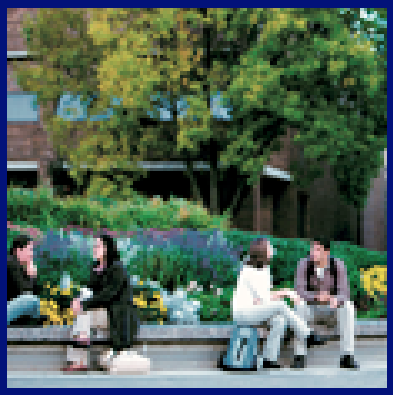
Drake
DRAKE UNIVERSITY



Undergraduate General Catalog
2005-2006

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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.

The University is revitalizing Drake Stadium, home of the Drake Relays since its opening in 1926. The $12.6 million project, to be completed before the 2006 Drake Relays, will include new seating for fans, a wider track that meets international competition standards, an outside safety lane for athletes, a state-of-the-art artificial grass field by FieldTurf that will be large enough to accommodate Drake's NCAA football and men's and women's soccer teams and a new scoreboard. The improvements will position Drake and Des Moines to bid for the NCAA Outdoor Track and Field Championships, along with AAU and USA Track and Field competitions. The estimated economic impact of these events and the ongoing Drake Relays will be in excess of $300 million over 10 years.

With the end of World War I, 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.

The National Commission on the Future of Drake University 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. On May 7, 1993, the University announced that the $115 million overall goal of the Campaign had been exceeded — more than one full year ahead of its scheduled May 31, 1994, completion. At its official conclusion, 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. The campaign, the largest ever undertaken by a private college or university in Iowa, reached its goal on May 31, 2002.

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 Board of Governors, 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 also was a faculty member for 10 years.

Drake consistently ranks among the top universities in academic reputation among more than 140 Midwest master's universities ranked by U.S. News and World Report magazine. The magazine also rates Drake as one of today's best values in higher education as does Peterson's Guide to Competitive Colleges and Barron's 300 Best Buys in College Education.

A total of approximately 5,220 students are enrolled in the six colleges and schools of the University: the Colleges of Arts and Sciences (including Fine Arts), Business and Public Administration, and Pharmacy and Health Sciences; and the Schools of Education, Journalism and Mass Communication, and Law.

Collegial Structure
Drake University is a private and independent major university located in an urban setting in Des Moines, the capital of Iowa and its largest city. Enrollment is selective and size is limited.

Pre-professional programs in the College of Arts and Sciences meet requirements for admission to schools of church vocations, dentistry, engineering, law, medical technology, medicine, physical therapy and social work.

Drake University also offers postgraduate study in the following programs: master's degrees in business administration, education and teaching, financial management, music and public administration; the Specialist in Education degree; the Doctor of Pharmacy degree; the Doctor of Education degree; the Juris Doctor degree in law; and several joint degree programs.

Drake University has been on the approved list of the North Central Association of Colleges and Secondary Schools since the association was established in 1913. The various colleges and schools are also accredited by their professional accrediting agencies.

Undergraduate Admission

CAMPUS VISITS

Prospective students are invited to explore the educational opportunities at Drake University by arranging a campus visit. During an individual campus visit, students can meet with an admission counselor and tour the campus with a Drake student. During the week, prospective students may meet with faculty to discuss academic programs and major areas of interest or attend a class. Additional meetings may be arranged if requested when scheduling the appointment. The Office of Admission is open Monday through Friday from 8 a.m. to 4:30 p.m. during the entire year except holidays. Campus visits are also available on selected Saturdays in the fall and spring. Visitors are encouraged to call two weeks in advance of the visit to schedule appointments.

In addition to individual visits, students are welcome to attend one of Drake's Preview Day Programs that are designed to showcase the academic and extracurricular experience at Drake. The Preview Day Programs include sessions that cover academic offerings, admission process and criteria, campus environment, extracurricular options and financial assistance programs. In addition, students tour the campus with a Drake student and have an opportunity to meet many members of the Drake community. These programs are held on specified dates, which are listed on Drake's Web site.

To schedule a visit or register to attend a Preview Day, please contact Drake's Office of Admission at 800-44-DRAKE, Extension 3181 toll-free, or locally and outside the U.S. at 515-271-3181 or visit the admission Web site at http://www.choose.drake.edu.

APPLICATION FOR ADMISSION

Application for admission to undergraduate degree programs, except pharmacy, may be made for any fall, spring or summer term. Entrance into the College of Pharmacy and Health Sciences Program is granted only in the fall term. Applications may be obtained by writing or telephoning the Office of Admission, or through the Web site:

Office of Admission
Drake University
2507 University Avenue
Des Moines, IA 50311-4505
Toll-free: 800-44-DRAKE, Extension 3181
Local/outside the United States: 515-271-3181
Fax: 515-271-2831
E-mail: admission@drake.edu
World Wide Web: http://www.choose.drake.edu

Applications and all supporting documents should be on file in the Office of Admission by the following dates:

First-year and transfer students, except pharmacy:

Fall Term: March 1 to receive priority consideration for admission, financial aid, scholarships and housing.
Spring term: December 1
Summer term: April 15

First-year pharmacy students:

Priority deadline: December 1

Final deadline: February 1

Transfer pharmacy students (admission consideration is only at the professional program level):

Deadline: February 1 (through PharmCAS at http://www.pharmcas.org)

Applications submitted after March 1 will be considered on a space- and funds-available basis.

