Have a 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 offering 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.

Marketing Major

Bachelor of Business Administration

Students pursuing the bachelor of business administration degree (BBA) with a major in marketing are required to complete the following course requirements:

Drury CORE	39-43* hrs.
BBA Tool Courses	25 hrs.
BBA Core Courses	21 hrs.
Marketing Major Requirements	16 hrs.
Electives	19-23 hrs.
Total BBA hours to earn degree	124-128 hrs.

**Drury CORE hours have been reduced from 45-49 to 39-43 as credit hours (6-7) are included in the BBA Tool Courses hours.*

BBA Tool Courses

All students pursuing a BBA degree with a major in marketing are required to complete the following tool courses:

ACCT 209	Principles of Accounting	3 hrs.
ACCT 210	Accounting for Management	3 hrs.
ECON 201	Basic Economic Theory	4 hrs.
MATH 227	Introduction to Statistics	3 hrs.
MGMT 103	Business Foundations	3 hrs.
MGMT 170	Computer Proficiency Exam	0 hrs.
MGMT 204	Organizational Behavior	3 hrs.
MGMT 228	Analytical Methods	3 hrs.
MGMT 250	Management Information Systems	3 hrs.

BBA Core Courses

All students pursuing a BBA degree with a major in marketing are required to complete the following core courses:

FINC 331	Corporate Finance	3 hrs.
MGMT 205-208	Study Abroad	0 hrs.
MGMT 301	Leadership and Organizations	3 hrs.
MGMT 319	Business Law and Ethics	3 hrs.
MGMT 424	Business Simulation Workshop	3 hrs.
MGMT 446	Strategic Management	3 hrs.
MGMT 480	Professional Business Experience	3 hrs.
MKTG 337	Marketing	3 hrs.

Major Requirements

Students earning a BBA degree with a major in marketing must also complete the following courses for the major:

ECON 311	Price Theory	4 hrs.
MKTG 348	Marketing Research	3 hrs.

Choose three courses from the following: 9 hrs.

MKTG 338	Professional Selling and Presentation	3 hrs.
MKTG 339	Principles of Advertising	3 hrs.
MKTG 341	Product Development and Brand Strategy	3 hrs.
MKTG 344	Consumer Behavior	3 hrs.

The faculty of the Breech School reserve the right to modify the above program and degree requirements at any time.

Mathematics

Department of 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. We stress the development of critical thinking skills, the integration of theory with practical applications and the understanding of concepts of mathematics. Mathematics courses numbered 300 or higher are typically offered once every four semesters on a rotating basis.

The major in mathematics prepares students for careers or graduate school in the mathematical sciences. We encourage mathematics majors to participate in research. The minor in mathematics supports students who are planning careers in areas that rely on applications of mathematics.

Mathematics Major

The mathematics major requires a minimum of 40 credit hours.

All prerequisites must be completed prior to enrollment in the following courses.
A grade of C- or higher must be achieved in the 200-level courses listed below.

CSCI 251	Introduction to Computer	4 hrs.
MATH 231	Science Calculus I	4 hrs.
MATH 232	Calculus II	4 hrs.
MATH 233	Calculus III	4 hrs.
MATH 234*	Introduction to Mathematical Proof	3 hrs.
MATH 235	Linear Algebra	3 hrs.
MATH 301	Abstract Algebra	3 hrs.
MATH 421	Real Variables	3 hrs.
MATH 493	Senior Seminar	3 hrs.

Choose three courses from at least two of the following areas: *9 hrs.*

Probability and Statistics

MATH 326	Probability Theory	3 hrs.
MATH 327	Mathematical Statistics	3 hrs.

Applied Math

CSCI 340	Numerical Analysis	3 hrs.
MATH 366	Differential Equations	3 hrs.
MATH 432	Complex Variables	3 hrs.
MATH 390, 490	Selected Topics	3 hrs.

Geometry and Topology

MATH 330	Geometry	3 hrs.
MATH 440	Topology	3 hrs.

Computer Science

CSCI 453	Formal Language Theory	3 hrs.
CSCI 454	Compiler Theory	3 hrs.

*Students may replace MATH 234 with the pair of classes CSCI 241 and CSCI 262.

Mathematics Minor

The mathematics minor requires a minimum of 18 credit hours.

*All prerequisites must be completed prior to enrollment in the following courses.
A grade of C- or higher must be achieved in the 200-level courses listed below.*

MATH 231	Calculus I	4 hrs.
MATH 232	Calculus II	4 hrs.
MATH 233	Calculus III	4 hrs.
MATH 235	Linear Algebra	3 hrs.

Choose one course from following: 3 hrs.

MATH 301	Abstract Algebra	3 hrs.
MATH 326	Probability Theory	3 hrs.
MATH 327	Mathematical Statistics	3 hrs.
MATH 330	Geometry	3 hrs.
CSCI 340	Numerical Analysis	3 hrs.
MATH 366	Differential Equations	3 hrs.
MATH 421	Real Variables	3 hrs.
MATH 432	Complex Variables	3 hrs.
MATH 440	Topology	3 hrs.
MATH 390, 490	Selected Topics	3 hrs.

In addition to the required courses, we recommend MATH 234.

Actuarial Science and Risk Management Minor

The actuarial science and risk management minor requires a minimum of 22 credit hours.

The major in mathematics with a minor in actuarial science and risk management specifically prepares graduates to enter the fields of actuarial science or risk management. Students majoring in math with a minor in actuarial science and risk management will typically have passed the first two professional actuarial exams by the time of graduation.

This minor is only available to students pursuing a major in mathematics.

*All prerequisites must be completed prior to enrollment in the following courses.
A grade of C- or higher must be achieved in the 200-level courses listed below.*

MATH 326	Probability Theory	3 hrs.
MATH 327	Mathematical Statistics	3 hrs.
ACCT 209	Principles of Accounting	3 hrs.
ACCT 210	Accounting for Management and Insurance	3 hrs.
FINC 310	Risk Management and Insurance	3 hrs.
FINC 331	Corporate Finance	3 hrs.
ECON 201	Basic Economic Theory	4 hrs.

Mathematics Education Major (secondary track)

The mathematics education major (secondary track) requires a minimum of 37 credit hours.

Students completing a double major in mathematics and secondary education have the following requirements for their mathematics major. These meet the specifications of the accrediting

agencies for the secondary education program and prepare students to teach high school mathematics courses.

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

CSCI 251	Introduction to Computer Science	4 hrs.
MATH 231	Calculus I	4 hrs.
MATH 232	Calculus II	4 hrs.
MATH 233	Calculus III	4 hrs.
MATH 234	Introduction to Mathematical Proof	3 hrs.
MATH 235	Linear Algebra	3 hrs.
MATH 301	Abstract Algebra	3 hrs.
MATH 330	Geometry	3 hrs.
MATH 421	Real Variables	3 hrs.
MATH 493	Senior Seminar	3 hrs.

Choose one course from the following: 3 hrs.

MATH 227	Introduction to Statistics	3 hrs.
CSCI 241	Discrete Mathematics	3 hrs.
MATH 327	Mathematical Statistics	3 hrs.

We recommend that students also take CSCI 241, MATH 326, MATH 327 and MATH 366 since these areas of study are becoming popular high school topic

Medical Technology

*Kevin Jansen, Biology Department Chair
Medical Technology, Bachelor of Science*

The medical technology major includes three years of natural science courses at Drury University that serve as pre-requisites for the one year of clinical coursework at either Cox College School of Medical Technology or the Mercy Hospital-Joplin School of Medical Laboratory Science. The Drury Core also must be completed during the first three years at Drury. Upon completion of all coursework at Drury and either Cox or Mercy, students will have earned a Bachelor of Science degree with a major in Medical Technology. Graduates of the program will be qualified to serve as medical technologists and/or pursue further certification to specialize within medical laboratory science.

*All prerequisites must be completed prior to enrollment in the following courses.
Co-requisites must be taken during the same semester.*

Required Courses

BIOL 172	Exploring Molecular Biology	3 hrs.
BIOL 181	Mechanisms of Genetic Inheritance	3 hrs.
BIOL 182	Evolution	2 hrs.
BIOL 208	Introduction to Microbiology	4 hrs.
BIOL 308	Immunology	3 hrs.
BIOL 313	Advanced Microbiology	4 hrs.
BIOL 322	Advanced Genetics	4 hrs.
BIOL 324	Cell and Molecular Biology	3 hrs.
BIOL 351	Junior Seminar I	1 hr.
CHEM 208/L	Analytical Chemistry with Laboratory	3/1 hrs.
CHEM 238/L	Inorganic Chemistry with Laboratory	3/1 hrs.
CHEM 312/L	Organic Chemistry with Laboratory	3/2 hrs.
CHEM 336	Biochemistry	3 hrs.
MATH 109	College Algebra	3 hrs.
MATH 227	Introduction to Statistics	3 hrs.

A minimum of 94 semester hours and all Core courses are required prior to entrance in either the Cox College School of Medical Technology or the Mercy Hospital-Joplin School of Medical Laboratory Science, and the final year of the curriculum will be at either to Cox or Mercy campus. The Bachelor of Science degree with a major in Medical Technology will eventually be granted from Drury.

Medieval and Renaissance Studies

Shelley A. Wolbrink, program director

The medieval and renaissance studies minor reflects the interdisciplinary approach of the liberal arts tradition, allowing students to integrate a wide range of disciplines into the knowledge of a single historical period — the Middle Ages. Drawing on expertise from the fields of art, architecture, history, religion, philosophy and literature, students and faculty will concentrate on the time period in European history from 500 to 1650 C.E. During this time, we see the development of universities, parliaments and banks, as well as the emergence of cathedrals, chivalry as a code of personal and political conduct, cities as centers of commerce and the increasing use of vernacular languages for public functions. The late Middle Ages brought a series of challenges to Europe, including plague, war and the increasing persecution of non-Christians, yet the literature, art and architecture as well as the printing press and magnetic compass remain lasting legacies of the creative energy and inventiveness of Northern Europe and Renaissance Italy. The medieval and renaissance studies minor offers preparation for students considering careers in education, publishing, museum administration, archival work and public service. For students contemplating their career plans, this minor provides a rigorous and broad-based liberal arts education that future employers will identify as evidence of creativity and critical thinking skills. With planning, it is possible to fulfill the minor by taking medieval and renaissance studies classes that count toward the general education program, especially requirements in humanities, fine arts, ethics and Drury Foundations.

Medieval and Renaissance Studies Minor

The medieval and renaissance studies minor requires a minimum of 15 credit hours.

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

HIST 223	Medieval Europe	3 hrs.
----------	-----------------	--------

Choose a total of 12 hours from at least two different areas: *12 hrs.*

Art/Architecture

ARTH 310	Medieval Art and Architecture	3 hrs.
ARTH 315	Renaissance Art and Architecture	3 hrs.
ARTH 316	Venice and the Veneto	3 hrs.
ARTH 364	The Printed Book as Art and Artifact, 1450 to 1850	3 hrs.
ARTH 410	The Medieval Architect: Practice and Product	3 hrs.
ARTH 411	Medieval Women: Image, Text, Experience	3 hrs.
ARCH 390, 490	Selected Topics on the Middle Ages ¹	3 hrs.
ARTH 390, 490	Selected Topics on the Middle Ages ¹	3 hrs.

English

ENGL 201	British Literature I: Medieval through 18th Century	3 hrs.
ENGL 305	Studies in Ancient through Medieval Literature (Medieval topics only)	3 hrs.
ENGL 342	Shakespeare and Ethics	3 hrs.
ENGL 390, 490	Selected Topics on the Middle Ages ¹	3 hrs.

History

HIST 225	Renaissance and Reformation	3 hrs.
HIST 255	Engaging the Past: The Black Death	3 hrs.
HIST 273	Rome, the City: Ancient to Renaissance	3 hrs.
HIST 322	Joan of Arc: Film and History	3 hrs.

HIST 342	The European Witch-Hunts	3 hrs.
HIST 390, 490	Selected Topics on the Middle Ages ¹	3 hrs.

Language

FREN 351	Introduction to French Literature I	3 hrs.
----------	-------------------------------------	--------

Library and Information Services

ARTH 364	The Printed Book as Art and Artifact, 1450 to 1850	3 hrs.
----------	--	--------

Philosophy/Religion

PHIL/RELG 390, 490	Selected Topics on the Middle Ages ¹	3 hrs.
--------------------	---	--------

Independent Research

ARCH 391, 392, 491, 492	Research	3 hrs.
ARTH 391, 392, 491, 492	Research	3 hrs.
ENGL 391, 392, 491, 492	Research	3 hrs.
HIST 391, 392, 491, 492	Research	3 hrs.
PHIL 391, 392, 491, 492	Research	3 hrs.
RELG 391, 392, 491, 492	Research	3 hrs.
HNRS 401	Senior Colloquium and Research	3 hrs.

(Prerequisite for research is at least nine hours of medieval and renaissance studies coursework.)

Study Abroad

Study abroad is encouraged. Please check with the program director for consideration.

¹Selected topics should be confirmed with the program director of medieval and renaissance studies for consideration as minor credit.

Middle East Studies

Jeffrey A. VanDenBerg, program director

Middle East studies is an interdisciplinary minor with courses in art, architecture, history, gender studies, politics, religion, anthropology and foreign languages. The Middle East studies minor complements the Engaging Our World general education curriculum, allowing students to integrate a broad global perspective with a more in-depth understanding of a crucially important region of the world. Study of the Middle East provides an exposure to a wide diversity of cultural, artistic, religious, political, economic and social systems. As the birthplace of Judaism, Christianity and Islam, the Middle East occupies a central place in the spiritual and historical development of human civilizations. The persistence of conflict and violence in the region makes an understanding of the Middle East essential for a global citizen. A Middle East studies minor prepares students for a range of careers including public service, international business, education, diplomacy, law and nonprofit work.

Middle East Studies Minor

The Middle East studies minor requires a minimum of 15 credit hours.

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

RELG 202	Religions of the World: Middle Eastern	3 hrs.
<i>Choose a total of 12 hours from the following areas:</i>		<i>12 hrs.</i>
ANTH 362	Gender and Islam	3 hrs.
ARTH 371	Early Islamic Art and Architecture	3 hrs.
PLSC 312	Islam and the West	3 hrs.
PLSC 360	Islam and the Politics in the Modern Middle East	3 hrs.
PLSC 375	Arab-Israeli Conflict	3 hrs.
LLIT 290	Selected Topics in Arabic	3 hrs.
ARTH 390, 490	Selected Topics on the Middle East ¹	3 hrs.
HIST 390, 490	Selected Topics on the Middle East ¹	3 hrs.
PLSC 390, 490	Selected Topics on the Middle East ¹	3 hrs.
RELG 390, 490	Selected Topics on the Middle East ¹	3 hrs.
SOCI 390, 490	Selected Topics on the Middle East ¹	3 hrs.
ARTH 391, 392, 491, 492	Research	3 hrs.
HIST 391, 392, 491, 492	Research	3 hrs.
PLSC 391, 392, 491, 492	Research	3 hrs.
RELG 391, 392, 491, 492	Research	3 hrs.
SOCI 391, 392, 491, 492	Research	3 hrs.

(Prerequisite for research is at least nine hours of Middle East coursework.)

¹*Selected topics should be confirmed with the program director of Middle East studies for consideration as minor credit.*

Model United Nations

Jeffrey A. VanDenBerg, coordinator

Model United Nations (MUN) simulates the procedures and substance of United Nations debates in an annual conference. Delegates representing a variety of countries sit on General Assembly Committees, the Security Council, the Economic and Social Council, the International Press Delegation and the International Court of Justice. MUN is offered for credit. Fall semester enrollment is a prerequisite for spring semester enrollment in Model United Nations.

Multimedia Production and Journalism

Department of Communication
Jonathan Groves, chair

The multimedia production and journalism major is designed to expose undergraduates to an array of media and message shaping for those media, through a mix of theory and practice. As a part of a liberal arts university, ours is a program with a distinct focus on critical analysis, ethical standards, reporting and writing for print, broadcast and online media platforms. Students will also learn radio and TV production and programming as well as Internet communication.

Drury University multimedia production and journalism majors gain “real world” experience in the Shewmaker Communication Center’s television studio, Carole Lambert Studios, and radio station, as well as in the computer publishing and newspaper labs. They also produce a creative senior project and a senior portfolio, which represents their accomplishments and growth during their years at Drury.

Multimedia Production and Journalism Major

The multimedia production and journalism major must complete 36 hours of coursework: 33 hours of required courses and three hours of elective courses.

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

Please note that COMM 211 presentational speaking is a prerequisite for COMM 351 principles of persuasion and influence. Students should complete COMM 211 early in their degree program.

Core Courses

COMM 215	Foundations of Communication Theory	3 hrs.
COMM 226	Multimedia Production I	3 hrs.
COMM 285	Communication and Ethics	3 hrs.
COMM 351	Principles of Persuasion and Influence	3 hrs.
COMM 386	Web Communication	3 hrs.
COMM 493	Senior Seminar	3 hrs.

Major Requirements

COMM 221	Multimedia Writing	3 hrs.
COMM 322	Media Law	3 hrs.
COMM 375	Principles of Multimedia Production II	3 hrs.

Choose One Emphasis

Broadcast Emphasis

COMM 245	Studio Production	3 hrs.
COMM 373	Advanced Electronic Media TV Activities	3 hrs.

Journalism Emphasis

COMM 265	Photojournalism	3 hrs.
COMM 369	Investigative Reporting	3 hrs.

Choose three hours from the following electives:

COMM 141-144	Radio Activities	3 hrs.
COMM 171-174	TV Activities	3 hrs.
COMM 181-184	Journalism Activities	3 hrs.

COMM 208	Introduction to Argumentation and Debate	3 hrs.
COMM 332	Intercultural Communication	3 hrs.
COMM 342	Interpersonal Communication Theory	3 hrs.
COMM 353	Mass Media and Society	3 hrs.
COMM 387	Organizational Communication	3 hrs.
COMM 358, 359	Advanced Journalism Activities I and II	3 hrs.
COMM 290, 390, 490	Selected Topics	3 hrs.
COMM 291, 292, 391, 392, 491, 492	Research	3 hrs.
COMM 397, 398, 497, 498	Internship	3 hrs.
ENGL 253	Grammar and Style	3 hrs.
THTR 354	Writing for Stage and Screen	3 hrs.

There are numerous extracurricular activities available within the communication department community. KDRU (the student radio station) encourages multimedia production and journalism majors to get involved with the operation of the station from working air shifts to management roles. DUTV (the student TV operation) offers students the opportunity to become involved in television production activities, from producing and directing to operating cameras and building sets. Students also are encouraged to get involved with the other communication department activities like *The Mirror* (student newspaper), and AD/PR Club.

Senior Portfolio Requirement

All communication majors, and those planning to declare a major, must keep a file of important assignments completed in communication courses and in the general education program. Items to be placed in the file include any written assignments graded or evaluated by the instructor, written projects, speeches, internship projects and audio/video materials. The contents of the file will be used to develop a senior portfolio, a course requirement in COMM 493 senior seminar. The senior portfolio is a reflective document that provides evidence of a student's learning achievements and it may be used to facilitate career planning, job search activities and/or admittance to graduate study.

Music

*Department of Fine and Performing Arts
Allin Sorenson, chair*

Programs in music consider the interests and needs of students in offering:

- 1) Introductory courses in music theory and literature designed to enhance musical perception and lead to increased understanding and appreciation of music as a fine art.
- 2) Ensemble participation and applied music study to further develop knowledge of literature and performance skills.
- 3) Programs of study (BA, BME, BMT) designed to provide students the opportunity to learn and grow while gaining the necessary knowledge and skills to become successful musicians, therapists, teachers and performers.

Each student majoring in music is expected to:

- 1) Complete the prescribed course of study for the particular degree.
- 2) Complete at least eight semesters of an ensemble in a principal instrument.
- 3) Complete at least eight semesters (or every semester registered as a music major, excluding semesters enrolled in internship or student teaching) of Drury Singers, Drury Chorale, Wind Symphony or Orchestra.
- 4) Register for MUSC 105 each semester and attend a minimum of 10 concerts or recitals during the semester including all faculty recitals, senior recitals, and all "Guest Artist Series" concerts.
- 5) Pass the piano proficiency examination.
- 6) Achieve the required applied music level for the major. Information concerning applied music levels can be obtained in the Music Major Handbook.
- 7) Maintain a cumulative grade point average of 2.5. If a student's GPA falls below 2.5, the student will have one semester to re-achieve the 2.5. Failure to do so can result in removal from the major.

Additional information and requirements are available in the Music Major Handbook available in the music office or online.

Bachelor of Arts Major in Music

The music major requires a minimum of 56 credit hours.

All students interested in majoring in music must perform and pass an audition before the music faculty. Students who fail to pass this audition after two attempts will not be allowed to continue as a music major. The audition must be completed by the end of the first two weeks of the semester.

After four semesters of study in music, all music majors must pass a sophomore review which includes performing their applied major jury before the music faculty. If the student fails this review a second time, they will no longer be allowed to continue as a music major. Details of the sophomore review can be found in the Music Major Handbook available in the music office or online.

All courses are offered at least once every three years.

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

Musicianship

MUSC 105

Recital Attendance

(8 semesters, or every semester registered as a music major)

0 hrs.

MUSC 117	Music Theory I	3 hrs.
MUSC 118	Music Theory II	3 hrs.
MUSC 121	Ear Training and Sight Singing I	1 hr.
MUSC 122	Ear Training and Sight Singing II	1 hr.
MUSC 211	Sophomore Review	0 hrs.
MUSC 217	Music Theory III	3 hrs.
MUSC 218	Music Theory IV	3 hrs.
MUSC 219	Ear Training and Sight Singing III	1 hr.
MUSC 220	Ear Training and Sight Singing IV	1 hr.
MUSC 306	Form and Analysis	2 hrs.
MUSC 321	History of Music I	3 hrs.
MUSC 322	History of Music II	3 hrs.
MUSC 493	Senior Seminar	3 hrs.

Choose one course from the following: 3 hrs.

MUSC 221	African-American Music	3 hrs.
MUSC 224	Jazz History	3 hrs.

Performance Requirements and Music Electives

Applied Major (to level 4)		8 hrs.
MUSC 405	Applied Level Proficiency	0 hrs.
Ensembles		8 hrs.

Choose 10 hours from the following electives: 10 hrs.

AADM 450	Arts Criticism	3 hrs.
MUSC 152, 153	Jazz Improvisation	2 hrs.
MUSC 300	Half Recital	1 hr.
MUSC 101, 102, 201, 202, 301, 302, 401, 402	Composition	1-2 hrs.
MUSC 308	Twentieth Century Theory	2 hrs.
MTHP 310	Recreational Music	3 hrs.
MUSC 316	Vocal Diction and Pedagogy	2 hrs.
MUSC 335	Choral Literature and Pedagogy	2 hrs.
MUSC 344	Instrumental Literature and Pedagogy	2 hrs.
MUSC	Literature and Pedagogy of a Major Instrument	2 hrs.
MUSC 356	Conducting	2 hrs.
MUSC 357	Choral Conducting	2 hrs.
MUSC 358	Instrumental Conducting	2 hrs.
MUSC 385	Instrumentation	2 hrs.
MUSC 386	Choral Arranging	2 hrs.
MUSC 400	Full Recital	2 hrs.
THTR 349	History and Development of American Musical Theatre	3 hrs.

Music Minor

The music minor requires a minimum of 21 credit hours.

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

MUSC 115	Introduction to Music	3 hrs.
MUSC 117	Music Theory I	3 hrs.
MUSC 118	Music Theory II	3 hrs.
MUSC 121	Ear Training and Sight Singing I	1 hr.
MUSC 122	Ear Training and Sight Singing II	1 hr.

Elective (300-level)	2-3 hrs.
Applied Major - (to Level 3)	4 hrs.
MUSC 405 Applied Level Proficiency	0 hrs.
Choir, Band, or Orchestra -4 semesters	4 hrs.

The general college requirements pertaining to the Bachelor of Arts degree apply to this degree.

Bachelor of Music Education
With Instrumental or Vocal Emphasis

This program is designed for students who wish to teach music at the elementary or secondary level. Upon successful completion of the requirements for this degree, certification to teach instrumental or vocal music in grades one through twelve is recommended by the chair of the department of music to the director of teacher education. It should be recognized that candidates for this degree may find it necessary to attend at least one summer session.

Bachelor of Music Education students should pass all coursework required for the major with a C or better. Students who fail to pass courses required for the major with a C or better after two attempts will no longer be allowed to continue in the major.

All students interested in majoring in music must perform and pass an audition before the music faculty. Students who fail to pass this audition after two attempts will not be allowed to continue as a music major. The audition must be completed before the end of the first semester as a music major.

After four semesters of study in music, all music majors must pass a sophomore review which includes performing their applied major jury before the music faculty. If the student fails this review, they will no longer be allowed to continue as a music major. Details of the sophomore review can be found in the music major handbook available in the music office or online.

EDUC 200	Technology in the Classroom	3 hrs.
EDUC 201	Teacher Aide	1 hr.
EDUC 205	Diversity and Social Justice in Education	3 hrs.
EDUC 207	Psychology of Human Growth and Development	3 hrs.
EDUC 212	Professional Preparation for the Field of Teacher Education	0 hrs.
EDUC 302	Educational Psychology	3 hrs.
EDUC 303	Secondary Education Field Experience I	1 hr.
EDUC 304	Teaching in Diverse Classrooms	2 hrs.
EDUC 331	Content Area Literacy	3 hrs.
EDUC 340	Education of the Exceptional Child	3 hrs.
EDUC 361	Collaborative Classroom Environment	3 hrs.
EDUC 385	Secondary School Curriculum	3 hrs.
EDUC 478	Student Teaching on the Secondary School Level	10 hrs.
MUSC 105	Recital Attendance	0 hrs.
<i>(8 semesters, or every semester registered as a music major)</i>		
MUSC 108	Percussion Class	2 hrs.
MUSC 109	String Class	2 hrs.
MUSC 111	Brass Class	2 hrs.
MUSC 113	Woodwind Class	2 hrs.
MUSC 117	Music Theory I	3 hrs.
MUSC 118	Music Theory II	3 hrs.
MUSC 120*	Voice Class	2 hrs.
MUSC 121	Ear Training and Sight Singing I	1 hr.

MUSC 122	Ear Training and Sight Singing II	1 hr.
MUSC 211	Sophomore Review	0 hrs.
MUSC 217	Music Theory III	3 hrs.
MUSC 218	Music Theory IV	3 hrs.
MUSC 219	Ear Training and Sight Singing III	1 hr.
MUSC 220	Ear Training and Sight Singing IV	1 hr.
MUSC 321	History of Music I	3 hrs.
MUSC 322	History of Music II	3 hrs.
MUSC 344	Instrumental Literature and Pedagogy	2 hrs.
MUSC 346	Marching Techniques and Materials	1 hr.
MUSC 356	Conducting	2 hrs.
MUSC 358	Instrumental Conducting	2 hrs.
MUSC 374	Elementary and Secondary Music Methods	4 hrs.
MUSC 385	Instrumentation	2 hrs.
<i>Choose one course from the following:</i>		<i>1-2 hrs.</i>
MUSC 300	Half Recital	1 hr.
MUSC 400	Full Recital	2 hrs.
<i>Choose one course from the following:</i>		<i>3 hrs.</i>
MUSC 221	African-American Music	3 hrs.
MUSC 224	Jazz History	3 hrs.
<i>Applied Major (to Level 5)</i>		<i>8 hrs.</i>
MUSC 405	Applied Level Proficiency	0 hrs.
Band or Orchestra		8 hrs.
Chamber Orchestra		2 hrs.
Choral Ensemble		2 hrs.
 *Applied Voice will fulfill the Voice Class requirement		
<i>Requirements for the Vocal Major:</i>		
EDUC 200	Technology in the Classroom	3 hrs.
EDUC 201	Teacher Aide	1 hr.
EDUC 205	Diversity and Social Justice in Education	3 hrs.
EDUC 207	Psychology of Human Growth and Development	3 hrs.
EDUC 212	Professional Preparation for the Field of Teacher Education	0 hrs.
EDUC 302	Educational Psychology	3 hrs.
EDUC 303	Secondary Education Field Experience I	1 hr.
EDUC 304	Teaching in Diverse Classrooms	2 hrs.
EDUC 331	Content Area Literacy	3 hrs.
EDUC 340	Education of the Exceptional Child	3 hrs.
EDUC 361	Collaborative Classroom Environment	3 hrs.
EDUC 385	Secondary School Curriculum	3 hrs.
EDUC 478	Student Teaching on the Secondary School Level	10 hrs.
MUSC 105	Recital Attendance	0 hrs.
<i>(8 semesters, or every semester registered as a music major)</i>		
MUSC 117	Music Theory I	3 hrs.
MUSC 118	Music Theory II	3 hrs.
MUSC 121	Ear Training and Sight Singing I	1 hr.
MUSC 122	Ear Training and Sight Singing II	1 hr.
MUSC 211	Sophomore Review	0 hrs.

MUSC 217	Music Theory III	3 hrs.
MUSC 218	Music Theory IV	3 hrs.
MUSC 219	Ear Training and Sight Singing III	1 hr.
MUSC 220	Ear Training and Sight Singing IV	1 hr.
MUSC 316	Vocal Diction and Pedagogy	2 hrs.
MUSC 321	History of Music I	3 hrs.
MUSC 322	History of Music II	3 hrs.
MUSC 335	Choral Literature and Pedagogy	2 hrs.
MUSC 356	Conducting	2 hrs.
MUSC 357	Choral Conducting	2 hrs.
MUSC 374	Elementary and Secondary Music Methods	4 hrs.
MUSC 386	Choral Arranging	2 hrs.
<i>Choose one course from the following:</i>		<i>1-2 hrs.</i>
MUSC 300	Half Recital	1 hr.
MUSC 400	Full Recital	2 hrs.
<i>Choose one course from the following:</i>		<i>3 hrs.</i>
MUSC 221	African-American Music	3 hrs.
MUSC 224	Jazz History	3 hrs.
<i>Choose two courses from the following:</i>		<i>4 hrs.</i>
MUSC 108	Percussion Class	2 hrs.
MUSC 109	String Class	2 hrs.
MUSC 111	Brass Class	2 hrs.
MUSC 113	Woodwind Class	2 hrs.
<i>Applied Voice (to Level 5)</i>		<i>14 hrs.</i>
MUSC 405	Applied Level Proficiency	0 hrs.
Choral Ensemble		8 hrs.
Instrumental Ensemble		2 hrs.

Bachelor of Music Therapy

The bachelor of music therapy major requires a minimum of 91 credit hours.

This degree is designed for students who wish to be employed as music therapists in a variety of clinical settings. Upon successful completion of the requirements for this degree, students are eligible to take the exam given by the Certification Board for Music Therapists. When students pass this exam, they will be granted the title, Music Therapist — Board Certified (MT-BC).

Bachelor of Music Therapy students should pass all coursework required for the major with a C or better. Students who fail to pass courses required for the major with a C or better after two attempts will no longer be allowed to continue in the major.

All students interested in majoring in music must perform and pass an audition before the music faculty. Students who fail to pass this audition after two attempts will not be allowed to continue as a music major. The audition must be completed before the end of their first semester as a music major.

After four semesters of study in music, all music majors must pass a sophomore review which includes performing their applied major jury before the music faculty. If the student fails this

review, they will no longer be allowed to continue as a music major. Details of the sophomore review can be found in the Music Major Handbook available in the music office or online.

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

MTHP 101	Field Studies I	1 hr.
MTHP 102	Music Therapy Orientation and Accountability	2 hrs.
MTHP 130	Beginning Class Guitar	1 hr.
MTHP 131	Intermediate Class Guitar	1 hr.
MTHP 200	Psychology of Music	3 hrs.
MTHP 201	Field Studies II	1 hr.
MTHP 202	Medical Music Therapy	3 hrs.
MTHP 301	Field Studies III	1 hr.
MTHP 310	Recreational Music	3 hrs.
MTHP 340	Music Therapy in Developmental and Behavioral Health	3 hrs.
MTHP 380, 480	Music Therapy Internship	6 hrs.
MTHP 401	Field Studies IV	1 hr.
MTHP 430	Behavior Measurement and Research	3 hrs.
MTHP 475	Music Therapy Capstone	1 hr.
MUSC 105	Recital Attendance	0 hrs.
(8 semesters, or every semester registered as a music major)		
MUSC 108	Percussion Class	2 hrs.
MUSC 117	Music Theory I	3 hrs.
MUSC 118	Music Theory II	3 hrs.
MUSC 120*	Voice Class	2 hrs.
MUSC 121	Ear Training and Sight Singing I	1 hr.
MUSC 122	Ear Training and Sight Singing II	1 hr.
MUSC 211	Sophomore Review	0 hrs.
MUSC 217	Music Theory III	3 hrs.
MUSC 218	Music Theory IV	3 hrs.
MUSC 219	Ear Training and Sight Singing III	1 hr.
MUSC 220	Ear Training and Sight Singing IV	1 hr.
MUSC 321	History of Music I	3 hrs.
MUSC 322	History of Music II	3 hrs.
MUSC 356	Conducting	2 hrs.

Choose one course from the following: 3 hrs.

MUSC 221	African-American Music	3 hrs.
MUSC 224	Jazz History	3 hrs.

Applied Piano	1 hr.
Ensembles	8 hrs.
Major Instrument (to Level 4)	8 hrs.
MUSC 405 Applied Level Proficiency	0 hrs.
Music Therapy Guitar Proficiency	
Music Therapy Piano Proficiency	

Psychology courses required:

PSYC 101	Introduction to Psychology	3 hrs.
PSYC 230	Life Span Development	3 hrs.
PSYC 334	Abnormal Psychology	3 hrs.

Biology course required:

* Applied Voice will fulfill the Voice Class requirement

Equivalency in Music Therapy

Equivalency students will be students who already have a bachelor's degree in music and who will be seeking board certification without getting another bachelor's degree. Such students will be required to take coursework equivalent to that required for the music therapy degree. The specific coursework taken will be determined in much the same manner as for transfer students. The music therapy program director will evaluate the transcripts of equivalency students and outline any transfer credits accepted. The music therapy program director will verify that all coursework transferred is equivalent to that offered by Drury University.

The music therapy program director then will outline in advance the coursework the equivalency student is required to take. Courses on the student's transcript plus courses the student is required to take must meet the curricular standards of Drury and AMTA in addition to the requirements of the Certification Board for Music Therapists. As with transfer students, the equivalency student must demonstrate all music proficiency examination requirements required of music therapy students at Drury. The equivalency program will require a minimum of two semesters in residence at Drury plus internship.

Ensemble Courses

The following ensemble courses are available to all qualified students of the university. Ensemble courses may be repeated for credit.

127 (fall)	Percussion Ensemble	.5 hr.
128 (spring)	Percussion Ensemble	.5 hr.
129 (fall)	Flute Ensemble	.5 hr.
130 (spring)	Flute Ensemble	.5 hr.
131 (fall)	Brass Ensemble	.5 hr.
132 (spring)	Brass Ensemble	.5 hr.
133 (fall)	Clarinet Ensemble	.5 hr.
134 (spring)	Clarinet Ensemble	.5 hr.
135 (fall)	Woodwind Quintet	.5 hr.
136 (spring)	Woodwind Quintet	.5 hr.
137 (fall)	Jazz Ensemble II	1 hr.
138 (spring)	Jazz Ensemble II	1 hr.
139 (fall)	Drury Wind Symphony	1 hr.
140 (spring)	Drury Wind Symphony	1 hr.
141 (fall)	Jazz Ensemble I	1 hr.
142 (spring)	Jazz Ensemble I	1 hr.
143 (fall)	Jazz Combo	1 hr.
144 (spring)	Jazz Combo	1 hr.
145 (fall)	Chamber Choir	.5 hr.
146 (spring)	Chamber Choir	.5 hr.
147 (fall)	Drury Singers	1 hr.
148 (spring)	Drury Singers	1 hr.
149 (fall)	Drury Chorale	1 hr.
150 (spring)	Drury Chorale	1 hr.
151 (spring)	Opera Workshop	1 hr.
155 (fall)	Chamber Groups	.5 hr.
156 (spring)	Chamber Groups	.5 hr.
157 (fall)	String Quartet	.5 hr.
158 (spring)	String Quartet	.5 hr.

159 (fall)	Chamber Orchestra/ Springfield –Drury/ Civic Orchestra	1 hr.
160 (spring)	Chamber Orchestra/ Civic Orchestra Springfield-Drury	1 hr.
213 (fall)	Show Choir	.5 hr.
214 (spring)	Show Choir	.5 hr.

Private Instruction in Applied Music

Private instruction is available in piano, voice, organ, violin, viola, cello, double bass, clarinet, saxophone, flute, oboe, bassoon, trumpet, horn, trombone, baritone, tuba, harp, percussion and guitar.

Each one-half hour lesson per week, plus a minimum of six hours practice per week, for one semester grants one hour credit. Students may take either one or two hours credit on an instrument each semester.

Any music major expecting to present a recital must pass a recital permission hearing before the recital may be given.

Additional fees are charged for private instruction in applied music.

Refund Policy

It will be our policy to prorate the applied music fees for students who withdraw from private lessons. Their tuition charge will be based on the clearly defined Official Withdrawal/Refund Policy. The fees, however, are based on weekly lessons, and are most fairly handled by proration. The compensation of faculty will, likewise, be prorated based on the number of lessons given. The dates selected for proration will be the actual date of withdrawal as shown on the withdrawal form in the Registrar's Office.

3-2 Occupational Therapy Dual-Degree

Valerie Eastman, program director

The 3-2 occupational therapy program leads to the Bachelor of Arts degree from Drury University and the Master of Science in occupational therapy (MSOT) degree from Washington University in St. Louis. The student spends the first three years at Drury University and the final two years at Washington University. Upon completion of the liberal arts component, the requirements for a department major (at Drury) and a year in the occupational therapy program (at Washington University), the student will earn a Bachelor of Arts degree from Drury. After satisfactory completion of all requirements, including one more year of graduate academic work followed by six months of fieldwork, the student will earn a master of science in occupational therapy from Washington University School of Medicine. A 3-3 occupational therapy program is also available to the student who wishes to pursue an occupational therapy doctorate (OTD) degree at Washington University. The OTD degree requires the satisfactory completion of an additional year of graduate academic work at Washington University (three years total), six months of fieldwork and four months of apprenticeship.

Prior to entering Washington University, the student must have completed at least 90 hours of transferable college credit. The specific course prerequisites for admission to Washington University include a minimum of the following:

- Upper Level Life Science, 3 hours
- Physiology, 3 hours
- Abnormal Psychology, 3 hours
- Developmental Psychology, 3 hours
- Additional Social Sciences, 3 hours
- Statistics (behavioral, mathematical, or educational), 3 hours.

Recommended courses at Drury include:

BIOL 205	Human Anatomy	4 hrs.
BIOL 206	Human Physiology	4 hrs.
PSYC 334	Abnormal Psychology	3 hrs.
PSYC 230	Life Span Development	3 hrs.
PSYC 101	Introduction to Psychology	3 hrs.
SOCI 101	Introduction to Sociology	3 hrs.
And		
BSCI 275	Statistics for the Behavioral Sciences	3 hrs.
BSCI 275-L	Statistics for the Behavioral Sciences	1 hr.
OR		
MATH 227	Introduction to Statistics	3 hrs.

The student also must meet requirements for a major and graduation at Drury.

Students who plan to have satisfactorily completed the prerequisite courses by the end of their junior year, have earned a grade of B or better in all prerequisite courses, and are recommended by Drury University faculty are invited to apply for admission to the MSOT program at Washington University School of Medicine. Application to Washington University should be submitted by February 1 for entrance the following fall and must include current GRE scores within the previous five years.

Students also must submit a petition to Drury's Academic Affairs Committee requesting waiver of the senior residency. Tuition payments and financial aid awards are made to the school in which the student is currently enrolled (i.e., the first three years at Drury and the last two years at Washington University).

Organizational and Leadership Communication

Department of Communication
Jonathan Groves, chair

Today's citizen leader requires skill sets in critical reasoning, research, persuasion, and oral and written expression. The communication studies major develops these skills in tandem with the knowledge and experience necessary to participate effectively in organizational, group, sociopolitical, interpersonal and intercultural contexts.

Graduate paths for this major include nonprofit work, law, politics, graduate work, education, health, activism, religion and sales. All courses in the communication studies curriculum are designed to integrate with and enhance Drury's liberal arts education and CORE requirements.

Organizational and Leadership Communication

The organizational and leadership communication major must complete 42 hours of coursework.

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

Please note that COMM 211 Presentational Speaking is a prerequisite for COMM 351 Principles of Persuasion and Influence. Students should complete COMM 211 early in their degree program.

<i>Core Courses</i>		<i>18 hrs.</i>
COMM 211	Presentational Speaking	3 hrs.
COMM 215	Foundations of Communication	3 hrs.
COMM 216	Multimedia Storytelling	3 hrs.
COMM 285	Communication and Ethics	3 hrs.
COMM 351	Principles of Persuasion and Influence	3 hrs.
COMM 493	Senior Seminar	3 hrs.
 <i>Major Requirements</i>		 <i>18 hrs.</i>
COMM 332	Intercultural Communication	3 hrs.
COMM 387	Organizational Communication	3 hrs.
COMM 386	Web Communication OR	3 hrs.
COMM 380	Data Visualization	3 hrs.
COMM 355	Organizational Rhetoric	3 hrs.
COMM 444	Leadership Communication	3 hrs.
COMM 435	Organizational Crisis and Change	3 hrs.
 <i>Electives</i>		 <i>6 hrs.</i>
MGMT 301	Leadership & Organizations	3 hrs.
COMM 221	Multimedia Writing	3 hrs.
COMM 226	Multimedia Production I	3 hrs.
COMM 231	Integrated Brand Management	3 hrs.
COMM 322	Media Law	3 hrs.
PSYC 275	Statistics for Behavioral Sciences	3 hrs.
PSYC 275-L	Statistics for Behavioral Sciences Lab	1 hr.
COMM 181-184	DUTV Activities	1 hr.
COMM 141-144	Radio Activities	1 hr.
COMM 161-164	PR Activities	1 hr.
COMM 397, 398, 497, 498	Internship	3-6 hrs.

Senior Portfolio Requirement

All communication majors, and those planning to declare a major, must keep a file of important assignments completed in communication courses and in the general education program. Items to be placed in the file include any written assignments graded or evaluated by the instructor, written projects, speeches, internship projects and audio/video materials. The contents of the file will be used to develop a senior portfolio, a course requirement in COMM 493 senior seminar. The senior portfolio is a reflective document that provides evidence of a student's learning achievements and it may be used to facilitate career planning, job search activities and/or admittance to graduate study.

Philosophy

Department of History, Philosophy and Religion
Hue-ping Chin, chair

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 worldview. 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.

Accordingly, students majoring in philosophy or religion are strongly encouraged to participate in field experience (PHIL 276) and internships (PHIL/RELG 397, 398, 497, 498) that apply their skills and insights to real-world contexts.

Philosophy Major

The philosophy major consists of 30 credit hours in the department, which includes Capstone Research Seminar.

Philosophy develops tools for critical inquiry, explores how knowledge is acquired and examines how diverse forms of knowledge (e.g., scientific, humanistic, religious) both conflict with and complement one another. Philosophy further examines the nature of values and how diverse values define ethical, political and religious beliefs.

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

<i>Introductory Courses</i>		<i>6 hrs.</i>
PHIL 100	Introduction to Logic and Critical Thinking	3 hrs.
<i>Choose one course of the following:</i>		
PHIL 101	The Meaning of Life	3 hrs.
PHIL 200	Classical Problems in Philosophy	3 hrs.
<i>Ethics</i>		<i>3 hrs.</i>
<i>Choose one course from the following:</i>		
PHIL 305	Ethical Issues in Health Care	3 hrs.
RELG 309	Christian Ethics	3 hrs.
PHIL 310	Asian Ethics	3 hrs.
PHIL 316	Ethics	3 hrs.
PHIL 320	Environmental Ethics	3 hrs.
<i>History of Philosophy</i>		<i>6 hrs.</i>
PHIL 300	Ancient Greek to Medieval Philosophy: Socrates to Aquinas	3 hrs.
PHIL 313	Modern Philosophy: Descartes to Kant	3 hrs.
<i>Non-Western Philosophy</i>		<i>3 hrs.</i>
<i>Choose one course from the following:</i>		
PHIL 218	Confucianism	3 hrs.
PHIL 219	Daoism	3 hrs.
PHIL 310	Asian Ethics	3 hrs.

RELG 315	Buddhism and the Joy of Being Awake	3 hrs.
PHIL 390, 490	Selected Topics	3 hrs.

Electives 9 hrs.

Choose three courses from the following:

PHIL 214	Free Will	3 hrs.
PHIL 216	What is Knowledge?	3 hrs.
PHIL 219	Daoism	3 hrs.
PHIL 277	Philosophy of Science	3 hrs.
PHIL 314	Contemporary European Philosophy	3 hrs.
PHIL 336	Philosophy of the Self	3 hrs.
PHIL 351	Existentialism in Philosophy, Film and Literature	3 hrs.
PHIL 374	Philosophy of Mind	3 hrs.
PHIL 376	Philosophy of Religion	3 hrs.
PLSC 253	Political Philosophy	3 hrs.
PHIL 290, 390, 490	Selected Topics	3 hrs.
PHIL 391, 392, 491, 492	Research	3 hrs.
PHIL 397, 398, 497, 498	Internship	3 hrs.
PHIL 495, 496	Honors Research	3 hrs.

Capstone Course

HPRL 493	Capstone Research Seminar	3 hrs.
----------	---------------------------	--------

Philosophy Minor

The philosophy minor requires a minimum of 15 credit hours.

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

Introductory Courses 3 hrs.

Choose one course from the following:

PHIL 100	Introduction to Logic and Critical Thinking	3 hrs.
PHIL 101	The Meaning of Life	3 hrs.
PHIL 200	Classical Problems in Philosophy	3 hrs.

Ethics 3 hrs.

Choose one course from the following:

PHIL 305	Ethical Issues in Health Care	3 hrs.
RELG 309	Christian Ethics	3 hrs.
PHIL 310	Asian Ethics	3 hrs.
PHIL 316	Ethics	3 hrs.
PHIL 320	Environmental Ethics	3 hrs.

Electives 9 hrs.

Choose three courses from the following:

PHIL 214	Free Will	3 hrs.
PHIL 216	What is Knowledge?	3 hrs.
PHIL 277	Philosophy of Science	3 hrs.
PHIL 314	Contemporary European Philosophy	3 hrs.
PHIL 336	Philosophy of the Self	3 hrs.
PHIL 351	Existentialism in Philosophy, Film and Literature	3 hrs.
PHIL 374	Philosophy of Mind	3 hrs.
PHIL 376	Philosophy of Religion	3 hrs.
PHIL 290, 390, 490	Selected Topics	3 hrs.

PHIL 391, 392, 491, 492 Research	3 hrs.
PHIL 397, 398, 497, 498 Internship	3 hrs.
PHIL 495, 496 Honors Research	3 hrs.

The ‘ Bridge’, or Combined Philosophy and Religion Major and Minor

The bridge major consists of 30 credit hours including 12 lower-level credit hours, 15 upper-level credit hours and senior seminar. The bridge minor consists of 15 credit hours including six lower-level credit hours and nine upper-level credit hours. Required courses for the bridge major and minor must be arranged in consultation with the student’s advisor and the department chair.

¹Selected topics should be confirmed with the chair of philosophy for consideration as major or minor credit.

Physics

Department of Chemistry and Physics
Scott Petrich, chair

The Drury physics program is strongly oriented toward student learning and success. Our courses in both the major and minor prepare students for graduate studies in physics, math, computing and other fields; professional careers in medicine, law, or teaching; and—in concert with our Dual-Degree Engineering Program—a career in engineering.

The physics faculty have wide and varied backgrounds. Their research interests include robotics and human motion; orbital debris modeling and planetary ring dynamics; student learning and the use of modeling in physics instruction; developing student understanding throughout the curriculum and building instruments that measure student value for learning in math in science. Faculty are committed to involving students in meaningful research as a part of learning.

Each teaching laboratory is equipped with computers interfaced with a wide variety of sensors for collecting and analyzing data in real time, from experiments involving motion, temperature, force, sound, electrical and magnetic and other phenomena. The department's resources include a computing cluster of three 12-core computers with biophysics/biochemistry software, high speed cameras, and a suite of 8- to 14-inch telescopes with CCD cameras and computer control for color imaging.

Physics Major

The physics major requires a minimum of 54 credit hours.

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

Chemistry

CHEM 238-L	Inorganic Chemistry Laboratory	1 hr.
CHEM 238	Inorganic Chemistry	3 hrs.

Math

MATH 231	Calculus I	4 hrs.
MATH 232	Calculus II	4 hrs.
MATH 233	Calculus III	4 hrs.
MATH 366	Differential Equations	3 hrs.

Physics

PHYS 211	General Physics I	5 hrs.
PHYS 212	General Physics II	5 hrs.
PHYS 213	Magnetism, Waves and Optics	3 hrs.
PHYS 309	Modern Physics	4 hrs.
PHYS 350	Mechanics I	3 hrs.
PHYS 401	Mechanics II	3 hrs.
PHYS 411	Electricity and Magnetism I	3 hrs.
PHYS 412	Electricity and Magnetism II	3 hrs.
PHYS 442	Introduction to Quantum Mechanics	3 hrs.

Choose one course from the following: 3 hrs.

PHYS 391, 392, 491, 492 Research 3 hrs.

PHYS 397, 398, 497, 498 Internship 3 hrs.

MATH 235 Linear Algebra is recommended.

Physics Minor

The physics minor requires a minimum of 20 credit hours.

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

MATH 231	Calculus I	4 hrs.
PHYS 211	General Physics I	5 hrs.
PHYS 212	General Physics II	5 hrs.
PHYS 213	Magnetism, Waves and Optics	3 hrs.

Choose one course from the following: 3-4 hrs.

PHYS 309	Modern Physics	4 hrs.
PHYS 361	Math Methods	3 hrs.
PHYS 350	Mechanics I	3 hrs.
PHYS 401	Mechanics II	3 hrs.
PHYS 411	Electricity and Magnetism I	3 hrs.
PHYS 412	Electricity and Magnetism II	3 hrs.
PHYS 442	Introduction to Quantum Mechanics	3 hrs.

