

# Graduate Catalog

## 2003-2005

With hundreds of courses available, the graduate programs at Drake University offer a wide range of opportunities for personal and professional growth. They also reflect the professional and intellectual climate of Des Moines, a capital city, dynamic metropolitan area and center for banking, government, insurance, communication, health services, cultural activities, and educational and social services. Since a large percentage of Drake graduate students are employed and are pursuing their degrees part-time, many of these courses are offered in the evenings and on the weekends.

Graduate degrees are granted in fields of study within accounting, business administration, education, pharmacy, and public administration. Programs range from master's degrees in numerous fields to a specialist in education and doctorate in education and in pharmacy. Drake also offers a Doctor of Jurisprudence degree through our Law School.

### FOR MORE INFORMATION

To learn more about Drake University, write to the Office of Graduate Admission, Drake University, 2507 University Avenue, Des Moines, Iowa 50311. To request information by telephone, please call: 1-515-271-3871 locally and from outside the United States or toll-free: 1-800-443-7253, extension 3871 within the United States. You may also fax us at: 1-515-271-2831 or send an e-mail request to: [gradadmission@drake.edu](mailto:gradadmission@drake.edu). Our World Wide Web site is: [www.drake.edu](http://www.drake.edu).

So that we are able to respond appropriately to your request, please include the following information about you and your interests:

- On which graduate programs do you want more information?
- Do you already have a degree? If so, please specify degree and level.
- What is your anticipated term of initial enrollment?
- What is your full name, mailing address, telephone number and e-mail address?

### GRADUATE CONTACTS

#### Office of Graduate Admission

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515-271-3871

#### Office of Student Financial Planning

515-271-2905

#### Office of the Registrar

Nancy Geiger, Registrar  
515-271-3901

#### Office of Student Accounts

Robert Harlan, Director  
515-271-2151

#### Career Center/Testing

Joan Hitzel, Director  
515-271-3721

### COLLEGE/SCHOOL RESOURCES

#### College of Arts and Sciences

515-271-3939

#### College of Business and Public Administration

Danette Kenne, Director of Graduate Programs  
515-271-2188

#### School of Education

Dr. Eunice Merideth, Associate Dean  
515-271-2599

#### School of Journalism and Mass Communication

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#### Law School

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#### College of Pharmacy and Health Sciences

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# History and Character of Drake University

It was an ambitious undertaking.

Confronted with declining economic conditions, the Disciples of Christ in Iowa were faced with the decision to move their established Oskaloosa College, the first Christian college founded in Iowa, to another location.

In 1881, a zealous group, led by George Thomas Carpenter, journeyed to Des Moines, where they found support for their proposed move. In March 1881, bolstered with a \$20,000 pledge from General Francis Marion Drake of Centerville, Iowa, the educational institution became a reality. In gratitude, the University's trustees named their institution after General Drake, a Civil War general, former Iowa governor, banker, railroad builder and attorney.

This was Drake University's modest beginning. Its founders dreamed of an institution that was broad-based and liberally nonsectarian. To establish the educational climate in which the University would operate, they issued the following statement:

"This University has been designed upon a broad, liberal and modern basis. The articles of incorporation provide that all its departments shall be open to all without distinction of sex, religion or race. In its management and influence, it will aim at being Christian, without being sectarian."

While corporate affiliation with the Disciples was eventually terminated, the University continues to be guided by this statement of nondiscrimination and the progressive vision of its founders.

During the administration of Drake's first president and chancellor, George T. Carpenter (1881-1893), the University established itself as an integral part of a young and growing community in the world's richest agricultural area. In 10 years, it boasted of eight departments, 53 teachers and more than 800 students — more than tenfold the number of students enrolled during its first semester in 1881. In 1888, a University plan was developed that separated the departments into colleges.

Upon the death of President Carpenter, Barton O. Aylesworth was named acting chancellor and served until 1897, when William Bayard Craig became chancellor. Subsequently led by President Hill McClelland Bell (1902-1918), Drake expanded its academic programs and established new ones as needed.

An outstanding educator and administrator at Drake University and in the state of Iowa, President Bell led Drake through a major building program and the economic difficulties that began with the outbreak of World War I in 1914. Cole Hall, which is now the Office of Admission, was dedicated in 1904; Memorial Hall was built in 1905; Carnegie Hall was erected in 1908, and an addition to Howard Hall was completed in 1909. Cole, Carnegie and Howard halls now are listed on the National Register of Historic Places along with Drake's main administration building, Old Main.

President Bell also fostered a top faculty trained in scholarship, dedicated to teaching and committed to maintaining a high standard of academic achievement.

The year 1893 marked the advent of organized, planned sports at Drake. John L. Griffith, who became coach and director of athletics in 1908, accelerated the growth of athletics at the University. The D Club, which recognizes athletic letterwinners, was organized that year. The Drake teams, which had been called Ducklings, Drakes, Ganders and even Tigers, became the Drake Bulldogs.

Coach Griffith made his greatest contribution to the University, however, in 1910 when he organized America's athletic classic, the Drake Relays. Now one of the largest university/college track and field meets in the world, the Relays also features a week of fun campus activities, entertainment and other events.

With the war's end, Drake University's fifth president, Arthur Holmes (1918-1923), turned to peacetime planning. He set up a psychological clinic, established new departments and used an elementary school as a practice school for prospective teachers. He also recognized and emphasized the need for student residences.

Daniel Walter Morehouse served as Drake's president from 1922 to 1941. Under his leadership, the University constructed new student residences and classroom facilities to meet demands of growing student enrollment. A Phi Beta Kappa chapter also was established.

As the University celebrated its 50th anniversary in 1931, the country was in the midst of the Great Depression. The effects were felt on campus as well. However, in 1937, the Gardner Cowles Foundation donated funds for Cowles Library, Drake's main library. In 1966, a \$1.7 million addition to the original building tripled its size.

Drake also further developed its graduate studies, which had existed at the University since 1883. President Morehouse organized a graduate division to increase the list of master's degrees in professional fields.

Following President Morehouse's death in 1941, the responsibility for leading the University through the chaotic period of World War II fell to President Henry Harmon (1941-1964). New and more vigorous policies governing selection and admission of students were established; the Office of the Dean of Students (now incorporated in the Office of the Provost) was created in 1945; and a community college offering evening programs for adults was established in 1946. In 1950, the College of Commerce and Finance became the College of Business Administration and, in 1962, the journalism program became the School of Journalism.

Between 1946 and 1966, 16 new buildings designed by distinguished architects Eliel and Eero Saarinen; Ludwig Mies van der Rohe; Harry Weese and Associates; and Brooks, Borg and Skiles were constructed on campus. The structures brought national attention to Drake.

Led by President Paul F. Sharp, Drake experienced rapid growth and development from 1966 to 1971. Library resources increased by more than 50 percent. The size and quality of the faculty increased. New undergraduate and graduate programs were instituted. To support these

developments, a capital campaign, the Centennial Development Program, was launched.

Dr. Wilbur C. Miller became Drake's ninth president in 1972. The Harmon Fine Arts Center opened that fall, and Olmsted Center opened in 1974. In 1973, the Olin Foundation Inc. provided a \$3,263,000 grant to build Olin Hall of Biological Science, which opened in 1975.

Drake constructed a new Law School classroom building, Harold G. Cartwright Hall, in 1976. The Bell Center for Physical Education and Recreation opened in late 1977. Master's degrees in mass communication and in general studies were first offered in 1976. In 1980, the Aliber Foundation made possible the construction of Aliber Hall, the new College of Business Administration building, which opened in the fall of 1982. Amid these developments, Drake celebrated its centennial in 1981.

Dr. Michael R. Ferrari became the University's 10th president in July 1985. Dedicated to ensuring Drake's position as a leader in higher education, President Ferrari built upon programs already in place and instituted changes to strengthen the University.

Under President Ferrari's leadership, the National Commission on the Future of Drake University was created in 1987. Made up of 11 task forces and 330 members — including leaders from across the nation in business, education, government and the professions — and chaired by Drake alumnus and former Iowa Governor Robert D. Ray, the commission examined critically Drake's programs, aspirations and plans. The commission presented its final report, with more than 250 recommendations, to the Board of Governors in June 1988.

That report served as a framework for future planning and as the cornerstone for The Campaign for Drake, a \$115 million national fundraising program to advance Drake for students and society. Publicly announced on October 7, 1989, the Campaign was chaired by Madelyn M. Levitt, a Des Moines civic leader and member of Drake's Board of Governors. At its official conclusion on May 31, 1994, the campaign had raised more than \$130 million for the University.

As part of the Campaign, the University launched in 1991 the most comprehensive construction effort on campus since the Saarinen plan of the 1940s. The William C. Knapp Center for recreation, sports and convocations and the Tennis Center opened in fall 1992. Dwight D. Opperman Hall and Law Library opened the following spring, and the new Pharmacy and Science Hall was dedicated in fall 1993.

In addition, the acoustically perfect Old Main Auditorium, listed on the National Register of Historic Places, was rededicated as Everett A. Sheslow Auditorium in January 1993. Fitch and Ingham halls were renovated, too, and plans were implemented for the upgrading of Cowles Library. Finally, the first phase of a campus landscaping project, Wifvat Plaza, was completed in 1993.

The University continued its proactive planning approach by creating in 1993 the National Commission II — Toward the 21st Century, chaired by distinguished Drake alumnus Benjamin B. Ullem. Working in 13 task forces,

the commission's 400 members presented nearly that many recommendations for Drake's further advancement. Their final report helped establish priorities for Campaign Drake — Think of the Possibilities, a \$190 million national fundraising effort announced on November 1, 1997.

In April 1998, the University's Board of Governors appointed distinguished Drake alumnus Robert D. Ray as Drake's 11th president. Known statewide and beyond for his integrity and commitment to serving others, Ray served as Iowa's governor from 1969 to 1983 and then as president and chief executive officer of two major insurance corporations. Past chair of the University's governing board, Ray also served as interim mayor of Des Moines, Iowa, Drake's home city, in 1997.

Dr. David E. Maxwell became the University's 12th president on May 15, 1999. Upon his arrival, he immediately began work with faculty, staff and students to clearly define the mission, values, vision and goals of Drake and to develop a long-term strategic plan for the University.

Before joining Drake, Dr. Maxwell was director of the National Foreign Language Center from 1993 to 1999, and from, 1989 to 1993, he was president of Whitman College in Walla Walla, Wash. From 1981 to 1989 he served as dean of undergraduate studies at Tufts University, where he was a faculty member for 10 years.

At Drake, Dr. Maxwell joined forces with Madelyn M. Levitt, national chair of Campaign Drake, to bring the University's \$190 million fundraising effort to a successful conclusion on May 31, 2002. The campaign totaled \$190,214,631 — the largest amount ever raised by Drake or any other private college or university in Iowa. Levitt is the first woman to chair two capital campaigns for a major university in the United States. The three major areas of emphasis of Campaign Drake are endowment, special projects and facilities improvement.

Under Dr. Maxwell's leadership, Drake is preparing students for a dynamic, rapidly changing world while holding fast to its traditional values of faculty dedicated to the education of each student; a wide range of outstanding academic, extracurricular and real-world learning opportunities; and an emphasis on *results* to support the success of its graduates.

## The Mission and Vision of Drake University

**Mission:** Drake's mission is to provide an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship. The Drake experience is distinguished by collaborative learning among students, faculty, and staff and by the integration of the liberal arts and sciences with professional preparation.

**Vision:** Drake University will enhance its position as a premier comprehensive university in the Midwest and as a national leader in higher education for learning, faculty roles and public service.

# Graduate Studies

The following graduate degrees are offered at Drake University.

## **College of Pharmacy and Health Sciences** **DOCTOR OF PHARMACY**

**College of Business and Public Administration**  
MASTER OF ACCOUNTING  
MASTER OF BUSINESS ADMINISTRATION  
MASTER OF BUSINESS ADMINISTRATION/  
DOCTOR OF JURISPRUDENCE (Joint Program)  
MASTER OF BUSINESS ADMINISTRATION/  
DOCTOR OF PHARMACY (Joint Program)  
MASTER OF PUBLIC ADMINISTRATION  
MASTER OF PUBLIC ADMINISTRATION/  
DOCTOR OF JURISPRUDENCE (Joint Program)  
MASTER OF PUBLIC ADMINISTRATION/  
DOCTOR OF PHARMACY (Joint Program)

## **Drake Law School** **DOCTOR OF JURISPRUDENCE**

**School of Education**  
MASTER OF ARTS IN TEACHING: American History, Art, Biology, Chemistry, Earth Science, English, English/Speech/Theatre, General Business, General Science, Geography, Journalism, Mathematics, Physics, Physical Science, Sociology, World History  
MASTER OF SCIENCE IN TEACHING: Elementary School  
MASTER OF SCIENCE: Rehabilitation Administration; Rehabilitation Counseling; Rehabilitation Placement; Adult Learning, Performance and Development  
MASTER OF SCIENCE IN EDUCATION: Community Agency Counseling; Early Childhood Education; Education Leadership (elementary and secondary); Effective Teaching, School Counseling (elementary and secondary); Special Education  
SPECIALIST IN EDUCATION: Education Leadership  
DOCTOR OF EDUCATION: Leadership

Various certification programs are also available through the School of Education.

**Combined Degree Programs**  
COMBINED DEGREE PROGRAMS also are available: Law and M.B.A.; Law and M.P.A.; Pharmacy and M.B.A.; Pharmacy and M.P.A.

## **ACCREDITATION OF GRADUATE PROGRAMS**

Drake University is a member of the Midwestern Association of Graduate Schools and is also a member of the Council of Graduate Schools in the United States.

The Master of Business Administration program is fully accredited by the AACSB International: The Association to Advance Collegiate Schools of Business.

The School of Education is fully accredited by the Iowa State Department of Education.

Drake's pharmacy program is accredited by the American Council on Pharmaceutical Education, and the College of Pharmacy and Health Sciences is a member of the American Association of Colleges of Pharmacy.

Drake Law School is one of the twenty-five oldest law schools in the country and is accredited by the American Bar Association and the Association of American Law Schools.

Drake University is fully accredited by the North Central Association of Colleges and Schools.

## **GRADUATE FACULTY**

Courses offered for graduate credit are taught by members of the faculties of Drake's colleges and schools. Faculty also advise graduate students and supervise their research. Consult the college and school sections of the University's General Catalog for information about faculty personnel.

# Graduate Admission Requirements

A student who plans to study toward a graduate degree or a certification program must make application as follows:

- Submit a formal application for admission to the Office of Graduate Admission together with official transcripts of all prior undergraduate and graduate study and required official test scores, at least six weeks in advance of registration. Late applications are given consideration, when possible, on an individual basis. (Transcripts are not returned to the applicant but become the property of Drake University. Drake transcripts are not required.) See Graduate Catalog doctoral program summary of requirements for doctoral application deadline dates.

Failure to report and provide all previous academic work or falsification of any documentation is considered sufficient cause for rejection of an application or cancellation of admission or registration. It also precludes the later release of a Drake transcript.

- Pay an application fee of \$25, which must accompany the application. An exception to this is an applicant who has previously applied to Drake and paid the fee at that time.
- Possess a baccalaureate degree or equivalent from an accredited college or university. (A degree from an unaccredited college or university may be validated with such additional measures of competence, as the director of admission shall specify.)
- Fulfill other requirements as specified by the department to which the student is applying.

International student requirements also include a completed health certification; financial certification, copy of their diploma, and an official copy of the TOEFL test score.

Students enrolling in either undergraduate or graduate credit courses who seek neither a Drake graduate degree nor teacher certification need to provide only information concerning their previous degrees as requested on the enrollment form. In such instances, transcripts are not usually required.

Law School applicants should apply through the Drake University Law School Admission Office located in Cartwright Hall, 2507 University Avenue, Des Moines, Iowa 50311.

Students wanting to pursue an additional bachelor's degree should apply through the Office of Undergraduate Admission located in Cole Hall, 2507 University Avenue, Des Moines, Iowa 50311.

Veterans should contact the Drake University Registrar's Office at least 30 days in advance of enrollment. The Registrar's Office is located in Old Main, 2507 University Avenue, Des Moines, Iowa 50311.

Information concerning employment opportunities or graduate financial aid is available upon request.

Applicants are encouraged to request assistance from the Office of Graduate Admission on any questions concerning admission.

Students will be considered for admission if they meet the following requirements (unless otherwise specified in another section of the catalog):

For master's degree programs:

- Have achieved a general grade point average (GPA) of at least 2.5 on a 4.0 scale in the last half of undergraduate work. Have achieved a grade average of at least a B (3.0) in the last half of undergraduate work in the field or fields of study closely related to the graduate field of study.
- Have achieved a 3.0 grade point average or higher on all courses taken for graduate credit.
- Present an acceptable official Miller Analogies Test (MAT) score or official Graduate Record Examination-General (Aptitude) Test (GRE) score for consideration, or official Graduate Management Admission Test (GMAT) score for the Master of Accounting and the Master of Business Administration programs. Law School applicants must submit an acceptable score from the Law School Admission Test (LSAT). Students seeking either the Master of Arts in Teaching or the Master of Science in Teaching must also complete the Pre-Professional Skills Test (PPST) as a part of the admission process. (See Test Information; also see departmental test requirements.)
- Meet departmental requirements in the chosen field, including any special testing; be approved by the department for graduate study; and receive approval of the Office of Graduate Admission.
- Full-time students must have on file at Drake's American Republic Student Health Center a completed health history form and meet guidelines concerning measles immunity and tuberculin testing as outlined in the Drake Immunization Policy. The health history and immunization requirement must be completed at the student's expense and preferably before enrolling. Telephone inquiries should be directed to the Student Health Center, 1-515-271-3731.
- Applicants to the graduate degree programs in the School of Education (SOE) must hold a bachelor's degree from an accredited institution, have achieved a grade point average of at least 2.5 on a 4.0 scale for all previous undergraduate work and 3.0 on a 4.0 scale for all previous graduate work attempted. Additional requirements are described in the School of Education section of this catalog.

For specialist and doctoral programs: Consult departmental and Office of Graduate Admission requirements specific to those programs.

- Applicants to the M.B.A. Program in the College of Business and Public Administration must have achieved a grade point average of at least 2.5 on a 4.0 scale in all undergraduate work, or a 2.75 grade point

average in the last half of undergraduate work. In addition, applicants must have achieved a grade point average of at least 3.0 in all foundation requirements.

- Applicants to the Master of Public Administration Program in the College of Business and Public Administration must have achieved a minimum grade point average of 3.0 on a 4.0 scale for the last 60 hours of their undergraduate work.

Drake does not offer any type of conditional or provisional admission to students; although, it is possible for U.S. students in some areas within our School of Education to enroll in a limited number of courses prior to being fully admitted into a degree program. Students doing this should know that this does not guarantee admission to a degree program and students are not able to apply for loans until they are fully admitted to a degree program.

**SPECIAL GRADUATE STANDING** may be granted to a qualified student with a bachelor's degree who enrolls for graduate study only for cultural or professional advancement and not for a Drake University graduate degree, provided the required information on educational background is submitted. Test scores and transcripts are not usually required. (This "special standing" also includes students who hold a master's or another advanced degree.) Students who want to take graduate courses in the College of Business and Public Administration, must be formally admitted to a graduate degree program or already hold a graduate degree. Pharmacy and Law schools also require that students be admitted prior to enrollment.

Students with special graduate standing must maintain a minimum C grade average to be allowed to continue enrolling and must meet the necessary prerequisites for courses as defined by the departments or instructors of the courses. **ENROLLMENTS ON THIS "SPECIAL" BASIS ARE NOT AUTHORIZED TO COUNT TOWARD A DRAKE DEGREE PROGRAM.** However, students may request adviser consideration. Exceptions must have departmental approval. Students seeking educational certification or endorsements rather than degree programs must maintain a 3.0 on all courses even though they are enrolled on that special student status. All students enrolled for graduate credit must be approved for graduate studies under one of the foregoing categories before the Registrar can report credits earned as graduate credits. Exceptions must have departmental approval prior to enrollment.

Please contact the Office of Graduate Admission regarding unusual circumstances.

**UNCLASSIFIED GRADUATE STANDING** may be granted to a student for undergraduate course enrollments only, provided a baccalaureate degree from a recognized college or university is held and full information concerning the degree is given. "Unclassified" students must maintain a minimum C grade average on courses to be allowed to continue enrolling.

**TEACHER LICENSURE/ENDORSEMENT:** In the School of Education, students who do not seek a master's degree but who wish to earn teaching licensure or add a teaching endorsement must do so at the graduate level. Students must file formal graduate application to the University, provide supporting official transcripts of all prior college work, submit evidence of an acceptable undergraduate grade point average and test scores from either the Miller Analogies Test or the Graduate Record Examination at least six weeks in advance of registration. Once all documents are submitted, a decision is made on the student's application for admission. As mentioned previously, students who are admitted into a teacher licensure/ endorsement program must maintain a minimum B grade or 3.0 grade point average on a 4.0 scale while in the program.

**SENIOR PETITION FOR GRADUATE CREDIT:** A senior at Drake University in the last two semesters of undergraduate study who has completed the residency requirement for the bachelor's degree may petition for admission to graduate credit courses beyond any bachelor's requirement. A student in a nearby college or university may petition for a similar arrangement. The combined program of graduate and undergraduate hours may not exceed 16 hours. If the credits are to apply to a Drake University graduate program, the early application procedures for admission to graduate study must be followed.

**ENTRANCE EXAMINATIONS:** Information on entrance examinations may be obtained by contacting the Career Center, 1-515-271-3721, which administers the Miller Analogies Test (MAT), or the Sylvan Learning Center, 1-515-867-8500 for information about the Graduate Record Examination (GRE), the Graduate Management Admission Test (GMAT), the Test of English as a Foreign Language (TOEFL) and the Preprofessional Skills Test (PPST). You may also contact the Office of Graduate Admission, 1-515-271-3871 for information about these examinations. Information about the Law School Admission Test (LSAT) may be obtained through the Drake University Law School, 1-515-271-2782 or toll-free within the U.S. at: 1-800-443-7253, extension 2782.

**NO ENTRANCE EXAMINATION** is required for the Master of Public Administration program.

**GMAT:** The Graduate Management Admission Test is required for entrance into the Master of Accounting and the Master of Business Administration programs. The GMAT may be substituted for the GRE or MAT for the Master of Science in Adult Learning, Performance and Development.

**LSAT:** The Law School Admission Test is required for admission to the Doctor of Jurisprudence degree program.

**GRE general test or MAT:** Either of these examinations may be used as the required examination for all

other graduate degree programs offered at Drake University except the Pharm.D. degree which in certain instances will require the PCAT. Please see the Drake University General Catalog for information about the Pharm. D. program and the PCAT examination.

**PPST** is required as a part of the admission process in addition to either the GRE or the MAT for individuals wishing to enter the Master of Arts in Teaching or Master of Science in Teaching degree programs.

Questions regarding admission to graduate studies should be addressed to the Office of Graduate Admission, Cole Hall, Drake University, Des Moines, Iowa 50311; telephone toll-free within the United States, 1-800-443-7253, extension 3871, or locally and outside the United States 1-515-271-3871. E-mail requests should be addressed to: gradadmission@drake.edu.

## Costs and Financial Information

Drake University reserves the right to change tuition and room and board rates and fees at the beginning of any term.

### TUITION

The following rates are in effect for the fall and spring semesters 2003-04.

FULL-TIME STUDENTS	Per semester
Law .....	\$10,350
Pharm.D. ....	\$10,350

PART-TIME STUDENTS (Less than 10 credit hours)	Per credit hour
Law .....	\$700
Law, Web .....	\$720
Master's, Accounting .....	\$387
Master's, Accounting, Web .....	\$400
M.B.A. ....	\$387
M.B.A., Web .....	\$400
M.P.A. ....	\$312
M.P.A., Web .....	\$330
Pharm.D. ....	\$700
Pharm.D., Web .....	\$720
General Grad (School of Education, School of Journalism and Mass Communication) .....	\$312
General Grad, Web .....	\$330

### ROOM AND BOARD

Graduate students may contact the Drake Real Estate Office for information about renting Drake-owned residential properties at 1-800-443-7253, extension 2196, or locally at 1-515-271-2196. Properties are available on a limited basis.

The following rates are in effect for the fall and spring semesters 2003-04:

	Per semester
12-Meal Plan .....	\$1,330
Lite Plan (non-residence hall) .....	\$870
On the Go Plan (non-residence hall) .....	\$640

### FEES AND DEPOSITS

Application Fee (non-refundable) .....	\$25
Law School Application Fee (non-refundable) .....	\$35
Pharm. D. Application Fee (non-refundable) .....	\$35
Returned Check Fee .....	\$25
Late Registration Fee (non-refundable) .....	\$60
Activity Fee (semester fee for full-time students) .....	\$50
Student Photo Identification Card Replacement Fee .....	\$15
Recreational Locker Deposit .....	\$25
Technology Fee (semester fee for full-time students) .....	\$110
Thesis Binding Fee .....	\$30
Doctoral Dissertation Fee .....	\$70
Doctoral Binding Fee .....	\$30
Special Examination Fee (per course) .....	\$50
Automobile Registration Fee (per sticker) .....	\$70

For part-time students, the technology fee of \$7 per credit hour is included in tuition for 2003-04.

**TRANSCRIPTS:** \$5 each. Students should allow from three to five days to receive a transcript from the University. Requests for transcript must be in writing and must be submitted through the Office of Student Accounts.

### PAYMENT PLANS

Starting this academic year, 2003-04, Drake University students can split their tuition bills into smaller monthly installments through Academic Management Services (AMS).

Drake has partnered with AMS, providers of the Tuition Pay Monthly Plan. AMS works with Drake to collect tuition installments and forward them on to the school. In addition, AMS offers personalized counseling to help budget tuition payments, as well as tools to track payment history and next due date.

To use this service, call AMS at 1-800-635-0120 to enroll. Tuition Pay consultants will help students pick the right plan and budget for their situation. A low, annual enrollment fee is required, which includes Tuition Protection Coverage (life insurance). Failure to remain current with the payment plan could result in complete withdrawal.

Drake is pleased to offer this service from AMS and encourages students to take advantage of it because it is a responsible tool for managing debt and making education more affordable. For more information, visit [www.tuitionpay.com/drake](http://www.tuitionpay.com/drake).

Full payment plan: Payments in full for the fall semester (after financial aid has been applied) should be received in the Student Accounts Office by August 15; for the spring semester, by December 15. Credit card payments are accepted with this plan. Failure to pay by the due date may result in total withdrawal from the University.



## LATE PAYMENT CHARGE

A charge of 15 percent per annum is applied on amounts past due for more than 10 days.

## LATE REGISTRATION

Students with late registration should contact the Office of Student Accounts for billing and payment information at 1-515-271-2151.

## WITHDRAWAL: THE IMPACT ON FINANCIAL AID

Tuition Adjustments Based on Enrollment Changes (other than complete withdrawals)

A reduction of credit hour enrollment within the first two weeks of the semester may occur without tuition penalty. After the first two weeks of the enrollment period, a change from full-time to part-time status or a reduction in credit-hour enrollment, other than a complete withdrawal, will not change tuition charges. For example, a student enrolled full-time will receive no tuition adjustment if he or she drops below full-time enrollment after the first two weeks of the semester. Tuition adjustments for increased enrollment continue throughout the term.

### Tuition Adjustments for Complete Withdrawals

Students withdrawing from Drake must formally notify their College Dean's office or the Office of the Registrar of intent to withdraw. A portion of the tuition charges may be credited to the student's account if the withdrawal occurs before 60% of the enrollment period (semester) has been completed. After 60% of the enrollment period, no adjustment to tuition is made.

The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the enrollment period. Calendar days are used; breaks of five or more days are excluded from both the numerator and denominator. Scheduled breaks are measured from the first day of the break to the next day that classes are held. If a break begins on Wednesday and no classes are held the following weekend (classes resume on Monday), the five-day break would be excluded from the calculation.

The enrollment period for the Fall 2003 term is considered to be the semester and contains 112 days. Examples for Fall 2002 percentages:

Withdrawal on Day 1 =  $1/112 = 0.89\%$

Withdrawal on Day 2 =  $2/112 = 1.79\%$

Withdrawal on Day 68 =  $68/112 = 60.71\%$

### Refunds

Refunds based on partial or total withdrawals will be calculated and processed once all adjustments, tuition, room and board and/or financial aid have been made.

### Financial Aid Adjustments

Changes in Enrollment (other than complete withdrawals)

Financial aid may be adjusted during the first two weeks of enrollment based upon changes in enrollment and changes in tuition and fees. Eligibility for financial aid for increased enrollment is not "automatically" calculated

with an enrollment change. Please contact the Office of Student Financial Planning to discuss changes in enrollment and your financial aid eligibility.

### Complete Withdrawals

(see Tuition Adjustments for Complete Withdrawals for information regarding the withdrawal process and the calculation of enrollment percentages)

During the first 60% of the enrollment period, financial aid from federal, certain state and institutional programs is earned based on the number of days the student remains enrolled. Financial aid from private scholarship programs is returned to those programs per their individual regulations. Private loans and payments made by students and parents are not subject to the earned aid percentage. These funds are used to pay the remaining balance after adjustments to federal, state, institutional aid, and institutional charges have been completed. Any credit balance remaining is returned to the source of payment. The total amount of unearned Title IV funds, other than Federal Work Study, must be returned. Unearned Title IV aid is the amount of disbursed Title IV aid that exceeds the amount of Title IV aid earned under the federal formula. Title IV returns are credited in the following order: Federal Unsubsidized Stafford Loans, Federal Subsidized Stafford Loans, Federal Perkins Loan, Federal PLUS, Federal Pell Grant, Federal SEOG, other Title IV aid. Students may need to repay financial aid that they did not earn.

Unearned state and institutional program funds are to be returned to their specific program.

A student who remains enrolled beyond the 60% point earns all aid for the period. The 60% point must be met, without rounding off to the nearest percent, to earn 100% of aid for the period.

Institutional costs play no role in determining the amount of Title IV funds to which a withdrawn student is entitled. Students will be responsible for payments of costs not covered by the amount of aid earned. Student/parent payments toward original charges may not be refunded in the same proportion as the revised aid.

A student living in a University residence hall who withdraws from the University is entitled to a pro-rated credit for room and board beginning with the Monday of the week following approved withdrawal.

This policy is subject to federal regulations, specifically, the Higher Education Amendments of 1998, Public Law 105-244. Please contact the Office of Student Financial Planning at 1-515-271-2905 to discuss individual circumstances.

# Employment Opportunities and Graduate Financial Aid

The following financial aid opportunities are available to graduate students. Details are subject to change and individual appointments may vary.

## EMPLOYMENT

Opportunities for employment are usually available in the Des Moines area. Spouses of graduate students also may use Drake's facilities for assistance in finding employment.

Graduate students may inquire at the Student Employment Center in Drake's Career Center regarding on- and off-campus job opportunities.

Drake's Career Center also aids graduate students in securing employment in the field related to their interests, abilities, experience and advanced preparation. Inquiries for full-time employment of graduate students or their spouses should be addressed to The Career Center, Drake University, 2507 University Avenue, Des Moines, Iowa 50311.

## VETERANS OPPORTUNITIES

Veterans should contact the Drake University Office of the Registrar, Old Main, at the end of each semester to process forms for the following semester. The following must be completed prior to a veteran receiving benefits:

1. New veterans must be admitted to Drake University and submit a D.V.A. application for Education Benefits Form. This form is available from Drake University or the Department of Veterans Affairs regional offices.
2. Notify the Office of the Registrar with enrollment plans for each semester or summer term at Drake. Certification for educational benefits each semester is not completed by the office until the information is provided.

All veterans receiving benefits have the responsibility to notify Drake University of any changes in hours during the semester or summer enrollment. Failure to notify the University may result in an overpayment for which the veteran will be held liable.

Most of the VA students at Drake University meet the conditions for "satisfactorily pursuing" a program of study for receiving VA benefits by meeting the Drake University general and graduate catalog requirements. However, a few VA requirements are more stringent than these requirements and are listed as follows:

1. Regular attendance: All VA students must be in regular attendance of all classes for which they are registered. Drake University periodically spot-checks attendance through the instructors. Unsatisfactory progress: The University must notify the Veterans Administration that a student has made unsatisfactory

progress if the student (1) fails or withdraws from all classes or (2) is suspended by the University. Education benefits are terminated when a student makes unsatisfactory progress.

2. Classes not completed: Unless there are extenuating circumstances, VA students do not receive benefits for any portion of a class dropped after the 10-day add/drop period; nor are they paid for classes in which incomplete (delayed) grades are received that are not completed within one year.

Because of these more stringent requirements, the VA student should check carefully if contemplating repeating a course, withdrawing from the University, dropping a class, electing to take a delayed grade or interrupting class attendance.

## GRADUATE ASSISTANTSHIPS

Inquiries regarding graduate assistantships should be addressed to the following departments: Adult Education, Education Leadership, Effective Teaching, Residence Life, Special Education, Student Financial Planning, Teaching and Learning.

Assistantships are typically available based on half-time service (20-24 hours per week). A typical graduate assistantship includes a monthly stipend in the \$300 to \$500 range and up to 24 credits of tuition waiver per academic year (summer/fall/spring terms).

Departments review applications as vacancies become available.

## FINANCIAL ASSISTANCE FOR M.B.A. STUDENTS

Generally, two types of financial assistance are available to M.B.A. students: student loans and part-time employment on and off campus.

Students should contact the Career Center if interested in part-time employment, and the Office of Student Financial Planning if interested in a student loan.

## FINANCIAL ASSISTANCE FOR REHABILITATION JOB DEVELOPMENT JOB PLACEMENT SPECIALIST STUDENTS

This master's degree program is partially funded by the Rehabilitation Services Administration, Department of Education. A limited number of scholarships and stipends are available. Contact the Vocational Rehabilitation Office, School of Education, 1-515-271-4507.

**THE EMPLOYER TUITION SUPPORT PAYMENT PLAN** provides the option of a delayed payment; the amount of the delayed payment is based upon the anticipated tuition reimbursement provided to the student by their employer. There is a \$30 non-refundable processing fee for each term, and the plan is available only for part-time attendance (enrollment no greater than 9 credits per term). The plan can be used only for tuition costs and will not be processed until the student is enrolled in classes as listed on their application.

An application must be submitted for each term of enrollment (i.e. Fall, Spring, Summer). Increased enrollment that occurs after an application has been processed will require a new application. Only applications completed in full, including a signature and date will be considered received and eligible for processing. No co-signer is required.

By completing an application the student is certifying that the employer will reimburse at the level the student has reported and that the student agrees to pay Drake this amount by the due date for the term. The Drake Employer Tuition Support Payment is due and payable regardless of the student's standing with the employer at the time the payment is due (i.e. student has left employment, the benefit has been cancelled, etc.). Fall term payments are due on the following February 1, Spring term payments are due on the following July 1 and Summer term payments are due on the following October 1. If a student withdraws from a class (or classes), payment becomes immediately due and payable.

The Employer Tuition Support Payment Plan amount will be the lesser of the cost of tuition for that term or the amount the employer will reimburse the student for attendance. For example, an M.B.A. student enrolls in a 3 credit class and is charged \$1,161 (\$387 per credit). The student's employer will reimburse 50% of their tuition costs. The student can process an Employer Tuition Support Payment Plan application for \$580.50 (the amount of employer reimbursement for tuition).

If a student elects to use financial aid programs (i.e. Federal Stafford student loans, other grants or scholarships, etc.), proceeds received from those programs will first be used as immediate payment(s) to the amount owed for the Drake Employer Tuition Support Payment Plan for that term. For additional questions regarding applying for the Drake Employer Tuition Support Payment Plan, please feel free to phone the Office of Student Financial Planning, Student Loan Center at 1-800-443-7253, extension 3742, or 1-515-271-3742.

**DRAKE EMERGENCY LOANS:** Students who have been admitted to a specific degree program and have a minimum cumulative GPA of 2.0 may request emergency loans. The loan **must** be repaid within 30 days. For more detailed information, contact the Office of Student Financial Planning.

**FEDERAL PERKINS LOAN:** The amount of this loan is determined by need and is available as funds permit. No interest accrues and no payment is due while the student is enrolled at least half-time and during the nine-month grace period. During repayment, interest accrues at 5 percent. Repayment may extend over 10 years. An applicant must file a FAFSA or Renewal FAFSA, show financial need, be admitted to a degree program and be enrolled full-time to qualify for this loan. Drake awards are generally no greater than \$3,000, and are not available to Pharmacy and Health Science students.

**HEALTH PROFESSIONS STUDENT LOAN:** This loan is available only to College of Pharmacy and Health Sciences students. Depending on the amount of comparative need and availability of funds, the loan may total up to \$3,000 for an academic year with repayment at 5 percent interest beginning 12 months after ceasing enrollment in the College of Pharmacy and Health Sciences.