Applicants for the National Alumni Scholarship must apply for admission and submit all other required admission documents by the January 20, 2006, postmark deadline.

Admission to Drake University is selective and takes into consideration the complete record of a candidate for admission. Since the University prefers students with varied talents and interests, there is no single and inflexible set of admission standards applied to all candidates for admission. Prospective students bring a variety of academic preparation; therefore, Drake reviews the full record of each candidate for admission and makes a decision based upon the qualifications of each individual. Admission is granted without regard to sex, color, creed, religion, race, age, national or ethnic origin, or disability. Drake University admits students without regard to sexual orientation, to all rights, privileges, programs and activities generally accorded to or made available to students at the University.

Beginning October 1, applicants to all programs of study, except pharmacy, are notified of an admission decision within three weeks after all required materials have been received in the Office of Admission. Candidates for admission to Drake University should address all correspondence to:

Office of Admission
Drake University
2507 University Avenue
Des Moines, IA 50311-4505.

FIRST-YEAR STUDENT NON-PHARMACY ADMISSION REQUIREMENTS

High school seniors are admitted for the fall and spring semesters as well as the summer terms. Students are encouraged to apply for admission in the fall of the academic year. March 1 is the priority deadline for admission, financial aid, scholarships and housing; however, applications are accepted after that date. Applications for the National Alumni Scholarship and all other required admission documents must be postmarked by January 20, 2006.

Each completed application for admission is reviewed individually. Drake University considers the following criteria to be important in evaluating qualifications for admission:

- The quality of preparation for college-level work achieved in high school in terms of coursework and grades. Each high school record is evaluated to determine potential to achieve academic success at Drake University.
- Satisfactory scores on the American College Test (ACT) or the Scholastic Aptitude Test (SAT-I).
- Evidence of involvement and leadership in activities.

The admission of high school seniors is contingent upon successful completion of graduation requirements with grades comparable to those upon which the admission decision was based. After graduation, students must provide final, official transcripts showing graduation date, final semester course grades and final rank in class. Failure to provide all necessary documents may result in the cancellation of admission or registration. It also precludes the release of a Drake transcript.

FIRST-YEAR STUDENT PHARMACY ADMISSION REQUIREMENTS

Admission to the College of Pharmacy and Health Sciences (CPHS) is offered only for the fall term.

Applying for direct admission to the pre-pharmacy program within the CPHS differs from applying to all other undergraduate programs of study in two ways. There are strict priority and final application deadlines, and the students will be selected from a pool of applicants rather than on a rolling-admission basis. Admission may be granted directly to the College of Pharmacy and Health Sciences or to one of Drake's other colleges and schools.

- **December 1, 2005,** is the priority deadline for direct admission to the CPHS. The application must be postmarked no later than December 1, 2005. All required documents must reach the Office of Admission no later than December 10, 2005. Notification of admission decisions for priority applicants will be made in January.
- **February 1, 2006,** is the final application postmark deadline for direct admission. Required documents must reach the Office of Admission no later than February 10, 2006. Notification of admission decisions for students applying by February 1 will be made in late February. Students should reply to all offers of admission no later than May 1.

FIRST-YEAR STUDENT APPLICATION REQUIREMENTS

- Completed application for admission with the $25 non-refundable application fee (fee is waived for students who apply online).
- Official high school transcript.
- Official test scores from either the American College Test (ACT) or the Scholastic Aptitude Test (SAT-I).
- High School Report & Counselor Recommendation Form.
- Personal essay is strongly encouraged.

Prospective students who graduated from high school four or more years prior to applying for admission and who did not take the ACT or SAT-I examination should contact the Office of Admission. Students who were enrolled at other colleges or universities must submit official transcripts from each institution attended. Failure to provide official transcripts from each institution attended or any misrepresentation on the application for admission may result in the cancellation of admission or registration. It may also preclude the release of an official Drake transcript.

EQUIVALENCY DIPLOMA

Candidates for admission who are at least 18 years of age and hold equivalency diplomas issued by state departments of education are eligible for admission consideration. To be considered, candidates must submit an official transcript of all high school work attempted and a transcript of General Education Development (GED) credentials. Prospective students who did not take an ACT or SAT examination while in high school or within four years of leaving high school are required to take the Minnesota Scholastic Aptitude Test (MSAT) and should contact the Office of Admission.

Veterans and current members of the U.S. Armed Forces who have completed the GED, the Comprehensive College Test or the General Examinations of the College-Level Examination Program (CLEP) should apply to their state department of education for equivalency diplomas. Official certification should be sent by the state department of education directly to the Drake Office of Admission.

TRANSFER STUDENT NON-PHARMACY ADMISSION REQUIREMENTS

Drake welcomes transfer students from two- and four-year institutions. Transfer applicants with a minimum cumulative grade point average of 2.0 (“C”) on a 4.0 scale, or the equivalent, for all college work attempted at an accredited institution are considered for admission to Drake University. However, a 2.5 minimum cumulative GPA is recommended for admission. Transfer applicants must be in good academic standing at the last institution attended. Admission to specific programs and majors may require a higher GPA.

Transfer applicants are encouraged to submit the application for admission and supporting documents by March 1 for entrance to the fall term and by December 1 for entrance to the spring term.

TRANSFER STUDENT NON-PHARMACY APPLICATION REQUIREMENTS

- Completed application for admission with the $25 non-refundable application fee (fee is waived for students who apply online).
- Official transcripts from all postsecondary institutions attended, including summer terms.
- If fewer than 24 semester hours of successful college work have been completed at the point of application, transfer applicants also must submit final, official high school transcripts and ACT or SAT-I scores. Or, when appropriate, an alternative test may be required.
- Personal essay is strongly encouraged.