Political Science

Department of Political Science and International Affairs
Jeffrey VanDenBerg, Chair

How do societies balance the objectives of order, freedom and equality? What are the causes of conflict in today's world and how are these conflicts resolved? How are scarce resources allocated? What is power and how is it used inside countries and internationally?

These are just some of the important and challenging questions addressed by the field of political science. Like other social science disciplines, political science focuses on decision-making, using tools ranging from quantitative analysis to political philosophy to investigate how and why collective decisions are made. Students in political science engage with complex topics such as law, diplomacy, elections, race, human rights, war, values, identity, security, justice, economy, the environment, gender, and political behavior.

A degree in political science leads to a wide range of rewarding careers. Employers value people who can adapt and solve problems, who have excellent written and oral communication skills, who are able to understand and use quantitative data, and who can think critically and creatively. Classes in political science stress the development and exercise of exactly these kinds of skills. Drury political science graduates attend law school, graduate school, and work in both the public and private sectors, including law, international organizations, media, academia, government, secondary education, non-profits, administration, human resources, diplomacy, and business.

Political Science Major

The Political Science major requires 36 hours of coursework, with optional tracks in American Politics and International Affairs. Students take a required set of 18 credit hours, and then choose 18 credit hours of electives. Students choosing to track must take at least 12 out of their 18 total elective credit hours either in American Politics or International Affairs courses. No more than 6 credit hours of electives may be at the 200 level (at least 12 hours of electives must be at the 300 or 400 level). PLSC 302 and PLSC 370 may be taken for either the American Politics or International Affairs tracks.

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

PLSC 101	Government and Politics in the US	3 hrs.
PLSC 150	Beyond the Headlines: Tools for Engaging the Political World	3 hrs.
PLSC 151	Introduction to Comparative Politics	3 hrs.
PLSC 152	Introduction to International Relations	3 hrs.
PLSC 250	Introduction to Political Inquiry	3 hrs.
PLSC 494	Senior Research Seminar	3 hrs.

Choose 18 hours from the following 18 hrs.

Political Science-American Politics track (choose at least 12 hours from the following)

PLSC 220	Introduction to Law and Society	3 hrs.
PLSC 239	Movies, Music, and Politics	3 hrs.
PLSC 253	Political Philosophy	3 hrs.
PLSC 302	US Foreign Policy	3 hrs.
PLSC 322	American Environmental Politics	3 hrs.
PLSC 332	Political Parties, Elections and Interest Groups	3 hrs.
PLSC 333	Congress and the Presidency	3 hrs.
PLSC 335	The Supreme Court and Constitutional Law	3 hrs.

PLSC 368	Washington Center: Studies in American Politics	3 hrs.
PLSC 370	Women and Politics	3 hrs.
PLSC 383	American Social and Political Thought	3 hrs.

Political Science-International Affairs track (choose at least 12 hours from the following)

ANTH 200	International Aid and Development	3 hrs.
PLSC 205	Model UN	1 hr.
PLSC 254	Food, Culture and Politics	3 hrs.
PLSC 302	US Foreign Policy	3 hrs.
PLSC 307	Globalization, Politics and Justice	3 hrs.
PLSC 309	Global Environmental Politics	3 hrs.
PLSC 312	Islam and the West	3 hrs.
PLSC 346	Political Violence	3 hrs.
PLSC 350	International Organizations and Law	3 hrs.
PLSC 360	Islam and Politics	3 hrs.
PLSC 366	Washington Center: Studies in International Politics	3 hrs.
PLSC 367	Washington Center: Studies in Comparative Politics	3 hrs.
PLSC 370	Women and Politics	3 hrs.
PLSC 375	Arab-Israeli Conflict	3 hrs.

Students not choosing to track in either American Politics or International Affairs may take any 18 credit hours from the list of electives above. At least 12 credit hours of electives must be at the 300 level.

Political Science Minor

Students often minor in Political Science to complement their academic major and career goals. Common majors paired with a political science minor include business, communications, economics, and history. A total of 21 credit hours in Political Science courses are required to complete the minor.

PLSC 101	Government and Politics in the US	3 hrs.
PLSC 151	Introduction to Comparative Politics	3 hrs.
PLSC 152	Introduction to International Relations	3 hrs.

Choose 12 credit hours from other PLSC courses and ANTH 200. 12 hrs.
(At least 6 credit hours of the electives must be at the 300 level)

Pre-Engineering

Bruce Callen, Dual-Degree Engineering Liaison and Department of Physics

The program in pre-engineering prepares students for further study in the profession of engineering and supports the development of liberally educated engineers prepared to address significant societal problems through the field.

Minor In Pre-Engineering

The pre-engineering minor requires a minimum of 23 credit hours.

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

MATH 233	Calculus III	4 hrs.
MATH 366	Differential Equations	3 hrs.
PHYS 212	General Physics II	5 hrs.
CHEM 238	Inorganic Chemistry	3 hrs.
CHEM 238-L	Inorganic Chemistry Lab	1 hr.

Choose one of the following:

ENGL 207	Expository Writing	3 hrs.
COMM 211	Presentational Speaking	3 hrs.

Strongly recommended:

CSCI 251	Introduction to Computer Science	4 hrs.
----------	----------------------------------	--------

Pre-Health Sciences

Mark Wood, program director

The Drury Pre-Health Advantage

When choosing a college for your undergraduate experience, it is important to consider all the possibilities ahead of you. The Drury University pre-health program offers a wide variety of tracks for entering students. Possibilities include pre-anesthesiologist assistant, pre-chiropractic medicine, pre-clinical perfusionists, pre-dentistry, pre-medical technology, pre-medicine, pre-nursing, pre-occupational therapy, pre-optometry, pre-pharmacy, pre-physical therapy, pre-physician assistant and pre-veterinary medicine. We studied the admission requirements of the top schools in the Midwest region to create a curriculum that faculty members and students alike can trust. There are a few core classes shared by all the tracks, and they then branch out to include a wide variety of courses that embody all academic disciplines. Each student also is given the freedom to explore other areas of interest during their studies. The liberal arts atmosphere at Drury ensures students are well-rounded, and electives built into each track enable the pursuit of individual interests.

Volunteer Opportunities and Clinical Experience

Drury University strongly recommends that students spend time in a clinical setting as early as possible. The experience that the student gains will give a better understanding of the medical profession to show that the student has prior knowledge of future clinical expectations. A Drury University student has the advantage of contacts with local hospitals and health centers. Drury pre-health students are also eligible to participate in the Drury Health Service Corps (DHSC). Students in the DHSC have the opportunity to volunteer one afternoon each week at Jordan Valley Community Health Center and other selected medical facilities. These volunteer experiences allow students to personally interact with a variety of patients in a medical setting while providing important service to the community.

Previous Drury Internships

Previous internships have included St. John's (Mercy) Health System-Emergency Room, Greene County Medical Examiner's Office, and Thomas Quinn, DDS. For a complete list of previous Drury internships: <http://www.drury.edu/academics/undergrad/prehealth/pdf/internships.pdf>

Recommended Courses

BIOL 172	Exploring Molecular Biology	3 hrs.
BIOL 181	Mechanisms of Genetic Inheritance	3 hrs.
BIOL 182	Evolution	2 hrs.
CHEM 208	Analytic Chemistry	3 hrs.
CHEM 208-L	Analytical Chemistry Lab	1 hr.
CHEM 238	Inorganic Chemistry	3 hrs.
CHEM 238-L	Inorganic Chemistry Lab	1 hr.
CHEM 315	Organic Chemistry	3 hrs.
CHEM 315-L	Organic Chemistry Lab	2 hrs.
CHEM 336	Biochemistry	3 hrs.
CHEM 415	Advanced Organic Chemistry	3 hrs.
CHEM 415-L	Advanced Organic Chemistry Lab	2 hrs.
CORE 101	The Drury Seminar	3 hrs.
ENGL 207	Expository Writing	3 hrs.
MATH 227	Introduction to Statistics	3 hrs.
MATH 231	Calculus I	4 hrs.

PHYS 211	General Physics I	5 hrs.
PHYS 212	General Physics II	5 hrs.
(not required for all programs)		

Programs

Pre-Anesthesiologist Assistant

Assistants are health professionals who work under the direction of anesthesiologists to develop and implement anesthesia care plans. They are usually responsible for gathering preliminary information, assisting the anesthesiologist during surgery, and monitoring patient's recovery. In order to be eligible for AA schools, students must have obtained their bachelor's degree and taken either the MCAT or the GRE. Anesthetist assistant programs usually are two years in length and offer a master's degree upon graduation. Requirements beyond core classes include: BIOL 205 Human Anatomy, BIOL 206 Human Physiology, and BIOL/CHEM 336 Biochemistry.

MSA Anesthesiologist Assistant -UMKC Scholars Program

Eligibility: A cumulative GPA of 2.7 or higher and a composite GPA of 3.0 in the prerequisite courses. Students must earn a baccalaureate degree prior to entering the School of Medicine MSA program and take the MCAT. UMKC does not have a required minimum MCAT score, but the average MCAT score is 24.7. Maintain a cumulative GPA of 2.7 or better for all four years. Following the submission of applications, students are considered for an interview in the fall semester of their third or fourth year.

Pre-Chiropractic Medicine

Chiropractors are health-care professionals who diagnose and treat patients whose health problems are associated with the body's muscular, skeletal or nervous system. They have a holistic approach to health and use only natural, drugless and non-surgical treatments such as massage to aid the body in the healing process. A bachelor's degree is not required for most chiropractic schools; in fact, most only call for 90 semester hours for admission. Chiropractors attend four years of chiropractic school. They are not allowed to perform surgery or prescribe drugs. Requirements beyond core courses include: BIOL/CHEM 336 Biochemistry, COMM 211 Presentational Speaking, and PSYC 101 Introduction to Psychology.

Pre-Clinical Perfusionist

Clinical perfusionists are the health-care professionals who are responsible for operating the machinery that regulates a patient's heart and lungs during surgery. Because of the specialty of their work, these technicians have become an integral part of the cardiothoracic surgery team. In order to be considered for employment, the student must graduate from an accredited perfusionist school. Most perfusionist schools only offer certification, but some have degree programs. Requirements beyond core classes include: BIOL 205 Human Anatomy, BIOL 206 Human Physiology, BIOL 208 Microbiology, and BIOL/CHEM 336 Biochemistry.

Pre-Dentistry

Dentists are health-care professionals responsible for keeping our teeth, gums and mouth healthy. In order to become a dentist, students must graduate from a four-year dentistry school. Dental schools attempt to have students spend as much time in the clinic as in the classroom. Students wishing to apply to dental school must take the Dental Admission Test (DAT), a comprehensive test over biology, general chemistry and organic chemistry as well as more abstract concepts such as general academic ability, comprehension of scientific information and perceptual ability. Requirements beyond core classes include: ARTZ 240 Ceramics I and BIOL/CHEM 336 Biochemistry.

DAT

The Dental Admission Test is designed to measure general academic ability, comprehension of scientific information and perceptual ability. The test is administered on a computer almost daily

and is required by all dental schools along with a standard application. It is broken down into four sections: natural sciences, perceptual ability, reading comprehension and quantitative reasoning. Success on the test requires completion of at least one year of collegiate education, including courses in biology, general chemistry and organic chemistry. Dental schools suggest that applicants take the DAT in the year prior to enrollment.

Pre-Medical Technology

Medical technicians are an integral part of the health-care system because they are the people responsible for getting test results out of the lab and into the hands of doctors. They use a broad range of techniques and equipment to analyze everything from blood to tissue samples. Through practice and experience these skilled professionals learn how to interpret test results, and even understand some of the physiological conditions that affect the test results. Most medical technology programs are twelve months long. The majority of this time is spent in laboratories working with actual specimens.

Refer to the Medical Technology section of this catalog for more information.

Pre-Medicine

Drury University has excellent programs for students interested in allopathic (M.D.) and osteopathic (D.O.) medicine. Both types of medical schools require applicants to take the MCAT. The time required to graduate from medical school is the same. Both types of medical students are eligible for the same internships and residencies. Unlike a traditional allopathic doctor, osteopathic doctors are trained in Osteopathic Manipulative Treatment and have a holistic approach to training.

MCAT

The MCAT is a standardized test designed to assess problem solving, critical thinking and writing skills along with general science concepts. The test is broken down into four sections: verbal reasoning, physical sciences, writing sample and biological sciences. Most Drury students will take the test in May or June of their junior year, and it is mandatory that pre-med students take a prep course either at Drury or through an outside source. The MCAT provides medical schools with a quick way to compare students from schools all across the nation. Almost all medical schools require your MCAT scores to be submitted along with your application. The test is only offered two times a year, and most schools will only accept scores from the previous three years.

Osteopathic vs. Allopathic

When choosing a medical school, undergraduates have many choices to make including what type of medical school to attend. There are traditional medical schools offering graduates an M.D. degree (allopathic) and medical schools offering a D.O. degree (osteopathic). The curriculum at both types of school is almost identical. State licensing agencies and even residency programs recognize the degrees as equivalent. Simply put, osteopathic doctors are legally and professionally equivalent to medical doctors. The difference between the two types of schools is that osteopathic medical schools take a holistic approach to medicine based on a belief in treating the “whole patient” (mind-body-spirit) and the utility of osteopathic manipulative treatment. Osteopathic medical schools have a reputation for looking at the whole applicant, not just his or her statistics, and therefore tend to admit nontraditional applicants. Both doctors can practice in all areas of medicine, and ultimately the decision belongs to the student.

Drury Pre-Med Scholars Program

This program allows students to focus solely on their undergraduate education and alleviates the pressure of taking the MCAT. The programs are non-binding, students can exit whenever they want to, but guaranteed acceptance is forfeited.

St. Louis University

Eligibility: ACT composite score of at least 30 or corresponding SAT score and have a GPA of 3.5 at the end of sophomore year and a GPA of 3.5 or greater for all four years. Additional requirements include attending an interview with a SLU admission counselor and 135 hours shadowing experience prior to the interview.

Kirkville College of Osteopathic Medicine

Eligibility: A cumulative and science GPA of 3.4 or greater and a “B” or greater in all the prerequisite courses. Students must complete 75% of the prerequisite courses at the end of their second year. Additional requirements include a shadowing experience of 135 hours prior to acceptance into the program and attending an interview with the KCOM selection committee. Accepted students must maintain a 3.4 GPA.

University of Missouri Bryant Scholars

Eligibility: ACT composite of 28 or higher or equivalent SAT score and an overall high school GPA of 3.5. Students must reside in a small town of less than 18,000 citizens in Missouri and are committed to practicing medicine in rural Missouri. Students must also maintain a GPA of 3.5 or greater, receive a B or higher in required courses and receive a 27 composite MCAT score.

Kansas City University of Medicine and Biosciences

Eligibility: ACT composite of 28 or higher or corresponding SAT score and an overall GPA of 3.25 or higher and a science GPA of 3.5. Additional requirements include attending an interview with the Drury Pre-Medical Committee and a representative from KCUMB. Accepted students must maintain an overall GPA of 3.25 and a science GPA of 3.5 each semester of the second and third years. After the third year at Drury, accepted students matriculate to KCUMB.

University of Missouri -Kansas City

Eligibility: Cumulative GPA of 3.5 at the end of the second year and a cumulative science GPA of 3.5 in all of the prerequisite courses by obtaining a B- or greater in these required courses. Additional requirements include a shadowing experience of 135 hours prior to the interview and attending an interview at the UMKC School of Medicine during September-October of their third or fourth years of undergraduate. Also, students must obtain a cumulative MCAT score of 26 or higher and maintain a cumulative GPA of 3.5 for all four years.

Nursing

Drury University's College of Natural and Mathematical Sciences partners with Cox College to offer a dual degree program that can be completed in four years, resulting in a Bachelor of Arts in Biology from Drury's traditional day school and a Bachelor of Science in Nursing from Cox College. Graduates of this dual degree program have the benefit of an excellent professional education in nursing coupled with a liberal arts foundation. Throughout their four years, students in this program continue to engage with the many student experiences available at Drury (e.g., community outreach/volunteering, honor societies, social networks) to become high quality, engaged nursing professionals who have the skills and vision necessary to advance their careers and benefit their communities. Students participating in this dual degree program are required to attend Drury's traditional day school for two semesters prior to attending Cox College.

Pre-Occupational Therapy

Occupational therapists are skilled professionals involved in helping individuals cope with the effects of injury, disease and disability, and to regain independence in their daily lives. OTs enter the health field with a master's or a doctoral degree. Emphasis in education is placed on the study of human growth and development in addition to the specific social, emotional and physiological components of injury, disease and disability.

Students wishing to apply to a school of occupational therapy must complete their undergraduate degree from Drury University and take the GRE no more than five years prior to applying.

Students planning to pursue graduate education in OT should complete the following courses:

CORE 101	Drury Seminar	3 hrs.
BIOL 172	Exploring Molecular Biology	3 hrs.
MATH 227	Introduction to Statistics OR	3 hrs.
BSCI 275	Statistics for the Behavioral Sciences	3 hrs.
BSCI 275-L	Statistics for the Behavioral Sciences Lab	1 hr.
PHYS 211	General Physics I	5 hrs.
BIOL 205	Human Anatomy	4 hrs.
BIOL 206	Human Physiology	4 hrs.
PSYC 101	Introduction to Psychology	3 hrs.
BIOL 250	Foundations of Medical Terminology	3 hrs.
SOCI 101	Introduction to Sociology	3 hrs.
PSYC 334	Abnormal Psychology	3 hrs.
PSYC 230	Life Span Development	3 hrs.
BSCI 200	Research Methods	3 hrs.
CPR Certification		

GRE

The Graduate Record Examination (GRE) is a measurement of the general skills acquired throughout one's education. It is offered electronically at various testing centers year-round. The GRE is taken by all prospective graduate students and is a supplement to one's application materials. It includes four sections: critical thinking, analytical writing, verbal reasoning and quantitative reasoning. Some schools or departments may require the General Test, a Subject Test or both.

Pre-Optometry

Doctors of optometry are health care professionals who examine, diagnose, test and manage diseases and disorders of the eye and its associated structures. In addition to their routine duties, optometrists regularly diagnose systemic diseases such as diabetes and arteriosclerosis during their examinations. Most optometry schools, like other health professional schools, have a four-year program that is equally devoted to in-class lecture and clinical experience. In order to get into optometry school, potential students must take the Optometry Admission Test (OAT).

Requirements beyond core classes include: BIOL 205 Human Anatomy, BIOL 206 Human Physiology, BIOL 208 Microbiology, BIOL/CHEM 336 Biochemistry, PSYC 101 Introduction to Psychology, and three additional hours in psychology.

OAT

The Optometry Admission Test is a standardized test designed to measure general academic ability and comprehension of scientific information. The OAT is computerized and prospective students may take it an unlimited number of times. However, only scores from the four most recent attempts, as well as the number of times the test was taken, will be reported. The test consists of four sections: survey of the natural sciences, reading comprehension, physics, and quantitative reasoning. Success on the test requires at least one year of collegiate education, including courses in biology, general chemistry, organic chemistry, and physics. All schools of optometry require the OAT.

Pre-Pharmacy

A pharmacist is responsible for filling and dispensing medication, as well as assisting patients with any question they might have about their medication. In order to become a doctor of pharmacy and receive a Pharm. D., students must graduate from pharmacy school. Entrance requirements

for pharmacy school vary greatly, but one standard is the PCAT, or Pharmacy College Admission Test. There are a wide variety of career opportunities. These range from work in corporate chains or hospitals to working in a privately owned pharmacy as an entrepreneur. Requirements beyond core classes include: CHEM 208 Analytical Chemistry, COMM 211 Presentational Speaking, ECON 201 Basic Economic Theory, and PCAT.

PCAT

The Pharmacy College Admissions Test is a standardized exam designed to measure general academic ability in addition to scientific knowledge. The exam is offered at various test centers three times a year and is required by all pharmacy schools to supplement other application material. It consists of six sections: verbal ability, biology, reading comprehension, quantitative ability, chemistry and writing. Success on the test requires at least one year of collegiate education with courses in biology, general chemistry, organic chemistry and mathematics.

Pre-Physical Therapy

Physical therapists specialize in diagnosing, treating and preventing musculoskeletal and neuromuscular disorders that can impair physical function. By enhancing strength, endurance, coordination, flexibility, joint range of motion and providing training for mobility and independence in the home and throughout the community, physical therapists can improve the quality of life for many people. Most schools offer a master's degree, but there are a few doctoral programs. Due to the wide applicability of this profession, job opportunities from students who graduate from PT school include work in hospitals, nursing homes, outpatient clinics and corporations. The Exercise Physiology major was designed for students planning to pursue a career in physical therapy.

Southwest Baptist University

Eligibility: A minimum cumulative GPA of 2.75 and a cumulative 3.0 GPA in all the prerequisite courses. This means at least a "C" or better in all of these courses. Additional requirements include up to 40 hours of a shadowing experience in physical therapy and demonstrating computer literacy. Students must also complete the GRE.

Pre-Physician Assistant

A physician assistant is a licensed health care professional who works under the supervision of M.D. or D.O. to perform many of the tasks that were once carried out solely by doctors. Physician assistants can perform physical exams, diagnose and treat illnesses, order and interpret tests, counsel patients on preventative health care, assist in surgery, and in most states, even write prescriptions. As a student you can expect to spend 27 months training both in the clinic and in the classroom once you've completed your undergraduate degree. Requirements beyond core classes include: BIOL 205 Human Anatomy, BIOL 206 Human Physiology, BIOL 208 Microbiology, BIOL 324 Molecular Biology, BIOL/CHEM 336 Biochemistry, PSYC 101 Introduction to Psychology, and medical terminology.

Pre-Veterinary Medicine

Doctors of veterinary medicine are medical professionals whose primary responsibility is protecting the health and welfare of animals. Veterinarians diagnose and control animal diseases, treat sick and injured animals, prevent the transmission of animal diseases to people, and advise owners on proper care of pets and livestock. Veterinarians can work in a variety of settings, from rural care of livestock for a major corporation to wildlife preservation for the government. Most veterinary schools will require students to take the MCAT or the GRE as admission criteria. Requirements beyond core classes include: BIOL 208 Microbiology, BIOL 320 Vertebrate Physiology, BIOL 322 Advanced Genetics, CHEM 208 Analytical Chemistry, and BIOL/CHEM 336 Biochemistry.

Pre-Law

Daniel Ponder and Janis Prewitt-Auner, co-coordinators

Drury's strong liberal arts tradition is excellent preparation for the rigors of law school. Students who apply to law school with a demonstrated ability to think critically, write effectively and express themselves clearly are stronger candidates for success. Those desirable qualities are the foundations for a Drury education. Our pre-law program works closely with law schools to make sure students are aware of the skills they need to be accomplished attorneys and legal scholars.

The strength of a Drury education is also the basis of the Judge Ross T. Roberts scholars program, that guarantees admission to the University of Missouri Law School for students who meet specific academic standards.

In parallel with a student's chosen major, the pre-law program concentrates on developing critical thinking and communication skills. Courses in philosophy, history, the social and behavioral sciences, languages and literature enrich one's grasp of the foundations of law in society.

The pre-law program at Drury is structured according to the recommendations from American Bar Association approved law schools. These recommendations include the following:

- 1) Students should major in an academic subject that interests them. Law schools discourage any specific pre-law or legal studies major.
- 2) Law schools seek students who excel in writing and speaking skills and who demonstrate ability to think analytically, logically and creatively.
- 3) Law schools expect students in their undergraduate work to cultivate an understanding of the cultural underpinnings of the social and political environment in which the law operates. The Drury CORE program provides students the tools for such understanding.

Judge Ross T. Roberts Scholars

Pre-law students have a guaranteed place at the University of Missouri-Columbia School of Law under the Roberts Scholars Honors Admission program. To be eligible, a Drury student must: receive an ACT score of 32 or higher or an SAT composite score of 2130 or higher; apply to the Roberts Scholars program before completing 90 credit hours of undergraduate coursework or taking the Law School Admission Test (LSAT); maintain and graduate with a grade point average of 3.5 or greater; receive an undergraduate degree from Drury; and score at the 75th percentile or higher on the LSAT. Students admitted as a Roberts scholar receive a merit scholarship.

Pre-Law Internships

Because Springfield is a county seat, thus having the county court house as well as a division of the federal district court, students have numerous opportunities to work for law firms or intern in such public agencies as the Greene County Prosecuting Attorney's office and the city of Springfield's legal department. Drury's affiliation with two internship agencies in Washington, D.C., has placed students in the United States Department of Commerce, the U.S. Treasury and the U.S. Environmental Protection Agency.

Recommended Courses

ACCT 209	Principles of Accounting (Recommended by some law schools)	3 hrs.
COMM 351	Principles of Persuasion and Influence	3 hrs.
COMM 422	Argumentation and Advocacy	3 hrs.
ECON 201	Basic Economic Theory	4 hrs.

ENGL 207	Expository Writing: Art of the Essay	3 hrs.
HIST 101	U.S. History to 1865	3 hrs.
HIST 102	U.S. History 1865 to Present	3 hrs.
MATH 141	Applied Logic	1 hr.
MGMT 319	Business Law and Ethics	3 hrs.
MGMT 321	Legal and Ethical Environment of Business	3 hrs.
PHIL 100	Introduction to Logic and Critical Thinking	3 hrs.
PHIL 200	Classical Problems in Philosophy	3 hrs.
PLSC 101	Government and Politics in the United States	3 hrs.
PLSC 335	Supreme Court and Constitutional Law	3 hrs.
PSYC 101	Introduction to Psychology	3 hrs.
SOCI 101	Introduction to Sociology	3 hrs.

Students are encouraged to use their elective courses with some of the above.

Students interested in international law are strongly encouraged to take an additional year of a foreign language beyond the general education requirement.

Professional Development

Aaron Jones, Dean of CCPS

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.

Leadership Drury Certificate Program

Ryan Gipson, program director

Leadership Drury develops a student's understanding of the nature, potential and responsibility of leadership in its attempt to create positive change for the common good. The opportunity for a student to learn how to be effective in leadership roles and processes through engaged learning and co-curricular experiences is a premise of the Leadership Drury program. Students who complete the Leadership Drury Certificate program will receive notation on their academic transcript and a certificate upon graduation recognizing them as a Distinguished Leader.

Completion of the Leadership Drury Certificate also fulfills both of the Engaged Learning CORE Curriculum graduation requirements. Requirements for the certificate include notifying the program director of your intent to participate in the program, downloading the most current version of the Leadership Drury Certificate Approval Form to track your progress at www.drury.edu/leadership, and involvement in the following areas of leadership development:

Core Credit Courses

4 hrs.

Students must complete each of the four, core courses within the Leadership Drury series. PDEV courses do not incur course overload fees. Instructors represent a cross-section of campus life and community leaders.

PDEV 281	Leadership and the Individual	1 hr.
PDEV 282	Leadership and Team Dynamics	1 hr.
PDEV 283	Leadership and the Community	1 hr.
PDEV 284	Leadership and the World	1 hr.

Elective Courses

1-3 hrs.

The elective course requirement may be met by one of the following courses:

PDEV 121	Personal Finance	1 hr.
PDEV 125	Healthy Cooking	1 hr.
PDEV 135	Stress Free Now	1 hr.
PDEV 271/272	Summit Park Leadership Community	1 hr.
PDEV 465	Supervised Undergraduate Teaching	3 hrs.

***Other courses with emphasis on leadership development with the program director's approval.*

Leadership Experiences

The leadership experience requirement may be met by participating in two of the following programs:

- Emerging Leaders Retreat
- Senior Leadership Retreat
- Heifer Global Village
- Freshman LEAP: Leadership Enrichment Adventure Program
- Leaders Who Lunch (must attend two)

- President's Roundtable (must attend two)
- Conferences specific to a student's academic discipline
- Other leadership development activities with the program director's approval

Experiential Learning Requirement

The experiential learning requirement may be met by participating in three of the five following experiences:

Volunteerism/Community Service Experience

(Choose one of the following to fulfill the service experience)

- 100 hours of recorded service
- Summit Park Leadership Community resident
- Independent Service Learning Project (Minimum of 30 hours)
- Alternative Break Trips

Study Abroad Experience

Study Abroad — Short-term or Long-term

Career Exploration Experience

Career Internship

Undergraduate Research Experience

Undergraduate Research Project

Leadership Engagement Experience

(Choose one of the following to fulfill the leadership engagement experience)

- Student Organization-Elected Officer
- Resident Assistant
- First Year Council member
- Orientation Leader
- Drury Ambassadors Student Alumni Association

Psychology

*Department of Behavioral Sciences
Vickie Luttrell, chair*

The department of behavioral sciences focuses on the disciplines of psychology, criminology, sociology, behavioral neuroscience, and community health. These disciplines address different dimensions of human behavior that can be integrated to form a comprehensive understanding of our human experiences. A primary goal of the department is to help students function as effective, informed global citizens. To this end, the principles of human behavior are presented within the context of an interdisciplinary liberal arts educational program.

Courses in the psychology major are designed to acquaint the student with the scientific investigation of behavior and mental processes. Students interested in pursuing a graduate degree in psychology should complete the Psychology Major-Research Track and are also encouraged to complete the requirements to gain the department's Recognition in Scientific Analysis. Students who are not pursuing a graduate degree in psychology but are interested in using their knowledge of psychology in other professions, like business, communication, education, law, or social work are encouraged to complete the Psychology

Psychology Major – Research Track

The psychology major-research track option requires a minimum of 44 credit hours.

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

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

PSYC 101	Introduction to Psychology	3 hrs.
PSYC 334	Abnormal Psychology	3 hrs.
BSCI 109	Scientific Writing	1 hr.
BSCI 200	Research Methods for the Behavioral Sciences	3 hrs.
BSCI 275	Statistics for the Behavioral Sciences	3 hrs.
BSCI 275-L	Statistics for the Behavioral Sciences Laboratory	1 hr.
BSCI 359	Advanced Behavioral Research I	3 hrs.

It is essential that students complete Scientific Writing, Research Methods for the Behavioral Sciences and Statistics for the Behavioral Sciences with Lab before taking Advanced Behavioral Research I.

Those students who fail or do not successfully complete BSCI 359 will be removed from the Advanced Behavioral I and II course sequence. Students will not be allowed to register for and/or audit BSCI 361 during the following spring semester. Failing students must re-attempt the 359/361 sequence the following fall semester.

BSCI 361	Advanced Behavioral Research II	3 hrs.
----------	---------------------------------	--------

Those students who fail or do not successfully complete BSCI 361 must earn a passing grade in BSCI 343 in order to fulfill the university and department research requirement. The final grade awarded in BSCI 343 shall not replace any prior grade earned in BSCI 361.

BSCI 380	Undergraduate Internship Experience	3 hrs.
BSCI 493	Senior Seminar	3 hrs.

Students enrolled in BSCI 493 are required to take a comprehensive examination over topics covered in the major as well as a nationally-normed exit exam.

<i>Choose one course from the following:</i>		<i>3 hrs.</i>
PSYC 230	Life Span Development	3 hrs.
PSYC 240	Social Psychology	3 hrs.

<i>Choose at least 12 hours from the following:</i>		
PSYC 230	Life Span Development	3 hrs.
PSYC 240	Social Psychology	3 hrs.
EDUC 302	Educational Psychology and Assessment	3 hrs.
BSCI 308	Qualitative Research Methods	3 hrs.
PSYC 312	Positive Psychology	3 hrs.
PSYC 313	Cross-Cultural Psychology	3 hrs.
BIOL 323	Functional Neuroscience	3 hrs.
PSYC 325	Psychology of Adolescence and Emerging Adulthood	3 hrs.
BIOL 327	Psychopharmacology	3 hrs.
PSYC 331	Biological Bases of Clinical Disorders	3 hrs.
PSYC 333	Psychology of Sustainability	3 hrs.
PSYC 338	Personality Theory in Psychology	3 hrs.
BSCI 339	Ethical Dilemmas in the Behavioral Sciences	3 hrs.
EDUC 340	Education of the Exceptional Child	3 hrs.
BSCI 343	Fundamentals of Research	3 hrs.
PSYC 346	Health Psychology	3 hrs.
SOCI 347	Medical Sociology	3 hrs.
PSYC 348	Psychoneuroimmunology	3 hrs.
PSYC 352	Psychology of Gender	3 hrs.
PSYC 355	Industrial Organizational Psychology	3 hrs.
PSYC 356	Biopsychology	3 hrs.
PSYC 357	Psychology of Adulthood	3 hrs.
BIOL 364	Neuroanatomy	3 hrs.
PSYC 370	Human Sexuality	3 hrs.
PSYC 371	Psychology and the Law	3 hrs.
BSCI 435	Psychological Tests and Measurements	3 hrs.
BSCI 435-L	Psychological Tests and Measurements Laboratory	1 hr.
PSYC 440	Cognitive Psychology	3 hrs.
BSCI 475	Advanced Statistics for the Behavioral Sciences	3 hrs.
BSCI 475-L	Advanced Statistics for the Behavioral Sciences Laboratory	1 hr.
BSCI 480	Undergraduate Internship Experience II	3 hrs.
PSYC 390, 490	Selected Topics	3 hrs.
PSYC 391, 392, 491, 492	Research	3 hrs.

Courses used as electives for one behavioral science major or minor (criminology, psychology or sociology) may not also satisfy elective requirements for another behavioral science major or minor. Courses in the behavioral neuroscience minor may be used as electives for the psychology major or minor. Likewise, courses in the community health minor may be used as electives for the psychology major or minor.

Students majoring in psychology – research track are required to complete at least six hours of course work in the natural sciences.

Choose one of the following options:

Option I

Select six hours of coursework from the science and discovery menu (see catalog) or approved transfer equivalents.

Option II

Select three hours of coursework from the science and discovery menu (see catalog) or an approved transfer equivalent

AND

Choose one course from the following:

BIOL 172	Exploring Molecular Biology	3 hrs.
BIOL 205	Human Anatomy	4 hrs.
BIOL 206	Human Physiology	4 hrs.
ANTH 311	Issues in Community and Global Health	3 hrs.
PSYC 346	Health Psychology	3 hrs.
SOCI 347	Medical Sociology	3 hrs.
PSYC 356	Biopsychology	3 hrs.

Psychology Major-Applied Track

The psychology major-applied track option requires a minimum of 44 credit hours.

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

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

PSYC 101	Introduction to Psychology	3 hrs.
PSYC 230	Life Span Development	3 hrs.
PSYC 240	Social Psychology	3 hrs.
PSYC 334	Abnormal Psychology	3 hrs.
BSCI 109	Scientific Writing	1 hr.
BSCI 200	Research Methods for the Behavioral Sciences	3 hrs.
BSCI 275	Statistics for the Behavioral Sciences	3 hrs.
BSCI 275-L	Statistics for the Behavioral Sciences Laboratory	1 hr.
BSCI 380	Undergraduate Internship Experience	3 hrs.
BSCI 480	Undergraduate Internship Experience II	3 hrs.
BSCI 493	Senior Seminar	3 hrs.

Students enrolled in BSCI 493 are required to take a comprehensive examination over topics covered in the major as well as a nationally-normed exit exam.

Choose three courses from the following: 9 hrs.

PSYC 312	Positive Psychology	3 hrs.
PSYC 333	Psychology of Sustainability	3 hrs.
BSCI 339	Ethical Dilemmas in the Behavioral Sciences	3 hrs.
PSYC 355	Industrial Organizational Psychology	3 hrs.
PSYC 370	Human Sexuality	3 hrs.
PSYC 371	Psychology and the Law	3 hrs.

Choose two courses from the following: 6 hrs.

SOCI 302	Poverty and Inequality	3 hrs.
SOCI 306	Social Movements	3 hrs.
SOCI 316	Minority Groups	3 hrs.

PSYC 313	Cross-Cultural Psychology	3 hrs.
CRIM 332	Juvenile Delinquency	3 hrs.
PSYC 352	Psychology of Gender	3 hrs.

Courses used as electives for one behavioral science major or minor (criminology, psychology or sociology) may not also satisfy elective requirements for another behavioral science major or minor. Courses in the behavioral neuroscience minor may be used as electives for the psychology major or minor. Likewise, courses in the community health minor may be used as electives for the psychology major or minor.

Psychology Minor

The psychology minor requires a minimum of 18 credit hours.

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

PSYC 101	Introduction to Psychology	3 hrs.
BSCI 200	Research Methods for the Behavioral Sciences	3 hrs.
PSYC 334	Abnormal Psychology	3 hrs.

Choose one course from the following: 3 hrs.

PSYC 230	Life Span Development	3 hrs.
PSYC 240	Social Psychology	3 hrs.

Choose two courses from the following electives: 6 hrs.

BSCI 275	Statistics for the Behavioral Sciences	3 hrs.
BSCI 275-L	Statistics for the Behavioral Sciences Laboratory	3 hrs.
EDUC 302	Educational Psychology and Assessment	3 hrs.
BSCI 308	Qualitative Research Methods	3 hrs.
PSYC 312	Positive Psychology	3 hrs.
PSYC 313	Cross-Cultural Psychology	3 hrs.
BIOL 323	Functional Neuroscience	3 hrs.
PSYC 325	Psychology of Adolescence and Emerging Adulthood	3 hrs.
BIOL 327	Psychopharmacology	3 hrs.
PSYC 331	Biological Bases of Clinical Disorders	3 hrs.
PSYC 333	Psychology of Sustainability	3 hrs.
PSYC 338	Personality Theory in Psychology	3 hrs.
BSCI 339	Ethical Dilemmas in the Behavioral Sciences	3 hrs.
EDUC 340	Education of the Exceptional Child	3 hrs.
PSYC 346	Health Psychology	3 hrs.
SOCI 347	Medical Sociology	3 hrs.
PSYC 348	Psychoneuroimmunology	3 hrs.
PSYC 352	Psychology of Gender	3 hrs.
PSYC 355	Industrial Organizational Psychology	3 hrs.
PSYC 356	Biopsychology	3 hrs.
PSYC 357	Psychology of Adulthood	3 hrs.
BIOL 364	Neuroanatomy	3 hrs.
PSYC 370	Human Sexuality	3 hrs.
PSYC 371	Psychology and the Law	3 hrs.
BSCI 380	Undergraduate Internship Experience	3 hrs.
BSCI 435	Psychological Tests and Measurements	3 hrs.
BSCI 435-L	Psychological Tests and Measurements Laboratory	1 hr.
BSCI 475	Advanced Statistics for the Behavioral Sciences	3 hrs.
BSCI 475-L	Advanced Statistics for the Behavioral Sciences	3 hrs.

BSCI 480	Undergraduate Internship Experience II	3 hrs.
PSYC 390, 490	Selected Topics	3 hrs.
PSYC 391, 392, 491, 492	Research	3 hrs.

Courses used as electives for one behavioral science major or minor (criminology, psychology or sociology) may not also satisfy elective requirements for another behavioral science major or minor. Courses in the behavioral neuroscience minor may be used as electives for the psychology major or minor. Likewise, courses in the community health minor may be used as electives for the psychology major or minor.

Religion

Department of History, Philosophy and Religion
Hue-ping Chin, chair

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. Accordingly, students majoring in philosophy or religion are strongly encouraged to participate in field experience (PHIL 276) and internships (PHIL/RELG 397, 398, 497, 498) that apply their skills and insights to real-world contexts.

Religion Major

The religion major consists of 30 credit hours in the department, which includes Capstone Research Seminar.

Religious experience and reflection are humanity's first and oldest responses to central questions of meaning. Through a variety of methodologies, religious studies examine the elements of faith, the faiths of humanity, and contemporary critiques and transformations of religious belief.

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

Choose two courses from the following: *6 hrs.*

RELG 109	Introduction to the Study of Religion	3 hrs.
RELG 203	Introduction to the Bible	3 hrs.
RELG 204	Introduction to the History of Christianity	3 hrs.

Ethics *3 hrs.*

Choose one course from the following:

PHIL 305	Ethical Issues in Health Care	3 hrs.
RELG 309	Christian Ethics	3 hrs.
RELG 310	The Bible, Sex and Sexuality	3 hrs.
RELG 290, 390, 490	Selected Topics ¹	3 hrs.

Theology *3 hrs.*

Choose one course from the following:

RELG 270	Who is Jesus?	3 hrs.
RELG 275	Does God Exist?	3 hrs.
RELG 290, 390, 490	Selected Topics ¹	3 hrs.

¹Selected topics should be confirmed with the chair of religion for consideration as major or minor credit.

Bible *3 hrs.*

Choose one course from the following:

RELG 205	The Life and Teachings of Jesus	3 hrs.
RELG 310	The Bible, Sex and Sexuality	3 hrs.
RELG 290, 390, 490	Selected Topics ¹	3 hrs.

Non-Christian Traditions 6 hrs.

Choose two courses from the following:

RELG 202	Religions of the World: Middle Eastern	3 hrs.
RELG 206	Eastern Religions and Philosophies	3 hrs.
PHIL 218	Confucianism	3 hrs.
PHIL 219	Daoism	3 hrs.
RELG 315	Buddhism and the Joy of Being Awake	3 hrs.
RELG 380	African American Religions in the U.S.	3 hrs.
RELG 385	From Babylon to Berlin: A History of Anti-Semitism	3 hrs.
RELG 290, 390, 490	Selected Topics ¹	3 hrs.

Electives 6 hrs.

Choose two courses from the following:

RELG 204	Introduction to the History of Christianity	3 hrs.
PHIL 276	Field Experience	1-3 hrs.
PHIL 300	Ancient Greek to Medieval Philosophy: Socrates to Aquinas	3 hrs.
RELG 325	Living with Joy at Life's End	3 hrs.
PHIL 351	Existentialism in Philosophy, Film and Literature	3 hrs.
PHIL 376	Philosophy of Religion	3 hrs.
RELG 290, 390, 490	Selected Topics ¹	3 hrs.
RELG 391, 392, 491, 492	Research	3 hrs.
RELG 397, 398, 497, 498	Internship	3 hrs.
RELG 495, 496	Honors Research	3 hrs.

Capstone Course

HPRL 493	Research Capstone Seminar	3 hrs.
----------	---------------------------	--------

Religion Minor

The religion minor consists of 15 credit hours.

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

Choose two courses from the following:

RELG 109	Introduction to the Study of Religion	3 hrs.
RELG 203	Introduction to the Bible	3 hrs.
RELG 204	Introduction to the History of Christianity	3 hrs.

Choose three courses from the following categories

(each course must be from a different category) 9 hrs.

Ethics

PHIL 305	Ethical Issues in Health Care	3 hrs.
RELG 309	Christian Ethics	3 hrs.
RELG 310	The Bible, Sex and Sexuality	
RELG 290, 390, 490	Selected Topics ¹	3 hrs.

Theology

RELG 270	Who is Jesus?	3 hrs.
RELG 275	Does God Exist?	3 hrs.
RELG 290, 390, 490	Selected Topics ¹	3 hrs.

Bible

RELG 205	The Life and Teachings of Jesus	3 hrs.
RELG 310	The Bible, Sex and Sexuality	3 hrs.

RELG 290, 390, 490	Selected Topics ¹	3 hrs.
--------------------	------------------------------	--------

Non-Christian Traditions

RELG 202	Religions of the World: Middle Eastern	3 hrs.
RELG 206	Eastern Religions and Philosophies	3 hrs.
PHIL 218	Confucianism	3 hrs.
PHIL 219	Daoism	3 hrs.
RELG 315	Buddhism and the Joy of Being Awake	3 hrs.
RELG 380	African American Religions in the U.S.	3 hrs.
RELG 385	From Babylon to Berlin: A History of Anti-Semitism	3 hrs.
RELG 290, 390, 490	Selected Topics ¹	3 hrs.

Electives

RELG 204	Introduction to the History of Christianity	3 hrs.
PHIL 276	Field Experience	1-3 hrs.
RELG 325	Living with Joy at Life's End	3 hrs.
PHIL 351	Existentialism in Philosophy, Film and Literature	3 hrs.
PHIL 376	Philosophy of Religion	3 hrs.
RELG 290, 390, 490	Selected Topics ¹	3 hrs.
RELG 391, 392, 491, 492	Research	3 hrs.
RELG 397, 398, 497, 498	Internship	3 hrs.
RELG 495, 496	Honors Research	3 hrs.

The ' Bridge', or Combined Philosophy and Religion Major and Minor

The bridge major consists of 30 credit hours including 12 lower-level credit hours, 15 upper-level credit hours and Capstone Research Seminar. The bridge minor consists of 15 credit hours including six lower-level credit hours and nine upper-level credit hours. Required courses for the bridge major and minor must be arranged in consultation with the student's advisor and the department chair.

¹ Selected topics should be confirmed with the chair of religion for consideration as major or minor credit.

Scientific Analysis

Department of Behavioral Sciences
Vickie R. Luttrell, chair

Success in a global community hinges on scientific literacy, which is the capacity to identify questions, utilize scientific methodologies, and draw evidence-based conclusions in order to make informed decisions about issues and problems that arise in everyday life. The certificate is designed to help students better understand their role in the scientific enterprise, both as consumers of information in the public arena and as researchers who generate that knowledge. Completion of the certificate is noted on the academic transcript.

Students interested in pursuing a graduate degree in behavioral or social science fields are encouraged to complete the certificate in scientific analysis.

Certificate in Scientific Analysis

The certificate in scientific analysis requires a minimum of 27 credit hours.

All prerequisites must be completed prior to enrollment in the following courses.
Co-requisites must be taken during the same semester.

BSCI 109	Scientific Writing	1 hr.
BSCI 200	Research Methods for the Behavioral Sciences	3 hrs.
BSCI 275	Statistics for the Behavioral Sciences	3 hrs.
BSCI 275-L	Statistics for the Behavioral Sciences Laboratory	1 hr.
BSCI 339	Ethical Dilemmas in the Behavioral Sciences	3 hrs.
BSCI 359	Advanced Behavioral Research I	3 hrs.
BSCI 361	Advanced Behavioral Research II	3 hrs.
BSCI 435	Psychological Tests and Measurements	3 hrs.
BSCI 435-L	Psychological Tests and Measurements Laboratory	1 hr.
BSCI 475	Advanced Statistics for the Behavioral Sciences	3 hrs.
BSCI 475-L	Advanced Statistics for the Behavioral Sciences Laboratory	1 hr.

It is essential that students complete BSCI 109, BSCI 200, BSCI 275, and BSCI 275-L before taking BSCI 359.

Those students who fail or do not successfully complete BSCI 359 will be removed from the BSCI 359/361 sequence. Students will not be allowed to register for and/or audit BSCI 361 during the following spring semester. Failing students must re-attempt the 359/361 sequence the following fall semester.

Students must earn a grade of "C" or better in BSCI 339, BSCI 435, BSCI 435-L, BSCI 475, and BSCI 475-L to complete the certificate.

Sociology

*Department of Behavioral Sciences
Vickie Luttrell, chair*

The department of behavioral sciences focuses on the disciplines of psychology, criminology, sociology, behavioral neuroscience, community health, and animal studies. These disciplines address different dimensions of behavior that can be integrated to form a comprehensive understanding of our human experiences. A primary goal of the department is to help students function as effective, informed global citizens. To this end, the principles of human behavior are presented within the context of an interdisciplinary liberal arts educational program.

Sociology involves the systematic study of behavior in human social systems, varying from small groups to large societies. In addition to course offerings, departmental majors are encouraged to work in community, social and/or correctional agencies where they can apply classroom knowledge to real problems. Students interested in pursuing a graduate degree are encouraged to complete the department's Certificate Program in Scientific Analysis.

Sociology Major

The sociology major requires a minimum of 44 credit hours.

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

*All prerequisites must be completed prior to enrollment in the following courses.
Co-requisites must be taken during the same semester.*

SOCI 101	Introduction to Sociology	3 hrs.
BSCI 109	Scientific Writing	1 hr.
BSCI 200	Research Methods for the Behavioral Sciences	3 hrs.
SOCI 201	Sociology of the Family	3 hrs.
SOCI 202	Global Social Problems	3 hrs.
BSCI 275	Statistics for the Behavioral Sciences	3 hrs.
BSCI 275-L	Statistics for the Behavioral Sciences Laboratory	1 hr.
SOCI 302	Poverty and Inequality	3 hrs.
SOCI 336	Development of Sociological Theory	3 hrs.
BSCI 359	Advanced Behavioral Research I	3 hrs.

It is essential that students complete Scientific Writing, Research Methods for the Behavioral Sciences and Statistics for the Behavioral Sciences with Lab before taking Advanced Behavioral Research I.

Those students who fail or do not successfully complete BSCI 359 will be removed from the Advanced Behavioral I and II course sequence. Students will not be allowed to register for and/or audit BSCI 361 during the following spring semester. Failing students must re-attempt the 359/361 sequence the following fall semester.

BSCI 361	Advanced Behavioral Research II	3 hrs.
----------	---------------------------------	--------

Those students who fail or do not successfully complete BSCI 361 must earn a passing grade in BSCI 343 in order to fulfill the university and department research requirement. The final grade awarded in BSCI 343 shall not replace any prior grade earned in BSCI 361.

BSCI 380	Undergraduate Internship Experience	3 hrs.
BSCI 493	Senior Seminar	3 hrs.

Students enrolled in BSCI 493 are required to take a comprehensive examination over topics covered in the major as well as a nationally-normed exit exam.

Choose at least 6 hours from the following list:

ANML 303	Animals and Society	3 hrs.
SOCI 306	Social Movements	3 hrs.
BSCI 308	Qualitative Research Methods	3 hrs.
ANTH 311	Issues in Community and Global Health	3 hrs.
SOCI 316	Minority Groups	3 hrs.
SOCI 320	Drugs and Society	3 hrs.
CRIM 321	Deviance and Social Control	3 hrs.
SOCI 325	Political Sociology	3 hrs.
CRIM 332	Juvenile Delinquency	3 hrs.
BSCI 339	Ethical Dilemmas in the Behavioral Sciences	3 hrs.
SOCI 341	Homosexuality & Civil Liberties	3 hrs.
BSCI 343	Fundamentals of Research	3 hrs.
SOCI 347	Medical Sociology	3 hrs.
PSYC 357	Psychology of Adulthood	3 hrs.
SOCI 360	Community Studies	3 hrs.
SOCI 362	Sociology of Religion	3 hrs.
PSYC 370	Human Sexuality	3 hrs.
BSCI 435	Psychological Tests and Measurements	3 hrs.
BSCI 435-L	Psychological Tests and Measurements Laboratory	1 hr.
BSCI 475	Advanced Statistics for the Behavioral Sciences	3 hrs.
BSCI 475-L	Advanced Statistics for the Behavioral Sciences Laboratory	1 hr.
BSCI 480	Undergraduate Internship Experience II	3 hrs.
SOCI 390, 490	Selected Topics	3 hrs.
SOCI 391, 392, 491, 492	Research	3 hrs.