#### **FEDERAL FAMILY EDUCATION LOAN PROGRAMS**

**The Federal Stafford Loan Program** allows students to borrow low-interest loans from participating banks, savings and loans, and credit unions. If a Federal Stafford Loan is part of your financial aid package, a loan application will be included with your award letter.

Federal and state governments administer the Federal Stafford Loan program. Graduate and professional school students may borrow \$8,500 per year in the subsidized loan, and a maximum of \$10,000 in the unsubsidized loan. All loan amounts are determined by the student's financial need and cost of attendance. Students not eligible for the subsidized loan may borrow up to \$18,500 in an unsubsidized Stafford loan.

The Federal Stafford loan program includes both subsidized (need-based) and unsubsidized (not based on financial need) loans. You may have either loan type or a combination on your award letter. When you borrow a Federal Subsidized Stafford Loan to support your educational costs, the federal government pays the interest accrued during your enrollment (at least half-time) and during your grace period (the six months following your graduation, withdrawal or drop below half-time enrollment). Principal and interest payments begin after the six-month grace period. Unsubsidized Federal Stafford Loan interest accrues during the in-school periods. You have the option of paying the interest while you are a student or adding the interest to the principal of your loan.

To qualify for a Federal Stafford Loan, a student must file a FAFSA, be admitted to a degree program, be enrolled as at least a half-time student (six credits per term in a degree program), receive an award letter listing the loan, and submit a loan application to the Office of Student Financial Planning. Applications should be submitted at least 10 weeks before the funds are needed. Some loans are assessed an origination fee of 3 percent and a guarantee fee of up to 1 percent, depending on the lender.

If you are borrowing a Federal Stafford Loan for the first time at Drake University, you must attend an "entrance interview" prior to the release of funds. An "exit interview" is required before you leave the University. When you graduate or cease half-time enrollment, contact the Office of Student Financial Planning to obtain the exit interview materials. Contact your lender as well to coordinate your deferment or repayment options.

# Financial Aid Regulations

## SATISFACTORY ACADEMIC PROGRESS STANDARDS FOR RECEIVING FINANCIAL AID

The Higher Education Act of 1965, as amended, requires students to maintain satisfactory progress toward their degrees in order to receive financial aid. At Drake University, these standards are established for students who are receiving or applying for financial aid from one or more of the various federal, state or institutional grant, scholarship, work or loan programs.

The Drake University Satisfactory Academic Progress Standards for financial aid apply to all students who want to establish or maintain financial aid eligibility. THESE STANDARDS APPLY TO A STUDENT'S ENTIRE DEGREE PROGRAM INCLUDING TERMS IN WHICH FINANCIAL AID WAS NOT APPLIED FOR OR DISBURSED.

These standards require that students complete a specific number of credit hours each academic year and maintain the minimum grade point average as defined by the standards. These are the minimum standards that must be completed. Specific aid programs or college/school or department standards may require more than these minimum standards.

The academic progress of financial aid recipients is monitored a minimum of once each academic year. Students should contact the Office of Student Financial Planning with questions regarding the intent and interpretation of these standards.

### DURATION OF ELIGIBILITY

A. Full-time students (those attempting 12 credits or more per Fall and/or Spring) must progress according to the following schedule or they will be denied aid until the deficient credits are earned at their own expense. Requirements may be satisfied on a cumulative total basis with eligibility terminating when either the credit (including transfer credit) or year maximums are achieved.

#### Graduate (Master's, Specialist, Doctoral)

	<u>Yearly</u>	<u>Cumulative</u>
Year 1	24 credits	24 credits
Year 2	24 credits	48 credits
Year 3	24 credits	72 credits
Year 4	<u>30 credits</u>	102 credits
	102 total	

#### Pharm.D.

	<u>Yearly</u>	<u>Cumulative</u>
Year 1	24 credits	24 credits
Year 2	24 credits	48 credits
Year 3	24 credits	72 credits
Year 4	24 credits	96 credits
Year 5	24 credits	120 credits
Year 6	24 credits	144 credits
Year 7	30 credits	174 credits
Year 8	<u>29.5 credits</u>	203.5 credits
	203.5 total	

#### Law

	<u>Yearly</u>	<u>Cumulative</u>
Year 1	24 credits	24 credits
Year 2	24 credits	48 credits
Year 3	24 credits	72 credits
Year 4	<u>18 credits</u>	90 credits
	90 total	

Eligibility terminates when credits required for a specific degree/program are earned.

B. Part-time students (all degree categories) must earn two-thirds of their attempted credits. Eligibility also terminates when the credit maximums (as outlined for full-time students) are achieved.

C. Combined students (students blending terms of full- and part-time enrollment) must achieve a cumulative total that satisfies the combined full- and part-time standards. Eligibility also terminates when the credit maximums (as outlined for full-time students) are achieved.

### GRADE POINT AVERAGE (GPA) REQUIREMENTS

Students who do not have a 2.00 (University) cumulative GPA at any point following the completion of their third semester of enrollment are granted one probationary semester in which to raise their GPA to 2.00. Failure to achieve this standard at any point following the probationary semester results in loss of eligibility until the cumulative GPA is 2.00. Please note that a college, school or department may require more than a 2.00 GPA to remain in satisfactory academic standing.

### TRANSFER CREDITS

Upon admission, transfer students are assumed to be maintaining satisfactory academic progress. After they are admitted to the University, courses successfully completed in subsequent terms at another institution that fulfill degree requirements at Drake University may be used to achieve satisfactory academic progress compliance. Students must provide documentation to the Office of Student Financial Planning regarding such credit. Contact the assistant director of continuing student programs, Office of Student Financial Planning, to discuss acceptable reporting mechanisms.

### CREDIT BY EXAMINATION

Credits earned by examination may be used to satisfy cumulative credit requirements.

### NON-CREDIT COURSEWORK

Incompletes, repeats in which a passing grade was previously earned, non-credit coursework, audits and withdrawals are not counted in the minimum credit requirement.

### EVALUATION PROCESS

The Office of Student Financial Planning evaluates the progress of each student according to these standards on an annual basis.

### APPEAL PROCESS AND QUESTIONS

Extenuating circumstances that result in a student's failing to achieve the minimum credit hours and/or GPA requirements are evaluated by the Financial Aid Committee. For questions regarding this policy, or to submit written appeals, please contact: Michele Dunne, Assistant Director for Continuing Student Programs, Office of Student Financial Planning, Drake University, Carnegie Hall, 2507 University Avenue, Des Moines, Iowa 50311-4505. The telephone number is 1-800-443-7253, extension 2905, toll-free; locally and from outside the United States, the number is 1-515-271-2905.

## Graduate Registration Procedures

Graduate students who have been admitted to a degree program should plan their coursework with their advisers before registering.

Students who wish to work toward a graduate degree should file a graduate application and be formally admitted to ensure that courses taken will fulfill degree requirements. A student must be formally admitted prior to the first registration to have credits authorized to count in a degree program.

A student holding a baccalaureate degree must register as a graduate student, unless the student is seeking an additional undergraduate degree at Drake University or a Law School degree. Students enrolling for graduate credit courses, though not working toward a Drake University graduate degree, must enroll under special graduate standing. These students include:

- (1) those working in a graduate program in another institution;
- (2) those enrolling in graduate credit courses for professional growth or for cultural advancement.

**OFF-CAMPUS REGISTRATIONS** often are conducted during the first regularly scheduled meeting of the course. The course instructor distributes whatever forms are required and counsels students regarding programs. Enrollment by graduate students must follow graduate admission procedures.

## General Graduate Academic Requirements

**GENERAL.** A candidate for a graduate degree must complete a program of study with at least a B grade average. Graduate students enrolled in 100-199 numbered courses approved for graduate credit are required to do extra work and exhibit a higher degree of competency than students taking the courses for undergraduate credit. Course descriptions may be found in the alphabetical listing of courses in the back of this catalog.

**INDEPENDENT STUDY** (course number 230). Graduate students may earn a maximum of six hours of graduate

credit for directed independent study if appropriate to their programs of study and within departmental limitations. Students seeking credit for directed independent study must have the prior approvals of the departmental chairperson and the supervising faculty graduate adviser.

**GRADING.** Credit for degree purposes is limited to those courses passed with grades of A, B or C. Students must progress satisfactorily by maintaining a grade average of B. This average is based on all work taken for graduate credit at Drake University. Grades of D and F are used in computing the average, even though credits do not count for degree purposes.

Students seeking an M.B.A. degree must maintain a B average for all graduate coursework and may not have more than two C grades in their graduate programs.

Upon recommendation of the graduate program adviser and approval of the department or college/school, a graduate student may repeat one time, and only one time, any graduate course in which a grade of C or below was earned. Ordinarily, a maximum of two courses may be repeated. Only the highest grade and credit hours earned are used in computing the student's cumulative grade point average. Lower grades removed from the computation by the student repeating a course appear on the student's permanent record marked by a designated symbol.

The grade I (Incomplete) indicates the student has not submitted all evidence required for a letter grade but has made satisfactory arrangements with the instructor to complete the missing work. An incomplete must ordinarily be removed within the semester or summer session of the student's next Drake University enrollment, but, with the approval of the instructor, the make-up time can be extended up to 12 months.

A grade of "Incomplete" for any graduate course in the School of Education converts to an F if course requirements are not completed within one year. It is the student's responsibility to take the initiative in making up the incomplete during the one-year period. The course's professor may describe special circumstances under which a limited extension of time might be considered.

In unusual cases and within the foregoing limitations, an

incomplete may be made up by attending the course class with the same instructor, another term, without re-enrolling, provided such arrangements are cleared at the time of the assignment of the I. Such an arrangement requires the written permission of the instructor and the concurrence of the adviser and dean and is subject to space availability in the class.

In any case, an incomplete remaining on the record precludes eligibility for candidacy, for writing the comprehensive examination, and for graduation unless provision is made with recommendation of the adviser and approval of the graduate office to substitute a course in lieu of the course with the I. Also, any student receiving an I is subject to review with respect to the satisfactory progress requirement stated above.

The grade of IP (In Progress) may be given when a graduate project, thesis, field report or dissertation is underway but not yet completed. On satisfactory completion of all requirements, the mark of CR is awarded for enrollments in 299 or 399 credits.

**WITHDRAWAL.** A student may drop any course up to the midpoint of the term (in short courses, prior to the midpoint of the course). If this procedure is followed, no record of the course being taken appears on the transcript. To drop a course after the midpoint of the term (in the case of short courses, after the midpoint of the course), a student must have the approval of the dean and adviser with the advice of the instructor, and a W is assigned.

**RESIDENCE.** At least two-thirds of the total required hours of course credits needed for a master's degree must be taken in courses offered by Drake University, exclusive of credit for 299-Graduate Project hours. Credits earned in off-campus courses from another institution ordinarily cannot be used in the specialist or doctoral degree programs.

See specialist program and specific doctoral program sections of the Graduate Catalog for specific requirements for residency for those degrees.

**TRANSFER OF CREDIT.** Course credits may be considered for transfer that are (1) credits in residence from an accredited graduate school within five years preceding completion of the Drake program, (2) of at least B grade, and (3) directly related to the student's Drake graduate program and recommended by the adviser.

Master's programs: A maximum transfer of one-third of the course credits in a master's program (299-Graduate Project hours excluded) may be considered if they meet the foregoing requirements.

Specialist program: The same maximum number of credits for transfer can be considered, except that such credits in addition to the foregoing requirements must have been earned after having completed a master's degree program and must be from an institution offering specialist and/or doctoral degrees.

Doctoral programs: See sections of this catalog regarding doctoral programs and transfer of credit for such programs.

Although credits are not transferable, non-graded workshops and seminars from accredited graduate schools may in some cases be used for waivers of up to six hours of Drake graduate credit. This allows consideration of graduate workshops and seminars where "S" for Satisfactory or "CR" for Credit have been designated on a transcript. Waivers for such credit are limited to a maximum of six hours of credit out of the total transfer of credit limitation for the particular degree program. This same waiver of credit provision for a Drake master's program also is available for consideration of graduate credits from an undergraduate college without graduate degree programs, provided approval for offering graduate credits on a limited basis has been given that college by the regional accrediting association.

When formally admitted to a master's degree program at Drake University, a student may request adviser's and dean's approval for transfer of appropriate extension (off-campus) credits from another institution prior to any enrollment in such courses. (Request detailed information from your assigned adviser.) Off-campus credits from another institution cannot be applied to the Drake specialist or doctoral degrees. See the Time Limits section in this catalog regarding applications of credits or waivers.

Drake University has special procedures for courses with certain Iowa colleges and school systems concerning limited credit arrangements for individual students. Inquiries regarding any such arrangements should be directed to the student's graduate adviser.

All arrangements under this Transfer of Credit section must be recommended by the student's adviser, meet limitations and requirements for a particular degree, and be approved by the department or college/school. See the Time Limits section regarding possible application of transfer credits or waivers.

#### **DRAKE INTERNATIONAL PROGRAMS ABROAD**

Graduate students wishing to study abroad must make individual arrangements with their advisers, with assistance from the Study Abroad Office in Drake's Center for International Programs and Services.

**STUDENT LOAD.** The maximum load permitted a graduate student during a regular semester is 15 credit hours. The maximum load for the summer session is 12 credit hours. Students enrolled while employed full-time are limited to six credit hours per semester, unless a written recommendation of the program adviser is made.

**TIME LIMITS.** All requirements for a master's or specialist degree, including special departmental requirements, must be met within five years from the candidate's formal admission to the graduate program. A one-year extension for completion without additional course requirements may be granted on written request of the candidate with recommendation of the adviser and the approval of the dean.

If, on petition by the candidate, the departmental adviser and dean approve extension beyond six years, course

credits that are more than six but no more than 10 years old at the time the candidate completes all requirements for the degree may be credited for degree purposes at one-half original value. Course credits more than 10 years old by the time all requirements are met may not be counted for master's or specialist degree purposes.

Petitions for special consideration must be filed within one year beyond the time limit for completion of a degree.

**CONTINUOUS GRADUATION.** During any given semester or summer session, a graduate student must give early notice to the college/school and the appropriate department of intent to graduate. If the student is certified to have met all graduation requirements, this is reported to the registrar. The following month, a diploma is mailed. (See Summary of Requirements in this catalog for specific schedule of requirements for graduation.) Commencement is held once each year in May.

# Degree Requirements

## CANDIDACY FOR A DEGREE

In most programs, students wishing to earn a master's or specialist degree at Drake University must file a formal petition for admission to candidacy. Please check with your specific department to see if a candidacy petition is required. Doctoral students also file such a petition in the form of a "Doctoral Plan of Work" approved by committee. (See doctoral requirements.)

In degree programs where the petition is required, it must be filed during the first two weeks of the fall or spring semester, or during the first week of the summer session, depending upon the candidate's eligibility as defined below. The petition must be filed in the term when the total credit hours of enrollment in the degree program reaches 12.

All graduate students admitted to work toward a degree must be qualified with respect to candidacy requirements at the normal point for candidacy (upon completion of 12 hours of graduate credit in a program), or further enrollment is not permitted. Exceptions must have approval of the student's department or college/school. (See later sections for doctoral candidacy requirements.)

To be eligible for approval as a candidate in a program, each applicant must meet all of the following conditions:

1. Be fully admissible to graduate studies with full graduate status, which includes completion of all prerequisite courses. (See Graduate Admission Requirements in this catalog.)
2. Have completed at least 12 hours of acceptable graduate credit with at least a B average (3.0) and with no incompletes in courses. (See individual programs for exceptions.)
3. File a complete program for the degree, which carries the approval signature of the graduate adviser. This statement contains a list of courses yet to be completed for the degree, including at least six credit hours in courses at the 200 level exclusive of 299-Graduate Project or 230-Directed Independent Study credits. The student's plan for completing the graduate project, if required, must be indicated.
4. Be recommended by the adviser(s) and the college or school as a worthy candidate for a graduate degree.

## GRADUATE PROJECT REQUIREMENT

Candidates for many of the degrees must complete a graduate project as one evidence of their attainment of the master's, specialist or doctoral level of professional or academic preparation, with course number 399 referring to doctoral dissertations and course number 299 for all others. Requirements are described below.

Enrollment in one credit of graduate or doctoral project (299 or 399) is required during the semester or summer after the adviser-approved preliminary statement of a graduate project has been filed (dissertation, thesis, or field report). Enrollment in one credit in each subsequent semester is then required (and summer if desired) but only as needed to fulfill the total graduate hours required in a program.

Completion of a degree program need not be delayed because of the enrollment procedures described above. Enrollment in any remaining 299 or 399 doctoral project hours depends on the type of project and is accomplished at the following times:

1. Upon submission of the final draft of a dissertation or thesis and prior to the oral examination
  2. Upon submission of a final draft or a field report.
- Exceptions to these procedures must have the approval of the student's dean. All 299 and 399 enrollments are at the prevailing day school rate of tuition, including summer enrollments. Students who wish to receive a schedule of classes or mail-in enrollment materials should contact the college or school in which they plan to enroll (see the first page for a list of contacts) or the Registrar's Office. Enrollments in 299 or 399 need not be made during the first week of regular registration unless an enrollment is to be made in a course also; however, 299/399 enrollments should be processed within the first two weeks of a semester or summer.

In many cases, graduate projects are in the form of a thesis or field report. Candidates should consult later sections of this catalog for requirements for specific degrees. They should consult their academic departments for official standards of writing and detailed suggestions regarding the planning and preparation of theses and reports.

A preliminary statement of the project must be filed for approval by the dean during the early phase of the pro-

ject, over the adviser's signature, not later than the first week of the semester of intended graduation nor later than the end of the spring semester for possible summer graduation for master's or specialist degrees. (See specific program requirements for doctoral candidates.)

A candidate must submit the final draft of the master's or specialist thesis or field report with an abstract according to the schedule below. This is to be accompanied by a statement from the advisers recommending approval of the project. Suitable arrangements must be made with advisers for meeting the following deadlines for drafts of theses or field reports.

### MASTER OR SPECIALIST THESIS OR FIELD REPORT

<i>If the student plans to receive the degree at the close of the</i>	<i>The final, adviser-approved DRAFT must be submitted to the department by:</i>
SPRING SEMESTER	APRIL 15
SUMMER SESSION	JULY 15
FALL SEMESTER	NOVEMBER 15

DOCTORAL DISSERTATION drafts are required on earlier dates and at least 30 days prior to the oral examination. At least one week must be allowed before the master's thesis oral examination. Upon receipt of the final draft of the thesis or field report, the department may appoint a committee to review its acceptability and to prescribe any revision necessary for approval. Candidates for certain degrees also are required to take oral examinations over their theses. The oral examination date is formalized by the dean's office on recommendation of the thesis adviser and must not be later than one week after the foregoing dates for receipt of thesis drafts for graduation that term.

A candidate who has met all the requirements for a degree except the thesis, field report or dissertation may complete the writing of it in absentia, if the candidate can arrange for the necessary conferences with the major professor. The candidate must, in any case, have registered for thesis credit and must pay the required tuition and fees no later than the end of the month prior to graduation. In a program in which the thesis or dissertation is required, the candidate must be present for the oral examination.

Upon approval by the department and the thesis or dissertation committee, the thesis or field report may then be prepared in final form for binding.

Three copies of the final report must be filed no later than the end of the month prior to graduation. The original and first copy including abstract is bound and placed in the Drake University library. The second copy is to be given to the student's adviser for the adviser's personal file. One additional copy of the abstract of the final report must also be filed with the college or school. The report is considered the property of Drake University. (See Doctoral Programs in this catalog for dissertation requirements.)

### COMPREHENSIVE EXAMINATIONS

Each candidate for many master's or specialist degrees must pass a final comprehensive examination over the major and minor fields. These examinations are usually written examinations. They are designed to measure the individual's competence in broad areas of learning and are not designed as substitutes for end-of-the-course examinations. The examinations are intended to integrate the contribution of several courses in broad areas and to pose problems that draw from many different areas for their ultimate solution. To be eligible for approval to write the examination, the candidate must:

1. Be enrolled in the final courses in the program, 299-Graduate Project hours excluded. (See individual programs for special requirements or exceptions.)
2. Have a minimum grade average of B at the time the examination is given, with no incompletes in courses.

Comprehensive examinations are administered, by most departments, once during each semester and the summer session.

Candidates should make application to the college or school and the appropriate department no later than the first week of the semester or summer session to write the examination. This allows the faculty time to prepare and collate examinations for each candidate. The application must be made at the beginning of the semester in which the examination is to be written.

If the candidate does not successfully complete the comprehensive examination at the first sitting, the candidate may retake the examination one additional time. The second attempt is the final attempt that is allowed.

**Candidates for the master's or specialist degrees are examined in the following areas:**

#### DEGREE AND MAJOR

MASTER OF ARTS AND MASTER OF SCIENCE.....	THE MAJOR AND MINOR FIELDS
MASTER OF ARTS IN TEACHING.....	ALL PROGRAM AREAS
MASTER OF SCIENCE IN EDUCATION AND	
MASTER OF SCIENCE IN TEACHING.....	GENERAL PROFESSIONAL

#### EXAMINATIONS GIVEN IN

	EDUCATION, THE AREA OF
	SPECIALIZATION OR SUBJECT AREA
SPECIALIST IN EDUCATION.....	ALL PROGRAM AREAS

Generally, major examinations are two to three hours in length; minor(s) examinations, one to two hours in length, for a total of at least four hours. Each of the two examinations for the Master of Science in Education degree is usually two hours long. Contact individual departments for further information and requirements.



# Summary of Requirements for a Master's or Specialist Degree

REQUIREMENTS	CONTACT	INFORMATION
<i>Application: Student applies early, before enrollment, following appropriate procedures for admission.</i>	<i>Major department and Office of Graduate Admission</i>	<i>Application and fee payment, transcripts, and test score at least six weeks prior to enrollment. (Late application considered when possible.)</i>
<i>Approval of candidacy. (Further enrollments not permitted unless approved at point of completion of 12 hours.) Residency: for master's, see transfer limitations; for specialists, see specific requirements.</i>	<i>Adviser and major department</i>	<i>Petition when enrollment reaches 12 graduate credits in approved courses. (Prerequisites must be completed, B grade average required and no courses incomplete for approval.)</i>
<i>Preliminary approval of graduate project (see individual programs for exceptions). One credit per semester of 299 enrollment up to required total (after preliminary statement has been filed).</i>	<i>Adviser and major department (Secure "Directions for Writing a Report" from department or college/school office)</i>	<i>File outline early in the project and not later than the first week of the semester of intended graduation. (August graduates must file no later than the spring semester.)</i>
<i>Comprehensive examination: B grade average; all major courses complete or enrolled in final courses, with no course incomplete, thesis excepted. (See individual programs for particular requirements.)</i>	<i>Major department and college or school (student must give early notice)</i>	<i>First week of the semester, student gives notice of intent to write exam to department. For most departments, given once each semester and summer session. (See catalog for latest scheduled dates in a term for graduation that term.)</i>
<i>NOTICE OF INTENT TO GRADUATE (See "Continuous Graduation" on previous page.)</i>	<i>College/school department, adviser and registrar</i>	<i>Student gives notice of plan to graduate first week of semester or summer session.</i>
<i>Finalizing graduate project: Final draft of thesis or field report and abstract; (Library check for M.S. thesis required.)</i>	<i>Advisers (suitable arrangements must be made with advisers for meeting deadline)</i>	<i>Due in major department one week prior to M.S. oral exam, not later than April 15 for spring Commencement, or July 15 or Nov. 15 for Aug. or Dec. graduation.</i>
<i>Thesis oral examination (as required) or recital.</i>	<i>Adviser and committee (thesis draft copies needed one week ahead of oral exam)</i>	<i>Scheduled not later than one week after foregoing deadline dates.</i>
<i>Three final copies of thesis or field report and abstract (two or binding), and one extra copy of the abstract. (Secure directions for preparation of final copies.)</i>	<i>Adviser and major department</i>	<i>Due no later than the end of the month prior to graduation.</i>
<i>Fee for binding thesis or field report.</i>	<i>Student Accounts Office</i>	<i>To be paid no later than the end of the month prior to graduation.</i>

Please turn to page 18 for notes on Summary of Requirements

**GENERAL REQUIREMENTS** — A minimum B average is required on all Drake courses taken for graduate credit. At least six hours must be taken in courses at the 200 level of instruction (master's programs); specialist programs require more. (See the General Graduate Academic Requirements section in this catalog.)

**SPECIALIST RESIDENCY** — Resident (on-campus) attendance is required sometime during the program as follows: (1) two consecutive terms with six credits each or (2) by a nine-hour enrollment either in a fall or spring semester. Exception to this is when the Drake master's program included the residence requirement within five years of the completion of the second-year program.

**DRAKE SPECIALIST COURSE SPECIFICATIONS** — Off-campus courses offered by Drake University and taught by an instructor who has been approved by the dean of the School of Education may be included on the Specialist in Education program of studies. A maximum of one-third of the course credit hours for the specialist degree may be in such approved off-campus credits. Courses in education fields must be 200-level or higher for the Specialist in Education degree (which are for graduate students only under the Drake numbering system).

**PETITIONS** — Petitions for special considerations must be filed within one year beyond the deadline for the master's or specialist degree requirements.

**CONTINUOUS GRADUATION** — During any given semester or summer session, a graduate student must give early notice of intent to graduate to the college or school and appropriate department. If the student is certified to have met all graduation requirements, this is reported to the registrar the following month for posting of the degree to the permanent record. The registrar mails the diploma.

For participation in May commencement, a graduate student who is in good standing, but not eligible for graduation until June, July or August, may file a signed request with the registrar, no later than April 1, stating that graduation is planned for the summer and that all graduation requirements can be completed during the summer. Each student is permitted to appear in only one commencement for a particular degree.

## Commencement

### APPLICATION

The graduation application is required prior to degree completion. Students are required to file an application early in their final term. The form is used by the college or school personnel for degree clearance, preparation of the annual commencement program and diploma preparation. It also is the student's first step toward participation in the annual Commencement ceremony.

### ACADEMIC COSTUME

Principal features of academic dress are the gown, the cap and the hood. It early became necessary for universities to set rules to preserve the dignity and meaning of academic dress. Since the 15th century, both Cambridge and Oxford have made academic dress a matter of university control, even to its minor details, and have repeatedly published revised regulations. American universities agreed on a standardized system in 1895. The current guidelines have been in place since 1960.

### DRAKE ATTIRE

Whereas the Commencement ceremony is a formal affair, academic attire is required. For all Drake University degrees, the black gown is appropriate. The bachelor's gown has pointed open sleeves with a closed front with white detachable collars for women. The master's gown has closed sleeves with an open or closed front and white detachable collars for women. The doctoral gown has full bell sleeves with wide cuffs. It should be faced down in front with black velvet and three bars of velvet across the upper sleeve.

The cap is a Cambridge-style cap (resembling a large beret) for all doctoral degrees and the square mortarboard (Oxford style) for all other degrees. The cap should be adorned only with a tassel of the discipline color. The gold metallic tassel is appropriate for all doctoral degrees. The hood is worn by candidates for master's degrees and above. The inside silk lining is the Drake blue with a single white chevron. The outside of the master's or specialist hood is black with velvet trim of the discipline. The outside of the doctoral hood is a wide velvet band in the color of the discipline.

Honor medallions are worn by students graduating with college and university honors. Kente stoles are approved ornamentation. Additional ornamentation must receive prior approval by the University Commencement Committee.

### ELIGIBILITY FOR CEREMONY ATTENDANCE

Any student who has earned a degree and did not participate in a previous ceremony for that degree is encouraged to participate in Commencement.

Students who expect to complete degree requirements in either May or August are encouraged to participate in the ceremony in the year they finish their degrees. Participation in the May ceremony can be granted on an

individual basis to students finishing their degrees the following December. Students must submit a written request and obtain their dean's permission no later than 30 days prior to the ceremony.

### APPEAL

When a dean denies a December graduate's petition to participate in the May ceremony before the degree is completed, the student may appeal the decision to the Office of the Provost. The appeal must be in writing with supporting documentation attached.

### EXCEPTION CRITERIA

The following are the criteria for granting ceremony participation on the exception basis for students with a cumulative grade point average of 3.00 or higher.

A student must have completed the summer and fall registration process, and those courses will fulfill the full degree requirements. The student also must meet one or more of the following:

- The student will graduate with multiple degrees or majors, and requirements for one degree will be complete in May or August, or
- The student has only the student teaching requirement remaining to be completed during the upcoming fall semester, or
- The student can document a serious hardship associated with participation in the Commencement ceremony on the day established.

## Student Services

### OFFICE OF GRADUATE ADMISSION

The Office of Graduate Admission serves students wanting information about graduate programs offered at Drake and the steps required to apply to a variety of degree or certification programs. The office provides degree, course, and application processing information. The Office of Graduate Admission, located in Cole Hall, 27th and University, is open daily, Monday through Friday, 8 a.m. to 4:30 p.m. Parking is available in the Olmsted Center lot located north of University Avenue near 29th Street. For information, call 1-515-271-3871 locally and from outside the United States, or toll-free within the United States 1-800-443-7253, extension 3871.

### OFFICE OF STUDENT FINANCIAL PLANNING

Staff members of Drake's Office of Student Financial Planning can assist you in budgeting your resources, understanding your financial aid and managing loans. You are free to contact these counselors any time you need help. Other services provided by the office include assessing eligibility for financial aid, awarding aid, administering short-term and emergency loans, and recommending and processing of the Federal Family Education Loan Program. The Office of Student Financial Planning is open Monday through Friday from

8 a.m. to 4:30 p.m. and is located in Carnegie Hall. For information, call 1-800-443-7253, extension 2905 toll-free, or 1-515-271-2905 locally or from outside the United States.

### LIBRARIES

Cowles Library ([www.lib.drake.edu](http://www.lib.drake.edu)) is the main library for the University and is an integral part of the learning experience for Drake students. Its collections, both in print and electronic form, support and supplement classroom instruction and research. Librarians assist individual users in doing research and offer a variety of group and individual instruction opportunities.

The library's print collection includes more than 500,000 books, journals, newspapers and federal and state government publications. Computerized resources include SIRSI iLink, a state of the art catalog and research portal, plus a wide variety of databases such as indexes to periodicals and newspapers, over 12,000 full-text electronic journals, 8,000 e-books, and encyclopedias and other reference tools. Many of these services are accessible through the Internet both on and off campus.

The library provides interlibrary loan and document delivery services to obtain materials not owned by the library. The building features a variety of different types of study spaces, including a grand reading room that has been recently restored. A wireless network supports laptop computer access to the Drake network from any seat in the library.

The Law School Library is housed in the award-winning Dwight D. Opperman Hall and Library, dedicated in April 1993 by U.S. Supreme Court Justice Anthony M. Kennedy. Its specialized collection contains more than 250,000 volumes, including microform volume equivalents, and more than 2,500 serials and loose-leaf services. The library has as its principal responsibility the support of legal research and study by Drake University students and faculty. It, too, is a federal and state documents depository.

The Curriculum Library of the School of Education includes textbooks, children's literature, courses of study and units of work. This special collection of more than 5,000 volumes also is available to all members of the University community. Several of Drake's colleges and schools maintain collections in highly specialized areas. An example is the collection of more than 6,500 sound recordings held by the School of Fine Arts.

In addition to Drake library resources, the Des Moines Public Library, the State Library, the State Historical Library and the State Medical Library are available to Drake students and faculty.

### INTERNATIONAL PROGRAMS AND SERVICES

Drake's Center for International Programs and Services offers three areas of service:

- special orientation programs and advising for international students
- an Intensive English Program for students who want to improve their English Language skills

- affordable, academically-focused study abroad opportunities in over 60 countries world wide.

Drake enrolls nearly 250 international students from over 60 countries. Living and interacting with them or participating in study abroad opportunities helps Drake students add an international dimension to their fields of study.

### THE CAREER CENTER

The philosophy of The Career Center is to provide encouragement and assistance to students throughout their college careers in developing and achieving meaningful and satisfying career goals.

Services include guidance in making career decisions; job search-related materials such as company information, salary and employment trends information; assistance with resumes, cover letters and interview preparation; referral to alumni and friends of Drake, annual job fair events and a Web site that lists open positions on campus and in the community, internships and the latest career-related information. The URL is [www.drake.edu/career](http://www.drake.edu/career).

The Career Center assists graduate students in planning a job search in the fields related to their interests, abilities, experience and college preparation. Programs and workshops are available for students throughout all phases of their career development.

### COUNSELING CENTER

The Counseling Center provides a setting in which a student may discuss with a qualified psychologist or counselor, on a confidential basis, any personal problem. The center also maintains a limited number of psychological tests designed to assist Counseling Center staff in their work with students about their concerns. There is no charge for counseling.

### STUDENT HEALTH SERVICES

The American Republic Student Health Center provides outpatient services to full-time students to address their illnesses, injuries and routine health care needs. The center is located on the Drake campus at 3116 Carpenter Avenue, and health professionals are available on site Monday through Thursday, 8:30 a.m. to 5:00 p.m. and Friday, 8:30 a.m. to 3:00 p.m. Services include health screening, immunizations and injections, acute care for illnesses and injuries, annual physicals and health education and counseling. If students require emergency treatment or specialized care beyond services provided by the Health Center, they are referred to local physicians, specialists and emergency departments as necessary.

Students are expected to assume financial responsibility for health care obtained from another facility. The American Republic Student Health Center's phone number is 1-515-271-3731.

### STUDENTS OF COLOR

Drake University recognizes the Coalition of Black Students (C.B.S.), Black American Law Students Association (BALSA), and La Fuerza Latina (Hispanic/Latino students) organizations. The Black Cultural Center and La Casa Cultural provide opportunity for all students to meet informally for programs and activities.

### SERVICES FOR STUDENTS WITH DISABILITIES

Student Disability Services, located in the Student Health Center, assists students with disabilities in identifying and requesting necessary accommodations. Staff members work with students with all types of disabilities, including learning disabilities; attention deficit disorder; mobility restrictions; and visual, hearing, physical and psychological disabilities.

Disability services include assessment of learning and support needs; classroom and test accommodation assistance; campus accessibility consultation; and support for faculty and staff. The telephone number for Student Disability Services is 1-515-271-3100; TDD, 1-515-271-2825. For more information, visit the Student Disability Services Web site at [www.drake.edu/sds](http://www.drake.edu/sds).

### SENIOR CITIZENS

Persons 62 years of age and older may attend any credit course for which they meet prerequisites (except applied instrumental instruction), if there is space available in the classroom, for a fee per credit hour. They are not assigned a grade, nor is their attendance entered on a permanent record. To register, contact the Registrar's Office in Old Main.

### RELIGIOUS LIFE

All major Protestant denominations, the Catholic and Jewish faiths, as well as interdenominational and non-denominational organizations are part of the Drake Campus Ministry. Regular worship and a wide variety of programs are available to the campus community.

# University Governance

Drake University governance includes a Faculty Senate and Student Senate. The Faculty Senate has 21 voting members elected from and by the faculty of instruction: 12 elected at large, one from each of the four divisions of the College of Arts and Sciences, and one each from the College of Business and Public Administration, School of Journalism and Mass Communication, College of Pharmacy and Health Sciences, School of Education, and the Law School. The President of the University and the Provost sit as non-voting members.

It is the responsibility of the Faculty Senate to establish educational policy affecting the University as a whole; to enact academic regulations; to recommend special actions to the President and the Board of Governors; and to establish standing and ad hoc committees.

The student body elects the members of the Student Senate, which has 22 voting members: the student body president, who serves as chair; the student body vice president; the Student Senate vice president; presidents of the Coalition of Black Students, Residence Hall Association, International Student Association, Interfraternity Council, and Panhellenic Council; and 14 senators – eight elected at large, and one each from the College of Arts and Sciences, College of Business and Public Administration, School of Journalism and Mass Communication, College of Pharmacy and Health Sciences, School of Education, and the Law School.

The Student Senate acts as ombudsman on behalf of the student body; assures adherence to University policy, procedures and rules; and makes recommendations regarding policies or other student concerns to appropriate University committees or administrative officers.

## General Administration

The General Administrative Staff of the University carry out the various administrative tasks and implement those programs approved by the Board of Trustees. The year in parentheses after each name indicates the year of appointment to the University staff.

### OFFICERS OF THE UNIVERSITY

DAVID E. MAXWELL (1999), *President*. B.A., Grinnell College; M.A., Ph.D., Brown University.

RONALD J. TROYER (1980), *Provost*. B.S., Huntington College; M.A., Ball State University; Ph.D., Western Michigan University.

VICTORIA F. PAYSEUR (1997), *Vice President, Business and Finance and Treasurer of the University*. B.A., Luther College; M.A., Washington State University; M.B.A., Drake University, C.P.A.

LOU ANN SIMPSON (1973), *Executive Assistant to the President, Secretary of the University and Professor of Business Law*. B.S., J.D., Drake University.