A final, official transcript of all college work must be provided prior to enrollment.

A student suspended for academic or other reasons at another institution, or otherwise not in good standing, is not eligible for admission to, or enrollment in Drake University for one year following the imposition of the suspension.

Transfer applicants must request that each postsecondary institution previously attended send an official transcript of all work attempted directly to the Office of Admission. Attendance at each institution must be reported whether credit was earned and regardless of the applicant's preference. Failure to report all previous academic work is considered sufficient cause for rejection of an application or cancellation of admission or registration. It also may preclude the later release of a Drake transcript.

TRANSFER STUDENT PHARMACY APPLICATION REQUIREMENTS

Transfer students are considered for admission only to the professional level of the pharmacy program. Admission is not offered to transfer applicants at the pre-professional level. All professional-program applicants must complete the application offered by the Pharmacy College Application Service (PharmCAS), available at http://www.pharmcas.org**, not** the Drake University application for admission.

Drake's application deadline is February 1, and early application, preferably in the fall, is strongly recommended. Although Drake will accept PCAT scores from the January test, applicants are encouraged to sit for the PCAT no later than October. Scores must be submitted directly to PharmCAS at code 104.

INTERNATIONAL STUDENT ADMISSION REQUIREMENTS

Applications for admission to undergraduate degree programs or to the Intensive English Program are submitted to the Office of Admission. Students are encouraged to apply for admission before March 1, the priority deadline for scholarship and financial aid consideration. Applications are accepted, however, throughout the year. Students may apply for admission for the fall, spring or summer terms. The pharmacy application requirements pertain if the intended program of study is pharmacy. Please refer to the first-year and transfer-student sections, respectively, for specific information on application guidelines.

International undergraduate students are eligible for all merit scholarships listed in the Scholarships and Grants section of this catalog with the exception of National Merit Scholarships. Please refer to that section for detailed information about these awards. They are also eligible to receive aid based on financial need. This information may be found in a specifically designated area within the Financial Aid section of the catalog.

Applicants wishing to improve their language proficiency before beginning an academic program may apply for admission to both an academic program and the Intensive English Program. Drake offers conditional admission to most programs of study at the undergraduate level to applicants who meet the University's academic requirements but first need to improve their English. To enroll in Drake degree courses on a full-time basis, students must achieve a TOEFL score of at least 197 (computer based) or 530 (paper based). Students with scores between 157 and 197 or 480 and 530 may be approved to enroll

in both degree courses and English classes, each on a part-time basis. Students whose TOEFL scores are less than 157 or 480 are asked to enroll in English classes on a full-time basis.

Drake University is authorized by federal law to enroll non-immigrant students and exchange visitors. International students are required to submit proof of financial resources before an I-20 or DS-2019 is issued respectively for the F-1 or J-1 visa.

Students who have sat for the General Certificate of Education Advanced Level Examinations can be awarded six to eight hours of credit per subject passed at the advanced level. Other national examinations may yield advanced-standing credit. Applicants who have completed the full International Baccalaureate diploma program are eligible for approximately one year of advanced-standing credit. Partial completion of the IB requires a course-by-course evaluation. For further details, please refer to the Advanced Placement and College Credit section in this catalog.

PART-TIME UNDERGRADUATE STUDENTS ADMISSION REQUIREMENTS

A student enrolled in fewer than 10 credit hours of coursework during any fall or spring semester is considered a part-time student. Applicants considering completing a Drake degree on a part-time basis through evening classes should contact the department chair in disciplines of their proposed majors to make certain all required courses are available as evening classes.

Part-time degree applicants are required to meet the same standards for admission as full-time applicants.

TRANSFER OF CREDIT

Drake considers for admission transfer applicants with a minimum cumulative grade point average of 2.0 (“C”) on a 4.0 scale, or the equivalent, for all college work attempted. However, a 2.5 minimum cumulative GPA is recommended for admission. Once a student is admitted, the Office of Admission coordinates the evaluation of official transcripts documenting previous college-level work completed.

Transfer students must request that a transcript bearing the official seal and signature of the official in charge of records be sent directly to Drake’s Office of Admission by each college or university previously attended. Transcripts that have been in the student’s possession are not considered official documents.

Drake University considers full transfer credit for courses in which the applicant received a grade of “A,” “B,” “C” (where “C” is equal to 2.00), or the equivalent of “P” on a pass-fail system where “P” is specifically designated as indicating a quality of work no lower than “C” on a conventional grading scale.

Grades earned in courses accepted for transfer are not included in the grade-point average to be maintained at Drake University. The credits, however, do count toward the total number required for graduation. Because of differences in major requirements for the various degrees offered, there can be no assurance that all courses transferred will apply toward the college/school or major requirements of the degree the student seeks at Drake.

Transfer students may receive credit for academic courses taken at postsecondary institutions that were regionally accredited at the time the courses were taken. Courses accepted for transfer credit must parallel courses offered at Drake University or otherwise be appropriate for college-level credit. Additional courses may be accepted for credit at the discretion of the dean of the Drake college or school in which a student is enrolled.

Credit may be granted for a combination of relevant work completed in (a) college-level non-degree, extension or correspondence courses offered through an accredited collegiate institution that accepts the

credit for its own degree or (b) courses satisfactorily completed in non-collegiate organizations that are recommended at the baccalaureate level by the American Council on Education.