Courses used as electives for one behavioral science major or minor (criminology, psychology or sociology) may not also satisfy elective requirements for another behavioral science major or minor. Courses in the behavioral neuroscience minor may be used as electives for the psychology major or minor. Likewise, courses in the community health minor may be used as electives for the sociology major or minor.

Students majoring in sociology are required to complete at least six hours of course work in the natural sciences.

Choose one of the following options:

Option I

Select six hours of coursework from the science and discovery menu (see catalog) or approved transfer equivalents

Option II

Select three hours of coursework from the science and discovery menu (see catalog) or an approved transfer equivalent

AND

Choose one course from the following:

ANTH 311	Issues in Community and Global Health	3 hrs.
BIOL 172	Exploring Molecular Biology	3 hrs.
BIOL 205	Human Anatomy	4 hrs.
BIOL 206	Human Physiology	4 hrs.

PSYC 346	Health Psychology	3 hrs.
SOCI 347	Medical Sociology	3 hrs.
PSYC 356	Biopsychology	3 hrs.

Sociology Minor

The sociology minor requires a minimum of 18 credit hours.

*All prerequisites must be completed prior to enrollment in the following courses.
Co-requisites must be taken during the same semester.*

SOCI 101	Introduction to Sociology	3 hrs.
SOCI 202	Global Social Problems	3 hrs.
SOCI 302	Poverty and Inequality	3 hrs.
SOCI 336	Development of Sociological Theory	3 hrs.

Choose two courses from the following: 6 hrs.

ANML 303	Animals and Society	3 hrs.
SOCI 306	Social Movements	3 hrs.
BSCI 308	Qualitative Research Methods	3 hrs.
ANTH 311	Issues in Community and Global Health	3 hrs.
SOCI 316	Minority Groups	3 hrs.
SOCI 320	Drugs and Society	3 hrs.
CRIM 321	Deviance and Social Control	3 hrs.
SOCI 325	Political Sociology	3 hrs.
CRIM 332	Juvenile Delinquency	3 hrs.
BSCI 339	Ethical Dilemmas in the Behavioral Sciences	3 hrs.
SOCI 341	Homosexuality & Civil Liberties	3 hrs.
SOCI 347	Medical Sociology	3 hrs.
PSYC 357	Psychology of Adulthood	3 hrs.
BSCI 359	Advanced Behavioral Research I	3 hrs.
SOCI 360	Community Studies	3 hrs.
BSCI 361	Advanced Behavioral Research II	3 hrs.
SOCI 362	Sociology of Religion	3 hrs.
PSYC 370	Human Sexuality	3 hrs.
BSCI 380	Undergraduate Internship Experience	3 hrs.
BSCI 435	Psychological Tests and Measurements	3 hrs.
BSCI 435-L	Psychological Tests and Measurements Laboratory	1 hr.
BSCI 475	Advanced Statistics for Behavioral Sciences	3 hrs.
BSCI 475-L	Advanced Statistics for Behavioral Sciences Laboratory	1 hr.
BSCI 480	Undergraduate Internship Experience II	3 hrs.
BSCI 493	Senior Seminar	3 hrs.
SOCI 390, 490	Selected Topics	3 hrs.
SOCI 391, 392, 491, 492	Research	3 hrs.

Courses used as electives for one behavioral science major or minor (criminology, psychology or sociology) may not also satisfy elective requirements for another behavioral science major or minor. Courses in the behavioral neuroscience minor may be used as electives for the psychology major or minor. Likewise, courses in the community health minor may be used as electives for the sociology major or minor.

Spanish

Department of Languages and Literature
Jo Van Arkel, chair

The curriculum of the department of languages is designed to introduce all Drury students to selected languages of the world and their cultural and literary traditions. Language majors are prepared for graduate studies and also for careers in a variety of fields including teaching, international business and foreign service. The department offer majors and minors in French and Spanish.

Spanish Major

A Spanish major requires a minimum of 24 hours, and at least three hours required for the major must be taken at the 400-level. Faculty approval is recommended before enrolling in any 300-level course or above.

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

SPAN 305	Introduction to Hispanic Cultural Studies	3 hrs.
SPAN 306	Advanced Grammar and Composition	3 hrs.

Choose one course from the following: 3 hrs.

SPAN 321	Service Learning in the Hispanic Community	3 hrs.
SPAN 380	Advanced International Language Study	3 hrs.
SPAN 411	Advanced Studies: Hispanic Language and Civilization	3 hrs.

Choose one course from the following: 3 hrs.

SPAN 311	The Literature of Spanish America	3 hrs.
SPAN 312	The Literature of Spain	3 hrs.
SPAN 313	These Are Not Sweet Girls: Hispanic Women's Literature	3 hrs.
SPAN 414	From Magical Realism to Virtual Realism: Boom and Postboom Narratives	3 hrs.

Choose one course from the following: 3 hrs.

SPAN 302	The Culture of Spain	3 hrs.
SPAN 303	The Culture of Spanish America	3 hrs.
SPAN 308	Spain Now: Contemporary Spanish Culture	3 hrs.

Choose three courses from the following: 9 hrs.

SPAN 201	Intermediate Spanish III	3 hrs.
SPAN 202	Intermediate Spanish IV	3 hrs.
SPAN 280	International Language Study: Spanish	3 hrs.
SPAN 412	Advanced Studies: Hispanic Literature	3 hrs.
SPAN 489	Advanced Seminar in Hispanic Cultural Studies	3 hrs.
SPAN 290, 390, 490	Selected Topics	3 hrs.
SPAN 391, 392, 491, 492	Research	3 hrs.
SPAN 397, 398, 497, 498	Internship	3 hrs.

Spanish Minor

A Spanish minor requires a minimum of 18 credit hours. Faculty approval is recommended before enrolling in any 300-level course or above.

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

SPAN 305	Introduction to Hispanic Cultural Studies	3 hrs.
SPAN 306	Advanced Grammar and Composition	3 hrs.

Choose 12 hours from the following: 12 hrs.
At least two of the following elective categories must be represented in these hours: Language, Texts, or Culture.

Language

SPAN 321	Service Learning in the Hispanic Community	3 hrs.
SPAN 380	Advanced International Language Study	3 hrs.
SPAN 411	Advanced Studies: Hispanic Language and Civilization	3 hrs.

Texts

SPAN 311	The Literature of Spanish America	3 hrs.
SPAN 312	The Literature of Spain	3 hrs.
SPAN 313	These Are Not Sweet Girls: Hispanic Women's Literature	3 hrs.
SPAN 414	From Magical Realism to Virtual Realism: Boom and Postboom Narratives	3 hrs.

Culture

SPAN 302	The Culture of Spain	3 hrs.
SPAN 303	The Culture of Spanish America	3 hrs.
SPAN 308	Spain Now: Contemporary Spanish Culture	3 hrs.

Other Electives

SPAN 201	Intermediate Spanish III	3 hrs.
SPAN 202	Intermediate Spanish IV	3 hrs.
SPAN 280	International Language Study: Spanish	3 hrs.
SPAN 412	Advanced Studies: Hispanic Literature	3 hrs.
SPAN 489	Advanced Seminar in Hispanic Cultural Studies	3 hrs.
SPAN 290, 390, 490	Selected Topics	3 hrs.
SPAN 391, 392, 491, 492	Research	3 hrs.
SPAN 397, 398, 497, 498	Internship	3 hrs.

Spanish majors and minors are strongly urged to earn some of the required credits through an approved program in a Spanish-speaking country.

Strategic Communication

Department of Communication
Jonathan Groves, chair

Today's citizen leader requires skill sets in critical reasoning, research, persuasion, and oral and written expression. The communication studies major develops these skills in tandem with the knowledge and experience necessary to participate effectively in organizational, group, sociopolitical, interpersonal and intercultural contexts.

Graduate paths for this major include nonprofit work, law, politics, graduate work, education, health, activism, religion and sales. All courses in the communication studies curriculum are designed to integrate with and enhance Drury's liberal arts education and CORE requirements.

Strategic Communication Major

The strategic communication major prepares students for careers in profit and nonprofit contexts. Courses develop critical thinking, written, oral, visual communication and presentation skills in the creation of research-driven integrated communication proposals. Account services, media planner, copywriter, media relations, event planning, social media strategist, fundraising/development and communication specialist are a few of the career opportunities for advertising and public relations majors. Students are encouraged to complete one or more internships to sharpen their professional skills and identify specific career interests.

The strategic communication major must complete 43 hours of coursework.

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

Please note that COMM 211 Presentational Speaking is a prerequisite for COMM 351 Principles of Persuasion and Influence. Students should complete COMM 211 early in their degree program. COMM 221 Multimedia Writing is a prerequisite for COMM 433.

<i>Core Courses</i>		<i>18 hrs.</i>
COMM 211	Presentational Speaking	3 hrs.
COMM 215	Foundations of Communication	3 hrs.
COMM 216	Multimedia Storytelling	3 hrs.
COMM 285	Communication and Ethics	3 hrs.
COMM 351	Principles of Persuasion and Influence	3 hrs.
COMM 493	Senior Seminar	3 hrs.

<i>Major Requirements</i>		<i>19 hrs.</i>
COMM 221	Multimedia Writing	3 hrs.
COMM 231	Integrated Brand Management	3 hrs.
COMM 386	Web Communication	3 hrs.
COMM 413	PR Case Studies	3 hrs.
COMM 435	Organizational Crisis and Change	3 hrs.
COMM 443	Communication & Civic Engagement	3 hrs.
COMM 443-L	Civic Engagement Lab	1 hr.

<i>Accepted Electives</i>		<i>6 hrs.</i>
COMM 226	Multimedia Production I	3 hrs.
COMM 322	Media Law	3 hrs.
COMM 332	Intercultural Communication	3 hrs.
COMM 387	Organizational Communication	3 hrs.

ARTZ 211	Digital Foundations	3 hrs.
BSCI 275	Statistics for the Behavioral Sciences	3 hrs.
BSCI 275-L	Statistics for the Behavioral Sciences Lab	1 hr.
MKTG 337	Marketing	3 hrs.
ENGL 253	Grammar and Style	3 hrs.
COMM 181-184	DUTV Activities	1 hr.
COMM 161-164	PR Activities	1 hr.
COMM 397, 398, 497, 498	Internship	3-6 hrs.

Senior Portfolio Requirement

All communication majors, and those planning to declare a major, must keep a file of important assignments completed in communication courses and in the general education program. Items to be placed in the file include any written assignments graded or evaluated by the instructor, written projects, speeches, internship projects and audio/video materials. The contents of the file will be used to develop a senior portfolio, a course requirement in COMM 493 senior seminar. The senior portfolio is a reflective document that provides evidence of a student's learning achievements and it may be used to facilitate career planning, job search activities and/or admittance to graduate study.

Study Abroad Programs

Thomas E. Russo, Associate Dean for Study Abroad and International Programs

As a liberal arts university, Drury is committed to broadening a student's mental, cultural and social horizons. The university of arts and sciences provides programs that enable students to become acquainted with other cultures and other people. One way to accomplish this objective is by bringing people from other countries to Drury. In recent years Drury has had visiting lecturers from Taiwan, the Philippines, the Republic of China, Slovenia, Japan and England. Drury also actively recruits students from other countries and is making every effort to increase these numbers. During the past year students from 44 countries were enrolled at Drury. Their presence in the classroom, living centers and campus activities adds to our understanding of other cultures.

Study Abroad

Another important way by which students can broaden their horizons is by studying abroad for a semester, a year or through special short-term courses. Drury University encourages such participation. Study abroad is available for all students; however, certain majors require a study abroad experience as part of their degree requirements. These opportunities are presented in the following paragraphs. Study abroad is a degree requirement for all architecture and business majors. Approved participation in a study abroad program will meet part of the CORE engaged learning requirement.

The Drury University Center on the Island of Aegina, Greece

The Drury University Center on the island of Aegina, Greece presents students with the opportunity to spend a semester studying in Greece for the same tuition and room and board costs as a semester in Springfield, plus a program/administrative fee, airfare, technology fee, health insurance, some meals, passport fee, and personal expenses. Because this is Drury's own program, all Drury scholarships and financial aid are available to the student during this semester, except for some activity grants, the residential scholarship, room and board for Trustee Scholarship recipients and work study.

Aegina is the second largest island in the bay of Athens, located 17 nautical miles south of the Greek capital's main port of Piraeus. It takes 30 minutes by hydrofoil or 60 minutes by ferry to reach Aegina from Piraeus. The island, at 87 square kilometers and hosting a population of 17,000, serves as a suburb of Athens with a large commuter population to the capital for work and as an artistic, intellectual and entertainment retreat. The island's main town, new home for the Drury Center in Greece, retains its 19th century Neoclassical identity, with an historic urban fabric riddled with mansions, churches and shops, and with a waterfront lined with restaurants and villas. With the international airport less than 90 minutes away, the cultural infrastructure of Athens readily available and with its beaches, nature reserves and numerous archaeological sites, Aegina will undoubtedly meet the educational expectations that the university has set for its main study abroad facility.

Teaching facilities at the Drury University Center will be housed in an historic stone building which once served as an artisan bakery. The two story building, now undergoing renovation to serve Drury students, is located in the center of the town's main commercial area, less than a five minute walk from all major infrastructures, including the port, the post office, the clinic, museums, banks, shops, restaurants and beaches. A new housing facility is located about two hundred feet away from the teaching facilities. Housing for 22-24 students will be provided in the "Petrino" mansion, another beautifully restored historic structure along Aegina's main street. The housing facility offers a pleasant assortment of studio and one-bedroom apartments.

Due to the unique course structure in this program and to take full advantage of the Mediterranean climate, the semester dates in the Greece program are different than those at Drury's Springfield campus. Please refer to the Drury website under Study Abroad for arrival and departure dates for upcoming semesters.

Students can fulfill their foreign language requirement by taking Elementary Greek I in Springfield the semester before they go to Greece and Elementary Greek II in Aegina. The additional 12 credit hours in Aegina will consist of coursework that is published well in advance of each semester.

The cost estimates for the Greece program include the following:

- Drury University tuition/fees
- Room and Board: Drury College Park rate (120 block plan)
- Program/Administrative fee: \$3,865
- Passport: \$135
- Passport photos: \$22
- International Student Identity Card: \$28
- Round-trip airfare: \$950-\$1,500
- Approximate Personal Expenses: \$2,000-\$4,000

The program fee includes lodging and breakfast for orientation in Athens as well as all transportation, housing and breakfast during field trips throughout the semester. A non-refundable \$400 deposit that is applied to your program costs is required the year before participation to guarantee your place in the program.

It is strongly recommended that students sign up early for this program. Up to twelve architecture students and twelve students from other disciplines are approved to study in Greece each semester. Prerequisites are junior status and a 2.75 GPA. All participants will be expected to attend mandatory orientation sessions the semester before travel.

Drury Semester at Regent's University, London

Through an affiliation with Regent's University in Regent's Park, London, juniors and seniors can make normal progress toward Drury degrees while living in London, one of the world's richest educational and cultural centers. This program allows Drury students to live and study with students from other American colleges, from Britain and Europe, and from other parts of the world. This program consists of one semester spent at Regent's University carrying a full load of courses. Regent's offers courses in most disciplines, many of which satisfy general education requirements.

The following cost estimates are associated with the London program:

- Drury University tuition/fees
- Room and Board: Drury College Park rate (150 block plan)
- Program/Administrative costs: \$3,865
- Refundable room deposit: \$100
- Passport: \$135
- Passport photos: \$22
- International Student Identity Card: \$28
- Round-trip airfare: \$850 - \$1,200
- Approximate Personal Expenses: \$4,000

All Drury scholarships and financial aid are available to the student during this semester, except for most activity grants, the residential scholarship, work-study and only a portion of tuition remission

and tuition exchange awards. A non-refundable \$400 deposit that is applied to your program costs is required the year before participation to guarantee your place in the program.

Students are advised to apply for the program during their freshman year, since we are limited to 38 students in any given year. GPA requirement is 3.0. All participants will be expected to attend mandatory orientation sessions the semester before travel.

University of Granada, Spain

The University of Granada is located in southern Spain. Established in 1526 by Emperor Charles V, the university has grown in social and cultural importance to become one of the major intellectual centers in southern Spain. Through our direct student exchange agreement with the University of Granada, Drury students experience the culture of an ancient city that reverberates with the history of its Roman, Islamic and Christian past. With around 250,000 inhabitants, Granada offers the amenities of a modern-day city; yet everywhere there is the reminder of its glorious past as the capital of the Old Nasrid Kingdom under the Muslims and as the last Islamic stronghold in Spain to be conquered by Ferdinand II and Isabella I in 1492. The city provides a perfect environment for studying the humanities and the arts and enjoys an extraordinary geographic situation: a one-hour drive from either the seacoast or from the skiing region of the Sierra Nevada Mountains, the southernmost European mountain range.

Classes are taught in Spanish and students must have the requisite language skills to participate in this program. An option for pre-program language study at the Centro de Lenguas Modernas in Granada is available. A 3.0 GPA is required. Duration of this program is for an academic year or the spring semester and is limited to two to four students per year.

The cost estimates for the Granada exchange include the following:

- Drury University tuition/fees
- Administrative fee: \$315
- Passport: \$135
- Passport photos: \$22
- Visa: \$100, plus cost of travel to Spanish Consulate in Chicago
- International Student Identity Card: \$28
- Round-trip airfare: \$850 - \$1,200
- Approximate Personal Expenses: \$3,500
- Room and Board: variable depending on accommodation choice

All Drury scholarships and financial aid are available to the student, except most activity grants, the residential scholarship, and work-study. A non-refundable \$400 deposit that is applied to your program costs is required the year before participation to guarantee your place in the program. Application deadline: October 15 of the academic year prior to participation in program. All participants will be expected to attend mandatory orientation sessions the semester before travel.

University of Ljubljana, Faculty of Economics, Slovenia

The University of Ljubljana, Faculty of Economics (FELU) was founded in 1946 and has a long tradition in research and education. It occupies part of a spacious campus close to city center. Development and modernization of teaching and research work have been priorities at the FELU from its beginning. Drury students attending the University of Ljubljana, Faculty of Economics (what Americans would call the School of Business) remain Drury students while abroad.

This exchange can constitute an exchange between both undergraduate and graduate students. The grades that a student earns at FELU will count toward their GPA at Drury. All courses are taught in English. The University of Ljubljana is an excellent location for business majors to fulfill their study abroad requirement.

The cost estimates for the Ljubljana exchange include the following:

- Drury University tuition/fees
- Administrative fee: \$315
- Passport: \$135
- Passport photos: \$22
- Residence Permit: approximately \$100
- International Student Identity Card: \$28
- Round-trip airfare: \$1,200 - \$1,800
- Approximate Personal Expenses: \$3,500
- Room and Board: variable depending on accommodation choice

All Drury scholarships and financial aid are available to the student, except most activity grants, the residential scholarship, and work study. A non-refundable \$400 deposit that is applied to your program costs is required the academic year before participation to guarantee your place in the program. GPA requirement is 3.0. This is a spring term program. Application deadline: October 15 of the academic year prior to participation in program. All participants will be expected to attend mandatory orientation sessions the semester before travel.

Leuphana, University of Lüneburg, Germany

Lüneburg is a beautiful medieval city of around 70,000 inhabitants located about 30 minutes south of Hamburg in northern Germany. Through the semester in Lüneburg, four Drury students a year can study at Leuphana, University of Lüneburg for a semester. Participants can earn German language credit and take additional courses, taught in English. Previous German language experience is required.

The cost estimates for the Lüneburg exchange include the following:

- Drury University tuition/fees
- Administrative fee: \$315
- Passport: \$135
- Passport photos: \$22
- International Student Identity Card: \$28
- Round-trip airfare: \$850 - \$1,200
- Approximate Personal Expenses: \$3,500
- Room and Board: variable depending on accommodation choice

All Drury scholarships and financial aid are available to the student during this semester, except most activity grants, the residential scholarship, and work-study. A non-refundable \$400 deposit that is applied to your program costs is required the academic year before participation to guarantee your place in the program. GPA requirement is 3.0. This is a fall or spring term program. Application deadline: October 15 of the academic year prior to participation in program. All participants will be expected to attend mandatory orientation sessions the semester before travel.

Escem, Poitiers, France

Poitiers stands on a hill overlooking the Clain and Boivre rivers. This city, the ancient capital of Poitou, the northern part of Aquitaine, is filled with history. Everybody has passed through here — from England's Black Prince to Joan of Arc to Richard the Lion-Hearted. For those interested in antiquity, this is one of the most fascinating towns in France. In addition to this, after decades of slumber the town has really come alive, with the opening of Futuroscope, a futuristic cinema theme park. The thriving student population (a third of the 85,000 residents here are students) adds a slice of vitality as well.

This program is available for two junior Drury students each year in the spring semester only. Students must have a GPA of 3.5 or greater in order to be eligible to be considered. Although this is open to all Drury students, preferences will be given to French language majors and business majors with a French minor.

The application deadline is March 15 the spring semester before studying abroad. Applicants should schedule an interview with the program coordinator between March 15 and April 1. Applications will be reviewed and candidates will be notified by April 15.

The cost estimates for the Poitiers exchange include the following:

- Drury University tuition/fees
- Administrative fee: \$315
- Passport: \$135
- Passport photos: \$22
- Visa: \$150, plus cost of travel to French Consulate
- International Student Identity Card: \$28
- Round-trip airfare: \$850 - \$1,200
- Approximate Personal Expenses: \$3,500
- Room and Board: variable depending on accommodation choice

Students must pay a \$400 non-refundable deposit to confirm their intention to participate in this program. All Drury scholarships and financial aid are available to the student, except activity grants, the residential scholarship, room and board for Trustee Scholarship recipients and work-study. A nonrefundable \$400 deposit that is applied to your program cost is required the year before participation to guarantee your place in the program. All participants will be expected to attend mandatory orientation sessions the semester before travel.

For new exchange programs in Northern Ireland, England, Spain and South Korea, please see the Study Abroad web page at <http://www.drury.edu/study-abroad>.

Affiliated Study Abroad Programs

Drury University is affiliated with Global Links, American Institute for Study Abroad (AIFS), Missouri State University China programs, International Studies Abroad (ISA), Institut d'Etudes Francaises de Touraine in Tours, France, Santa Reparata International School of Art in Florence, Italy and The New American Colleges and Universities Study Abroad Consortium. Scholarships and institutional aid do not apply, with the exception of Federal grants and loans for semester programs only. Interested students should contact Thomas Russo, PAC 208 for further information. Students should complete the Request for Leave of Absence form and the Request for Transfer of Credit form available in the Registrar's Office.

Other Programs Abroad

Drury students have enrolled in independent programs at universities and special study institutes abroad for a semester or a year in Austria, England, France, Germany, Canada, Scotland and Spain. Drury scholarships and financial aid cannot be applied to this semester. Such scholarships will be held for the student while attending the independent program when a student completes the necessary paperwork for a leave of absence. These programs involve transfer credit, which should be arranged before participation to ensure the student's progress toward the Drury degree. Students should complete the Request for Transfer of Credit form available in the Registrar's Office.

Drury Short-Term Programs

Special short term study-travel seminars are organized regularly by Drury University faculty and staff in the summer and during winter term for Drury students. International health insurance is

included in the program fees. In recent years such trips have traveled to many countries including Greece, Spain, Italy, China, Malaysia and India. All participants will be expected to attend mandatory orientation sessions the semester before travel.

Theatre

Department of Fine and Performing Arts
Allin Sorenson, chair

Programs in theatre support the liberal arts mission of Drury University by offering:

- 1) Basic courses designed to develop appreciation and lead to increased understanding of theatre arts and their contribution to the cultural life,
- 2) Courses that lead to a major or minor in theatre and provide opportunities for students from the general campus population to fulfill graduation requirements,
- 3) Programs that prepare students for professional careers, graduate study or teaching,
- 4) Curricular and co-curricular productions integrated with the course offerings to provide majors with creative laboratory experiences, all Drury students with participation opportunities, and the entire Drury community with opportunities to experience a wide variety of theatrical productions.

Theatre students are expected to pursue individual educational goals within the context of a broad liberal arts education. The department of theatre offers a major in theatre leading to a Bachelor of Arts degree. Within the general theatre major, students have options for selecting specific emphases in the field.

Students planning secondary teaching careers may pursue a major program leading to certification; this option may be combined with the pursuit of an additional teaching area.

Theatre Major

The theatre major requires a minimum of 46 credit hours.

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

THTR 140	Acting I	3 hrs.
THTR 200/201	Theatre Practicum	8 hrs.
THTR 265	Stagecraft	3 hrs.
THTR 282	Acting II	3 hrs.
THTR 320	Play Direction	3 hrs.
THTR 491/492	Research	3 hrs.
THTR 493	Senior Capstone Project	3 hrs.

Choose one course from the following: 2 hrs.

THTR 177	Modern Dance	2 hrs.
THTR 271	Ballet I	2 hrs.
THTR 276	Tap I	2 hrs.
THTR 288	Jazz Dance	2 hrs.

Choose two courses from the following: 6-7 hrs.

THTR 361	Costume Design	3 hrs.
THTR 365	Scene Design	3 hrs.
THTR 366	Stage Lighting	4 hrs.
THTR 367	Sound Design	3 hrs.

Choose three courses from the following: 9 hrs.

THTR 340	History of Theatre I	3 hrs.
THTR 341	History of Theatre II	3 hrs.
THTR 343	History of Theatre III	3 hrs.

THTR 349	History of American Musical Theatre	3 hrs.
<i>Choose one of the following elective courses:</i>		<i>3-4 hrs.</i>
THTR 270	Stage Management	3 hrs.
THTR 354	Writing for Stage and Screen	3 hrs.
THTR 361	Costume Design	3 hrs.
THTR 365	Scene Design	3 hrs.
THTR 366	Stage Lighting	4 hrs.
THTR 367	Sound Design	3 hrs.
THTR 481	Acting III	3 hrs.

All courses must be completed with a minimum grade of C-.

Theatre Minor

The theatre minor requires a minimum of 18 credit hours.

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

THTR 135	Introduction to Theatre	3 hrs.
THTR 140	Acting I	3 hrs.
THTR 265	Stagecraft	3 hrs.
THTR 320	Play Direction	3 hrs.

<i>Choose one course from the following:</i>		<i>3-4 hrs.</i>
THTR 361	Costume Design	3 hrs.
THTR 365	Scene Design	3 hrs.
THTR 366	Stage Lighting	4 hrs.
THTR 367	Sound Design	3 hrs.

<i>Choose one course from the following:</i>		<i>3-4 hrs.</i>
THTR 270	Stage Management	3 hrs.
THTR 282	Acting II	3 hrs.
THTR 361	Costume Design	3 hrs.
THTR 365	Scene Design	3 hrs.
THTR 366	Stage Lighting	4 hrs.
THTR 367	Sound Design	3 hrs.

All theatre majors, minors, and those students on a theatre grant are required to enroll in Theatre Practicum 200 (fall) and 201 (spring) for every semester in residence. Theatre Practicum counts toward an Engaged Learning requirement.

All courses must be completed with a minimum grade of C-.

Washington Center Institute For Experiential Learning

Daniel Ponder, Drury coordinator

Drury University is affiliated with the Washington Center and the Institute for Experiential Learning which are private, nonprofit organizations providing semester and summer internships for students. Both programs offer many work opportunities in the metropolitan Washington, D.C. area or a limited number of opportunities for study abroad (London, Oxford, Sydney and Quebec City). These programs also offer academic seminars in conjunction with the internship experience. Drury University credit is received for participation in the programs that ordinarily involve 12 hours during the fall or spring semester and nine hours in the summer. Students' regular tuition and Drury scholarships meet most expenses for fall and spring semester internships. There is an administrative fee for fall and spring semesters. Housing and travel costs are the responsibility of the student. See www.twc.edu for more information, or contact the coordinator.

Programs are open to juniors and seniors with a minimum grade point average of 3.0. Students from any academic discipline who desire a living-learning experience in the nation's capital are encouraged to apply.

Web Communication and Design

Department of Communication

Jonathan Groves, chair

This program provides students of any discipline with the skills and theoretical foundation to become proficient in the basics of web communication and design. Students will learn how to become content strategists for any business or organization seeking to engage audiences in an electronic environment. Students will be exposed to social media, HTML and basic web technologies, as well as content-creation strategies in the visual and written disciplines. Building on the 13-hour core that exposes students to design, systems, and media-usage theoretical perspectives, minors can choose from a menu of courses in computer science, media creation, and art design to develop an area of web expertise tailored to their needs.

Students completing the web communication and design minor will have gained: an ability to develop and post multimedia content including photo galleries and videos; an understanding of web-hosted technologies for the creation and maintenance of social media networks; fluency in HTML, CSS, and web-design software to develop websites for personal and corporate use; and an understanding of design and media-usage theory to develop functional yet appealing web designs.

Web Communication and Design Minor

The web communication and design minor must complete 19 hours of coursework: 13 hours of required courses and six hours of elective courses.

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

ARTZ 211	Digital Foundations	3 hrs.
COMM 221	Multimedia Writing	3 hrs.
COMM 386	Web Communication	3 hrs.
CSCI 251	Introduction to Computer Science	4 hrs.

Choose two courses from the following electives: *6 hrs.*

ARTZ 267	Digital Photography I	3 hrs.
ARTZ 326	Graphic Design: Audience and Format	3 hrs.
COMM 226	Multimedia Production I	3 hrs.
COMM 380	Data Visualization	3 hrs.
CSCI 277	Web and Mobile Application Development	3 hrs.
CSCI 355	Database	3 hrs.

Women and Gender Studies

Erin Kenny, program director

The women and gender studies minor is multidisciplinary. Participating academic departments offer courses that examine women's roles, gender identity and gendered perspectives. The goal of the women and gender studies minor is to encourage students to explore varied ideas, perspectives and values that will enrich their experiences and contributions to society.

Women and Gender Studies Minor

A student who seeks a minor in women and gender studies must complete a minimum of 18 hours in women's and gender studies coursework, which includes both a three-hour service learning internship approved by both the coordinator of women and gender studies and career planning and development, and WGST 371 Women and Gender Studies Thesis Seminar.

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

WGST 101	Introduction to Women and Gender Studies	3 hrs.
WGST 371	Women and Gender Studies Thesis Seminar	3 hrs.
WGST 397, 398, 497, 498	Internship	3 hrs.

Choose one course offered in fine arts or in humanities: 3 hrs.

ENGL 302	Women Writers	3 hrs.
ENGL 303	Single Author/Women	3 hrs.
ENGL 317	African-American Literature (Women's)	3 hrs.
HIST 321	Women in European History	3 hrs.
HIST 322	Joan of Arc: Film and History	3 hrs.
HIST 325	Gender and Culture: East Asia	3 hrs.
HIST 342	The European Witch-Hunts	3 hrs.
RELG 310	The Bible, Sex and Sexuality	3 hrs.
SPAN 313	These are Not Sweet Girls: Hispanic Women's Literature	3 hrs.
WGST 390	Selected Topics in Women and Gender Studies ¹	3 hrs.

Choose one course offered in social sciences or in science and math: 3 hrs.

ANTH 315	Gender, Sex and the Body	3 hrs.
ANTH 362	Gender and Islam	3 hrs.
ECON 335	Poverty and Discrimination	3 hrs.
PLSC 370	Women and Politics	3 hrs.
PSYC 352	Psychology of Gender	3 hrs.
PSYC 370	Human Sexuality	3 hrs.
SOCI 201	Sociology of the Family	3 hrs.
SOCI 341	Homosexuality and Civil Liberties	3 hrs.
WGST 390	Selected Topics in Women and Gender Studies ¹	3 hrs.

Choose one elective course from the following: 3 hrs.

ANTH 315	Gender, Sex and the Body	3 hrs.
ANTH 362	Gender and Islam	3 hrs.
ECON 335	Poverty and Discrimination	3 hrs.
ENGL 302	Women Writers	3 hrs.
ENGL 303	Single Author/Women	3 hrs.
ENGL 317	African-American Literature (Women's)	3 hrs.
HIST 321	Women in European History	3 hrs.
HIST 322	Joan of Arc: Film and History	3 hrs.

HIST 325	Gender and Culture: East Asia	3 hrs.
HIST 342	The European Witch-Hunts	3 hrs.
PLSC 370	Women and Politics	3 hrs.
PSYC 352	Psychology of Gender	3 hrs.
PSYC 370	Human Sexuality	3 hrs.
RELG 310	The Bible, Sex and Sexuality	3 hrs.
SOCI 201	Sociology of the Family	3 hrs.
SOCI 341	Homosexuality and Civil Liberties	3 hrs.
SPAN 313	These are Not Sweet Girls: Hispanic Women's Literature	3 hrs.
WGST 390	Selected Topics in Women and Gender Studies ¹	3 hrs.

¹Selected topics should be confirmed with the director of women and gender studies for consideration as minor credit.

Writing

Department of Languages and Literature
Jo Van Arkel, chair

Studying writing at Drury means:

- 1) Working closely in small classes with active faculty whose first priority is teaching.
- 2) Having many opportunities, formal and informal, for experiences outside the classroom.
- 3) Studying alongside a diverse group of well-prepared and intellectually engaged students in English and writing.
- 4) Following a strong curriculum that can lead students directly to careers and to graduate and professional programs in English, law, writing, library science, business and other fields.

The Writing Program has an active student body involved in a wide variety of extracurricular activities, all of which offer important leadership opportunities for qualified and interested students. These duties are not only a labor of love for our students, but they also provide valuable pre-professional experience:

- 1) We are a member of Sigma Tau Delta, the National Honor Society of English, and elect officers each year. Sigma Tau Delta provides a strong voice for students, organizing social and cultural activities and working closely with the chair and other faculty in setting the direction of the department.
- 2) We select deserving students to serve in a number of on-campus internships and engaged learning opportunities. As on-campus interns, students may work with social media as editors and writers, or as tutors for international students in our English for Academic Purposes Program. They may also work as graphic designers and readers for our flagship literary journal, *The Ginkgo Tree Review*. Occasionally, students may have opportunities to work as grant writers for various on-campus programs such as the Women's Resource Center at the Rose O'Neill House. We also help students develop off-campus internships and engaged learning experiences in their home communities.
- 3) Students take leadership positions planning and organizing various events that feature visiting writers, student readings, career fairs and service-learning projects.
- 4) The Writing Center is staffed by students, many of them English and Writing majors. Work in the Writing Center gives students with an interest in writing and teaching valuable experience.
- 5) We work closely with public schools in the neighborhood, and encourage our students to offer their time in a wide variety of capacities, including as tutors, readers and mentors.

In addition, English and writing students have a strong leadership presence in other organizations such as Think Green, Amnesty International, Allies, Alliance for Minority Minds, The Student Union Board (SUB), Student Government Association, *The Drury Mirror* (the weekly student newspaper) and others.

Writing Major

The writing major requires a minimum of 30 hours, and is designed to be foundational and flexible.

<i>Foundations</i>		<i>12 hrs.</i>
ENGL 200	Literature Matters	3 hrs.
ENGL 253	Grammar and Style	3 hrs.
ENGL 301	Theory and Practice	3 hrs.
ENGL 493	Senior Seminar	3 hrs.

Imaginative Writing 6 hrs.

Choose two courses from the following:

ENGL 266	Creative Writing I-Fiction	3 hrs.
ENGL 267	Creative Writing I-Poetry	3 hrs.
ENGL 268	Creative Writing I-Nonfiction	3 hrs.
ENGL 354	Writing for Stage and Screen	3 hrs.
ENGL 366	Creative Writing II-Fiction	3 hrs.
ENGL 367	Creative Writing II-Poetry	3 hrs.
ENGL 368	Creative Writing II-Nonfiction	3 hrs.

Professional Writing and Editing 6 hrs.

Choose two courses from the following:

COMM 221	Multimedia Writing	3 hrs.
COMM 324	Feature Writing	3 hrs.
ENGL 251	Editing and Publishing	3 hrs.
ENGL 320	Grant Writing and Research	3 hrs.
ENGL 355	Small Press Book Publishing	3 hrs.
ENGL 397	Internship	3-6 hrs.
ENGL 455	Advanced Writing Workshop	3 hrs.

Literature 3 hrs.

Choose one 300- or 400-level literature course from the following:

ENGL 302	Women Writers	3 hrs.
ENGL 303	Single Author	3 hrs.
ENGL 305	Studies in Ancient through Medieval Literature	3 hrs.
ENGL 306	Studies in Sixteenth-through Eighteenth-Century Literature	3 hrs.
ENGL 307	Studies in Nineteenth-through Twentieth-Century Literature	3 hrs.
ENGL 311	Studies in Contemporary Literature	3 hrs.
ENGL 317	African-American Literature	3 hrs.
ENGL 330	Dangerous Liaison: French Literature in Translation	3 hrs.
ENGL 342	Shakespeare and Ethics	3 hrs.
ENGL 344	Studies in World Literature	3 hrs.
ENGL 345	Literature and Ethics	3 hrs.
ENGL 375	Land and Literature	3 hrs.
ENGL 381	Southern Literature	3 hrs.
ENGL 390	Selected Topics in Literature ¹	3 hrs.

Elective 3 hrs.

Choose one elective from courses offered in English or Writing.

Writing Minor

The writing minor requires a minimum of 18 credit hours.

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

Foundations 6 hrs.

ENGL 200	Literature Matters	3 hrs.
ENGL 253	Grammar and Style	3 hrs.

Imaginative Writing 6 hrs.

Choose two courses from the following, three hours must be upper division:

ENGL 207	Expository Writing: Art of the Essay	3 hrs.
ENGL 266	Creative Writing I – Fiction	3 hrs.

ENGL 267	Creative Writing I – Poetry	3 hrs.
ENGL 268	Creative Writing I – Nonfiction	3 hrs.
THTR 354	Writing for Stage and Screen	3 hrs.
ENGL 366	Creative Writing II – Fiction	3 hrs.
ENGL 367	Creative Writing II – Poetry	3 hrs.
ENGL 368	Creative Writing II – Nonfiction	3 hrs.
<i>Professional Writing and Editing</i>		<i>6 hrs.</i>
<i>Choose two courses from the following; three hours must be upper division:</i>		
ARTZ 211	Digital Foundations	3 hrs.
ARTZ 326	Graphic Design: Audience and Format	3 hrs.
COMM 221	Multimedia Writing	3 hrs.
COMM 324	Feature Writing	3 hrs.
ENGL 251	Editing and Publishing	3 hrs.
ENGL 320	Grant Writing and Research	3 hrs.
ENGL 355	Small Press Book Publishing	3 hrs.
ENGL 397	Internship	3-6 hrs.
ENGL 455	Advanced Writing Workshop	3 hrs.

Many students double major in both English and Writing. In addition to the 30 hours above, completion of two Survey courses, one Advanced Literature course and one additional elective course will make it possible for students to major in both English and Writing (total of 42 hours).

¹*Selected topics should be confirmed with the chair of English for consideration as major or minor credit.*

Course Descriptions

Arts Administration (AADM)

AADM 101 Introduction to Arts Administration. 3 hours. An introduction to the fundamental concepts and principles of managing organizations and people in the arts-related professions. Awareness of the field, private and public arts agencies and an introduction to the functions of visual, performing and literary arts organizations.

AADM 284 Audience Connection. 2 hours. A course designed to help music majors connect to an audience, in order to make music accessible, visceral and relevant. It will involve coaching on how to present music to adults and children and will debate the importance of music in our world using the media outlets available as well as other art forms.

AADM 393 Arts Administration Practicum I. 3 hours. Prerequisite: AADM 101, ACCT 209, COMM 231. A practical course in organizational structure of on-campus arts programs and projects, audience and financial development, public relations and marketing and, most important, leadership concepts in arts organizations.

AADM 394 Arts Administration Practicum II. 3 hours. Prerequisite: AADM 393. A continuation of AADM 393, this practical course will concentrate on audience and fund development. Extensive work will be conducted in grant research and writing and donor development.

AADM 450 Arts Criticism. 3 hours. Designed to help students develop criteria for judging works of art and performances and to match them with potential audiences. Coursework includes readings in arts criticism as well as critiques of current art events. Examples of projects include managing a box office, working in public relations and shadowing program planners, stage managers and gallery curators. The course will also look at public policy for the arts at the state and federal level. This meets the capstone requirements for Arts Administration Majors.

AADM 465 Cultural Policy. 3 hours. An introduction to understanding and communicating the impact of arts and culture on public and organizational policy as well as community strategic planning. The course will prepare art students for the various processes in creating and sustaining vibrant arts organizations and communities including the study of cultural policy, strategic planning, and arts advocacy. *This course has been approved as an Honors qualified course.*

AADM 475 Stakeholder Development. 3 hours. This course will prepare art administration students for the varied partnerships that arts managers must maintain in order to ensure the success of arts organizations. Students will consider, compare and contrast the delicate relationships that are necessary to lead creative organizations in an ever changing culture.

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

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

AADM 397, 398, 497, 498 Internship.

Accounting (ACCT)

ACCT 209 Principles of Accounting. 3 hours. Introduces the student to the role of accounting in a global society. Principles and concepts of financial accounting. Analysis of accounting statements, and accounting cycles and procedures: receivables, inventories and fixed assets.

ACCT 210 Accounting for Management. 3 hours. *Prerequisite: Day-ACCT 209, MGMT 170. CCPS-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 307 Intermediate Accounting I. 3 hours. *Prerequisite: Admission to Breech School of Business.* Financial accounting theory and methodology including the conceptual framework of generally accepted accounting principles. Financial accounting measurement including revenue and expense recognition; cash flows; inventory cost and valuation; long-lived assets, costing valuation and amortization.

ACCT 308 Intermediate Accounting II. 3 hours. *Prerequisite: ACCT 307 and admission to Breech School of Business.* A continuation of ACCT 307 with emphasis on debt financing and equity measurement. Includes an in-depth review of present value techniques along with coverage of advanced topics such as debt and equity investments, leases, and accounting for deferred taxes.

ACCT 310 Tax Service I. 1 hour. *Prerequisite: ACCT 321 and admission to Breech School of Business.* This course provides a service-learning experience for accounting students. Students develop tax-preparation skills by participating in an IRS-sponsored Volunteer Income Tax Assistance Program (VITA) and utilize computerized software to aid in the preparation of income tax returns.

ACCT 321 Federal Taxation I. 3 hours. *Prerequisite: ACCT 210 and admission to Breech School of Business.* An introduction to the concept of taxation in general, the focus being the federal income tax. Introduces the student to the tenants underlying the federal income tax system with emphasis on individual income taxation. Preparing individual income tax returns, identifying issues, conducting research and writing client memos are emphasized.

ACCT 322 Federal Taxation II. 3 hours. *Prerequisite: ACCT 321 and admission to Breech School of Business.* This course studies the federal income tax system as it relates to corporations, partnerships, and estates and trusts. The material builds on the understanding of the underlying tenants of the federal income tax system introduced in ACCT 321. Preparation of returns as well as tax research resulting in structured writing for memos and client letters.

ACCT 355 Accounting Information and Cost Management Systems. 3 hours. *Prerequisite: Admission to Breech School of Business.* A study of information systems designed to capture, process and report the economic activities of a business. Specific attention is given to the use of accounting information, both financial and non-financial, in business decision-making. System analysis, design and use must deal with the issues of flow of transactions and related procedures, summarizing financial data into meaningful formats, determining cost for internal and external reporting, documentation for audit trail purposes, data security and backup, and disaster recovery planning.

ACCT 403 Auditing Principles and Procedures. 3 hours. *Prerequisite: ACCT 308, ACCT 321, and admission to Breech School of Business.* Introduces the student to the auditing needs of organizations. This first of two courses in auditing examines the assurance and attestation services provided by the Certified Public Accountant. The course focuses on: the audit environment; audit opinions; the ethical, legal and professional responsibilities of the public accountant; foreign and domestic audit standards; audit risk; materiality; internal control over financial reporting; the objective of an integrated audit and gathering audit evidence. The course utilizes professional audit software and requires the completion of the planning and partial execution of an integrated audit case study.

ACCT 404 Advanced Auditing. 3 hours. *Prerequisite: ACCT 403 and admission to Breech School of Business.* A continuation of ACCT 403 with emphasis on the integrated audit of: the revenue cycle, acquisition and payment cycle, cash and liquid assets, long lived assets and equity transactions. Additional emphasis is placed on ensuring audit quality and the use of professional judgment in: determining materiality, assessing misstatement, examining internal control and determination and use of fair value estimates. The course also provides students the opportunity to utilize professional audit software in the completion of an integrated audit case study.

ACCT 409 Intermediate Accounting III. 3 hours. *Prerequisite: ACCT 308 and admission to Breech School of Business.* A continuation of ACCT 308 with emphasis on advanced financial accounting topics. Includes review of foreign currency transactions, pensions, derivatives, earnings per share, cash flows and accounting theory. Critical evaluation of financial goals, performance.

ACCT 410 Tax Service II. 1 hour. *Prerequisite: ACCT 310, ACCT 322, and admission to Breech School of Business.* This course is a continuation of ACCT 310 in that it builds upon the experiences gained in the previous service-learning course. It provides students the opportunity to expand their understanding and preparation of income tax returns.

ACCT 412 Advanced Accounting. 3 hours. *Prerequisite: ACCT 308 and admission to Breech School of Business.* An advanced study of accounting principles including accounting for combined corporate entities, consolidated statement analysis and accounting research and decision making. Cooperative learning activities are applied to facilitate positive interdependence, individual accountability, group processing and retention relating to advanced accounting topics.

ACCT 420 Issues in Public/Corporate Accounting. 3 hours. *Prerequisite: Minimum of 30 hours of accounting courses and admission to Breech School of Business.* Review of financial accounting, managerial/cost accounting, theoretical concepts, tax regulation, business law, and related subjects including the analysis and techniques for solving CPA/CMA examination questions. Students will be required to prepare and sit for at least two parts of either the CPA or CMA exam. *Students must be enrolled in their final semester of completing both the BBA degree and 150 semester hours, or have already completed the requirements necessary for CPA or CMA examination candidacy.*

ACCT 429 Governmental and Not-for-profit Accounting. 3 hours. *Prerequisite: ACCT 210 and admission to Breech School of Business.* Introduces the student to fund accounting and the current accounting practices for both government and non-governmental not-for-profit organizations. Reviews the business structure, special needs of financial reporting and requires each student to complete a service-learning project.

ACCT 480 Professional Business Experience. 3 hours. *Prerequisite: Admission to Breech School of Business Administration, minimum 2.5 GPA, and junior or senior standing; or permission from the Breech Dean.* Internship experience for students majoring in Accounting. Includes one in-class meeting time each week during the semester for discussions pertaining to professionalism in the workplace environment. *S/U grading.*

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

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

ACCT 397, 398, 497, 498 Internship.

Animation (ANIM)

ANIM 111 Animation I. 3 hours. An introduction to traditional 2D animation techniques, which includes a historical overview related to current animation trends in education, industry, entertainment, and independent/experimental production. It provides practical aesthetic and technical experiences in the fundamental principles and physics of motion. This class provides an analysis of action and basic physical laws through the study of movement and time.

ANIM 121 Computer Animation I. 3 hours. This course introduces students to the many areas and aspects of computer animation. Students will be introduced to basic 3D tools and techniques of modeling, surfacing, lighting, rendering, rigging, animating and compositing various elements. Students are introduced to the group production environment. This course emphasizes the wide range of talents and disciplines within 3D computer animation.

ANIM 161 Principles of Animation. 3 hours. *Prerequisite: ANIM 111 Animation I or ANIM 121 Computer Animation I.* This course examines the 12 principles of animation developed by the Walt Disney Studios, which are widely recognized as the guiding animation principles for all animation.

ANIM 211 Animation II. 3 hours. *Prerequisite: ANIM 111 Animation I and ANIM 161 Principles of Animation.* Building on acquired animation knowledge and skills, this course challenges students to expand their animation skills and to continue developing a sense of timing. Students will be encouraged to develop their own sense of style and will create characters within a story framework. Students will identify and resolve problems that arise in time-based media as a study of emotional expression. This will provide a foundational knowledge of the fundamentals of performance in animation.

ANIM 221 Computer Animation II. 3 hours. *Prerequisite: ANIM 121 Computer Animation I and ANIM 161 Principles of Animation.* Building on acquired animation principles and computer animation knowledge and techniques, this course challenges students to expand their computer animation skills and to continue developing a sense of timing. Students learn organic modeling techniques, basic rigging skills and intermediate compositing techniques. Students will continue to develop interpersonal communication and leadership skills while working in a group environment.

ANIM 311 Animation III. 3 hours. *Prerequisite ANIM 211: Animation II.* Building on acquired animation knowledge and skills, this course seeks to advance students' knowledge in cinematic design and execution to better understand animation as applied to performance, emotion, and believability. Students will be encouraged to think of themselves as filmmakers through the understanding and appreciation of cinematic language and technique. The fundamentals of performance in animation will be expanded upon and provided with a emotion context.

ANIM 321 Computer Animation III. 3 hours. *Prerequisite: ANIM 221 Computer Animation II.* Building on acquired animation and computer animation knowledge and techniques, this course seeks to advance students' knowledge in cinematic design and execution to better understand animation as applied to performance, emotion, and believability as it applies to computer animation. Students are introduced to rigging with bones, motion effectors and modifiers, advanced surfacing and special effects work through lectures and practical demonstrations. Students will continue to develop interpersonal communication and leadership skills while working in a group environment.

ANIM 361 Advanced Modeling. 2 hours. *Prerequisite: ANIM 321 Computer Animation III.* This course builds on the foundation skills students have already mastered and explores more complex modeling and texturing techniques. UV maps, nodal materials, fur/fibers, cloth and morph targets will be covered. Students will design and produce final images based on "real world" situations. Students will produce two major production-quality level projects.

ANIM 362 Advanced Rigging. 2 hours. *Prerequisite ANIM 321 Computer Animation III.* This course builds on the foundational skills students have already mastered and explores more complex rigging techniques and how to apply dynamics. Mechanical and organic rigs, "hard body" and "soft body" will be covered. Students will research, analysis, and design fully functional and physically accurate rigs for both mechanical and organic models. Students will produce two major production-quality level projects.

ANIM 363 Particles & Dynamics. 2 hours. Prerequisite: ANIM 321 Computer Animation III. This course builds on the foundational skills students have already mastered and explores particles, particle systems, and dynamics such as collisions and fluids. Students will research, analysis, and design four projects that incorporate particles systems and physics engines.