### OFFICE OF THE PRESIDENT

DONALD V. ADAMS (1969), *Executive Assistant to the President for Community and Alumni Affairs*. B.A.,

University of Northern Iowa, M.A., Ed.D., Michigan State University.

### OFFICE OF THE PROVOST

WANDA EVERAGE (1988), *Associate Provost for Academic Services*. B.A., Drake University, M.S., Ph.D., Iowa State University.

### ACADEMIC DEANS

JOHN M. BURNEY (July 1, 2003), *Dean of the College of Arts and Sciences*. B.A., Creighton University; M.A., M. Phil and Ph.D., University of Kansas.

CHARLES C. EDWARDS JR. (2002), *Dean of the School of Journalism and Mass Communication*. B.A., University of Colorado.

C. PETER GOPLERUD III (1997), *Dean of the Law School and Professor of Law*. B.A., J.D., University of Kansas.

PATRICK H. HEASTON (1983), *Interim Dean of the College of Business and Public Administration*. B.S., B.A., M.B.A., Creighton University; Ph.D., University of Nebraska-Lincoln; C.P.A.

JAMES M. REYNOLDS (2003), *Interim Dean of the College of Pharmacy and Health Sciences*. B.A., Drake University, M.A., DePauw University; Ph.D., Illinois State University.

SALINA SHROFEL (2002), *Dean of the School of Education*. B.A., B.Ed., M.A., University of Manitoba; Ph.D., University of Toronto.

SUSAN E. WRIGHT (1975), *Dean of the College of Arts and Sciences* until July 1, 2003. B.A., University of Puget Sound; A.M., University of Missouri; Ph.D., Iowa State University.

## Drake University Board of Trustees

### 2002-03

Full authority on matters pertaining to Drake University rests with the University's Board of Trustees. These men and women are responsible for resource management and policy making. They represent a broad sphere of professional endeavor; they join together at Drake in support of higher education.

Those trustees with an asterisk (\*) following their names are alumni of Drake University.

**Benjamin B. Ullem\***, *Chair*, Drake University Board of Trustees; *Senior Partner*, Whitfield and Eddy, P.L.C., Des Moines, Iowa.

**Ann G. Anderson**, Green Associates, Des Moines, Iowa  
**M.C. Augustine\***, The Augustine Company, Phoenix, Arizona.

**Paul J. Bonavia\***, *President*, Energy Markets, XCEL Energies, Denver, Colorado.

**William H. Brenton**, *Director*, Brenton Banks Inc., Des Moines, Iowa.

**James D. Bruner\***, *Executive Vice President/Division Manager*, National Bank of Arizona, Scottsdale, Arizona.

**Donald C. Byers\***, *Retired General Counsel and Secretary*, The Maytag Corporation, Newton, Iowa.

**Steven G. Chapman\***, *President and Chief Executive Officer*, ITA Group Inc., West Des Moines, Iowa.

**Monroe J. Colston**, *Retired President*, Greater Des Moines Community Foundation, Des Moines, Iowa.

**Patricia Hines Cownie**, Des Moines, Iowa.

**Richard S. Cusac\***, *Retired*, Rancho Santa Fe, California.

**Donald F. Davidson\***, *Retired Pharmacist and Sales Director*, Abbott Laboratories Hospital Products Division, Laguna Niguel, California.

**Dr. Ralph A. Dorner**, *Retired Surgeon, Consultant*, Unisys Corporation, Heart and Vascular Care, Des Moines, Iowa.

**Charles Duchen\***, *Retired Chairman*, Younkers, Des Moines, Iowa.

**J. Michael Earley**, *President and Chief Executive Officer*, Bankers Trust Company, Des Moines, Iowa.

**Jacqueline Easley**, *Assistant Vice President of Personnel and Education*, American Republic Insurance National Headquarters, Des Moines, Iowa.

**James H. Ewoldt\***, *Retired Senior Partner*, Arthur Andersen LLP, St. Louis, Missouri.

**Karen Kolbe Goodenow\***, *Educator*, Goodenow Bancorporation, Okoboji, Iowa.

**Barbara Hazlehurst\***, *President*, William R. Powers Advertising, Des Plaines, Illinois.

**H. Lynn Horak**, *Chairman and Chief Executive Officer*, Wells Fargo Bank Iowa, N.A., Des Moines, Iowa.

**Robert N. Houser**, *Chairman Emeritus*, The Principal Financial Group, Des Moines, Iowa.

**James W. Hubbell III**, *President and Chief Executive Officer*, Hubbell Realty Company, Des Moines, Iowa.

**Elizabeth S. Jacobs\***, *Assistant Director, Corporate Relations*, The Principal Financial Group, Des Moines, Iowa.

**Larry R. Katzen\***, *Office Managing Partner*, Arthur Andersen LLP, St. Louis, Missouri.

**Dr. Frances Bartlett Kinne\***, *Chancellor Emerita and Past President*, Jacksonville University, Jacksonville, Florida.

**William C. Knapp**, *Chairman of the Board*, Knapp Properties, West Des Moines, Iowa.

**Paul W. Leavitt\***, *Washington News Editor*, USA Today, McLean, Virginia.

**Madelyn M. Levitt\***, *Special Assistant to the President for Development*, Drake University, Des Moines, Iowa.

**David W. Miles\***, *President and Chief Executive Officer*, Amcore Investment Group, Rockford, Illinois.

**Elizabeth J. Newell\***, *Vice Chair*, The Integer Group, Des Moines, Iowa.

**Ronald L. Olson\***, *Attorney at Law*, Munger, Tolles, Olson, Los Angeles, California.

**Dwight D. Opperman\***, *Chairman*, Key Investment Inc., Minneapolis, Minnesota.

**Ronald D. Pearson\***, *Chairman, President and Chief Executive Officer*, Hy-Vee Inc., West Des Moines, Iowa.

**Marvin A. Pomerantz**, *Chairman and Chief Executive Officer*, Mid-America Group Ltd., West Des Moines, Iowa.

**Ronald E. Roark\***, *Chairman and Chief Executive Officer*, Crown Northcorp, Columbus, Ohio.

**Thomas J. Rossley\***, *Senior Vice President*, ICG, Lehman Brothers Inc., Chicago, Illinois.

**Gary L. Rudin\***, *Retired Senior Vice President*, EDS Americas, Dallas, Texas.

**Paul D. Seyb\***, *President*, Seyb Associates Inc., Eden Prairie, Minnesota.

**R. Wayne Skidmore\***, Johnston, Iowa.

**Mary Stier**, *President and Publisher*, The Des Moines Register, Des Moines, Iowa.

**David N. Walthall\***, *Principal*, Walthall Asset Management Corporation, Dallas, Texas.

**W. Andrew Wright III\***, *President and Chief Executive Officer*, Addus HealthCare Inc., Palatine, Illinois.

#### Ex-Officio Members

**Barbara Minner Ford\***, *Chair*, Drake National Alumni Association Board; *President of Advertising*, Kraft Foods Inc., Glenview, Illinois.

**Anne Hilton\***, *President*, Drake National Alumni Association Board, *Senior Director*, Investment Management Organization, QWest Communications, Englewood, Colorado.

**Dr. David Maxwell**, *President*, Drake University.

# Programs in the College of Business and Public Administration

**Mission statement:** The College of Business and Public Administration offers graduate degree programs of high quality designed to meet the needs of the private and public sectors in the region.

- A. The college will recruit students with diverse academic backgrounds who indicate a strong potential for success in graduate education.
- B. The college's graduate programs will be directed primarily toward the employed, part-time graduate student.
- C. The college will strive to produce graduates who will have the education and professional competencies to perform effectively in significant managerial roles.
- D. The college will use a variety of pedagogical approaches, such as case analyses, field assignments, simulations, lectures and role-playing, to emphasize application while still providing the theoretical foundation necessary for broad understanding and continued growth.

## Master of Accounting

The Master of Accounting degree (MAcc.) provides students with the requisite knowledge to sit for the Certified Public Accountant (C.P.A.) examination and to enter the profession of public accounting. Currently, 48 of the 54 jurisdictions awarding the C.P.A. certificate have passed laws that require 150 hours of college study comprising an accounting major for the C.P.A. It is anticipated that additional jurisdictions will adopt this extension of the education requirement for the C.P.A. beyond the bachelor's degree in the coming years.

**Description of program:** The Master of Accounting program is offered in the evening on a year-round basis. Classes are offered in the fall and spring semesters and also in two summer sessions. The program requires 30 semester hours beyond the prerequisite requirements for an advanced degree in business. A 30-hour program presumes that a student has completed principles of accounting, intermediate financial accounting, a cost accounting or taxation course, and an introduction to business law.

The program requires a minimum of 15 hours of graduate courses in accounting.

The Master of Accounting degree allows those with an undergraduate major in accounting to take an emphasis of nine graduate hours in a particular area of accounting or another business discipline or take a wide array of courses outside of accounting that provide a broad foundation for professional development. Those students with undergraduate degrees in another business discipline besides accounting and those with an undergraduate degree in a discipline outside of business may take

up to 21 hours of graduate study in accounting.

There are no graduate courses, either in accounting or in another academic discipline, that are required of every candidate for a Master of Accounting degree. The background of the individual candidate, his or her interests, and the demands of the C.P.A. examination largely dictate the best combination of courses for each student. It is expected, however, that most students will require additional study in taxation, auditing, financial accounting and business law. Advanced study in information systems and finance are also highly recommended.

Graduate accounting courses currently in the curriculum include the following:

- ACCT 210 — Accounting for Not-for-Profit Entities
- ACCT 230 — Independent Study
- ACCT 250 — Accounting and the Law
- ACCT 255 — Tax Research, Policy and Writing
- ACCT 275 — Seminar in Auditing
- ACCT 280 — Corporate Financial Reporting
- ACCT 285 — Current Topics in Managerial Accounting
- ACCT 291 — Accounting Practicum
- ACCT 298 — Current Issues in Accounting

**Admission requirements:** Candidates for the MAcc. degree program must hold a bachelor's degree from an accredited college or university. An acceptable score on the Graduate Management Admission Test is required. The other regular graduate school and academic requirements must be satisfied.

Students with a strong undergraduate major in accounting may wish to pursue an M.B.A. degree, described below, with a concentration in accounting rather than a Master of Accounting degree. Nine hours of graduate accounting courses within the M.B.A. curriculum provide the concentration.

## Master of Business Administration

**Description of program:** The Master of Business Administration degree (M.B.A.) is designed to:

- Emphasize a general management perspective;
- Provide advanced study in the functional areas of business — accounting, finance, marketing and management;
- Provide study of the techniques used in evaluating the performance of an organization;
- Provide study of the integrative nature of information systems and the potential of information technology and systems to enhance enterprise performance;

- Provide study of the potential and appropriate uses of statistical and quantitative techniques for measuring and improving quality and productivity;
- Consider ethical, global, legal and regulatory, political and social issues;
- Continually incorporate the latest developments in business management thought and practice; and
- Provide sufficient flexibility to allow each student to individualize his or her program.

The Master of Business Administration program is primarily an evening program designed for students pursuing the degree on a part-time basis while remaining fully employed within the community. After foundation courses are completed, a part-time student can complete the program in six terms. It is possible for a full-time student to complete the program in one calendar year beyond foundation course requirements, but four terms is more realistic. Drake's M.B.A. degree is accredited by the AACSB International: The Association to Advance Collegiate Schools of Business.

**Admission requirements:** The Drake M.B.A. degree program is designed for students with diverse undergraduate majors. The program consists of 15 semester hours of foundation requirements and 32 semester hours of graduate courses. Foundation requirements may be met on the basis of exemption examinations or recent equivalent coursework of high quality. An acceptable score on the Graduate Management Admission Test is required.

**Program requirements:** Minimum of 32 credit hours. A minimum grade point average of 3.0 is required for all M.B.A. courses with a maximum of two C grades.

Foundation Requirements	Semester hours
ACCOUNTING 200 — Introduction to Financial Reporting .....	3
INFORMATION SYSTEMS 200 — Information Systems in Organizations .....	3
FINANCE 200 — Financial Management.....	3
MANAGEMENT 200 — Management of Organizations .....	3
MARKETING 200 — Marketing Management.....	3
TOTAL .....	15

These courses, or equivalent courses, should have been completed with a grade of C or better within the past six years. Students with extensive professional experience should discuss this with the director of graduate programs.

**Special Skills:**  
Students must also display a proficiency in:  
MBA 200 — Tools for Business Decisions, Communications, Spreadsheet/Excel, Teambuilding

Graduate Requirements	Semester hours
<b>PERSPECTIVE:</b>	
MBA 210 — The Environment of Business .....	3
MBA 211 — Introduction to Strategic Management .....	2
MBA 212 — Data Analysis for Decision Making.....	3
<b>CREATING VALUE:</b>	
MBA 220 — Strategic Financial Processes .....	3
MBA 221 — Organizational Processes and Administrative Systems .....	3
MBA 222 — Strategic Process Management, Evaluation and Control.....	4
MBA 223 — Creating Value for Customers .....	3
<b>CREATING EXPERTISE:</b>	
Electives .....	9

A student may select nine hours of graduate electives in a particular area of interest or concentration. Approved areas of emphasis and their educational outcomes are:

**Human Resource Management**  
To develop the knowledge and skills necessary for the effective management of employee concerns in a global and diverse work environment.

**Financial Resource Management**  
To develop the knowledge and skills necessary to make value enhancing investment and financing decisions.

**Executive Development**  
To develop the ability to lead, transform and direct organizations in a dynamic environment.

**Non-Profit Management**  
To develop the knowledge and skills necessary for managing a variety of nonprofit entities with an emphasis on enhancing service quality, performance and organizational sustainability.

\* Graduate level elective courses outside of the College must be approved by the graduate adviser in advance of the student's enrollment in these courses.

\* A maximum of two upper division undergraduate courses (\*100-level courses taken for graduate credit) may be counted towards the M.B.A. degree. Advance approval by the graduate adviser is required.

<b>VALIDATION:</b>	
MBA 290 — Strategic Business Policy .....	2
TOTAL .....	32

These courses are open to graduate students only.  
**DEGREE REQUIREMENTS:** In order to qualify for the M.B.A. degree, candidates must (1) complete all foundation courses with grades of C or better, (2) complete all core and elective M.B.A. courses with at least a 3.0 GPA within the approved time limit (generally five years from the end of the first semester of enrollment in MBA core or elective courses), and (3) have no more than two C grades in graduate level M.B.A. courses.



## Combined Law and M.B.A. Program (J.D., M.B.A.)

In cooperation with the Drake Law School, a joint program is offered leading to the J.D. and M.B.A. degrees. This program, available only to full-time students, consists of a minimum of 81 law hours and 23 M.B.A. hours. The J.D. must be completed to secure the M.B.A. Admission must be gained to both the Law School and the M.B.A. program.

For information on admission to the Law School, write to Dean, Law School, Drake University, Des Moines, Iowa 50311. You also may call 1-800-443-7253, extension 2059, toll-free; locally, call 515-271-2059.

For information on M.B.A. requirements, write to the Director of Graduate Programs, College of Business and Public Administration, Drake University, Des Moines, Iowa 50311, or call Drake's toll-free telephone number: 1-800-443-7253, extension 2188; locally, call 515-271-2188.

## Combined Pharmacy and M.B.A. Program (Pharm.D., M.B.A.)

In cooperation with the College of Pharmacy and Health Sciences, a joint program is offered leading to the Doctor of Pharmacy and M.B.A. degrees. The program, available to pharmacy majors, consists of completing the prerequisite credits for the M.B.A. program as electives in the pharmacy curriculum. M.B.A. coursework may be taken as early as the fourth year in the pharmacy curriculum. The combined degree program decreases the time required to complete the two degrees independently, and completing M.B.A. courses during the fifth and sixth years of the pharmacy curriculum.

Admission must be gained to the College of Pharmacy and Health Sciences initially and then to the M.B.A. program before enrolling in the graduate level courses.

For information on admission to the College of Pharmacy and Health Sciences, write to the Director of Student Services, College of Pharmacy and Health Sciences, Drake University, Des Moines, Iowa 50311. You may call 1-800-443-7253, extension 3018, toll-free; locally, call 515-271-3018.

For information on M.B.A. requirements, write to the Director of Graduate Programs, College of Business and Public Administration, Drake University, Des Moines, Iowa 50311, or call Drake's toll-free telephone number: 1-800-443-7253, extension 2188, or 515-271-2188 locally. The director of graduate programs should be contacted for M.B.A. application information and procedures to be completed prior to enrollment in any graduate course.

## Accelerated M.B.A. Program

This joint program, available to full-time undergraduate students, leads to the B.A./B.S. and M.B.A. degrees. Admission must be initially gained to the appropriate undergraduate program and then to the M.B.A. program. Application is made to the M.B.A. program prior to the end of the third year of instruction. Interested students should inquire as early as possible and not later than the end of the first semester, sophomore year.

The program, available to any major, consists of completing the prerequisite credits for the M.B.A. program before the beginning of the fourth year and completing M.B.A. courses during the fourth and fifth years. Students wishing to further accelerate their programs may do so by taking M.B.A. coursework in the summer terms between the third and fourth years and the fourth and fifth years.

For information on admission to Drake's undergraduate programs, write to Dean of Admission, Drake University, 2507 University Avenue, Des Moines, Iowa 50311. You also may call 1-800-443-7253, extension 3181, toll-free; locally, call 515-271-3181.

For information on M.B.A. requirements, write to the Director of Graduate Programs, College of Business and Public Administration, Drake University, Des Moines, Iowa 50311, or call Drake's toll-free telephone number : 1-800-443-7253, extension 2188, or 515-271-2188 locally.

## Master of Public Administration

**The M.P.A. Mission:** The Master of Public Administration (M.P.A.) degree program is dedicated to providing current and future leaders with the knowledge, skills and abilities necessary to interact with and manage public, nonprofit and private organizations.

**Description of the program:** The changing environments of the public and nonprofit sectors coupled with the blurring of the roles among public, private and nonprofit organizations present significant challenges to the modern professional administrator in the formulation and the delivery of public policy. Managers in the public and nonprofit arenas must balance the needs for efficiency and effectiveness with an adherence to democratic values, ethical principles and civic engagement. The public and nonprofit administrator must have the managerial and financial expertise of the private sector and also possess an understanding of the public policy process, its implementation and evaluation.

The M.P.A. degree program is designed to incorporate these two spheres of knowledge and skills into an integrative and multidisciplinary educational program. The location of the M.P.A. program in the College of

Business and Public Administration allows learners to integrate public management coursework with course offerings in business management, accounting, finance, marketing, and information systems. Selected courses from the Schools of Law, Education, Journalism and Mass Communication and the Colleges of Pharmacy and Health Sciences and Arts and Sciences may also be incorporated into the program of study.

The M.P.A. degree program is comprised primarily of mid-career professionals seeking to upgrade their managerial skills but also includes learners who recently received their undergraduate degrees. Learners in the M.P.A. degree program have diverse demographic, educational and employment backgrounds.

The M.P.A. is a terminal professional degree and is designed for the recent graduate as well as for those with previous administrative experience.

### The M.P.A. Curriculum

The M.P.A. Curriculum is a 36-credit hour degree program. Learners in the M.P.A. degree program are required to complete 21 credit hours of core courses and select 15 credit hours in an area of emphasis. Each area of emphasis allows learners to address their career objectives. The areas of emphasis and the educational outcomes include:

#### Executive Development Emphasis

Outcome: To develop the ability to transform, lead and direct organizations in a dynamic environment. Emphasis is on leadership and strategic planning enhanced by options relating to performance measurement, quality improvement and management in a global context.

#### Public Policy Emphasis

Outcome: To develop the knowledge and skills necessary to design, implement and evaluate policies and programs in public/nonprofit organizations in an economic, social and legal context. Learners may pursue additional in-depth analysis in substantive policy areas.

#### Resource Development Emphasis

Outcome: To develop the abilities and skills necessary to identify, acquire and manage effectively the human, financial, technological and physical resources of diverse organizations. Students may choose to emphasize a particular resource area.

#### Admission to the M.P.A.

Applicants to Drake University's M.P.A. program must:

1. Hold a baccalaureate or professional degree from an accredited college or university; no specific undergraduate field of study is required;
2. Present a record of above-average achievement for the last 60 credit hours of the undergraduate degree program;
3. Supply informational materials as required to the College of Business and Public Administration graduate director, at the following address: Director of Graduate Programs, College of Business and Public Administration, Drake University, Des Moines, Iowa 50311.

### Program requirements:

The M.P.A. core curriculum is required of all M.P.A. degree learners. The M.P.A. core consists of 21 semester hours of coursework in management, human resources, organizational behavior and information and financial analysis. The M.P.A. core provides a framework for understanding public and nonprofit sector issues as well as a developing a foundation for the functional skills necessary for managing public and nonprofit organizations. Students must complete the following M.P.A. core requirements:

Course of study	Credit hours
MPA 215 — Changing Environment and Management of Public and Nonprofit Management.....	3 hrs.
MPA 216 — Managing Human Resources as Assets .....	3 hrs.
OR MGMT 282 — Human Resource Management .....	3 hrs.
MPA 217 — Applying Information, Research and Analysis in Nonprofit and Public Environments .....	3 hrs.
MPA 221 — Organizational Processes and Administrative Systems.....	3 hrs.
MPA 225 — Financial Aspects of Public and Nonprofit Organizations .....	3 hrs.
MPA 226 — Public Policy Decision Making and Analysis.....	3 hrs.
MPA 227 — Policy and Management Issues in the Digital Organization .....	3 hrs.
OR IS 200 — Information Systems in Organizations.....	3 hrs.

Students concentrate their studies in one area of emphasis. The three areas of emphasis are:

### EXECUTIVE DEVELOPMENT EMPHASIS

Learners must complete BUS 212 and PADM 280 plus at least two additional courses from the list of executive development offerings. The fifth course may be taken from any of the M.P.A. areas of emphasis.

Approved Executive Development emphasis area courses:

- BUS 211 — Management and Organizational Ethics
- PADM 281 — Program Performance Evaluation and Management
- PADM 282 — Comparative Management and Policy Analysis in a Global Context
- STAT 272 — Tools for a Continuous Quality Improvement Organization
- MGMT 280 — International Management
- MKTG 200 — Survey of Marketing Mgmt
- MKTG 291 — Services Marketing
- MBA 211 — Introduction to Strategic Management
- MBA 223 — Creating Value for Customers
- ADED 239 — Leadership Essentials
- ADED 261 — Strategic Planning
- JMC 235 — Graduate Public Relations Seminar

### PUBLIC POLICY EMPHASIS

This emphasis area requires completion of PADM 281 plus three additional courses from the list of approved public policy offerings. The fifth course can be taken from any of the M.P.A. areas of emphasis.

Approved Public Policy emphasis area courses:

PADM 240 — Public Budgeting and Financial Management  
PADM 261 — Health Care Policy  
PADM 280 — Managing Across Sector Boundaries  
PADM 282 — Comparative Management and Policy Analysis in a Global Context  
PADM 283 — External Resource Development  
PADM 284 — Environmental Policy and Management  
PADM 285 — Management of Community and Economic Development  
PADM 286 — State Government Administration  
PADM 289 — Urban Government and Administration  
BUS 211 — Management and Organizational Ethics  
MGMT 280 — International Management  
LAW 201 — Administrative Law  
REHA 210 — Disability Policy and the Americans with Disabilities Act

### **RESOURCE MANAGEMENT EMPHASIS**

This emphasis area requires completion of PADM 288 and PADM 240 plus at least two additional courses from the list of approved resource management course offerings. The fifth course can be taken from any of the M.P.A. areas of emphasis.

#### **Human Resources Area**

PADM 287 — Contemporary Workplace/Workforce Issues  
PADM 288 — Human Resource Management Applications  
MPA 216 — Managing Human Resources as Assets (Or)  
MGMT 282 — Human Resource Management  
MGMT 281 — Seminar in Industrial Management  
REHA 210 — Disability Policy and the Americans with Disabilities Act

#### **Health Care Area**

PADM 261 — Health Care Policy  
PADM 262 — Health Care Regulation  
PADM 263 — Health Care Administration

#### **Financial Area**

PADM 240 — Budgeting and Financial Management  
MBA 220 — Strategic Financial Processes  
FIN 200 — Financial Management

### **Additional Courses for Resource Management Emphasis**

PADM 280 — Managing Across Sector Boundaries  
PADM 282 — Comparative Management and Policy Analysis in a Global Context  
PADM 283 — External Resource Development  
PADM 289 — Urban Government and Administration  
BUS 211 — Management and Organizational Ethics  
MGMT 280 — International Management  
MKTG 291 — Services Marketing  
QUANT 270 — Quantitative Analytical Methods  
LAW 201 — Administrative Law

## **Combined Law and M.P.A. Program (J.D., M.P.A.)**

In cooperation with the Drake Law School, a joint program is offered leading to the J.D. and M.P.A. degrees. The program, available only to full-time students, consists of a minimum of 27 M.P.A. hours and 81 law hours. The J.D. must be completed to secure the M.P.A. Admission must be gained to both the Law School and the M.P.A. program.

For information on admission to the Law School, write to Dean, Law School, Drake University, Des Moines, Iowa 50311. You also may call 1-800-443-7253, extension 2059, toll-free; locally, call 1-515-271-2059.

For information on M.P.A. requirements, write to the Director of Graduate Programs, College of Business and Public Administration, Drake University, Des Moines, Iowa 50311, or call Drake's toll-free telephone number: 1-800-443-7253, extension 2188, or 1-515-271-2188 locally.

## **Combined Pharmacy and M.P.A. Program (Pharm.D., M.P.A.)**

In cooperation with the College of Pharmacy and Health Sciences, a joint program is offered leading to the Doctor of Pharmacy and M.P.A. degrees. The program, available to pharmacy majors, consists of beginning the courses for the M.P.A. program during the fourth year in the pharmacy curriculum and completing M.P.A. requirements during the fifth and sixth years of the pharmacy curriculum. The combined degree program decreases the time required to complete the two degrees independently.

Admission must be gained to the College of Pharmacy and Health Sciences initially and then to the M.P.A. program before enrolling in the graduate level courses.

For information on admission to the College of Pharmacy and Health Sciences, write to the Director of Student Services, College of Pharmacy and Health Sciences, Drake University, Des Moines, Iowa 50311. You may call 1-800-443-7253, extension 3018, toll-free; locally, call 1-515-271-3018.

For information on M.P.A. requirements, write to the Director of Graduate Programs, College of Business and Public Administration, Drake University, Des Moines, Iowa 50311, or call Drake's toll-free telephone number: 1-800-443-7253, extension 2188, or 1-515-271-2188 locally. The director of graduate programs should be contacted for M.P.A. application information and procedures to be completed prior to enrollment in any graduate course.

# Programs in the School of Education

- **Licensure Only and Added Endorsement Programs**
- **Master of Arts in Teaching**
- **Master of Science in Teaching**
- **Master of Science**  
Adult Learning, Performance, and Development  
Rehabilitation Administration  
Rehabilitation Counseling  
Rehabilitation Placement
- **Master of Science in Education**  
Counseling  
Elementary Counseling  
Secondary Counseling  
Community Counseling  
Education Leadership  
Elementary Principalship  
Secondary Principalship  
Early Childhood  
Effective Teaching, Learning and Leadership  
Special Education
- **Specialist Degree**  
Education Leadership
- **Doctoral Degree**  
Education Leadership

**RESIDENCY REQUIREMENT:** The School of Education requires 24 credit hours in residence for any graduate degree program, a minimum of 12 credit hours in residence for any licensure-only program, a minimum of six credit hours in residence for any added-endorsement program.

## CONTINUING EDUCATION/EXTENSION EDUCATION DIVISION

The Continuing Education/Extension Education Division of the School of Education has several program areas for educators seeking advanced degrees, re-licensure and/or professional development. These programs include but are not limited to:

- Master's degree in adult learning, performance, and development
- Master's degree in counseling
- Master's degree in effective teaching, learning and leadership
- Master's degree in education leadership
- Specialist degree in education leadership
- Endorsement in reading
- Consultant endorsement in special education

All classes are offered on an evening or weekend delivery format during the academic year and summer term. The programs at extended campus sites are the same programs offered on campus in Des Moines. In most instances, the graduate programs can be completed in two years. Each class usually meets three weekends per class per semester at selected locations throughout

Iowa. Sites may include area education agencies, ICN sites and public school districts.

## Distance Learning Opportunities

A variety of courses are offered on the Internet/World Wide Web or in video correspondence format. Graduate credits are available in the following areas:

- General education methods
- Special education (Inclusion)
- Reading, math, science
- Classroom management
- Technology

## Staff Development Opportunities

The School of Education faculty and staff cooperate with continuing education courses offered by the fifteen Area Education Agencies of Iowa. These agencies employ staff development and content area specialists who offer courses each fall, spring and summer. In most instances, courses carry an option to receive from one to three credits through the Continuing Education/Extension Education Division.

For a more complete listing of Continuing Education degree programs, distance learning classes, special events and links to the Area Education Agencies, use the following Web site: [www.drakecontinued.com](http://www.drakecontinued.com)

## ADMISSION REQUIREMENTS

An application for admission, a one-time application fee and official transcripts from each and every college or university attended are needed to be considered for admission to programs in the School of Education. Certain departments have additional departmental requirements such as letters of recommendation, personal interview, etc. In addition, successful completion of the Miller Analogies Test or the Graduate Record Examination is required for all post-bachelors' endorsement and degree programs. All students seeking a graduate degree or an added endorsement that requires 12 or more credit hours must complete a candidacy petition.

## ACADEMIC PROBATION AND SUSPENSION

The School of Education requires all graduate students to maintain a minimum overall grade point average of at least 3.0. If a student's GPA falls below 3.0, the student is placed on academic probation and a letter to that effect is mailed to the student by the dean. Students placed on academic probation must raise their GPA to 3.0 within the next semester of registration to continue in any graduate program offered by the School of Education. Exceptions must have department approval. This policy applies to all post-baccalaureate programs

offered by the School of Education. Additional criteria may be required with specific programs.

**LICENSURE-ONLY  
AND ADDED ENDORSEMENT  
PROGRAMS IN EDUCATION**

Several programs are available to students with bachelor's degrees who wish to receive initial teaching licensure or additional endorsements. Persons wishing to enroll in licensure-only or additional endorsement programs must follow the same admission procedures required for a master's degree program in education.

Persons with a bachelor's degree may earn initial teaching licensure by completing either the Master of Arts in Teaching (Secondary) or the Master of Science in Teaching (Elementary). Requirements are listed under Master's degree programs in education. Those seeking initial teaching licensure must have an undergraduate grade point average of at least 2.5 and must achieve acceptable scores on the Pre-Professional Skills Test (PPST) exams in reading, writing and mathematics in addition to completing the following requirements.

- 1. Admission to graduate study, including qualifying scores on the Miller Analogies Test or the Graduate Record Examination.
- 2. Formal acceptance to the Teacher Education Program.
- 3. Completion of the professional course requirements listed below.

**ELEMENTARY LICENSURE ONLY**

**PRE-PROFESSIONAL COURSEWORK**

EDUC 203 — Foundations of Education .....3  
(60-hour practicum included)

EDUC 208 — Educational Psychology of Teaching and Learning .....4

SPED 220 — Introduction to Exceptional Children and Adults.....3

EDUC 264 — Critical Perspectives on Race, Ethnicity, and Gender .....3

**PROFESSIONAL COURSEWORK**

Admission to Teacher Education Program is required.

EDUC 222 — Curriculum and Pedagogy.....3

EDUC 223 — Physical Education and Health in the Elementary School .....2

EDUC 224 — Teaching of Literature of Childhood and Youth .....3

EDUC 225 — Teaching of Science.....3

EDUC 226 — Teaching of Mathematics .....3

EDUC 227 — Teaching of Language Arts .....3

EDUC 228 —Teaching of Social Studies.....3

EDUC 229 — Teaching of Literacy .....3

EDUC 261 — Technology Integration in the Classroom.....2

**PROFESSIONAL SEMESTER**

EDUC 265 — Instructional Management in the Elementary Grades.....1

EDUC 266 — Student Teaching Practicum in the Elementary School.....8

**ADDITIONAL REQUIREMENTS**

Must complete one of the following courses:

ART 83 — Art for Children: An Introduction OR

MUSIC 15 — General Music in Elementary Schools .....3

Completion of a college-level mathematics or statistics course.

- 4. For elementary teaching, a content area of at least 24 credit hours within endorsements offered at Drake is required. The content area may include courses from the undergraduate program.

**SECONDARY LICENSURE ONLY**

**PRE-PROFESSIONAL COURSEWORK**

EDUC 203 — Foundations of Education (60-hour practicum is included) .....3

EDUC 208 — Educational Psychology of Teaching and Learning .....4

SPED 220 — Introduction to Exceptional Children and Adults .....3

EDUC 264 — Critical Perspectives on Race, Ethnicity and Gender .....3

**PROFESSIONAL COURSEWORK**

Admission to Teacher Education Program is required.

EDUC 232 — Methods of Teaching in the Secondary School (24-hour practicum required) .....4

EDUC 242 — Reading at the Secondary Level and Interdisciplinary Curriculum Design .....2

EDUC 261 — Technology Integration in the Classroom.....2

**PROFESSIONAL SEMESTER**

EDUC 267 — Instruction and Management in the Secondary School.....1

EDUC 268 — Student Teaching Practicum in the Secondary Schools.....8

- 5. For secondary teaching, a subject area of 30 to 62 credit hours within an endorsement offered at Drake is required. These credit hours may include course credits from the undergraduate program.
- 6. Completion of a mathematics or statistics course. The above requirements are for persons without any previous teaching licensure.

**ADDED ENDORSEMENT  
PROGRAMS**

Programs for persons holding teaching licensure, but wishing to add another area of endorsement, are available in a wide variety of teaching areas. The following is

a tentative listing of the endorsements – some of the course work may have already been taken in the student's undergraduate program. Students must work with their adviser in planning their program for adding an endorsement. The endorsement areas are subject to change.

## ELEMENTARY ENDORSEMENT AREAS

Art  
English/Language Arts  
Health  
History  
Mathematics  
Reading  
Science  
Social Studies

## SECONDARY TEACHING AREA ENDORSEMENTS

Art  
Business - General  
English/Language Arts  
English/Speech/Theater with English emphasis  
Theater/Speech/English with Theater emphasis  
Journalism  
Mathematics  
Reading  
Biological Science  
Chemistry  
Earth Science  
General Science  
Physical Science  
Physics  
All Sciences  
American History - Option #1  
American History w/ American Government - Option #2  
Economics  
Sociology  
World History  
All Social Studies

## MIDDLE SCHOOL ENDORSEMENT

### MIDDLE SCHOOL

This program completes an endorsement for middle school (grades five through eight) in the state of Iowa. The holder of this endorsement is authorized to teach ALL subjects in grades five through eight with the exception of art, industrial arts, music, reading, physical education, and special education. The endorsement is an "add-on" endorsement to Iowa General Elementary Endorsement (K-6) license or Iowa Secondary Level Endorsements (7-12), so the candidate for this endorsement must either currently hold a valid Iowa teacher's license at the elementary or secondary level or be concurrently seeking endorsement at the elementary or secondary level.

### Core courses

EDUC 131/231 — Topics in Middle School  
Growth and Development  
EDUC 134/234 — Middle School Curriculum and  
Methods

Required Course Work in:

### Social Studies

Course work in American history  
Course work in world history  
Course work in geography

### Mathematics

Course work in algebra and additional course work

### Science

Course work in Life Science  
Course work in Physical Science

### Language Arts

## MASTER'S DEGREE PROGRAMS IN EDUCATION

The graduate degree programs in the School of Education are designed to meet a variety of professional needs. Most master's degree programs are designed to enable candidates to complete endorsements or licensure needs for specific consultative, supervisory, administrative, counseling or teaching roles. Some are designed for educators in non-school settings, such as rehabilitation administration, rehabilitation counseling, rehabilitation placement, community counseling, adult learning, performance, and development programs.

Prospective teaching, counseling, and school leadership candidates should consult with the degree program adviser regarding specific Iowa Department of Education requirements for the various endorsements and licensures. Applicants for licensure/endorsement must be in good standing in the School of Education with a minimum grade point average of 3.0 for all work attempted for graduate credit. Applications for state licensure and/or adding endorsements are filed with the dean.

Upon completion of 12 credit hours of course work, all graduate-level students must, with the assistance of an adviser, complete a Petition of Candidacy. This includes individuals seeking licensure only/endorsement only. The Petition of Candidacy cannot be completed by a student who has not gained admission to graduate study.

The four categories of master's degrees offered by the School of Education are briefly described below to assist prospective candidates in making initial program selection.