Transfer students may be awarded credit for satisfactory scores in subject-matter tests of the College Level Examination Program. See details and information under Advanced Placement and College Credit by Examination.

Drake University accepts a maximum of 66 semester hours of transfer credit from two-year institutions if the courses completed are parallel to courses offered at Drake, appropriate for college-level credit, or are in accordance with current course articulation agreements with a specific community college. A total of 16 semester hours of elective credit may be granted for vocational-technical courses at the discretion of the dean of the Drake college or school in which a student is enrolled.

A maximum of 94 semester hours of transfer credit may be applied to any Drake degree (with the exception of pharmacy students, where up to 178 hours of transfer credit may be applied). A maximum of 66 hours of acceptable college credit may be transferred from courses completed at two-year institutions as any part of the first 94 semester hours (178 hours for pharmacy) toward a bachelor's degree.

Transfer students must successfully complete their last 30 hours in residence at Drake University.

A preliminary degree audit of transfer credit is forwarded to prospective students following admission. When final, official transcripts have been received, a final degree audit is completed and mailed to the student.

The degree audit represents evaluation of remaining major, minor and other degree requirements to earn a Drake degree. Audits are prepared by a representative of the dean's office of the Drake college or school in which the student plans to enroll. In consultation with the dean, transfer students may elect to satisfy either the major requirements outlined in the Drake catalog from the time of matriculation at the first college or the major requirements in the Drake catalog current at the time of transfer.

UNCLASSIFIED STUDENTS (NON-DEGREE)

A student interested in taking courses for academic credit but who is not seeking a degree is welcome to enroll as an unclassified student. Students who have been denied admission to Drake are not eligible to enroll as unclassified students without the permission of the vice president of admission and financial aid. Non-degree students (unclassified) are held to the same probation and suspension standards as admitted, degree-seeking students. Hours earned as an unclassified student may or may not apply toward a degree program.

Once 24 credit hours have been accumulated, the student will be contacted concerning his or her academic goals, past performance and intent to be admitted to the University. If the student does not intend to pursue a Drake degree, he or she may continue as an unclassified student. Unclassified students who want to become degree-seeking candidates must submit the application for admission and official transcripts of all courses attempted at all postsecondary institutions attended.

Applicants are required to meet the same standards for admission as transfer students. The Office of Admission evaluates credit for the courses completed, including hours earned at Drake. The dean's office of the appropriate college or school decides how each course accepted applies toward Drake's degree requirements.

CREDIT FOR EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES

Drake University follows the recommendations for baccalaureate credit in the Guide to Evaluation of Educational Experiences in the Armed Services of the Office on Educational Credit of the American Council on Education. Credit is allowed as specified in the upper-division baccalaureate category and the lower-division baccalaureate/associate degree category.

RE-ENROLLMENT FOR UNDERGRADUATE STUDENTS

Degree-seeking undergraduates, full- or part-time, whose studies are interrupted for a period of one or more fall or spring semesters, are required to submit an application for re-enrollment through the Dean's Office of the college or school of their last enrollment. Students are encouraged to begin the re-enrollment process at least two months prior to the beginning of the semester or summer session in which they intend to re-enroll. Re-enrollment forms are available from the Office of the Student Records and Academic Information and at http://www.drake.edu/cgi-bin/reenrollment.cgi. Returning students who intend to apply for financial assistance are encouraged to submit all required documents by March 1.

Re-enrolling students who have registered at other college(s) after leaving Drake must provide official transcripts from all institutions attended. Students are subject to the academic regulations and requirements in effect at the time of re-enrollment.

HIGH SCHOOL VISITING STUDENT PROGRAM AND POST-SECONDARY ENROLLMENT OPTIONS ACT (PSEO)

Drake University provides students who are currently enrolled in high school and desire the challenge of academic study above and beyond what is available in the high school curriculum to investigate the opportunity of dual enrollment. Students are eligible to take a maximum of two courses during the fall and spring semesters in day or evening courses and one course per summer session as visiting students at Drake University while completing their remaining high school graduation requirements. Enrollment in requested courses is subject to course availability. Students in the Visiting Student Program also may qualify under the Post-Secondary Enrollment Options Act for financial assistance.

To qualify as visiting students to take courses while still in high school, students must provide a copy of their high school transcript, rank in the top one-third of their classes and have scored a composite of 90 on the PSAT, 900 on the SAT-I, 21 on the ACT PLAN or 21 on the ACT. Applicants to this program must complete a Visiting Student Form, available in the Office of Admission or at their high schools.

ADMISSION TO SUMMER SESSIONS

Prospective students who want to begin a Drake degree program during the summer session must apply for admission through the Office of Admission. Students who wish to enroll in Drake summer courses for personal enrichment or for transfer to another institution may do so without formal admission to a Drake degree program.

VISITING STUDENTS

Students who regularly attend other colleges or universities and register at Drake University for the purpose of earning credit to transfer to their home institution are required to complete the Visiting Student Form, available at the Office of Admission. Visiting students are encouraged to seek course-by-course approval from their home institutions prior to registering for specific courses at Drake.

Students who want to attend Drake University beyond one summer session or fall or spring semester must submit the application for admission and required documents.