ANIM 411 Animation Capstone I-Pre-Production. 3 hours. Prerequisite: Any level III Animation course. This course represents a culmination of our animation curricula. Students will begin production on a project suitable for film festivals, gallery exhibitions or the gaming community. Students will refine their story and designs and begin producing and assembling all the necessary assets their project needs. Students will also explore possible avenues to resolve any technical and/or artistic problems unique to their project.

ANIM 451 Animation Capstone II-Post-Production. 3 hours. Prerequisite: ANIM 411 Animation Capstone I. This course represents a culmination of the animation curricula. Students will finish production on the project they started in Capstone I. The final product will include the necessary promotional materials their chosen medium requires. This project will be suitable for film festivals, gallery exhibitions or the gaming community. This course will also demonstrate techniques to produce a professional and unique promotional resume and demonstration reel.

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

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

ANIM 397, 398, 497, 498 Internship.

Animal Studies (ANML)

ANML 201 *Beauty and the Beast: Animal Issues Around the World.* 3 hours. Animals: We delight in their companionship; ride, hunt, eat and watch them; entertain ourselves with them; empathize with their suffering; use them to satisfy our vanity; hoard them; experiment on them; dress them and even eulogize them. Animals are simultaneously ubiquitous and hidden from our view. Our lives intersect with the lives of animals every day, yet our relationships with them remain a paradox. In this course, students will study contemporary issues about how our lives intersect with the lives of animals globally. In their quest to become liberally educated individuals, students will develop necessary intellectual and scholarly skills of close reading, cogent writing, thoughtful thinking and debating respectfully with others who disagree with them.

ANML 212 *Animal Ethics.* 3 hours. This cutting-edge multidisciplinary course is designed to acquaint the student with contemporary and historical animal-ethics/rights issues. A primary goal of the course is to raise moral consciousness about the most current conditions and uses of nonhuman animals and therein the ethical dimension of relationships between nonhuman animals and human beings. The course is structured in two sections: a) ethical theory and b) applied ethics.

ANML 303 *Animals and Society.* 3 hours. This course will give students the opportunity to think critically about controversial issues regarding the relationships between humans and other animals. Central to the course will be an exploration of the social construction of animals in American culture including various subcultures and the way in which these constructed social meanings shape human identity.

ANML 305 *Animal Law I.* 3 hours. This course will examine a wide variety of topics related to the law of animals, such as classes of animals (companion, exotic, domestic), torts (liability statutes, damages and valuation), contract law (landlord/tenant, area animal restrictions, dissolution of marriage), wills and trusts, criminal law (breeding regulations, legal vs. illegal breeding, animal cruelty), hoarding, entertainment regulations, dog fighting, the Humane Slaughter Act, the Animal Welfare Act and the Endangered Species Act. Particular attention will be paid to the topics of interest of the students enrolled.

ANML 310 *Animals in Literature.* 3 hours. Students explore the relationships between humans and animals through the lens of American, English, French and Latin American literature. These enjoyable and thought-provoking literary selections offer a unique entrée into the animal rights debate, which is unquestionably one of the most important ethical issues of our day. At the same time, the course is structured to pay particular attention to close-reading, develop an appreciation of canonical literature and improve writing skills.

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

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

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

Anthropology (ANTH)

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 200 Introduction to International Development and Aid. 3 hours. An examination of the concepts and issues of globalization and development, including a study of the roles of the state, multilateral agencies, philanthropies and community organizations in the contemporary world.

ANTH 311 Issues in Community and Global Health. 3 hours. This course introduces community and public health by framing it in a broad global context, and it examines social and cognitive factors contributing to health status and behavior. Topics may include the history and practice of public health; the social, political and economic determinants of health disparities; and distributions of disability, disease, and mortality.

ANTH 315 Gender, Sex and the Body. 3 hours. A study of the concepts of culture and the body, including critical analysis of alternative gendered experiences, comparisons of how cultures shape identities about the body and sexuality, and cultural perceptions about sexuality, child-bearing and self-identification.

ANTH 362 Gender and Islam. 3 hours. This course offers an overview and in-depth consideration of the relationship between gender and religion in Islamic cultures around the world. The course introduces students to cultural practices of Islamic society and the ways that women's lives are shaped by religious forces. Readings and course materials emphasize the cultural contexts of the women's lived experiences and daily practices, including the regulatory discourses of veiling and seclusion, kinship structures, violence, health, feminist activism, literary expressions, etc. Students will also look critically at the emergence of Islamic feminist thought, in dialogue with the human rights discourse present in western feminism, to draw out issues related to gender, ethics, and cultural relativism in a global world.

Architecture (ARCH)

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

ARCH 112 Architectural Design II: Proportion, Scale and Space. 5 hours. *Prerequisite:* ARTZ 111. *Co-requisite:* ARCH 124. This studio explores and develops conceptual strategies for basic formal and spatial design, emphasizing the role of ordering principles and of fundamental architectonic elements in the implementation of design intentions. Students also will be introduced to foundational processes for developing design projects through the application of formal analytical vocabulary, diagramming, drawing methods and conventions, and three-dimensional modeling. *Offered spring semester. Course fee required.*

ARCH 124 Architectural Representation. 2 hours. *Prerequisite:* ARTZ 111. *Co-requisite:* ARCH 112. This course is structured to develop an understanding and ability to use representational media to visualize, document, investigate and present intentions within the graphic language of architectural communication. A range of integrative 2-D and 3-D techniques used to delineate architectural information will be explored. These skills will facilitate recording of key experiences, exploration of various design alternatives, refinement of designs, achievement of precision and accuracy, searching visual memory and the communication of intentions to others. *Offered spring semester.*

ARCH 153 Why Buildings Matter. 3 hours. We encounter architecture every day, and yet few of us understand how it affects us emotionally, physically or intellectually. This course is designed to help non-majors interpret their experiences of the built environment by introducing them to architectural principles that influence constructed artifacts that shape and are shaped by their cultural contexts. Students will examine built works ranging from the everyday to the monumental and from the rural to the urban in order to appreciate architecture's meanings and value across time.

ARCH 154 Why Cities Matter. 3 hours. Soon, nearly two-thirds of the world's population will live in cities. Yet rarely do we pause to consider the meaning and significance of these places as complex products of human ingenuity. This course is designed to help non-majors understand cities both as three-dimensional artifacts and as settings for social and cultural innovation. Special emphasis will be placed on how cities and urban experiences have been interpreted in art, literature, and film.

ARCH 213 Architectural Design III: Concept, Environment and Site. 5 hours. *Prerequisite:* ARCH 112, ARCH 124. *Co-requisite:* ARCH 233. This studio focuses on conceptualization and implementation of architectural ideas in response to environment, landscape, site and enclosure. Emphasis will be placed on understandings of building as shelter, mediating between humans and their external world. Students will continue to develop the foundational design processes introduced in previous studios, and will be introduced to the role of rigorous precedent analysis in the generation of architectural ideas. *Offered fall semester. Course fee required.*

ARCH 214 Architectural Design IV: Human Needs and Activities. 5 hours. *Prerequisite:* ARCH 213, ARCH 233. *Co-requisite:* ARCH 225. This studio focuses on conceptualization and implementation of architectural ideas in response to human experience, human needs and human diversity. Emphasis will be placed on architectural design as an interpretation and accommodation of various human activities through the exploration of program, perception, scale and proportion, and safety and accessibility requirements. Students will continue to develop the design processes introduced in previous studios. *Offered spring semester. Course fee required.*

ARCH 225 Introduction to Computers in Architecture. 3 hours. *Prerequisite:* ARCH 124. *Co-requisite:* ARCH 214. This course builds on principles taught in ARCH 124, focusing on digital skills and processes that enhance communication techniques. A range of integrative representation techniques and principles will be explored through a variety of 2-D and 3-D software programs. *Offered spring semester.*

ARCH 233 Introduction to Building Systems. 3 hours. *Co-requisite:* ARCH 213. Introduction of basic design and building principles; human comfort, structure, life safety and enclosure systems. This

course will emphasize the development of basic introductory knowledge for an application in the design process. *Offered fall semester.*

ARCH 234 Structures I. 3 hours. *Prerequisite: MATH 211, PHYS 201, ARCH 233.* Investigation of the basic principles of structural systems through the analysis of overall structural behavior with specific attention to statics and system modeling. *Offered spring semester.*

ARCH 251 History of Architecture, Urbanism and Art I. 3 hours. Formal, theoretical, material, pragmatic and conceptual aspects of architecture, cities and art, examined in relation to their cultural contexts, from pre-history to circa 1400. *Offered fall semester.*

ARCH 252 History of Architecture, Urbanism and Art II. 3 hours. Formal, theoretical, material, pragmatic and conceptual aspects of architecture, cities and art, examined in relation to their cultural contexts, from circa 1400 to the present. *Offered spring semester.*

ARCH 253 Theories of Architecture. 3 hours. *Prerequisite: ARCH 251, ARCH 252, and admission to the Architecture Professional Program.* An introduction to the range of theoretical issues and approaches through which architecture has been and can be conceptualized, designed, produced, explained and assessed. This is a writing intensive course, emphasizing writing process, critique, and revision, and employing writing to make clear arguments and to articulate positions relevant to the discipline of architecture. Students are expected to develop their abilities to understand, discuss and write about architectural issues in a clear, rigorous way.

ARCH 315 Architectural Design V: Synthesis. 5 hours. *Prerequisite: Admission to the Architecture Professional Program.* This studio draws upon the four previous courses in studio sequence, emphasizing architectural design synthesis. Students will develop and demonstrate their abilities to conceptualize and implement building designs that bring together basic design principles, program, structural and envelope systems, climate response, and egress. *Offered fall semester. Course fee required.*

ARCH 334 Structures II. 3 hours. *Prerequisite: Admission to the Architecture Professional Program.* This course deals with the design and analysis of beams and columns for timber, structural steel, and reinforced concrete materials, and using current stress and strength design philosophies. The course will also introduce the design of reinforced-concrete foundations. *Offered fall semester.*

ARCH 335 Environmental Systems I. 3 hours. *Prerequisite: Admission to the Architecture Professional Program.* This course deals with those building elements that pertain to the visual and aural conditioning for the purposes of human use and comfort. The basic principles of light (natural and electrical) and acoustical systems, their integration with other building systems and the impact on the aesthetics of design will be stressed. Plumbing and electrical systems also will be presented. *Offered fall semester.*

ARCH 356 History of Modern Architecture. 3 hours. *Prerequisite: ARCH 251, ARCH 252.* An introduction to the history of modern architecture from its intellectual and artistic origins in the nineteenth century through the present day. Special emphasis is placed on the consideration of modernism in architecture not just as a narrowly defined stylistic movement, but also as a broader cultural phenomenon through which architects engage a changing world. *This course has been approved as an Honors qualified course.*

ARCH 373 Design/Build Special Project. 3 hours. Students will work with a client to design and construct a full scale project during the course of the semester. This class takes a hands-on approach to exploration of materials, tectonics and construction methods.

ARCH 375 BIM and Advanced Computer Modeling. 3 hours. This course is an in-depth study of digital content creation in architecture. The class will focus on the tools and techniques to create a computer generated building model, and applied tools for working with the computer model exploring output, simulation and animation. Students will develop techniques looking at both realistic and schematic representation, and the integration of building information modeling as a tool to inform and enhance the design process.

ARCH 417 Architectural Design VI: Community Studies. 5 hours. *Prerequisite: ARCH 315.* This studio promotes the critical, creative and innovative exploration of environmental, human and tectonic factors associated with 'real world,' funded, community-based architectural and urban design problems. All projects are student developed and managed under the supervision of the

Director of the Center for Community Studies. Particular emphasis shall be placed upon the development of interdisciplinary and participatory investigations of regional community problems. *Course fee required.*

ARCH 418 Architectural Design VII: Urban Context. 5 hours. *Prerequisite: ARCH 315.* This studio emphasizes the role of architectural design in structuring urban sites with complex formal, historical, and cultural contexts. Study-abroad coursework, whether through the Drury University Center in Greece or through alternative short-term study-abroad programs, or field analyses during field trips across the US will constitute the basis of urban studies and architectural design projects within urban contexts.

ARCH 426 Travel Journal: Mediterranean Cultures. 3 hours. *Co-requisite: ARCH 418, ARCH 456.* Students will apply cultural theories from CORE 201 Global Foundations to disciplined observation of the diversity of practices, rituals, habits and artistic productions of the peoples of the Mediterranean as the crossroads between Europe, the Middle East and Africa. *Offered only with the Drury international semester program in Greece.*

ARCH 427 Professional Communication. 3 hours. *Prerequisite: ARCH 233, ARCH 315.* An in-depth exploration and development of oral, written and graphic communication techniques and skills in professional architecture practice. This course examines communication between the architect and public, architect and client, architect and contractor and architect and regulator, with emphasis on technical communication methods.

ARCH 428 Journaling: Urban Form in the Global Context. 3 hours. *Co-requisite: ARCH 458.* This internationally based course will examine formal and spatial characteristics of significant urban places and the buildings and landscape that comprise them. Emphasis will be placed on developing an understanding of the interplay between urban design, planning, architecture and landscape in specific international contexts. Students will use journals and drawings in order to document, analyze and synthesize their observations and insights in a disciplined and diverse manner. *Offered summer semester.*

ARCH 456 Culture and Place: The Greek Legacy. 3 hours. *Co-requisite: ARCH 418, ARCH 426.* This course examines Greece as a place of major significance in the consciousness of Western Civilization and the social cultural forces that have shaped its artistic, intellectual and spiritual traditions in the ancient, medieval and modern eras. *Offered only with the Drury international semester program in Greece.*

ARCH 458 Culture and Place: The Theoretical and Historical Context. 3 hours. *Co-requisite: ARCH 428.* This course examines international places in connection with significant social and cultural forces that represent a major idea or event in a foreign culture or cultures, and that have and continue to shape the artistic, intellectual and spiritual traditions of that culture or cultures. Particular emphasis will be given to systematic and disciplined methods of analysis that connect the contemporary built environment to broader theoretical and historical contexts. *Offered summer semester.*

ARCH 461 Architecture Internship. 0 hours. *Prerequisite: Admission to the Architecture Professional Program.* A 10-week, full-time summer work experience under the direct supervision of a registered architect or 360 hours of accumulated professional office experience or 360 hours of approved alternate experiences. Students must document the experience by either establishing an Internship Development Program (IDP) record or by submitting a portfolio with letters of recommendation from the supervising architect to the instructor of record. The School of Architecture will assist students in their search for appropriate internship experiences; however, it is the students' responsibility to secure employment. The School of Architecture does not place students in internship situations. *S/U grading.*

ARCH 467 Facility Programming. 3 hours. *Prerequisite: Admission to the Architecture Professional Program.* Lectures concerned with methods and techniques for systematic problem-solving and program development. Topics covered may range from project planning, problem awareness, identification of user need, decision theory, decision evaluation, budgeting or resources, communication and quality control.

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

Master of Architecture Courses (MARC)

MARC 519 Architectural Design VIII: Comprehensive Studio. 5 hours. *Prerequisite: ARCH 417.* This master level course is an advanced design studio that assumes a high level of proficiency in design process and representation, as well as in other content areas developed in the pre-professional program. This studio focuses on the conceptualization and implementation of comprehensive architectural design. Students will be expected to draw upon all previous coursework in order to thoroughly develop a project from a detailed program. Emphasis will be placed on the elaboration of architectural ideas through integration and syntheses of structural, environmental, envelope, building assemblies, life-safety systems and the principles of sustainability. *Offered spring semester. Course fee required.*

MARC 520 Architectural Design IX: Exploration. 5 hours. *Prerequisite: MARC 519, completion of the 360 hour internship.* This master level course is an advanced design studio that assumes a high level of proficiency in design process and representation, as well as in other content areas developed in the pre-professional program. Students will be expected to approach advanced design problems by applying skills and content developed in previous studios, as well as in advanced seminar and research courses. Students will choose from a range of faculty-selected topics. *Offered fall semester. Course fee required.*

MARC 521 Architectural Design X: Thesis. 5 hours. *Prerequisite: MARC 520, MARC 557. Co-requisite: MARC 569.* This master level course is an advanced design studio that assumes a high level of proficiency in design process and representation, as well as in other content areas developed in the pre-professional program. Students will be expected to approach advanced design problems by applying skills and content developed in previous studios, as well as in advanced seminar and research courses. This studio is the capstone of the studio sequence, providing a setting for the exploration and synthesis of specific in-depth topics of personal and professional importance to the individual student that were developed in the MARC 557 Architecture Senior Seminar course. *Offered spring semester. Course fee required. This course has been approved as an Honors qualified course.*

MARC 532, 533, 534, 535, 536, and 537 Architecture Topics: Technology and Sustainability. 3 hours each. *Prerequisite: Admission to the M.Arch. Program.* This master level course is an advanced seminar providing an in-depth examination of issues related to technology and/or sustainability in architecture. Specific course content will vary and will be defined by individual instructors. Topics, content and methods will support the acquisition of knowledge and abilities within the general topic area, as well as the application of these to other coursework including the MARC 521 Thesis Studio. Students will be expected to develop and apply advanced analysis, research and communication skills.

MARC 538 Environmental Systems II. 3 hours. *Prerequisite: ARCH 335, ARCH 338.* This course deals with building elements that pertain to thermal conditioning for the purposes of human use and comfort. The basic principles of thermal (natural and mechanical) control systems, their integration with other building systems and their impact on the process of design will be stressed. Fire safety and suppression systems also will be covered. *Offered spring semester.*

MARC 539 Structures III. 3 hours. *Prerequisite: ARCH 334.* Application of engineering principles and analytical methods, as presented in the earlier structures coursework, to a multi-story architectural solution. Students will develop a holistic structural design response that withstands both gravity and lateral forces. The structural design will be refined by applying the principles of rigid-body statics and deformable body mechanics to the individual structural elements. *Offered spring semester. This course has been approved as an Honors qualified course.*

MARC 552, 553, 554, 555, 556, and 558 Architecture Topics: Design Theory and History. 3 hours each. *Prerequisite: Admission to the M.Arch. Program.* This master level course is an advanced seminar providing an in-depth examination of issues related to design theory and history in architecture. Specific course content will vary and will be defined by individual instructors. Topics, content and methods will support the acquisition of knowledge and abilities within the general topic area, as well as the application of these to other coursework including the MARC 521 Thesis

Studio. Students will be expected to develop and apply advanced analysis, research and communication skills.

MARC 557 Architecture Senior Seminar. 3 hours. *Prerequisite: MARC 519.* This master level course is an advanced seminar in architecture. Students will be expected to develop and apply advanced analysis, research and communication skills in order to identify a research topic of relevance to their own interest and professional goals. The research topic will also connect these specific and personal interests with students' wider educational experience in the Drury CORE curriculum. Topics developed in this course will be explored and extended through the MARC 521 Architectural Design X: Thesis. *Offered fall semester. This course has been approved as an Honors qualified course.*

MARC 569 Professional Practice. 3 hours. *Prerequisite: MARC 519. Co-requisite: MARC 521.* This master level course is an advanced seminar that addresses laws and regulations, project process and economics, business practices and management, and ethical concerns. Students will critically explore the relationship between personal and professional goals and the context of architectural practices. *Offered spring semester.*

MARC 572, 573, 574, 575, 576, and 577 Architecture Topics: Urban and Regional Studies. 3 hours each. *Prerequisite: Admission to the M.Arch. Program.* This master level course is an advanced seminar providing an in-depth examination of issues related to urban and regional studies in architecture. Specific course content will vary and will be defined by individual instructors. Topics, content and methods will support the acquisition of knowledge and abilities within the general topic area, as well as the application of these to other coursework including the MARC 521 Thesis Studio. Students will be expected to develop and apply advanced analysis, research and communication skills.

MARC 590 Selected Topics. 1-3 hours.

MARC 591, 592 Research.

Art History (ARTH)

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 293 History of Animation. 3 hours. This course will study all forms of animation from around the world. Animations, and the animators who created them, will be analyzed in a historical and cultural context. Theories of techniques, technological developments and criticism of animation are all studied in relation to historical developments, cultural influences and styles in the visual and performing arts.

ARTH 300 Prehistoric Artifacts and Culture. 3 hours. This course examines the artifacts of the Upper Paleolithic and Neolithic periods of Europe. Emphasis is given to works of painting, sculpture and architecture and the analytical methods employed by art historians to situate these works in their cultural environment.

ARTH 305 Ancient Art and Architecture. 3 hours. An in-depth examination of art and architecture in early historic cultures such as Egyptian, Near Eastern, Greek and Roman.

ARTH 310 Medieval Art and Architecture. 3 hours. An in-depth examination of art and architecture from the collapse of the Roman Empire through the end of the Gothic era. The course covers early Christian, Byzantine, early Medieval, Islamic, Romanesque and Gothic developments.

ARTH 315 Renaissance Art and Architecture. 3 hours. An in-depth examination of Italian art and architecture from c. 1250 to 1550. The course covers the development of the Renaissance style in Italy from the late Gothic period through the High Renaissance and into the Mannerist period.

ARTH 316 Venice and the Veneto. 3 hours. This course examines Venetian art and architecture in its cultural context from the city's foundation through its expansion of territorial domination during the Renaissance, its 19th-century decline and current status as museum city and center for contemporary arts.

ARTH 320 Baroque Art and Architecture. 3 hours. Examines European art and architecture from the counter-reformation (c. 1563) through the death of Louis XIV (1715), with particular emphasis on the relationship between works and their social, political and cultural contexts.

ARTH 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. *This course has been approved as an Honors qualified course.*

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. *This course has been approved as an Honors qualified course.*

ARTH 362 History of Museums and Collecting. 3 hours. An examination of the history of museums as institutions that collect and preserve works of art and other cultural artifacts. The course emphasizes the ways in which museums and collectors influence how art is made, presented and received. *This course has been approved as an Honors qualified course.*

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

emphasis on the rise of a reading public. Students will examine and handle examples from the library's rare book collection.

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

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

ARTH 373 Indigenous Arts and Cultures. 3 hours. A survey of the arts from indigenous cultures such as African, Oceanic, Native American and others. The course covers the visual and decorative arts and architecture.

ARTH 380 Field Studies: Art History. 3 hours. A course designed to promote first-hand, in-depth experience with works of art and/or architecture in order to foster the integration of theoretical and applied learning skills in the art history major. Students will participate in an off-campus field study or internship program of their choice, the exact nature of which will be determined by the interests of the student and must be approved in consultation with an art history faculty member.

ARTH 395 Historiography. 3 hours. *Prerequisite: ARTH 151, ARTH 152 plus one 300-level ARTH course. Must be a declared art history major to take this course.* An historical study of the principal theories and methodologies of visual analysis.

ARTH 410 The Medieval Architect: Practice and Product. 3 hours. This seminar examines the profession of the medieval architect: his training, design procedures and methods of construction employed to transform ideas into built form. Aspects of patronage, material usage and the economy will be considered. *This course has been approved as an Honors qualified course.*

ARTH 411 Medieval Women: Image, Text, Experience. 3 hours. This seminar analyzes the history of medieval women from two perspectives: that of the medieval theorists, a primarily masculine tradition informed by misogynistic tendencies, and the reconstructive work of modern social historians and art historians. Through a critical reading of primary (visual and textual) and secondary sources, this course illuminates the multifarious roles women played in medieval society.

ARTH 495 Capstone Research. 3 hours. This course requires the student to design, research, write, and present an in-depth art history project. Utilizing works of art or architecture, the student will apply theoretical perspectives and critical analysis methodologies of the discipline to their topic. Topic must be chosen in consultation with an art history faculty mentor. Functioning independently as an art historian, the student will present their research findings and reflections in the Art History Symposium at the end of the semester.

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

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

ARTH 397, 398, 497, 498 Internship.

Design & Fine Arts (ARTZ)

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

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

ARTZ 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. 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 211 Digital Foundations. 3 hours. An introduction to digital media techniques, including capturing and manipulating digital images, web design, 3D modeling, data mapping, time-based work in video and audio, and vector graphics. This course emphasizes creative and critical development as well as acquisition of technical skills.

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

ARTZ 325 Graphic Design: Form and Content. 3 hours. *Pre-requisite: ARTZ 111 and ARTZ 211.* This course develops students' understanding of the design process, including research and conceptual development, using visual relationships to effectively communicate ideas. Projects focus on

typography for print or screen, composition, design, integration of image and text, and digital production, using Photoshop, Illustrator, and InDesign.

ARTZ 326 Graphic Design: Audience and Format. 3 hours. *Pre-requisite: ARTZ 111 and ARTZ 211.*

This course focuses on audience and format, addressing both narrow and broad audiences, and addressing individual, product, company, and institutional needs, using analog and digital media to produce strategic and imaginative visual communication.

ARTZ 327 Graphic Design: Integrated Practice. 3 hours. *Pre-requisite: ARTZ 111, ARTZ 211, ARTZ 325, ARTZ 326.* This course involves a holistic approach to a single topic using a variety of analog and digital tools and formats, with both individual and team projects. In addition to executing research and devising comprehensive strategies, students will develop written, verbal, and graphic presentation skills.

ARTZ 330 Painting II. 3 hours. *Prerequisite: ARTZ 230.* Advanced studio problems in painting with emphasis on the mastery of one medium and the development of individual expression.

ARTZ 331 Advanced Painting. 3 hours. *Prerequisite: ARTZ 330.* Advanced Painting continues the acquisition of technical skills and builds on the notion of relational thinking introduced in Painting I and Painting II, while focusing more fully on the evolution of the individual investigation in the student's work. This investigation is comprised of the exploration and critique of personal and/or cultural ideologies, beliefs and interests through the activity of painting and reflection on the results and their implications.

ARTZ 332 Painting Practice and Theory. 3 hours. *Prerequisite: ARTZ 331.* This course explores painting as a process, artifact and concept by integrating studio exploration and critique with examination of works by contemporary artists and related writings. Through a combination of studio work and seminar discussion, the focus is to understand, situate and critically relate one's painting practice within the context of contemporary artistic dialogue, work and practices.

ARTZ 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 will also 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 selection, use and manipulation of materials as well as a mastery of the processes involved. Emphasis is on continuing development of personal expression, conceptual development, aesthetic and technical competency. Since this course introduces additional processes and materials, ARTZ 250 is not a prerequisite. *Course fee required.*

ARTZ 351 Contemporary Sculpture I. 3 hours. *Prerequisite: ARTZ 250 or ARTZ 350.* Investigation and use of contemporary processes, materials and concepts relevant in today's expanded field of sculpture. Important theoretical approaches of the last twenty 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 their own artistic investigations. This course will explore many sculptural processes that might include: installation art, kinetics, sound and light, video, electronics, cyber-art and performance. *Course fee required.*

ARTZ 352 Contemporary Sculpture II. 3 hours. *Prerequisite: ARTZ 250 or ARTZ 350.* Continued investigation and use of contemporary processes, materials and concepts relevant in today's expanded field of sculpture. Important theoretical approaches of the last twenty 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 their 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, vandyke, 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. This course has been approved as an Honors qualified course.*

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 301, 302, 401, 402 Advanced Studio. 1-3 hours each. *Prerequisite: Departmental permission.* These courses are offered to encourage individual work for advanced students under the supervision of a specific instructor.

ARTZ 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 and 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.

Biology (BIOL)

BIOL 110 Fundamentals of Cell Biology. 4 hours. Prerequisite: CCPS-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 160 Exploration and Discovery in Biology. 3 hours. This course allows students majoring in a non-science field to learn about the processes of the biological sciences, including how science works, its limitations, and how science and society influence each other. Biological topics are variable but will be problem-based, communication intensive, and engage students with focused topics in science to show how science and society interact. This course does not apply to any major or minor in the natural sciences.

BIOL 172 Exploring Molecular Biology. 3 hours. Recommended prerequisite or co-requisite: DAY-CHEM 115 or CHEM 238. CCPS-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. Lecture and laboratory. Intended for students majoring in biology or related disciplines.

BIOL 181 Mechanisms of Genetic Inheritance. 3 hours. Prerequisite: Day-BIOL 172. CCPS-Co-requisite: BIOL 181-L. This course will apply the knowledge acquired in BIOL 172 to the inheritance patterns of genetic traits between individuals and within populations. Lecture and laboratory.

BIOL 182 Evolution. 2 hours. Co-requisite: DAY- BIOL 181. CCPS-BIOL 172. An introduction to the principles of evolutionary biology, including the history, processes and patterns of evolution as well as systematic biology.

BIOL 200 Ecology. 3 hours. Co-requisite: BIOL 182. An introduction to ecological principles, emphasizing processes and patterns within the six sub disciplines of ecology. The laboratory will integrate common field methods with experimental design and data analysis. Lecture and laboratory. *This course has been approved as an Honors qualified course.*

BIOL 201 Biodiversity. 3 hours. Prerequisite: DAY-BIOL 200. CCPS-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. Lecture and laboratory.

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.

BIOL 206 Human Physiology. 4 hours. This course examines the organization and function of the human body as a whole and the interrelations of its various systems, organs, tissues, and cells. Lecture and laboratory.

BIOL 208 Microbiology. 4 hours. Prerequisite: DAY-BIOL 110 or BIOL 172. CCPS-CHEM 103 and CHEM 107. A study of bacterial diversity, physiology, biochemistry and genetics as they relate to the environment and to human welfare. Fungi and viruses also are discussed. Laboratory methods for the identification of bacteria are introduced. Lecture and laboratory.

BIOL 225 Biostatistics. 3 hours. Prerequisite: BIOL 182. An introduction to biostatistical concepts and methods commonly encountered in biology. The course will cover basic descriptive statistics as well as experimental design and techniques for testing hypotheses (e.g., analysis of variance/covariance, regression analysis, and nonparametric statistics). Three lecture or laboratory hours.

BIOL 240 Basic Clinical Medicine: An Introduction to Patient Care. 3 hours. This course is designed to provide premedical students an early opportunity to explore the fields of medicine. Includes patient evaluation, common diseases, and patient care.

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

BIOL 301 Advanced Evolutionary Biology. 3 hours. Prerequisite: BIOL 182. A study of organic evolution, its processes at a variety of scales, and its relationship to society. Primary topics include

the history of evolutionary thought, population genetics, mechanisms of speciation, phylogeny and evolution of development.

BIOL 302 Human Nutrition. 3 hours. Prerequisite: DAY-BIOL 110 or BIOL 172. CCPS-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 303 Kinesiology. 3 hours. Prerequisite: BIOL 205. A study of the human machine and its processes of motor functioning.

BIOL 306 Medical Botany. 3 hours. Prerequisite: BIOL 200. Survey of plants which have medicinal value. Emphasis on the importance of botanical products in modern medicine. *This course has been approved as an Honors qualified course.*

BIOL 307 Botany. 4 hours. Prerequisite: Day-BIOL 200. CCPS-BIOL 201. Introduction to the photosynthetic way of life in algae and plants. This course will consider plant structural and functional adaptations related to water retention and distribution, gas exchange, light absorption and energy conversion, anti-gravitational support, reproduction and dispersal; followed by a comparative study of the main plant groups from algae to flowering plants, emphasizing structural diversity and evolutionary trends. The laboratory exercises will present an introduction to plant (and algae) cells, tissues and organs through comparative anatomy and morphology analyses.

BIOL 308 Immunology. 3 hours. Prerequisites: DAY-BIOL 181 or CHEM 238. CCPS-BIOL 102, BIOL 172, and 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: DAY-BIOL 200. CCPS-BIOL 201. A survey of major animal phyla including protozoans with an emphasis on comparative structure and function, taxonomy, fundamental life processes and ecological interactions. Lecture and laboratory.

BIOL 310 Field and Systematic Botany. 4 hours. Prerequisite: DAY-BIOL 200. CCPS-BIOL 201. A taxonomical survey of flowering plants. This course will discuss history, theories and methods of classification, identification, nomenclature and description of plants, followed by taxonomical characteristics of the main plant families. Laboratory exercises and field trips will focus on the use of taxonomic keys, construction of floral diagrams and formulas, identification and recognition of local flora, preparation of field data records and herbarium specimens. *This course has been approved as an Honors qualified course.*

BIOL 312 Advanced Ecology. 4 hours. Prerequisite: DAY-BIOL 200. CCPS-BIOL 201. A study of ecological principles, focusing on a modern understanding of ecological systems, patterns and processes. The laboratory will include common field techniques and emphasize experimental design and data analysis. *This course has been approved as an Honors qualified course.*

BIOL 313 Advanced Microbiology. 4 hours. Prerequisites: BIOL 181 or CHEM 238. This course will examine the unique physiology of the Archaea and Procaryotae and their roles in ecology and human disease. Techniques for identification of these organisms also will be studied. Lecture and laboratory.

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

BIOL 316 Comparative Anatomy. 5 hours. Prerequisite: BIOL 182. A critical study of the structural/functional relationships of organs and systems of the vertebrates. Taxonomy, evolutionary relationships and morphological adaptations of fish, amphibians, reptiles, birds and mammals will be emphasized. Lecture and laboratory.

BIOL 317 Vertebrate Embryology. 4 hours. Prerequisite: BIOL 182. A comparative study of the biochemical and cellular mechanisms associated with the morphological development of vertebrates. Embryological development of the frog, chick and human will be emphasized. Lecture and laboratory.

BIOL 320 Vertebrate Physiology. 4 hours. Prerequisites: BIOL 181 and CHEM 315. General cellular physiology and the functioning of tissues and organ systems in the vertebrate classes, including human beings. Lecture and laboratory.

BIOL 321 Comprehensive Human Anatomy. 5 hours. Prerequisites: BIOL 181 or CHEM 238. A comprehensive study of the structural/functional relationships of organs and organ systems of humans. Lecture and laboratory.

BIOL 322 Advanced Genetics. 4 hours. Prerequisites: DAY-BIOL 181 and CHEM 238. CCPS-BIOL 201 and CHEM 107. A study of the molecular basis of gene expression and the mechanisms by which genetic material is inherited. Lecture and laboratory. *This course has been approved as an Honors qualified course.*

BIOL 323 Functional Neuroscience. 4 hours. Prerequisite: BIOL 181 and BIOL 364. Explores the cellular and molecular biology of the nervous system in order to provide an in-depth analysis of such topics as sensation and perception, consciousness and sleep, learning and memory, neuroplasticity and neural regeneration. *This course has been approved as an Honors qualified course.*

BIOL 324 Cellular and Molecular Biology. 3 hours. Prerequisite: BIOL 181. Recommended prerequisite: CHEM 336 and CHEM 315. Advanced molecular mechanisms of gene expression and control. Methods of genetic engineering and production of transgenic organisms. Lecture. *This course has been approved as an Honors qualified course.*

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 327 Psychopharmacology. 3 hours. Prerequisite: BIOL 172 or PSYC 356. This course will explore the effects of drugs on behavior as well as how these effects are mediated by changes in synaptic activity. Emphasis is given to psychoactive drugs, such as alcohol, barbiturates, inhalants, benzodiazepines, psychostimulants, psychedelics, analgesics and antidepressants. *This course has been approved as an Honors qualified course.*

BIOL 329 Introduction to Marine Biology. 4 hours. Prerequisite: BIOL 200. A study of the biology, taxonomy and ecology of marine fishes, corals and invertebrates. Protocols used in field studies and collection of data will be studied in the lab portion of this course. The lab portion of this course will also consist of a ten-day study abroad trip to a Caribbean coral reef during the winter inter-session. Students will have exposure to a variety of marine habitats as well as hands-on experiences applying course information in daily diving expeditions and in the design and execution of a marine research project. Students taking the class are required to take the study abroad portion of this course. *Offered fall semester of even-numbered years.*

BIOL 330 Field Study in Marine Biology. 3 hours. Prerequisite: BIOL 329. This field course in marine biology is the companion course to BIOL 329. It is a field study that applies the knowledge gained in the lecture portion of the class regarding the biology, taxonomy and ecology of marine fishes, corals, coral disease and other reef life forms. This portion of the course consists of a ten-day study abroad trip to a Caribbean coral reef where students will have exposure to a variety of marine habitats as well as hands-on experiences applying course information in daily diving expeditions and in the design and execution of a marine research project. *Dive certification required. Offered winter term of odd-numbered years. This course has been approved as an Honors qualified course.*

BIOL 331 Motor Learning. 3 hours. A study of the motor learning process as applied to motor acquisition. Including a review of the interrelationship of physical development and motor learning. Preparation of plan for motor skill development for all populations.

BIOL 333 Histology. 4 hours. Prerequisite: BIOL 181. An in-depth look at the microscopic structure of the vertebrate body. Study of cells, tissues and organs will provide an understanding of the complex nature of the relationship between form and function in vertebrates. Lecture and laboratory.

BIOL 334 Developmental Biology. 3 hours. Prerequisite: BIOL 181. A study of the stages and mechanisms of embryonic development in animals. Both classic experimental embryology and the genetic and molecular regulation of invertebrate and vertebrate animal development will be covered. The course will provide a comparative investigation of both morphology and molecular

mechanisms while highlighting the similarities and differences between nematodes, insects, and vertebrates. *This course has been approved as an Honors qualified course.*

BIOL 337 Introduction to Virology. 3 hours. Prerequisite: DAY- BIOL 181. CCPS-BIOL 201. An introduction to how viruses replicate and cause disease. Survey of major groups of animal viruses is included. *Course offered only in summer and online.*

BIOL 341 Limnology. 4 hours. Prerequisites: BIOL 200; CHEM 238 and CHEM 238-L. Physical, chemical and biological functions of freshwater ecosystems with an emphasis on local aquatic organisms and their habitats. Stream geomorphology, lake structure and the relationships between land use and water quality will be addressed. Lecture, laboratory and field work. Laboratory and field work include mapping, lake models, water chemistry and surveys of taxonomic diversity. One Saturday field trip is required. *This course has been approved as an Honors qualified course.*

BIOL 342 Advanced Ecological Studies. 4 hours. Prerequisite: BIOL 312. An advanced ecology course emphasizing the procedures of quantitative ecosystem analysis. Project work includes terrestrial and aquatic studies. Lecture, laboratory and field work.

BIOL 344 Toxicology. 3 hours. Prerequisites: BIOL 200, CHEM 238 and CHEM 238-L. This course examines the basic concepts of the effects of toxins on human health, ways toxins are encountered and the consequences for individual and future generations. Methods of treatment also are discussed.

BIOL 350 Exercise Physiology. 3 hours. Prerequisite: BIOL 110 or BIOL 172; BIOL 206. Physiological effects on the human organism under different intensities, durations and environments.

BIOL 351 Junior Seminar I. 1 hour. Prerequisite: BIOL 181. This course provides biology majors with information on pre- and post-graduate opportunities, prepares them for graduate studies related to biology by developing a resume and statement of purpose, and gives them experience speaking publicly on biological topics using appropriate technology. *S/U grading.*

BIOL 352 Junior Seminar II. 1 hour. Prerequisite: BIOL 351. Using the scientific literature and in consultation with a faculty mentor, students will develop a proposal for an independent research project in the biological sciences and publicly present the proposal to their peers. *This course has been approved as an Honors qualified course.*

BIOL 364 Neuroanatomy. 4 hours. Prerequisite: DAY-BIOL 172. CCPS-BIOL 102 and BIOL 172. An in-depth study of the biology of the nervous system emphasizing the relationship between neuroanatomy and neurophysiology. Lecture and laboratory.

BIOL 373 Herpetology. 4 hours. Prerequisite: BIOL 200. An introduction to the biology, ecology and evolution of amphibians and non-avian reptiles. The morphology, taxonomy and biogeography of Missouri species within these groups will be emphasized in the laboratory with day, evening and possibly weekend field trips required. *This course has been approved as an Honors qualified course.*

BIOL 378 Advanced Human Physiology I. 5 hours. Prerequisites: BIOL 181 and CHEM 315. The first section of this course deals with cell signaling mechanisms, such as c-AMP and G-proteins, as well as receptor functions. The section deals with electrophysiology and the function of the nervous muscular system, and the general physiology of the cardiovascular system. Subjects will be covered through reading from text and journal articles, lecture presentation and laboratory projects.

BIOL 379 Advanced Human Physiology II. 5 hours. Prerequisite: BIOL 378. This course will allow students to acquire an in-depth understanding of the organ system functions of the human body, to include: respiratory system, digestive system, renal physiology, immune system, endocrine system, and reproductive systems. The material will be covered through readings from text and journal articles, lecture presentations, and laboratory projects.

BIOL 382 Pathophysiology. 4 hours. Prerequisites: DAY-BIOL 181 and BIOL 206 or BIOL 378 or CHEM 238. CCPS-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 483 Senior Seminar I: Practicum. 3 hours. Prerequisite: BIOL 200. Students complete an off-campus work experience in a professional field of interest and write a literature review on a biological topic related to the profession in consultation with a faculty mentor. A minimum of 135 hours must be completed during the off-campus experience.

BIOL 484 Senior Seminar I: Research. 3 hours. Prerequisite: BIOL 200. Students complete an original field, laboratory, database, or literature research project in consultation with a faculty mentor. *This course has been approved as an Honors qualified course.*

BIOL 494 Senior Seminar II. 1 hour. Prerequisite: BIOL 483 or 484. Students present the results of their Senior Seminar I project to faculty and peers in a public forum.

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

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

BIOL 397, 398, 497, 498 Internship.

Behavioral Sciences (BSCI)

BSCI 109 Scientific Writing. 1 hour. This course introduces students to professional writing styles used in the behavioral sciences, emphasizing the guidelines of the American Psychological Association. The course is also designed to familiarize students with library databases used to conduct empirical literature reviews.

BSCI 200 Research Methods for the Behavioral Sciences. 3 hours. Prerequisite: CRIM 102 or PSYC 101 or SOCI 101. Considers the major methods of the social sciences, including applied statistics. Topics include research design, surveys, secondary data and other unobtrusive methods, evaluation research, sampling and research reports.

BSCI 275 Statistics for the Behavioral Sciences. 3 hours. Prerequisite: CRIM 102 or PSYC 101 or SOCI 101. Co-requisite: BSCI 275-L. This course provides an overview of descriptive and inferential techniques behavioral scientists use to help guide decision-making. Emphasis is given to hypothesis testing, to include coverage of t-tests, one-way ANOVA, regression, and correlation, as well as APA-formatting issues.

BSCI 275-L Statistics for the Behavioral Sciences Laboratory. 1 hour. Co-requisite: BSCI 275. A laboratory to complement Statistics for the Behavioral Sciences. SPSS basics are emphasized.

BSCI 308 Qualitative Research Methods. 3 hours. This course exposes students to the basic techniques for collecting, interpreting and analyzing data using various qualitative methodologies to include ethnographic, grounded, observational and content analysis methods. Special emphasis will be given to the students' understanding of various methodological challenges, the standards of scientific evidence, issues of generalizability and ethics.

BSCI 339 Ethical Dilemmas in the Behavioral Sciences. 3 hours. Designed as an exploration of contemporary moral issues and as an introduction to research ethics, this course examines philosophy-based ethical theories and encourages their application in case studies derived from an array of disciplines. A segment of the course is exclusively devoted to applications in scientific endeavors. Students are required to obtain National Institutes of Health certification to conduct research with human participants.

BSCI 343 Fundamentals of Research. 3 hours. Prerequisite: BSCI 359. This course is intended for students who fail or do not successfully complete BSCI 361. Students enrolled will write a review of literature and complete an original research project. This involves designing methodology, conducting a study, ensuring ethical protection of human participants, analyzing and interpreting data, generating an original research report and delivering a formal presentation.

BSCI 359 Advanced Behavioral Research I. 3 hours. Prerequisite: BSCI 109, BSCI 200, BSCI 275, BSCI 275-L. Students enrolled in this course complete the initial stages of an original, team-based research project to include conducting and writing a literature review, devising a research design strategy and applying ethical protection of human participants. It is essential that students complete Scientific Writing, Research Methods for the Behavioral Sciences and Statistics for the Behavioral Sciences with lab before taking Advanced Behavioral Research I. *Course fee required.*

BSCI 361 Advanced Behavioral Research II. 3 hours. Prerequisite: BSCI 359. As a continuation of Advanced Behavioral Research I, students enrolled in this course complete their original, team-based research project. This involves conducting the study, data analysis, reporting the findings in the context of a scientific paper and delivering a formal presentation of the research. *Course fee required. This course has been approved as an Honors qualified course.*

BSCI 380 Undergraduate Internship Experience. 3 hours. Internships are designed to help students better understand the connection between theoretical perspectives and practices in the workplace. Before registering, students are required to meet with the behavioral sciences internship director to learn more about expectations, requirements, and responsibilities. Students must have junior or senior status and a GPA of 2.50 or better to be eligible for internships. *This course has been approved as an Honors qualified course.*

BSCI 435 Psychological Tests and Measurements. 3 hours. Prerequisite: DAY-BSCI 109, BSCI 200, BSCI 275, BSCI 275-L. Co-requisite: BSCI 435-L. CCPS-CRIM 102, BSCI 274, plus 3 additional hours in criminology. An intensive study of the theory of measurement with emphasis on errors in

measurement, validity, reliability, item analysis, test construction and prediction. A laboratory period will include training in the construction, taking, scoring and interpretation of psychological tests.

BSCI 435-L Psychological Tests and Measurements Laboratory. 1 hour. *Co-requisite: BSCI 435.* A laboratory to complement Psychological Tests and Measurements.

BSCI 475 Advanced Statistics for the Behavioral Sciences. 3 hours. *Prerequisite: BSCI 275 and BSCI 275-L. Co-requisite: BSCI 475-L.* This course provides an in-depth examination of inferential statistics used in behavioral sciences. Topics include analysis of variance, analysis of covariance, multivariate techniques and non-parametric analyses.

BSCI 475-L Advanced Statistics for the Behavioral Sciences Laboratory. 1 hour. *Co-requisite: BSCI 475.* A laboratory to complement Advanced Statistics for the Behavioral Sciences.

BSCI 480 Undergraduate Internship Experience II. 3 hours. *Prerequisite: BSCI 380.* A second opportunity for students to connect theoretical perspectives and practices in the workplace. Before registering, students are required to meet with the behavioral sciences internship director to discuss expectations, requirements, and responsibilities. Students must have junior or senior status and a GPA of 2.50 or better.

BSCI 493 Senior Seminar. 3 hours. *Prerequisite: DAY-Senior standing, BSCI 109, BSCI 200, BSCI 275, BSCI 275-L. CCPS-Senior Standing, BSCI 200, BSCI 274.* This is the capstone course for the major. Current issues in the field are researched and presented in a seminar setting. Students practice the writing, oral communication and critical thinking skills necessary to succeed in graduate school and their future careers. *This course has been approved as an Honors qualified course.*

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

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

Chemistry (CHEM)

CHEM 115 General Chemistry. 3 hours. A lecture course that covers general chemistry concepts and introduces topics to be covered in more detail in the foundational courses. Topics include percent composition, stoichiometry, balancing equations, limiting reagent, thermodynamics, periodic table trends and nomenclature.

CHEM 115-L General Chemistry Laboratory. 1 hour. A laboratory course that introduces the student to laboratory equipment and techniques they will use later in the curriculum. Topics and techniques include stoichiometry, making solutions, building apparatuses and exposure to equipment. There will be an emphasis placed on how to keep a proper lab notebook. This course is designed to augment CHEM 115.

CHEM 160 Exploration/Discovery in Chemistry. 3 hours. This course allows students majoring in a non-science field to learn about the processes of the chemical sciences, including how science works, its limitations, and how science and society influence each other. Chemistry topics are variable but will be problem-based, communication intensive and engage students with focused topics in science to show how science and society interact. This course does not apply to any major or minor in the natural sciences.

CHEM 201 Environmental Chemistry. 4 hours. *Prerequisites: DAY-CHEM 115 and CHEM 115-L or CHEM 238 and CHEM 238-L. CCPS-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 208 Analytical Chemistry. 3 hours. *Prerequisite: CHEM 238.* A lecture course that covers analytical methods of chemical analysis. Topics include statistical analysis, quantitative chemical analysis, chemical equilibria, electroanalytical techniques and fundamentals of spectroscopy.

CHEM 208-L Analytical Chemistry Laboratory. 1 hour. *Prerequisite: CHEM 238-L.* A laboratory course designed to give students experiences with analytical methods of chemical analysis. Topics include data analysis, chemical equilibria (acid-base and complexation), redox titrations and spectroscopy.

CHEM 210 Chemical Literature. 1 hour. An introduction to the literature of chemistry with special emphasis on the most modern online techniques. Topics covered will be the use of various indices (e.g., Chemical Abstracts, Bielstein). Use of original articles as sources of precedents and procedures will be encouraged. One lecture.

CHEM 238 Inorganic Chemistry. 3 hours. A fundamental course in the study of inorganic chemistry. Topics include atomic structure, chemical bonding, molecular structure, nomenclature of inorganic compounds, fundamentals of inorganic complexes and an introduction to the chemistry of main group elements.

CHEM 238-L Inorganic Chemistry Laboratory. 1 hour. A fundamental laboratory course in the study of inorganic chemistry. Topics include the preparation of inorganic complexes, resolution of chiral transition metal compounds, ion conductivity and a preparation of a main group inorganic compound.

CHEM 285 Summer Research Experience. 1-10 hours. *Prerequisite: Approval of research director.* A research intensive experience for freshmen, sophomores and younger students performed during the summer. Research projects involve the generation of publication quality results. The projects also involve students working intensively for multiple weeks (usually eight) to obtain the required data and skills needed to work successfully in a professional scientific laboratory environment. Repeatable up to a cumulative total of 10 hours.

CHEM 305 Modern Industrial Chemistry. 3 hours. *Prerequisite CHEM 415 or CHEM 412.* This course is designed to provide students with exposure to the chemical industry today. Content includes descriptions of several major chemical processes, their products and their uses. Topics include review of many chemical companies, major chemicals produced and used in the United

States and the world, and an introduction of chemical economics. Key literature references including a look at one or more chemical patents are used as resources. Included in this course will be a visit to a local business involved in the chemical industry. This visit will include observation of their processes, packaging, analytical labs, etc.

CHEM 308 Advanced Analytical Chemistry. 3 hours. *Prerequisite: CHEM 208.* A lecture/laboratory course that provides hands-on experience on a variety of instrumental methods used in chemical analysis. Students will also develop good laboratory skills and learn to apply their knowledge of analytical chemistry to solve practical problems.

CHEM 308-L Advanced Analytical Chemistry Laboratory. 2 hours. *Prerequisite: CHEM 208 and CHEM 208-L.* A lecture/laboratory course that provides hands-on experience on a variety of instrumental techniques used in chemical analysis. Students will develop laboratory skills and learn to apply their knowledge to solve practical problems.