## Master of Arts in Teaching

**Description of program:** The Master of Arts in Teaching (MAT) degree is designed for a person with a bachelor's degree, but without teaching licensure, who wishes to prepare for service as a secondary school teacher. The 36-hour graduate program includes nine hours of graduate-only coursework, 12 hours of state-required courses shared with the undergraduate teacher-preparation program, six hours of endorsement-related electives, and a nine-hour individualized teaching semester. In coursework shared with the undergraduate teaching program, students in the graduate pro-

gram complete additional assignments, and are expected to approach the coursework with greater emphasis on research and its application to effective teaching. To successfully earn the MAT degree, candidates must complete a comprehensive written examination.

**Admission requirements:** An applicant to this program must hold a bachelor's degree, usually with an academic major in which the requirements are comparable to those currently in place for a degree at Drake University. The applicant need not have completed courses which would apply to teaching licensure. A successful score on Miller Analogy Test or Graduate Record Examination is required. Students must also take the state-required PPST test on reading, writing, and mathematics, and receive acceptable scores. Contact Graduate Admissions for more information. 1-515-271-3871 or 1-800-443-7253, extension 3871.

**Program requirements:** Earn 36 graduate hours, GPA 3.0 or above.

The student must complete a Petition for Candidacy to outline completion of the program. This form should be completed and approved by the adviser and department chair in the term in which 12 semester hours has been completed.

The student must demonstrate successful performance on a final comprehensive written examination, preferably taken during the semester prior to student teaching.

A professional portfolio will be completed demonstrating proficiency in ten INTASC teaching standards and Drake University School of Education Guiding Principles.

**Teaching content area:**

The student also must fulfill a teaching endorsement requirement of 24-58 course credit hours in a selected teaching field. These courses may have been part of the candidate's undergraduate program. Course credits taken as part of the MAT degree must be taken at the graduate level and approved by the adviser.

Many, but not all of the MAT courses are available in the evening or during the summer terms. However, practicum requirements during Foundations, Methods and Student Teaching require daytime commitments. Taking nine hours or less per semester allows students to enroll at part-time graduate tuition rates.

**Required courses**

**PRE-PROFESSIONAL COURSE WORK**

EDUC 203 — Foundations of Education (60-hour practicum included) .....	3
EDUC 208 — Educational Psychology of Teaching and Learning .....	4
SPED 220 — Introduction to Exceptional Children and Adults .....	3
EDUC 264 — Critical Perspectives on Race, Ethnicity, and Gender .....	3
Two adviser-approved electives - graduate level .....	6

**PROFESSIONAL COURSE WORK**

Acceptance to the Teacher Education Program is required.

EDUC 232 — Methods of Teaching in the Secondary School (24-hour practicum included) .....	4
EDUC 242 — Reading at the Secondary Level and Interdisciplinary Curriculum Design .....	2
EDUC 261 — Technology Integration in the Classroom .....	2

**PROFESSIONAL SEMESTER**

EDUC 267 — Instruction and Management in the Secondary School .....	1
EDUC 268 — Student Teaching Practicum in the Secondary School .....	8

Additional Requirement:

Course work in mathematics or statistics

**MINIMUM DEGREE REQUIREMENT:** 36 graduate hours

A comprehensive examination is required. To qualify to write the comprehensive examination, the candidate must have approval of the department and the Associate Dean of the Drake University School of Education.

# Master of Science in Teaching

**Description of program:** The Master of Science in Teaching (MST) program is designed for a person with a bachelor's degree, but without teaching licensure, who wishes to prepare for service as an elementary school teacher. This graduate program includes 9 hours of graduate-only pre-professional coursework, 29 hours of state-required courses shared with the undergraduate teacher-preparation program, and a 9 hour individualized student teaching semester. In coursework shared with the undergraduate teaching program, students in the MST program complete additional assignments, and are expected to approach the coursework with greater emphasis on research and its application to effective teaching. To successfully earn the MST degree, candidates must complete a comprehensive written examination.

**Admission requirements:** An applicant to this program must hold a bachelor's degree, usually with an academic major in which the requirements are comparable to those currently in place for a degree at Drake University. The applicant need not have completed courses which would apply to teaching licensure. A successful score on Miller Analogy Test or Graduate Record Examination is required. Students must also take the state-required PPST test on reading, writing, and mathematics, and receive acceptable scores. Contact Graduate Admissions for more information. 1-515-271-3871 or 1-800-443-7253, extension 3871.

**Program requirements:** Earn 36 graduate hours, GPA 3.0 or above. Note: Most students need more hours (47 hours total) as shown below in order to meet the state-approved program requirements; however, some students may meet these requirements by taking some program courses as part of their undergraduate program.

The student must complete a Petition for Candidacy to outline completion of the program. This form should be completed and approved by the adviser and department chair in the term in which 12 semester hours has been completed.

The student must demonstrate successful performance on a final comprehensive written examination, preferably taken during the semester prior to student teaching.

A professional portfolio will be completed demonstrating proficiency in ten INTASC teaching standards and Drake University School of Education Guiding Principles.

**Teaching Content Area:** The student also must fulfill a teaching endorsement requirement of 24-58 course credit hours in a selected teaching field. These course credits may have been part of the candidate's undergraduate program. An alternative option is the completion of a formal interdisciplinary program in humanities, language and communication, natural science, or social science. All elementary license candidates must have a concentration area.

While several courses are available in the evening and during the summer terms, the MST is predominately a day program. Taking 9 hours or less per semester allows students to enroll at part-time graduate tuition rates.

Required courses	Credit hours
<b>PRE-PROFESSIONAL COURSEWORK</b>	
EDUC 203 — Foundations of Education (60-hour practicum required) .....	3
ÉDUC 208 — Educational Psychology of Teaching and Learning .....	4
SPED 220 — Introduction to Exceptional Children and Adults .....	3
EDUC 264 — Critical Perspectives on Race, Ethnicity, and Gender .....	3

**PROFESSIONAL COURSEWORK**

Admission to Teacher Education Program is required.	
EDUC 222 — Curriculum and Pedagogy .....	3
EDUC 223 — Physical Education and Health in the Elementary School .....	2
EDUC 224 — Teaching of Literature of Childhood and Youth .....	3
EDUC 225 — Teaching of Science .....	3
EDUC 226 — Teaching of Mathematics .....	3
EDUC 227 — Teaching of Language Arts .....	3
EDUC 228 — Teaching of Social Studies .....	3
EDUC 229 — Teaching of Literacy .....	3
EDUC 261 — Technology Integration in the Classroom .....	2

**PROFESSIONAL SEMESTER**

EDUC 265 — Instruction and Management in the Elementary Grades .....	1
EDUC 266 — Student Teaching Practicum in the Elementary School .....	8

**ADDITIONAL REQUIREMENTS**

One of the following courses is required by the state of Iowa for licensure: Art 83 OR Music 15.

Course work in mathematics or statistics.

**MINIMUM DEGREE REQUIREMENT:** 36 graduate hours

A comprehensive examination is required. To qualify to write the comprehensive examination, the candidate must have approval of the department and the associate dean.

# Master of Science

## ADULT LEARNING, PERFORMANCE, AND DEVELOPMENT

The Master of Science in Adult Learning, Performance and Development (MS ALPD) program is especially designed for adult education, human resources development and training professionals in business and industry, health services, education and other private and public organizations. The goal of the degree program is to advance the knowledge base and skill level of students in the areas of organizational training, human performance improvement, adult learning, distance education, leadership, and other pertinent fields of study.

Candidates for the MS degree in Adult Learning, Performance and Development typically finish the degree within a two-calendar year period. All of the course work can be completed by attending evening and/or weekend classes. This program is also offered at select locations throughout Iowa via the Iowa Communications Network. Contact Tom Westbrook, Associate Professor, at [thomas.westbrook@drake.edu](mailto:thomas.westbrook@drake.edu).

Required courses	Credit hours
<b>Course Work in Adult Learning, Performance and Development</b>	
ADED 242 — Adult Learning, Training, and Development .....	1
ADED 243 — Human Performance Improvement ....	1
ADED 244 — Distance Education and Instructional .. Technologies .....	1
ADED 247 — Adult and Organizational Learning .....	3
ADED 262 — Needs Analysis and Evaluation .....	3
ADED 263 — Designing Learning Interventions .....	3
ADED 264 — Methods and Technologies of Facilitation .....	3
ADED 268 — Coaching and Collaboration .....	3

<b>Course Work in Management/Leadership</b>	
ADED 239 — Leadership Essentials .....	3
ADED 250 — Human Resources Management .....	3
ADED 261 — Strategic Planning .....	3



Research	
ADED 219—Applied Research in Adult Learning .....	3
Electives .....	6
<b>Degree Requirement</b> .....	36
Electives could include special topics such as Internship, The Corporate University, Gender Communication, Global Diversity, Web-based Education and Training, Financial Considerations of Training and Development, and others	

### CONCENTRATION IN ADULT LEARNING, PERFORMANCE, AND DEVELOPMENT

The Department of Leadership, Counseling and Adult Development offers a concentration in Adult Learning, Performance and Development. The Concentration is designed for individuals who have earned a master's degree in a field outside of adult education/human resource development and want to increase their knowledge and skill level in this field.

Individuals may start by attending select classes but they must be fully admitted through the University's Graduate Admission Office to earn the certificate. The Concentration in Adult Learning, Performance, and Development will appear on the student's academic transcript upon successful completion of all requirements. Contact Tom Westbrook, Associate Professor, at [thomas.westbrook@drake.edu](mailto:thomas.westbrook@drake.edu).

Required Courses	Credit Hours
ADED 242 — Adult Learning, Training, and Development.....	1
ADED 243 — Human Performance Improvement.....	1
ADED 244 — Distance Education and Instructional Technologies .....	1
ADED 247 — Adult and Organizational Learning.....	3
ADED 262 — Needs Analysis and Evaluation .....	3
ADED 263 — Designing Learning Interventions .....	3
ADED 264 — Methods and Technologies of Facilitation.....	3
OR	
ADED 268 — Coaching and Collaboration.....	3
<b>Concentration Requirement</b> .....	15

### COUNSELING — COMMUNITY (CAC)

Required courses .....	Credit hours
COUN 200 — Introduction to the Counseling Profession .....	3
COUN 201 — Educational Research I .....	3
COUN 215 — Theories of Counseling .....	3
COUN 220 — Career Development/Occupational Information .....	3
COUN 221 — Methods of Counseling.....	3
COUN 224 — Assessment.....	3
COUN 225 — Human Development.....	3
COUN 228 — Psychiatric Disorders.....	3
COUN 236 — Group Counseling and Procedures.....	3
COUN 240 — Family Counseling.....	3
COUN 245 — Understanding Diverse Populations .....	3

COUN 260 — Counseling Practicum .....	3
COUN 290 — Counseling Internship.....	6
Electives (graduate or upper level undergraduate)...	6
<b>Degree Requirement</b> .....	48

## REHABILITATION ADMINISTRATION

The Master of Science in Rehabilitation Administration (MS READ) program is designed to prepare individuals to work in positions of leadership within rehabilitation agencies. Specific emphasis is placed on positions in not for-profit agencies.

Required courses	Credit hours
COUN 200 — Introduction to the Rehabilitation Profession .....	3
COUN 201 — Education Research I .....	3
COUN 210 — Disability Policy and the Americans with Disabilities Act (ADA) .....	3
COUN 220 — Career Development/Occupational Information .....	3
COUN 232 — Administration Field Work .....	3
COUN 233 — Human Resources Field Work .....	3
COUN 245 — Understanding Diverse Populations .....	3
COUN 263 — Rehabilitation Administration .....	3
COUN 273 — Professional Issues in Rehabilitation Administration .....	3
COUN 290 — Administration Internship .....	3
EDL 243 — Strategic Planning .....	3
MPA 215 — Environment of Public Administration .....	3
MPA 216 — Human Resources Management .....	3
MPA 225 — Financial Aspects of Public and Non-profit Organizations .....	3

### Degree Requirement 42

A comprehensive examination is required. To qualify to write the comprehensive examination, the candidate must have approval of the program director and the dean.

## REHABILITATION COUNSELING

The Master of Science in Rehabilitation Counseling (MS RC) program prepares individuals to work as rehabilitation counselors in private and public rehabilitation settings. Specific emphasis is placed on job placement, counseling and assessment in either public or private rehabilitation settings.

Required courses	Credit hours
COUN 200 — Introduction to the Counseling Profession .....	3
COUN 201 — Education Research I .....	3
COUN 210 — Disability Policy and the Americans with Disabilities Act (ADA) .....	3
COUN 215 — Theories of Counseling .....	3
COUN 220 — Career Development/Occupational Information .....	3
COUN 221 — Methods and of Counseling.....	3
COUN 224 — Assessment.....	3
COUN 228 — Psychiatric Disabilities.....	3

COUN 233 — Human Resources Field Work .....	3
COUN 240 — Family Counseling.....	3
COUN 245 — Understanding Diverse Populations .....	3
COUN 246 — Medical and Vocational Aspects of Disability.....	3
COUN 260 — Counseling Practicum .....	3
COUN 262 — Case Management .....	3
COUN 265 — Advanced Placement .....	3
COUN 290 — Internship.....	6

#### Degree Requirement 51

A minimum of 51 credit hours is required and 60 credit hours are recommended. Students who pursue the 60 credit hour option may take 9 credit hours of electives. A comprehensive examination is not required. Students should take the national examination for Certified Rehabilitation Counselor (CRC) administered by the Commission on Rehabilitation Counselor Certification.

## REHABILITATION PLACEMENT

The Master of Science in Rehabilitation Placement (MS RFP) program is designed to prepare individuals to assume positions as professional vocational rehabilitation job development/job placement specialists. Specific emphasis in the curriculum is placed on client development, employer and job development, and job placement.

Required courses	Credit hours
COUN 200 — Introduction to the Counseling Profession .....	3
COUN 201 — Education Research I.....	3
COUN 210 — Disability Policy and the Americans with Disabilities Act (ADA).....	3
COUN 215 — Theories of Counseling .....	3
COUN 220 — Career Development/Occupational Information .....	3
COUN 228 — Psychiatric Disabilities .....	3
COUN 224 — Assessment.....	3
COUN 233 — Human Resources Field Work .....	3
COUN 246 — Medical and Vocational Aspects of Disability.....	3
COUN 260 — Counseling Practicum .....	3
COUN 262 — Case Management .....	3
COUN 265 — Advanced Placement .....	3
COUN 290 — Internship.....	6

#### Degree Requirement 42

A comprehensive examination is required. To qualify to write the comprehensive examination, the candidate must have approval of the program director and the Dean of the Drake University School of Education.

school, community, and rehabilitation settings. The program emphasizes both theoretical and practical/experiential learning. It is designed for maximum student flexibility, with the majority of classes scheduled in the evening and on weekends. Successful completion of all degree requirements satisfies the educational standards for State of Iowa licensure and/or certification as a school counselor, licensed mental health counselor (LMHC), and certified rehabilitation counselor (CRC). {See Rehabilitation Counseling}

## COUNSELING — ELEMENTARY (GUEL)

Required courses	Credit hours
COUN 200 — Introduction to the Counseling Profession .....	3
COUN 201 — Educational Research I .....	3
COUN 215 — Theories of Counseling .....	3
COUN 220 — Career Development/Occupational Information .....	3
COUN 221 — Methods of Counseling.....	3
COUN 224 — Assessment.....	3
COUN 225 — Human Development.....	3
COUN 236 — Group Counseling and Procedures.....	3
COUN 240 — Family Counseling.....	3
COUN 241 — Elementary Guidance .....	3
COUN 245 — Understanding Diverse Populations .....	3
COUN 260 — Counseling Practicum .....	3
COUN 290 — Counseling Internship.....	3

#### Degree Requirement 39

## COUNSELING — SECONDARY (GUSE)

Required courses	Credit hours
COUN 200 — Introduction to the Counseling Profession .....	3
COUN 201 — Educational Research I .....	3
COUN 215 — Theories of Counseling .....	3
COUN 220 — Career Development/Occupational Information .....	3
COUN 221 — Methods of Counseling.....	3
COUN 224 — Assessment.....	3
COUN 225 — Human Development.....	3
COUN 236 — Group Counseling and Procedures.....	3
COUN 240 — Family Counseling.....	3
COUN 242 — Secondary Guidance.....	3
COUN 245 — Understanding Diverse Populations .....	3
COUN 260 — Counseling Practicum .....	3
COUN 290 — Counseling Internship.....	3

#### Degree Requirement 39

**Note:** Additional courses required for individuals who do not have teacher licensure:

SPED 220 — Introduction to Exceptional Children and Adults	
COUN 295 — Classroom Management and Teaching for Counselors	

# Master of Science in Education

## COUNSELING

The Master of Science in Education in Counseling program prepares individuals to work as counselors in

# EDUCATION LEADERSHIP

This program is under revision. Students in this program may finish their program as outlined.

The graduate programs in education leadership provide for the completion of the requirements for master's and specialist degrees. Each program focuses on and provides special preparation in school administration.

Students at the master's degree level can earn licensure in elementary and/or secondary school principalship. Specialist degree candidates can earn licensure for the school district superintendency with special emphasis on senior level leadership.

Students may earn a specialist degree without meeting licensure requirements for the superintendency. These students must obtain written adviser approval to substitute appropriate electives.

Non-degree programs are available for administrative endorsements for those holding graduate degrees in other educational fields.

## MASTER'S DEGREE IN EDUCATION LEADERSHIP

### (ELEMENTARY/SECONDARY SCHOOL)

This department offers a Master of Science in Education degree in Education Leadership for candidates seeking a principal's license in the state of Iowa. Applicants must hold a valid teaching license, have three years of teaching experience at the level they wish to be licensed (elementary/secondary), and be recommended by the Dean of the Drake University School of Education.

All candidates for the master's degree must complete a candidacy petition during the semester they enroll in their sixth credit hour in the program. This petition formalizes the plan for completion of the program.

Required courses	Credit hours
EDL 200 — Education Leadership .....	3
EDL 205 — School Based Inquiry .....	3
EDL 208 — Managing Curriculum and Learning.....	3
EDL 210 — Leading and Managing Schools .....	3
EDL 215 — Education Leadership for the Special Needs of Children .....	3
EDL 220 — Supervision of Instruction .....	3
EDL 240 — School Law .....	3
EDL 250 — Communities and their Schools .....	3
EDL 260 — Field Experience: Elementary .....	3
OR	
EDL 261 — Field Experience: Secondary .....	3
EDL 293 — Field Experience: Iowa Standards Assessment .....	3

### Admission Requirements

The applicant must complete a formal application form and present the following information and documents:

1. Applicants for master's degree with an Iowa principal endorsement must show evidence of a completed bachelor's degree from an accredited institution and official transcripts from each and every undergradu-

ate school and all previously attended colleges and universities. Applicants must have achieved a grade point average of at least 2.5 for all previous undergraduate work attempted and a 3.0 for all education coursework.

Individuals seeking the licensure only program must show evidence of a completed bachelor's degree and master's degree from accredited institutions and official transcripts from each and every undergraduate and graduate school attended. Applicants must have achieved a grade point average of at least 2.5 for all previous undergraduate work attempted and a 3.0 for all undergraduate education coursework and master's coursework.

2. Evidence of a Miller Analogies Test of 36 or better or a Graduate Record Examination score of 1000 or better (combined quantitative and verbal scores).
3. Three reference reports (forms available online).
4. Written response to the Iowa Standards (see standards online).

## SPECIALIST DEGREE IN EDUCATION LEADERSHIP

For information about this 30-credit hour education specialist degree program, refer to page 38.

## DEPARTMENT OF TEACHING AND LEARNING

This department offers three master's of science degree programs.

- The Master of Science in Education, Early Childhood is designed for the teaching professional to gain in-depth knowledge of working with young children (birth through eight years of age) and their families. Attention to the needs of all young children — including those with disabilities, those who are developmentally delayed, or those who are at risk for such conditions — is infused throughout the course work and practica.

- The Master of Science in Education, Effective Teaching, Learning and Leadership is designed for the teaching professional whose primary career goal is to remain in the classroom as a master teacher. Graduates of the program could expect to assume the role of "master teacher," "mentor", or "supervising teacher", or program consultant. They are trained in the skills of teaching, become knowledgeable regarding the various models of effective teaching, and utilize the research, leadership, and dissemination techniques necessary to serve as a teacher/researcher or teacher/leader.

- The Master of Science in Education, Special Education is designed to prepare highly competent special educators to provide special education services in public and private school settings to students with behavior disorders, learning disabilities or mental disabilities. Specialization in one, two or three categories of disability at either the elementary or secondary level and at several levels of disability (mild, moderate and multi-categorical) can be obtained.

EARLY CHILDHOOD

Description of the Early Childhood Program: This program offers a variety of means to gain in-depth knowledge of working with young children (birth through eight years of age) and their families. Attention to the needs of all young children including those with disabilities, those who are developmentally delayed, or those who are at risk for such conditions will be infused throughout the coursework and practica. Individual strands that cover endorsement areas allow candidates to customize their degree to best fit their educational needs, while the required courses assure developmental, programmatic, and research competencies. Electives within the program must be adviser approved.

Applicants to this program must hold a bachelor's degree, from an accredited university and a teaching license. As with all School of Education Master of Science in Education programs, a minimum score of 36 on a MAT test or a GRE score of 1000 on combined verbal and quantitative scores is necessary for admittance to the program. Up to 12 graduate credit hours may be transferred into this program with adviser approval.

The program requires a minimum of 36 graduate hours, maximum of 38 graduate hours depending on the strand selected. This is a non-thesis program, requiring the maintenance of a 3.0 GPA. All program strands must include the following core courses:

Required core courses	Credit hours
EDUC 201 — Education Research I .....	3
EDUC 202 — Education Research II .....	3
EDUC 205 — Human Development (Elementary & Early Childhood) .....	3
EDUC 252 — Curriculum in Early Childhood .....	3
EDUC 254 — Working with Families of Young Children .....	3
EDUC 255 — Language and Literacy .....	3
EDUC 272 — Issues and Research in Early Childhood Seminar .....	3
Total Required Credits	21

Program Strands available for this degree:

Strand 1: Early Childhood Endorsement 103 Earned

The following courses are required in addition to the required courses above:

SPED 253 — Applied Behavioral Analysis .....	3
EDUC 253 — Teaching Methods for Early Childhood (Prereq.: EDUC 252) .....	3
EDUC 259 — Practicum in Early Childhood (150 hours) .....	5
Electives to include no more than 4 hours of EDEX or institute credits .....	4
Total Number of Credits for Strand 1	15

Strand 2: Unified Early Childhood Endorsement

The following courses are required in addition to the required courses above:

SPED 252 — Characteristics and Assessments of Young Children with Diverse Needs .....	3
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SPED 253 — Applied Behavior Analysis .....	3
EDUC 253 — Teaching Methods for Early Childhood (Prereq.: EDUC 252) .....	3
SPED 258 — Practicum for Early Childhood/ Special Education .....	5
Elective to include no more than one hour of EDEX or institute credit .....	1
Total Number of Credits for Strand 2	15
Additional requirements: CPR and First Aid (no credit)	

Strand 3: Early Childhood 103 Endorsement and Reading Endorsement

The following courses are required in addition to the required courses above:

EDUC 229 — Teaching of Literacy .....	3
EDUC 253 — Teaching Methods for Early Childhood (Prereq.: EDUC 252) .....	3
EDUC 273 — Practicum in Early Childhood and Reading (150 hours) .....	5
EDUC 275 — Literacy Assessment and Instruction I ...	3
EDUC 278 — Literacy Assessment and Instruction II..	3
Total Credits for Strand 3	17

\*Assumes eight credits from oral & written communication, language development, children's literature, and tests and measurement courses.

A comprehensive examination is required for all three program strands above. Registration for the comprehensive examination will occur in EDUC 272, Issues and Research in Early Childhood Seminar. To qualify to write the comprehensive examination, the candidate must have approval of the department and the Dean of the Drake University School of Education. Successful completion of Strands 1, 2, and 3 entitles the candidate to recommendation for Iowa Endorsement in Early Childhood (103), Teacher-Prekindergarten grade-3 including Special Education (100), or Reading. Filing for licensure is the responsibility of the candidate.

EFFECTIVE TEACHING, LEARNING AND LEADERSHIP

The Master of Science in Education, Effective Teaching, Learning, and Leadership is a unique non-thesis master's degree designed for the teaching professional whose career goal is to remain in the classroom as a master teacher. Graduates of this program could expect to assume the role of "master teacher," "mentor," or "supervising teacher." They are trained in the skills of teaching, become knowledgeable regarding the various models of effective teaching, and utilize the research, leadership and dissemination techniques necessary to serve as a teacher/researcher or teacher/leader. The program is designed for any certified elementary, middle school or secondary educator to continue to improve teaching skills with a group of supportive colleagues.

The program is designed to be completed in two to five years. Of the 32 credit hours required, 26 credit hours are in required core courses, and 6 credit hours are adviser-approved electives.

Required courses (recommended sequence) Credit hrs.	
EDUC 214 — Contemporary Issues in Education .....	3
EDUC 280 — Electronic Toolbox for Educators .....	3
EDUC 216 — Models of Effective Teaching I.....	3
EDUC 217 — Models of Effective Teaching II.....	3
EDUC 201 — Education Research I .....	3
EDUC 202 — Education Research II .....	3
EDUC 220 — Balanced Assessment (online/video course) .....	2
EDUC 218 — Action Research .....	3
EDUC 219 — Leadership and Dissemination .....	3
Electives (workshops, conferences, etc.) from an accredited university .....	6

**A comprehensive written examination** is required at the end of the program. Registration and preparation for the exam will occur in EDUC 219.

**Degree Requirement** **32**

## SPECIAL EDUCATION PROGRAMS

The special education program offerings are designed to prepare individuals to teach (a) students who have mild and moderate needs, (b) students who have learning disabilities and/or behavior disorders and (c) students, birth to age 8, with disabilities. The program leads to a master's degree or an endorsement.

Applicants must meet admission requirements to graduate programs in the School of Education. Applicants must also hold the applicable regular education certification.

### IOWA ENDORSEMENTS AVAILABLE

The program offers courses leading to endorsements in Iowa in the following areas:

Area	Total credit hours
Instructional Strategist I: mild and moderate (K-6) .....	28
Instructional Strategist I: mild and moderate (7-12) .....	30
Instructional Strategist II: behavior disorders/learning disabilities (K-12) .....	33
Teacher, pre-kindergarten-grade 3 including Special Education Consultant	
Work Experience Coordinator (secondary special education endorsement and SPED 274)	

### Required courses for Instructional Strategist I: mild and moderate K-6

SPED 220 — Introduction to Special Education.....	3
SPED 222 — Characteristics of Students with Mild/Moderate Disabilities.....	3
SPED 223 — Learning Environments and Social Interactions.....	3
SPED 224 — Differentiated Instruction in the Content Areas .....	3
SPED 251 — Assessment, Diagnosis, and Evaluation .....	3
SPED 253 — Applied Behavior Analysis and Positive Behavior Support.....	3

EDUC275 — Literacy Assessment and Instruction I .....	3
SPED 272 — Schools, Families, Communities and Disabilities .....	3
SPED 275 — Career, Vocational, and Transitional Planning .....	1
SPED 227 — Practicum in Special Education, Mild and Moderate Disabilities (K-6).....	3
<b>Total Credits</b>	<b>28</b>

### Required courses for Instructional Strategist II: mild and moderate 7-12

SPED 220 — Introduction to Special Education.....	3
SPED 222 — Characteristics of Students with Mild/Moderate Disabilities .....	3
SPED 223 — Learning Environments and Social Interactions .....	3
SPED 224 — Differentiated Instruction in the Content Areas .....	3
SPED 251 — Assessment, Diagnosis, and Evaluation .....	3
SPED 253 — Applied Behavior Analysis and Positive Behavior Support .....	3
EDUC 275 — Literacy Assessment and Instruction .....	3
SPED 272 — Schools, Families, Communities and Disabilities.....	3
SPED 275 — Career, Vocational, and Transitional Planning.....	1
SPED 276 — Coordination of Cooperative Occupational Programs .....	2
SPED 228 — Practicum in Special Education, Mild and Moderate Disabilities (7-12).....	3
<b>Total Credits</b>	<b>30</b>

### Required courses for Instructional Strategist II: behavior disorders/learning disabilities K-12

SPED 220 — Introduction to Special Education.....	3
SPED 223 — Learning Environments and Social Interactions.....	3
SPED 224 — Differentiated Instruction in the Content Areas.....	3
SPED 225 — Introduction to Behavioral Disorders and Learning Disabilities .....	3
SPED 226 — Evidence Based Interventions for Students with Learning Disabilities and/or Behavioral Disorders.....	3
SPED 251 — Assessment, Diagnosis, and Evaluation .....	3
SPED 253 — Applied Behavior Analysis and Positive Behavior Support.....	3
EDUC 275 — Literacy Assessment and Instruction .....	3
SPED 272 — Schools, Families, Communities and Disabilities .....	3
SPED 275 — Career, Vocational, and Transitional Planning .....	1
SPED 276 — Coordination of Cooperative Occupational Programs .....	2
SPED 229 — Practicum in Behavioral Disorders and/or Learning Disabilities (K-12) .....	3
<b>Total Credits</b>	<b>33</b>

## MASTER'S PROGRAMS AVAILABLE

The following master's programs are available:

Instructional Strategist I: mild and moderate K-6  
 Instructional Strategist I: mild and moderate 7-12  
 Instructional Strategist II: behavior disorders/learning disabilities K-12  
 Early Childhood

The Instructional Strategist I and II master's programs consist of the endorsement requirements plus the following 4 courses:

EDUC 201 — Educational Research.....	3
EDUC 202 — Educational Research II.....	3
EDUC 278 — Consultation and Inservice Training Skills.....	3
SPED 291 — Professional Seminar .....	1

### Requirements for a special education consultant are:

Master's in special education or master's in another area of education plus 30 graduate semester hours in special education. (See adviser for teaching experience requirements.)

The following coursework and credit hours:

SPED 278 — Consultation and Inservice Training Skills.....	3
SPED 221 — Supervision of Instruction for Students with Special Needs .....	3
EDUC 276 — Principles of Program/Curriculum Development.....	3

### Requirements for the Teacher, pre-kindergarten-grade 3 including special education are:

100 documented hours of observation prior to student teaching.

Cardiopulmonary resuscitation and first aid certification.

The following coursework:

EDUC 205 — Human Development — Early Childhood.....	3
EDUC 255 — Language and Literacy .....	3
EDUC 252 — Curriculum in Early Childhood .....	3
EDUC 254 — Working with Families of Young Children.....	3
SPED 252 — Characteristics and Assessment of Young Children with Diverse Needs .....	3
SPED 253 — Applied Behavior Analysis and Positive Behavior Support .....	3
EDUC 253 — Teaching Methods of Early Childhood.....	3
SPED 258 — Practicum for Early Childhood Education .....	5

Additional requirements for the master's degree:

EDUC 201 — Educational Research.....	3
EDUC 202 — Educational Research II.....	3
EDUC 272 — Issues and Research in Early Childhood Seminar .....	3
Elective .....	1

## Special Education Consultant

Applicant must have Master's Degree in Special Education or another area with 30 graduate credit hours in special education. Applicant must have four years of special education classroom teaching, two years, which must be congruent with the special education consultant endorsement sought.

Required courses for endorsement: .....Credit Hours

SPED 221 — Supervision of Special Education Instruction .....	3
SPED 278 — Consultation and Inservice Training Skills in Support of Special Education Students .....	3
EDUC 276 — Principles of Program and Curriculum Development .....	3

## Work Experience Coordinator

Student must hold secondary special education teaching license

Required courses for endorsement Credit Hours

SPED 274 — Career and Vocational Assessment and Guidance.....	3
SPED 275 — Career and Vocational Planning .....	1
SPED 276 — Coordination of Cooperative Occupational Programs .....	2

# Specialist Degree in Education Leadership

This 30-credit hour education specialist degree program is designed for an experienced leader in school or human service organizations. A specialist degree may be earned with or without an Iowa superintendent endorsement. The degree without the endorsement requires a minimum of adviser approved 30 credit hours, including three of the courses listed below (EDL 245 and 262 and EDUC 202). Students seeking the endorsement with the specialist degree must have all of the following courses plus three years of teaching experience and three years of experience as a building principal or other pre-K-12 district-wide or area administrative experience.

Required courses Credit hours

EDL 225 — Personnel Administration and Contract Negotiations .....	3
EDL 239 — Education and Political Action.....	3
EDL 242 — School Finance and Facilities Management .....	3
EDL 243 — Strategic Planning.....	3
EDL 245 — Leadership in Organizations .....	3
EDL 260/261 — Field Experience for Elementary/Secondary School Principals .....	3
EDL 262 — Senior Level Field Experience .....	3
EDUC 202 — Education Research II .....	3
Adviser-approved electives .....	3
Adviser-approved Technology for Administrators.....	3
<b>Total Credits</b>	<b>30</b>

Admission Requirements

- 1. Evidence of an earned master's degree from an accredited college or university, with a grade point average of at least 3.0.
- 2. Drake University Application for Graduate Admissions.
- 3. An acceptable score on either the Miller Analogies Test or Graduate Record Examination
- 4. Official transcripts from all previous college and universities attended.

Transfer Credits

Up to one-third of the course credits required for this degree may be transferred into the program from an accredited graduate institution and must be master's level or higher. All transfer credits must have been earned within five years of formal admission to the specialist program.

Doctor of Education Degree Program

Designed for the experienced professional, the Doctor of Education (Ed.D.) offers opportunities for professionals in education, government, corporate human resource development, and human service organizations to do advanced formal study of their profession. The program offers broad studies in leadership and research.

Completion of the doctoral program includes a minimum of 90 credit hours beyond the Bachelor's degree. Students must have completed a Master's degree prior to being admitted to the doctoral program. Up to 30 credit hours beyond the Master's may be included as predoctoral work. If a student enters the program without the required minimum 30 credits beyond the Master's, this work may be taken in concert with the doctoral degree. Formal doctoral study constitutes a minimum of 30 credits in a cohort program.

A cohort of a maximum of 18 students is admitted every other year (on even-numbered years). Applications for the program will be accepted after May 1 (in odd-numbered years) and must be complete and submitted by Dec. 1 (in odd-numbered years).

ADMISSION REQUIREMENTS

The applicant must complete a formal application form and present the following information and documents.

- 1. Evidence of a completed Master's degree from an accredited institution and official transcripts for all post-secondary education. Applicants must have achieved an undergraduate grade point average of 2.5 or better and a graduate grade point average of 3.5 or better on a 4.0 scale.
- 2. Evidence of a Miller Analogies Test score of 43 or better or a Graduate Record Examination score of 1000 or better (combined quantitative and verbal scores).

- 3. Evidence of significant scholarly accomplishment, either a completed master's thesis or other written product(s) that demonstrate ability to work independently and at an advanced standing level.
- 4. A letter requesting admission and including reasons for pursuing the doctoral degree, an overview of professional background and goals, and a discussion of the applicant's educational and professional philosophy. The applicant also should request three letters of recommendation; one must come from the current or most recent employer and two must come from other qualified individuals who have first-hand knowledge of the applicant's professional abilities.

Not all qualified applicants can be admitted. Students typically interview with doctoral faculty in order to explore professional goals and proposed specialization studies, applicant commitment to and ability to complete advanced study, and applicant's interests in advanced field experience and research. Final admission decisions are based upon multiple criteria, including both applicant characteristics and the ability of the program to serve the student's needs.

ADMISSIONS COMMITTEE

An admissions committee appointed by the Dean of the Drake University School of Education serves to admit students. Other faculty are invited to attend the admissions meetings but only those appointed vote on admissions.

THE DOCTORAL PROGRAM

Core courses (24 credits)

Doctoral students enroll in the following courses:

- DOC 301 — Doctoral Seminar I .....3
- DOC 302 — Doctoral Seminar II .....3
- DOC 305 — Quantitative Research.....3
- DOC 306 — Qualitative Research.....3
- DOC 345 — Advanced Leadership .....3
- DOC 350 — Advanced Foundations .....3
- DOC 360 — Advanced Practicum .....3
- DOC 398 — Doctoral Internship .....3

Dissertation (6 credits minimum)

DOC 399 — Doctoral Project .....minimum of 6

Total Credits minimum of 30

The Comprehensive Examination

All doctoral students, upon completion of all core course requirements, are required to take comprehensive examinations. The comprehensive examination is an integrative experience requiring students to demonstrate personal mastery of concepts studied during the core sequence and ability to apply those concepts to problems of leadership.

To be eligible to write the examination, a student must:

- 1. have a minimum grade point average of 3.5 with no incompletes in doctoral core courses; and
- 2. be recommended by the student's doctoral committee to write the examination.