FOLLOWING ADMISSION

Drake University supports the National Candidates Reply Date, which allows admitted students to choose without penalty among offers of admission and financial aid until May 1. Full-time admitted students planning to enroll at Drake for the fall semester are required to submit the Enrollment Reply Card with a non-refundable $150 tuition deposit. Professional Pharm.D. transfer students are encouraged to submit the Enrollment Reply Card and required enrollment deposit of $350 by May 1. The non-refundable deposit is credited to the first semester's tuition account. Part-time students must return the Enrollment Reply Card, but are not required to submit the deposit. Comprehensive instructions for replying to the offer of admission are mailed with admission notification.

Full-time students must live in the Drake residence halls during any period of University enrollment within two years following high school graduation, unless they are married, live at home or live with relatives. Other students may choose to live in student residence halls if space is available.

Residence hall contracts are mailed to students with notification of admission. The contract should be submitted with the required $100 housing deposit to the Office of Residence Life. Students are encouraged to return the student residence contract and housing deposit as soon as possible after admission. The $100 housing deposit is fully refundable until May 1.

For more information about Drake University, write:

Office of Admission
Drake University
2507 University Avenue
Des Moines, Iowa 50311-4505

Or call:

Toll-free: 800-44-DRAKE, Extension 3181
Local/outside the U.S.: 515-271-3181
Fax: 515-271-2831
E-mail: admission@drake.edu
World Wide Web: http://www.choose.drake.edu

So that Drake may respond appropriately to your inquiry, please include in your correspondence the following information about you and your interests:

- Are you seeking information about undergraduate or graduate programs?
- Do you have a degree? If so, please specify.
- Would you be an entering first-year student, transfer student or graduate student?
- Are you an international student?
- Please indicate your anticipated term of enrollment.
- Please indicate the school you are currently attending (high school or college) or have most recently attended.
- Please provide your full mailing address, telephone number and e-mail address.

HEALTH HISTORY AND IMMUNIZATION REQUIREMENTS

All new full-time students must have a completed health history and immunization form on file at Drake's Student Health Center. The health history and immunization requirements must be completed at the student's expense before the start of the semester. Students who do not comply will be placed on "hold" status. Failure to comply will result in second-semester class registration delays.

Notes are not given out by the Student Health Center. If a professor needs to verify a student's absence for health reasons, the student may complete a Release of Information form at the health center. This allows the health center to verify illness. If the student is unable to be seen at the health center or the student was able to treat himself or herself, then the professor can make a decision based on his/her experience with the student.

SUMMER REGISTRATION/ORIENTATION

Drake University offers several summer orientation and registration programs for new undergraduate students. Information about these programs is forwarded to new students following admission.

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 **2005-2006**.

FULL-TIME STUDENTS	Per semester
NEW UNDERGRADUATE STUDENTS	$10,500
GRADUATE STUDENTS (excluding M.B.A. candidates)	
LAW	$11,950
PHARM.D.	$11,790
INTENSIVE ENGLISH PROGRAM	**$**4,300
SUMMER	$2,980

PART-TIME DAY (less than 10 credit hours)	Per credit hour
UNDERGRADUATE	$ 430/day $315/evening
GRADUATE:	$ 340
LAW	$845 (Web $830)
MBA	$445 (Web $430)
MPA	$365 (Web $350)
MAC	$445 (Web $430)
PHARM. D.	$ 790 (Web $775)

PART-TIME EVENING (4 p.m. and later) AND SUMMER	
UNDERGRADUATE	$ 315
GRADUATE	$ 365 (Web $340)
LAW	$ 845 (Web $830)
MBA	$ 445 (Web $430)
MPA	$ 365 (Web $350)
MAC	$ 445 (Web $430)
PHARM. D.	$ 790 (Web $775)
ALL OTHERS	$ 330 (Web $350)
HIGH SCHOOL STUDENTS, per credit hour	$ 70

ROOM AND BOARD

The following rates are in effect for the fall and spring semesters 2005-2006:

	Per semester
Double room*	$1,500
Single room (if available)	$2,200
21, 14, 10 meal plan	$1,585
12-meal plan	$1,435
5-meal-per-week plan (not available to students living in the residence halls)	$ 690
7-meal-per-week plan (not available to students living in the residence halls)	$ 935
Block Meal Plan (JR/SR only)	$1,660

Checks may be cashed in the Office of Student Accounts. The limit is $50 per day. The Office of Student Accounts reserves the right to refuse this service.

Students who are not officially registered through the University may not attend class and/or retain the room/board contract.

FEES AND DEPOSITS, 2005-2006

* These fees are non-refundable after the first two weeks of the term.

APPLICATION FEE (NON-REFUNDABLE)	$ 25
OVERLOAD FEE per credit hour undergrad	$410
OVERLOAD FEE * Grad based on program rate	
* TECHNOLOGY FEE - Full-time	$125/semester
* TECHNOLOGY FEE - Part time	Included in tuition
* RHA Fee	$ 18
UNDERGRADUATE ACCEPTANCE DEPOSIT (applied to tuition; non-refundable; due May 1)	$150
PHARMACY TRANSFER ACCEPTANCE DEPOSIT (professional program; applied to tuition; non-refundable; due May 1)	$350
STUDENT RESIDENCE ROOM DEPOSIT (refundable to May 1; see application procedure)	$100
* APPLIED MUSIC FEE (for full-time majors; per semester)	$200
LAW SCHOOL APPLICATION FEE (non-refundable)	$ 40
LAW SCHOOL ACCEPTANCE DEPOSIT	$300
LATE REGISTRATION FEE (non-refundable)	$ 60
PENALTY FEE	$ 60
PAYMENT PLAN APPLICATION FEE (annual)	$ 70
PAYMENT PLAN FEE FOR PART-TIME STUDENTS (per semester)	$ 50
**PAYMENT PLANS THRU AMS	
STUDENT PHOTO IDENTIFICATION CARD REPLACEMENT FEE	$ 20
RESIDENCE HALL ROOM KEY REPLACEMENT FEE (no lock change)	$ 40
SPECIAL EXAMINATION FEE (per course)	$ 60
RETURNED CHECK FEE	$ 25
TRANSCRIPT FEE	$ 5
RECREATIONAL LOCKER DEPOSIT	$ 25
DOCTORAL OR THESIS BINDING FEE	$ 75
DOCTORAL DISSERTATION FEE	$125
AUTOMOBILE REGISTRATION FEE (per sticker or hang tag)	$ 75

* Or appropriate grade level hourly rate MBA, MPA, General Graduate Student, etc.