CHEM 312 Organic Chemistry Reactions. 3 hours. *Prerequisite: CHEM 238.* This lecture course studies the chemistry of all major organic functional groups in one semester. Topics include nomenclature, stereochemistry and some mechanisms and theory. Emphasis is placed on the reactions and their application in synthesis.

CHEM 312-L Organic Chemistry Reactions Lab. 2 hours. *Prerequisite: CHEM 238-L.* This laboratory course has a 1-hour lecture component that introduces the lab and complements CHEM 312. It develops organic lab skills and techniques through organic reaction experiments and applications of spectroscopy and instrumentation.

CHEM 315 Organic Chemistry. 3 hours. *Prerequisite: CHEM 238.* This lecture course is an in-depth study of organic functional group chemistry of alkanes, alkenes, alkynes, alkyl halides, aromatics and alcohols. Topics include nomenclature, stereochemistry, mechanisms, and theory.

CHEM 315-L Organic Chemistry Laboratory. 2 hours. *Prerequisite: CHEM 238-L.* This laboratory course has a 1-hour lecture component that introduces the lab and complements CHEM 315. It develops organic lab skills and techniques with extensive hands-on experience and organic application of spectroscopy and instrumentation.

CHEM 327 Physical Chemistry. 3 hours. *Prerequisite: CHEM 315 or CHEM 312.* A lecture course in the study of physical chemistry designed to introduce students to classical physical chemistry concepts. Topics of study include properties and kinetic molecular theory of gases, thermodynamics, states of matter and phase equilibria.

CHEM 327-L Physical Chemistry Laboratory. 2 hours. *Prerequisite CHEM 315-L.* A lecture/laboratory course in the study of physical chemistry. Topics include the determination of the K_{sp} of an ionic substance, chemical kinetics, binary phase diagrams and adiabatic expansion cooling of gases.

CHEM 336 Biochemistry. 3 hours. *Prerequisite: CHEM 315 or CHEM 312. Recommended prerequisite: CHEM 327.* A lecture course that studies the structure and function of biological molecules. Topics include enzyme kinetics, synthesis and degradation of biological molecules, and energy production. Emphasis will be placed on enzyme mechanisms and regulation.

CHEM 336-L Biochemistry Laboratory. 2 hours. *Prerequisite: CHEM 315-L or CHEM 312-L.* A lecture/laboratory course that develops biochemistry lab skills and techniques. Topics include biomolecule isolation and quantification, enzyme kinetics, ligand-binding and reaction equilibrium.

CHEM 338 Advanced Inorganic Chemistry. 3 hours. *Prerequisite: CHEM 315 or CHEM 312.* An advanced study of inorganic chemistry. Topics include reactions, kinetics, bonding, spectroscopy of inorganic complexes, chemical applications of group theory, the solid state and a survey of transition metal compounds in industry and biological systems.

CHEM 338-L Advanced Inorganic Chemistry Laboratory. 2 hours. *Prerequisite: CHEM 238-L.* A lecture/laboratory course designed to give students hands-on experiences with substances and techniques commonly applied to inorganic compounds. Lecture time will be directed towards theory and applications of the techniques employed in the experimentation. Topics and techniques include the synthesis and analysis of inorganic compounds.

CHEM 385 Summer Research Experience. 1-10 hours. Prerequisite: Approval of research director.

A research intensive experience performed during the summer. Research projects involve the generation of publication quality results. The projects also involve students working intensively for multiple weeks (usually eight) to obtain the required data in a professional scientific laboratory environment. This course may be repeated up to a cumulative total of 10 hours.

CHEM 412 Advanced Organic Chemistry Reactions. 3 hours. Prerequisite: CHEM 312. This lecture course is an advanced study in the chemistry of all major organic functional groups. Topics include spectroscopy, in-depth theory and reaction mechanisms and an introduction to biochemistry and metabolic pathways.

CHEM 414 Medicinal Chemistry. 3 hours. Prerequisite: CHEM 315 or CHEM 312. Study of the organic chemistry aspects of drug design and development. Course also introduces various classes of drugs, mechanism of action along with prodrugs, metabolism and SAR. This course has been approved as an Honors qualified course.

CHEM 414-L Medicinal Chemistry Lab. 1 hour. Prerequisite: CHEM 315 and CHEM 315-L or CHEM 312 and CHEM 312-L. Synthesis of different biologically active compound libraries and evaluation of their biological activity using cytotoxicity assays. Analysis of structure activity relationships using the data generated. This course has been approved as an Honors qualified course.

CHEM 415 Advanced Organic Chemistry. 3 hours. Prerequisite: CHEM 315. This lecture course continues in-depth study of organic functional group chemistry of carbonyl containing compounds and amines. Topics include spectroscopy, mechanisms, theory and an introduction to biochemistry and metabolic pathways.

CHEM 415-L Advanced Organic Chemistry Laboratory. 2 hours. Prerequisite: CHEM 315-L or CHEM 312-L. A laboratory course has a 1-hour lecture component that introduces the lab and complements CHEM 415. It continues development of organic lab skills and techniques. Topics covered will include multi-step synthesis, open-ended projects involving experimental design and an introduction to enzyme catalysis and stereochemical control.

CHEM 427 Advanced Physical Chemistry. 3 hours. Prerequisite: CHEM 327. A course in the study of physical chemistry designed to introduce students to advanced physical chemistry concepts. Topics of study include quantum concept of the atom, group theory, spectroscopy and statistical thermodynamics.

CHEM 427-L Advanced Physical Chemistry Laboratory. 2 hours. Prerequisite: CHEM 327-L. An advanced lecture/laboratory course in the study of physical chemistry. Lecture time will be directed towards theory and applications of the techniques employed in the experimentation. Topics and techniques include molecular spectroscopy, polymer viscosity, isotope effects and LASER techniques.

CHEM 436 Advanced Biochemistry. 3 hours. Prerequisite: CHEM 336. A lecture course that studies biological molecule metabolism, signal transduction, DNA replication and repair, transcription and translation. Biochemistry of selected diseases will be discussed. *This course has been approved as an Honors qualified course.*

CHEM 436-L Advanced Biochemistry Laboratory. 2 hours. Prerequisite: CHEM 336-L. A lecture/laboratory course that develops skills in designing and carrying out biochemical experiments. Students will perform prescribed laboratory activities as well as independent research projects. *This course has been approved as an Honors qualified course.*

CHEM 291, 292 Research. 1-3 hours. Offered to freshmen and sophomores. A research experience that exposes students to existing research projects and prepares them to develop an understanding of the process and expectations of a research project.

CHEM 391, 392 Research. 1-4 hours. Prerequisite: CHEM 291 or CHEM 292, or approval of research director. Research focused on a specific project related to the chemical sciences. The project must be approved by the research advisor and must result in a written report evaluated as part of the grade. A presentation at a professional meeting or publication in a scientific journal is not required, but can be used to justify an enhanced grade.

CHEM 491, 492 Research. 1-4 hours. Prerequisite: CHEM 391 or CHEM 392. Research focused on a specific project with specific goals related to the chemical sciences. The project can be a

continuation of a project performed for CHEM 391/CHEM 392 credit. The project must be approved by the research advisor. This work must result in a written report and a presentation at a professional meeting and/or publication in a scientific journal as part of the grade.

CHEM 495-96 Departmental Honors Research. A thesis is required and the quality of work will be publishable in nature.

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

Chinese (CHIN)

CHIN 101 Elementary Mandarin I. 3 hours. For beginners. Designed to develop an elementary proficiency for communicating in Mandarin and some familiarity with the writing system.

CHIN 102 Elementary Mandarin II. 3 hours. Prerequisite: CHIN 101. A continuation of CHIN 101, designed to develop an elementary proficiency for communicating in Mandarin and some familiarity with the writing system.

Communication (COMM)

COMM 141 Radio Activities. 1 hour. Activities associated with KDRU, the student radio station, as well as Internet and web-based projects.

COMM 161 Public Relations Activities. 1 hour. This activities class gives students the chance to develop creative solutions in the event planning process. Hands-on projects will allow students to develop public relations skills as they use their imagination to solve the challenges of promoting organizations as well as planning and hosting events.

COMM 171 TV Activities. 1 hour. Prerequisite: COMM 226. Students work with instructor to identify relevant multimedia projects for Drury University, the Springfield community, and/or DUTV. Students will coordinate studio productions and take story content into post production to generate programming for broadcast. This applied learning environment allows students to oversee video production projects from start to finish.

COMM 181 Journalism Activities. 1 hour. Practical activities associated with *The Mirror* (student newspaper).

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

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

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

COMM 216 Multimedia Storytelling. 3 hours. Students will learn about linear, integrated, and nonlinear storytelling approaches using multiple multimedia formats, including short-form video/animation, photo stories, and Web posts. Students will develop individual projects, one for each medium, as well as an integrated project over the course of the semester. This digital foundations course will expose students to basic video/animation and photo editing, Web design, and storyboarding.

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

COMM 226 Multimedia Production I. 3 hours. Provides students with the basic understanding of shooting and editing digital video. Using their own digital cameras, students will write, shoot and edit videos under the direction of the instructor. Upon course completion, students should be

equipped with basic understanding of storytelling, camera strategies, the importance of sound and editing terms, as well as the skills necessary to produce good amateur videos.

COMM 231 Integrated Brand Management. 3 hours. This course will highlight the changes taking place in the world of integrated marketing communications – the process of communicating to promote products, services, and ideas. No longer is it just print or broadcast images connecting with audiences; skilled marketers must understand the importance of social media and the power of the audience. COMM 231 will introduce you to the communication tools, techniques, and media that practitioners use to design strategies to connect with audiences.

COMM 245 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, lighting and floor management.

COMM 265 Photojournalism. 3 hours. An introduction to photojournalism, the concepts and thought processes used in shooting for a newspaper or other journalistic publication. Students will also develop writing for publication skills, as cutlines will be required for each photograph.

COMM 285 Communication and Ethics. 3 hours. Prerequisite: DAY-COMM 215. CCPS-None. 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 306 Interactive Stories for the Web. 3 hours. Prerequisite: COMM 226. This is a course designed to give communication and journalism students practical, real world experience conceptualizing and producing interactive stories (news or feature) for the web. Students will need to demonstrate their ability to distil an idea down to its essential story element. From audio to slideshow to video, interactive stories are commonplace on news-based websites. This course will give students an opportunity to gain experience and hone skills that many employers are looking for from today's graduates.

COMM 322 Media Law. 3 hours. A survey of federal, state and municipal laws governing freedom of speech and commerce in journalism, public relations and advertising, with an exploration of ethical guidelines for professional behavior.

COMM 324 Feature Writing. 3 hours. Prerequisite: COMM 215, COMM 221. Builds upon news writing fundamentals and journalistic principles presented in COMM 221, venturing beyond the reporting of routine events and into the realm of feature stories that illuminate, explain and entertain.

COMM 325 Broadcast Writing and Announcing. 3 hours. Course allows students to develop on-camera skills as talent. Students will learn to prepare scripts, read from a Teleprompter and basic interview and production techniques.

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. Prerequisite: COMM 215, COMM 231. Focuses on strategic thinking and research skills in the development of advertising and public relations messages and campaigns. Students will learn how to gather and interpret primary research that supports an understanding of audience attitudes, behaviors, knowledge and media consumption habits. Students will draw on research and theory to develop integrated communication proposals that solve the needs of businesses and/or nonprofit organizations.

COMM 342 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. *Prerequisite: COMM 211, COMM 215.* A study of the persuasive process in contemporary culture. Students study basic theories of persuasion and public speaking in an effort to become responsible consumers and creators of public persuasion. Practical applications are made by presenting persuasive speeches and critical projects.

COMM 353 Mass Media and Society. 3 hours. The history and current status of mass media in America, including newspapers, magazines, books, motion pictures, the recording industry, radio and television. Students will also explore theories and research examining the effect media have upon society.

COMM 355 Organizational Rhetoric. 3 hours. What is organizational rhetoric? In short, this seminar answers this question by introducing students to scholarship that integrates rhetorical theories and methods with principles of organizational communication. This seminar is designed to introduce students to the academic study of organizational rhetoric. We will examine organizational rhetoric by focusing on three interrelated topics: (1) how organizational rhetoric has evolved historically, (2) prevailing theoretical assumptive bases that guide academic studies, and (3) some key content addressed in organizational rhetoric research. Additionally, this seminar is designed to help students to identify, analyze, critique, and evaluate examples of organizational rhetoric in society. Students, via case studies and other scholarship, will be introduced to real-life organizational situations and the exigencies that drive them.

COMM 358, 359 Advanced Journalism Activities I and II. 2 hours each. Practical activities associated with student or college publications. Reserved for students holding editorial or other advanced positions on publications.

COMM 369 Investigative Reporting. 3 hours. *Prerequisite: COMM 221.* A seminar to deepen research skills by exposing students to public records, freedom of information laws and computer-assisted reporting using databases and spreadsheets. Students will develop the ability to evaluate information critically for journalism projects.

COMM 373 Advanced Electronic Media TV Activities. 3 hours. *Prerequisite: COMM 375.* The capstone course for future broadcasting professionals. Students will work together as DUTV staff members meeting weekly deadlines for on-air and web-based projects. Using skills acquired in Principles of Multimedia Production II, students will produce a significant amount of material and therefore increase those skills at or near the professional level. Several projects from this class should be resume quality.

COMM 375 Principles of Multimedia Production II. 3 hours. *Prerequisite: COMM 226.* Provides students with the opportunity to advance skills learned in Principles of Multimedia Production I. In this course students will be challenged to think beyond the basics and inject creativity into their video projects. By completion of course students will be able to produce videos for broadcast.

COMM 380 Data Visualization. 3 hours. This course focuses on the theory and practice of analyzing and presenting information for a variety of audiences. Students will learn how to gather data from public and private sources, and tell stories with visual representations of data, both in print and online.

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.

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 393, 394 Advanced Speech Activities. 2 hours each. Competitive and practical activities associated with Drury's Debate and Forensics program. Students will continue to practice skills for advanced public speaking, interpretation of literature and debate in a competitive, intercollegiate forum. Skills involved in these activities include the use of evidence, character/plot development in narrative activities, and the structuring and assessment of arguments. The advanced class also will require students to peer coach and run a collegiate tournament.

COMM 412 Advertising Campaigns/Ad Team. 3 hours. *Prerequisite: COMM 441.* This is the second half of the two semester AAF competition effort. A team will be selected from the fall Advertising Campaigns class to compete in the American Advertising Federation's National Student Advertising Competition.

COMM 413 Promotional Case Studies. 3 hours. This course will introduce to research design, execution, and data analysis in promotional settings. Students will also work through a series of case studies to train them for today's fast-moving environment. Today's brand managers must understand how to dissect a variety of scenarios to connect authentically with their target audiences.

COMM 421 Strategic Media. 3 hours. *Prerequisite: DAY-COMM 231. CCPS-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. *Prerequisite: DAY-COMM 221. CCPS-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. Students 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 435 Organizational Crisis and Change. 3 hours. COMM 435 provides an introduction to foundational principles, theories, contemporary perspectives, and research in the fields of organizational crisis and change. Topics include planning, decision making, leadership, teamwork, and management issues in organizational crisis and change contexts.

COMM 441 Advertising/PR Campaigns. 3 hours. *Prerequisite: 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 443 Communication and Civic Engagement. 3 hours. Communication and Civic Engagement (CCE) offers comprehensive training in oral, written, visual, and digital communication for the twenty-first century. It unites these various modes under the flexible art of communication and uses communication both to strengthen communication skills and to sharpen awareness of the challenges and advantages presented by oral, written, visual, and digital modes.

COMM 443-L Civic Engagement Lab. 1 hour. This lab section provides students the opportunity to put promotional campaign experiences to use by executing a plan for a nonprofit client. Students will propose a plan using a \$1,000 promotional budget, to be executed over the course of the semester.

COMM 444 Leadership Communication. 3 hours. This course explores the critical, affective and transformational dimensions of leadership through a series of comprehensive, integrative, and practical communication case studies. Additionally, myriad types of leadership are explored including team, virtual, individual, and organizational. Toward these ends, emergent scholarly and developmental leadership apparatuses are examined through self-assessments, ethics audits, networking analyses, coaching praxes, culture and diversity seminars, and strategic and crisis leadership analyses.

COMM 493 Senior Seminar. 3 hours. A capstone experience for students majoring in advertising and public relations, communication studies, and multimedia production and journalism. Over the course of the semester, students will develop, execute and present projects that reflect the highest performance standards of their major area of study. Additionally, the course will prepare students for the transition from student to working professional (or graduate student) through the creation of career planning and development tools. Students will develop portfolios that serve as an integrated and documented album of knowledge and skills in communication and liberal arts studies.

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

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

COMM 397, 398, 497, 498 Internship.

The Drury Core (CORE)

CORE 101 Drury Seminar. 3 hours. This course introduces students to the expectations of academic work at the collegiate level. Particular emphasis lies on developing students' skills in writing, critical thinking and information literacy. Each course section has its own theme, developed by faculty members from a wide variety of disciplines.

CORE 101 Drury Seminar-Honors. 3 hours. This course introduces students to the expectations of academic work at the collegiate level. Particular emphasis lies on developing students' skills in writing, critical thinking and information literacy. Each course section has its own theme, developed by faculty members from a wide variety of disciplines. *This course has been approved as an Honors qualified course.*

CORE 103 Drury Explorations. 1 hour. This course aims to facilitate students' continued transition to college life. The course focuses on a variety of issues that pertain to life on campus and in the global community.

CORE 104 Drury by Design .5 hours. This course supports transfer students in their first semester at Drury, helping them connect with academic and co-curricular opportunities. There will be at least two group meetings and two one-on-one meetings with the instructor, with follow up assignments tracked through Blackboard.

CORE 201 Global Foundations. 3 hours. This course introduces students to the study of globalization and its impacts. Emphasis lies on the study of globalization as a concept, as well as the application of this concept to the examination of contemporary issues. Each section draws on the expertise of individual faculty members.

CORE 201 Global Foundations-Honors. 3 hours. This course introduces students to the study of globalization and its impacts. Emphasis lies on the study of globalization as a concept, as well as the application of this concept to the examination of contemporary issues. Each section draws on the expertise of individual faculty members. *This course has been approved as an Honors qualified course.*

Criminology (CRIM)

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

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

CRIM 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 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 331 Advanced Criminology. 3 hours. Prerequisite: CRIM 102. An intensive study of different theories explaining why people violate the law. Special consideration will be given to applying theories of crime.

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

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

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

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

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

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

CRIM 397, 398, 497, 498 Internship. 3 hours.

Computer Science (CSCI)

CSCI 241 Discrete Mathematics. 3 hours. Prerequisite: MATH 211; MATH 231; or MATH 236. This course includes propositional logic, induction and recursion, number theory, set theory, relations and functions, graphs and trees, and permutations and combinations.

CSCI 251 Introduction to Computer Science. 4 hours. Prerequisite: Two years of high school algebra. An introduction to computer science through applications such as media. A major component is programming design and development using a language such as Python or Java. A disciplined approach to problem solving methods and algorithm development will be stressed using top-down design and stepwise refinement. Topics included are syntax and semantics, I/O, control structures, modularity, data types, and object-oriented programming.

CSCI 261 Data Structures. 4 hours. Prerequisite: CSCI 251. Students must receive a grade of C or better in the prerequisites. An in-depth study of data structures, including arrays, records, stacks, queues, lists, trees, heaps and hash tables. The study includes the definition, specification, and implementation of these structures, as well as examples of their uses. Also included is an introduction to the internal representation of information.

CSCI 262 Algorithms. 3 hours. Prerequisite: CSCI 261; and MATH 231 or MATH 236. Students must receive a grade of C or better in the prerequisites. This course examines the design and efficiency of sequential and parallel algorithms. The algorithms studied include sorting and searching, pattern matching, graph algorithms and numerical algorithms. Standard algorithmic paradigms are studied such as divide and conquer, greedy methods and dynamic programming. We will consider the time and space complexity analysis of sequential and parallel algorithms and proofs of algorithm correctness.

CSCI 277 Web and Mobile Application Development. 3 hours. Prerequisite: CSCI 251. An examination of both web-based and mobile applications. The course covers the design of client-server architectures, client side scripting, user interface design, and application and database interaction.

CSCI 282 Foundations of Game Development. 3 hours. Prerequisite: CSCI 262. An introduction to game development. Topics explored in the course include game genres, game concepts, game design principles, the game development process, the actors in the game development process, 2D game design and scripting. This course includes a 2d game development project.

CSCI 315 3D Game Development. 3 hours. Prerequisite: CSCI 282, MATH 233, MATH 235. An examination of the development of 3-dimensional games using a game engine. Topics include basic 3D computer graphics, the graphics pipeline, 3D game scripting, game development using a game engine, physic engines, incorporating external models and media. This course includes a 3D game development project.

CSCI 331 Operating Systems. 3 hours. Prerequisite: CSCI 262. The concepts underlying operating systems are studied. Topics include file systems, COS scheduling, memory management, deadlocks, concurrent processes and protection.

CSCI 340 Numerical Analysis. 3 hours. Prerequisite: MATH 231 or MATH 236, and MATH 232. Numerical solutions to mathematical problems are studied. Topics include approximating solutions to equations, interpolation, numerical differentiation and integrating, and numerical linear algebra.

CSCI 351 Programming Languages. 3 hours. Prerequisite: CSCI 262, MATH 232. This course includes the history, design and implementation of various programming languages. The strengths and weaknesses of each language will be studied and the comparisons among the languages will be highlighted. Specific languages studied may include a scientific language, an object-oriented language, a functional language, a logic programming language, a scripting language and a database query language. Also included will be brief introductions to compiler design and to automata and formal language theory.

CSCI 355. Database. 3 hours. Prerequisites: CSCI 261 and CSCI 277. A detailed examination of the use of database management systems. Topics include conceptual design, logical design, physical

design, normalization, relational algebra, SQL queries, and an introduction to transaction processing.

CSCI 361 Computer Organization. 3 hours. Prerequisite: CSCI 262. A detailed study designed to teach the building blocks of a computer system and basic computer organization concepts. Subjects include hardware, machine code, assembly language, compilers, operating systems and high-level languages, as well as digital logic, performance issues and binary arithmetic.

CSCI 371 Software Engineering. 3 hours. Prerequisite: CSCI 262. Systems engineering concepts for the design and implementation of computing projects. Project life cycle studies include rapid prototyping paradigms as well as the classical cycle of requirements, design and implementation phases. Project management is discussed, including considerations in selecting hardware platforms. The methodologies are reinforced through a group project. Must be taken in the junior year.

CSCI 395 Applied Projects. 3 hours. Prerequisites: CSCI 355 and CSCI 371. A project-based course in software development. Students will work as members of software development teams. The projects will be conducted following a software development methodology.

CSCI 453 Formal Language Theory. 3 hours. Prerequisite: CSCI 351 or MATH 234. A formal study of the mathematical basis for computer software. The following topics are included: finite automata, regular expressions, context-free languages, pushdown automata, Turing machines, decidability and computability.

CSCI 454 Compiler Theory. 3 hours. Prerequisite: CSCI 351. The translation of high-level languages into low-level languages is studied, including syntax definition, lexical analysis, syntax analysis and the role of the parser. Other topics include type checking, run-time environments, code generation and code optimization.

CSCI 461 Artificial Intelligence. 3 hours. Prerequisite: CSCI 351. A survey of the main applications of artificial intelligence includes natural language processing, robotics and expert systems. The principles of artificial intelligence are studied, including such topics as search strategies, deduction systems and plan generation systems. Labs use a version of the LISP language.

CSCI 474 AI for Game Development. 3 hours. Prerequisite: CSCI 315. This course examines AI topics related to the development of games. Topics include basic intelligent algorithms for movement (chasing and evading, flocking, pattern movement, etc.), path finding and waypoints algorithms, use of the A* algorithm, rule-based AI, AI engines, and genetic algorithms.

CSCI 475 Game Development Practicum I. 3 hours. Prerequisite: CSCI 371 and CSCI 474. The first semester of a studio based interdisciplinary game development project. The course brings students from a variety of disciplines together to participate in a game development project. Students work under the direction of a team of faculty from the Computer Science and Applied Media program. Students fill game development roles on the project such as game designer, producer, programmers, animator, visual effects artist, special effects artist, 3D modeler, screen writer, audio composer (engineer), QA testing, advertising and marketing.

CSCI 476 Game Development Practicum II. 3 hours. Prerequisite: CSCI 475. The second semester of a studio based interdisciplinary game development project. This course is a continuation of CSCI 475. CSCI 475 and CSCI 476 must be taken in consecutive semesters during the same academic year.

CSCI 495 Research and Development I. 3 hours. Prerequisite: CSCI 351, CSCI 355, and CSCI 371. First semester in the capstone course sequence. Experience in research and development of computer software with emphasis on requirement specification and design. Requires team development of a project plan, requirements specification, and design specification. May require the development of a prototype. Development must follow an established software development process. Includes exploration of the ethical and professional responsibilities of a software developer.

CSCI 496 Research and Development II. 3 hours. Prerequisite: CSCI 495 with a grade of C or better. Second semester capstone sequence. Continuation of the software development project started in CSCI 495 with emphasis on detailed design, implementation, and delivery. Requires refinement of

the requirements specification, design specification, implementation of the design, delivery of the application, customer training, and participation in departmental assessment activities.

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

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

CSCI 397, 398, 497, 498 Internship.

Economics (ECON)

ECON 201 Basic Economic Theory. 4 hours. Students will be introduced to the way market economies deal with the universal problems of resource scarcity. They will use economic models to evaluate market processes and government policies. The course provides an introduction to microeconomics and macroeconomics.

ECON 225 Introduction to Environmental Economics. 3 hours. Economic principles are used to analyze contemporary environmental issues. The impacts of population and economic growth on natural resource depletion are explored.

ECON 311 Price Theory. 4 hours. Prerequisite: Admission to Breech School of Business. Students will use economic models to explore how free markets can lead to the most efficient use of society's scarce resources. The problems posed by monopoly and other forms of market failure will be analyzed along with other real-world issues.

ECON 312 Aggregate Economic Analysis. 4 hours. Prerequisite: Admission to Breech School of Business. Students will trace the historical development of contemporary macroeconomic analysis and use economic models to evaluate the impact of monetary and fiscal policies on the level of employment, output and prices in capitalist economies. The debate surrounding the appropriate role of government in promoting full employment and price stability is given emphasis.

ECON 325 Environmental Economics. 3 hours. Prerequisite: Admission to Breech School of Business. This interdisciplinary course involves the use of economic principles and various ethical perspectives to analyze contemporary environmental issues. The links between economic growth and population growth and the impact of growth on natural resource depletion and various types of environmental pollution are explored. Students will also complete a relevant research project.

ECON 335 Poverty and Discrimination. 3 hours. Prerequisite: Admission to Breech School of Business. Extent of poverty and income inequality in U.S. economy is described. Various theories that attempt to explain causes of poverty and inequality are discussed. Existing antipoverty programs are analyzed as are proposals for policy changes. Students will also complete a relevant research project.

ECON 375 Econometrics. 3 hours. Prerequisite: ECON 311, ECON 312, and admission to Breech School of Business. Students will learn to use calculus and statistics to quantify and interpret a variety of important micro-and macroeconomic models. Students will complete individual research projects involving data collection and analysis using Excel and more sophisticated statistical computer software.

ECON 435 Public Finance. 3 hours. Prerequisite: ECON 311, admission to Breech School of Business. (ECON 312 is recommended, but not required.) Students will use economic models to explain and identify sources of market and government failure. They will study the impact that various government expenditure and tax policies have on the allocation of resources and the distribution of income, and will consider contemporary tax reform proposals. Students will also complete a relevant research project.

ECON 461 International Economics. 3 hours. Prerequisite: Admission to Breech School of Business. (ECON 311 is recommended, but not required.) Examines international trade theory, policy and international finance. The costs and benefits of more open trade are considered. The determination of exchange rates is explored and government intervention in foreign exchange markets is examined. A student research project is required.

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

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

ECON 397, 398, 497, 498 Internship.

Education (EDUC)

EDUC 110 Professional Learning and Critical Thinking I. 1 hour. This course is a year-long forum for reflection and application of the learning from other teacher preparation coursework. The predominant format will be small, collegial groups of teacher candidates, receiving dedicated mentorship from faculty. Specific effort will be made to invoke critical thinking strategies as they relate to self-directed learning.

EDUC 200 Technology in the Classroom. 3 hours. This is an introductory course in educational technology. Candidates will learn how educational technologies can be applied to enhance teacher effectiveness and assist students in reaching learning objectives. Candidates will develop foundational skills in the evaluation, selection and use of technologies according to best practices and educational theories.

EDUC 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 205 and EDUC 212. Course fee required.*

EDUC 202 Technology Practicum. 1 hour. An elective clinical experience aiding in a technology center. Three seminars, time announced. *S/U grading.*

EDUC 205 Diversity and Social Justice in Education. 3 hours. This course focuses on issues of diversity, oppression and social justice. It is designed to prepare pre-service teachers to be knowledgeable of biases based on race, ethnicity, culture, religion, age, gender, sexual orientation, social and economic status, political ideology, disability and how these contribute to discrimination and oppression. Students will learn about diverse cultures, family structures, roles, immigration and assimilation experiences of marginalized groups. Students will also learn about the influence of dominant culture on these diverse and marginalized groups. Additionally, this course will examine the adaptive capabilities and strengths of these marginalized groups and how such capabilities and strengths can be used in effective educational settings. The course will assist pre-service teachers in understanding the complex nature and dynamics of social oppression, diversity and social functioning. Students will explore their own personal beliefs, and behaviors that may limit their ability to effectively interact in educational settings with people of diverse backgrounds, in particular, disadvantaged and oppressed persons. Themes included justice, suffering, the role of the government, poverty, and society's response to them. Initiatives and response of both secular and faith-based groups to injustices in the past (e.g. Civil Rights, abolitionism), will be examined.

EDUC 207 Psychology of Human Growth and Development. 3 hours. A study of the process of human development from conception through adolescence with particular emphasis on development during the elementary school, middle school and high school age periods of growth and development. The course will emphasize the contemporary research, theory and findings in the areas of cognitive, emotional and physical development with a focus on psychological processes and structures and their implications for the educational process.

EDUC 210 Professional Learning and Critical Thinking II. 1 hour. This course is a year-long forum for reflection and application of the learning from other teacher preparation coursework. The predominant format will be small, collegial groups of teacher candidates, receiving dedicated mentorship from faculty. Specific effort will be made to invoke critical thinking strategies as they relate to self-directed learning.

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 in the first semester of the education program. S/U grading.*

EDUC 302 Educational Psychology. 3 hours. *Prerequisite: Behavioral science majors: PSYC 230; Education majors: EDUC 205 and EDUC 207.* This course is designed to introduce different theories and principles of development, learning, motivation and assessment of student learning. The major emphasis in this course is on how to apply these principles in classroom practice in both typical and multicultural settings. *Normally taken in the second semester of the sophomore or junior year.*

EDUC 303 Secondary Education Field Experience I. 1 hour. A clinical experience required of secondary education majors prior to enrollment in student teaching. *S/U grading. Taken concurrently with EDUC 304.*

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 308 Secondary Content Area Literacy. 3 hours. *Prerequisite: EDUC 205, EDUC 207, EDUC 302, and formal admission to teacher education program.* A three-credit hour course designed to acquaint candidates with the role of literacy at the secondary level. Emphasis is placed on factors which influence literacy and learning from content-specific text material as well as the acquisition and refinement of associated teaching practices. This course will include reviewing current research regarding adolescent literacy; implementing best practices to foster constructive literacy skills; and integrating literacy, writing, and study skills into secondary school content areas.

EDUC 310 Professional Learning and Critical Thinking III. 1 hour. This course is a year-long forum for reflection and application of the learning from other teacher preparation coursework. The predominant format will be small, collegial groups of teacher candidates, receiving dedicated mentorship from faculty. Specific effort will be made to invoke critical thinking strategies as they relate to self-directed learning.

EDUC 331 Content Area Literacy. 2 hours. *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to 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. *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program.* A course that provides the elementary school teacher with methods to integrate the humanities (art and music), physical education and health, and social sciences. Lesson planning, effective teaching techniques and evaluation of instructional outcomes are studied in a unified approach to curriculum development.

EDUC 340 Education of the Exceptional Child. 3 hours. *Prerequisite: EDUC 205.* 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. *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program.* A study of historical and current trends with opportunity to both read extensively and explore strategies for enriching the elementary school curriculum through the use of children's literature.

EDUC 361 Collaborative Classroom Environments. 3 hours. *Prerequisite: EDUC 205.* This course is designed to maintain positive classroom environments by acquainting students with concepts and techniques of behavioral interventions; practical applications of behavior management techniques is emphasized. Students will learn how to design learning environments that are inclusive for all students.

EDUC 370 Curriculum and Assessment. 3 hours. *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program.* This course is designed to assist students in developing those skills essential for curriculum restructuring, planning, and implementation in the classroom. Two essential processes, curriculum development (including elements of instruction) and assessment will be considered with respect to relevant theory, research, and practice. K-12

classroom visits designed to provide a clinical setting for the demonstration of theory applied to practice will be an integral part of the course.

EDUC 380 Methods of Teaching Elementary Mathematics. 3 hours. *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program.* Basic principles of instruction and curriculum development in elementary school mathematics. Learning centers, games and diagnostic/prescriptive treatment are explored.

EDUC 382 Methods of Teaching Elementary Science. 3 hours. *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program.* Basic principles and new trends of instruction and curriculum development in elementary school science. Unit planning, laboratory activities, evaluation strategies and science learning centers are emphasized.

EDUC 385 Secondary School Curriculum. 3 hours. *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program.* Students study principles of instruction and curriculum development. They create courses, units, micro-tech and prepare learning situations utilizing different teaching strategies.

EDUC 401 Literacy Practicum I. 1 hour. *Prerequisite: Formal admission to teacher education program.* Provides the student with the opportunity to integrate literacy theory and practice by working with learners in classrooms or other field settings. *S/U grading. Taken concurrently with EDUC 407.*

EDUC 402 Literacy Practicum II. 1 hour. *Prerequisite: EDUC 401, formal admission to teacher education program.* A clinical experience that provides the student with the opportunity to utilize remedial literacy teaching methods with learners experiencing difficulty with literacy. *S/U grading. Taken concurrently with EDUC 452.*

EDUC 407 Methods of Teaching Literacy. 3 hours. *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program.* Principles and strategies for teaching elementary school literacy. Introduction to emerging concepts for meeting individual differences through diagnosing differences. Foundations of literacy instruction will be discussed as well as varying approaches. Application of current research findings will be included. *Taken concurrently with EDUC 401.*

EDUC 409 Methods of Teaching Language Arts – Elementary. 2 hours. *Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program.* Basic principles and new trends of instruction for development of oral language, writing and spelling skills at the elementary school level.

EDUC 410 Professional Learning and Critical Thinking IV. 1 hour. This course is a year-long forum for reflection and application of the learning from other teacher preparation coursework. The predominant format will be small, collegial groups of teacher candidates, receiving dedicated mentorship from faculty. Specific effort will be made to invoke critical thinking strategies as they relate to self-directed learning.

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 Literacy Problems. 3 hours. *Prerequisite: EDUC 407, formal admission to teacher education program.* A presentation of remedial methods of teaching literacy to elementary and secondary school students who exhibit literacy difficulty with emphasis on recent research, diagnosis and prescriptive teaching strategies. *Taken concurrently with EDUC 402.*

EDUC 455 Correction of Disabilities in Mathematics. 3 hours. Correction of Disabilities in Mathematics will focus on the causes of, diagnosis of, and treatment for difficulties in mathematics. A presentation of methods of teaching remedial mathematics to elementary and secondary school students who exhibit difficulty with mathematics with emphasis on recent research, diagnosis and prescriptive teaching strategies.

EDUC 475 Review for Teacher Certification Examinations. 0 hours. *Prerequisite: Formal admission to teacher education program.* A course designed to review and synthesize the skills and content knowledge related to the various fields of teacher certification including analysis and techniques

for solving problems on teacher certification examinations. Attempting the appropriate state-determined content exam(s) is required for approval to student teach, so only those students who do not pass the state-determined content exam(s) will be administratively enrolled in the course. Offered each semester and summer session. S/U grading. Taken concurrently with EDUC 476 or EDUC 478.

EDUC 476 Student Teaching on the Elementary School Level. 3-10 hours. Prerequisite: Completion of all appropriate methods courses and approval of the Teacher Education Council. Observation and supervised practice teaching at the elementary school level (grades 1-6). Taken concurrently with EDUC 475 if a passing state content assessment score is not obtained. Course fee required.

EDUC 478 Student Teaching on the Secondary School Level. 3-10 hours. Prerequisite: Completion of all appropriate methods courses and approval of the Teacher Education Council. Observation and supervised practice teaching at the secondary school level (grades 9-12). Taken concurrently with EDUC 475 if a passing state content assessment score is not obtained. Course fee required.

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

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

Methods courses related to specific teaching areas.

EDUC 350 Methods of Teaching the Biological and Physical Sciences. 3 hours. Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program. Must be taken prior to student teaching. A course adapted to the needs of those preparing to teach the natural sciences in the public schools at the middle school and high school levels. Offered fall semester.

EDUC 364 Methods of Teaching Art K-12. 3 hours. Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program. Must be taken prior to student teaching. The course covers problems of technical instruction and the education philosophy of school art. Offered to students preparing for K-12 art certification. Offered fall semester.

EDUC 367 Methods of Teaching Secondary Physical Education. 3 hours. A study in class organization and teaching methods in individual and team physical activities. A review of the fundamental skills and important teaching techniques of the different individual/team activities applicable to motor learning and growth and development. Preparation of sequential unit lesson plans and evaluation procedures are included. Offered fall semester.

EDUC 375 Speech/Theatre Methods. 2 hours. Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program. Must be taken prior to student teaching. Discussion of methods and materials for teaching speech and dramatic art in the secondary school. Offered fall semester.

EDUC 384 Methods of Teaching Secondary Social Studies and Economics. 3 hours. Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program. Must be taken prior to student teaching. A methods course that prepares students to teach secondary social studies. Course will include a study of the social studies curriculum at the middle school and high school levels, lesson planning, simulation games, value clarification, inquiry approach to teaching, materials and textbooks. Offered fall semester.

EDUC 442 Methods of Teaching Modern Foreign Languages. 3 hours. Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program. Must be taken prior to student teaching. For French or Spanish majors intending to teach in the K-12 public schools; practical applications of techniques and methods. Offered fall semester.

EDUC 444 Methods of Teaching Secondary Journalism. 3 hours. Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program. Must be taken prior to student teaching. A course designed to meet the needs of persons preparing to teach journalism at the secondary school level; practical applications of techniques and methods. Offered fall semester.

EDUC 446 Methods of Teaching Secondary English. 3 hours. Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program. Must be taken prior to student teaching. Units related to methods of teaching the middle school and high school student the novel, poetry and short story, and a unit on methods of teaching writing and grammar will be

included. Teaching of writing unit fulfills one semester hour credit toward completion requirement for certification in English.

EDUC 448 Methods of Teaching Secondary Mathematics. 3 hours. Prerequisite: EDUC 205, EDUC 207, EDUC 302, formal admission to teacher education program. Must be taken prior to student teaching. Principles of presenting mathematical concepts to middle school and high school students, curriculum trends and general instructional methodology. Offered fall semester.

English (ENGL)

ENGL 150 Composition. 3 hours. Writing course designed to develop students' abilities to write in a variety of modes for a wide range of purposes.

ENGL 200 Literature Matters. 3 hours. One of three foundational courses for majors and potential majors in English, Literature Matters introduces students to a central set of problems in contemporary literary studies (for example, *Identity and Empire*, *Shakespeare to Ondaatje*). The course includes important canonical works as well as neglected or emerging writers. There is a focus on how to read and understand literature; how reading and writing literature influence identity, meaning and value; and how to develop strategies for reading, discussing, and writing about literary works. Attention is also given to narrative structure. Students are strongly encouraged to enroll in this course in the spring semester of their freshman or sophomore year. *Offered spring semester.*

ENGL 201 British Literature I: Medieval through Eighteenth Century. 3 hours. Students discuss canonical texts of early British writing, with particular attention to close-reading and appreciation. The course often pursues a single theme, genre or motif through the readings.

ENGL 202 British Literature II: Nineteenth Century through the Present. 3 hours. This course introduces students to major writings from the past 200 years of British writing, with particular attention to close-reading and appreciation. The course often pursues a single theme, genre or motif through the readings.

ENGL 203 American Literature I: 1620-1865. 3 hours. Students become familiar with major writings from pre-Civil War American culture, with "flashbacks" to colonial American literature. The course often pursues a single theme, genre or motif through the readings.

ENGL 204 American Literature II: 1865-1980. 3 hours. This course introduces students to major texts of late nineteenth-and twentieth-century literature, with particular attention to modernist and postmodernist writing.

ENGL 207 Expository Writing: Art of the Essay. 3 hours. *Prerequisite: DAY-None. CCPS-ENGL 150.* Expository writing provides students with valuable opportunities to write in a wide variety of modes of nonfiction, including narrative essays, film and book reviews, cultural analyses and journalistic essays. Students read and discuss published nonfiction and participate in workshops where they respond to one another's writing in small groups. The workshop format enables students to respond to issues of form, purpose, voice and audience.

ENGL 208 Practicum: Tutoring in a Writing Center. 1 hour. *Prerequisite: ENGL 207.* Students work in a tutorial setting two hours per week and meet one hour per week to discuss assigned readings in composition studies. *S/U grading 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, and universal narrative structures.

ENGL 219 The Lawyer in Literature and Film. 3 hours. This course explores the role of attorneys in film and literature. Using a wide range of texts, the course examines how lawyers can be represented as either heroes, who use law to fight social injustice or villains, whose mastery of the law enables them to overpower others, especially the voiceless. Students will consider why attorneys are viewed through these competing lenses and how these stories and images help us understand our own struggles to gain agency and freedom in an increasingly complex and diverse world.

ENGL 235 The History of Film. 3 hours. A survey of major international and American film accomplishments beginning with Griffith and Chaplin and continuing through contemporary directors such as Bergman, Fellini and Allen. Some attention will be given to film technique, theory and analysis.

ENGL 251 Editing and Publishing. 3 hours. *Recommended prerequisite: ENGL 253.* A practical course devoted to publishing and editing in both print and electronic media.

ENGL 253 Grammar and Style. 3 hours. Prerequisite: DAY-None. CCPS-ENGL 150. Students intensively investigate modern English grammar and usage. The course acquaints students with models of understanding and teaching grammar and with opportunities for experimenting with a variety of styles.

ENGL 266 Creative Writing I – Fiction. 3 hours. Prerequisite: DAY-None. CCPS-ENGL 150. Students learn techniques for and practice in writing fiction. The course focuses on student workshops.

ENGL 267 Creative Writing I – Poetry. 3 hours. Prerequisite: DAY-None. CCPS-ENGL 150. Students learn techniques for and practice in writing poetry.

ENGL 268 Creative Writing I – Nonfiction. 3 hours. Prerequisite: DAY-None. CCPS-ENGL 150. Students learn techniques for and practice writing nonfiction.

ENGL 301 Theory and Practice. 3 hours. Prerequisite: DAY-None. CCPS-ENGL 150. This course introduces students to advanced research skills in literary studies. It focuses upon the central questions in literary studies and provides students with the critical and theoretical background to make sense of these questions.

ENGL 302 Women Writers. 3 hours. A study of British and American literary works written by women. Particular consideration will be given to feminist modes of inquiry and critical thought as well as to the contributions of women in literary scholarship.

ENGL 303 Single Author. 3 hours. This course provides an in-depth study of a single author's literary work. *May be repeated when authors vary. This course has been approved as an Honors qualified course.*

ENGL 305 Studies in Ancient through Medieval Literature. 3 hours. This course focuses on the literature of ancient and medieval cultures. Themes vary annually and may include "Representing Good and Evil in the Middle Ages" or "Forms of Love in the Middle Ages." Counts for the Medieval and Renaissance Studies minor when content focuses on the Middle Ages. *This course may be repeated when content varies.*

ENGL 306 Studies in Sixteenth- through Eighteenth-Century Literature. 3 hours. This course asks students to investigate selected topics in literature and culture of the Renaissance through the eighteenth century, including European, British and other cultures. *This course may be repeated when content varies.*

ENGL 307 Studies in Nineteenth-through Twentieth-Century Literature. 3 hours. This course requires students to engage the literature and culture of the nineteenth and twentieth centuries, with particular attention to interdisciplinary study of Victorian, post-Victorian, Modernist and Post-modern cultures in the Americas and Europe. *This course may be repeated when content varies.*

ENGL 311 Studies in Contemporary Literature. 3 hours. This course investigates trends in recent literature, written in or translated into English. Texts will date from about 1980 and later. *This course may be repeated when content varies. This course has been approved as an Honors qualified course.*

ENGL 317 African-American Literature. 3 hours. The backgrounds of African-American culture in African and Caribbean literatures, as well as the history of black American literature in the nineteenth and twentieth centuries, with focus on the contemporary scene.

ENGL 320 Grant Writing and Research. 3 hours. This course gives students practical experience researching and writing grant applications for not-for-profit agencies. Students from all disciplines are welcome.

ENGL 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. *This course has been approved as an Honors qualified course.*

ENGL 344 Studies in World Literature. 3 hours. Recommended prerequisite: ENGL 301. Students study works outside the Anglo-American tradition. *This course has been approved as an Honors qualified course.*

ENGL 345 Literature and Ethics 3 hours. *Recommended prerequisite: ENGL 200.* Students will read literary texts to better understand the nature of ethical issues, the limits of various ethical models, and how literature can help us develop capacities to make wise ethical decisions.

ENGL 353 Nature of the English Language. 3 hours. In this diachronic study of the English language, special attention is given to the development of the English language from its Anglo-Saxon origins to the present and to the varieties of English spoken in contemporary American society.

ENGL 355 Small Press Publishing. 3 hours. *Prerequisite: ENGL 253.* This course provides an opportunity to explore book binding, book structures, limited-edition runs and writing for small-press publishing.

ENGL 356 Teaching English as a Second/Foreign Language. 3 hours. This course is intended to help students gain introductory understanding of learning theory as it applies to English as a second/foreign language. Students will develop skills and practical teaching experience in ESL.

ENGL 366 Creative Writing II -Fiction. 3 hours. *Prerequisite: ENGL 266 or ENGL 267 or ENGL 268.* By participating in writing workshops, students learn advanced techniques for and practice in writing fiction.

ENGL 367 Creative Writing II - Poetry. 3 hours. *Prerequisite: ENGL 266 or ENGL 267 or ENGL 268.* This course trains students in advanced techniques for and practice in writing poetry.

ENGL 368 Creative Writing II - Nonfiction. 3 hours. *Prerequisite: ENGL 266 or ENGL 267 or ENGL 268.* This course provides advanced study of different kinds of nonfiction writing, with a practical emphasis aimed at preparing apprentice writers to publish their work as they become familiar with a wide range of publications.

ENGL 375 Land and Literature. 3 hours. This course traces the roots of contemporary thinking about the land in literature both ancient and modern. We will read a series of texts from the Bible, classical Greek culture, early modern England, and nineteenth- and twentieth-century America. Students should develop a sophisticated, wide-ranging understanding of how contemporary American culture has imagined (and treated) the natural world.

ENGL 381 Southern Literature. 3 hours. Literature of the southern American states in the context of the South's characteristic cultural identity.

ENGL 455 Advanced Writing Workshop. 3 hours. *Prerequisite: Any 300-level imaginative writing course such as THTR 354, ENGL 366, ENGL 367, or ENGL 368.* This intensive workshop provides writing majors a final opportunity to refine their poetry and prose. Students will be required to submit their work for publication and to create a professional portfolio.

ENGL 493 Senior Seminar. 3 hours. *Prerequisite: ENGL 301 and senior status.* This seminar-style course provides a capstone for both the English and Writing majors. Students will do independent research and synthesize their education at Drury, looking backward at how they have developed, and forward to where they will go next.

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

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

ENGL 397, 398, 497, 498 Internship.

Entrepreneurship (ENTR)

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. This course 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 397, 398, 497, 498 Internship.

ENTR 391, 392, 491, 492 Research.

Exercise & Sport Science (EXSP)

Activity Courses

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 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 even-numbered years.*

EXSP 109 Beginning Racquetball. 1 hour. Students will receive instruction in the basic racquetball shots and serves. The course also covers tactics, scoring, rules and etiquette. Students will practice skills and acquire knowledge necessary for participation as a fitness or leisure-time activity.

EXSP 113 Beginning Swimming. 1 hour. The student is instructed in the basic swimming strokes including freestyle, breaststroke and backstroke. An emphasis is placed on safety and learning to be comfortable in the water.

EXSP 140 Golf. 1 hour. Students will receive instruction in driving, iron play, chipping, pitching and putting. The course also covers tactics, scoring, rules and etiquette. Students will practice skills and acquire knowledge necessary for participation as a fitness or leisure-time activity. *Course fee required.*

EXSP 150 Tennis. 1 hour. Students will receive instruction in executing the basic techniques of forehand, backhand and service. The course also covers tactics, scoring, rules and etiquette. Students will practice skills and acquire knowledge necessary for participation as a fitness or leisure-time activity.

EXSP 160 Bowling. 1 hour. Students will receive instruction in the basics of 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 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 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 Restore 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 that helps students handle the challenges of life with a balanced disposition.

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 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 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 226 Aerobic Fitness. 1 hour. An introduction to aerobic fitness through aerobic dance. Some other forms of aerobic fitness are discussed and are included in the course content.

EXSP 265 Karate II. 1 hour. *Prerequisite: EXSP 165.* Refinement of basic principles of Japanese Karate-do. Students will build on skills gained in Karate I, learning more advanced Kihon (basic technique), Kumite (sparring with a partner) and Kata (the original forms of modern Karate).

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.

Theory Courses in Exercise and Sport Science

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.

EXSP 220 Personal Wellness. 2 hours. This course introduces students to the key components of wellness. Students will become familiar with testing methods and personal program development for areas such as: aerobic and anaerobic training, stress management and nutrition. Critical thinking about contemporary wellness issues will be discussed.

EXSP 228 Applied Statistics in Exercise and Sport Science. 3 hours. *Prerequisite: One year of high school algebra.* The course contains the mathematical basis for statistics including descriptive measures, probability and hypothesis testing. Some applications in exercise and sport science will include tests, ANOVA, correlation and regression. *Credit will not be given for both MATH 227 and EXSP 228.*

EXSP 305 Coaching of Football. 3 hours. A study of the philosophy and techniques of coaching football in high school or college.