**Dissertation Research**

All regular School of Education faculty serve as dissertation chairs and on dissertation committees. Each student must have a Doctoral Dissertation Committee made up of three persons, at least one of whom must be from outside the student's program of specialization. This committee approves the dissertation proposal, conducts the oral defense, and approves the final dissertation. The dissertation must conform to standards established by the Doctoral Committee and the School of Education. When the dissertation has received formal approval by the committee, a time and place are designated for a public oral defense. The defense is conducted by the chair of the dissertation committee. The committee alone decides whether or not the candidate has successfully defended the dissertation research.

**TIME LIMITATION**

A student starting the Ed.D. program at Drake University with a Master's degree is expected to complete the degree within five years; a student beginning the Ed.D. program with a Specialist degree is expected to complete the program in three years.

**CONTINUOUS REGISTRATION REQUIREMENT**

Continuous registration (fall, spring and summer) is required, and students must normally enroll for all courses in sequence. When the required classes have been completed, students must continue to enroll in at least one credit of dissertation credit (DOC 399) each term until the dissertation is completed and accepted.

**SATISFACTORY PROGRESS**

Doctoral students must maintain a 3.5 grade point average and remain in good standing within the University. Failure to earn acceptable grades or violations of University policies may result in immediate dismissal. The student also may be dismissed when, in the judgment of the doctoral faculty, the student is not making satisfactory progress toward timely completion of the program.

**COMMENCEMENT**

An approved draft of the dissertation and successful oral defense of the research must be completed by April 15 for eligibility to participate in Commencement exercises held annually in May.



# Programs in the Law School

For complete information on Drake Law School and its admission policies and procedures, academic and graduation requirements, special programs and financial aid opportunities, contact the Law School Office of Admission toll-free, 1-800-443-7253, extension 2782. Locally, call 1-515-271-2782.

Drake Law School offers a high-quality legal education that provides students with essential lawyering skills as well as opportunities for specialization. The Law School actively seeks to attract and admit students from a wide variety of backgrounds and accepts qualified students with undergraduate degrees in any academic area. Students need not have completed an undergraduate pre-law program to be eligible for admission.

The Law School's outstanding faculty share a commitment to research and regularly publish scholarly books, chapters and articles; at the same time, they are dedicated to teaching. The school's first-class facilities include the award-winning Dwight D. Opperman Hall and Law Library and state-of-the-art Neal and Bea Smith Legal Clinic. The Law School also has received national recognition for its electronic classrooms and wireless network.

Drake law students have ample opportunities to use the legal theories they learn in class. They work with clients at the Neal and Bea Smith Law Center; clerk for state and federal judges at the trial and appellate levels; intern with state and federal administrative agencies, the Iowa Legislature and state prosecutors; and work for

insurance companies, law firms and private companies in Des Moines. Approximately 85 percent of Drake students either have clerking opportunities or work part-time in the legal field during their education at Drake.

## Joint Degree Programs

Drake Law School offers several joint degree programs in conjunction with other colleges and schools of the University. For more information, see the Programs in the College of Business and Public Administration section of this catalog.

The Law School also offers a "3+3 option" in which qualified Drake undergraduate students in the College of Business and Public Administration, the College of Arts and Sciences and the School of Journalism and Mass Communication may complete both the undergraduate and J.D. degree requirements by enrolling for three years each in the undergraduate program and the Law School.

In addition, a law-pharmacy option is available in which qualified students in Drake's College of Pharmacy and Health Sciences may complete both the Doctor of Pharmacy (Pharm.D.) and J.D. degrees.

For more information on these joint degree options, contact the Law School.

# Programs in the College of Pharmacy and Health Sciences

The College of Pharmacy and Health Sciences offers the following programs:

DOCTOR OF PHARMACY (PHARM.D.)  
 PHARMACY/MASTER OF BUSINESS  
 ADMINISTRATION (M.B.A.) JOINT DEGREE  
 PROGRAM  
 PHARMACY/MASTER OF PUBLIC ADMINISTRATION (M.P.A.) JOINT DEGREE PROGRAM  
 PHARMACY/LAW (J.D.) JOINT DEGREE  
 PROGRAM

The pharmacy program of the Drake University College of Pharmacy and Health Sciences is accredited by the American Council on Pharmaceutical Education and is a member of the American Association of Colleges of Pharmacy.

## Doctor of Pharmacy

The Doctor of Pharmacy (Pharm.D.) degree program is a six-year program that prepares students for community or institutional practice, postgraduate education or the many other practice opportunities available to pharmacists. Students may be admitted to the two-year pre-pharmacy program direct from high school and, upon completion of established criteria, may enter the four-year professional program. Students who have completed the proper coursework at another institution may apply for entry into the professional program.

The College of Pharmacy and Health Sciences offers admission to transfer students at both the pre-professional and professional program levels. Students who have completed approximately 60 semester hours, including two semesters of organic chemistry (with labs), calculus, computers, statistics and microbiology generally are considered for admission to the professional program. Students who do not meet these requirements are considered, in most cases, for admission to the pre-professional program. Please contact the Office of Undergraduate Admission for information.

A program leading to the Doctor of Pharmacy degree and Master of Business Administration degree is offered jointly by the College of Pharmacy and Health Sciences and the College of Business and Public Administration. These two colleges also offer a joint program to receive a Doctor of Pharmacy and a Master of Public Administration. In addition, a program leading to the Doctor of Pharmacy degree and Doctor of Jurisprudence degree is offered by the College and the Drake Law School. See the descriptions of these joint degree programs later in this section, and contact the College of Pharmacy and Health Sciences for more information.

## EDUCATIONAL GOALS AND OBJECTIVES OF THE PROFESSIONAL PROGRAM IN PHARMACY

The purpose of the pharmacy professional program is to provide the graduate with the relevant knowledge base, skills, attitudes, ethics and values to engage in the entry-level practice of pharmacy. The curriculum is designed to provide the graduate with competence in these areas:

- A. Problem solving and decision making. In order to provide pharmaceutical care, the pharmacist must have the skills of inquiry, abstract logical thinking and critical analysis to identify problems, make judgments and decisions based on available data, or identify additional needed data.
- B. Management. Pharmaceutical care entails managing drug therapy, including developing and implementing care plans and measuring therapeutic outcomes. In addition, pharmacists manage personnel, supplies, practices and departments. The effective and efficient delivery of pharmaceutical care requires the effective and efficient management of pharmacy practice.
- C. Life-long learning. Practice is a learning experience. The pharmacist must be able to learn from problem-solving experiences. Pharmacists must acquire a continuing flow of new knowledge. Life-long learning is dependent on the development of self-learning abilities and habits.
- D. Communicating and educating. The pharmacist must communicate with colleagues, other professionals and patients. Pharmacists, as members of society, communicate with other citizens about health. Pharmacists must have the basic knowledge, confidence, attitudes and skills to read, write, listen and speak effectively. Pharmacists must be able to deal with effectively with dissent, being able to disagree articulately and persuasively about patients' therapies.
- E. Policy formulation and professional governance. Pharmacists must be able to take active roles in shaping policies, practices and future directions for the profession. Pharmacists must look beyond their immediate practice settings to the environment of pharmacy and the health care system. Pharmacists must be prepared to deal with issues of organization, financing, delivery, payment, access, quality and regulation of drugs and pharmacy services. Pharmacists must be aware of methods of shaping change in the profession through policy formation in the public and private sectors.
- F. Professionalism. Pharmacists must understand and accept their duties and responsibilities to patients, health care professionals and their profession. Pharmacists are expected to have developed value systems and ethical standards that guide their behavior. Pharmacists must have a sense of the obligation

they owe their patients and their duty to ensure that obligation is fulfilled.

Upon graduation from the Drake University pharmacy program, the graduate also shall fulfill the outcomes of the Drake Curriculum, described in the front section of the undergraduate catalog.

## Admission Requirements

Students may apply to the College of Pharmacy and Health Sciences and enter the pre-pharmacy program direct from high school, and, upon completion of established criteria, may enter into the professional program or the Bachelor of Science in Pharmaceutical Sciences. Students may apply for progression into the professional program if the established criteria are met. Students who have completed coursework at other institutions also may apply for admission. Admission of transfer students is highly competitive, and the number of students admitted for any year depends on the space available.

Placement in the curriculum is determined at the time of admission. Students who have successfully completed a minimum of 30 credit hours, including three hours of English composition, eight hours of general inorganic chemistry, eight hours of biology and four hours of calculus, may be considered for placement in the second year of the pre-pharmacy curriculum.

Students who have successfully completed a minimum of 60 credit hours — including the courses listed earlier, eight hours of organic chemistry and other electives applicable to the pharmacy curriculum — may be considered for placement in the first year of the professional program.

## Specific Regulations/ Academic Requirements

Pharmacy students should familiarize themselves with the General Information section of this catalog, which covers many regulations that affect all Drake University students. The College of Pharmacy and Health Sciences also has a number of specific regulations and requirements that must be met to progress through the pharmacy curriculum. Some of these are listed below; others are available in the Pharmacy Student Handbook on the pharmacy Web page at [pharmacy.drake.edu](http://pharmacy.drake.edu).

The standard grading scale for pharmacy students enrolled in pharmacy-labeled courses is A, B, C, D or F. Pharmacy students are permitted to retake a pharmacy-labeled course for a passing grade one time only. Failure of a pharmacy-labeled course twice is grounds for suspension from the pharmacy curriculum.

Many pharmacy courses have prerequisite requirements. Admission to a course is denied if prerequisite courses have not been successfully completed. Therefore, deviations from the curriculum as it is structured require careful consideration. Course prerequisites may be found in the course descriptions in the back of this catalog.

Pharmacy students may apply a maximum of nine hours of elective coursework on a credit/no credit basis toward graduation. Courses regularly graded on a credit/no credit basis are not included within the nine hours maximum. The student must have a minimum cumulative grade point average of 2.75 before registering in a course on a credit/no credit basis.

All courses in the pre-pharmacy curriculum and the first three years of the professional curriculum must be successfully completed before a student enrolls in fourth-year (final year) coursework. In addition, four core groups of pharmacy courses exist; a student must attain a 2.0 grade point average in each core prior to entering rotations.

All fourth-year pharmacy students are required to complete 36 weeks of experiential rotations (Pharmacy 285) prior to graduation. During these experiential rotations, students apply pharmaceutical principles related to diagnosis, treatment and patient care; monitor drug utilization and drug therapy, and interact with patients, physicians, nurses and other health care providers. All students are required to request and receive a criminal background check prior to entering the rotation year due to regulations at many of the experiential sites. Students who have a history of a felony are referred to the State Board of Pharmacy where they plan to practice pharmacy to determine if their record would prohibit licensure. Experiential sites have the right to refuse to accept a student for rotations based on the results of the criminal background check even if the history would not prohibit licensure as a pharmacist.

Candidates for the Doctor of Pharmacy degree are required to be in residence in the College of Pharmacy and Health Sciences for at least the last 30 credit hours before becoming eligible for graduation. Credit earned by examination may not be counted toward fulfillment of the last 30 credit hours.

Candidates qualifying for the degree must complete 204 credit hours and have at least a 2.0 cumulative grade point average.

Pre-pharmacy and pharmacy students are assigned a pharmacy faculty member as their academic adviser. Faculty advisers help students

- Adapt to the college environment
- Assist in the development of the student's education plan by providing input and feedback
- Encourage discussions about the appropriateness of their chosen career track and the career options within the profession
- Assist in identification of opportunities for professional skill development, and
- Make appropriate referrals to university student service offices when academic or personal difficulties arise.

The student affairs office is responsible for coordinating the registration process, verifying appropriate registration of courses, approve educational plan waivers and transfer credit requests, update degree audits with regard to substitutions, waivers, and transfer courses,

answer student questions regarding registration, credit completion, course transfer process, and study abroad opportunities, serve as a resource for students in combined degree programs (M.B.A., M.P.A., Law), and coordinate and communicate opportunities for internship, study abroad, research and post-graduate study. The final responsibility for completion of graduation requirements, however, belongs to the student and, accordingly, each student should become familiar not only with the curriculum but also with the academic regulations of the college.

## The Pharm.D. Curriculum

The following is the curriculum for the pre-pharmacy and professional programs. Please note that courses in the professional program may change. Please contact the Office of Undergraduate Admission for an updated curriculum.

### PRE-PHARMACY PROGRAM

#### FIRST PRE-PROFESSIONAL YEAR

Fall semester	Credit hours
CHEMISTRY 1/3 — General Chemistry I and Lab .....	4
BIOLOGY 11 — The Biological Sciences .....	4
FIRST-YEAR SEMINAR .....	3
INFORMATION SYSTEMS 44 — Information Systems .....	3
PHARMACY 11 — Dean's Hour I .....	<u>0.5</u>
	14.5

Spring semester	
CHEMISTRY 2/4 — General Chemistry II and Lab .....	4
BIOLOGY 12 — The Biological Sciences .....	4
MATH 50 — Analytic Geometry and Calculus I .....	4
ELECTIVE .....	3
PHARMACY 31 — Dean's Hour II .....	<u>0.5</u>
	15.5

#### SECOND PRE-PROFESSIONAL YEAR

Fall semester	
CHEMISTRY 107/109 — Organic Chemistry and Lab ..	4
ENGLISH — Intensive writing elective .....	3
ELECTIVES .....	9
PHARMACY 51 — Dean's Hour III .....	<u>0.5</u>
	16.5

Spring semester	
CHEMISTRY 108/110 — Organic Chemistry and Lab ..	4
RHETORIC 73 — Public Speaking .....	3
BIOLOGY 95 — Principles of Microbiology .....	3
STATISTICS 60 — Statistics for Pharmacy .....	3
ELECTIVES .....	3
PHARMACY 71 — Dean's Hour IV .....	<u>0.5</u>
	16.5

### PROFESSIONAL PROGRAM

#### FIRST PROFESSIONAL YEAR

Fall semester	
BIOLOGY 128 — Mammalian Physiology .....	4
PHARMACY 130 — Biochemistry .....	4
PHARMACY 131 — Introduction to Pharmacy Science .....	3
PHARMACY 101 — Communication Skills Practicum ..	1
PHARMACY 160 — Introduction to Pharmaceutical Care .....	2
PHARMACY 137 — Integrated Pharmacy Practice Experience .....	0.5
ELECTIVES .....	<u>3</u>
	17.5

Spring semester	
PHARMACY 132 — Pathophysiology .....	4
PHARMACY 133 — Principles of Drug Action I .....	5
PHARMACY 171 — Social-Behavioral Aspects of the Health Care System .....	4
PHARMACY 102 — Drug Information Practicum .....	1
PHARMACY 138 — Integrated Pharmacy Practice Experience .....	0.5
PHARMACY 103 Pharmacy Calculations .....	<u>2</u>
	16.5

#### SECOND PROFESSIONAL YEAR

Fall semester	
PHARMACY 140 — Pharmaceutics I .....	3
PHARMACY 134 — Principles of Drug Action II .....	5
PHARMACY 172 — Basic Quantitative Methods for Pharmaceutical Care .....	3
PHARMACY 121 — Drug Distribution Practicum .....	1
PHARMACY 157 — Integrated Pharmacy Practice Experience .....	1
ELECTIVES .....	<u>4</u>
	17

Spring semester	
PHARMACY 141 — Pharmaceutics II .....	3
PHARMACY 135 — Principles of Drug Action III .....	4
PHARMACY 173 — Applied Quantitative Methods for Pharmaceutical Care .....	3
PHARMACY 142 — Kinetics I .....	3
PHARMACY 151 — Sterile Products Practicum .....	1
PHARMACY 158 Integrated Pharmacy Practice Experience .....	1
ELECTIVE .....	<u>3</u>
	18

#### THIRD PROFESSIONAL YEAR

Fall semester	
PHARMACY 143 — Kinetics II .....	2
PHARMACY 190 — Therapeutics I .....	6
PHARMACY 174 — Applied Social-Behavioral Sciences in Pharmaceutical Care .....	3
PHARMACY 180 — Counseling/Educating Patients Practicum .....	2
PHARMACY 177 — Integrated Pharmacy Practice Experience .....	1
ELECTIVES .....	<u>4</u>
	18

Spring semester	
PHARMACY 192 — Therapeutics II .....	6
PHARMACY 178 – Integrated Pharmacy Practice	
Experience .....	1
PHARMACY 162 — Law and Ethics .....	2
PHARMACY 167 – Nonprescription Therapies .....	3
PHARMACY 181 — Patient Assessment Practicum.....	2
ELECTIVES.....	4
	18

**FOURTH PROFESSIONAL YEAR**

Fall semester	
PHARMACY 285 — Rotations .....	18
Spring semester	
PHARMACY 285 — Rotations .....	18

**ELECTIVES**

Pharmacy majors must complete electives that enable them to fulfill the outcomes of the Drake Curriculum, described in the front section of this catalog along with enough electives to complete the required number of credits for graduation. Students may also use electives to pursue a second major, a minor, or a concentration. The college currently offers a Diabetes Care Concentration and an Aging Studies Concentration. Contact the College of Pharmacy and Health Sciences for additional information on these options.

Electives also must include six credit hours of professional courses completed during the professional program.

## Pharmacy/M.B.A. Joint Degree Program

Students may earn a Master’s in Business Administration in conjunction with the Pharm.D. Students who pursue this combination have opportunities in management and administrative positions. This program requires a careful selection of prerequisite courses for the M.B.A. degree as electives in the pharmacy curriculum. Students start at Drake in pharmacy and apply to the College of Business and Public Administration after completing the prerequisite courses. The combined degree program typically takes an extra semester to complete beyond the pharmacy degree, rather than an extra two years. Contact the College of Pharmacy and Health Sciences for additional information on this joint degree program.

## Pharmacy/M.P.A. Joint Degree Program

Students may earn a Master's in Public Administration through a joint program established in cooperation with the College of Business and Public Administration. Students are admitted to the College of Pharmacy and Health Sciences, and during their first professional year may seek admission to the M.P.A. program. Students who pursue this option have management and administrative opportunities in the public sector.

## Pharmacy/Law Joint Degree Program

Students may elect to earn both a Doctor of Pharmacy degree and a Doctor of Jurisprudence (law) degree in a joint degree program offered in cooperation with the Drake Law School. The program allows students to focus their education on legal and health care issues. Participating students are admitted first to the College of Pharmacy and Health Sciences. A student pursuing this program should plan to take the LSAT and formally apply to the Law School during the spring semester of the first professional year. Each student’s schedule is tailored individually in consultation with the joint degree adviser.

# Descriptions of Courses

Courses numbered 100 to 199 may be taken for graduate credit by students enrolled for graduate study when the courses are offered on a graduate credit basis for a specific term under qualified faculty.

Courses numbered 200 to 299 are limited to graduate students.

Courses numbered 300 to 399 are limited to those holding master's degrees.

Consult Drake's General Catalog for information on prerequisite courses not listed in this catalog.

## Accounting (ACCT)

### COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

**125. COST MANAGEMENT ACCOUNTING** 3 hrs.  
A study of cost management systems that provide management accounting information useful in reducing costs across the value chain. The course uses case analysis, current journal readings and teams. Prereq.: ACCT 42 and IS 44.

**155. INCOME TAX I** 3 hrs.  
An introduction to tax theory, professional responsibilities of the tax practitioner, and various tax entities. Emphasis is on tax planning, technological tax sources, pros and cons of the various tax entities, and technical aspects of tax law. Prereq.: Junior standing and ACCT 42.

**156. INCOME TAX II** 3 hrs.  
An introduction to tax theory, concepts and technical tax law pertaining to individual taxpayers. Emphasis is on the determination of taxable income, deductions, credits, tax planning possibilities, and technological tax resources. Prereq.: Junior standing and ACCT 42.

**167. FINANCIAL ACCOUNTING III** 3 hrs.  
Continuation of ACCT 165 and ACCT 166. An in-depth study and analysis of generally accepted accounting principles for investments, business combinations, foreign denominated transactions and statements, accounting changes, the income statement, the balance sheet, and the statement of cash flows. The course also includes the application of comprehensive financial statement analysis. Prereq.: ACCT 166.

**175. AUDITING PRINCIPLES** 3 hrs.  
An introduction to auditing theory and practice. Emphasis is on financial, operational, compliance and fraud auditing within private and governmental organizations. Prereq.: Junior standing and ACCT 80.

**200. INTRODUCTION TO FINANCIAL REPORTING** 3 hrs.  
An introduction to financial accounting by profit-seeking entities for graduate students who have not had a principles of accounting course. The course adopts a user perspective and focuses on the understanding and use of corporate annual reports as a primary source of accounting information. Prereq.: Graduate standing and consent of director, Graduate Programs, College of Business and Public Administration.

**210. ACCOUNTING FOR NOT-FOR-PROFIT ENTITIES** 3 hrs.  
A study of accounting and financial reporting for state and local governmental units and not-for-profit organizations including colleges and universities, hospitals, voluntary health and welfare organizations and other nonprofit entities. Prereq.: ACCT 200 or equivalent, graduate standing, and consent of director, Graduate Programs, College of Business and Public Administration.

**230. INDEPENDENT STUDY** Arr.  
Advanced individual study or research under the supervision of the faculty.

**250. ACCOUNTING AND THE LAW** 3 hrs.  
This course is intended for students in the graduate accounting programs and covers topics of law covered in the CPA examination. Topics include accountants' legal liability, agency law, busi-

ness organizations, securities law, and property. Prereq.: BLAW 120 or equivalent and consent of director, Graduate Programs, College of Business and Public Administration.

**255. TAX RESEARCH, POLICY AND WRITING** 3 hrs.  
A study of advanced taxation topics. Emphasis is on research and writing, consolidation, multi-jurisdictional, gifts, estates, trusts and planning. Prereq.: ACCT 155 and 156 or equivalent, and consent of director, Graduate Programs, College of Business and Public Administration.

**275. SEMINAR IN AUDITING** 3 hrs.  
A study of advanced auditing topics. Emphasis is on topics directly related to the practice of public accounting. Prereq.: ACCT 175 or equivalent, and consent of director, Graduate Programs, College of Business and Public Administration.

**280. CORPORATE FINANCIAL REPORTING** 3 hrs.  
The ultimate responsibility for the preparation and integrity of corporate financial statements rests with management. This course studies financial accounting and reporting issues, problems and practices and the underlying concepts and standards needed to analyze and understand them. A general management perspective is used. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

**285. CURRENT TOPICS IN MANAGERIAL ACCOUNTING** 3 hrs.  
Examines timely cost/managerial accounting topics and their application in actual organizations. This is a dynamic graduate-level course that uses current journal articles, case analyses, and a team field study. The course requires extensive reading, writing and class discussion in a seminar format. Prereq.: ACCT 41 and 42 or ACCT 200, IS 40, and consent of director, Graduate Programs, College of Business and Public Administration.

**291. ACCOUNTING PRACTICUM** 3 hrs.  
A significant experience in accounting in a position requiring responsibility that is comparable to that expected of full-time employees who are college graduates on a management track or who have an undergraduate degree in accounting. The student must complete a research paper or develop a teaching case based on this experience and present the results to the faculty of the School of Accounting. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

**298. CURRENT ISSUES IN ACCOUNTING** 3 hrs.  
Special topics seminar. Topics vary. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

## Actuarial Science (ACTS)

### COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

**140. THEORY OF INTEREST** 3 hrs.  
Measurement of interest; solution of interest problems; basic and general annuities; yield rates; amortization schedules and sinking funds; bonds; yield curves; duration and immunization; stochastic approaches. Prereq.: STAT 131.

**150. MATHEMATICS I** 3 hrs.  
Economics of life insurance; the life table; present value determination for life insurances and annuities; benefit premiums and reserves. Prereq.: ACTS 140 and STAT 131.

**151. LIFE INSURANCE MATHEMATICS II** 3 hrs.  
Multiple life functions; multiple decrement models; collective risk model and its evaluation with emphasis on the recursive formula; ruin theory including the adjustment coefficient. Prereq.: ACTS 150.

160. SURVIVAL MODELS AND CREDIBILITY 3 hrs.  
Survival function estimation including censoring and truncation, nonparametric methods; proportional hazards models; and inference. Limited fluctuation and greatest accuracy credibility; empirical Bayes estimation of credibility factors. Prereq.: ACTS 150 and STAT 132.

170. TOPICS IN ACTUARIAL SCIENCE 3 hrs.  
Topics selected by instructor. May include chapters of texts not covered in earlier courses or material from later professional exams. Prereq.: Consent of instructor.

## Adult Learning, Performance and Development (ADED)

### SCHOOL OF EDUCATION

199/298. BRAIN-BASED LEARNING 1 hr.  
"If we learned to use our brain the way it was naturally designed to work, we would astonish ourselves everyday" (Eric Jensen, author of Brain-Based Learning and Teaching). So how does our brain learn? Although there are many unanswered questions, much has been learned about the brain's natural operating principles that we can use to increase our attention, understanding, meaning, and memory. This interactive, one weekend course will focus on basic principles of helping ourselves and others learn "smarter" by using our brains most effectively.

199/298. COACHING FOR PERFORMANCE 1 hr.  
Coaching is one of the most powerful tools available for reaching business and professional development goals. Learn how to maximize every employee's abilities, from the struggling new corner to the long-term super star This one hour course covers the concepts, models, and skills of coaching that can transform professionals into more valuable resources for each other and their organization.

199/298. FINANCIAL CONSIDERATIONS 1 hr.  
In today's knowledge economy, it's vital for the performance improvement professional to help their organization see the true connection between human capital and wealth creation. The course goals include how to complete and analyze a balance sheet and income statement regardless of industry, how to calculate key financial indicators for a business; and how to determine the value of training and development as part of the performance of the business. Required learning materials are provided at class time for a fee of \$75.

199/298. GENDER COMMUNICATION 1 hr.  
This class is designed to maximize professional credibility and increase personal communication effectiveness, efficiency and influence. The course equips students with skills and strategies necessary to overcome communication 'mis'connects, while avoiding stereotyping or gender bashing.

239. LEADERSHIP ESSENTIALS 3 hrs.  
This class will assist students to become more informed leaders and managers in their current or intended works setting. The course will utilize the instructional modalities of web based presentations, discussions and quizzes, assigned readings and research, and assessment instruments designed to assess leadership and management competencies.

242. ADULT LEARNING, TRAINING & DEVELOPMENT 1 hr.  
Students are introduced to the fields of learning, performance, and development as part of the organization's performance system. A general survey of the fields, ADED 242 gives students the theoretical and practical foundation for the Adult Learning, Performance, and Development program of study.

243. HUMAN PERFORMANCE IMPROVEMENT 1 hr.  
Students will explore learning, performance, and development as a part of the organization's performance system. Through application of HPI models, students will experience a range of

interventions that improve individual, team, or organizational performance in systematic and reproducible ways.

### +244. DISTANCE EDUCATION AND INSTRUCTIONAL TECHNOLOGIES 1 hr.

Students will discover the means and utility of using various enabling technologies to reach and educate employees.

247. ADULT AND ORGANIZATIONAL LEARNING 3 hrs.  
This foundation course investigates factors that affect adult learning and the organizational cultures which promote or inhibit learning. Students will explore topics that include learning styles, brain-compatible learning, learning organizations, and multiple intelligences with a focus on developing effective instructional strategies. Significant time will be spent in personal assessment of learning styles, preference, motivational learning orientations, and other learning aspects.

250. HUMAN RESOURCE MANAGEMENT 3 hrs.  
This course focuses on the strategic nature of human resource practices such as selection, performance management, compensation, benefits, and employee relations. Several methods of measuring the effectiveness of the human resource function are discussed along with major issues, resources, and best practices.

261. STRATEGIC PLANNING 3 hrs.  
Students receive an overview of strategic planning methods and practice, specific skills and concepts, and practical application in developing and implementing a strategic planning process.

262. NEEDS ANALYSIS AND EVALUATION 3 hrs.  
Analysis of organizational needs, learner needs, and job needs are the focus. Learners will utilize a systematic approach integrated with an overall Instructional Systems Development model. Students will also investigate the four levels of evaluation (reaction, learning, behavior, and results), return on training investment, and related approaches to data collection.

263. DESIGNING LEARNING INTERVENTIONS 3 hrs.  
The 10-step instructional planning model endorsed by the International Board of Standards for Training, Performance, and Instruction (IBSTPI) is the foundation of the course. The steps include analyzing needs, learners, work settings, and work, establishing performance objectives and performance measurements, and developing instructional strategy and materials. In addition to designing face-to-face interventions, the course covers self-directed learning and on-the-job training situations. Design resources, trends, and issues are important parts of this course.

### 264. METHODS AND TECHNOLOGIES OF FACILITATION 3 hrs.

This course includes instructional methodologies, establishing learning climate, of assessment to knowledge attainment, and technological impact on learning. Students develop and facilitate learning sessions using classroom and web-based delivery.

265. PROGRAM & PARTICIPANT EVALUATION 2 hrs.  
Students investigate the four levels of evaluation (reaction, learning, behavior, and results), return on training investment, and related approaches to data collection.

268. COACHING AND COLLABORATION 3 hrs.  
This course provides models and learning opportunities for participants to improve their own practices as they relate to coaching others and collaborating with others in the workplace.

## Business (BUS)

### COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

### 170. INTERNATIONAL BUSINESS AND WORLD TRADE 3 hrs.

Examination of the international forces that affect world trade and the managerial responses to the situations created. Students develop an understanding of the ways enterprises adapt to changes in the international environment by modifying

and improving their practices in the major functional areas of business. Emphasis is placed on the study of the relationships between the U.S., its competitors and trading partners. Impacts on the U.S. and the region are studied. Prereq.: BLaw 60, FIN 101, MGMT 110 and 120, MKTG 101 or consent of instructor.

**211. ETHICS AND LEADERSHIP IN THE MODERN ORGANIZATION**

3 hrs.

A study of the ethics involved in the management of public, private and nonprofit sectors, with emphasis on the development and interaction of individual, organizational and societal values. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

**212. SEMINAR IN EXECUTIVE LEADERSHIP**

3 hrs.

Synthesizes and integrates the administrative knowledge, skills, values and behaviors acquired from previous coursework and experience. Readings, case studies and discussions are used to develop management capabilities. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

**230. INDEPENDENT STUDY**

Arr.

Advanced individual study or research under the supervision of the faculty.

**272. SEMINAR IN METHODOLOGY OF BUSINESS RESEARCH**

3 hrs.

A study of the objectives and requirements of business research: the application of economic analysis and the scientific method of research in business administration are included. Independent investigations and reports (both oral and written) are required. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

**275. INSURANCE LAW AND REGULATION**

3 hrs.

Insurance is a business regulated at the state level. This course looks at all aspects of licensure of companies, sale of products, investment policies of companies and advertising practices. Other aspects involving regulation of the industry as a whole are discussed. Includes evaluation of both case law and statutory law. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

**283. NEGOTIATION AND CONFLICT RESOLUTION**

3 hrs.

This course provides an introduction to negotiation concepts and practices, and an historical perspective on conflict resolution in families, workplaces, communities and nations. Includes theories and concepts of human behavior in conflict situations, how and why conflict occurs, and how to deal with conflict effectively. This course will engage students in negotiation and conflict resolution exercises, and provide interaction with practitioners. It will enable students to develop negotiation skills and an appreciation for conflict as an effective teaching/learning opportunity. It will develop an awareness in the student that times of conflict are often occasions for instigating change in relationships that may be effective and long lasting. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

**298. CURRENT ISSUES IN BUSINESS**

3 hrs.

Special topics seminar. Topics vary. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

## Business Law (BLaw)

### COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

**120. BUSINESS LAW II**

3 hrs.

This course covers Articles II, III and IX of the Uniform Commercial Code to include sales, commercial paper, secured transactions, bailments and documents of title. Debtor/creditor relationships, including suretyship and bankruptcy law, and estates and trusts are also studied. Prereq.: BLaw 60 or equivalent or consent of instructor.

**230. INDEPENDENT STUDY**

Arr.

Advanced individual study or research under the supervision of the faculty.

## Counselor Education (COUN)

### SCHOOL OF EDUCATION

**199. SELECTED TOPICS IN REHABILITATION**

1-3 hrs.

Special courses, workshops, seminars and educational trips on selected timely topics.

**200. INTRODUCTION TO THE COUNSELING PROFESSION**

3 hrs.

Introduction to all aspects of professional functioning related to the counseling profession. The course examines the history of the counseling profession, the role and function of the school and community counselor, professional organizations (e.g., ACA), ethical standards of the ACA (including their evolution, legal issues, and application to various professional activities), and professional credentialing (including certification, licensure, and accreditation practices and standards).

**201. EDUCATIONAL RESEARCH IN COUNSELING**

3 hrs.

An overview of how research is planned and conducted in counseling. A history of research philosophy, design, and analysis is covered. Students will learn how to critique different types of journal articles regarding design, statistical procedures, data analysis, and conclusions.

**210. DISABILITY POLICY**

3 hrs.

An introduction to the disability rights movement in the United States, the course examines the historical antecedents to the disability rights movement, paying particular attention to the treatment and stereotyping of persons with disabilities. The course also closely examines the Americans with Disabilities Act (ADA) and other disability related legislation, with particular emphasis on its legislative history and its impact on society as a whole and the counseling profession, specifically.

**215. THEORIES OF COUNSELING**

3 hrs.

An examination and exploration of the major historical theories of counseling, looking specifically at each theory in terms of: historical context and philosophies, current process and outcome research, the role of the counselor, multicultural and disability issues, and techniques and practices utilized.

**220. CAREER DEVELOPMENT AND OCCUPATIONAL INFORMATION**

3 hrs.

An examination and exploration of various career development theories and decision-making models. The course specifically addresses career, avocational, educational, and labor market sources, computer assisted career guidance, the impact of family, multicultural and gender issues, and other life factors on career development, assessment tools relevant to career planning and decision-making, and issues related to career and educational placement, follow-up, and evaluation.

**221. METHODS AND PROCEDURES OF COUNSELING**

3 hrs.

An experiential course designed to facilitate students' acquisition of basic and advanced communication/counseling skills for use with a variety of individuals. The course emphasizes ethical and legal standards, as well as multicultural issues impacting the counseling relationship. Students learn to develop individualized, developmentally appropriate intervention strategies for dealing with personal, social, and career issues. Students are also exposed to techniques and practical applications utilized in the counseling setting through role plays, demonstrations, observation, and direct feedback. Prereq.: COUN 215 (may be taken concurrently)

**224. ASSESSMENT**

3 hrs.

An introduction to testing and evaluation of personality, intelligence, interests, and aptitudes. The course introduces the student to the concepts of reliability and validity, psychometric statistics (variability, correlation, standard error), ethical and legal issues related to test administration and interpretation, and the relevance of assessment in the counseling process.

**225. HUMAN DEVELOPMENT**

3 hrs.

An introduction and exploration of theories of human development across the lifespan, this course looks at the major theories



of personality development, developmental crises and cultural factors impacting development, as well as strategies for facilitating the transition between developmental stages.

**228. PSYCHIATRIC DISORDERS** 3 hrs.  
An introduction and exploration of mental disorders as defined by the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV), with emphasis on the role of cognitive, physiological, environmental, and interpersonal processes in the development and persistence of mental disorders. The course also focuses on the research, etiology, and classification system related to mental disorders, as well as treatment options and differential diagnoses.

**230. INDEPENDENT STUDY** 1-3 hrs.  
See general academic requirements section.

**232. ADMINISTRATION FIELD WORK** 3 hrs.  
A supervised administrative experience in various rehabilitation settings. Students will spend 150 hours on-site learning about the administrative functioning of rehabilitation and related service organizations. Class seminars are scheduled to discuss experiences.

**233. HUMAN RESOURCES FIELD WORK** 3 hrs.  
A field experience in a company's human resources office. The class involves multiple projects related to accessibility, accommodations, job description reviews, and ergonomic analyses. All projects are designed to better enhance employment options for people with disabilities.

**236. GROUP COUNSELING AND PROCEDURES** 3 hrs.  
An introduction to group dynamics and group process, the course focuses on the theories of group counseling, group research, and group process components. The course also explores the role of the group member and group leader, ethical, legal, and multicultural issues related to group counseling, as well as the use of group counseling interventions in various school and community settings. Students are expected to participate in a simulated group counseling exercise (as both group members and group leaders) and to share their reflections on their experience. Prereq.: COUN 221.

**240. FAMILY COUNSELING** 3 hrs.  
An overview of family counseling from a systems perspective. Different theories will be reviewed to examine how assessments are conducted, how interventions are planned and conducted, and how outcomes are established. The dynamics of different types of family systems will be explored. Students are expected to interview families using the strategies learned in class.

**241. ELEMENTARY GUIDANCE** 3 hrs.  
The organization, administration, & delivery of a comprehensive, sequential, developmental guidance program and career services in the elementary school. Including basic guidance concepts, classroom guidance, consultation, parenting, development and coordination of the guidance program. Prereq.: COUN 200.

**242. SECONDARY GUIDANCE** 3 hrs.  
The organization, administration, and delivery of a comprehensive, sequential, developmental guidance program and career services in the secondary school. Prereq.: COUN 200.