STUDY ABROAD AND OTHER OFF-CAMPUS PROGRAMS

Costs of these studies vary by program. Financial and other information for study abroad is available at the Center for International Programs and Services. There is a $600 administrative fee per program.

SENIOR CITIZEN CLASS ATTENDANCE

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 of $25 per credit hour. They are not assigned a grade, nor is their attendance entered on a permanent record.

TRANSCRIPT REQUESTS

Transcripts are $5 each. Students should request transcripts from the Office of Student Accounts; payment is required at time of request. Please allow from three to five days to receive them. Drake University reserves the right to deny transcripts. The transcript form can be found on the University Web site in Student Accounts or Student Records. This request form can be faxed to the Office of Student Accounts at 515-271-4004.

PAYMENT PLANS

Drake University is pleased to offer students a monthly payment plan administered by Academic Management Services (AMS). The Payment Plan is an affordable, interest-free alternative to paying each semester's tuition and expensed in full prior to the Fall term (due in August) and the Spring term (due in December).

Enroll in the Payment Plan and get these benefits:

- Spread your annual payments over 8 months beginning August 15, interest free; or over 4 payments beginning December 15 for the Spring term.
- Borrow less — save money by using current income and savings to make monthly payments.
- In addition to receiving a monthly statement from AMS, you have 24-hour access to your Payment Plan account by phone (AMS connect) or Web (AMS InforLink).

It is the responsibility of each student, when negotiating a payment plan with AMS, to determine that the total amount being paid matches the amount owed to Drake University. This amount can be found at MYDUSIS, located on the Drake University Web site. Any shortages incurred due to failure to verify the correct amount owed will be the responsibility of the student to pay Drake University. Failure to pay these contested amounts can result in financial penalties and inability to register for future terms. Drake University strives to assist students any way we can to direct them to the proper educational expenses. Do not hesitate to contact the Office of Student Accounts for questions regarding cost or budget confirmation.

We are pleased to be able to provide an installment plan to pay educational expenses and encourage students to enroll in the AMS Payment Plan. Students who have questions or would like assistance with enrollment, are encouraged to call AMS today at 888-829-3880. An AMS consultant will be happy to help.

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

REFUND FOR LIVING COSTS
Individuals whose student accounts are credited with more funds than they owe Drake receive a check for the amount of their credit balance. Refunds are not available until the term begins.

WITHDRAWING: 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 of intent to withdraw. A portion of the tuition charges may be credited to the student's account if the withdrawal occurs before 60 percent of the enrollment period (semester) has been completed. After 60 percent 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 2005 term is considered to be the semester and contains 112 days. Examples for Fall 2005 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 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 percent 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. 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 Loans, Federal PLUS, Federal Pell Grants, 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 programs.

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

Admission and Establishing Eligibility for Financial Aid

Students entering directly from high school and transfer students must be admitted to Drake prior to being considered for scholarships and other financial aid awards. All students are urged to file the application for admission and provide all supporting documents as early as possible in the academic year. March 1 is the priority deadline for admission, scholarships and financial aid.

Eligibility for need-based scholarships and other financial aid is based upon the results of filing the Free Application for Federal Student Aid (FAFSA) as reviewed by the Office of Student Financial Planning. FAFSA filers may also be required to provide additional documentation such as copies of federal tax returns or other worksheets necessary for the verification of FAFSA data.

Students are encouraged to complete the FAFSA electronically at http://www.fafsa.ed.gov. Generally by December 1 the paper FAFSA is also available in high school counseling offices and college financial aid offices. For semester-based schools such as Drake, the FAFSA should be completed as soon as possible after January 1 each year for the following academic year (i.e., summer, fall and/or spring terms). The Department of Education may require three to four weeks for FAFSA processing. March 1 is the priority FAFSA processor-received date for Drake financial aid recipients. FAFSAs received for processing at the Department of Education AFTER MARCH 1 and/or the student whose completed application for admission and related documents are received in Drake's Office of Admission AFTER MARCH 1, are given consideration on a funds-available basis.

Financial Aid

Although students and their families have the primary responsibility for financing the cost of an education, Drake University strives to provide financial assistance that ensures equal access for all capable and deserving students. The Office of Student Financial Planning is responsible for administering financial aid programs at Drake University.

Scholarships, grants, loans, work-study programs and other forms of assistance provided by the University, corporations, foundations, alumni, friends and other sources generate more than $50 million each year for financial assistance for students. Approximately 95 percent of Drake students receive some form of financial aid.

Both enrolled and admitted students may confer with counselors in the Office of Student Financial Planning concerning any financial aid questions. Students considering enrolling or seeking admission to Drake University who want information about financial aid should contact the Office of Admission.