EXSP 306 Coaching of Basketball. 2 hours. A study of the philosophy and techniques of coaching basketball 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 311 History and Principles of Exercise and Sport Science. 2 hours. The history of exercise science through ancient, early modern and the present century, combined with a study of the principles now accepted as basic in this field.

EXSP 312 Methods of 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.

EXSP 315 Adaptive Physical Education. 3 hours. *Prerequisite: Junior standing.* The course presents a practical approach to providing motor activities, general physical fitness and therapeutic exercises to persons having structural, metabolic and neurological handicaps. *Offered spring semester.*

EXSP 317 Socio-psychological Aspects of Exercise and Sport Science. 3 hours. This course is designed to aid the elementary and secondary teacher in the classifying and analyzing of physical education activities according to socio-psychological aspects. The analysis will be made from four main points of view: (1) interpretative, (2) impulsive, (3) neuromuscular and (4) organic.

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 330 Prevention and Care of Athletic Injuries. 3 hours. *Prerequisite: BIOL 205.* A course for the coach and trainer in conditioning, taping and use of therapy in prevention and recovery from athletic injuries.

EXSP 340 Organization and Administration of Sport. 3 hours. A study of the methods, resources, practices and procedures utilized in Sport Management. Content will include emphasis in facility management, intra-/extramurals, networking, legal aspects and resources of corporate fitness.

EXSP 341 Sports Information and Promotion. 3 hours. A study of methods, resources, practices and procedures utilized in sport management. Content will include emphasis in public relations, labor relations, promotion, fundraising and mass communication.

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 351 Exercise Prescription/Cardiac Rehabilitation. 3 hours. Prerequisite: BIOL 350. General principle of exercise prescription for healthy and diseased individuals. Particular emphasis will be on the interaction and analysis of patient demographics including risk factor assessment, medical history and graded exercise evaluation (EKG, stress test date) to develop a safe effective exercise program.

EXSP 365 Methods of Teaching Secondary Phys Ed. 3 hours. A study in class organization and teaching methods in individual and team physical activities. A review of fundamental skills and important teaching techniques of the different individual/team activities applicable to motor learning and growth and development. Preparation of sequential unit lesson plans and evaluation procedures are included.

EXSP 493 Senior Seminar. 3 hours. Prerequisite: BIOL 350.

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

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

EXSP 397, 398, 497, 498 Internship.

Finance (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 305 Financial Markets and Institutions. 3 hours. *Prerequisites: ACCT 210, MGMT 228, and admission to Breech School of Business.* A sound economy rests upon the health of its financial system. This course focuses on the history of financial markets over the past century. Emphasis will be placed on understanding the differences among various financial institutions, the activities of banks, the regulatory environment in which banks operate, and the role of banks as financial intermediaries. Other topics include the Federal Reserve system and monetary policy.

FINC 310 Risk Management and Insurance. 3 hours. *Prerequisite: Admission to Breech School of Business.* Principles and functions of property, casualty, life, and health insurance with applications in both personal and business situations.

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 415 Bank Management. 3 hours. *Prerequisites: ACCT 210, MGMT 228, and admission to Breech School of Business.* This course will help prepare students for a career in the banking industry by examining the changing competitive and regulatory environments of banks and how to analyze bank financial statements. Particular attention will be given to balancing the issues of profitability and risk management.

FINC 441 Advanced Corporate Finance. 3 hours. *Prerequisites: FINC 331 and admission to Breech School of Business.* This is the second course in corporate finance and will provide deeper exploration of core issues such as valuation, cost of capital, capital budgeting, estimating cash flows, capital structure, dividends, forecasting, and working capital management. Cases will be utilized to explain how financial theory is used in practice to help make better financial decisions. Students will develop a structure or method for analyzing problems, evaluating alternatives, and presenting solutions. Information sources will be identified and qualitative and quantitative skills will be developed for problem solving.

FINC 445 Derivatives and Alternative Investments. 3 hours. *Prerequisites: FINC 335 and admission to Breech School of Business.* This course explores derivative instruments such as options, futures and swaps, and focuses on the pricing and application of derivative strategies in speculation and hedging. The course will also explore the characteristics of alternative investment classes, including hedge funds, commodities, real estate and private equity, and how these types of assets play increasingly important roles in portfolio diversification.

FINC 455 Portfolio Management. 3 hours. *Prerequisites: FINC 335 and admission to Breech School of Business.* This course is designed to provide students with the tools necessary to construct efficient investment portfolios. Topics include the construction of an investment policy statement, choosing strategic and tactical asset allocations and monitoring portfolio performance. Both traditional portfolio management and alternative theories, such as behavioral finance, will be discussed.

FINC 495 Finance Professional Exam Preparation. 3 hours. *Prerequisites: FINC 331, FINC 335 and admission to Breech School of Business.* This course will be a directed study designed to prepare students for professional designations in the area of finance. Examples include preparation for the

Level I exam of the Chartered Financial Analyst (CFA®) designation or preparation for the Certified Financial Planner (CFP®) exam.

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

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

FINC 397, 398, 497, 498 Internship.

French (FREN)

FREN 101 Elementary French I. 3 hours. *For beginners.* Designed to develop, with FREN 102, an elementary proficiency in French. This course provides instruction for and assesses students' reading, writing, speaking and listening and provides an introduction to the cultures and cultural practices of the French-speaking world.

FREN 102 Elementary French II. 3 hours. *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. *For beginners.* Designed to develop, with FREN 104, an elementary proficiency in three of the five language and cultural skills covered in FREN 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 FREN 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 110 Food for Thought: Cuisine and Culture in the French Speaking World. 3 hours. This course examines French gastronomy as a significant cultural artifact and practice and explores its impact on the French-speaking world.

FREN 201 Intermediate French III. 3 hours. *Prerequisite: FREN 102.* Designed to develop, with FREN 202, a more advanced proficiency in French. This course provides instruction for and assesses students' reading, writing, speaking and listening and provides a continuation of study of the cultures and cultural practices of the French-speaking world.

FREN 202 Intermediate French IV. 3 hours. *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 French 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 230 French Beyond France: Cultural Identity in the Francophone World. 3 hours. This course explores the essence of Francophone cultural identity around the world, from former colonies in Africa and North America to overseas territories in the Antilles and Pacific Islands.

FREN 280 Intermediate International Language Study – French. 3 hours. *Prerequisite: FREN 101.* Intensive study of French at the elementary level, undertaken as part of a Drury sponsored travel experience in a French-speaking country. Students can fulfill the foreign language requirement by passing FREN 101 and this course.

FREN 301 French Grammar and Composition. 3 hours. *Prerequisite: FREN 202.* Advanced composition and oral communication. Includes a review of grammar and an introduction to culture in the French-speaking world.

FREN 302 French Culture and Civilization. 3 hours. Prerequisite: FREN 202. A study of the history, geography, art, philosophy and government of Francophone countries. Further development of communicative skills emphasized. *This course has been approved as an Honors qualified course.*

FREN 303 French Conversation. 3 hours. Prerequisite: FREN 202. Intense practice in French conversation focusing on increasing and developing listening and communication skills.

FREN 310 French Pronunciation and Phonetics. 1 hour. Prerequisite: FREN 202. Introduction to basic phonetics and pronunciation rules in French, including the phonetic alphabet and phonetic transcription.

FREN 311 French Pronunciation and Phonetics. 1 hour. Prerequisite: FREN 310. Continuation of FREN 310.

FREN 312 French Pronunciation and Phonetics. 1 hour. Prerequisite: FREN 310. Continuation of FREN 310.

FREN 314, 315, 316, 317, 318, 319 Community Service in French. 1 hour. Prerequisite: FREN 202. Individual service projects, designed in cooperation with a faculty member, through which students gain experience and help contribute to the learning of French language and culture in the local community. Required for majors and minors in French. *S/U grading.*

FREN 320 France Today: Who Are the French? 3 hours. Prerequisite: FREN 202. This course will explore various facets of contemporary French culture and place them in a broad historical context. The course is designed to help students understand the forces that have shaped and continue to shape French culture and France's position globally.

FREN 330 Dangerous Liaisons: French Literature in Translation. 3 hours. A survey of French writers such as Chrétien de Troyes, Molière, Balzac, Flaubert, Camus, Sartre, Maryse Condé and an investigation of literary movements: courtly romance, classicism, the Enlightenment, realism, romanticism, symbolism, existentialism and postcolonial discourse. The course is conducted in English; no previous knowledge of French is necessary.

FREN 344 Commercial French. 3 hours. Prerequisite: FREN 202. A technical study of language for business purposes with particular emphasis on commercial correspondence.

FREN 351 Introduction to French Literature I. 3 hours. Prerequisite: FREN 202. Literature in French from the Middle Ages to 1650. Major literary works of this period are read and discussed in French from a critical perspective. *This course has been approved as an Honors qualified course.*

FREN 352 Introduction to French Literature II. 3 hours. Prerequisite: FREN 202. Literature in French from 1650 to the present. Major literary works of this period are read and discussed in French from a critical perspective. *This course has been approved as an Honors qualified course.*

FREN 380 Advanced International Language Study – French. 3 hours. Prerequisite: FREN 101, FREN 102. Intensive study of French at the intermediate level or above, undertaken as part of a Drury sponsored travel experience in a French-speaking country.

FREN 441 Advanced Studies: French Language and Literature. 3 hours. Prerequisite: FREN 202. Special topics on rotation including history of France, translation, individual author study, literary movements or periods.

FREN 442 Advanced Studies: French Language and Literature. 3 hours each. Prerequisite: FREN 441. Special topics on rotation including history of France, translation, individual author study, literary movements or periods.

FREN 464 Genre Study: French Poetry. 3 hours. Prerequisite: FREN 202. A survey of French poetry from Guillaume to Marcelin Pleyne, considering diction, imagery, rhythm and structure.

FREN 465 Genre Study: French Drama. 3 hours. Prerequisite: FREN 202. A study of French drama from the medieval period to the present from such authors as Molière, Racine, Hugo, Sartre, Ionesco and Beckett.

FREN 466 Genre Study: French Prose. 3 hours. Prerequisite: FREN 202. A study of representative novels in French, short stories and essays from such authors as Madame de La Fayette, Prévost, Stendhal, Gide, Camus and Condé.

FREN 493 Senior Seminar. 3 hours. Prerequisite: FREN 202. *This course has been approved as an Honors qualified course.*

FREN 494 Senior Seminar: French Literature. 3 hours. Prerequisite: FREN 202. This course has been approved as an Honors qualified course.

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

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

FREN 397, 398, 497, 498 Internship.

Geography (GEOG)

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 413 Resource Management. 3 hours. This is a seminar and field course that is designed to provide students with a capstone experience to prepare them for a career or for graduate school. This course builds on foundational courses in geography and environmental studies and places students in hands-on planning and environmental projects. Examples of projects include water quality testing and analysis, land use planning, restoration ecology and wildlife conservation. Projects will be completed in coordination with local, state, or federal agencies, private agencies and/or nonprofit agencies. Students will publish and present their findings in a public setting. Offered spring semester.

Greek (GREE)

GREE 101 Elementary Greek I. 3 hours. *For beginners.* Designed to develop, with GREE 102, an elementary proficiency for communicating in Greek and to intensify familiarity with the cultural values of Greek peoples. *Offered spring semester in preparation for second semester of study in Greece.*

GREE 102 Elementary Greek II. 3 hours. *Prerequisite: GREE 101.* A continuation of GREE 101 designed to develop an elementary proficiency for communicating in Greek and to intensify familiarity with the cultural values of Greek peoples.

GREE 103 Introduction to Biblical Greek I. 3 hours. An introduction to the elements of New Testament (Koine) Greek with emphasis on grammar, vocabulary and syntax.

GREE 104 Introduction to Biblical Greek II. 3 hours. *Prerequisite: GREE 103.* A continuation of GREE 103 with emphasis on verbs and participles. We will translate sections of the New Testament and the Septuagint.

GREE 201 Intermediate Greek III. 3 hours. A continuation of GREE 101 and GREE 102, this course is a two-pronged course with two distinct goals: understanding the language and appreciating the culture. Through a variety of sources and analytical thinking, this course will employ the student's personal experiences from the semester on the island of Aegina, Greece, for an academic journey into the nuances of the Greek culture, at the end of which students will have improved self-awareness and an enriched world view.

GREE 202 Intermediate Greek IV. 3 hours. *Prerequisite: GREE 201.* A continuation of GREE 201, this course is a two-pronged course with two distinct goals: understanding the language and appreciating the culture. Through a variety of sources and analytical thinking, this course will employ the student's personal experiences from the semester on the island of Aegina, Greece, for an academic journey into the nuances of the Greek culture, at the end of which students will have improved self-awareness and an enriched world view.

History (HIST)

HIST 101 United States History to 1865. 3 hours. A broad survey of the major political and social developments from the time of Columbus to the Civil War. *Offered fall semester.*

HIST 102 United States History 1865 to Present. 3 hours. A broad survey of the major political and social developments from the Civil War to the present. *Offered spring semester.*

HIST 108 World History from 1500. 3 hours. A broad survey of world history from 1500 to the 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, South Asia and Southeast Asia as well as highlights the contributions and transformations as it interacts with other world civilizations.

HIST 110 Ancient Civilizations. 3 hrs. This course provides an introduction to ancient civilizations from the earliest societies through the Byzantine Empire, approximately 700 CE. The class concentrates on the ancient civilizations of India, Mesopotamia, Egypt, Greece, and Rome, while also examining the influence of other societies such as the Hebrews, the Phoenicians, the Minoans, and the Mycenaeans. Emphasis placed on culture and society, texts, and surviving artifacts and monuments.

HIST 212 Food, Culture and Identity in Asia. 3 hours. Food is a powerful cultural symbol that connects individuals and the community. This course examines the relationship between food and the history of agricultural practices, religion, social structure, rituals, family dynamics and state policies in Asia, particularly China, Japan, Hong Kong and Taiwan.

HIST 213 China: Film and History. 3 hours. This course examines major themes and changes in Chinese history through films and texts. Some of the themes include modernization, political and economic transformation, the Cultural Revolution, and globalization.

HIST 223 Medieval Europe. 3 hours. This course provides an introduction to the Middle Ages, examining the multiple influences that shaped European history from the fourth to the fifteenth century. Particular emphasis placed on Christianity, the twelfth-century Renaissance, medieval cities, and society and culture.

HIST 225 Renaissance and Reformation. 3 hours. This course provides an introduction to European history from the thirteenth to the seventeenth century, focusing on the Italian Renaissance and the Reformation. The first half of the class examines late medieval society, especially the society, religion and politics of the Italian city-states. The second half examines the reasons for the Reformation, with special emphasis given to the variety of religious reformations in sixteenth-century Europe.

HIST 230 Modern Europe. 3 hours. This course will examine European history from 1650 to the present, focusing on key historical developments such as absolutism and the state, the scientific revolution and Enlightenment, revolution, and ideologies of race and empire, nationalism, liberalism, and socialism. Addresses the emergence of fascism, communism and the Cold War. Also considers the effects of these developments on the wider world.

HIST 244 Russia and the Soviet Union. 3 hours. This course examines the history of Russia from its origins in medieval Kiev to the present-day. Areas of study include the imperial Russian state, revolution, communism, nationalism, and the Soviet Union. Attention given to the multi-cultural nature of its empire and successor states in Central Asia, Eastern Europe, and the Caucasus.

HIST 250 Colonial America. 3 hours. This course examines the history of colonial societies in the Americas. Through the use of the course's thematic material, students will be introduced to the basic skills used by historians in their investigation of the past, including a close reading and contextualization of primary source texts, the study of historical interpretations and controversies, citation and research methods, effective writing techniques, and oral communication skills.

HIST 251 History of Slavery. 3 hours. Exploration into the history and social, political and cultural significance of slavery and the slave trade in various societies and cultures; from slavery in the ancient world to transatlantic slave trade to slavery and its legacy in the modern era.

HIST 252 U.S. Sports History. 3 hours. This course examines major ideas and events in the history of American sports. 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 255 The Black Death. 3 hours. This course examines the history of the bubonic plague and other contagions, focusing particularly on the Black Death of 1347 to 1351. Through the use of the course's thematic material, students will be introduced to the basic skills used by historians in their investigation of the past, including a close reading and contextualization of primary source texts, the study of historical interpretations and controversies, citation and research methods, effective writing techniques and oral communication skills.

HIST 258 Revolutions. 3 hours. This course examines the history of revolutions. Through the use of the course's thematic material, students will be introduced to the basic skills used by historians in their investigation of the past, including a close reading and contextualization of primary source texts, the study of historical interpretations and controversies, citation and research methods, effective writing techniques and oral communication skills.

HIST 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 266 The Atlantic World, 1400-1800. 3 hours. This course examines the Atlantic world, particularly the connections between the peoples of Europe, Africa, and the Americas. Topics include merchant trade, piracy, exploration, conquest, indigenous peoples, slavery, religion, and empire. Primary sources include maps, chronicles, newspapers, and slave narratives. Special focus on cultural history especially the impact and legacy of negotiation, conflict, and exchange.

HIST 273 Rome, the City: Ancient to Renaissance. 3 hours. An introduction to the art, architecture and the history of Rome to 1650. Site visits focus on ancient Roman monuments, early Christian symbolism, medieval churches and the centrality of Rome as a Christian center from Peter to the papacy. *Offered as a study abroad course.*

HIST 274 Vietnam and American Society. 3 hours. This course examines America's participation in the Vietnam War and how the conflict shaped the lives of Americans who lived through that era. Offered fall semester.

HIST 320 The American Revolution. 3 hours. This course examines the revolutionary origins of America and its transition into a new nation. Topics include the experiences of soldiers, the transformation of politics, and the social revolution that followed war. Changes for Native Americans, African Americans, and women will also be examined as well as the global implications of the Revolution, and its influence on future anti-colonial rebellions.

HIST 321 Women in European History. 3 hours. Exploration of the lives and voices of European women throughout history and the ideologies that Western society has projected concerning women.

HIST 322 Joan of Arc: Film and History. 3 hours. Through an examination of trial records and documents, this course examines the life of the peasant Joan of Arc, one of the most popular figures in history. Additional focus on the context of the Middle Ages as well as myth-making and representations in literature, art, film and propaganda. In what ways are historical interpretations shaped by popular culture and cultural biases about the past? How has Joan remained an important cultural construction long after her death?

HIST 325 Gender and Culture: East Asia. 3 hours. This course explores the complex relationships between women and culture in two major civilizations in East Asia: China and Japan.

HIST 330 The American Civil War. 3 hours. The causes, nature and consequences of the Civil War; emphasis placed on political and social interpretations of the war, as well as its military events.

HIST 342 The European Witch-Hunts. 3 hours. This course examines the witch-hunts in Early Modern Europe. To understand the historical context, the course examines magic, heresy, witch-hunts and the shifting definitions in the late Middle Ages. Primary sources highlight the words of the accused and the accusers. Additional foci include the popular modern myths associated with the witch-hunts, as well as examination of modern witch-hunts. *This course has been approved as an Honors qualified 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.

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.

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 history and culture 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.

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. *This course has been approved as an Honors qualified course.*

HIST 381 The Holocaust. 3 hours. A detailed study of the origins, motivations and consequences of the Holocaust. Special focus on historiographical debates and primary sources documents. Is the Holocaust unique or does it share commonalities with other genocides?

HIST 385 Cold War. 3 hours. An analysis of specific Cold War controversies, particularly those that took place in the Third World; an examination of ideological, cultural and socio-historical aspects of the Cold War.

HIST 496 Honors Research. 3 hours. Prerequisite: HPRL 493. An intensive writing project for graduating seniors that is to be completed the semester after HPRL 493. With permission of departmental advisor and department chair, history students are eligible to be considered for the honors track in the department. Students should seek permission and complete the selection form in the semester before enrolling in HPRL 493. Working with a committee of history faculty, and continuing the research in HPRL 493, students complete a thirty-page project over the course of two semesters, relying on primary sources and relevant historiography. Public presentation of research is required. Students who complete the class gain valuable writing and research experience; the final paper is subject to faculty review to be considered for graduation with departmental honors.

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

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

HIST 397, 398, 497, 498 Internship.

Honors (HNRS)

HNRS 201 Western Culture I. 3 hours. This course will focus on a specific aspect of western culture during the time periods from the ancient Greek civilization through the Middle Ages.

HNRS 202 Western Culture II. 3 hours. This course is similar to HNRS 201 but will deal with subjects in the time periods from the Middle Ages to the present.

HNRS 205 First-Year Honors. 3 hours. This course is an intensive seminar for incoming honors students that will delve into many of the world's most profound ideas and artifacts, while at the same time introducing students to library and field research.

HNRS 211 American Studies. 3 hours. Further developing the theme of understanding our cultural heritage, this course will concentrate on some person, theme, time, controversy, etc., that will illuminate the understanding of American culture by looking at some specific aspects of our culture.

HNRS 222 Community Service. 1 hour. Honors students can earn academic credit by interning with social service agencies. Recognizing that honors students will be community leaders, the community service experience is provided to assist the students in developing sensitivity to community and individual needs as well as developing an understanding of how those needs might be met. Forty (40) hours of service is required for each credit hour earned. S/U grading.

HNRS 223, 323 Individual Intellectual Development Seminar. 1 hour. A seminar devoted to the discussion of books and films. Each student chooses a selection of books and/or films and must be prepared to lead discussions of the selected works.

HNRS 301 Great Ideas. 3 hours. This course will focus on one of the "great ideas" such as beauty, truth, justice, goodness, liberty, equality, etc. It may be approached as intellectual history, but other approaches also will be taken. The idea chosen may be one that has had a great impact on civilization-evolution, relativity, etc.

HNRS 322 Community Service. 1 hour. Honors students can earn academic credit by interning with social service agencies. Recognizing that honors students will be community leaders, the community service experience is provided to assist the students in developing sensitivity to community and individual needs as well as developing an understanding of how those needs might be met. Forty (40) hours of service is required for each credit hour earned. S/U grading.

HNRS 401, 402 Senior Colloquium and Research. 401 is 3 hours, 402 is 2 hours. Prerequisite: Two 200-level courses and one 300-level course in the honors program. Working with a mentor, students develop a plan for individualized research, in-depth, into a subject of their interest. The senior colloquium meets weekly to discuss the research projects and to provide a community of scholars who can assist and support each other. During the second semester, students present their research papers to the colloquium for discussion and debate, thus entering the great conversations of our tradition. The papers must exhibit high standards of scholarship and they must illuminate the subject in its historical context and social significance. Evaluation is made by the honors committee.

HNRS 410 Honors Portfolio. 0 hours. This course meets the Honors Program requirement that each honors student submit an approved honors portfolio. Each student portfolio will document how the student met the learning objectives and graduation requirements of the Honors Program. The Honors Portfolio is introduced during the HNRS 205 Freshmen Honors Seminar and honors students are expected to update them throughout an honors student's time at Drury. The final version of the portfolio, which documents a student's honors project, will be submitted during the course and must be approved by the Honor's Council. This course is taken during a student's last semester.

HNRS 290, 390, 490 Selected Topics. 3 hours.

HNRS 487, 488. Honors Internship. 3 hours.

History, Philosophy, & Religion (HPRL)

HPRL 493 Capstone Research Seminar. 3 hours. In this senior capstone seminar, students design and direct a research project as a culminating experience. Students choose, contextualize, and explicate a series of documents, artifacts, and/or images to shape an argument. Through the process, students demonstrate strong research, writing, and interpretive skills. As a result each student produces a 16-18 page paper and presents at the Capstone Conference. This course fulfills the Core Engaged Learning requirement. *Offered fall only.*

Language & Literature (LLIT)

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

Mathematics (MATH)

MATH 100 Intermediate Algebra. 3 hours. *Prerequisite: Prealgebra 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. *Prerequisite: 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 141 Applied Logic. 1 hour. This course is designed to help students learn to apply the tools of logic to concrete situations, such as those posed on LSAT and GMAT tests. The course will include a discussion of propositional logic, propositional equivalences, rules of inference and common fallacies. Students are strongly encouraged to take PHIL 100 Introduction to Logic and Critical Thinking either prior to or concurrently with this course.

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.

MATH 211 Precalculus. 3 hours. *Prerequisite: High-school level algebra skills and/or successful completion of College Algebra are required.* This course is designed to prepare students for Calculus I. It covers a variety of topics from algebra, with emphasis on the development of rational, exponential, logarithmic and trigonometric functions including their essential properties, graphs and basic applications. Additional topics range from linear systems to conic sections.

MATH 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 such as descriptive statistics, correlation and regression, basic experimental design, elementary probability, binomial and normal distributions, estimation and test of hypotheses, and analysis of variance.

MATH 230 Business Calculus. 3 hours. *Prerequisite: Two years of high school algebra.* Topics from differential and integral calculus with an emphasis on business applications. *This class cannot be used as a prerequisite for MATH 232.*

MATH 231 Calculus I. 4 hours. *Prerequisite: 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 an emphasis on differentiation.

MATH 232 Calculus II. 4 hours. *Prerequisite: MATH 231 or Math 236. It is recommended that students receive a grade of C or better in MATH 231 or MATH 236 to be successful in this course.* Continuation of Calculus I including techniques of integration and infinite series.

MATH 233 Calculus III. 4 hours. *Prerequisite: MATH 232. It is recommended that students receive a grade of C or better in MATH 232 to be successful in this course.* Functions of two variables, partial differentiation, applications of multiple integrals to areas and volumes, line and surface integrals, and vectors.

MATH 234 Introduction to Mathematical Proof. 3 hours. *Prerequisite: MATH 231 or MATH 236. Recommended prerequisite: MATH 232.* A careful introduction to the process of constructing mathematical arguments, covering the basic ideas of logic, sets, functions and relations. A substantial amount of time will be devoted to looking at important forms of mathematical

argument such as direct proof, proof by contradiction, proof by contrapositive and proof by cases. Applications from set theory, abstract algebra or analysis may be covered at the discretion of the instructor.

MATH 235 Linear Algebra. 3 hours. Prerequisite: MATH 232. Study of linear transformations, matrices and vector spaces.

MATH 236 Honors Calculus I. 4 hours. Prerequisite: Math ACT score of 28 or better and a course in trigonometry with a grade of B or better. This course is an introduction to single variable calculus with an emphasis on differential calculus. We will cover limits, derivatives, and applications, with an emphasis on both calculational techniques and their theoretical underpinnings. The course will conclude with an exploration of the Riemann sum definition of the definite integral.

MATH 301 Abstract Algebra. 3 hours. Prerequisite: MATH 234 or CSCI 241 and CSCI 262, MATH 235. The elementary properties of groups, rings and fields are developed.

MATH 326 Probability Theory. 3 hours. Prerequisite: MATH 232. It is recommended that students receive a grade of C or better in MATH 232 to be successful in this course. This course includes an introduction to probability theory, discrete and continuous random variables, mathematical expectation and multivariate distributions.

MATH 327 Mathematical Statistics. 3 hours. Prerequisite: MATH 326. It is recommended that students receive a grade of C or better in MATH 326 to be successful in this course. This course takes the material from MATH 326 into the applications side of statistics including functions of random variables, sampling distributions, estimations and hypothesis testing.

MATH 330 Geometry. 3 hours. Prerequisite: MATH 234. Foundations of Euclidian geometry from the axioms of Hilbert and an introduction to non-Euclidian geometry.

MATH 366 Differential Equations. 3 hours. Prerequisite: MATH 232. A first course in ordinary differential equations.

MATH 421 Real Variables. 3 hours. Prerequisite: MATH 233, MATH 234. Recommended prerequisite: MATH 301. Real number system, set theory, continuity and differentiability.

MATH 432 Complex Variables. 3 hours. Prerequisite: MATH 233, MATH 234. A study of complex numbers, analytic functions, complex integration, residues and series.

MATH 440 Topology. 3 hours. Prerequisite: MATH 234. An introduction to point-set topology. Metric spaces, connectedness, completeness and compactness are some of the topics discussed.

MATH 493 Senior Seminar. 3 hours. Modern topics in mathematics are discussed in a seminar setting. Students integrate their study of mathematics throughout their undergraduate years and explore the connections among mathematics and other courses they have pursued. Departmental assessment of the major is included. *This course is designed to be a capstone experience taken during the final semester of the senior year. This course has been approved as an Honors qualified course.*

MATH 494 Senior Seminar for Secondary Education Math Majors. 3 hours. The history and philosophy of mathematics are discussed in a seminar setting. All students in this course must complete a project wherein familiar questions asked by high school math students are examined and answered in depth. Also, students are required to read and make a presentation on an article from an approved mathematics education journal. Department assessment of the major is included. *This course is designed to be a capstone experience taken during the fall semester of the senior year.*

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

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

MATH 397, 398, 497, 498 Internship.

Medical Technology (MEDT)

Course descriptions for the medical technology programs at the Cox program:

MEDT 401 Clinical Microbiology. 7-9 hours. Theory and techniques of cultivation, isolation and identification of bacteria, fungi, parasites and viruses, determination of sensitivity to antimicrobial agents, clinical correlation to disease states, asepsis, environmental monitoring, quality control, and quality improvement.

MEDT 402 Clinical Microscopy. 1-2 hours. Principles and techniques of the physical, chemical and microscopic examination of urine and other body fluids as related to the disease process.

MEDT 403 Clinical Hematology and Coagulation. 6-8 hours. Theory of blood cell formation, disease states, hemostasis, microscopic examination of blood/bone marrow films, practical experience with instruments and techniques that determine major hematologic and coagulation parameters, quality control, and quality improvement.

MEDT 404 Clinical Biochemistry. 8-10 hours. Identification and quantification of specific chemical substances in blood and body fluids by analytical techniques, clinical correlation and disease states, principles of instrumentation, data processing, toxicology, quality control, and quality improvement.

MEDT 405 Diagnostic Immunology. 2-4 hours. Antigen/antibody structure, function and interaction, basic principles and procedures of humoral and cellular immunology, performance and clinical correlation of serologic testing, basic flow cytometry, quality control, and quality improvement.

MEDT 406 Immunohematology. 3-4 hours. Major blood group systems, principles and procedures for antigen/antibody detection, identification, donor blood collection, preservation, processing, component therapy, transfusion reaction evaluation, Rh immune globulin evaluation, quality control, and quality improvement.

Management (MGMT)

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 170 Computer Proficiency Exam. 0 hours. Students completing a major in accounting, economics, finance, management, or marketing; or a minor in business administration, are expected to possess computer proficiency in critical business productivity tools (word processing, spreadsheet and presentation). Competency will be assessed through the administration of a proficiency exam. *Offered for satisfactory/unsatisfactory credit only. Course fee required.*

MGMT 204 Organizational Behavior. 3 hours. This course introduces students to theories and models of human behavior in organizations with an emphasis on the individual level processes. Topics covered include individual and situational explanations for behavior, communication, decision-making, motivation, leadership, and teams. Workplace and managerial applications are considered.

MGMT 205 Study Abroad. 0 hours. Study Abroad office must be notified and all policies must be followed including but not limited to insurance requirements. This course meets the Breech study abroad requirement. Study abroad trips that fall in this category will be for a year, semester or stay of at least 21 days. These trips will include formal enrollment in a University (Drury or other) study abroad program in any academic area. Students will have the opportunity to interact in the global business community on a variety of levels: business transactions, travel arrangements and interactions with residents of the host country. Application and prior approval is required. *S/U Grading.*

MGMT 206 Study Abroad: Business/Leadership. 0 hours. Study Abroad office must be notified and all policies must be followed including but not limited to insurance requirements. This course meets the Breech study abroad requirement. Study abroad trips that fall in the business/leadership category will be for a stay of at least 14 days. These trips will include formal enrollment in a University (Drury or other) program, with a focus on global business. In this type of study abroad program, students will be exposed to business operations and/or leadership challenges in another country. They will also be expected to have interactions with business executives or other leaders in professional settings. Application and prior approval is required. *S/U Grading.*

MGMT 207 Study Abroad: Service Learning. 0 hours. Study Abroad office must be notified and all policies must be followed including but not limited to insurance requirements. This course meets the Breech study abroad requirement. Study abroad trips that fall in the service learning category will be for a stay of at least 7 days. This program would not necessarily require formal enrollment in a University; it would, however, require affiliation with a formal agency/organization or some form of University sponsorship. Students may not complete this program on an individual basis. In this type of study abroad program, students will be focused on an intensive immersive experience and will be interacting almost exclusively with a variety of host country residents while engaged in a community service project. Students will be expected to base this personal interaction on the pursuit of a particular goal. Application and prior approval is required. *S/U Grading.*

MGMT 208 Study Abroad: International Student. 0 hours. Study Abroad office must be notified and all policies must be followed including but not limited to insurance requirements. This course meets the Breech student abroad requirement. The international student category covers students from outside the United States who are studying business at Drury. Application and prior approval is required. *S/U Grading*

MGMT 228 Analytical Methods. 3 hours. Prerequisite: MGMT 170, 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 Breech 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 319 Business Law and Ethics. 3 hours. *Prerequisite: Admission to Breech School of Business.* This course explores ethical and legal issues in business beginning with the legal system and forms of dispute resolution and covering the procedural and substantive areas of constitutional law, business crimes, torts/products liability, contracts and sales. Contemporary legal and ethical issues in business are discussed.

MGMT 320 Commercial Law and Ethics. 3 hours. *Prerequisite: Admission to Breech School of Business.* This course covers the legal requirements of the Uniform Commercial Code as to negotiable instruments, debtor-creditor relationship, and secured transactions. Other substantive areas covered in this class include bankruptcy, insurance, business organizations, and employment law.

MGMT 321 Legal and Ethical Environment of Business. 3 hours. *Prerequisite: Admission to Breech School of Business.* This course is an overview of laws and regulations as they pertain to the business atmosphere. Topical areas include procedural laws and the court system, alternative means of dispute resolution, constitutional law, torts/products liability, business crimes, contracts, sales, forms of business organizations, and employment regulation. Case analysis and ethical implications are discussed in each area.

MGMT 340 Project Management. 3 hours. *Prerequisite: MGMT 228, MGMT 301, and admission to the Breech School of Business.* A study of management theory particular to the effective organization and leadership of programs and projects. Essential elements of this study include project planning, investments and evaluation, and the management of complex processes. Provides students with the opportunity to work in teams applying project management principles to relevant challenges.

MGMT 356 Negotiation and Organizational Conflict. 3 hours. *Prerequisites: MGMT 301 and admission to the Breech School of Business.* This course introduces theory and process of negotiation and other methods of conflict management. Students will also gain hands-on experience through extensive use of two-party simulations, cases, and discussions. Representative topics include negotiation, group decision making, and alternate forms of conflict resolution.

MGMT 373 Human Resource Management. 3 hours. *Prerequisite: MGMT 301 and Admission to Breech School of Business.* A survey of the major human resource management functions including planning, staffing, training and development, performance management, compensation, health, safety and security, and employee and labor relations.

MGMT 374 Employment Laws and Regulations. 3 hours. *Prerequisite: MGMT 301 and admission to the Breech School of Business.* This course should give students the opportunity to learn legislation and common law that applies to employers and employees. The course will examine all existing federal employment laws including but not limited to the Family and Medical Leave Act, Title VII of the Civil Rights Act, the Americans with Disability Act, the Age Discrimination in Employment Act, and the Fair Labor Standard Act as well as some state laws such as state worker's compensation laws and some state discrimination regulation. The course will include learning the applicable regulations for enforcement of such laws.

MGMT 422 Corporate Policy and Ethics. 3 hours. *Prerequisite: ECON 311 or ECON 312 (as required for your major), MGMT 301, MKTG 337, and admission to Breech School of Business.* Senior seminar course for students majoring in accounting, economics, finance, management or marketing. 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. *Prerequisite: Admission to Breech School of Business. Senior Standing. It is recommended this course be taken concurrently with MGMT 446 and/or final semester prior to graduation.* The business simulation workshop offers students the opportunity to learn about, and engage in, a competitive business environment via the CapSim business simulator. Students will partner in close teams to develop a deep understanding of general business strategies and tactics, and they will apply this theoretical understanding by managing various functional areas of a simulated manufacturing firm. By the end of the course, students will understand the basic principles of strategic business management, as well as the decisions that managers make in pursuit of their strategic goals and objectives. Business professionalism constitutes an essential component to the course, as it represents a key success variable in communicating and substantiating business decisions to external business constituents. For this reason, students will make multiple presentations in the course of the semester to one another, as well as to visitors from the business community whenever possible.

MGMT 425 International Management. 3 hours. *Prerequisites: MGMT 301 and admission to the Breech School of Business.* This course explores the distinct challenges of management in an international environment. Topics covered include global environment, national culture, international human resource issues, and managing a multinational workforce.

MGMT 446 Strategic Management. 3 hours. *Prerequisite: FINC 331, MGMT 301, MKTG 337, and admission to Breech School of Business.* Capstone course. Integrative approach to analysis, using tools and theory from finance, economics, accounting, and marketing. Individual and team projects including oral and written presentations. Emphasis on analytical and strategic reasoning, including critical analysis of company/financial and industry/competitive information. Corporate social responsibility and global business issues also play an important role in this course.

MGMT 476 Nonprofit Organizations. 3 hours. *Prerequisite: Admission to Breech School of Business.* This course is designed to support the Arts Administration major, but is an appropriate elective for several majors such as Management and Public Relations. The focus of the course is on the development and ongoing operation of nonprofit organizations, particularly those involved in the arts. Incorporation, taxation, financial reporting, marketing, donor database management, contracting, and personnel issues are examples of topics covered.

MGMT 480 Professional Business Experience. 3 hours. *Prerequisite: Admission to Breech School of Business Administration, minimum 2.5 GPA, and junior or senior standing; or permission from the Breech Dean.* Internship experience for students majoring in economics, finance, management, or marketing. (Students majoring in Accounting should register for ACCT 480). Includes one in-class meeting time each week during the semester for discussions pertaining to professionalism in the workplace environment. *S/U grading.*

MGMT 481 International Internship. 3 hours. *Prerequisite: Appropriate learning contracts must be filed with Career Services. Study Abroad office must be notified and all policies must be followed including but not limited to insurance requirements.* Application for approval of this course is required. 135 hour work requirement. The study abroad requirement may be fulfilled by an international internship that meets Breech's internship requirements. Only internships completed for class credit and with appropriate involvement by Career Services and the Drury Study Abroad Programs will qualify.

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

MGMT 397, 398, 497, 498 Internship. 3 hours.

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

Marketing (MKTG)

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.

MKTG 338 Professional Selling and Presentation. 3 hours. *Prerequisite: MKTG 337 and admission to Breech School of Business.* This course explains and illustrates the process of making informative and persuasive verbal presentations. Topics include presentation materials and formats, handling objections, reaching decisions and servicing customers. Case studies and professional speakers will be used to illustrate the process.

MKTG 339 Principles of Advertising. 3 hours. *Prerequisite: MKTG 337 and admission to Breech School of Business.* Introduction to advertising as an effective marketing communications tool. Strategic approach to alternative target need recognition, matching customer needs to firm strengths, and using ethical and socially responsible techniques to effectively communicate benefits to targeted markets. Individual and team projects with operating sponsors.

MKTG 341 Product Development and Brand Strategy. 3 hours. *Prerequisite: MKTG 337 and admission to Breech School of Business.* Course concentrates on issues related to product/brand management- an important aspect of marketing function- its integration within the organization, management of portfolio of brands/products, environmental scanning, identification and creation of value (not just product) to offer to consumers, budgeting, planning, and control issues. Specific areas discussed include research, data management, analyses for planning and decision making, decisions in the areas of product/service offering, pricing, promotions management (advertising, sales promotion, personal selling and publicity), distributions (all aspects of it), ethics and global implications, among others.

MKTG 344 Consumer Behavior. 3 hours. *Prerequisite: MKTG 337 and admission to Breech School of Business.* This course focuses on application of the behavioral sciences to help understand consumer behavior. Emphasis is placed on understanding the essentials underlying consumer behavior, and developing an ability to relate such understanding to important issues faced by marketing practitioners. Course topics include perception, memory, affect, learning, persuasion, motivation, behavioral decision theory and environmental (e.g., social and cultural) influences. Emphasis is on practitioner-oriented managerial implications of marketing tool applications, including the impact of market promotion, marketing communications, research techniques, consumer motivation, and perception.

MKTG 348 Marketing Research. 3 hours. *Prerequisite: MKTG 337 and admission to Breech School of Business.* This course is a study of research methods used in marketing, including problem definition, research design, questionnaire construction, gathering and interpreting of field and/or secondary data, presentation of research conclusions, and projections for the future. In order to successfully participate, students must be proficient in marketing principles and theories.

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

MKTG 391, 392, 491, 492 Research.

Music Therapy (MTHP)

MTHP 101 Field Studies I. 1 hour. Pre-internship experiences; counseling techniques in music therapy; 42 clock hours of clinical contact including a weekly seminar.

MTHP 102 Music Therapy Orientation and Accountability. 2 hours. Exploration of the history of music therapy and introduction to current practices, approaches, and populations served. Includes an introduction to the treatment process, writing goals and objectives, and documentation procedures. Requires twelve clock-hours of pre-internship and clinical observation.

MTHP 130 Beginning Class Guitar. 1 hour. Beginning class guitar instruction for music therapy majors with focus on basic chords, finger-picking, repertoire development and song-leading.

MTHP 131 Intermediate Class Guitar. 1 hour. Prerequisite: MTHP 130. Intermediate class guitar instruction for music therapy majors with focus on bar chords, advanced finger-picking patterns, and advanced repertoire. Emphasis on playing and singing popular music with stylistic accuracy.

MTHP 132 Intergenerational Rock Band. .5 hours. Drury students partner with older adults from community settings to rehearse contemporary rock and popular music, culminating in a concert for the public. *Spring semester only. Not a required course.*

MTHP 200 Psychology of Music. 3 hours. Introduction to the field of music psychology, overview of musical acoustics, music and emotion, and affective responses to music.

MTHP 201 Field Studies II. 1 hour. Pre-internship experiences; counseling techniques in music therapy; 42 clock hours of clinical contact; including a weekly seminar.

MTHP 202 Medical Music Therapy. 3 hours. Orientation to the medical music therapy model including geriatric, rehabilitation, hospital, and hospice settings.

MTHP 301 Field Studies III. 1 hour. Pre-internship experiences; counseling techniques in music therapy; 42 clock hours of clinical contact including a weekly seminar.

MTHP 310 Recreational Music. 3 hours. Prerequisite: Pass piano and guitar proficiency examinations. Materials and methods in music therapy, nontraditional piano, guitar, hand bell and percussion techniques, musical movement, music activity leadership, arranging and improvisation techniques in music therapy.

MTHP 340 Music Therapy in Developmental and Behavioral Health. 3 hours. Prerequisite: PSYC 334. Music therapy objectives and interventions for children and adults in the developmental disability and behavioral health settings. Includes orientation to counseling approaches and techniques.

MTHP 380 Internship Experience. 3 hours. Prerequisite: Completion of all undergraduate coursework, with a minimum grade of C in all Music Therapy coursework and permission of instructor. A capstone applied experience in the Music Therapy program. Students must complete at least 510 clock hours of internship in an approved clinical setting. MTHP 380 terminates with the 510 hour (midterm) internship evaluation. *This course has been approved as an Honors qualified course.*

MTHP 401 Field Studies IV. 1 hour. Pre-internship experiences; 43.5 hours of hands on work within a music therapy setting under the supervision of a board certified music therapist. All aspects of music therapy competencies will be covered in both the weekly seminar and the clinical setting.

MTHP 430 Behavior Measurement and Research. 3 hours. Scientific writing, elementary statistical tests, research ethics, and evaluation of results of music therapy treatments. Includes techniques for behavior measurement, reliability, and charting in music therapy. *This course has been approved as an Honors qualified course.*

MTHP 475 Music Therapy Capstone. 1 hour. Career planning in music therapy including preparation of internship application materials, interview techniques, and topics in professionalism and ethics. *This course has been approved as an Honors qualified course.*

MTHP 480 Internship Experience. 3 hours. Prerequisite: Completion of all undergraduate coursework, with a minimum grade of C in all Music Therapy coursework and permission of instructor. A capstone applied experience in the Music Therapy program. Students must complete at least 510 clock hours of internship in an approved clinical setting. MTHP 480 terminates with the

1020 hour (final) internship evaluation. *This course has been approved as an Honors qualified course.*

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

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

MTHP 397, 398, 497, 498 Internship.

Applied Music (MUAP)

MUAP 201 Applied Instruction Trumpet	1-2 hrs.
MUAP 202 Applied Instruction French Horn	1-2 hrs.
MUAP 203 Applied Instruction Trombone	1-2 hrs.
MUAP 204 Applied Instruction Baritone	1-2 hrs.
MUAP 205 Applied Instruction Tuba	1-2 hrs.
MUAP 206 Applied Instruction Percussion	1-2 hrs.
MUAP 207 Applied Instruction Organ	1-2 hrs.
MUAP 208 Applied Instruction Piano Non Major	1-2 hrs.
MUAP 209 Applied Instruction Piano Major	1-2 hrs.
MUAP 210 Applied Instruction Piano	1-2 hrs.
MUAP 211 Applied Instruction Violin	1-2 hrs.
MUAP 212 Applied Instruction Viola	1-2 hrs.
MUAP 213 Applied Instruction Violin/Cello	1-2 hrs.
MUAP 214 Applied Instruction Double Bass	1-2 hrs.
MUAP 215 Applied Instruction Guitar	1-2 hrs.
MUAP 216 Applied Instruction Guitar	1-2 hrs.
MUAP 217 Applied Instruction Harp	1-2 hrs.
MUAP 218 Applied Instruction Flute	1-2 hrs.
MUAP 219 Applied Instruction Oboe	1-2 hrs.
MUAP 220 Applied Instruction Clarinet	1-2 hrs.
MUAP 221 Applied Instruction Alto Saxophone	1-2 hrs.
MUAP 222 Applied Instruction Tenor Saxophone	1-2 hrs.
MUAP 223 Applied Instruction Bassoon	1-2 hrs.
MUAP 224 Applied Voice	1-2 hrs.
MUAP 401 Applied Instruction Trumpet	1-2 hrs.
MUAP 402 Applied Instruction French Horn	1-2 hrs.
MUAP 403 Applied Instruction Trombone	1-2 hrs.
MUAP 404 Applied Instruction Baritone	1-2 hrs.
MUAP 405 Applied Instruction Tuba	1-2 hrs.
MUAP 406 Applied Instruction Percussion	1-2 hrs.
MUAP 407 Applied Instruction Organ	1-2 hrs.
MUAP 408 Applied Instruction Piano Non Major	1-2 hrs.
MUAP 409 Applied Instruction Piano Major	1-2 hrs.
MUAP 410 Applied Instruction Piano	1-2 hrs.
MUAP 411 Applied Instruction Violin	1-2 hrs.
MUAP 412 Applied Instruction Viola	1-2 hrs.
MUAP 413 Applied Instruction Violin/Cello	1-2 hrs.
MUAP 414 Applied Instruction Double Bass	1-2 hrs.
MUAP 415 Applied Instruction Guitar	1-2 hrs.
MUAP 416 Applied Instruction Guitar	1-2 hrs.
MUAP 417 Applied Instruction Harp	1-2 hrs.
MUAP 418 Applied Instruction Flute	1-2 hrs.
MUAP 419 Applied Instruction Oboe	1-2 hrs.
MUAP 420 Applied Instruction Clarinet	1-2 hrs.
MUAP 421 Applied Instruction Alto Saxophone	1-2 hrs.
MUAP 422 Applied Instruction Tenor Saxophone	1-2 hrs.
MUAP 423 Applied Instruction Bassoon	1-2 hrs.
MUAP 424 Applied Voice	1-2 hrs.

Music (MUSC)

MUSC 101 Introduction to Composition I. 1-2 hours. Prerequisite: Permission of instructor.

Introduction to principles of composition. Written work modeled on analyses of representative forms. Original composition in various forms and styles. Instruction in traditional manuscript preparation and music notation software. 2 cr (major)/1 cr (non-major).

MUSC 102 Introduction to Composition II. 1-2 hours. Prerequisite: MUSC 101. Introduction to principles of composition. Written work modeled on analyses of representative forms. Original composition in various forms and styles. Instruction in traditional manuscript preparation and music notation software. 2 cr (major)/1 cr (non-major).

MUSC 105 Recital Attendance. 0 hours. Music majors are required to attend weekly recital class and ten concerts each semester. Attendance will be taken at each event. Graded on an S/U basis.

MUSC 107 Beginning Class Guitar for Non-Majors. 1 hour. Beginning class guitar group instruction for non-music majors. Focus on first position chords and ability to play a variety of pop music quickly. Ability to read music is not necessary for success in this course.

MUSC 108 Percussion Class. 2 hours. This course is an introduction to mallet and battery percussion and timpani. Students will be expected to learn to perform both solo and ensemble literature on one instrument from each of the three groups. Works ranging from easy to medium difficulty will be used.

MUSC 109 String and Percussion Class. 2 hours. Historical development of the bowed string family, with ensemble practice on violin, viola, cello and bass. Emphasis upon individual performance and methods for elementary string instruction.

MUSC 111 Brass Class. 2 hours. The study of the trumpet, horn, trombone, baritone horn and tuba. Students are expected to demonstrate ability to perform scales and arpeggios, small ensemble and solo work of medium difficulty.

MUSC 113 Woodwind Class. 2 hours. A study of five woodwind instruments: flute, oboe, clarinet, bassoon and saxophone. Students are expected to demonstrate ability to perform scales and arpeggios, small ensemble and solo work of medium difficulty.

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 116 History of American Pop Music. 3 hours. This course examines the historical significance of popular music in the United States from the mid-19th century to the present. We will focus on the musical, cultural, social, political, and economic dimensions ("the context") of genres ranging from the Minstrel Show and Tin Pan Alley to blues, jazz, swing, country, folk, soul, rock, disco, and hip-hop.

MUSC 117 Music Theory I. 3 hours. Introduction to the basic music vocabulary. Elements of tonal music approached through hearing, writing and analytical; work in diatonic harmony and basic species counterpoint. All students must enroll in Ear Training and Sight Singing I.

MUSC 118 Music Theory II. 3 hours. Prerequisite: MUSC 117. Continuation of diatonic harmony with an emphasis on 4-part writing. Analysis of Bach chorales and an introduction to musical forms. All students must enroll in Ear Training and Sight Singing II.