**245. COUNSELING DIVERSE POPULATIONS** 3 hrs.  
An historical, social, and cultural analysis of the interrelationships among racial, ethnic, class, and gender experiences, in conjunction with an examination of the individual, institutional and social constructs of prejudice, discrimination, and stereotyping. The course will, through its comparative approach, aim to increase understanding of race, ethnic, and gender identity, and sensitize students to the subjective experience of marginalized groups. Case studies will augment the course content for direct application to the development of instructional programs. There will be an emphasis on African Americans, Latinos, Native Americans, Asian Americans, gender, sexual orientation, class structure, and the disabled. A 10-hour service-learning component in a social service organization is required. This course meets the diversity standards for teacher licensure as outlined by the Iowa Department of Education.

**246. MEDICAL AND VOCATIONAL ASPECTS OF DISABILITY** 3 hrs.  
An analysis of the various anatomical systems to discuss terminology, dysfunction, and treatment. Specific diseases will be studied and their social, family, vocational, and functional limitations reviewed.

**248. TRANSITION TO COMMUNITY** 3 hrs.  
An overview of the history, legislation, concepts, current issues and practices in the transition of students with disabilities from school to the community. Emphasis will be given to inter-agency collaboration; working with public schools, roles and responsibilities of vocational rehabilitation in the transition process; designing, developing and writing Individual Education Programs (IEPs) and Individual Plans of Employment (IPes) for transition services; designing and implementing comprehensive community based programs for transition; and evaluation of transition programming.

**250. WORKSITE TRAINING AND SUPPORT** 3 hrs.  
An overview of how counseling skills can be provided to consumers at the worksite and an understanding of more complex and systematic worksite counseling and consulting skills. The course is designed to help students integrate prior course and practical experiences. Students will learn how to draw upon theory and research to conceptualize, plan and provide counseling services.

**260. COUNSELING PRACTICUM** 3 hrs.  
A supervised, clinical experience in which students are able to utilize the counseling/helping skills and interventions they have learned, applying them in a variety of community and school settings. Prereq.: COUN 215, COUN 221, COUN 224.

**262. CASE MANAGEMENT** 3 hrs.  
An exploration of how counselors manage caseloads. Students review cases management procedures and critique methods for ensuring efficient use of time and quality assurance.

**263. REHABILITATION ADMINISTRATION** 3 hrs.  
An introduction to the knowledge, tools, decision-making strategies, and ethical issues relevant to current community based rehabilitation. This course is meant as a survey course and includes an introduction to the following topical areas: history and evolution of organizations; management theory; fundamentals of management and organizational behavior; organizational roles, functions, and operations; leadership; ethics; program evaluation; and planning.

**265. ADVANCED PLACEMENT** 3 hrs.  
Theories of placement as practiced in educational and rehabilitation settings. Students will learn about current methods and techniques of placement and employer development. They will explore innovative placement approaches such as supported employment, projects with industries, and demand-side placement. Students will develop strategies for implementing placement in various work settings.

**270. ADVANCED PRACTICUM** 3 hrs.  
An intensive practical experience in which students provide more counseling services to a more diverse population. Specific sections may address specific populations for in-depth experiences.

**273. PROFESSIONAL ISSUES IN REHABILITATION ADMINISTRATION** 3 hrs.  
A focus on current challenges and issues facing rehabilitation administrators in the professional delivery of rehabilitation services. Through discussion, special projects, and assigned presentations, students develop an ability to respond on current issues in rehabilitation. The course is designed to deepen the student's understanding of best practices in the management, planning, and delivery of rehabilitation services.

**275. COLLABORATION AND CONSULTING** 3 hrs.  
An in-depth exploration of counselors as consultants to organizations. Emphasis is on working with human service agencies to build collaboration, develop systemic services, and objectively evaluate program performance.

**280. COUNSELOR SUPERVISION** 3 hrs.  
An experience in which students will supervise other counselors. An examination of interpersonal skills in supervision, the role of power in supervision, modeling counseling techniques, and evaluating counseling performance.

**285. ISSUES IN COUNSELING RESEARCH** 3 hrs.  
An extension of COUN 201 in which more detailed analysis of research is conducted. Students will develop research proposals that are of sufficient detail that they are ready to be conducted.

**290. INTERNSHIP** 3 - 6 hrs.  
A long-term (400-600 hour), supervised, on-site clinical placement experience for community and school counselors. Prereq.: COUN 260, COUN 236.

**292. TREATISE** 3 hrs.  
This course is designed to assist the student in developing skills in obtaining, synthesizing and creating new knowledge in rehabilitation. An emphasis is placed on conducting research that is relevant for the practice of vocational rehabilitation placement of counseling. Students are expected to identify an appropriate area of research interest, develop a research question, conduct a thorough review of the professional literature, and design and conduct a study that adds new knowledge or techniques to the field.

**295. CLASSROOM MANAGEMENT AND TEACHING FOR COUNSELORS** 3 hrs.  
The purpose of Classroom Management and Teaching for Counselors is to build a bridge between (a) counseling theory on the one hand, and (b) teaching, learning and classroom management on the other. Content of this course is built upon selected concepts and principles, and their related research, that are discussed in human development and educational psychology. This course is intended to develop or improve participant knowledge and skills in feedback, (e.g. wait time, feedback, "with-it-ness" and classroom management skills. It is not intended to be inclusive in strategies, teaching behaviors or classroom management skills.

## Distance Learning (EDDL)

### SCHOOL OF EDUCATION

Video format and online courses designated EDEX and EDDL are graduate level and usable on certain degree programs as an adviser approved elective; to advance on salary schedules; and for license renewal. All are limited to graduate students. No prerequisite courses are required.

**201. BEST PRACTICES IN ACTIVE LEARNING** 3 hrs.  
An online course exploring multiple intelligences, cooperative learning and lesson design that impacts teaching and student achievement.

**202. LANGUAGE, LITERACY AND TECHNOLOGY** 3 hrs.  
An online format course focusing on strategies to develop literacy that can be implemented in all the content areas of the curriculum.

**203. MANAGING THE INTERACTIVE CLASSROOM** 3 hrs.  
An online format course created to assist teachers having problems to create a classroom management plan to provide a foundation on which to build instruction.

**204. BEST PRACTICES IN CLASSROOM ASSESSMENT** 3 hrs.  
An online course examining four themes to create a balanced assessment plan — traditional assessment; performance assessment; portfolios; conferences and communication.

**205. TEACHING STRATEGIES FOR THE INCLUSIVE CLASSROOM** 3 hrs.  
This online course examines the knowledge and skills necessary to structure and facilitate differentiated curriculum, instruction and assessment s for an inclusive classroom.

**209. BRAINWORKS: INTERACTIVE STRATEGIES FOR THE BRAIN FRIENDLY CLASSROOM** 3 hrs.  
An online course presenting brain-compatible strategies that help students reflect, apply, and transfer skills to real-life learning situations in a diverse classroom environment.

**211. USING TECHNOLOGY ACROSS THE CURRICULUM** 3 hrs.  
This online course demonstrates the incorporation of technology into the curriculum which is essential if the classroom is to reflect the rest of the world.

**215. THE ABC'S OF READING** 3 hrs.  
This online course explores aspects of early literacy including emergent literacy, phonics, print and alphabetic awareness, vocabulary development and comprehension strategies.

**216. READING STRATEGIES FOR AT-RISK STUDENTS** 3 hrs.  
This online course explores the factors that lead to literacy problems and develops strategies for preventing and resolving reading difficulties.

**219. READING ACROSS THE CURRICULUM** 3 hrs.  
This online course exhibits effective teaching strategies from reading methods to assist content area teachers to apply to their subject areas.

**223. LEARNING IS A WORK OF ART** 3 hrs.  
This online course explores skills and intuitions as an artist, teacher and scholar and investigates how combining these roles can enhance teaching and learning.

**225. INFUSING THE INTERNET INTO YOUR CURRICULUM** 3 hrs.  
An online course designed to assist teachers in finding virtually any curriculum materials available to educators on the Internet and directly integrate them into the curriculum.

**232. COMPUTER APPLICATIONS AND TECHNOLOGY FOR TEACHING MATH** 3 hrs.  
This online course assists teachers in finding innovative technology and Web resources for the mathematics classroom and examines how to connect math to the real world and other content area.

**234. TEACHING ENGLISH AND LANGUAGE ARTS TO SECOND LANGUAGE LEARNERS (K-12)** 3 hrs.  
An online course that provides strategies to promote language development and bolster reading achievement for second language learners.

**240. TEACHING THE WRITING PROCESS** 3 hrs.  
An online course focusing on designing effective writing assignment, assessing and evaluating student writing and utilizing technology tools for writing.

**241. CHILDREN'S LITERATURE IN THE CLASSROOM** 3 hrs.  
This online course explores children's literature for use as a classroom source; selection of appropriate trade books; and practical strategies for enriching students' exposure to literature.

## Distance Learning (EDEX)

### SCHOOL OF EDUCATION

Video format and online courses designated EDEX and EDDL are graduate level and usable on certain degree programs as an adviser approved elective; to advance on salary schedules; and for license renewal. All are limited to graduate students. No prerequisite courses are required.

**160. TEACHING STUDENTS RESPONSIBLE BEHAVIOR** 3 hrs.  
A video format course designed to assist teachers to reduce discipline problems and improve student achievement in the classroom.

**161. TEACHING IN THE QUALITY CLASSROOM** 3 hrs.  
A video format course addressing student behavior without coercion; managing a classroom; helping students to become better listeners; avoiding student frustration and discipline problems and problem solving skills.

**162. COOPERATION AND THE QUALITY CLASSROOM** 3 hrs.  
A video format course designed to assist teachers to create lessons that involve students, utilize cooperative teaching techniques, and improve student-teacher relationships.

**163. DEALING WITH DISCIPLINE PROBLEMS.** 3 hrs.  
A video format course which presents a new approach to classroom discipline with easy to understand, practical guidelines applicable to any classroom at any grade level.

**165. TEACHING IN THE 21ST CENTURY** 3 hrs.  
A video format course exploring character education, student-teacher relationships, multiple intelligences, student hyperactivity and responsibility education.

**166. IMPROVING STUDENT ACHIEVEMENT** 3 hrs.  
A video format course which explores using boundaries to guide student behavior, reaching out to students and involving them in the learning process and how to create a classroom without failure.

**167. RESPONSIBILITY, RESPECT AND RELATIONSHIPS** 3 hrs.  
A video format course designed to assist teachers to learn why emotional safety is essential for learning to take place in the classroom and discover how responsibility, respect and relationships work together to create a safe, productive classroom.

**170. REAL COACHING** 3 hrs.  
A video format course designed for teachers and administrators who lead sports. The course addresses such issues as burn-out, motivating athletes, sport injury, drug and alcohol prevention and talking with the media.

**170. THEORY OF COACHING** 3 hrs.  
A video format course addresses the professional and personal roles of all coaches and offers practical advice about using the roles to make the sporting experience positive for all.

**171. ETHICS IN SPORTS** 1 hr.  
A video format course designed to raise sociological and ethical questions and illustrate how to help solve the difficult moral and conceptual issues at stake.

**220. INTENSIFYING THE MENTORING EXPERIENCE** 3 hrs.  
A video format course designed to assist current mentors improve their practice to be well trained to help new teachers.

**221. FOUNDATIONS FOR MENTORING** 3 hrs.  
This video format course, aligned to the Interstate New Teacher Assessment and Support Curriculum (INTASC) explores the mentoring experience and the personal and professional skills it takes to be effective.

**225. LITERACY AND LEARNING ACROSS THE CURRICULUM** 3 hrs.  
A video format course designed to explore the role of literacy development in the content-area classroom.

**228. BUILDING BLOCKS OF READING INSTRUCTION** 3 hrs.  
This video format course investigates the basics of reading such as emergent literacy, phonics, print and alphabetic awareness and also strategies for vocabulary development and building reading comprehension.

**229. TEACHING SOLUTIONS FOR STRUGGLING READERS** 3 hrs.  
This video format course focuses on the methods of diagnosing reading difficulties, creating intervention and assessing students' progress through portfolios and inventories.

**230. USING TECHNOLOGY TO ENHANCE STUDENT LEARNING** 3 hrs.  
This video active format course demonstrates the incorporation of technology into the curriculum.

**232. CREATING BRAIN COMPATIBLE CLASSROOMS** 3 hrs.  
This video format course examines the impact of brain research on the classroom by unraveling the intricacies of how the brain makes meaning.

**234. CONNECTING REAL WORLD APPLICATIONS** 3 hrs.  
This video format course takes place in real-world scenarios with real-world problems and explores problem-based learning, thematic learning, project-based learning, service learning, experiential learning and performance learning.

**235. TEACHING EVERY CHILD IN THE INCLUSIVE CLASSROOM** 3 hrs.  
This video format course will focus on helping teachers plan for an inclusive classroom to meet the needs of all learners.

**236. TEACHING STRATEGIES FOR BUILDING LITERACY** 3 hrs.  
This video format course focuses on the development of solid literacy skills

**237. BEST PRACTICES IN CLASSROOM MANAGEMENT** 3 hrs.  
A video format course designed to assist teachers to gain new behavior management skills while improving instruction in the classroom and developing an effective classroom management program.

**238. BALANCED ASSESSMENT** 3 hrs.  
A video format course designed to assist teachers in developing a balanced assessment plan, and connect learning goals to performance standards.

**239. ACTIVE LEARNING IN THE COOPERATIVE CLASSROOM** 3 hrs.  
A video format course exhibiting effective interactive strategies to increase achievement and meet the challenge of motivating the diverse needs of students.

## Doctoral (DOC)

### SCHOOL OF EDUCATION

**301. POLICY SEMINAR** 3 hrs.  
An in-depth study and analysis of a contemporary issue.

**302. POLICY SEMINAR** 3 hrs.  
An in-depth study and analysis of a contemporary issue.

**305. QUANTITATIVE METHODS** 3 hrs.  
Rationale and application of quantitative methods commonly used in educational research. Prereq.: EDUC 202 or equivalent

**306. QUALITATIVE METHODS** 3 hrs.  
Principles of methodology associated with qualitative research in education; critiquing, planning, and conducting qualitative research.

**345. ADVANCED LEADERSHIP** 3 hrs.  
A study of major theories of leadership and organizational design.

**350. ADVANCED FOUNDATIONS IN EDUCATION** 3 hrs.  
Study of philosophical, psychological and technological foundations of education, with an emphasis on theories of teaching, curriculum, research and leadership.

**360. ADVANCED PRACTICUM** 3 hrs.  
See general academic requirements section.

**398. DOCTORAL INTERNSHIP** 3 hrs.  
See general academic requirements section.

**399. GRADUATE PROJECT (DISSERTATION)** 1-6 hrs.  
See general academic requirements section.

## Economics (ECON)

### COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

**105. MONEY AND BANKING** 3 hrs.  
The nature and functions of money; the organization and fundamental principles of commercial banking; the Federal Reserve System; the nature, tools and uses of monetary policy. Prereq.: ECON 1.

**107. INTRODUCTION TO ECONOMETRICS** 3 hrs.  
The development and application of statistical tools commonly used in empirical research in economics. Emphasis upon regression techniques. Some exposure to the computer as a research tool. Prereq.: ECON 1 and 2, STAT 71 and a course in calculus.

**109. PUBLIC ECONOMICS** 3 hrs.  
Analysis of public sector revenue and expenditure issues, including taxation, public goods, externalities, public choice questions, and intergovernmental fiscal relations. Prereq.: ECON 2.

**117. ECONOMICS OF LAW AND DISCRIMINATION** 3 hrs.  
An analysis of discrimination in the labor market as reflected by employment practices relating to sex, age, race, color, religion,

national origin and persons with disabilities. Prereq.: ECON 2.

**121. COMPARATIVE ECONOMIC SYSTEMS** 3 hrs.  
Institutions fundamental to capitalism, socialism, communism and fascism; an attempt to determine whether democracy and modern capitalism can survive together. Prereq.: ECON 1 and 2.

**129. URBAN ECONOMICS** 3 hrs.  
The application of economic analysis to a variety of urban issues, such as the nature and effects of urban economic growth; government service provision and taxation in a metropolitan context; labor markets and poverty; housing and transportation. Prereq.: ECON 2.

**130. INTERNATIONAL ECONOMICS** 3 hrs.  
The study of international trade theories and policies, factor movements, and monetary relations, including foreign exchange markets, adjustment mechanisms and policies, and the international monetary system. Prereq.: ECON 1 and 2.

**134. INTERNATIONAL FINANCE** 3 hrs.  
The study of international trade and finance; multinational firms and international financial organizations, borrowing-lending markets; foreign debt crisis; capital movements and foreign aid policies. Prereq.: ECON 2 and 130 or consent of instructor.

**137. ECONOMIC ANALYSIS OF LAW** 3 hrs.  
The application of the techniques of economic analysis to the study of law with particular emphasis on torts, contracts, property law, the distribution of wealth, and the economics of discrimination. Prereq.: ECON 2.

**158. HISTORY OF ECONOMIC THOUGHT** 3 hrs.  
The origin and development of the leading economic theories of the Western world; the mercantilists; the physiocrats; the Classical School and its critics; Neo-Classicism; Austrians and their critics. Prereq.: ECON 2.

**162. MARXIAN POLITICAL ECONOMY** 3 hrs.  
Marxian analysis of the capitalist economy; the theory of surplus value and exploitation; the theory of income distribution; theories of price, wage and profit determination; conditions for reproduction and expansion of capitalism; competition; technological innovations and economic growth; the nature of economic crises under capitalism; globalization of capital; and related issues. Prereq.: ECON 1 or 2.

**173. INTERMEDIATE MICROECONOMIC ANALYSIS** 3 hrs.  
Principles of price determination applied to the analysis of consumer demand and business supply; production and costs; comparison of various market structures; income distribution; general equilibrium analysis. Elementary knowledge of calculus assumed. Prereq.: ECON 2 and MATH 28.

**174. INTERMEDIATE MACROECONOMIC ANALYSIS** 3 hrs.  
Consideration of various theoretical approaches to the analysis of aggregate economic behavior, including models of income determination and growth. Elementary knowledge of algebra and geometry assumed. Prereq.: ECON 1 and 2 and MATH 28.

**175. DEVELOPING ECONOMIES** 3 hrs.  
Patterns and prospects for development in the less developed countries of the world. Characteristics of low income countries; the economics of the development process built around alternative theories of economic development. Prereq.: ECON 1 and 2.

**176. MATHEMATICAL ECONOMICS** 3 hrs.  
The application of mathematics to various topics in economic theory. Areas normally covered include: consumer and production theory, income determination and economic growth. Prereq.: ECON 2, ECON 173 and MATH 50, or consent of instructor.

# Education Leadership (EDL)

## SCHOOL OF EDUCATION

**199. SELECTED TOPICS IN EDUCATIONAL ADMINISTRATION** 1-3 hrs.  
Special courses, workshops, seminars and educational experiences on selected timely topics.

**200. EDUCATION LEADERSHIP** 3 hrs.  
The purpose of this course is to explore contemporary views and theoretical assumptions that are important for effective leadership practice in PK-12 schools. Students examine issues that shape perspectives about the fundamental purpose of our nation's elementary and secondary schools and analyze the influence leadership dispositions have on the success of teaching and learning in a school setting.

**205. SCHOOL BASED INQUIRY** 3 hrs.  
This course is designed to develop some of the specific skills students need to be an effective school administrator. In this era of high-stakes accountability, school administrators must have a strong working knowledge of data available to them and how to interpret these data. They are also expected by their communities to make data-based decisions, implement and measure the effectiveness of their school reforms, and present information about their schools' performance to various groups, including parents, teachers, and school boards. Most of the course will be practical in nature, using real world examples of data whenever possible. Hands-on activities will be a primary focus with the emphasis placed on being able to understand types of data already available to schools in Iowa, and interpreting those data in multiple ways.

**208. MANAGING CURRICULUM AND LEARNING** 3 hrs.  
The purpose of this course is to examine and increase her/his understanding of curriculum practices and principles as well as roles of school principals in shaping opportunities of successful education practices for all adults, children, and youth in the education setting. This course will build upon students' personal theories developed as experienced educators so they may compare the value and validity of personal theory with formal curriculum, professional development and adult learning theories in order to develop facilitative leadership skills.

**210. LEADING AND MANAGING SCHOOLS** 3 hrs.  
The purpose of this course is to examine the important administrative issues that are having a profound impact on the role and management responsibilities of a building leader, in particular the school principal. Issues of building level operational procedures related to school organization, personnel staffing, budgets, facilities, and family support systems are considered.

**215. EDUCATION LEADERSHIP FOR THE SPECIAL NEEDS OF ALL CHILDREN AND YOUTH** 3 hrs.  
The purpose of this course is to understand contemporary issues surrounding the special needs of all children and youth and to determine what educational leaders need to know as they strive to help themselves, teachers, staff, and the broader community serve the needs of all students in the regular education classroom and within the broader educational environment.

**220. SUPERVISION OF INSTRUCTION** 3 hrs.  
The purpose of this course is to understand the role of supervision for improvement of instruction. Adult and professional development are key course components as students plan and implement supervisory techniques aimed toward analyzing classroom instruction and applying supervisory techniques.

**225. PERSONNEL ADMINISTRATION AND CONTRACT NEGOTIATIONS** 3 hrs.  
Personnel administration including public sector negotiations and contract management. Recruitment, selection and training of employees, motivation, morale, welfare and benefits, record keeping and the legal aspects are considered. The processes of negotiation, contract language issues and simulation experiences for both certified and classified employee groups will be covered.

230. **INDEPENDENT STUDY** 1-3 hrs.  
See general academic requirements section.
239. **POLITICAL ACTION AND EDUCATION** 3 hrs.  
A study of the complex web of political relationships within schools, between education institutions and their communities, and across levels of government; designed to aid education leaders become more effective actors within this web.
240. **EDUCATION LAW** 3 hrs.  
The purpose of this course is to help prospective school leaders gain a general understanding of legal issues that building personnel must manage on a continual basis. Knowledge of common law and contractual requirements and procedures in an educational setting (e.g., tort liability, contract administration, formal hearings), legal issues surrounding special populations of students who experience limited school success at the building level, and the development of appropriate relationships with parents, district-level personnel, local school boards, and school attorneys in applying legal procedures fairly, wisely, and considerately are considered.
242. **SCHOOL FINANCE AND FACILITIES MANAGEMENT** 3 hrs.  
School finance functions, including development of budgets, purchasing, accounting, insurance, transportation and current problems in handling the business office. Building design, construction, maintenance, life-cycle costing, and finance will be covered.
243. **STRATEGIC PLANNING** 3 hrs.  
To provide an overview of method and practice, specific skills and concepts, and practical experience in developing and implementing strategic planning processes. This course will focus on, but will not be limited to, strategic planning as practiced in educational institutions.
245. **LEADERSHIP IN ORGANIZATIONS** 3 hrs.  
The purpose of this course is to explore several major theories of organizations and the implication organizational theory has for diagnosis and action. It will focus on those in leadership positions and the problems, dilemmas, and opportunities they face in educational, public, and human service organizations.
250. **COMMUNITY-SCHOOL RELATIONS** 3 hrs.  
In recent years there has been an increased emphasis on the importance of community involvement with PK-12 schools. As a result, school leaders are expected to work closely with the families and communities they serve in supporting the school goals for successful learning for all students. The course is designed to help students gain an understanding of how and why political, social, and economic contexts impact today's early childhood, elementary, and secondary school programs and to identify situations and leadership opportunities which successfully promote family involvement, parental education, and enhanced relationships between community's and their schools.
260. **FIELD EXPERIENCE (PRINCIPAL) ELEMENTARY SCHOOL** 3 hrs.  
The purpose of the faculty/student planned (90 hour) field experience is for students to engage in meaningful learning experiences that complement their program coursework and provide a broad application overview of the work of a building leader and/or senior level manager.
261. **FIELD EXPERIENCE (PRINCIPAL) SECONDARY SCHOOL** 3 hrs.  
The purpose of the faculty/student planned (90 hour) field experience is for students to engage in meaningful learning experiences that complement their program coursework and provide a broad application overview of the work of a building leader and/or senior level manager.
262. **FIELD EXPERIENCE (SENIOR LEVEL)** 3 hrs.  
The purpose of the faculty/student planned (90 hour) field experience is for students to engage in meaningful learning experiences that complement their program coursework and provide a broad application overview of the work of a building leader and/or senior level manager.

293. **FIELD EXPERIENCE: IOWA STANDARDS ASSESSMENT** 3 hrs.  
Assessment Field Experience is required for all students seeking principal certification. This experience serves as a capstone to the leadership program experience, and must be taken after successful completion of EDL 202 and EDL 290/291. The purpose of this field experience is to complete and finalize the professional portfolio with examples of work from leadership assessment, career development field experience, and course-work.
295. **ADVANCED SPECIAL TOPICS** 1-3 hrs.  
This course involves extensive work by the student with a cooperating faculty member. A pre-arranged plan of the project or work must be completed and be reviewed and approved by the student's adviser. This work may involve extensive, ongoing research/writing by the student with a faculty member on a research project or in a topic inquiry area. The work might involve an integrated essay, a multimedia project, an action/applied research project and/or an ethnographic reflection.

## Finance (FIN)

### COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

200. **FINANCIAL MANAGEMENT** 3 hrs.  
An introduction to corporate financial management for graduate students who have not recently had a rigorous course in introductory corporate finance. The course emphasizes the use of finance theory to solve practical financial problems. Topics include: using basic financial statements to perform financial analysis and determine financing needs; the tools necessary to perform basic valuation and determine the rate of return on financial assets; making basic capital investment decisions; and an introduction to risk and the cost of capital. Prereq.: ACCT 200 or equivalent and consent of director, Graduate Programs, College of Business and Public Administration.
230. **INDEPENDENT STUDY** Arr.  
Advanced individual study or research under the supervision of the faculty.
280. **INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT** 3 hrs.  
This course covers selected investment topics and advanced portfolio management techniques. Topics include modern developments in asset pricing, portfolio theory, analysis and valuation of equity and fixed income securities and analysis of alternative investments such as options and investment companies. Prereq.: FIN 101 and consent of director, Graduate Programs, College of Business and Public Administration.
281. **FINANCIAL INSTITUTIONS, MARKETS AND BANK MANAGEMENT** 3 hrs.  
This course provides an overview of the financial industry and financial markets, with special reference to bank management. Topics include financial institutions, the regulatory environment, the role of financial markets and the determination of prices and yields on financial securities. Prereq.: FIN 101 and consent of director, Graduate Programs, College of Business and Public Administration.
282. **SEMINAR IN CORPORATE FINANCE** 3 hrs.  
This course consists of an in-depth examination of some of the corporate finance topics introduced in MBA 220, with an emphasis on current issues. Topics may include market efficiency, financing decisions, investment decisions, corporate restructuring, mergers and acquisitions, the use of derivatives, financial distress, and ethics. Prereq.: MBA 220 and consent of director, Graduate Programs, College of Business and Public Administration.
298. **CURRENT ISSUES IN FINANCE** 3 hrs.  
Special topics seminar. Topics vary. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

# Information Systems (IS)

## COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

**160. DATABASE SYSTEMS** 3 hrs.  
A study of database fundamentals and technologies as used in managing data within organizations: defining data needs; concepts and tools; functional design; normalization; logical design; CODASYL, IMS and relational models; and distributed processing concepts. Equivalent to ACM-IS4 and DPMA-CIS5. Prereq.: IS 101 or equivalent.

**171. DECISION SUPPORT SYSTEMS** 3 hrs.  
Study of model formulation and solution procedures. Purposes of course: to evaluate the use of information systems in decision making and performance evaluation; to understand the distinction between decision support systems and transaction modes of processing information; study of the behavioral aspects of decision making in the decision support environment; to understand the tradeoffs involved in the use, design and construction of decision making systems. Equivalent to ACM-IS7 and DPMA-CIS 12. Prereq.: IS 101 or equivalent.

**172. DATA COMMUNICATIONS** 3 hrs.  
A study of data communications concepts and terminology, network design and architectures, and distributed information systems within a business system(s) environment. Various equipment, protocols, transmission alternatives, regulatory issues and network pricing and management policies are explored. Equivalent to the ACM-IS6 and DPMA-CIS 17 requirement. Prereq.: IS 101 or equivalent.

**200. INFORMATION SYSTEMS IN ORGANIZATIONS** 3 hrs.  
This course is a study of information systems within the context of both private and public sector organizations. A conceptual framework for managers and information is developed. Other topics include organizational issues, hardware such as microcomputers versus mainframes, software issues, systems development life cycle, decision support systems and special management concerns. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

**230. INDEPENDENT STUDY** Arr.  
Advanced individual study or research under the supervision of the faculty.

**281. DATABASE MANAGEMENT SYSTEMS** 3 hrs.  
Explores contemporary use of database management systems in organizations. Topics include the development, functions, design and administration of database management systems. Specific software and hardware technologies are examined. However, the course is oriented to the perspective of the user and manager of the database management system rather than to the programmer/analyst. Both microcomputer and mainframe systems are considered. Prereq.: IS 200 and consent of director, Graduate Programs, College of Business and Public Administration.

**282. EXPERT SYSTEMS IN BUSINESS** 3 hrs.  
The objective of this course is to develop an understanding of knowledge systems (often called expert systems) as used in business applications. Expert systems techniques studied include knowledge acquisition, heuristics, knowledge representation methods and inference engines. The course also examines the historical development and current status of expert systems in the commercial marketplace. No prior programming is required. Prereq.: IS 200 and consent of director, Graduate Programs, College of Business and Public Administration.

**283. DECISION SUPPORT SYSTEMS** 3 hrs.  
This course focuses on the use of computer-based systems to assist human decision makers by supporting their decision making and problem solving processes. Specifically, it describes, illustrates and addresses various issues related to the design, development and implementation of decision support systems (DSS). Additionally, the course provides an investigation of other emerging technologies, such as executive information systems and expert systems, and their role in supporting decision making and problem solving. These systems offer managers and professionals valuable assistance in generating and/or assessing decision alternatives and evaluating their impact on the real-world

environment. Finally, the course provides an examination of future trends in the use of computer technology to support decision making and problem solving in organizations. Prereq.: IS 200 and QUAN 270 or consent of instructor and consent of director, Graduate Programs, College of Business and Public Administration.

**290. CURRENT ISSUES IN INFORMATION SYSTEMS** 3 hrs.  
Special topics seminar. Topics vary. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

# Insurance (INS)

## COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

**131. INSURANCE EDUCATION WORKSHOP** 3 hrs.  
The purpose of this workshop is to enable participants to become more effective insurance educators. The workshop is designed to give participants a better understanding of all forms of insurance, with special emphasis on their relevance to high school students and their families. Participants gain (1) increased knowledge of risk and insurance; (2) increased skill in reading and interpreting insurance policies; (3) familiarity with educational materials available for use in high school classes; and (4) additional knowledge of teaching methodology that is helpful in insurance education. Prereq.: Consent of instructor. Contact Drake Insurance Center workshop director.

**151. GROUP INSURANCE AND PRIVATE PENSIONS** 3 hrs.  
An analysis of the two major elements of employee benefit systems, with emphasis on plan design and funding considerations. Important considerations in program design, rationale for legal requirements, alternative funding methods, pension funding and valuation of plan liabilities. Coreq.: ACTS 150 or consent of instructor.

**160. PROPERTY AND LIABILITY COVERAGES** 3 hrs.  
Analysis of major loss exposures and of ways to insure them. Fire, marine, liability, workers' compensation, aviation, crime, fidelity, surety and multiple line coverages. Prereq.: INS 51 or consent of instructor.

**161. INSURANCE COMPANY OPERATIONS** 3 hrs.  
Financial aspects; key functions – product design and pricing, marketing, underwriting, reinsurance, claims handling, and investment; external factors affecting insurers in a rapidly changing world.

**170. INSURANCE SEMINAR** 3 hrs.  
An in-depth study of a selected area of insurance. Prereq.: INS 51 or consent of instructor.

**230. INDEPENDENT STUDY** Arr.  
Advanced individual study or research under the supervision of the faculty.

**280. RISK MANAGEMENT AND INSURANCE** 3 hrs.  
Identifying and dealing with exposures to loss (non-speculative risk) in a business. Topics include loss prevention, insurance markets, captive insurers, employee benefits, statistical analysis of loss exposures, insurance coverages, relationship of risk management to financial theory, decision making under risk, international risk management and current topics in risk management. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

**298. CURRENT ISSUES IN INSURANCE** 3 hrs.  
Special topics seminar. Topics vary. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

# Journalism and Mass Communication (JMC)

## SCHOOL OF JOURNALISM AND MASS COMMUNICATION

Some JMC courses listed in Drake's General Catalog may be available for graduate credit with the instructor's consent.

# Management (MGMT)

## COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

200. MANAGEMENT OF ORGANIZATIONS 3 hrs.  
An introduction to managing people and processes. Includes theories and concepts of human behavior within organizations such as learning, motivation, decision making, job design, communication, diversity, stress, and change. Also covers principles of operations management including the management of work methods, capacity, material flow, quality, and the coordination of resources within an organization. Prereq.: Consent of the director, Graduate Programs, College of Business and Public Administration.
230. INDEPENDENT STUDY Arr.  
Advanced individual study or research under the supervision of the faculty.
280. INTERNATIONAL MANAGEMENT 3 hrs.  
A comprehensive examination of comparative management processes in light of traditional international social and market forces controlling the international business process. The course includes a detailed comparison of this traditional knowledge and processes to the rapidly emerging social forces in the global economy. This initial examination sets the stage for drawing conclusions concerning future managerial philosophy, policy, organizational structure, global ethical issues and organizational behavior in the global economy. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.
281. SEMINAR IN INDUSTRIAL MANAGEMENT 3 hrs.  
This course covers the legal, political, economic, social and managerial aspects of industrial/employee relations in a changing workplace and workforce. Emphasis is placed on integrating scholarly writings and research findings as a basis for (a) effective managerial decisions and (b) prediction of workforce and workplace trends. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.
282. HUMAN RESOURCE MANAGEMENT 3 hrs.  
Focus is on theories, research and practices related to the functions and activities of managing human resources in organizations. The course covers the responsibilities and inter-relationships involving job analysis, job structuring, EEO, human resource planning, recruitment and selection of employees, ethics, international HRM, performance appraisals, counseling, incentives, safety and health, human resources development, career planning and union/employee-management relations. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.
298. CURRENT ISSUES IN MANAGEMENT 3 hrs.  
Special topics seminar. Topics vary. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

# Marketing (MKTG)

## COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

106. PROMOTIONAL MANAGEMENT 3 hrs.  
This course emphasizes the application and management of the various promotional techniques available to the organization. Specific attention is given to planning, coordinating, controlling and evaluating the interrelated components of the entire promotional effort. Prereq.: MKTG 101 or graduate standing and consent of director, Graduate Programs, College of Business and Public Administration.
108. DATABASE MARKETING 3 hrs.  
Database marketing extends the concept of market segmentation by using the latest information technology to provide the organization with continuously updated demographic, geographic, psychographic, media and consumption information about individuals, households, businesses and organizations. This effected blend of information technology and marketing theory enables marketing strategists to reach specific target markets with personal, customized offers. Prereq.: MKTG 101 or graduate standing and consent of director, Graduate Programs, College of Business and Public Administration.
113. MARKETING RESEARCH 3 hrs.  
The role of research in providing information for marketing management decision making; problem definition; research designs; sampling procedures; questionnaire design; data acquisition; analysis, interpretation and presentation of research findings. Prereq.: MKTG 101 and STAT 71 or equivalent, or graduate standing and consent of director, Graduate Programs, College of Business and Public Administration.
115. CONSUMER BEHAVIOR 3 hrs.  
Reviews contributions from marketing and the behavioral sciences to analyze and predict purchasing behavior. Specific attention to the factors affecting consumer behavior, the stages in the purchase decision process and models of consumer behavior. Prereq.: MKTG 101 or graduate standing and consent of director, Graduate Programs, College of Business and Public Administration.
118. MARKETING MANAGEMENT 3 hrs.  
Study and integration of major tasks and decisions confronting tomorrow's manager involved in developing marketing strategies. Prereq.: MKTG 101, STAT 71 or equivalent, MKTG 200 and consent of director, Graduate Programs, College of Business and Public Administration.
121. ADVERTISING PRINCIPLES (JMC 121) 3 hrs.  
Advertising as a marketing communications tool and socioeconomic force. Introduction to relevant behavioral theories and techniques of promotional communications. Prereq.: MKTG 101 or graduate standing and consent of director, Graduate Programs, College of Business and Public Administration.
200. SURVEY OF MARKETING MANAGEMENT 3 hrs.  
This course provides an overview of marketing concepts and tools, and how these may be used in the planning, implementation, and control of marketing activities. Topics to be covered include the following: strategic planning and the marketing management process; marketing research; marketing segmentation; product, promotion, pricing, and distribution strategies; and global marketing. Economic theory as it pertains to the covering of marketing concepts will also be integrated throughout the course. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.
230. INDEPENDENT STUDY Arr.  
Advanced individual study or research under supervision of the faculty.
291. SERVICES MARKETING 3 hrs.  
An examination of current literature and cases related to the distinctive marketing needs and problems of service organizations. Topics include the nature and characteristics of services; the way they need to be marketed due to their intangible core; the role of services in manufacturing organizations; and quality-related issues. Prereq.: MKTG 200 and consent of director, Graduate Programs, College of Business and Public Administration.