The Office of Student Financial Planning offers prospective students who are U.S. citizens and permanent residents an estimate of their financial aid eligibility on an annual basis. Early Estimate Applications are available at http://www.choose.drake.edu. Early Estimate Applications are accepted and processed through February 1.

GENERAL INFORMATION

Filing a FAFSA ensures consideration for federal, state and institutional financial aid. Award and program eligibility are determined individually for each student based upon numerous factors including the program of study and the level of enrollment (full-time, part-time, etc.). Scholarships not based on financial need include the Drake National Alumni Scholarships, National Merit Scholarships, Drake Legacy Awards, Presidential Scholarships, Presidential Community College Scholarships, Phi Theta Kappa Scholarships and Transfer Student Achievement Awards.

Financial Aid Opportunities and Procedures for International Undergraduate Students

Drake University is pleased to offer scholarships and financial aid that can cover up to 50 percent of the cost of tuition, room and board at Drake to incoming first-year and transfer international students. These opportunities are designed to assist students who have solid academic records and who demonstrate potential for success at Drake. Some of the awards are based solely upon merit, while others are based

upon financial need, and students may receive a combination of these two forms of awards. With the exception of the National Alumni and Carpenter scholarships, the maximum combined value of this assistance in the 2005-2006 academic year is $13,635, which represents 50 percent of tuition, room and board expenses. Students living off campus may receive a maximum award of $10,550. Scholarships and need-based aid are available for students entering in the fall or spring semester. Financial aid for international students is evaluated by the Office of Admission.

International undergraduate students are eligible for all merit scholarships listed in the Scholarships and Grants section of this catalog with the exception of National Merit Scholarships. Please refer to the Scholarships and Grants section for detailed information about these awards.

Application for need-based financial aid can be made by completing the Drake University Financial Aid Form or the Foreign Student Financial Aid Application from the College Scholarship Service/College Board and submitting it to the Office of Admission. Drake's Financial Certificate must accompany the financial aid application. There is no specific deadline for applying for need-based financial aid.

Enrolled Returning and Graduate Student Application Procedures for Financial Aid
All returning undergraduate, graduate and law students who file a FAFSA or Renewal FAFSA, and who provide follow-up information as requested, are reviewed for scholarship, work and loan consideration.

Enrolled students applying each year for renewal of financial aid should submit their FAFSA or Renewal FAFSA to be received by the processing center by March 1. FAFSA forms received by the processing center after March 1 are considered late for financial aid purposes, and awards are made on a funds-available basis.

Continuing students enrolled in Drake's six colleges and schools (Arts and Sciences, Business and Public Administration, Education, Journalism and Mass Communication, Law, and Pharmacy and Health Sciences) may be eligible for scholarships and other financial aid specifically for students in these areas. Inquiry must be made directly to the dean of the respective college or school. Please note that in most cases the award granted by the college or school will be used to replace already awarded Drake University merit or need-based aid.

REGULATIONS PERTAINING TO FINANCIAL ASSISTANCE
The Higher Education Act of 1965, as amended, requires that a student must maintain satisfactory academic progress (as determined by the institution) to continue eligibility for federal student financial assistance. Please see the Academic Regulations section. The regulations also state that a student must be denied aid if he or she owes a refund on a previous grant or is in default on a loan at any institution.

The Department of Defense Authorization Act, 1983, which amends the Military Selective Service Act, denies federal financial aid under the Title IV programs (Federal SEOG, Federal Perkins Loan, Federal Work Study, Federal Pell Grant, Federal Stafford Loan and Federal PLUS) of the Higher Education Act to any student who is required to register for the Selective Service but who fails to do so.

SATISFACTORY ACADEMIC PROGRESS STANDARDS AND DURATION OF ELIGIBILITY 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 GPA as defined by the standards. These are minimum standards that must be

completed. Specific aid programs, college or department standards may require MORE THAN these minimum standards.

The academic progress of financial aid recipients will be monitored at least 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
Students must earn two-thirds or 67 percent of their attempted credit hours. Students who do not have the appropriate credit hours will be granted one warning or probationary year in which to increase their credit hours earned. Failure to achieve this standard at any point following the probationary year will result in the loss of financial aid eligibility until the student has earned two-thirds of the attempted credit hours.

Eligibility will terminate when the credit hours required for a specific degree/program are earned or the student has attempted greater than 150 percent of the credit hours required for a specific degree/program. Please note that only one warning will be given to a student for either duration of eligibility or grade-point average deficiencies.

Grade-Point Average (GPA) Requirements
Students must have a 2.00 cumulative GPA. Students who do not have a 2.00 (University) cumulative GPA will be granted one warning or probationary year in which to raise their GPA to the 2.00 level. Failure to achieve this standard at any point following the probationary year will result in the loss of financial aid eligibility until the cumulative GPA is 2.00. A college or department may require more than a 2.00 GPA to remain in satisfactory academic standing. Please note that only one warning will be given to a student for either duration of eligibility or grade-point average deficiencies.

Transfer Credits
Upon admission, transfer students will be assumed to be maintaining satisfactory academic progress. After admission 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, Continuing Student Programs at the 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
Incomplete grades, repeats in which a passing grade was previously earned, non-credit coursework, audits and withdrawals will not be counted in the minimum credit requirement.

Evaluation Process
The Office of Student Financial Planning will evaluate the progress of each student according to these standards on an annual basis.