MUSC 120 Voice Class. 2 hours. Basic physical and psychological principles of voice production, with particular attention to problems of tone, diction, development of vocal range and sight reading. Offered fall semester.

MUSC 121 Ear Training and Sight Singing I. 1 hour. An aural skills course to be taken concurrently with music theory. Each corresponding aural skills course reinforces the skills being taught in written theory through interval, melodic, harmonic and rhythmic dictation as well as through the preparation and sight singing of music.

MUSC 122 Ear Training and Sight Singing II. 1 hour. An aural skills course to be taken concurrently with music theory. Each corresponding aural skills course reinforces the skills being taught in

written theory through interval, melodic, harmonic and rhythmic dictation as well as through the preparation and sight singing of music.

MUSC 127 Percussion Ensemble. .5 hours. Percussion ensemble provides students with the opportunity to learn standard percussion ensemble music, address technical demands when preparing music for performance and to foster growth in the areas of general and ethnic percussion pedagogy.

MUSC 129 Flute Ensemble. .5 hours. Flute ensemble is designed to familiarize students with a variety of flute ensemble literature, coach students in flute fundamentals for effective ensemble performance and to provide performance opportunities for Drury and the community.

MUSC 131 Brass Ensemble. .5 hours. Outstanding instrumentalists may be selected to be in Drury's three scholarship ensembles, each of which provides a financial award above-and-beyond Department of Music activity grants. These ensembles receive weekly coachings with faculty and perform in twice-yearly chamber music concerts and as part of the Drury Consort.

MUSC 133 Clarinet Ensemble. .5 hours. Clarinet ensemble is open to all students and is devoted to performing literature written expressly for the clarinet family of instruments.

MUSC 135 Woodwind Quintet. .5 hours. Outstanding instrumentalists may be selected to be in Drury's three scholarship ensembles, each of which provides a financial award above-and-beyond Department of Music activity grants. These ensembles receive weekly coachings with faculty and perform in twice-yearly chamber music concerts and as part of the Drury Consort.

MUSC 137 Jazz Ensemble II. 1 hour. Drury's Jazz Ensemble II is open to all Drury students based on audition. Two concerts are performed each semester on a variety of literature.

MUSC 139 Drury Wind Symphony. 1 hour. The Drury University Wind Symphony is comprised of wind and percussion players from the university community. Performing both contemporary and traditional literature for the wind band, the Wind Symphony presents three major concerts yearly and performs on tour, special events and the annual commencement exercises. Membership is by audition. *Course fee required.*

MUSC 141 Jazz Ensemble I. 1 hour. Drury's Jazz Ensemble I is open to all Drury students based on audition. At least two concerts are performed each semester. Literature includes contemporary works and jazz masterworks. Jazz Ensemble I also takes a yearly regional or national tour.

MUSC 143 Jazz Combo. 1 hour each. This course is open by audition to any Drury University student regardless of major. It is designed to give students the skills necessary to function in a small jazz combo setting. Some topics addressed will be choosing literature, arranging tunes, learning jazz standards, listening, improvisation, communication, rehearsal techniques, rehearsal/performance etiquette and musical interaction.

MUSC 145 Chamber Choir. .5 hours. Chamber Choir is open by audition to all Drury students currently enrolled in Drury Singers. Interested students should audition for Drury Singers and contact the music department for further information.

MUSC 147 Drury Singers. 1 hour. Drury Singers is a select choir open by audition to all Drury students each fall. The choir tours annually, including internationally and performs primarily a cappella literature. Interested students should contact the music department about the audition process prior to the start of the fall semester.

MUSC 149 Drury Chorale. 1 hour. Drury chorale is open to all Drury students. This choir performs a wide variety of repertoire, including larger works with orchestra. Interested students should contact the music department.

MUSC 152 Jazz Improvisation. 2 hours each. *Prerequisite: Permission of instructor.* Individual or small group. Introduction to principles of jazz improvisation, jazz theory, listening and transcription.

MUSC 155 Chamber Groups .5 hours. Chamber groups covers those chamber ensembles that do not perform on a regular basis. Membership is based on student need and faculty availability. This course can be used for both vocal and instrumental combinations. Contact the Department of Music for more information.

MUSC 157 String Quartet. .5 hours. Outstanding instrumentalists may be selected to be in Drury's three scholarship ensembles, each of which provides a financial award above-and-beyond

Department of Music activity grants. These ensembles receive weekly coachings with faculty and perform in twice-yearly chamber music concerts and as part of the Drury Consort.

MUSC 159 Chamber Orchestra/Springfield - Drury Civic Orchestra. 1 hour. The Drury Chamber Orchestra is comprised of string, wind and percussion players drawn from the university community. In addition to regular season concerts, the Chamber Orchestra also collaborates with the opera workshop in a yearly, fully staged opera production. The Drury Consort, a subset of the Chamber Orchestra, is a select ensemble comprising the permanent members of Drury's scholarship chamber ensembles (Woodwind Quintet, Brass Quintet, String Quartet) plus a few additional advanced instrumentalists. Among other events, the Drury Consort performs the university's annual presentation of Sergei Prokofiev's beloved *Peter and the Wolf*. Members of the Chamber Orchestra also perform in the Springfield-Drury Civic Orchestra (SDCO), a regional community orchestra comprising professional performers and educators, students at neighboring universities, advanced high school players and dedicated enthusiasts. The SDCO presents three full concerts yearly. Membership in the Drury orchestra program is by audition. *Course fee required.*

MUSC 201 Composition III. 1-2 hours. *Prerequisite: MUSC 101, MUSC 102.* Original composition in various musical forms and styles. Instruction in traditional manuscript preparation and music notation software.

MUSC 202 Composition IV. 1-2 hours. *Prerequisite: MUSC 201.* Original composition in various musical forms and styles. Instruction in traditional manuscript preparation and music notation software.

MUSC 211 Sophomore Review. 0 hours. All music majors are required to pass the sophomore review. Requirements are found in the Music Major Handbook.

MUSC 217 Music Theory III. 3 hours. *Prerequisite: MUSC 117, MUSC 118.* Introduction to chromatic harmony and discussion, writing assignments and analysis of musical excerpts from the Baroque and Classical periods. *All students must enroll in Ear Training and Sight Singing III.*

MUSC 218 Music Theory IV. 3 hours. *Prerequisite: MUSC 217.* Continuation of chromatic harmony and introduction to twentieth century compositional techniques. Discussion, writing assignments and analysis of musical excerpts from the romantic era and the twentieth century. *All students must enroll in Ear Training and Sight Singing IV.*

MUSC 219 Ear Training and Sight Singing III. 1 hour. An aural skills course to be taken concurrently with music theory. Each corresponding aural skills course reinforces the skills being taught in written theory through interval, melodic, harmonic and rhythmic dictation as well as through the preparation and sight singing of music.

MUSC 220 Ear Training and Sight Singing IV. 1 hour. An aural skills course to be taken concurrently with music theory. Each corresponding aural skills course reinforces the skills being taught in written theory through interval, melodic, harmonic and rhythmic dictation as well as through the preparation and sight singing of music.

MUSC 221 African-American Music. 3 hours. The 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.

MUSC 224 Jazz History. 3 hours. This course is a survey of the history of jazz from its origins as African-American slave music to the present day. Topics will include musical trends, influential musicians and discussion of political, racial and social factors that have contributed to the development of the genre.

MUSC 225 Piano for Music Therapy. 2 hours. *Prerequisite: MUSC 169.* To develop the requisite piano skills necessary for the successful practice of music therapy, including the development of advanced improvisation, sight-reading and transposition skills.

MUSC 300 Half Recital. 1 hour. Students prepare thirty minutes of music for public performance on their major instrument. Achievement of applied level 4 is required before the student is eligible to register. Successful completion of the Recital Permission Hearing is required before the recital

may be given. Requirement for the Bachelor of Music Education degree. Only music majors will be allowed to present a half recital. *Course fee required.*

MUSC 301 Composition V. 1-2 hours. *Prerequisite: MUSC 202.* Original composition in various musical forms and styles. Instruction in traditional manuscript preparation and music notation software.

MUSC 302 Composition VI. 1-2 hours. *Prerequisite: MUSC 301.* Original composition in various musical forms and styles. Instruction in traditional manuscript preparation and music notation software.

MUSC 305 Piano Concepts for Music Therapy. 1 hour. Private instruction with an emphasis toward meeting the piano competencies of the American Music Therapy Association; advanced studies in reading, harmonizing, transposing, chording (playing progressions as accompaniments) and improvising the musical preferences of clients. Each one-half hour lesson per week, plus a minimum of six hours practice per week, for one-semester grants one hour credit. *Students may take either one or two hours credit each semester.*

MUSC 306 Form and Analysis. 2 hours. *Prerequisite: MUSC 218.* A study of musical form through the analysis of homophonic and contrapuntal compositions.

MUSC 308 Twentieth Century Theory. 2 hours. *Prerequisite: MUSC 218.* Trends, techniques and leading composers of modern music, from the French Impressionists to the present.

MUSC 316 Vocal Diction and Pedagogy. 2 hours. This course will focus on foreign language diction and vocal pedagogy. The diction portion will focus primarily on Italian, German and French, though other singing diction may be addressed as time permits. The vocal pedagogy portion will focus on the study of vocal science and how it relates to teaching singing. Pedagogy will be seen from a historical perspective and from modern science.

MUSC 321, 322 History of Music I and II. 3 hours each semester. *Prerequisite: MUSC 118.* A survey of the history and literature of music from Greco-Roman times to the present. Emphasis upon the study of musical forms and styles against the background of historic, artistic and cultural developments.

MUSC 335 Choral Literature and Pedagogy. 2 hours. *Prerequisite: MUSC 356.* Reading and study of vocal ensemble literature from Renaissance to present. Emphasis on style, diction and rehearsal techniques.

MUSC 344 Instrumental Literature and Pedagogy. 2 hours. *Prerequisite: MUSC 356 and MUSC 358.* Study of representative music for the orchestra and concert band, with emphasis on score preparation, rehearsal techniques and performance practice. A small portion of the course will concern the logistical problems of running a musical organization.

MUSC 346 Marching Techniques and Materials. 1 hour. Appraisal of Military Drills, Patterns in Motion, Step Two and current trends in precision maneuvers. Attention given to pageantry, charting of formations and other problems pertinent to outdoor band.

MUSC 356 Conducting. 3 hours. This course introduces the fundamentals of conducting technique and pedagogy; greatest emphasis will be placed upon the acquisition of kinesthetic awareness and foundational control of conducting gestures.

MUSC 357 Choral Conducting. 2 hours. *Prerequisite: MUSC 356.* A study of the techniques and procedures of conducting vocal ensembles, including score reading and analysis. Emphasis upon the development of choral rehearsal and performance techniques.

MUSC 358 Instrumental Conducting. 2 hours. *Prerequisite: MUSC 356.* A study of the techniques and procedures of band and orchestral conducting, including score reading and analysis. Emphasis upon the development of instrumental rehearsal and performance techniques.

MUSC 359 Apprentice Conducting. 1 hour. Apprentice conducting provides serious conducting students individualized instruction in conducting including the development and refinement of appropriate gestural technique, musical artistry and interpretation, and a general awareness of performance practice and repertory. This course may be repeated for credit.

MUSC 374 Elementary and Secondary Music Methods. 4 hours. *Prerequisite: EDUC 205, EDUC 207, EDUC 302, MUSC 117, MUSC 118, formal admission to teacher education program.* This course will deal with philosophical ideals and practical application of those ideals in the

elementary and secondary music programs. Emphasis also will be placed on both performance and non-performance courses and will include studies of the high school musical, theory class and general music appreciation class. *Some practical observation will be required. Taken concurrently with EDUC 304.*

MUSC 385 Instrumentation. 2 hours. Intensive study of transposition, range and scoring techniques of all instruments. Manuscript preparation includes transcription for band and orchestra or works from various media. Includes origin and evolution of symphonic instrumentation.

MUSC 386 Choral Arranging. 2 hours. A study of techniques of arranging for voices in both large and small ensembles. Assignments will include writing for various combinations of voices in various musical styles.

MUSC 400 Full Recital. 2 hours. Students prepare sixty minutes of music for public performance on their major instrument. Achievement of applied level 4 is required before the student is eligible to register. Successful completion of the Recital Permission Hearing is required before the recital may be given. Only music majors will be allowed to present a full recital. *Course fee required.*

MUSC 401 Advanced Composition VII. 1-2 hours. *Prerequisite: MUSC 302.* Original composition in various musical forms and styles. Advanced projects utilizing instruments and voices. Instruction in traditional manuscript preparation and music notation software.

MUSC 402 Advanced Composition VIII. 1-2 hours. *Prerequisite: MUSC 401.* Original composition in various musical forms and styles. Advanced projects utilizing instruments and voices. Instruction in traditional manuscript preparation and music notation software.

MUSC 405 Applied Level Proficiency. 0 hours. Students must achieve the applied level requisite for their degree program.

MUSC 493 Senior Seminar. 3 hours.

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

MUSC 391, 392, 491, 492 Research.

MUSC 397, 398, 497, 498 Internship.

Professional Development (PDEV)

PDEV 121 Personal Finance. 1 hour. Practical instruction in financial skills and literacy, including personal credit and debt management, managing money for college, managing money for retirement and financial issues related to employment.

PDEV 125 Healthy Cooking. 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.

PDEV 135 Stress Free Living. 1 hour. This course will provide students with valuable tips and techniques on relaxation and stress management. This course will serve as a mandatory course for the Wellness Certificate.

PDEV 150 Community Outreach I. 1 hour. Prerequisite: PDEV 125, PDEV 135, and EXSP 220. Students will provide community outreach through activities with surrounding area public/private schools and health/wellness businesses. Students will engage in observation and assistance with wellness education.

PDEV 151 Community Outreach II. 1 hour. Prerequisite: PDEV 150. Students will provide community outreach through activities with surrounding area public/private schools and health/wellness businesses. Students will engage in teaching and directing wellness education.

PDEV 200 Introduction to Global Leadership & 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 205 Study Abroad for Engaged Learning. 0 hours. Students who study abroad sign up for this course in order to get credit for Engaged Learning. *S/U grading.*

PDEV 250 Curricular Service Learning. 0 hours. This is a 0 credit hour course that will be a co-requisite for any course that has been approved by the CORE Council as a Service Learning Course. *S/U grading.*

PDEV 260 Co-Curricular Service Learning. 0 hours. This is a 0 credit hour course that students will take in conjunction with an activity that meets the criteria for Engaged Learning, as approved by the CORE Council. *S/U grading.*

PDEV 271 Summit Park Leadership Community Level I. 1 hour. Prerequisite: Permission from Dean of Students. Experiential learning course focused on the principles of leadership and incorporating the value of community service with a group service-learning project. Class topics will focus around team leadership with emphasis in the areas of life skills, financial planning, career planning, creating community, diversity and academic skills. *Offered fall semester. This course has been approved as an Honors qualified course.*

PDEV 272 Summit Park Leadership Community Level II. 1 hour. Prerequisite: PDEV 271 and permission from Dean of Students. Experiential learning course focused on the principles of leadership and incorporating the value of community service with a group service-learning project. Class topics will focus around team leadership with emphasis in the areas of life skills, financial planning, career planning, creating community, diversity and communication skills. *Offered spring semester. This course has been approved as an Honors qualified course.*

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. *This course has been approved as an Honors qualified course.*

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. *This course has been approved as an Honors qualified course.*

PDEV 286 Career/Life Planning. 2 hours. 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.

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.

PDEV 300 MCAT Prep. 1 hour. This course helps pre-med students prepare for the Medical College Admission Test (MCAT). The course review materials, practice passages, and practice tests will be included with the course.

PDEV 465 Supervised Undergraduate Teaching. 1-3 hours. *Prerequisite: Permission of instructor.* Student instructors will assist in many phases of teaching an undergraduate course and must attend all sessions of their assigned class. Responsibilities may include teaching selected topics, facilitating review sessions, serving as laboratory mentors and providing general assistance to the professor of record.

PDEV 466 Supervised Undergraduate Teaching II. 1-3 hours. *Prerequisite: Permission of instructor.* Following the completion of PDEV 465, students may be invited to serve as a teaching assistant for a second time. Responsibilities may include teaching special topics, serving as a laboratory mentor, or providing general assistance to the professor of record.

Philosophy (PHIL)

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 101 The Meaning of Life. 3 hours. The meaning of life is a question that all people confront at some point in their lives. This course will take up this question, reading selections from the writings of great thinkers in both the Eastern and Western intellectual traditions, and using the tools of conceptual analysis and critique to assess the various answers that have been given to it. The following is a partial list of themes that will be covered during the course of a semester. The course seeks to provide students with an introduction to the fundamental issues at stake, along with the means for assessing these issues. The aim is to get students to reflect on their lives and what makes them meaningful, and then to articulate their own vision of a meaningful life.

PHIL 200 Classical Problems in Philosophy. 3 hours. An introductory survey of a number of perennial philosophical questions such as “How can a physical body produce a mind?” “Does free will exist?” “What is the self?” “Can we know if God exists?” and “Is there really an external world?” *Offered annually. This course has been approved as an Honors qualified course.*

PHIL 214 Free Will. 3 hours. No question in the history of philosophy has been debated for a longer period of time than the free will problem. Are we merely dominoes falling in accordance with fate, history, causation, genetics, or socialization; or are we the “final arbiters of our own wills”? The question of human freedom goes right to the center of the meaningfulness of our very existences - after all, if we are not free, what is the point of making decisions, formulating life plans and striving for goals? Throughout this course we will survey all of the major “camps” in the free will debate. Along the way you will learn that each camp, in providing its own answer to the debate, also reveals further and perhaps more disturbing problems and issues.

PHIL 216 What is Knowledge? 3 hours. Every discipline (whether the sciences, humanities or social sciences) makes claims to knowledge that practitioners in those disciplines take seriously. Consequently, any serious practitioner of a discipline must ask: “How does my discipline define knowledge and so make claims about what is true? What are the limits, strengths and weaknesses of such methods of knowing?” Clearly, not all claims to knowledge are equally worthy of our assent, so it is crucial that a practitioner of any field be able to investigate these questions. Armed with such an understanding of knowledge, a practitioner of any field is given the tools to be more critical of the claims of his/her own field and those of others. Given these concerns and questions, in this foundational course we will survey the various origins and sources of knowledge, the different ways in which knowledge could be justified, the limits and possibilities of those various approaches and the ways in which skepticism about knowledge can be generated as well as avoided when different methods of knowledge are employed. *This course has been approved as an Honors qualified course.*

PHIL 218 Confucianism. 3 hours. In this course we will study the ancient pre-Qin Confucian ethical tradition, concentrating first on the classic Four Books -Confucius’ Analects, the Mengzi, the Daxue (the ‘Great Learning’) and the Zhongyong (the ‘Doctrine of the Mean’) and then moving to the last pre-Qin Confucian work, the Xunzi. Once we have completed this fundamental survey, we will turn to selected works from later neo-Confucians and then turn for the last part of the course to an application of the Confucian ethical tradition to the modern world, specifically looking at political questions emerging in modern Asian societies.

PHIL 219 Daoism. 3 hours. Whereas modern Western ethical theories and philosophers spend a great deal of time focused on understanding what kinds of actions people ought to perform, ancient Eastern thinkers focus instead of what one should be, and on the kind of overall life that a person ought to live. In other words, ancient thinkers tend to focus more on developing character (or virtue) than on foregrounding action. Of those ancient Eastern philosophies, the most well known are Daoism, Buddhism, and Confucianism. In this course, we will concentrate closely on

Daoism, focusing on understanding the kinds of people that this philosophy seems to suggest that we ought to embrace becoming more like (the “sage”). As we will see, Daoist writings place a great deal of emphasis on naturalness (*ziran*), a way of achieving a state of ‘flow’ (or harmony) with the natural world that rests on developing a number of key virtues or character traits such as emptiness, receptivity, and compassion. In this course we will strive to understand how the philosophical Daoists understood (in different ways) these key aims by centering on the two most famous Daoist texts, the *Daodejing* (~500 B.C.E) and the *Zhuangzi* (~300 B.C.E). As we proceed through these difficult and challenging texts, you will be expected to use these ancient philosophies as a springboard for thinking critically your own beliefs regarding the constitution of a truly authentic lifestyle.

PHIL 250 Business Ethics. 3 hours. This course surveys major ethical theories and applies them to contemporary global issues in business.

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 277 Philosophy of Science. 3 hours. Our world is embedded within a powerful narrative that sees science as the epistemic path towards understanding what reality is and how it behaves, providing science with a tremendous amount of authority and power in modern discourse (cultural, scientific, and interpersonal). Is this power and authority legitimate? In this course we will analyze science philosophically, questioning the assumptions underlying the scientific method, asking whether science is objective or value neutral, and asking whether science makes historical progress, or whether science can ever reveal anything to us about the true nature of reality itself.

PHIL 300 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 310 Asian Ethics. 3 hours. In this course, students will be expected to confront, reflect on, and critically think through the central ethical traditions as offered by the West and then work to see if these traditions find analogues in the Eastern Asian tradition. Specifically, this course will require a close examination of western ethical theories and then a close reading and examination of the central texts of Confucianism, Buddhism, Hinduism, and Taoism.

PHIL 313 Modern Philosophy: Descartes to Kant. 3 hours. A thorough examination of the period of philosophy stretching from the late 1500s to the late 1700s. We will critically analyze original works by Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume and Kant. Attention will be given to questions concerning the nature of mind, metaphysics and epistemology.

PHIL 314 Contemporary European Philosophy. 3 hours. A study of the most prominent types of philosophy and their influence in contemporary Europe. The course begins with Nietzsche, Husserl and Heidegger, and works through the reaction to their work in Critical Theory, Derrida, Foucault, Levinas and others. The course seeks to provide students with an understanding of the philosophical issues and the impact of philosophy on European culture.

PHIL 316 Ethics. 3 hours. Students will be expected to confront, reflect on, compare and contrast, apply, and critically think through, the central ethical traditions offered throughout human history—particularly virtue ethics, deontology, and consequentialism. The course begins with a discussion of critical questions relevant to the study of ethics, such as relativism, human nature, and free will, then turns to examining the main theories and ends with criticisms of ethics.

PHIL 316 Ethics-Honors. 3 hours. Students will be expected to confront, reflect on, compare and contrast, apply, and critically think through, the central ethical traditions offered throughout human history—particularly virtue ethics, deontology, and consequentialism. The course begins with a discussion of critical questions relevant to the study of ethics, such as relativism, human nature, and free will, then turns to examining the main theories and ends with criticisms of ethics. *This course has been approved as an Honors qualified course.*

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 336 Philosophy of the Self. 3 hours. Although many tend to treat selfhood and its structure as an obvious given, philosophers have developed a complicated variety of doctrines to talk about what selves are and how our modern idea of the self-came into existence. In this course, students will survey this rich philosophical history.

PHIL 351 Existentialism in Philosophy, Film and Literature. 3 hours. Does life have a meaning? If not, then what’s the point of living? In this course we will study the movement known as existentialism, famous for exploring these questions. We will read various philosophers; such as Kierkegaard, Nietzsche, and Sartre; watch four existential films; such as Kurosawa’s *Ikiru* and read four literary works that deal with existential themes; such as Dostoyevski’s *Notes from the Underground*.

PHIL 374 Philosophy of Mind. 3 hours. One of the most perplexing problems to haunt philosophy, but particularly since the 1600s, is the mind-body problem. Fundamentally, we will concern ourselves with investigating the (purported) connection between consciousness (the mind) and the physical world (specifically, the body). In this course, we will engage in a very in-depth theoretical investigation into the (perhaps limited) degree to which psychology can explain consciousness, and relatedly whether a complete study of consciousness necessarily requires inquiries outside of science as a whole, whether a coherent explanation of consciousness permits or rejects traditional notions of free will, how information and consciousness are related, the degree to which artificial intelligence (the creation of consciousness) is possible and the possibility of forging a link between explaining consciousness and understanding foundational metaphysics.

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.

PHIL 495, 496 Honors Research.

Physics (PHYS)

PHYS 160 Exploration/Discovery in Physics. 3 hours. This course allows students majoring in a non-science field to learn about the processes of the chemical sciences, including how science works, its limitations, and how science and society influence each other. Physics topics are variable but will be problem-based, communication intensive and engage students with focused topics in science to show how science and society interact. This course does not apply to any major or minor in the natural sciences.

PHYS 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. Prerequisite: MATH 211. 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 211 General Physics I. 5 hours. Co-requisite: MATH 231. The principles of mechanics, heat, sound, light, electricity and some topics from atomic and nuclear physics are presented. Calculus and vector analysis are used extensively. Intended for science majors. The workshop format — integrated laboratory and lecture — emphasizes experiment, data collection and analysis, and group work. Three two-hour sessions per week. *Offered fall semester.*

PHYS 212 General Physics II. 5 hours. Prerequisite: PHYS 211. The principles of mechanics, heat, sound, light, electricity and some topics from atomic and nuclear physics are presented. Calculus and vector analysis are used extensively. Intended for science majors. The workshop format — integrated laboratory and lecture — emphasizes experiment, data collection and analysis, and group work. Three two-hour sessions per week. *Offered spring semester.*

PHYS 213 Magnetism, Waves and Optics. 3 hours. Prerequisite: PHYS 212. Principles of magnetism and an introduction to electromagnetic interactions; wave phenomena, including interference and diffraction; and an introduction to geometrical and physical optics.

PHYS 215 Electronics. 3 hours. Prerequisite: PHYS 212. Design, construction and testing of the circuits underlying modern instrumentation, including both analog and digital electronics. Two lectures and one laboratory per week. *Offered occasionally.*

PHYS 309 Modern Physics. 4 hours. Prerequisite: PHYS 213. Discussion of relativity, Bohr theory, atomic structure, classical and quantum probability and measurement, wave/particle duality, radioactivity, nuclear reactions and fundamental particles. Experiments are done to measure gamma ray spectra, the half-life of a radioactive isotope and gamma ray absorption. *Offered spring semester.*

PHYS 320 Biophysics. 3 hours. Prerequisites: PHYS 212, CHEM 238. Improves and develops understanding of physics concepts, and applies them to molecular and cellular biological systems. Concepts and principles from thermodynamics, statistical mechanics, and electricity will be applied to systems such as bacteria, cell membranes, vascular networks, and biological molecules (RNA, DNA, and proteins including enzymes). For biology and biochemistry students who seek to learn more about the application of physics concepts and principles in biological systems, as well as for physics students interested in thinking more about cells and biological molecules.

PHYS 324 Computational Molecular Biophysics and Biochemistry. 3 hours. Prerequisites: MATH 232, PHYS 212, CHEM 336, BIOL 172. For all science students interested in using physico-chemical principles and computational studies to model physical interactions of biological molecules, using classical mechanics, statistical mechanics, electricity, and chemistry. Uses simple programs that draw upon existing sophisticated computational approaches from industry and academia to study

molecular interactions and obtain fundamental insights in drug-discovery and drug-design, small molecule binding to proteins, and carcinogen binding to DNA and RNA. No prior experience with computer programming is required.

PHYS 350 Intermediate Mechanics. 3 hours. *Prerequisite: PHYS 212. Co-requisite: MATH 233.*

Particle and rigid body dynamics, moving coordinate systems, rotating bodies, variational principles, Lagrangian and Hamiltonian approaches, small oscillations, planetary orbits, Kepler's Laws of planetary motion. *Offered spring semester.*

PHYS 361 Mathematical Methods for Physics. 3 hours. *Prerequisite: MATH 232, PHYS 212.* This course extends students' physical understanding through the incorporation of advanced mathematical methods. Topics include numerical integration and Gaussian quadrature; special functions, including the Gamma function and applications to quantum mechanics, elliptical functions and the pendulum, and the error function; applications of linear algebra and the eigenvalue problem to classical coupled systems and quantum mechanics; orthogonal functions and solution methods for differential equations. Offered occasionally.

PHYS 401 Mechanics II. 3 hours. *Prerequisite: PHYS 350, MATH 233, MATH 366.* Particle and rigid body dynamics, moving coordinate systems, rotating bodies, variational principles, Lagrange and Hamilton's formalism, small oscillations, planetary orbits, Kepler's Laws of planetary motion. *Offered fall semester. This course has been approved as an Honors qualified course.*

PHYS 411 Electricity and Magnetism I. 3 hours. *Prerequisite: MATH 233, PHYS 213.* Principles and applications of static and moving charges, magnetism, electromagnetic theory and Maxwell's equations. *Offered fall semester.*

PHYS 412 Electricity and Magnetism II. 3 hours. *Prerequisite: PHYS 411, MATH 366.* Principles and applications of static and moving charges, magnetism, electromagnetic theory and Maxwell's equations. *Offered spring semester. This course has been approved as an Honors qualified course.*

PHYS 420 Computational Physics. 3 hours. *Prerequisites: MATH 366, PHYS 400, PHYS 411, CSCI 251.* With the increase in computing power and development of algorithms, computational methods are routinely used to solve physics problems where analytical solutions do not exist. This course employs such methods to problems from classical mechanics, electromagnetism and statistical mechanics, including projectile motion, planetary dynamics, oscillatory motion and chaos, electrostatics, magnetostatics, waves, random systems, and phase transitions.

PHYS 442 Introduction to Quantum Mechanics. 3 hours. *Prerequisite: PHYS 309, MATH 233, MATH 366.* A study of the principles of quantum mechanics and applications, operators, differential equations of quantum mechanics, particle in a box, harmonic oscillator, one-electron atoms, barrier potentials, tunneling. *Offered spring semester. This course has been approved as an Honors qualified course.*

PHYS 493 Senior Seminar. 3 hours.

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

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

PHYS 397, 398, 497, 498 Internship.

Political Science and International Affairs (PLSC)

PLSC 101 Government and Politics in the United States. 3 hours. Introduction to the theories, constitutional bases, functions and government structures of the U.S. political system in relation to the global political environment. Emphasis on national politics and linkages with state, local and international governments, including an emphasis on Missouri and current issues in domestic and foreign policy.

PLSC 150 Beyond the Headlines: Tools for Engaging the Political World. 3 hours. Through the study of current events, this class introduces the tools political scientists use to analyze politics beyond the headlines. It focuses on developing essential skills in writing, information literacy, forming hypotheses and research questions and oral communication.

PLSC 151 Introduction to Comparative Politics. 3 hours. Introduction to the comparison of different political systems with an examination of liberal democratic societies, communist and post-communist systems, and developing nations with case studies from each category.

PLSC 152 Introduction to International Relations. 3 hours. A study of the historical background and contemporary organization of the international political system and the world economy.

PLSC 205 Model UN. 1 hour. This course is designed to introduce students to the structure, functions, and aims of the United Nations and to provide hands-on experience in international diplomacy through role-playing at a United Nations simulation.

PLSC 220 Introduction to Law and Society. 3 hours. An exploration of the role that law plays in organizing society, resolving disputes and fostering change. Students will focus on the multitudinous ways in which law influences their daily lives and how social groups work to change the law and improve society. Students will be introduced to theories about law and how law has developed over time.

PLSC 239 Movies, Music, and Politics. 3 hours. An examination of the reciprocal impacts of politics and popular culture through music, film, television, media, and literature. The course emphasizes critical thinking, writing, and oral communication.

PLSC 250 Introduction to Political Inquiry. 3 hours. Introduction to the process and techniques of research in political science. Emphasis is on research design, theory, hypothesis generation, probability and quantitative analysis, including nominal and ordinal data, univariate statistics, correlation and bivariate and multiple regression. This course is a prerequisite for Senior Seminar.

PLSC 253 Political Philosophy. 3 hours. This course is a foundational exploration of the key theories and principles of political philosophy, including the discussion of the issues of political authority, the justification of the state and its coercive power, social contract theories and the role of consent, rights and justice, civil disobedience, race and gender, issues that shaped political and moral thinking from antiquity to the present. Students will have the opportunity to read and discuss authors such as Plato, Aristotle, Machiavelli, Hobbes, Locke, Marx, Rousseau, Mill, and John Rawls. Attention will also be given to contemporary discussions of these issues.

PLSC 254 Food, Culture, and Politics. 3 hours. This course introduces students to food studies as a nexus for understanding cultural identity, social and political cleavages, and political structures and policy debates in Europe and North America. In this course, we look at food as a type of language, food as policy, and the role of laws and regulations in the preservation of both cultural identity and food security. Assignments in this seminar include a research paper, three formal essays to test students' comprehension of reading materials and ability to synthesize ideas, and occasional discussion responsibilities. In addition, students will watch the classic film "Babette's Feast." And will gather for two food "events"-a European style breakfast at the start of the semester, and dinner together as part of the final project.

PLSC 302 U.S. Foreign Policy. 3 hours. Examination of foreign policy in the twentieth and twenty-first centuries, with analysis of the U.S. foreign policy-making process, institutions and actors.

PLSC 307 Globalization, Politics and Justice. 3 hours. An examination of globalization, its history, its contemporary rise and its effects on the world today. Students will consider how globalization transforms politics and affects economic and social justice.

PLSC 309 Global Environmental Politics. 3 hours. From one state's perspective, many environmental problems are either too big to handle alone (climate change), are caused by other states they cannot control (transboundary air pollution) or concern the loss of environmental goods that belong to the world (depleted international fisheries). Students will explore these differing types of global environmental challenges by considering the diverse set of relevant actors, interests and institutions operating within and across states.

PLSC 312 Islam and the West. 3 hours. Examination of the historical, cultural, religious, economic and political interactions between the Western and Islamic worlds. Focuses on the place of Muslims in Europe, especially questions the identity and politics. *Offered as a study abroad course.*

PLSC 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. *This course has been approved as an Honors qualified course.*

PLSC 333 Congress and the Presidency. 3 hours. Examination of the structures and roles of legislative and executive institutions with primary focus on the politics of policy making; topics include theories of representation, institutional organization, leadership styles and interest group influence.

PLSC 335 The Supreme Court and Constitutional Law. 3 hours. A study of judicial processes and decisions with particular emphasis on the Supreme Court decisions that have shaped legal thought and altered the social fabric of American society.

PLSC 346 Political Violence. 3 hours. Whether used by states (e.g., war, sanctions) or non-state actors (e.g., riots, terrorism), political violence is a strategy frequently used by rational actors to further specific goals. This course examines issues connected to political violence at the domestic and international levels.

PLSC 350 International Organizations and Law. 3 hours. Louis Henkin famously wrote, "...almost all nations observe almost all principles of international law and almost all of their obligations almost all of the time." This class attempts to demonstrate how the 'almosts' in that quote are key to answering the questions, "Does international law matter and what are the real-world impacts of international organizations?"

PLSC 357 Politics and Culture in Mexico, Canada and the United States. 3 hours. An in-depth examination of the political and popular cultures, institutions and current political issues of Mexico, Canada and the U.S., including a review of the history and evolution of NAFTA and its effects on these three countries.

PLSC 360 Islam and Politics in the Modern Middle East. 3 hours. The study of the historical development of modern political Islam from the nineteenth century to the present. Topics include Islamic sectarianism, religious minorities and the state in the Middle East and debate on the compatibility of Islam and liberal democracy.

PLSC 366 Washington Center: Studies in International Relations. 3 hours. *Prerequisite: Permission of Department Chair.* Students register for this course while attending the Washington Center Program (TWC) and take a TWC class that focuses on international relations.

PLSC 367 Washington Center: Studies in Comparative Politics. 3 hours. *Prerequisite: Permission of Department Chair.* Students register for this course while attending the Washington Center Program (TWC) and take a TWC class that focuses on comparative politics.

PLSC 368 Washington Center: Studies in American Politics. 3 hours. *Prerequisite: Permission of Department Chair.* Students register for this course while attending the Washington Center Program (TWC) and take a TWC class that focuses on American politics.

PLSC 370 Women and Politics. 3 hours. A comparative study of the role of women as political actors in western and non-western societies. Students will consider the role of gender in shaping political attitudes and perceptions, and the policy issues that affect women in political and daily life.

PLSC 375 Arab-Israeli Conflict. 3 hours. An in-depth examination of the history of the Arab-Israeli conflict, including a review of its historical, political, cultural and religious roots. This course also uses the Arab- Israeli conflict to address broader issues of international conflict and conflict resolution.

PLSC 382 Constitutionalism and The Separation of Powers. 3 hours. This course examines the tradition of constitutional theory, with a special emphasis on the importance of the separation of powers. Beginning with ancient political theory, the course charts the rise and development of constitutionalism in such important thinkers as Plato, Aristotle, Locke, and Madison. The rise of the modern doctrine of separation of powers will be given a central place. It will be studied to determine its continuing influence on both American and international discussions of democracy.

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 384 Political Liberalism and Justice. 3 hours. This course examines the fundamental liberal ideas and concepts underlying democratic institutions and practices, beginning with Rawls' theory of justice. Students will apply these ideas and concepts to both American and international political settings, where questions of democracy are necessary for global development. Special attention will be given the place of human rights in democratic societies.

PLSC 386 Political Theory of the Federalist Papers. 3 hours. This course examines the political theory of the Federalists Papers and how the U.S. Constitution fits into the tradition of constitutionalism. It presents the normative theory, psychology and theoretical philosophy, as well as the historical arguments used to defend the Constitution.

PLSC 494 Senior Research Seminar. 3 hours. Prerequisite: PLSC 250. Capstone research course for majors. This course reviews research methods in political science, and requires students to complete an original project including an extensive literature review and theoretical framework of a question in political science research. Students are required to share their research in public oral presentations as part of the final assignment. *This course has been approved as an Honors qualified course.*

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

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

PLSC 397, 398, 497, 498 Internship.

Psychology (PSYC)

PSYC 101 Introduction to Psychology. 3 hours. This is a survey course providing a study of the behavior of living organisms, particularly human behavior. Typical problems are methods and measurement in psychology, theoretical systems, learning, motivation, perception, personality and psychopathology.

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

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

PSYC 312 Positive Psychology. 3 hours. Positive Psychology seeks to understand optimal human behavior. It emphasizes a scientific approach to knowing, guiding, healing, educating and helping people to flourish.

PSYC 313 Cross-Cultural Psychology. 3 hours. Explores the multiple and reciprocal nature of interaction between culture, intra-individual processes (such as perception, cognition, personality) and inter-individual processes (such as communication and group identity). Factors affecting these interactions, like ethnocentrism and prejudice, are also examined.

PSYC 325 Psychology of Adolescence and Emerging Adulthood. 3 hours. This course is a study of psychosocial and cognitive development in adolescents and emerging adults (individuals of ages 14-25). The course incorporates psychology, biology, cross-cultural research, and other disciplines that are relevant. The course emphasizes identity, relationships, and transitions within a cultural context.

PSYC 331 Biological Bases of Clinical Disorders. 3 hours. Prerequisite: BIOL 172 or PSYC 101. This course will provide an overview of the basic neuroanatomical and neurophysiological contributions to psychiatric disorders, such as depression, bipolar disorder, anxiety, schizophrenia, somatoform disorders, cognitive disorders, and disorders of childhood and adolescence. Pharmacological treatments will also be addressed.

PSYC 333 Psychology of Sustainability. 3 hours. An investigation of the connection between human behavior and environmental issues. Topics will include psychological perspectives on the issues of conservation, ecopsychology, cognition and motivation as they relate to interactions with the natural environment.

PSYC 334 Abnormal Psychology. 3 hours. Prerequisite: CRIM 102 or PSYC 101. 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. Prerequisite: PSYC 101. A comparative analysis of the major theories of personality in psychology today. The approach is both rational and empirical.

PSYC 346 Health Psychology. 3 hours. Study of the interrelationships among biological, psychological and social factors in health and illness. Topics will include health promotion and illness prevention, behavioral medicine and psychoneuroimmunology.

PSYC 348 Psychoneuroimmunology. 3 hours. Prerequisite: BIOL 172 or PSYC 356. Examines the bidirectional interaction between the brain, behavior and the immune system. Students in this course will study both human and animal-based literature. Topics include the brain, behavior and immune interface, behavioral and psychosocial characteristics linked with immune function, the impact of stress and coping, sickness behavior, and immunoenhancement. *This course has been approved as an Honors qualified course.*

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. Prerequisite: CCPS-BSCI 275, BSCI 275-L, DAY-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 356 Biopsychology. 3 hours. Examines the physiological, ontogenetic and functional foundations of human and animal behavior. Emphasizes central nervous system mechanisms that mediate processes such as arousal and sleep, hunger and satiety, learning and memory, aggression and violence, human psychopathology, and the psychoactive properties of recreational and therapeutic drugs.

PSYC 357 Psychology of Adulthood. 3 hours. *Prerequisite: PSYC 101 or SOCI 101.* An empirical analysis of the biological, psychological and social changes in the adult who is moving along the age continuum from age 18 and beyond.

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

PSYC 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.

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

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

PSYC 397, 398, 497, 498 Internship.

Religion (RELG)

RELG 109 Introduction to the Study of Religion. 3 hours. Religion and religious ideas are central to all cultures and societies, including our own. This course will look at the broad range of cultural forms we have come to call religion, examine how these forms shape cultures and societies, and finally, by examining what these forms have in common and how they differ, we will determine what it is we study when we study religion.

RELG 202 Religions of the World: Middle Eastern. 3 hours. A comparative study of the major ideas of those religions most directly related to and influencing the West: Zoroastrianism, Judaism, Islam and Christianity.

RELG 203 Introduction to the Bible. 3 hours. An introductory study of the Hebrew scriptures and the Christian New Testament with attention to the literature of these sacred texts, the historical circumstances of their development and the methods of textual interpretation.

RELG 204 Introduction to the History of Christianity. 3 hours. An introductory survey of the history of Christianity. Attention is given to the Early Church Fathers, the Medieval era, the Reformation, the church's response to the Enlightenment and the Contemporary period.

RELG 205 The Life and Teachings of Jesus. 3 hours. A study of the person, work and teaching of Jesus as reflected in Biblical records, with some attention given to later and current interpretations of His life.

RELG 206 Eastern Religions and Philosophies. 3 hours. An introduction to Hinduism, Buddhism, Confucianism and Taoism. Specifically, the course focuses on the systems of value that emerge from these traditions and, where appropriate, compares and contrasts them with the values 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, a diagnosis of the human condition and a prescription for attaining the ultimate goal or purpose of human life.

RELG 270 Who is Jesus? 3 hours. This course is devoted to understanding the multi-faceted historic and contemporary conversations about the identity, nature and influence of Jesus of Nazareth. It is divided into four sections. In the first, differing images of Jesus from the New Testament are examined. In the second, attention is given to the diverse theological understandings of Jesus throughout history. Part three examines currents in thought about Jesus from the contemporary period. Part four gives students the opportunity to share own research and findings into the question of Jesus' identity.

RELG 275 Does God Exist? 3 hours. This course is designed to help students explore the question of divinity from a theological, philosophical and historical perspective. Students are introduced to the arguments for the existence of God as well as the arguments — both historic and contemporary — for atheism and agnosticism. Attention is given to images of God from historic religious traditions such as Judaism, Christianity and Islam. Some focus is also directed to the Eastern interpretations. The course gives special attention toward the close to contemporary reinterpretations of God language. Finally, all students are given the opportunity to chart their own journey through this material in a closing intellectual biography.

REGL 309 Christian Ethics. 3 hours. This course explores the biblical resources for Christian moral decision-making, examines the historical development of moral theology (from the early church through the twentieth century) and addresses selected moral issues.

RELG 310 The Bible, Sex and Sexuality. 3 hours. This course explores the Bible through theories of anthropology, sociology and cultural criticism. It looks specifically at stories in the Bible that concern marriage, sex and violence.

RELG 315 Buddhism and the Joy of Being Awake. 3 hours. An in-depth study of Buddhism through the critical reading of primary source texts in translation. The course examines the conceptual framework of early Buddhist understandings of an overall worldview, ultimate Reality, the origin, nature and destiny of the cosmos, and of human beings as well, the human condition, the ultimate aim of human existence and a prescription for actualizing that goal. The course then explores the subsequent historical and doctrinal developments of Theravada, Mahayana, Zen and Vajrayana

Buddhism. The course concludes with a look at contemporary Buddhism, its presence in the West, and its modern challenges, some contemporary Buddhist political leaders, and the lives and contributions of Buddhist women.

RELG 325 *Living with Joy at Life's End*. 3 hours. This course explores the experience of dying in contemporary American culture. Participants are introduced to the philosophical, theological and spiritual realities of aging and death. The ethical debates of euthanasia and physician-assisted suicide are discussed and attention is given to the psychological and sociological dimensions of the end-of-life journey. The class also has a field experience with selected residents of a nursing home. Working in pairs, the students conduct interviews across the semester and produce short "life review" books (20 pages) recording the stories of each participating elderly person's life. *This course has been approved as an Honors qualified course.*

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*.

RELG 495, 496 *Honors Research*.

Sociology (SOCl)

SOCl 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.

SOCl 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.

SOCl 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.

SOCl 302 Poverty and Inequality. 3 hours. This course explores the causes and consequences of institutionalized inequality and how life chances, including life, health and death differ by race, socioeconomic status, and gender. Special emphasis will be given to how these social statuses affect health outcomes in the community.

SOCl 306 Social Movements. 3 hours. An examination of historical and contemporary collective protest movements that seek change in or preservation of the social and political structure of society. Course will survey theory and research on social change featuring case studies that include the United States labor movement, civil rights, feminism, gay/lesbian rights, environmentalism, animal rights and the new right conservatism movement.

SOCl 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.

SOCl 320 Drugs and Society. 3 hours. This course introduces students to the social realities of drug use and drug users. Drawing from sociological and criminological perspectives, the course focuses on the historical significance and social construction of drug use, users, abuse and addiction; the relationship between drug use and racism/class conflict; medicalization in contemporary societies; and social movements aiming to effect attitude and policy change.

SOCl 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.

SOCl 336 Development of Sociological Theory. 3 hours. Prerequisite: SOCl 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.

SOCl 341 Homosexuality and Civil Liberties. 3 hours. Examination of the rise of the gay and lesbian movement and the challenges of achieving civil liberties and civil rights in dominantly heterosexual Western and non-Western societies.

SOCl 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.

SOCl 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.

SOCl 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.

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

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

SOCl 397, 398, 497, 498 Internship.

Spanish (SPAN)

SPAN 101 Elementary Spanish I. 3 hours. *For beginners.* Designed to develop, with SPAN 102, an elementary proficiency in Spanish. This course provides instruction for and assesses students' reading, writing, speaking and listening and provides an introduction to the cultures and cultural practices of the Spanish-speaking world.

SPAN 102 Elementary Spanish II. 3 hours. *Prerequisite: SPAN 101.* A continuation of SPAN 101, designed to continue the development of an elementary proficiency for producing and comprehending the Spanish language. This course provides instruction for and assesses students' reading, writing, speaking, listening and develops students' knowledge of the cultures and cultural practices of the Spanish-speaking world.

SPAN 103 Tools of Elementary Spanish I. 3 hours. *For beginners.* Designed to develop, with SPAN 104, an elementary proficiency in three of the five language and cultural skills covered in Spanish 101. 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 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 Spanish 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.* A continuation of SPAN 201, designed to continue the development of a more advanced proficiency in Spanish. This course provides instruction for and assesses students' reading, writing, speaking and listening and provides a continuation of study of the cultures and cultural practices of the Spanish-speaking world.

SPAN 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 Spanish 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 Spanish 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 280 Intermediate International Language Study – Spanish. 3 hours. *Prerequisite: SPAN 101.* Intensive study of Spanish at the elementary level, undertaken as part of a Drury-sponsored travel experience in a Spanish-speaking country. Students can fulfill the foreign language requirement by passing SPAN 101 and this course.

SPAN 302 The Culture of Spain. 3 hours. *Prerequisite: SPAN 306.* A study of the culture of Spain, including such subjects as music, dance, art, folklore, religion and customs of daily life. *Particularly recommended for students planning to study in Spain.*

SPAN 303 The Culture of Spanish America. 3 hours. *Prerequisite: SPAN 306.* A study of culture of Spanish America, including such subjects as music, dance, art, folklore, religion and customs of daily life. Particular attention paid to the ways in which elements of Spanish, Native American and

African cultures have combined to create distinctive regional cultures. *Particularly recommended for students planning to study in Spanish America.*

SPAN 305 Introduction to Hispanic Cultural Studies. 3 hours. *Prerequisite: SPAN 306.* Hispanic studies represent an interdisciplinary exploration of the literature, intellectual history and civilization of Spain and Spanish America, as well as in the Spanish language. This course provides a space in which students not only have the opportunity to continue their development of language skills, but also to study a wide range of literary and cultural topics, introducing students to elite, mass and folk cultures of Latin America and Spain. Sample topics include transculturation, globalization, border culture, and relations between culture, democratization and human rights. Organized in units, this course serves as an introduction to the field of Hispanic studies, as well as to the methods and theories used in upper-division analyses of literary and cultural representations. Students will develop skills in writing research papers in Spanish.

SPAN 306 Advanced Grammar and Composition. 3 hours. *Prerequisite: SPAN 202.* This intermediate-advanced Spanish course is designed to review and practice previously-learned grammatical concepts in Spanish as well as to learn to recognize and use specific advanced structures in the Spanish language. To this end, students will expand their knowledge of vocabulary and grammar through practice in both spoken and written Spanish, and will experiment with a variety of writing styles over the course of the semester.

SPAN 308 Spain Now: Contemporary Spanish Culture. 3 hours. *Prerequisite: SPAN 306.* A study of contemporary Spanish culture including such subjects as health care, politics, economics, foreign policy, education and the arts. *Particularly recommended for students planning to study in Spain.*

SPAN 311 The Literature of Spanish America. 3 hours. *Prerequisite: SPAN 306.* Reading and discussion in Spanish of the most important authors of Spanish America, with emphasis on the twentieth century. *This course has been approved as an Honors qualified course.*

SPAN 312 The Literature of Spain. 3 hours. *Prerequisite: SPAN 306.* Reading and discussion in Spanish of the most important authors of Spain with emphasis on the Golden Age and the twentieth century. *This course has been approved as an Honors qualified course.*

SPAN 313 These Are Not Sweet Girls: Hispanic Women's Literature. 3 hours. This course investigates issues of power, space and archetypes in the literature written by Hispanic women. Beginning with the first great women writers, this course proceeds chronologically to the twenty-first century. *This course has been approved as an Honors qualified course.*

SPAN 321 Service Learning in the Hispanic Community. 3 hours. This course is designed to give students active participation with the Hispanic community. Students will combine preparation and reflection in the classroom with real-life experiences as part of a group volunteer project. At the same time, students will learn about the local and national Hispanic community. This course will afford them opportunities to expand their knowledge and their linguistic competence.