298. CURRENT ISSUES IN MARKETING 3 hrs.  
Special topics seminar. Topics vary. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

## Master of Business Administration (MBA)

### COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

210. THE ENVIRONMENT OF BUSINESS 3 hrs.  
This course is designed to acquaint the student with important ethical, global, legal, regulatory and social issues confronting business managers in the U.S. today. The course is presented within a legal context. Aspects of public law, private law and international law that help define the legal and social responsibility of business will be discussed. Ethical issues are interwoven throughout the course. Prereq.: Consent of the director, Graduate Programs, College of Business and Public Administration.

211. INTRODUCTION TO STRATEGIC MANAGEMENT 2 hrs.  
This course is the first of the two business strategy courses required in the M.B.A. program. It is designed to introduce students to the field of strategy and to the process of analyzing organizations' external environments. This course provides the foundation for successfully formulating a business strategy through the continuous organizational process of environmental analysis. Prereq.: Completion of the foundation requirements for the M.B.A. program or concurrent enrollment in the final foundation course and consent of the director, Graduate Programs, College of Business and Public Administration.

212. DATA ANALYSIS FOR DECISION MAKING 3 hrs.  
In this course students will learn how managers can make "good" decisions based on the data. They will learn how to collect "good" data, present data and understand the relationships between variables. Also, they will be exposed to forecasting and quality control methods. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

220. STRATEGIC FINANCIAL PROCESSES 3 hrs.  
Examination of some of the more advanced tools, policies and problems associated with the financial management of organizations. Key consideration is given to the impact of the financial decision making process on the creation of value for the firm. Primary topics examined in the course will include: techniques of firm and security valuation, capital budgeting, capital structure, dividend policy, decision making under uncertainty, and long term financial planning. Course presentation will include the application of cases relating the concepts to current issues facing financial managers such as the management of technology, current economic conditions, and international markets. Prereq.: FIN 200 or equivalent, MBA 211 or concurrent enrollment, and consent of director, Graduate Programs, College of Business and Public Administration. Recommended: MBA 212 or equivalent.

221. ORGANIZATIONAL PROCESSES AND ADMINISTRATIVE SYSTEMS 3 hrs.  
Focus is on the management of individuals and groups in the ethical pursuit of organizational effectiveness. The course will emphasize theories and contemporary issues surrounding the behavior or organization members as individuals and as members of work teams. Also covered will be the roles, problems, and tools of management through topics such as self-directed work teams, leadership, organizational design, organizational change, and performance management. Prereq.: MGMT 200 or equivalent, MBA 211 or concurrent enrollment, and consent of director, Graduate Programs, College of Business and Public Administration.

222. STRATEGIC PROCESS MANAGEMENT, EVALUATION AND CONTROL 4 hrs.  
Measuring and managing value, cost, time, waste, constraints, and variability in processes. Critique of classical accounting for operations and discussion of alternatives such as activity-based costing, throughput accounting and the balanced scorecard. Use of continuous improvement methodologies to meet target costs.

Prereq.: MGMT 200, ACCT 200, MBA 211 or concurrent enrollment, and consent of director, Graduate Programs, College of Business and Public Administration. Recommended: MBA 212 or equivalent.

223. CREATING VALUE FOR CUSTOMERS 3 hrs.  
This course will examine how managers may build competitive advantages by creating value for customers. It reviews methods for determining customer value perceptions, introduces applications that may be used to predict changes in customer value, and helps students use customer value data to orient strategic decisions for the firm. Prereq.: MBA 200, MKTG 200, MBA 212, MBA 211 or concurrent enrollment.

290. STRATEGIC BUSINESS POLICY 2 hrs.  
This course is the second of the two business strategy courses. It is designed to extend students' knowledge of the field of strategy to include the process of analyzing organizations' internal environments. This course provides the capstone for successfully formulating a business strategy through the continuous organizational process of environment analysis. Prereq.: MBA 220, 221, 222, 223 or concurrent enrollment in the last of these courses and consent of director, Graduate Programs, College of Business and Public Administration.

## Master of Public Administration (MPA)

### COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

215. CHANGING ENVIRONMENT AND MANAGEMENT OF PUBLIC AND NONPROFIT MANAGEMENT 3 hrs.  
This course is designed to introduce participants to the dynamic environment of public organizations and nonprofit entities. The course reviews the historical and the institutional context of public and nonprofit organizations and examines the knowledge, skill and values necessary to manage such organizations. The course also familiarizes participants with the norms and the expectations of masters-level education. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

216. MANAGING HUMAN RESOURCES AS ASSETS 3 hrs.  
Treating Human Resources as an asset rather than as a cost represents a philosophical transformation in human research management thought. Focus is on theories, research and transformation in human research management thought. Focus is on theories, research and practices related to the functions and activities of managing human resources in public and nonprofit organizations. The course covers the responsibilities and interrelationships involving job analysis, job structuring, EEO, human resource planning, recruitment and selection of employees, ethics, international HRM, performance appraisals, counseling, incentives, safety and health, human resources development, career planning and union/employee-management relations, multiculturalism, the virtual office outsourcing. Issues central to HR in the public and nonprofit sectors are included and compared to the private sector. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

217. APPLYING INFORMATION RESEARCH AND ANALYSIS IN NONPROFIT AND PUBLIC ENVIRONMENTS 3 hrs.  
Course provides an introduction to the methodology of the social sciences as well as public administration and management research. Competencies important to the professional practitioner that are covered include how to assess and evaluate services, read and analyze research published in relevant areas of management and policy analysis, and develop an understanding of the strengths and limitations of published research. The course provides the skills necessary to become a critical and competent consumer of both qualitative and quantitative research related to public administration. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.



## 221. ORGANIZATIONAL PROCESSES AND ADMINISTRATIVE SYSTEMS

3 hrs.

Focus is on the management of individuals and groups in the ethical pursuit of organizational effectiveness. The course will emphasize theories and contemporary issues surrounding the behavior of organizational members as individuals and as members of work teams. Also covered will be the roles, problems and tools of management through topics such as self-directed work teams, leadership, organizational design, organizational change and performance management. Prereq.: MPA 215 or its equivalent, consent of director, Graduate Programs, College of Business and Public Administration.

## 225. FINANCIAL ASPECTS OF PUBLIC AND NONPROFIT ORGANIZATIONS

3 hrs.

A study of financial issues, reporting and budgeting for state and local governmental units and nonprofit organizations including colleges and universities, hospitals, volunteer health and social services organizations and other nonprofit entities. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

## 226. PUBLIC POLICY DECISION MAKING AND ANALYSIS

3 hrs.

This course is an examination of the public policy process with an emphasis on developing the knowledge and analytical skills necessary to manage the design, implementation and evaluation of public policies in public and nonprofit organizations. The course includes quantitative and qualitative strategies used to formulate and implement effective public policies and it will also cover performance and impact-based evaluation techniques. Case studies selected from several policy areas will be used throughout the course. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

## 227. POLICY AND MANAGEMENT ISSUES IN THE DIGITAL ORGANIZATION

3 hrs.

This course examines the use and impact of the Internet and World Wide Web on workplace issues and management strategies for public and nonprofit organizations. Extensive teamwork is used. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

# Pharmacy (PHAR)

## COLLEGE OF PHARMACY AND HEALTH SCIENCES

11-31-51-71. DEAN'S HOUR I-II-III-IV:

### ORIENTATION TO PHARMACY

0.5 hr. each

Introduction to the profession and college, emphasizing pharmacists' roles as health care providers, scientists, business leaders and informed citizens.

### 101. COMMUNICATION SKILLS PRACTICUM

1 hr.

Provision of drug information to health professionals and the general public is one of a pharmacist's most important responsibilities. The purpose of this course is to introduce students to the knowledge and skills necessary to provide accurate and relevant drug information. Students learn how to respond to specific drug information requests, and evaluate the usefulness of print and electronic resources. Other topics include identification of credible sources on the Internet, and use of new information technology. Prereq.: PHAR major, DP1 standing.

### 102. DRUG INFORMATION PRACTICUM

1 hr.

Health care informatics is the application of computer science and information science to the management and processing of information essential to the delivery of health care. This course is designed to familiarize the undergraduate student in the health care disciplines with the present and potential impact of health care informatics on the health care delivery system, specific health care disciplines, and the client. An emphasis is placed on the health care professional's role as a leader and advocate for change in this rapidly emerging field. Recognizing that high-intensity generation, management and processing of data, information and knowledge are integral components of health care, the student is provided with the opportunity in the laboratory setting to develop and/or expand the knowledge base and skills necessary to effectively and efficiently utilize informa-

tion technology in a variety of professional practice arenas. Prereq.: PHAR major

### 103. PHARMACEUTICAL CALCULATIONS

2 hrs.

Utilization of the fundamentals of mathematics, dimensional analysis, pharmaceutical terminology, and the relationship of ingredient and/or component to the prepared product or product of use to calculate correct amounts of pure ingredient, component and/or product required to deliver medication to the patient.

### 104. SOCIAL AND ETHICAL DILEMMAS IN HUMAN EXPERIMENTATION

3 hrs.

In this course we will discuss the dilemma of the scientist's recognition of the need to protect the rights of individuals in human subjects' research and at the same time conduct important research that will ultimately benefit individuals and society as a whole. This course will focus on populations where there have been particular problems, i.e. underrepresented groups (e.g. women, the aged, children), the HIV infected population, surgery patients, and acutely ill patients. Prereq.: DP1 standing.

### 105. ELEMENTS OF PATHOPHYSIOLOGY

3 hrs.

Discussion of common disease entities with special emphasis on basic terminology and principles of pathogenesis focusing on disorders of the different organ systems. Prereq.: BIO 2.

### 106. DRUG RESEARCH AND DEVELOPMENT

3 hrs.

This course will: introduce students to the process behind the discovery, development and approval of new drugs; make students think about, debate and discuss the financial, social, ethical and legal issues related to the development of new drugs; expose students to the relevant resources available on the internet. Pre-req\_DP1 standing.

### 107. VALUES IN HEALTH CARE REFORM

3 hrs.

Ethics and economics of rationing health services will be discussed in this course. Students will compare and contrast a managed care-dominated health care system and a professionally dominated one; explain why we spend as much as we do on health care services and why it may be problematic; critique or defend the values that underlie our current health care system, and develop and justify alternatives; define rationing and explain the need for rationing health care services; develop and justify alternatives for caring for the elderly; and develop and justify alternatives for improving the use of medical technology. Prereq: DP1 standing.

### 108. MARKETING IN PHARMACY

3 hrs.

Marketing's involvement in several areas of pharmacy; from the pharmaceutical industry with direct-to-consumer advertising, to the retail setting with marketing of services, measuring patronage, and enhancing patient satisfaction. Prereq.: DP2 standing.

### 109. NUCLEAR PHARMACY

1 hr.

This course is intended to provide the pharmacy student with an overview of the role of radiopharmaceuticals in the diagnosis and therapy of various disease states. Topics to be discussed include, but are not limited to: Radiation Physics, Production of Radiopharmaceuticals, Types of Radiopharmaceuticals, Imaging Agents, Imaging Equipment, Radiopharmaceutical therapy. Prereq.: DP1 standing.

### 110. COMMUNICATIONS II

3 hrs.

Communications II is an interactive class covering communicating with physicians, what language does your patient hurts in, reading people (the unwritten language of the body), talking with HOSPICE patients and their families, working with pediatric patients (oncology, long-term, critical), Liking the "unloveable", and student generated topics. Prereq.: Phar 101

### 111. PAIN, MEDIA, AND CURRENT EVENTS

3 hrs.

Pain is one of the most common manifestations of a disease process. Although the multitude of acute aches and pain are easily treated and resolve, chronic pain is an entity that has a life of it's own. In recent years, chronic pain has become more a part of our social construct as a result of several ethical and legal controversies. An understanding of chronic pain from the view of the sufferer is vital to our improving the management of this extremely prevalent condition. This course will expose the student to a issues relevant to the existence and management of chronic pain utilizing various forms of media and through an examination of current events. Prereq.: DP1 standing.

112. **PHARMACY: THE LONG VIEW** 2 hrs.  
This class will use the techniques of scenario development and environmental scanning to give the student an understanding of what the future of the profession of pharmacy may hold. Through extensive research, participants will work together to take an imaginative leap into the future. By developing scenarios for the future of pharmacy; not attempting to predict the future, but to identify and understand how various "driving forces" may affect it, the student will gain a better understanding of the "big picture" for pharmacy and a foundation for making informed decisions regarding the profession in the future. Prereq.: DP1 standing.
113. **ALTERNATIVE THERAPIES/COMPLEMENTARY MEDICINE** 2 hrs.  
Therapies that have not been conventionally accepted in traditional western medical practice but are often used by patients will be covered. Complementary therapies, such as acupuncture and Chinese medicine, will be the focus of the course, NOT herbal remedies. Prereq.: DP1 standing.
114. **ISSUES IN HEALTH POLICY** 2 hrs.  
The purpose of this course is to better acquaint students with key issues shaping health care policy and the health care system in the United States. In addition to issues within pharmacy, the course looks at issues beyond pharmacy and encourages students to broaden their understanding of this complex system in which health professionals operate. Some of these issues to be covered include Medicare, the health insurance industry, physician-assisted suicide, and RU-486. In addition, students will be asked to identify and discuss topics found in the mainstream press related to health care and health care policy. Prereq.: DP2 standing.
115. **CLINICAL IMMUNOLOGY** 1 hr.  
An overview of basic immunology and the clinical application of immunologically based therapies. Topics to be covered include autoimmune diseases, hypersensitivity and immunization with an emphasis on the biology, immunotherapeutics and ethics associated with these therapies. Prereq.: DP3 standing.
116. **QUALITY IMPROVEMENT AND PATIENT OUTCOMES** 2 hrs.  
This course provides in-depth coverage of the quality improvement process and the role it plays in health care and pharmacy practice today. Groundwork for understanding quality management topics will be provided from the perspective of industry. Additional topics include current health care quality initiatives, clinical practice guidelines, assessment of care and patient outcomes, and specific applications in pharmacy practice. Prereq.: PHAR major DP2 standing.
117. **SHAPING YOUR PHARMACY FUTURE** 3 hrs.  
This weekend seminar course will allow students the opportunity to participate along with pharmacists in a strategic management/business leadership skills seminar for community care practices. Prereq.: DP2 standing.
118. **NEURODEGENERATIVE DISEASES** 1 hr.  
This course will explore the pathophysiology of some of the more common neurodegenerative diseases such as Alzheimer's disease, Lou Gehrig's disease, Parkinson's disease, etc. It will also emphasize the pharmacology of available treatments, both approved and experimental, for these diseases. Prereq.: DP2 standing.
119. **TOPICS IN NEUROPHARMACOLOGY** 3 hrs.  
This course will provide an in-depth examination of the pharmacology of agents used in the treatment of mental disorders. The primary focus will be on the pharmacology of newly approved drugs and the prospects for new categories of therapeutic agents. Pre-req\_DP1 standing or science major.
120. **MENTAL HEALTH IN CHILDREN** 2 hrs.  
This course will explore a variety of mental health disorders that affect children including reactive attachment disorder, ADD, ADHD, post-traumatic stress syndrome, oppositional/defiant disorder, conduct disorder, anxiety, and depression. Using a multi-disciplinary approach, participants will gain an understanding of the role they and others play in the treatment and management of these disorders. Participants from the following disciplines will benefit from and add to this course: education, psychology, pharmacy, nursing, and sociology. The course will use web-based presentations, assigned readings and research, with developmental discussions to accomplish the course goals. Prereq.: DP1 or JR. classification.
121. **DRUG DISTRIBUTION SYSTEM PRACTICUM** 1 hr.  
This practicum provides experience in the technical aspects of prescription dispensing, including interpreting, labeling, filling, packaging and documenting patient information. Also included are an understanding and prevention of medication errors. Prereq.: PHAR 101, Coreq.: PHAR 140.
122. **CLINICAL PHARMACOEPIDEMOLOGY** 3 hrs.  
In this course, students will view articles from the current & medical literature that show either risk or benefit of drugs in large populations. Articles selected for review will have used observational study methods in their design (e.g. either case-control or cohort designs). Students will be asked to evaluate the articles and interpret the results. The resulting questions for each assigned article should be: "How do the results of this study apply to my patients?" Prereq.: DP3 standing.
123. **CLINICAL ETHICS** 2 hrs.  
This course will enable student to acquire an understanding of basic principles of bioethics, and use a particular approach to analyze ethical dilemmas faced in clinical situations. Prereq.: DP2 standing.
124. **US PHARMACOPEIAL CONVENTION** 2 hrs.  
The primary focus will be case study problem solving with USP information. Prereq.: DP3 standing.
126. **PRINCIPLES OF NUTRITION FOR PHARMACEUTICAL CARE** 2 hrs.  
This course will educate pharmacists on nutritional principles. Required for Diabetes Concentration students. Prereq.: DP2 standing.
127. **PHYSIOLOGY OF PREVENTIVE HEALTH** 3 hrs.  
An evaluation of cellular and organ system adaptations to intrinsic [e.g. aging and gender] and to extrinsic [e.g. nutrition and exercise] conditions with an emphasis on reducing morbidity and premature mortality. Prereq.: DP2 standing.
128. **ADVANCED DIABETES CARE** 3 hrs.  
This course has been designed to allow students the opportunity to develop knowledge of principles and learning theories to manage the patient with diabetes. The course will cover three focus areas: Enhancement of knowledge on diabetes, practical applications of skills, and marketing diabetes services. A variety of teaching techniques will be illustrated during this program including, but not limited to: case studies, cooperative learning, readings, forum discussions, practice simulations, self-study, video clips, guest speakers, and site visits. Required for Diabetes Concentration students. Prereq.: DP3 standing.
129. **INTEGRATED DIABETES CASES** 2 hrs.  
This course focuses on complex diabetes cases which enable students to integrate information across disciplines to address health care issues in the diabetic patient. Prereq.: PHAR 128. Required for Diabetes Concentration students.
130. **BIOCHEMISTRY** 4 hrs.  
Biochemistry is the study of biomolecules, including their physical/chemical properties, their synthesis and degradation, and their structural form as it relates to their biological function. Biomolecules of interest to be covered in biochemistry include proteins, carbohydrates, lipids, DNA and RNA. In addition, enzyme kinetics and recombinant DNA methodologies are covered. Prereq.: PHAR major.
131. **INTRODUCTION TO PHARMACY SCIENCE** 3 hrs.  
This course is an integrated course designed to help students make the transition from biology, chemistry and mathematics to the pharmaceutical sciences. This course introduces students to fundamental principles that underlie pharmaceutical sciences, and it applies the concepts that students have previously been exposed to in other science-related courses to drug design and action. Topics include physiochemical properties of drugs, ADME (absorption, distribution, metabolism, elimination), receptor theory, dose-response relationships, and mechanisms of altered drug response. Coreq.: PHAR 130, BIO 128.
132. **PATHOPHYSIOLOGY** 4 hrs.  
This course is an examination of the causes, nature and consequences of changes in normal human physiology, interpreted at a level that facilitates application in addressing issues of thera-

py, prognosis, quality of life and public health. Prereq.: BIO 128.

**133. PRINCIPLES OF DRUG ACTION I** 5 hrs.  
This is the first in a series of three courses examining the pharmacological and chemical basis of drug action. Students integrate physiologic, biochemical and pathophysiologic concepts and information to understand the actions of drugs affecting the cardiovascular, endocrine and autonomic nervous systems. Prereq.: PHAR 130, 131; Coreq.: PHAR 132

**134. PRINCIPLES OF DRUG ACTION II** 5 hrs.  
Continuation of PHAR 133. Prereq.: PHAR 130, 131, 132.

**135. PRINCIPLES OF DRUG ACTION III** 4 hrs.  
Introduction to research methods in pharmacy, including new drug discovery and clinical application of drugs. General and specific research techniques of pharmacologic research are presented. Opportunities to practice techniques presented may be possible through special projects. Prereq.: PHAR 130, 131, 132

**136. MEDICAL DEVICES FOR COMMUNITY PHARMACEUTICAL CARE** 1 hr.  
This course will focus on the correct use of various devices and their application in community pharmaceutical care. A partial list of devices to be explored includes: Cholestech (cholesterol), Achilles Express (bone density), AIM monitor (inhaler technique), glucometers, home HIV tests, pregnancy tests, etc. Off-campus tours may be involved during scheduled class time. Students will be involved in role-playing utilizing these devices. Prereq.: DP2 standing.

**137. INTEGRATED PHARMACY PRACTICE EXPERIENCE I** 0.5 hrs  
Integrative Pharmacy Practice Experience (IPPE) I is the first in a series of introductory pharmacy practice which will provide students with the opportunity for immediate and longitudinal application and integration of knowledge and skills gained in the classroom. This experience is centered around a geriatric service learning project directed at developing professionalism, empathy, caring, and communication through the development of a personal relationship between the student and an elderly individual. Prereq.: DP1 standing.

**138. INTEGRATED PHARMACY PRACTICE EXPERIENCE 2** 0.5 hrs.  
The second in the series of six introductory pharmacy practice experiences, IPPE 2 is focused on providing the student with opportunities to explore the barriers faced by patients in accessing health care. Students participate in a free clinic service learning project and in response to assigned scenarios explore community resources available to aid special populations in obtaining appropriate healthcare. Prereq.: DP1 standing.

**140. PHARMACEUTICS I** 3 hrs.  
Discussion and utilization of the methods of preparation, calculations, physiochemical factors, advantages and disadvantages of the solution drug delivery system. Prereq.: PHAR 131.

**141. PHARMACEUTICS II** 3 hrs.  
Continuation of PHAR 140 with an expansion of the student's knowledge about the principles underlying the design, stability, absorption and use of various drug delivery systems, and teaches students to apply this knowledge to the provision of pharmaceutical care to patients. Prereq.: PHAR 140.

**142. KINETICS I** 3 hrs.  
Basic Kinetics deals with the time course of drug absorption, distribution, metabolism and excretion. It discusses the fundamental principles underlying primary pharmacokinetic parameters, and mathematically develops the functional relationships between these parameters. Students are also introduced to the application of pharmacokinetic principles to safe and effective drug therapy. Prereq.: PHAR 140.

**143. KINETICS II** 2 hrs.  
Continuation of PHAR 142 with application of kinetic principles to specific therapeutic product classes. Prereq.: PHAR 142.

**144. ADVANCES IN CARDIAC DISEASE** 3 hrs.  
This course is designed to provide more in depth discussions of the pathophysiology and potential therapies for two major cardiovascular diseases: atherosclerosis and heart failure. Students will integrate knowledge from physiology, pathophysiology and PDA I courses and apply this information to understand the

rationale behind newer and/or controversial treatment modalities for atherosclerosis or heart failure. The format of the course will include lectures, student-lead discussions, and outside speakers. Prereq.: DP2 standing or instructor permission.

**146. PSYCHOSOCIAL ASPECTS OF AGING/CHRONIC ILLNESS** 3 hrs.  
This course will focus on the experiences of chronically ill patients and their significant others. Topics will focus on the elderly population and will include health behavior concepts, caregiving/caregiver issues, demographic issues, death/dying/bereavement, and alternative health care. Course format is primarily discussion. Prereq.: DP2 standing.

**147. HEALTH AND HEALTHCARE IN THE U.S.** 3 hrs.  
This course is an overview of the delivery and financing of medical care and public health services in the U.S. Particular attention is given to community health planning and local initiatives in improving health. The course is not open to pharmacy majors.

**148. PRESENTING AS A PROFESSIONAL** 2 hrs.  
This course is designed to aid the student in learning to present themselves professionally. This will be accomplished through the developing a curriculum vitae, writing a letter of intent, writing an acceptance or denial letter, formal presenting a patient case, and researching, developing and presenting a 20-minute professional inservice utilizing PowerPoint. Prereq.: DP2 standing.

**151. DELIVERY SYSTEMS AND STERILE PRODUCTS PRACTICUM** 1 hr.  
This hands-on experience focuses on the technical aspects of sterile product compounding, including all aspects of IV administration of drugs. Coreq.: PHAR 141.

**152. INSTRUMENTATION METHODS/LAB** 3 hrs.  
This lab course provides students with experience and understanding in the scientific method, experimental design, and a variety of experimental techniques relating to the pharmacy sciences. Prereq.: Junior students enrolled in the BSPS degree program.

**157. INTEGRATED PHARMACY PRACTICE EXPERIENCE 3** 1 hr.  
The third in the series of introductory pharmacy practice experiences, IPPE 3 is designed to introduce the student to required technical expertise and professional decision-making. Focused on experiential competencies related to product and service management, the student will complete 40 hours of experiential training in either a community or hospital pharmacy environment and complete a project related to these competencies. Prereq.: DP2 standing . Coreq.: PHAR 121.

**158. INTEGRATED PHARMACY PRACTICE EXPERIENCE 4** 1 hr.  
The fourth in the series of introductory pharmacy practice experiences is a continuation of IPPE3 with a focus on the managerial competencies required to practice in either a community or hospital pharmacy environment. Students will complete 20 hours of experiential training and complete a project related to the appropriate competencies. In addition, students receive instruction in the pharmaceutical care process and complete a patient interview with the goal of identifying drug therapy problems and developing a pharmaceutical care plan. Prereq.: DP2 standing , PhAR 121.

**159. DRUG DEVELOPMENT** 3 hrs.  
Drug development introduces the student to the basic background in the design and evaluation of modern drugs and their delivery systems. Emphasis is given to examining how the drug's physicochemical, biopharmaceutical and pharmacokinetic properties impact on the design of a new drug product.

**161. INTRODUCTION TO PHARMACEUTICAL CARE** 2 hrs.  
An introductory course on the history of pharmacy, professionalism, pharmaceutical care, pharmacy organizations, drug use as part of the medical care process, health and health care, psychosocial determinants of health care, drug misadventures and pharmacy settings. The course provides a more formal socialization process for the pharmacy student and provides basic background and descriptive material related to the health care system and the profession. Prereq.: PHAR major.

**162. PHARMACY LAW AND ETHICS** 2 hrs.  
This course addresses the legal and ethical aspects of pharmacy practice. The numerous federal and state statutory and regulatory laws that govern the practice of pharmacy and the manufacturing, distributing and dispensing of drugs and related products comprise a significant portion of the course. Students are also introduced to a structured approach to decision-making that incorporates basic tenets of ethical conduct, along with legal principles and professional knowledge appropriate to specific situations. Prereq : PHAR major DP3 standing.

**163. GENERAL PHARMACOLOGY** 3 hrs.  
This course examines the pharmacological and chemical basis of drug action. Students integrate physiological, biochemical and pathophysiological concepts to understand the actions of drugs affecting the major organ systems. Prereq: PHAR 131, BIO 129 or consent of instructor. Not open to Pharm.D majors.

**164. PROBLEMS IN PHARMACY** Arr.  
Selected problems in pharmacy or clinical pharmacy, requiring both laboratory and literary research.

**165. PROBLEMS IN PHARMACOLOGY** Arr.  
Selected problems in pharmacology, requiring both laboratory and literary research.

**166. PROBLEMS IN PHARMACEUTICAL CHEMISTRY** Arr.  
Selected problems in pharmaceutical chemistry, requiring both laboratory and literary research.

**167. NONPRESCRIPTION DRUG PRODUCTS** 2 hrs.  
Advantages, disadvantages and therapeutic considerations of nonprescription drugs and nonprescription drug products. Prereq.: PHAR 140. Prereq.: or coreq.: PHAR 105 and 149.

**171. SOCIAL-BEHAVIORAL ASPECTS OF THE HEALTH CARE SYSTEM** 4 hrs.  
A follow-up to PHAR 160, this course covers the health of the nation, the health care system, health care utilization, patient behavior, patient-provider interaction, provider behavior, pharmacy managed care/insurance principles, core management principles and ethics. There are two methods. For presenting this course. One includes two hours of lecture per week to the whole class followed by two or three hours of small-group discussion. The other method entails dividing students into three or four sections, with each run as a discussion group throughout the semester, facilitated by a faculty member. Emphasis is on application, synthesis of issues or evaluation (i.e., the effect of people, society or system issues on utilization and ultimately health).

**172. BASIC QUANTITATIVE METHODS FOR PHARMACEUTICAL CARE** 3 hrs.  
This course introduces students to reading and interpreting health-care literature. The course content includes basic information for: 1) research design and literature evaluation; 2) pharmacoepidemiology; and 3) pharmacoeconomics. The class is taught in two sections with common syllabi and objectives. Prereq.: STAT 60 or equivalent.

**173. APPLIED QUANTITATIVE METHODS FOR PHARMACEUTICAL CARE** 3 hrs.  
These four applied quantitative skills courses take the basic quantitative methods from PHAR 172 and apply them to cases. Emphasis is on analyzing problems, evaluating programs and critiquing the literature. Prereq.: PHAR 172 or permission of instructor.

**Applied Literature Evaluation:** This course is designed to allow students to research a topic of their choosing and fully immerse themselves in the topic. It stresses a review and critique of the current literature and development of a literature review article. This course focuses on application of research design issues, statistics, and literature evaluation. As a component of the course, students perform literature review, write a review article, and make formal presentations to their peers. The course format will consist of in-class exercises, lecture, discussion, and work outside of class for writing and researching the study proposal.

**Pharmacoepidemiology:** This course is designed to bridge two distinct areas — pharmacotherapy and epidemiology. From pharmacotherapy, pharmacoepidemiology borrows its focus of inquiry and from epidemiology it borrows its methods of inquiry to study the use and effects of drugs in large populations. From

this bridge, we can make predictions about individual patients by counting clinical events in similar patients. The course will largely follow the course of the clinical question from determining whether a patient is ill to assessing treatment effectiveness. The following topics will be included: Measurement of abnormality, measures of morbidity (prevalence, incidence), measures of mortality, diagnostic issues (sensitivity, specificity, predictive value), risk (relative, absolute, attributable, population), observational methods (cohort studies, case-control studies), prognosis as a rate (survival analysis), treatment and measures of clinical benefit (risk reduction ? relative vs. absolute), prevention (primary vs. secondary, screening), concepts of causality, unintended drug effects, DUR/DUE, decision analysis and meta-analysis. The course will generally take on two formats: 1) a lecture/discussion format where epidemiologic principles and methods will be discussed, and 2) in-class group activities using case-based problems.

**Economic Evaluation in Health Care:** This course focuses on economic evaluation — also known as pharmaco-economics and cost-effectiveness analysis. More specifically, the research methods (the "how") and the use (the "why") of economic evaluations are explored. After this course the student will be able to: a) appraise the validity of published economic evaluations, b) explain the role and limitations of these studies in allocating resources via formularies and other means, and c) explain how these studies improve the quality of care. The course is discussion-oriented. Activities include: writing critical appraisals of published economic evaluations, conducting literature reviews, and simulating decisions related to formularies or practice guidelines.

**Program Evaluation:** This course will focus on the mechanisms that can be used to evaluate programs implemented in various health care settings. Topics to be covered include identifying the need of an intervention, program design, patient outcomes and other assessment tools. Students will be asked to design a program as well as develop the way in which they would evaluate it in the hopes they will be able to take this program to their future pharmacy practice settings to implement.

**174. APPLIED SOCIAL-BEHAVIORAL SCIENCES IN PHARMACEUTICAL CARE** 3 hrs.  
These courses follow earlier coursework in the substantive and quantitative areas. The courses are structured at higher cognitive levels with smaller class sizes, discussion groups, case studies and peer evaluation. Emphasis is on the application of earlier knowledge to real-world events. Students are involved with analyzing problems that may occur in practice management or clinical practice; evaluating the effect of people, societal or system factors on health care; evaluating the effect of policies and programs on health care; the application of CQI principles in managing quality and cost; the discussion and application of strategies used in managed care for populations; and the application of public health or preventive care concepts to pharmacy practice. Prereq.: PHAR 171 or permission of instructor.

**Psychosocial Aspects of Chronic Illness:** This course will focus on the experiences of chronically ill patients and their significant others. Course objectives/goals are to: 1) identify and describe issues faced by the chronically ill and their families, 2) understand and recognize how chronically ill patients are different from acutely ill patients and how these differences may impact treatment decisions, 3) understand and recognize how chronically ill patients may experience illness differently based upon their life stage, ethnicity, and gender, and 4) understand and recognize how health care practitioners can affect their patients' outcomes. Topics will include health behavior concepts, caregiving/caregiver issues, demographic issues, death/dying/bereavement, and alternative health care. Course format is primarily discussion.

**Applied Pharmacy Management:** This course deals with the basic concepts of managing a pharmacy. The course will cover basic skills in accounting, marketing, and management that will help you interpret your pharmacy's financial statements, third party contracts, and run a pharmacy. As part of the course, you will be making decisions and running your own, computer-generated pharmacy.

Pharmacy in Managed Care: Managed care will be the dominant health care delivery system in the U.S. in the decades ahead. The overall purpose of this course is to enable the student to practice successfully in this environment. While we briefly review the concepts of managed care (the first four outcomes below), the class focuses primarily on developing and defending solutions to specific issues or problems facing managed care organizations (the last two outcomes). The outcomes of this course are to enable the student to: 1. define and explain managed care, and use its terminology; 2. describe the financial incentives and administrative tools available to manage health care (and the drug use process) for groups; 3. apply the concept of quality structure, process, outcomes to managed care organizations; 4. apply the concept of efficiency ? allocating limited resources to achieve maximum output to managed care organizations; 5. integrate caring into managed care; 6. develop and defend a business plan of a pharmacist service to present to a managed care organization; 7. develop and defend a proposal to alter the utilization of a class of drugs.

Chronic Disease Epidemiology: Students will address the epidemiology, prevention and control of chronic disease. Chronic diseases (e.g. cardiovascular disease, cancer, diabetes) and their antecedents (e.g. hypertension, hypercholesterolemia, tobacco use), will be discussed. Emphasis will be placed on primary and secondary prevention. In addition, students will evaluate drug-disease relationships (usually chronic disease) that result in adverse or beneficial effects in populations. Discussion will include fairly simple relationships (e.g. NSAIDs and PUD), to more complex (e.g. estrogens and cardiovascular benefit vs. cancer risk vs. osteoporosis benefit vs. potential cognitive function benefit). Emphasis will be placed on the ability of the student to estimate or predict risk or benefit in populations.

#### 177. INTEGRATED PHARMACY PRACTICE EXPERIENCE 5 1 hr.

Students will be expected to demonstrate rudimentary integration of previously learned knowledge and skills in order to evaluate a patient case, develop a pharmaceutical care plan, and monitor that plan for effectiveness. Students are asked to identify a patient and follow that patient longitudinally over the course of the semester. Activities include an initial patient interview, subsequent evaluation of the case and development of a pharmaceutical care plan, implementation of the care plan which may require communication with primary care providers, and two follow-up visits over the course of the semester to monitor the results of the plan and implementation of further plans if necessary. Prereq: DP3 standing, Coreq.: PHAR 190.

#### 178. INTEGRATED PHARMACY PRACTICE EXPERIENCE 6 1 hr.

Students continue to follow the patient identified in IPPE5. If all drug therapy problems are resolved, a new patient must be identified and similar activities completed as outlined under IPPE5. In addition, students will examine the various roles that pharmacists and others have in the practice setting and reflect on how pharmacists and others may be most effectively deployed in the pharmacy so as to create an environment in which the pharmacist has the time to use his/her patient care skills to their best effect. Prereq: DP3 standing, Coreq.: PHAR 192.

#### 180. PATIENT COUNSELING AND EDUCATION PRACTICUM 2 hrs.

This practicum increases students' awareness of, self-confidence in, and proficiency in patient counseling skills. Students develop the ability to communicate necessary information regarding a patient's therapy to achieve optimal outcomes. Prereq.: DP3 standing

181. PHYSICAL ASSESSMENT PRACTICUM 2 hrs.  
Patient assessment is a core skill of all health care professionals. A pharmacist needs this common foundation of knowledge and skills in patient assessment to perform their responsibilities as well as to collaborate with other health care professionals. These skills include the ability to: communicate effectively with patients and healthcare professionals; complete an appropriate patient history; perform a physical assessment determined by the history; and document findings. These skills will then assist the pharmacist in making professional judgments on the need for patient counseling on health prevention or maintenance, self-

treatment, or the need for a referral to a primary care provider. During this course, the student will be instructed in successful interviewing to obtain a complete and problem-focused patient history, physical examination skills and techniques, and appropriate documentation of assessments. The laboratory practicum sessions will provide the student an opportunity to perfect these skills and to enhance critical thinking. Prereq.: DP3 standing.

188. PHARMACY SCIENCE SEMINAR 1 hr.  
Advanced discussions of topics pertaining to the pharmaceutical sciences. Prereq: Junior and senior students enrolled in the BSPS degree program.

189. PHARMACY SCIENCE SEMINAR 1 hr.  
Advanced discussions of topics pertaining to the pharmaceutical sciences. Prereq: Junior and senior students enrolled in the BSPS degree program.

190. THERAPEUTICS I 6 hrs.  
This course uses case-based and problem-based learning strategies to enable students to manage the drug therapy of individual patients in order to achieve improved clinical outcomes and quality of life. Integration and application of pharmacologic, pharmaceutical, pharmacokinetic, pathophysiologic and social administrative principles are required in class-based and group-based discussions that enable students to practice higher problem-based learning skills as applied to the individual patient. Prereq.: DP3 standing.

192. THERAPEUTICS II 6 hrs.  
Continuation of PHAR 190. Prereq.: DP3 standing

196. SENIOR RESEARCH 3 hrs.  
Supervised undergraduate research in the pharmaceutical sciences. Prereq.: Senior students enrolled in the BSPS degree program.

285. EXPERIENTIAL ROTATIONS 18 hrs.  
Prereq: All pre-pharmacy and pharmacy course work.

## Public Administration (PADM)

### COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

230. INDEPENDENT STUDY Arr.  
Advanced individual study or research under the supervision of the faculty.

#### 240. PUBLIC BUDGETING AND FINANCIAL MANAGEMENT 3 hrs.

An investigation of (1) financial institutions and practices, including budgeting public funds and the political constraints on their operation; (2) revenue sources, including taxation, charges and fees, and intergovernmental financial transactions; (3) financial management techniques such as the administration of government debt, idle cash, risk management, purchasing and inventory management. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

261. HEALTH CARE POLICY 3 hrs.  
Examination of the roles played by government in the development of the health care system in the United States using policy analysis. Focus on the interaction between public policymakers and health care providers in the public, private and nonprofit sectors. Policies for study include Medicaid, Medicare, National Health Insurance and health planning. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

262. HEALTH CARE REGULATION 3 hrs.  
This course focuses on the regulatory processes and administrative agencies that have an impact on the quality, cost and equity of health care services. Interactions among regulatory agencies, health care delivery systems and health care administrators are examined. Economic implications of health care regulations are explored within the political, institutional and legal environments of health care regulation. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

**263. HEALTH CARE ADMINISTRATION** 3 hrs.  
This course provides a conceptual, empirical and problem solving framework for dealing with the administration and management of a variety of health care delivery systems. It emphasizes actual management problem-solving skills as well as develops, implements and evaluates organizational and management goals. Emphasis is on understanding the functioning of hospital and health care organizations. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

**280. MANAGING ACROSS SECTOR BOUNDARIES** 3 hrs.  
It is now commonly accepted that those elements that once distinguished the public, nonprofit and private sectors have become increasingly blurred. This course examines the resources, processes, techniques and organizational designs associated with conducting the people's business in public and nonprofit organizations and it is based on the learning experiences from the previous course work. The utilization of internal and external resources is a dynamic one and is central to effective management in third millennium. Managers are presented with a number of real-life cases, problems, and vignettes and are expected to work as a team in resulting complex administrative and policy problems. Prereq: Completion of 18 credit hours in the MPA or the MBA program and consent of director, Graduate Programs, College of Business and Public Administration.

**281. PROGRAM PERFORMANCE, EVALUATION AND MANAGEMENT** 3 hrs.  
Performance monitoring and evaluation are core activities of contemporary program management in nonprofit and public organizations. This course will develop the skills necessary to understand and construct performance monitoring systems and evaluation strategies in the public and nonprofit sectors. The course will focus on four evaluation approaches and applications including need assessment, performance monitoring, impact evaluation and cost analysis. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

**282. COMPARATIVE MANAGEMENT AND POLICY ANALYSIS IN A GLOBAL CONTEXT** 3 hrs.  
An explanation of basic bureaucratic and administrative theory augmented by the literature of reinvention, reengineering and entrepreneurialism. The course is predicated on the thesis that the public and nonprofit sectors can be transformed from traditional organizations that are accountable and budget driven systems to those that are performance driven based, delayed and customer and results driven. Additionally, the course is complemented by focusing on the issues of public policy and management set within a global context where cultural and inter-cultural differences are well documented and heterogeneity and diversity are becoming common themes. Although the distinctive theme of the course will remain intact, the policy and administrative areas delineated for study and examination will vary from course to course. For instance, it might deal with sustainability, technology, reinvention for the nonprofit sector, and multiculturalism; or, crime and corrections, health care delivery systems, zero-emission production, and ecology and environment. This course requires a two-week foreign travel experience. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

**283. EXTERNAL RESOURCE DEVELOPMENT** 3 hrs.  
Nonprofit organizations have become an increasing important and essential component of the social fabric that holds together civil society. Funding for these organizations is secured through programming that raises funds through donations and grants from private individuals, government, and for-profit organizations. The course considers effective methods in which external resources can be secured. Emphasized is a mission based, long-term, strategically planned resource development model. Additionally, the course covers tax-exempt laws for nonprofits, ethical concerns associated with cause-related marketing and research, resource management and allocation techniques, financial reporting, and leadership issues. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

**284. ENVIRONMENTAL POLICY AND MANAGEMENT** 3 hrs.  
Examination of substantive issues in environmental policy such as air pollution, water pollution, land-use issues and waste management. Each area surveys relevant legislation, political discourse and actual implementation strategies. In addition, deficiencies in environmental policy planning are addressed from institutional, political, economic and ideological perspectives. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

**285. MANAGEMENT OF COMMUNITY AND ECONOMIC DEVELOPMENT** 3 hrs.  
Examination of the policies and techniques employed by all levels of government and private development organizations in planning and stimulating economic growth and change. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

**286. STATE GOVERNMENT ADMINISTRATION** 3 hrs.  
State government represents a source of new energy in the daily engagement between the public and government. Today, states often take the lead in public policy areas such as education, civil rights, crime, welfare, environment, healthcare, and reform. However, while expectations of state government remain high, many citizens are growing increasingly skeptical of the role of government, holding it accountable for many of the problems in society. This course will examine the condition of state and local government by examining the foundations, functions and trends related to state government, and assessing the ever-evolving relationship between government and the public. Special emphasis is placed on Iowa state and local government. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

**287. CONTEMPORARY WORKPLACE/WORKFORCE ISSUES** 3 hrs.  
This course analyzes major workplace/force issues in a contemporary organization, which include mental illness, drug abuse, violence, alcoholism and diversity. Other topics will be discussed based on the changing nature of technology, work, demographics, and design of organizations. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

**288. HUMAN RESOURCE MANAGEMENT APPLICATIONS** 3 hrs.  
This course uses the case study methodology and other experientially based exercises to examine and analyze selected current issues in human resources management, such as organizational downsizing, cultural diversity, career development, training, reduction-in-force, cutback management, employee turnover and discharge, smoking in the workplace, telecommuting, employee leases, AIDS in the workplace, workplace homicide, daycare and elder care issues and other topics of enduring or contemporary concern to human resources management personnel. Course participants are given ample opportunity to make case presentations and become fully involved in the analysis and decision-making processes associated with the management cases. Extensive emphasis is placed on using the resources of the group. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

**289. URBAN GOVERNMENT AND ADMINISTRATION** 3 hrs.  
A critical examination of the politics and management of contemporary American grassroots government including cities, counties and special districts and authorities. The main focus of the course is on the transformation of cities and their policy and administrative challenges. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

**293. GRADUATE FIELD WORK** 3 hrs.  
Intended to provide the integration of formal coursework with actual administrative work experience. Students in the M.P.A. program are placed in a variety of governmental agencies and nonprofit organizations to work in an administrative capacity for a minimum of one full semester on a full-time basis or the equivalent on a part-time basis. Periodic seminars are held to discuss work experiences, examine the effectiveness of the program and develop a project paper. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

298. SPECIAL TOPICS IN PUBLIC ADMINISTRATION *Arr.*  
Special topics seminar. Topics vary. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

## Quantitative Methods (QUAN)

### COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

230. INDEPENDENT STUDY *Arr.*  
Advanced individual study or research under faculty supervision.

270. QUANTITATIVE ANALYTICAL METHODS *3 hrs.*  
Examines the quantitative side of the management decision making process. Discussion of commonly used mathematical techniques with a view to problem formulation and the critical interpretation of quantitative analyses. Methodologies covered include optimization, sensitivity analysis, simulation, forecasting, and decision analysis. The course makes extensive use of spreadsheets. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

298. CURRENT ISSUES IN QUANTITATIVE METHODS *3 hrs.*  
Special topics seminar. Topics vary. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

## Rehabilitation (REHA)

### SCHOOL OF EDUCATION

See Counseling.

## Special Education (SPED)

### SCHOOL OF EDUCATION

199. SELECTED TOPICS IN SPECIAL EDUCATION *1-3 hrs.*  
Special courses, workshops and seminars on selected timely topics.

220. INTRODUCTION TO SPECIAL EDUCATION *3 hrs.*  
This course introduces the learner to the identification and education of exceptional individuals. The course is designed specifically for two types of students. First, it is designed for all teachers because current practices in education are inclusive, and all teachers will have students with mild disabilities and gifted students in their classrooms. Second, it is designed for non-education majors as an introduction to special education and its practice, and to provide a framework for the general impact of disabilities on learning and life. The course content includes an overview of the various exceptionalities, strategies for modifying curriculum and instructional methods in order to accommodate exceptional students, and general issues pertinent to special education and/or life skills for exceptional individuals. services are described and illustrated.

221. SUPERVISION OF INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS *3 hrs.*  
Special education consultants supervise individual cases in cooperation with the multidisciplinary team. This course, then, is designed to provide you with a philosophical base and a pragmatic approach to your roles in a dynamic, collaborative, individualized educational environment. It presents the skills needed to become the key leaders in establishing and maintaining a collaborative educational environment which focuses on the student and his or her supporting team members.

222. CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE DISABILITIES *3 hrs.*  
This course is an introduction to the strengths and needs of students with mild and moderate disabilities in relation to the levels of instructional support required. The focus will be on the developmental, cognitive, language, perceptual, social, academic, and behavioral characteristics of students with mild and moderate disabilities. Etiology, classification, and legal concerns will be discussed as they relate to the learning process.

223. LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS *3 hrs.*

This course is designed for special and regular educators, and other professionals who have need of knowledge and experience in accommodating classroom learning environments for at-risk and special needs students. Readings and practical classroom experience in adapting curricular, instructional and socio-emotional environments will be addressed. Individualized Educational Programs (IEPs), and successful integration practices for students into regular classroom environments will be discussed.

224. DIFFERENTIATED INSTRUCTION IN THE CONTENT AREAS *3 hrs.*

This course focuses on strategies for promoting academic success in the general education curriculum for students with special needs. The selection and adaptation of curricular models and materials in reading/language arts, mathematics, science and social studies will be studied. The role and types of assistive technology used to augment the learning process will be discussed.

225. INTRODUCTION TO BEHAVIORAL DISORDERS AND LEARNING DISABILITIES *3 hrs.*

This course focuses on the characteristics of those students who may be described as students with emotional or behavioral disorders and/or learning disabilities. A variety of perspectives will be examined including the students themselves, their families, educators and other individuals providing meaningful interventions. The course also addresses the role that communities play in meeting the needs of these students and their families. Current federal legislation and initiatives impacting these populations will also be addressed.

226. EVIDENCE-BASED INTERVENTIONS FOR STUDENTS WITH LEARNING DISABILITIES AND/OR BEHAVIORAL DISORDERS *3 hrs.*

This course emphasizes those interventions that have been demonstrated by replicated research findings to lead to behavioral and learning growth for students who are described as having moderate to severe learning disabilities and/or behavioral disorders. This includes interventions that are school and classroom specific as well as more broad based interventions that involve school personnel as well as other community, family or social service programs and services. Content will also include the intervention models within various systems such as mental health and juvenile justice settings that have been demonstrated as effective in serving these youth.

227. PRACTICUM IN SPECIAL EDUCATION MILD AND MODERATE DISABILITIES (K-6) *3 hrs.*

This practicum consists of supervised teaching experiences for students in programs serving students with mild and moderate disabilities. Professional growth and self-assessment of teaching/learning practices are two major goals.

228. PRACTICUM IN SPECIAL EDUCATION MILD AND MODERATE DISABILITIES (7-12) *3 hrs.*

This practicum consists of supervised teaching experiences for students in programs serving students with mild and moderate disabilities. Professional growth and self-assessment of teaching/learning practices are two major goals.

229. PRACTICUM IN BEHAVIORAL DISORDERS AND/OR LEARNING DISABILITIES *3 hrs.*

This practicum consists of supervised teaching experiences for students in programs serving students with learning disabilities and/or behavioral disorders. Professional growth and self-assessment of teaching/learning practices are two major goals.

230. INDEPENDENT STUDY *1-3 hrs.*  
See General Academic Requirements section.

231. INTRODUCTION TO AMERICAN SIGN LANGUAGE *3 hrs.*  
This course is a study of the basic skills and knowledge of American Sign Language (ASL) in the context of communication systems for students with hearing impairments. Sign vocabulary acquisition and development of expressive and receptive skills are stressed. Educational implications of signing are examined. This class is for students with minimal or no sign skills.

232. INTERMEDIATE AMERICAN SIGN LANGUAGE *3 hrs.*  
This course is a study of the skills and knowledge of American

Sign Language (ASL) at the intermediate level. Sign vocabulary acquisition and development of expressive and receptive skills are stressed. Educational implications of signing are examined in the context of communication systems for students with hearing impairments. Prereq.: SPED231 or the equivalent.

**251. ASSESSMENT, DIAGNOSIS AND EVALUATION** 3 hrs.  
This course emphasizes the foundations used in applying assessment information for decision-making purposes in schools. A variety of clinical and standardized strategies will be discussed. This course will address the application of assessment results to individualized program development and management, and the relationship among assessment, determination of supports needed for students and, when appropriate, placement decisions. This course will also address legal provisions, regulations and guidelines regarding unbiased assessment and the use of psychometric instruments and instructional assessment measures with individuals with disabilities. The practice of functional behavioral assessment with individuals who have significant behavioral and/or learning disabilities will also be emphasized.

**252. CHARACTERISTICS AND ASSESSMENT OF YOUNG CHILDREN WITH DIVERSE NEEDS** 3 hrs.  
Normal and atypical patterns and sequences of development in infants and toddlers in the motor, visual, auditory, behavioral, cognitive, language, emotional, and social domains are reviewed. The etiologies of developmental delays are discussed with reference to their implications for early identification, interventions and service delivery models. The course includes techniques used with children ages 0-8 who are both medically fragile and have multiple disabilities.

**253. APPLIED BEHAVIOR ANALYSIS AND POSITIVE BEHAVIOR SUPPORT** 3 hrs.  
This course examines the principles and procedures from the fields of applied behavior analysis and positive behavior support. Observational methods, single-subject designs, and behavior promotion, reduction, generalization strategies are reviewed in relation to the strengths and needs of students with disabilities. Using the positive behavior support framework, this course emphasizes understanding behavior and its context through a functional behavioral analysis and designing hypothesis-based interventions in an effective and ethically responsive manner.

**258. PRACTICUM IN EARLY CHILDHOOD EDUCATION** 3 hrs.  
The purpose of this practicum is for students to demonstrate mastery of the applied competencies in the unified early childhood program, focusing on interdisciplinary, inclusionary, and family-centered practices.

**272. SCHOOLS, FAMILIES, COMMUNITIES AND DISABILITIES** 3 hrs.  
This course focuses on ways to assist educators to work effectively and respectfully with families in the educational and community settings. The course will include a discussion of family structures, composition, styles, and strategies for improving communication with all families, school personnel, and with community service providers. The course will explore loss, grief, and grieving as it relates to parents of children with disabilities. The course will examine the Individuals with Disabilities Education Act (IDEA) and Section 504 as they relate to parent participation. The course will present components of the community based system of care model and other resources.

**274. CAREER AND VOCATIONAL ASSESSMENT AND GUIDANCE** 1 hr.  
This course provides participants with an awareness of the various types of student-level assessment instruments and processes in career/vocational education and their use in career decision making, program delivery and planning for transition into work, independent living and post-high school training. Participants learn to describe the purpose and benefits of career/vocational assessment and the use of assessment results in formulating career/vocational and transition goals for use in individualized planning.

**275. CAREER, VOCATIONAL, AND TRANSITIONAL PLANNING** 1 hr.  
This course will present past relevant and current information used in developing, monitoring, and assessing career education options for children and adults with disabilities. Curriculum, training methods, community resources and instructional resources

will be reviewed. Participants will be able to identify key concepts, objectives, and resources for use in taking a leadership and instructional role in developing elementary and secondary career education programs with an emphasis on creating maximum opportunities for student decision-making and full participation in the community.

**276. COORDINATION OF COOPERATIVE OCCUPATIONAL PROGRAMS** 2 hrs.  
Students will identify how to implement cooperative education as a method of instruction in vocational education and special education. Seventeen areas of development will be explored to develop a working knowledge of how to administer cooperative work experience programs including persons with disabilities and disadvantaged backgrounds. Primary areas of study include how to implement training agreements and plans, develop liaison relationships with the community, evaluate work sites and student performance, provide relevant classroom instruction, involve parents and guardians, and counsel students for job application and work performance. Federal and state employment laws and other primary resources to assist in the coordination process will be identified and utilized.

**278. CONSULTATION AND INSERVICE TRAINING SKILLS IN SUPPORT OF SPECIAL EDUCATION STUDENTS** 3 hrs.  
This course examines special education concepts and values and applies these to plans for consultation and collaboration within particular settings. Students examine structure and process of service within school settings and determine goals for school or system development. Plans for consultation, collaboration, and/or inservice training are developed, using appropriate models that focus upon student-selected goals.

**291. PROFESSIONAL SEMINAR** 1 hr.  
This seminar will provide a synthesis of content from earlier special education coursework as applied to the major legal/policy and ethical dimensions crossing special education. A strong emphasis within this seminar will be on the philosophical, historical, and legal foundations of special education and professionalism and ethical practices.

## Statistics (STAT)

### COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

**212. STATISTICAL ANALYSIS FOR MANAGERS** 3 hrs.  
This course is designed to enable students to develop the ability to identify and formulate problems where statistics can help, to apply statistics with direction in practical situations and to become skeptical assessor of data and critical readers of business reports. Topics include presentation of data using tables, graphs and charts; inference from experiments and surveys; and development of models (mostly regression and ANOVA) from conceptualization through comparison, evaluation and communication. Statistical techniques include descriptive statistics, determining binomial and normal probabilities, confidence intervals, hypothesis tests, correlation and regression, ANOVA, chi-square analysis, and quality control. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

**230. INDEPENDENT STUDY** Arr.  
Advanced individual study or research under faculty supervision.

**272. TOOLS FOR A CONTINUOUS QUALITY IMPROVEMENT ORGANIZATION** 3 hrs.  
This course emphasizes the philosophy of continuous quality improvement and the statistical methods by which improvement can be measured. Topics include philosophies of Deming, Juran, and Crosby; the seven tools of statistical process control; the seven management and planning tools; design of experiments (factorial and fractional factorial designs); innovation and paradigm shifts; quality function deployment; teamwork; benchmarking; re-engineering; and personal continuous quality improvement. Prereq.: Completion of six hours of graduate coursework or consent of director, Graduate Programs, College of Business and Public Administration.



298. CURRENT ISSUES IN STATISTICS 3 hrs.  
Special topics seminar. Topics vary. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

# Teaching and Learning (EDUC)

## SCHOOL OF EDUCATION

199. SELECTED TOPICS IN TEACHING AND LEARNING 1-3 hrs.  
Special courses, workshops, seminars and educational trips on selected timely topics.

201. EDUCATION RESEARCH I 3 hrs.  
This course promotes an inquiry orientation to becoming critical consumers of educational research and reflective decision makers. Upon completion, students will be able to identify, read, interpret, synthesize, and evaluate qualitative and quantitative research reports and recognize legitimate uses for that information. Topics covered in the course include approaches to inquiry, procedures used in qualitative and quantitative data collection and analysis, as well as critical analysis, synthesis, and evaluation of research reports.

202. EDUCATION RESEARCH II 3 hrs.  
This course promotes an inquiry orientation to the design and analysis of educational research. Upon completion, students will be able to interpret, synthesize, and evaluate qualitative and quantitative research reports, recognize legitimate uses for that information and design subsequent studies to extend the inquiry. Topics covered in the course include approaches to inquiry, procedures used in qualitative and quantitative data collection and analysis, as well as critical analysis, synthesis, and evaluation of research reports. Prereq: EDUC 201 or equivalent.

203. FOUNDATIONS OF EDUCATION 3 hrs.  
This course is part of the Pre-Professional block in the School of Education. Content components include history of education, structure of American education, educational philosophies, legal and ethical issues in teaching, basic learning theory, lesson planning, and use of technology applications. In addition, 60 hours (10 week period) of in-school teaching experience in Des Moines area schools are required. Students generally complete the admissions process to teacher education.

205. HUMAN DEVELOPMENT (Elementary and Early Childhood) 3 hrs.  
Principles of human growth and development and their implications for curriculum, classroom teaching, understanding human behavior, developing wholesome personality and mental health.

206. HUMAN DEVELOPMENT (Secondary) 3 hrs.  
Principles of human growth and development and their implications for curriculum classroom teaching; understanding human behavior and developing wholesome personality and mental health.

207. LEARNING AND ASSESSMENT 3 hrs.  
This course examines research, theory and practice relevant to learning, teaching and assessment. Students acquire knowledge of theories of learning and how those interface in classrooms. Students also create products relevant to instruction and assessment.

208. EDUCATIONAL PSYCHOLOGY OF TEACHING AND LEARNING 4 hrs.  
(4 hours, MAT/MST students only)  
This course emphasizes theories of intelligence and learning as they apply to PreK-12 students, including student cognitive and social development, and application to teaching, instructional planning and assessment, as it relates to diverse student populations. Satisfies the Iowa requirement for Human Development. Students explore current research and practices related to complex issues in the teaching and learning process, including, cognitive learning theory; social/emotional development; formulation of appropriate educational objectives; selection of instructional procedures based on the nature of the learning process and the effectiveness of various teaching methods; and the evaluation of

learning through classroom and standardized assessment. Students then apply this knowledge through decisions related to classroom climate, student motivation, and instructional cycle of planning, teaching, and assessment.

211. CURRICULUM HISTORICAL PERSPECTIVE AND DESIGN 3 hrs.  
Theory and practice of a systems approach to the design, development and management of teaching and curriculum design. Prereq.: EDUC 276

214. CONTEMPORARY ISSUES IN EDUCATION 3 hrs.  
Students will examine numerous trends, developments, and projections as they have and will impact instrumental theory and practice. Emphasis will be placed on the effects of these issues on the planning, development, and implementation of effective teaching models. Local, State, National, and International issues in education are presented in open forum.

216 & 217. MODELS AND ASSESSMENT OF EFFECTIVE TEACHING I & II 6 hrs.  
In this two part course, contemporary models of instruction are surveyed, discussed and assessed. Staff and designated trainers present summaries of instructional programs such as Cooperative Learning, Mastery Teaching, Outcome Based Education, Simulation, and Concept Attainment. Emphasis is placed upon the development of a variety of teaching strategies, and individual student learning styles.

218. FIELD STUDY AND PROJECT 3 hrs.  
Students will conduct a pre-planned action research project within the context of their classroom. Emphasis will be on strengthening behaviors which have been demonstrated through previous research to contribute to effective teaching. Outcome: Teachers will implement classroom changes according to an agreed upon plan.

219. TEACHER LEADERSHIP 3 hrs.  
Investigates the many aspects of teacher leadership: behaviors that together define teacher leadership, teacher-leaders as change agents, curriculum designers, situational leaders, transformational leaders, and professional developers. Communication skills necessary for the practice of teacher leadership are refined and ways of connecting teacher-leaders outside the school are outlined. A teacher exhibition showcases the work of ETLL teachers as a culminating experience and authentic practice of teacher-leadership.

220. BALANCED ASSESSMENT 2 hrs.  
Develop a broad spectrum of strategies to assess today's learners. This course explores using standardized tests, creating teacher-made tests, and implementing different methods of grading and reporting. Learn how to implement a wide variety of portfolios, design performance rubrics, create journals, use metacognitive strategies, and plan culminating events. Discover how to integrate the use of traditional testing methods with dynamic assessments and develop a balanced assessment plan appropriate to your classroom

221. DYNAMICS OF CURRICULUM DIRECTION AND CHANGE 3 hrs.  
Study and use of strategies for the development and implementation of new curricular programs. Application of strategies to selected problems and cases.

223. PHYSICAL EDUCATION AND HEALTH IN THE ELEMENTARY SCHOOL 3 hrs.  
Methods and materials for teaching elementary school physical education and health.

224. TEACHING OF LITERATURE OF CHILDHOOD AND YOUTH 3 hrs.  
Designed to acquaint students with the world of children's and young adult literature and to explore the many roles it plays in the elementary and middle school classroom. Prereq.: EDUC 203 and admission to Teacher Education.)

225. TEACHING OF SCIENCE 3 hrs.  
This course is part of the Professional block in the School of Education. It focuses on proven National Science Education Standards and methods for the effective teaching of science in the elementary grades. "Constructivist" learning theories are examined and applied through peer lesson planning and teaching. Drake students also develop science lessons and teach

them to elementary students in Des Moines area schools. Following reflection and enhancement, the lessons are then converted to web-based portfolios and shared with the teaching profession. (Prereq.: EDUC 203 and admission to Teacher Education)

**226. TEACHING OF MATHEMATICS** 3 hrs.  
Study of research in the teaching of mathematics. Survey and evaluation of programs and new methods of teaching. Prereq.: EDUC 203 and admission to Teacher Education.

**227. TEACHING OF LANGUAGE ARTS** 3 hrs.  
Designed to aid both preservice and in-service teachers in understanding the theory and methods associated with developing the language arts skills which enable students to most fully participate in the language community. Concurrent registration in EDUC 129/229 is recommended. Prereq.: EDUC 203 and admission to Teacher Education.

**228. TEACHING OF SOCIAL STUDIES** 3 hrs.  
Strategies, methods, and materials for effective social studies instruction in the elementary school. Prereq.: EDUC 203 and admission to Teacher Education.)

**229. TEACHING OF LITERACY** 3 hrs.  
Designed to aid both preservice and in-service teachers in the development of their knowledge of current theory and practice in the teaching of reading. The course focuses on facilitating the positive development of reading proficiency and interest on the part of the K-6 student. Concurrent registration in EDUC 127/227 is recommended. (Prereq.: EDUC 203 and admission to Teacher Education.)

**230. INDEPENDENT STUDY** 1-3 hrs.  
See general academic requirements section.

**231. TOPICS IN MIDDLE SCHOOL GROWTH AND DEVELOPMENT** 3 hrs.  
Physical, cognitive, social, and emotional growth, development and special needs of young adolescents (aged 10-15). Special attention will be devoted to topics that affect middle school students, including identity and moral development, self-concept and self-esteem, motivation and achievement, substance abuse and eating disorders, and teen pregnancy.

**232. METHODS OF TEACHING IN SECONDARY SCHOOLS** 3-4 hrs.  
Methods, techniques and materials for instruction in English, business, social studies, mathematics and science in secondary schools. (Prerequisite: EDUC 203 and admission to Teacher Education.)

**234. MIDDLE SCHOOL CURRICULUM AND METHODS** 3 hrs.  
A repertoire of teaching strategies and organization that addresses developmentally appropriate teaching and learning for middle school students. Curriculum issues cover a wide spectrum, from individualizing instruction to fully-integrated curriculum designs and their implementation. Current research topics include design and structure of the middle school, interclass social structures. Prereq.: Admission to a Teacher Education program.

**236. METHODS OF SECONDARY SCIENCE TEACHING** 3 hrs.  
This class focuses upon teaching methods as well as the nature of science. It is designed for the pre-service science teacher as well as other science majors with the possibility of working in academic and general laboratories. Activities/topics include: science philosophy paper, analysis of teaching through video and audio tape, creation and implementation of lesson plans aligned with the National Science Education Standards, constructivist teaching practices, inquiry in the science classroom and activities/discussion about potentially controversial science topics in the public education area. Coreq.: EDUC 274.

**240. SPEECH AND THE CLASSROOM TEACHER** 3 hrs.  
This course offers educators at all levels an overview of speech communication skills that specifically address areas vital to effective teaching and learning--clear and confident presentation skills, listening skills, large group and small group discussion techniques, conflict resolution strategies, and the creative aspects of using text through oral interpretation. Particular attention will be paid to the power of voice and ability of education to help students find and use all aspects of their voices in a positive, proactive manner.

**242. READING AT THE SECONDARY LEVEL AND INTERDISCIPLINARY CURRICULUM DESIGN** 2 hrs.  
(2 hours, all students UG/Grad, seeking secondary education licensure)

This course explores effective strategies to enhance students' understanding of narrative and expository text. It also includes interdisciplinary planning and curriculum design for middle and high school teachers within thematic units.

**252. CURRICULUM FOR EARLY CHILDHOOD** 3 hrs.  
This course describes the theoretic and philosophic foundations of early childhood curricula and examines program methods and pedagogy which lead to the development and design of curricula appropriate for young children, birth through age eight. Prereq.: admission to Teacher Education.

**253. TEACHING METHODS FOR EARLY CHILDHOOD** 3 hrs.  
This course presents teaching strategies, materials, and methodology for designing developmentally appropriate programs for children from birth through age eight.

**254. WORKING WITH FAMILIES OF YOUNG CHILDREN** 3 hrs.  
Focus on an understanding of parent-child relationships and staff-parent interactions. Ways to develop and enhance an appreciation of different cultures, styles, and family structures will be discussed. Effective communication with family members and parent to parent models of support and education will be emphasized. Resources available to families of young children with and without disabilities will be examined within a family-centered framework. Prereq.: admission to Teacher Education.)

**255. LANGUAGE AND LITERACY** 3 hrs.  
This course provides an in-depth examination of the oral and written language acquisition among young children with implications for literacy practices. The course involves a case study. Prereq: Admission to Teacher Education.

**259. PRACTICUM IN EARLY CHILDHOOD EDUCATION** 5 hrs.  
Supervised experiences in early childhood education settings. Prereq.: Admission to Student Teaching.

**261. TECHNOLOGY INTEGRATION IN THE CLASSROOM** 2 hrs.  
Technology Integration in the Classroom, explores the use of instructional technology within K-12 education, including research on effective use of technology in the teaching and learning process, and location and evaluation of grade- and content-specific resources. Hands-on experience in multimedia technology is provided through the laboratory component of the course. Students will gain experience with (1) personal and professional use of technology, (2) production of multimedia and online materials, and (3) recognition of the role of technology in student learning and future success.

**264. CRITICAL PERSPECTIVES ON RACE, ETHNICITY, AND GENDER** 3 hrs.  
An historical, social, and cultural analysis of the interrelationships among racial, ethnic, class, and gender experiences, in conjunction with an examination of the individual, institutional and social constructs of prejudice, discrimination, and stereotyping. The course will, through its comparative approach, aim to increase understanding of race, ethnic, and gender identity, and sensitize students to the subjective experience of marginalized groups. Case studies will augment the course content for direct application to the development of instructional programs. There will be an emphasis on African Americans, Latinos, Native Americans, Asian Americans, gender, sexual orientation, class structure, and the disabled. A 10-hour service-learning component in a social service organization is required. This course meets the diversity standards for teachers as outlined by the Iowa Department of Education.

**265. INSTRUCTION AND MANAGEMENT IN THE ELEMENTARY GRADES** 1 hr.  
Elementary school curriculum development and organization, instructional planning, and classroom management. (To be taken concurrently with EDUC 266)

266. STUDENT TEACHING PRACTICUM, ELEMENTARY 5-11 hrs.  
Supervised teaching experience for students in graduate programs. (To be taken concurrently with EDUC 265)
267. INSTRUCTION AND MANAGEMENT IN THE SECONDARY GRADES 1 hr.  
Secondary school curriculum development and organization, instructional planning, and classroom management. (To be taken concurrently with EDUC 268)
268. STUDENT TEACHING PRACTICUM, SECONDARY 5-11 hrs.  
Supervised teaching experience for students in graduate programs. (To be taken concurrently with EDUC 267).
270. READING IN THE CONTENT AREA 3 hrs.  
Designed to explore how teachers can assist students to most productively work with content area reading materials and encourage positive attitudes toward reading, writing, speaking, listening and critical thinking in the content area.
272. ISSUES AND RESEARCH IN EARLY CHILDHOOD SEMINAR 3 hrs.  
This course provides students an opportunity to identify critical issues pertaining to early childhood programs and to investigate these issues in empirical studies. Students will read, discuss and critique the seminal studies of the past on young children. Students will complete one extensive literature review and make recommendations pertaining to the pertinent topics of early childhood education.
273. PRACTICUM IN EARLY CHILDHOOD AND READING 3 hrs.  
Supervised practicum dealing with early childhood and reading.
274. SAFETY IN ACADEMIC SCIENCE LABS 2-3 hrs.  
A technology rich, pragmatic safety course designed to assist current and prospective science and education professionals to address four essentials. The legal section of the course examines applicable laws, codes, and professional standards. The safety management component focuses on performing safety audits and initiating appropriate corrections. The chemical management section addresses chemical labeling, hazard assessment, storage, and disposal. The safety components of the National Science Education Standards are also included.
275. LITERACY ASSESSMENT AND INSTRUCTION I 3 hrs.  
This course provides opportunities for an in-depth understanding of disabled readers. Students will explore how to develop, implement, and evaluate the instructional strategies used in teaching reading to a child. It involves an extensive tutoring component with struggling readers of elementary age. Students will be assigned to specific children brought to our class each evening for the semester. In addition, readings, demonstrations, and discussions of appropriate and effective instruction with opportunities for reflective evaluation will also be provided.
276. PRINCIPLES OF PROGRAM/CURRICULUM DEVELOPMENT 3 hrs.  
Study of the basic principles necessary for developing, implementing or modifying program curricula in any educational setting.
278. LITERACY ASSESSMENT AND INSTRUCTION II 3 hrs.  
This course provides opportunities for an in-depth understanding of disabled readers. Students will explore how to develop, implement, and evaluate the instructional strategies used in teaching reading to a child. It involves an extensive tutoring component with struggling readers of elementary age. Students will be assigned to specific children brought to our class each evening for the semester. In addition, readings, demonstrations, and discussions of appropriate and effective instruction with opportunities for reflective evaluation will also be provided.
280. ELECTRONIC TOOLBOX FOR EDUCATORS 3 hrs.  
Explores the electronic world of multimedia and hypermedia, emphasizing technology skill building, the integration of technology into teaching, methods of electronic communication, and generation of original materials for classroom use. Students develop a multimedia product for teaching presentations and a hypermedia 3-level World Wide Web site that has professional utility.
282. TEACHING AND LEARNING WITH HYPERMEDIA 3 hrs.  
HTML, building and maintaining Web pages, distance learning as a teaching/learning tool, distance publication, reexamining teaching paradigms.
285. PLANNING AND MANAGING TECHNOLOGICAL CHANGE 3 hrs.  
Troubleshooting, networks for educational uses, funding and budgeting for technology, dealing with the dynamic nature of technological development.
286. ADVANCED PRODUCTION AND DISSEMINATION 3 hrs.  
Advanced multimedia production, CD-ROM production, digitizing sound and video, distance conferencing.
294. HUMAN DEVELOPMENT AND LEARNING 3 hrs.  
Theory and principles of human development in childhood and adolescence, including individual differences and exceptionality and of research-based learning theory, motivation, cognitive, affective and psychomotor growth.
295. ADVANCED SPECIAL TOPICS IN CURRICULUM 3 hrs.  
This course involves extensive work by the student with a cooperating faculty member. A pre-arranged plan of the project or work must be completed and be reviewed and approved by the student's advisor. This work may involve extensive on-going research/writing by the student with a faculty member on a research project or in topic inquiry area. This work might involve an integrated essay, a multi-media project, an action/applied research project, and/or an ethnographic reflection.
298. RESEARCH SEMINAR AND PROJECT. 3 hrs.  
Study and application of research related to teaching methods, selection and adaptation of content and other pedagogical concerns.
299. THESIS 3 hrs.