SPAN 380 Advanced International Language Study – Spanish. 3 hours. *Prerequisite: SPAN 101, SPAN 102.* Intensive study of Spanish at the intermediate level or above, undertaken as part of a Drury-sponsored travel experience in a Spanish-speaking country.

SPAN 381 Cultures of the Hispanic World: Mexico. 3 hours. This course will give students the opportunity to study the history and culture of Mexico as part of a study abroad experience in Mexico.

SPAN 388 Cultures of the Hispanic World: Argentina Today. 3 hours. This course will give students the opportunity to study the history and culture of Argentina as part of a study abroad experience in Argentina.

SPAN 411 Advanced Studies: Hispanic Language and Civilization. 3 hours. *Prerequisite: SPAN 306.* Special topics on rotation, such as translation and interpretation, advanced grammar and composition, history of Spain, history of Latin America and commercial Spanish.

SPAN 412 Advanced Studies: Hispanic Literature. 3 hours. *Prerequisite: SPAN 306.* Special topics on rotation, such as Cervantes, other individual authors, literary movements and genre studies. *This course has been approved as an Honors qualified course.*

SPAN 414 From Magical Realism to Virtual Realism: Boom and Postboom Narratives. 3 hours. This course is designed to give students familiarity with the Latin American Boom and narratives

after the Boom. Beginning with some precursors to the Boom, students will gain an understanding of the importance of this group of writers in both a regional (Latin American) as well as global context and will then explore the impact of the Boom for future generations of writers. All class sessions will be conducted in Spanish, and papers and tests will be written in Spanish. *This course has been approved as an Honors qualified course.*

SPAN 489 Advanced Seminar in Hispanic Cultural Studies. 3 hours. Prerequisite: SPAN 305. This course provides students with the opportunity to synthesize the information, theories and concepts introduced in Spanish 305 and through the upper-division course offerings in literature, history, culture and film studies. The course provides an advanced opportunity for students to refine and perfect their skills in comprehension and expression of the Spanish language while learning more about textual and cultural representations of the Hispanic World. *This course has been approved as an Honors qualified course.*

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

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

SPAN 397, 398, 497, 498 Internship.

Theatre (THTR)

THTR 135 Introduction to Theatre. 3 hours. A survey of all aspects of the theatre and theatrical production including a study of representative artifacts of theatre history, a variety of dramatic styles and the work of the individual theatre artists involved in the process as well as the role of the audience in theatre.

THTR 140 Acting I. 3 hours. An introductory course to acting designed for majors and all students who wish to explore acting methodology. The course includes character development and expression. Practical exercises in both scripted and improvisational work will be stressed.

THTR 177 Modern Dance. 2 hours. Introduction to modern dance technique, styles and skills with an emphasis on body mechanics and creative movement. The course offers an exploration of spatial design and movement dynamics. Designed for students with little or no dance experience.

THTR 240 Voice and Speech for the Theatre. 2 hours. Study and practice of techniques for effective use of the speaking voice on the stage. Includes rudimentary principles for learning to speak dialects.

THTR 255 Stage Makeup. 2 hours. Designed to acquaint students with the theory and basic techniques of makeup for the stage. Assignments include practicing techniques and creating and carrying out makeup designs.

THTR 265 Stagecraft. 3 hours. *Students who register for this course also must take Theatre Practicum.* Designed to acquaint the student with the fundamentals of scenic construction and mechanics of stage lighting, the course will include studies in drafting, technical planning, basic shop tools and techniques, construction of scenery and stage electrical equipment and practices.

THTR 267 Play Analysis. 3 hours. Students will read, attend and analyze plays in terms of both structure and points of view relative to various theatrical disciplines. This core class provides a foundation to better understand the translation from page to performance by examining the relationships of playwrights, directors, designers, actors and audience in the context of producing a play.

THTR 270 Stage Management. 3 hours. This course is designed to introduce the student to the art and practice of stage management. The student will study the basic functions of the stage manager in the theatrical production phase.

THTR 271 Ballet I. 2 hours. Basic ballet technique in the recognized classical form. Includes barre exercises, port de bras and center floor work.

THTR 272 Ballet II. 2 hours. *Prerequisite: THTR 271.* Continued study of ballet technique in the recognized classical form. Gradually increasing the complexity of barre exercises, port de bras and center floor work.

THTR 276 Tap I. 2 hours. Beginning tap steps, terminology and rhythms.

THTR 277 Tap II. 2 hours. *Prerequisite: THTR 276.* Intermediate tap steps, terminology and rhythms

THTR 278 Modern Dance II. 2 hours. Continued study of Modern Dance technique, styles and skills with an emphasis on body mechanics and creative movement. The course further explores spatial design, more sophisticated sequences and vocabulary, movement dynamics and musicality.

THTR 282 Acting II. 3 hours. *Prerequisite: THTR 140.* Designed to continue the actor training begun in Acting I, this course includes more advanced training in the skills of analysis and characterization. These skills will be developed through scene work in monologues and in scenes with other actors.

THTR 288 Jazz Dance. 2 hours. Introduces movement, rhythms and technique of dance interpreted to various forms of jazz music.

THTR 303 Acting Workshop. 3 hours. *Prerequisite: THTR 140.* A selection of advanced topics for acting students interested in exploring more specialized aspects of the profession. Sample topics include Acting in Shakespeare, Acting for the Camera, Auditioning, Singing for the Actor. *This course may be repeated when content varies.*

THTR 320 Play Direction. 3 hours. *Prerequisite: THTR 140, THTR 265.* An introduction to direction theory and practice, including the function of the director, the production concept, textual analysis and techniques of directing. Students will direct a one-act play.

THTR 331 Scene Study. 3 hours. *Prerequisite: THTR 140.* This course is an advanced, text-based acting seminar and is designed to further develop the actor's inner resources and further develop the skills of analysis, characterization and partnering. Coursework will be almost exclusively from scripted scenes and will include some monologue work. Fundamental skills will continue to be stressed.

THTR 340 History of Theatre: Origins to Renaissance. 3 hours. A study of the origins and development of western theatre from ancient civilizations through the Renaissance. Emphasis is placed on the development of dramatic forms through the reading of plays, the evolution of theatre architecture and production in the western theatre.

THTR 341 History of Theatre: Renaissance to Romanticism. 3 hours. A study of western theatre development from the seventeenth century to mid-nineteenth century. Emphasis is placed on literature, architecture and production styles of these historical periods. *This course has been approved as an Honors qualified course.*

THTR 343 History of Theatre: Realism to Contemporary. 3 hours. A study of the development of western theatre from 1870 to the present. Emphasis is placed on the literature, architecture and development of production styles in modern theatre. *This course has been approved as an Honors qualified course.*

THTR 349 History and Development of American Musical Theatre. 3 hours. A study of the development of musical theatre in America from its roots in minstrels, burlesques and eighteenth and nineteenth century European forms through its variations of the twentieth century.

THTR 352 Theatre on Both Sides of the Pond: New York and London. 3 hours. This study abroad course will examine the current American and British theatrical milieus as exemplified by the current offerings in New York and London. Students will view a series of plays produced on both sides of the Atlantic, be part of class discussions on the plays and the nature of theatre and discuss contemporary theatre with practitioners. *Offered summer semester.*

THTR 354 Writing for Stage and Screen. 3 hours. Students study play and film structure, character creation and the art of writing dialogue. Course responsibilities include the writing of two short plays and/or films.

THTR 361 Costume Design. 3 hours. Designed to acquaint the student with the art and practice of designing costumes for the theatre, the study will include design concepts, fabric selection, script analysis, color theory and design conceptualization and costume rendering. Assignments include theoretical costume designs from selected plays.

THTR 365 Scene Design. 3 hours. *Prerequisite: THTR 265.* Designed to acquaint the student with the art and practice of designing scenery for the theatre, the study includes design concepts, script analysis, color theory, design conceptualization, solving mechanical challenges of the script and theatre architecture scenic painting, perspective drawing, rendering and modeling. Assignments include theoretical scenic designs from selected plays.

THTR 366 Stage Lighting. 4 hours. *Prerequisite: THTR 265.* Designed to acquaint the student with the art and practice of lighting design for the theatre, the course will include lighting equipment and control, script analysis, design methodologies, additive and subtractive color theory, lighting for dance, musicals and alternate theatre architectures. Assignments include theoretical lighting designs.

THTR 367 Sound Design. 3 hours. This course is designed to acquaint the student with the art and practice of sound design for the theatre. The course will include a study of sound equipment and control, script analysis, design methodologies, basic acoustics and the processing and completion of sound effects. The course will include both in-class discussions and demonstrations as well as practical exercises in the computer lab. Assignments will include theoretical as well as practical sound designs.

THTR 379, 380 Dance Workshop. 2 hours each. *Prerequisite: Permission of the instructor.* An advanced course with emphasis on dance performance and experience.

THTR 420 Advanced Play Direction. 3 hours. An advanced course in theory and practice, including detailed work in script analysis and development of a production concept, directing a variety of styles, and staging in non-proscenium venues. The course culminates in the production of a short one-act play.

THTR 453 Dramatic Theory and Criticism. 3 hours. An investigation of theoretical principles evidenced in the practice of the creators of dramatic art and the application of those principles in critical evaluation of both dramatic literature read and productions seen.

THTR 454 Advanced Playwriting. 3 hours. *Prerequisite: THTR 354.* Students will write a full length play or screenplay.

THTR 468 Advanced Projects in Production and Design. 3 hours. *Prerequisite: Permission of the instructor.* An advanced course for students in design and production. The course explores design and production challenges on a more intricate level. Extensive practical experience will be included in the course.

THTR 481 Acting III. 3 hours. *Prerequisite: THTR 282.* An advanced course in acting designed to increase the student's skills in character development and work within dramatic scenes. Coursework will include scene and monologue work in a variety of theatre genres and performance styles.

THTR 493 Senior Seminar. 3 hours.

Activity Courses

THTR 200, 201 Theatre Practicum. 1 hour each semester. A practical course in theatrical production offering training in each of the production areas including scenic construction and painting, lighting, properties and costuming.

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

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

THTR 397, 398, 497, 498 Internship.

Women & Gender Studies (WGST)

WGST 101 Introduction to Women and Gender Studies. 3 hours. A multidisciplinary analysis of gender from historical and cross-cultural perspectives. This course examines the relevance and impact of gender-related issues in terms of historical and contemporary culture. The goal of this course is to help students develop a critical framework for thinking about gender and sexuality, with special attention to issues of class, race and ethnicity. Topics include birth control, the social construction of beauty, masculinity and race.

WGST 371 Women and Gender Studies Thesis Seminar. 3 hours. *Prerequisite: 12 hours completed in Women and Gender Studies.* Students who have completed all other coursework in the Women and Gender Studies program will be eligible to complete their women's studies thesis project. Students may complete their thesis either in the junior or the senior year. Each student, in working closely with a faculty mentor and with the director of the women's studies program, will select one paper or project the student has completed in one of her or his other women's studies classes. The student will then develop this project as a thesis in Women and Gender Studies. The thesis must exhibit high standards of scholarship and must address a question related to the study of women and/or gender issues. Students participating in the seminar will meet occasionally to share their research with other participants. At the end of the semester, students will present their research in a public forum. Students participating in the Senior Honors Colloquium cannot use their honors theses as their women's studies theses, though students may choose projects that relate to each other. *Offered spring semester.*

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

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

WGST 397, 398, 497, 498 Internship.

Pre-College and Special Purpose Programs

Post-Junior Summer Program

College credit courses are available to selected high school students during the two summer sessions at Drury before their senior year. High school students who have maintained a B- (2.7) grade point average in their high school work and have completed junior year requirements are eligible for selection to the program. High school students may be concurrently enrolled in college during the academic year through a cooperative arrangement with the high school.

Center for Gifted Education

Mary Potthoff, director

The Center for Gifted Education is one of only 17 complete gifted education centers in the United States. Since 1981, the center has provided programs for gifted children, their families and educators. Each summer more than 700 children from pre-kindergarten through high school attend Drury's residential and nonresidential pre-college programs – Summer Pals, Summer Quest, Summerscape and Drury Leadership Academy.

The teacher education program provides graduate credit for Missouri gifted education certification and a Master in Education with a concentration in gifted education. Credit courses are provided during each university term. Special symposiums, conferences and seminars for parents, teachers and other professionals are scheduled throughout the year. Consulting services are available to school districts.

Each year Drury hosts the Duke Talent Identification Ceremony recognizing over 400 seventh graders from around the state who scored high on the ACT or SAT. The Center for Gifted Education also hosts the Gifted Association of Missouri Fall Conference, which brings together gifted education educators together for several workshops and seminars.

English for Academic Purposes

Peter Meidlinger, program coordinator

The Drury University English for Academic Purposes (EAP) Program, housed in the Department of English, is a one-semester academic 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 curriculum that helps students prepare for enrollment the following semester. 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 Communications. 3 hours. A practical course designed for international students to improve their skills in both listening and speaking. Class content is discussion-oriented, includes both personal and public discourse, public speaking and group presentation projects, and emphasizes clarity in pronunciation.

ENGL 111 English for Academic Purposes: Writing and Research. 3 hours. This course prepares international students to become college writers. The class teaches rhetoric and logic; style and voice; ethical research methods, documentation, and standards of academic integrity.

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

ENGL 116 English for Academic Purposes: Grammar. 3 hours. This course is student goal/task-focused on strategies to improve language facility; that is, individualized instruction seeks to help each student improve 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 English for Academic Purposes: Field Studies in Academic Culture. 1 hour. Designed as the field studies component to EAP 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.

General Information

Drury University Accreditation

<http://www.drury.edu/about/accreditation/>

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

30 North LaSalle Street

Suite 2400

Chicago, Ill. 60602-2504

(312) 263-0456 or (800) 621-7440).

www.ncahigherlearningcommission.org

View Drury University's current accreditation status by clicking on the Higher Learning Commission mark of affiliation to the right.

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

Elementary and Secondary Education Programs/Master in Education Programs

Council for the Accreditation of Educator Preparation (CAEP)

1140 19th St. NW, Suite 400

Washington, DC 20036

(202) 223-0077

Master of Architecture

National Architecture Accrediting Board

1735 New York Avenue, NW

Washington, DC 20006

(202) 783-2007

info@naab.org

Bachelor of Business Administration / Master in Business Administration

AACSB International, The Association to Advance Collegiate Schools of Business

777 Harbour Island Boulevard, Suite 750

Tampa, FL 33602

(813) 769-6500

accreditation@aacsb.edu

ACBSP, the Accreditation Council for Business Schools and Programs

11520 West 119th Street

Overland Park, KS 66213

(913) 339-9356

info@acbsp.org

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

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

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

Memberships

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

Drury's Church Affiliation

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

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

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

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

Non-Discrimination Statement

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

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

Scotti Siebert

Coordinator - Non-Discrimination / Harassment & Title IX
Director of Human Resources
Drury University
900 North Benton Avenue
Burnham Hall – Room 107
Springfield, MO 65802
417-873-7854
ssiebert@drury.edu

Steve Combs

Deputy Coordinator - Non-Discrimination / Harassment & Title IX
Executive Vice President and Provost
Drury University
900 North Benton Avenue
Burnham Hall – Room 200
Springfield, MO 65802
417-873-7391
scombs@drury.edu

Tijuana Julian

Deputy Coordinator - Non-Discrimination/Harassment & Title IX
V.P. for Student Affairs / Dean of Students
Drury University
900 North Benton Avenue
Findlay Student Center – Room 201
Springfield, MO 65802
417-873-7215
tjulian@drury.edu

Barbara Cowherd

Deputy Coordinator – Title IX
Associate Athletic Director
Drury University
900 North Benton Avenue
O’Reilly Family Event Center – Room 111
417-873-7363
bcowherd@drury.edu

Faculty and Administration 2016-2017

Endowed Chairs and Professorships

Patricia A. McEachern: Dorothy Jo Barker Endowed Professor of Animal Rights

Daniel Ponder: L.E. Meador Endowed Chair of Political Science

Faculty

(The dates following the names and titles of faculty members represent, first, the date of initial appointment and, second, the date of promotion to present rank)

Adamick, Angie E.: B.S., College of the Ozarks, 1994; M.B.A., University of Arkansas, 1995. Instructor of Management. 2008, 2008.

Allen, Jeanie K.: B.A., University of Arkansas–Fayetteville, 1974; M.S.A., University of Arkansas–Fayetteville, 1979; M.Ed., Drury College, 1997; Ph.D., Walden University, 2002. Associate Professor of Psychology. 1995, 2013.

Arne, Marshall: B.S., University of Illinois, 1982; M.Arch., University of Illinois, 1984. Associate Professor of Architecture. 2001, 2007.

Beach, David R.: B.Arch., Drury University, 1997. M. Arch., University of Oklahoma, 2009. Associate Professor of Architecture. 1999, 2015.

Blakey, Leah: B.A., Drury College, 1996; M.S., Southwest Missouri State University, 1998; Ph.D., St. Louis University, 2003. Associate Professor of History. 2004, 2013.

Blunk, Catherine: B.A., Manhattanville College, 1989; M.A., University of Wisconsin-Madison, 1999; Ph.D., University of Wisconsin-Madison, 2008. Associate Professor of French. 2009, 2016.

Bohnenkamper, Katherine: B.A., Emporia State University, 1977; M.Ed., Wichita State University, 1981; M.A., Kansas State University, 1988; M.L.S., Emporia State University, 1990. Associate Librarian. 1991, 2014.

Bomgardner, Stephen: B.Music, Fort Hays State University, 1985; M.Music, Rice University, 1989; D.M.A., Boston University, 1997. Professor of Music. 2005, 2014.

Booker, Gregory: B.A., Drury College, 1987; M.F.A., University of Oklahoma-Norman, 1993. Assistant Professor of Art. 2009, 2009.

Borodich, Sergey: B.A., Belarus State University (Minsk, Belarus), 1981; Ph.D., Academy of Science of Belarus, 1986. Associate Professor of Mathematics. 2003, 2003.

Branton, Christopher: B.S., Louisiana State University, 1992; Ph.D., Louisiana State University, 1998. Assistant Professor of Computer Science. 2016, 2016.

Brown, Jennifer Silva: B.A., University of New Hampshire, 2003; M.A., University of New Hampshire, 2005; Ph.D., Louisiana State University, 2009. Associate Professor of Psychology. 2009, 2015.

Browning, Carol J.: B.A., Drury College, 1978; M.A., Indiana University, 1981; M.S., Texas A&M University, 1987; Ph.D., Louisiana State University, 1986. Professor of Mathematics and Computer Science. 1995, 2010.

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

Bufkin, Jana L.: B.A., Mississippi State University, 1987; M.A., Northeast Louisiana University, 1989; Ph.D., Florida State University, 1996. Associate Professor of Criminology. 1999, 2002.

Callen, Bruce W.: B.A., Carleton College, 1981; Ph.D., University of Pennsylvania, 1988. Professor of Physics, Associate Vice President of Academic Affairs-Academic Operations. 1991, 2005.

Carroll, Kathy: B.S., Southwestern Oklahoma State University, 1984; M.S., Texas Women's University, 1991; Ph.D., University of Toledo, 1997. Associate Professor of Exercise and Sport Science. 2002, 2002.

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

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

Chin, Hue-ping: B.A., National Cheng-Kung University (Taiwan), 1980; M.A., National Cheng-Chi University (Taiwan), 1983; Ph.D., University of Iowa, 1995. Professor of History. 1997, 2013.

Claussen, Christina: B.S., University of Wisconsin-LaCrosse, 1994; M.Music, University of Northern Colorado, 1996; D.M.A., University of Kansas, 2003. Associate Professor of Music, 2004, 2010.

Clayton, Penny: B.S., Southwest Missouri State University, 1980; M.B.A., Drury College, 1983; Ph.D., Oklahoma State University, 1990. Professor of Accounting. 1988, 2006.

Coates, Keith: B.S., University of Nebraska-Lincoln, 1983; M.S., University of Nebraska-Lincoln, 1986; Ph.D., Texas A&M University, 1993. Associate Professor of Mathematics and Computer Science. 2005, 2011.

Combs, Steven: B.A., University of Southern California, 1981; M.A., University of Kansas, 1985; Ph.D., University of Southern California, 1993. Professor of Communication. Executive Vice President and Provost. 2015, 2015.

Cosgrove, Peter A.: B.S., Brunel University, 1997; M.Ed., Drury University, 2007. Instructor of Education. 2011, 2011.

Cossey, Tiffany: B.S.B.A, Missouri Southern State College, 1997; J.D., University of Missouri-Kansas City, 2001; L.L.M., University of Missouri-Kansas City, 2002. Assistant Professor of Accounting. 2010, 2012.

Cundiff, Katlin: B.B.A., Estonian Business School, Estonia, 2003; M.S.B.A. Estonian Business School, Estonia, 2004; Ph.D. University of Jyvaskyla, Finland, 2011. Assistant Professor of Management. 2016, 2016.

DeBauche, Gary: B.B.A., University of Wisconsin–Whitewater, 1969; M.B.A., Baruch’s Zicklin School of Business of the City University of New York, 1971; Ed.D., University of Arkansas, 1989. Instructor of Economics and Finance. 2003, 2003.

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

Denton, Rebecca: B.S., Southwest Missouri State University, 1992; M.B.A., Southwest Missouri State University, 1995; M.Ed., Drury University, 1999. Ph.D., St. Louis University, 2006. Associate Professor of Education. 2003, 2009.

Derossett, David B.A., Drury University, 1990; M.A., University of Nevada-Las Vegas, 1997; Ph.D., University of Missouri-Columbia, 2012. Assistant Professor of Sociology. 2010, 2012.
Eastman, Valerie: B.A., Drury College, 1984; M.S., Iowa State University, 1988; Ph.D., Iowa State University, 1990. Associate Professor of Psychology. 1991, 2016.

Edmondson, Lauren A.: B.A., Southwest Missouri State University, 1986; MS.Ed., Southwest Missouri State University, 1993. Ed.D., St. Louis University, 2003. Professor of Education. Dean, School of Education and Child Development. 2003, 2014.

Garrott, Jay G.: B.Arch., Texas A&M University, 1972; M.Arch., North Carolina State University, 1975. Professor of Architecture. 1984, 1999.

Garvin, William W.: B.A., Emory University, 1982; M.A., Louisiana State University, 1986; M.A., University of Kentucky, 1991. Associate Librarian and Director of the Olin Library. 1992, 2002.

Gilbert, Katherine A.: B.A., Bowdoin College 1994; M.A., University of Virginia, 2001; Ph.D., University of Wisconsin-Madison, 2009. Associate Professor of English. 2009, 2015.

Groves, Jonathan: B.A., University of Missouri-Columbia, 1991; M.B.A., Missouri State University, 2005; Ph.D. University of Missouri-Columbia, 2009. Associate Professor of Communication. 2008, 2014.

Harville, Beth: B.S., Southwest Missouri State University, 1989; Ph.D., University of Missouri-Kansas City, 1995. Associate Professor of Biology. Dean, College of Natural and Mathematical Sciences. 2005, 2015.

Hedges, Keith: B.S.Arch., University of Illinois, 1987; M.Arch., Iowa State University, 1997; Ph.D., University of Nebraska-Lincoln, 2009. Associate Professor of Architecture. 2009, 2015.

Henderson, T. Kevin: B.A., Southwest Missouri State University, 1993; M.A., Southwest Missouri State University, 1995; Ph.D., University of Missouri-Columbia, 2012. Assistant Professor of English. 2005, 2013.

Henslee, Holli: B.S., Drury University, 1996; M.A., University of Missouri-Columbia, 2003. Sr. Assistant Librarian/Technical Services Coordinator. 2012, 2012.

Herrington, Rachael L.: B.S., Oklahoma State University, 2002; M.S., Texas A&M University, 2004; Ph.D., Texas A&M University, 2008. Assistant Professor of Psychology. 2011, 2012.

High, Kenneth: B.S., Rider College, 1984; M.S., Seton Hall University, 1986; Ph.D., Seton Hall University, 1988. Associate Professor of Chemistry. 1990, 1996.

Hinrichs, Brant: B.S.E., University of Michigan, 1986; M.S. University of Illinois at Urbana-Champaign, 1988; Ph.D., University of Illinois at Urbana-Champaign, 1994. Associate Professor of Physics. 1999, 2006.

Holmes, Gary: B.S., Southwest Missouri State University, 1989; M.B.A., Drury University, 2001; Ph.D., University of North Texas, 2008. Associate Professor of Marketing. 2008, 2014.

Holzenberg, Phyllis E.: B.A., Florida State University, 1975; M.L.S., Florida State University, 1990. Associate Librarian. 1995, 2005.

Hornsby, Teresa J.: B.A., University of Tennessee, 1992; M.T.S., Harvard Divinity School, 1995; M.A., Vanderbilt University, 1999. Ph.D., Vanderbilt University, 2000. Professor of Religion. 2000, 2012.

Huang, Yong.: B.Arch., Beijing Polytechnic University, 1995; M.S., Pratt Institute School of Art and Design, 1996; M.Des., Harvard University, 2002. Assistant Professor of Architecture and Practitioner in Residence. 2012, 2016.

Ingwerson, Charlyn: B.A., Southwest Missouri State University, 2000; M.A., Southwest Missouri State University, 2002; M.A., Assemblies of God Theological Seminary, 2007. Instructor of English. 2008, 2008.

Jansen, Kevin P.: B.S., Missouri State University, 1991; M.S., Missouri State University, 1993; Ph.D., University of South Florida, 2001. Associate Professor of Biology. 2009, 2009.

Julian, Tijuana: B.M.Ed., Drury College, 1981; M.M., University of Kansas, 1983; D.M.A., University of Kansas, 1987. Professor of Music. Vice President of Student Affairs and Dean of Students. 1987, 2004.

Kenny, Erin: B.S., James Madison University, 1991; M.A., Wichita State University, 1995. Ph.D., University of Kentucky, 2005. Associate Professor of Political Science. 2005, 2011.

Koch, Christopher J.: B.Music, Eastman School of Music, 1993; M.M., University of Missouri-Kansas City, 1996; D.M.A., University of Washington, 2003. Associate Professor of Music. 2005, 2011.

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

Leinaweaver, Justin: B.S., Florida State University, 2004; M.S., University College Dublin Ireland, 2008; Ph.D., Trinity College Dublin Ireland, 2012. Assistant Professor of Political Science. Director of Institutional Research and Effectiveness. 2012, 2016.

Leventis, Panayiotis: B.Arch., University of Southern California, 1993; M.Arch., University of California-Los Angeles, 1996; Ph.D., McGill University, 2004. Associate Professor of Architecture. 2006, 2012.

Long, Jennie J.: B.A., College of Wooster, 1992; M.A., Indiana University, 1994; Ph.D., Arizona State University, 1999. Associate Professor of Criminology. 1999, 2005.

Lowery, Todd: B.F.A., Southwest Missouri State University, 1988; M.F.A., School of Visual Arts, 1993. Professor of Art. 2002, 2016.

Luttrell, Vickie: B.A., Drury College, 1986; M.A., Hollins College, 1988; Ph.D., Southern Illinois University-Carbondale, 1999. Professor of Psychology. 1999, 2012.

Manpadi, Madhuri: B.S., Osmania University (India), 1997; M.S., Osmania University, 1999; Ph.D., New Mexico Institute of Mining and Technology, 2008. Assistant Professor of Chemistry. 2012, 2012.

Maxson, Richard A.: B.A., California State University-Fresno, 1985; M.A., California State University-Fresno, 1987; Ph.D., Indiana University-Bloomington, 1998. Associate Professor of Communication. 2000, 2000.

McEachern, Patricia A.: B.A., University of Central Florida, 1981; M.A., Florida State University, 1985; Ph.D., University of North Carolina-Chapel Hill, 1995. Professor of French. Dorothy Jo Barker Endowed Professor of Animal Rights and Director of the Forum on Animal Rights. 1996, 2008.

McMurtrey, Shannon: B.S., Missouri State University, 1992; M.B.A., Missouri State University, 1996; Ph.D. Nova Southeastern University, 2010. Assistant Professor of Management Information Systems. 2016, 2016.

Meidlinger, Peter K.: B.A., University of Iowa, 1981; M.A., University of Iowa, 1985; Ph.D., University of Iowa, 1994. Professor of English, Associate Vice President for Academic Affairs – Academic Quality. 1992, 2009.

Miller, R. Robin: B.A., Berea College, 1990; M.A., Indiana State University, 1992; Ph.D., University of Cincinnati, 1997. Associate Professor of Sociology. 1999, 2001.

Miller, Rebecca: B.F.A., Kansas City Art Institute, 1993; M.F.A., Florida State University, 1998. Associate Professor of Art and Art History. 2003, 2009.

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

Moser, Patrick J.: B.A., University of California–Berkeley, 1989; M.F.A., University of Arizona, 2007; Ph.D., University of California–Davis, 1997. Professor of French. 1998, 2012.

Mullins, Steve D.: B.S., Oklahoma State University, 1977; M.S., Oklahoma State University, 1980; Ph.D., Oklahoma State University, 1983. Professor of Economics. 1982, 2010.

Nadeau, Gerard: B.A., Cornell University, 1985; M. Arch., Columbia University, 1998. Assistant Professor of Architecture. 2010, 2011.

Nichols, Elizabeth G.: B.A., University of Missouri–Columbia, 1991; M.A., University of Kansas, 1993; Ph.D., University of Kansas, 1997. Professor of Spanish. 1997, 2009.

Ojakangas, Gregory W.: B.S., University of Minnesota–Duluth, 1982; M.S., California Institute of Technology, 1985; Ph.D., California Institute of Technology, 1988. Associate Professor of Physics. 1996, 2004.

Paddock, Elizabeth M.: B.A., Kansas State University, 1982; M.A., University of Kansas, 1986; Ph.D., University of Kansas, 1991. Professor of Political Science. 1989, 2003.

Panza, Christopher J.: B.A., State University of New York, 1993; M.A., University of Connecticut, 1998. Ph.D., University of Connecticut, 2002. Professor of Philosophy. Dean, College of Humanities and Social Sciences. 2002, 2015.

Petrich, Scott A.: B.S., B.A., Southwest State University, 1987; Ph.D., Iowa State University, 1992. Associate Professor of Chemistry. 1994, 2000.

Pettijohn, Charles: B.S.B.A., Missouri Western State University, 1974; M.B.A., Missouri State University, 1976; D.B.A., Louisiana Tech University, 1986. Associate Professor of Marketing. 2013, 2013.

Petty, Clifton D.: B.A., Baylor University, 1982; M.B.A., Baylor University, 1984; Ph.D., University of Houston, 1991. Professor of Management. 1993, 2007.

Ponder, Daniel E: B.S., Southwest Missouri State University 1989; Ph.D., Vanderbilt University, 1994. Professor of Political Science. L.E. Meador Endowed Chair of Political Science. 2006, 2012.

Popescu, Ioana: B.S. University of Bucharest, 1989; M.S., University of Bucharest, 1992; M.S. University of Cincinnati, 1999; Ph.D., University of Cincinnati, 1999. Associate Professor of Biology. 2001, 2007.

Prater, Dan: B.A., Evangel University, 1993; M.A., Drury University, 2007. Instructor of Communication. 2011, 2011.

Precise, Natalie: B.S.Ed., Missouri State University, 2004; M.S.Ed., Missouri State University, 2007; Ed.D., University of Missouri-Columbia, 2012. Assistant Professor of Education. 2013, 2013.

Presley, Morgan: B.S., Lyon College, 2006; M.S., Missouri State University, 2008; Ph.D., University of Missouri-Columbia, 2015. Instructor of Biology. 2013, 2013.

Prewitt, Janis L.: B.A., University of Missouri-Columbia, 1986; J.D., University of Missouri-Columbia, 1989. Associate Professor of Management. 2005, 2011.

Robbins, Timothy: B.A., Drury University, 2003; M.A., University of Kansas, 2005, Ph.D., University of Nebraska, 2011. Associate Professor of Spanish. 2008, 2015.

Robertson, Robert L.: B.S., University of Arkansas-Fayetteville, 1989; M.S., University of Arkansas-Fayetteville, 1991; Ph.D., University of Kentucky, 1996. Associate Professor of Mathematics. 2001, 2005.

Rowley, III, Wesley H.: B.S., Virginia Polytechnic Institute and State University, 1980; Ph.D., East Carolina University School of Medicine, 1987. Associate Professor of Biology. 1989, 1995.

Russo, Thomas E.: B.A., Northern Illinois University, 1983; M.A., Northern Illinois University, 1986 and 1988; Ph.D., Indiana University, 1993. Professor of Art and Art History. Associate Dean for International Programs. 1993, 2007.

Sabini, Maurizio: Laurea in Architettura (First Professional Degree in Architecture), Istituto Universitario di Architettura di Venezia, Italy, 1981; M.Arch., State University of New York, 1982; Ph.D., Istituto Universitario di Architettura di Venezia, Italy, 1987. Professor of Architecture. 2012, 2012.

Schraft, Robin: B.A. Eisenhower College, 1975; M.A., New York University, 1983; Ph.D., New York University, 1987. Professor of Theatre. 1991, 2003.

Schur, Richard: B.A., University of Illinois at Urbana-Champaign, 1991; J.D., University of Wisconsin, 1994; Ph.D., University of Kansas, 2000. Professor of English. 2001, 2013.

Scislaw, Kenneth: B.S., University of Alabama, 1981; M.B.A., University of Edinburgh, 1991; Ph.D., University of St. Andrews, 2010. Assistant Professor of Finance. 2014, 2014.

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

Shipman, Brian: B.A., University of Central Oklahoma, 1986; M.A., Drury University, 2012. Instructor of Communication. 2005, 2005.

Sigman, Scott L.: B.S., Southwest Baptist University, 1980; M.S.T., University of Missouri-Columbia, 1982; M.S.C.S.E., University of Evansville, 1986; Ph.D., University of Missouri-Rolla, 1999. Professor of Mathematics and Computer Science. 2004, 2014.

Simmerman, James: B.S., Truman State University, 1994; M.B.A., Missouri State University, 1996; Ed. D., University of Missouri-Columbia, 2012. Assistant Professor of Finance. 2013, 2013.
Simmons, Scott: B.S., University of Kentucky, 1991; M.S., University of Kentucky, 1994; Ph.D., University of Kentucky, 1998. Associate Professor of Mathematics. 2002-2008.

Slye, Gail: B.A., San Diego State University, 1978; M.A., San Diego State University, 1982; Ed.D., University of Missouri-Columbia, 1999. Professor of Education. 1997, 2014.

Smith, Anthony: B.A., University of Central Oklahoma, 2002; M.A., University of Oklahoma, 2006. Instructor of Spanish. 2012, 2012.

Sokol, Michael: B.F.A., University of Florida, 1989; M.F.A., Southern Illinois University, 1992; Ph.D., The University of Georgia, 1999. Professor of Theatre. 2001, 2013.

Sooter, Traci: B.S., Southwest Missouri State University, 1984; M.Arch., Washington University, 1999. Professor of Architecture. 1999, 2015.

Sorenson, W. Allin: B.M.Ed., Truman State University, 1983; M.M.Ed., Truman State University, 1985; D.M.A., University of Minnesota, 1989. Professor of Music. 1988, 2005.

Spence, Karen Cordes: B.Arch., University of Arkansas, 1987; M.Arch., University of Cincinnati, 1993; Ph.D., Texas A&M University, 1996. Associate Professor of Architecture. 2006, 2012.

Sronce, Robin: B.A., Drury College, 1983; M.B.A., Southern Illinois University, 1997; Ph.D., Southern Illinois University, 2003. Associate Professor of Management. Dean, School of Business. 2006, 2012.

Stepp, Phillip: B.A., Drury University, 1997; Ph.D., University of Missouri - Columbia, 2004. Assistant Professor of Biology. 2011, 2011.

Still, Kelley: B.S., Southwest Missouri State University, 1979; M.B.A., Drury College, 1992; Ph.D., University of Oklahoma, 1997. Associate Professor of Accounting. 1995, 2001.

Taylor, Charles A.: B.A., College of the Ozarks, 1985; M.A., University of Illinois-Champaign, 1987; Ph.D., University of Illinois at Urbana-Champaign, 1990. Professor of Communication. 1997, 2005.

Taylor, John: B.A., Drury College, 1997; M.A., Georgetown University, 1999; M.B.A., Missouri State University, 2008; Ph.D., Georgetown University, 2003. Associate Professor of Business Administration. 2001, 2007.

Tygart, Jacqueline A.: B.F.A., Southwest Missouri State University, 1986; M.L.S., University of Missouri-Columbia, 1993. Associate Librarian. 1996, 2005.

Utlely, Mary: B.A., St. Louis University, 1980; M.A., Southern Illinois University-Edwardsville, 1984; M.B.A., Lindenwood University, 1999; Ph.D., University of Georgia, 1989. Professor of Psychology. 2002, 2002.

Vaggalis, Ted: B.A., Brigham Young University, 1982; M.A., University of Kansas, 1988. Ph.D., University of Kansas, 2001. Associate Professor of Philosophy. 1995, 2006.

Van Arkel, Jo B.: B.A., Texas Christian University, 1979; M.A., Texas Christian University, 1981; M.F.A., University of Oregon, 1982. Professor of English. 1984, 2004.

VanDenBerg, Jeffrey A.: B.A., Miami University (Ohio), 1990; M.A., University of Cincinnati, 1995; Ph.D., University of Cincinnati, 2000. Professor of Political Science. 1998, 2010.

Waters, Regina K.: B.S., Southwest Missouri State University, 1988; M.A., Southwest Missouri State University, 1990. Ph.D., University of Missouri–Columbia, 2001. Professor of Communication. Dean, College of Graduate Studies. 1996, 2012.

Weddle, Robert: B.S., University of Illinois at Urbana–Champaign, 1982; M.Arch., University of Illinois at Urbana–Champaign, 1985; M.A., Cornell University, 1994; Ph.D., Cornell University, 1997. Professor of Architecture. Dean, Hammons School of Architecture. 1999, 2012.

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

Whisenhunt, J. Blaine: B.F.A., University of Central Arkansas, 1997; M.F.A., Louisiana State University, 2000. Associate Professor of Art. 2005, 2013.

Wiley, Kristofor: B.A., Northwestern University, 1993; M.Ed., Drury University, 2001; Ph.D., University of Virginia, 2013. Assistant Professor of Education. 2013, 2013.

Williamson, Edward A.: B.S., Southwest Baptist University, 1991; M.S., Southwest Baptist University, 1993; Ph.D., University of Missouri–Columbia, 1998. Associate Professor of Education. 1999, 2005.

Wlodarczyk, Natalie: B.M.E., Stetson University, 2001; M.M., Florida State University, 2003; Ph.D., Florida State University, 2010. Associate Professor of Music Therapy. 2010, 2016.

Wolbrink, Shelley A.: B.A., Miami University (Ohio), 1991; M.A., University of Cincinnati, 1993; Ph.D., University of Cincinnati, 1998. Professor of History. 1998, 2010.

Wood, Mark D.: B.A., Drury College, 1981; Ph.D., State University of New York at Stony Brook, 1992. Professor of Chemistry. 1992, 2009.

Emeriti Professors

Agruso, Jr., Victor M.: Psychology. B.A., Xavier University, 1962; M.Ed., Xavier University, 1965; Ph.D., University of Missouri–Columbia, 1971. 1967-2000.

Allen, Charles S.: Mathematics. B.S., Drury College, 1961; M.S., Illinois Institute of Technology, 1964; Ph.D., University of Georgia, 1971. 1964-67; 1981-2005.

Armstrong, Judith G.: B.B.A., North Texas State University, 1955; M.L.S., Texas Women's University, 1964; M.A., Southwest Missouri State University, 1972. 1969-1994.

Asher, Harvey: B.A., Brooklyn College, 1962; M.A., Indiana University, 1964; Ph.D., Indiana University, 1967. 1967-2003.

Bamberger, Ruth: B.S., Nazareth College, 1966; M.A., The Ohio State University, 1968; Ph.D., The Ohio State University, 1973. 1973-2002.

Beach, Daniel R.: Education. B.S.Ed., Southwest Missouri State University, 1965; M.S.Ed., Southwest Missouri State University, 1970; Ed.D., University of Missouri-Columbia, 1974. 1983-2009.

Buono, Michael J.: B.Arch., Pratt Institute, 1965; M.Arch., Washington University, 1973. Professor of Architecture. 2000-2015.

Bynum, James H.: Communication. B.A. University of Missouri-Kansas City, 1951; M.Ed., University of Kansas, 1954; Ph.D., University of Missouri-Kansas City, 1969. 1967-1992.

Dickey, Michael: Art. B.S., Central Missouri State University, 1968; M.F.A., Ohio University, 1971. 1984-2003.

Flikkema, Eltjen J.: Languages and Literature. A.B., Calvin College, 1966; M.A., Michigan State University, 1968; Ph.D., Michigan State University, 1972. 1972-2011.

Harding, Bill J.: Physical Education. A.B., Drury College, 1954; M.Ed., Drury College, 1964. 1965-1988.

Jackson, Rosemary: Music. A.B., William Jewell College, 1956; M.S.Ed., Southwest Missouri State University, 1986. 1976-2005.

Jones, Stephen R.: Biology. B.S., Indiana State University, 1962; M.S., Indiana State University, 1964; Ph.D., Oklahoma State University, 1973. 1968-2008.

Killough, Richard H.: Philosophy and Religion. B.A., University of Missouri, 1947; B.D., Andover Newton, 1961; Ph.D., University of St. Andrews, Scotland, 1974. 1968-1994.

Livingston, James T.: Literature. B.A., Texas Christian University, 1952; M.A., Texas Christian University, 1953; B.D., University of Chicago, 1959; Ph.D., University of Chicago, 1963. 1962-1995.

Mears, Harriet: Art and Art History. B.A., College of William and Mary, 1942; L.H.D., Drury College, 1992. 1971-1992.

Monroe, Ruth E.: Theatre. B.M.E., Central Methodist College, 1951; M.R.E., Eastern Baptist Theological Seminary, 1956; M.A., Temple University, 1966; Ph.D., University of Minnesota, 1976. 1985-2002.

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

Murphy, Dudley: Art. B.A., University of Tulsa, 1965; M.F.A., University of Oklahoma, 1971. Associate Professor of Art. 1978-2016.

Murrow, Jim: Business Administration. B.S., Kansas State University, 1963; M.B.A., University of Kansas, 1969; Ph.D., University of North Texas, 1996. 1994-2008.

Nickle, Ted J.: Mathematics. B.S., Drury College, 1960; M.A., University of Oklahoma, 1966. 1961-1999.

Nowak, Paul: Finance. B.S., Rose Polytechnic Institute, 1968; M.B.A., Florida State University, 1971; D.B.A., Florida State University, 1979. 1985-2013.

Padron, Jorge L.: Chemistry. B.S., Oklahoma Baptist University, 1952; M.S., University of Oklahoma, 1954; Ph.D., University of Oklahoma, 1956. 1957-1993.

Parker, Thomas M.: Art and Art History. B.A., Washburn University, 1955; M.F.A., State University of Iowa, 1960. 1983-2012.

Riley, James A.: Physics. B.S., University of Minnesota, 1960; M.A., Temple University, 1964; Ph.D., University of Minnesota, 1969. 1969-1999.

Rohlf, Jr., William D.: Economics. B.A., Baker University, 1967; M.A., Kansas State University, 1969; Ph.D., Kansas State University, 1972. 1972, 2016.

Roy, Protima: B.S., Calcutta University Presidency College, 1965; M.S., Calcutta University Presidency College, 1968; Ph.D., University of Florida, 1974. Professor of Education. 1975, 1985.

Roy, Rabindra N.: B.S., Jadavpur University, 1959; M.S., Jadavpur University, 1961; Ph.D., Louisiana State University, 1966. Professor of Chemistry. Walter Hoffman Distinguished Research Professor of Chemistry. 1966, 1974.

Rutan, Stephen L.: Mathematics. B.S., Western Michigan University, 1957; M.A.T., Michigan State University, 1962; M.A., Rutgers University, 1965; Ph.D., University of Missouri–Columbia, 1981. 1962-1994.

Smith, III, Samuel D.: Philosophy and Religion. A.B., Phillips University, 1948; B.D., Texas Christian University, 1951; Ph.D., Vanderbilt University, 1965. 1958-1988.

Starczewski, Jerzy: B.S., Polytechnic University of Warsaw, 1954; M.S., Polytechnic University of Warsaw, 1956; M.Arch., Virginia Polytechnic Institute & State University, 1982; Ph.D., Georgia Institute of Technology, 1992. 1989-2002.

Stauffer, Lawrence N.: Biology. B.S., Northwestern State College, 1952; M.S., Oklahoma State University, 1961; Ed.D., Oklahoma State University, 1969. 1963 - 1995.

Stoan, Stephen K.: Director of Library and Information Services and Librarian. B.A., University of Florida, 1963; M.A., University of Florida, 1964; Ph.D., Duke University, 1970; M.L.S., Kent State University, 1979. 1995-2009.

Vise, Sidney R.: Music. B.M., Rhodes College, 1954; M.M., Northwestern University, 1958; D.M.A., University of Missouri–Kansas City, 1975. 1965-1999.

Warren, Jacqueline L.: Art. B.S., Southwest Missouri State University, 1966; M.F.A., Arizona State University, 1971. 1979-2005.

Weber, Donald E.: Physics. B.S., Case Institute of Technology, 1963; M.S., Northwestern University, 1965; Ph.D., Northwestern University, 1970. 1970-2009.

White, Jayne L.: B.A., Southwest Baptist College, 1971; M.Ed., University of Missouri–Columbia, 1976; Ed.D., Oklahoma State University, 1983. Professor of Education. 1984-2014.

Willis, Resa A.: B.A., Southwest Missouri State University, 1971; M.A., University of Arkansas, 1973; Ph.D., University of Tulsa, 1984. Professor of English. 1981-2015.

Administration

J. Timothy Cloyd	President
Steven Combs	Executive Vice President and Provost
Bill Scorse	Vice President for Administration and Chief Information Officer
Judy Thompson	Interim Vice President for Development and Alumni Relations
Tijana Julian	Vice President for Student Affairs, Dean of Students
Jann Holland	Executive Director of Marketing and Communications
Mark Fisher	Director of Athletics
Chris Panza	Interim Vice President Enrollment Management
Rob Fridge	Chief Financial Officer

Academic Affairs

Steven Combs	Vice President for Academic Affairs, Dean of the Faculty
Bruce Callen	Associate Vice President for Academic Affairs - Academic Operations
Aaron Jones	Associate Vice President for Academic Affairs - College of Continuing Professional Studies
Peter Meidlinger	Associate Vice President for Academic Affairs-Academic Quality
Marline Faherty	Director of Academic Affairs Support Services
Thomas Russo	Associate Dean for International Programs
Cindy Jones	Registrar
Annette Enloe	Associate Registrar, Data and Technology Manager
Kiley Garges	Associate Registrar, Advising Module Manager
Salia Manis	Associate Registrar, Policy and Procedure
Steve Hynds	Director of Online Education
Bryan Beatty	Associate Athletic Director for Compliance and Eligibility
Greg Booker	Director Pool Art Gallery
Brant Hinrichs	Director of 3-2 Engineering Dual-Degree Program
Penny Clayton	Director of Accounting Program and Accreditation Coordinator
Heejung Cromley	Director of International Support Services
Valerie Eastman	Director of 3-2 Occupational Therapy Program
William Garvin	Director of Library and Information Services
Erin Kenny	Director of the Teaching and Learning Center
Erin Kenny	Coordinator, Women and Gender Studies
Justin Leinaweaver	Director of Institutional Research and Effectiveness
Patricia McEachern	Director of the Forum on Animal Rights
Rebecca Miller	Arts Administration Coordinator
Patrick Moser	Director of Writing Program and Writing Center
Karen Spence	Core (General Education) Coordinator
Daniel Ponder	Washington Center Institute for Experiential Learning Drury Coordinator
Dan Prater	Director of Center for Nonprofit Communication
Richard Schur	Director of University Honors Program
John Taylor	Executive Director of the Edward Jones Center for Entrepreneurship

Deans

Robert Weddle	Dean, Hammons School of Architecture
Karen Spence	Associate Dean, Hammons School of Architecture
Beth Harville	Dean, College of Natural and Mathematical Sciences
Laurie Edmondson	Dean, School of Education and Child Development
Robin Sronce	Dean, Breech School of Business
Steve Mullins	Associate Dean, Breech School of Business
Allin Sorenson	Interim Dean, College of Humanities and Fine/Performing Arts
Kevin Henderson	Associate Dean, College of Humanities and Fine/Performing Arts
Regina Waters	Dean, Graduate College

Department Chairs

TBA	Fine and Performing Arts
Vickie Luttrell	Behavioral Sciences
Kevin Jansen	Biology
Scott Petrich	Chemistry/Physics
Jonathan Groves	Communication
Jo Van Arkel	Languages/Literature
Hue-ping Chin	History/Philosophy/Religion
Keith Coates	Mathematics and Computer Science
Jeffrey VanDenBerg	Political Science

Board of Trustees 2016-2017

Kris Anderson '77
Rita Baron '99
Jan Wilson Baumgartner '74
Teresa Brekke '83
Jane Brite '68
Diana Bugg '69
Kenneth L. Carter '64
Philip W. Caster '89
Robert M. Cox, Jr. '67
Jack Delo '65
Curtis Dinan '89
Steve Edwards '88
William Hart '63
Susie Henry '72
Tom Kellogg '58
Danny Lay '79
Sarah Lewis '81
Thomas Westbrook Lynch, M.D. '65
Thomas McAlear '72, '75 (MBA)
Ronald A. Neville '69
Beth Pile '80
Thomas Prater, M.D.
Lyle Reed '70, '72 (MBA)
Tim Reese '85
Terry Reynolds '76
John William Ricketts '71
Steve Seibert '88
Ron Staab '84
Thomas R. Stout '69
George Thompson III '70
William Vaughan '74
Mark Walker '79
Thomas Warren '71
Rosalie Wooten '64

Life Trustees:

Dr. John Beuerlein '75
Loren E. Broaddus, M.D. '57
Dr. Mary Jane Pool '46

Emeritus Trustees:

Lynn Chipperfield '73
Jeanette Bass Clinkenbeard '69
Dr. Betty Cole Dukert '49
Ilene K. Gipson, Ph.D. '66
David Gohn '64
Walter B. Grimm '67
Ronald L. Walsworth '58