Appeal Process and Satisfactory Academic Progress Questions
Extenuating circumstances that result in a student failing to achieve the minimum credit hours and/or GPA requirements will be evaluated by the Financial Aid Committee. For questions regarding this policy or to submit written appeals, please contact:

Assistant Director, Continuing Student Programs
Office of Student Financial Planning
Carnegie Hall
Drake University
2507 University Avenue
Des Moines, IA 50311-4505
Phone: 515-271-2905 or 800-44-DRAKE, Extension 2905

Scholarships and Grants

More than 5,000 scholarships and grants are awarded annually to Drake University students. These scholarships include awards based on demonstrated financial need, academic achievement, and artistic or athletic talent. Funds are provided by the University and through the generosity of friends and organizations interested in Drake students. When students apply for financial aid at Drake University, they are automatically applying for available need-based monies. The FAFSA or Renewal FAFSA is the only application required for need-based aid.

DRAKE UNIVERSITY SCHOLARSHIPS

MERIT-BASED SCHOLARSHIPS FOR STUDENTS ENTERING DIRECTLY FROM HIGH SCHOOL

Drake National Alumni Scholarships
The Drake University National Alumni Association awards prestigious scholarships each year to outstanding first-year students entering directly from high school. Applicants for the National Alumni Scholarship need not be related to Drake alumni. The scholarships awarded through the National Alumni Scholarship Program include:

- Six National Alumni Scholarships providing for the costs of tuition, room and board in University housing, and student fees.
- Ten George A. Carpenter Scholarships providing for the cost of full tuition.
- Trustee Scholarships of $1,000 toward tuition are awarded to all eligible students who complete the National Alumni Scholarship application process and participate in a Scholarship Day.

Merit scholarships are available for a maximum of eight semesters (fall and spring terms only) with renewal based upon the maintenance of full-time enrollment and maintaining the required cumulative grade-point average on a 4.0 scale: Alumni and Carpenter 3.25, Trustee 2.0. Additionally, Alumni Scholars must live in Drake University housing to renew the room and board portion of their full scholarship award. Alumni and Carpenter Scholarships supersede all other Drake merit awards.

Applicants for National Alumni Scholarships must:

- have one of the following minimum test scores: ACT composite score of 29 or SAT-I combined score of 1270 (qualifying scores cannot be derived by combining sub scores from different testing dates);
- rank in the top 5 percent of their class and/or have a cumulative grade-point average of 3.75 or above on a 4.0 scale; and
- participate in one of the National Alumni Scholarship Days on campus.

Participation in a Scholarship Day is required for further consideration for the Alumni, Carpenter and Trustee scholarships. Provisions are made via telephone, fax and e-mail for applicants outside the continental United States.

Alumni Scholarship applicants must ensure that all admission materials and National Alumni Scholarship application materials fulfill eligibility criteria and are postmarked by January 20. There are no exceptions to this deadline.

Applicants must send the following directly to the Office of Admission: an application for admission, an official school transcript, ACT or SAT-I test results (may be submitted on official school transcript) and the $25 application fee (fee is waived for students who apply online). Applicants must submit to the Drake Office of Alumni and Parent Programs the National Alumni Scholarship Application Form and the National Alumni Scholarship Essay.

Application packets for Alumni Scholarships may be obtained by contacting Drake University's Office of Alumni and Parent Programs or Office of Admission.

Presidential Scholarships range from $5,000 to $10,000 per year. All prospective students who have applied and been admitted by the priority deadline of March 1 are automatically considered for these awards. Recipients of these tuition scholarships are chosen on the basis of academic achievement.

Merit-Based Scholarships for Transfer Students
All full-time transfer students are considered for merit-based scholarships at the point of admission. Scholarships may be awarded in the fall or spring semester and are renewable for additional semesters, depending on the number of credits transferred, as long as consecutive full-time enrollment and good academic standing is maintained. Students with previous bachelor's degrees are not eligible. To be considered, students must first submit an application for admission to Drake's Office of Admission. Please note: The cumulative grade-point average is based on coursework from all post-secondary institutions attended.

Presidential Community College Scholarships ranging from $7,000 to $8,000 are awarded to applicants who have completed at least 45 academic semester hours of coursework before their first semester of full-time enrollment at Drake and have a minimum cumulative grade-point average of 3.25 on a 4.0 scale from all post-secondary schools attended. No separate scholarship application is required.

Phi Theta Kappa Scholarships of $1,000 are awarded to community college transfer students who meet the following criteria: Applicants must seek full-time enrollment at Drake; submit verification form from PTK advisor documenting current PTK membership; complete a minimum of 45 academic semester hours prior to first-time enrollment at Drake and have a minimum cumulative grade-point average of 3.50 on a 4.0 scale from all post-secondary schools attended. Other than the verification form and the application for admission, no separate scholarship application is required. The PTK scholarship is given in addition to the Presidential Community College Scholarship.

Transfer Student Achievement Awards ranging from $5,000 to $7,000 are awarded to first-time transfer students who enroll full-time with a minimum cumulative grade-point average of 3.0 on a 4.0 scale from all post-secondary schools attended.

The Carver Scholarship is a selective scholarship for students at Iowa community colleges, two-year private colleges and four-year colleges who demonstrate high need, have graduated from an Iowa high school or have been residents of the state of Iowa for at least five consecutive years immediately prior to applying. Qualified applicants must also have a minimum cumulative grade-point average of 2.80 on a 4.0 scale and be ready to begin their junior year at Drake. Contact the Office of Student Financial Planning for an application. The application deadline is April 1.

ADDITIONAL DRAKE SCHOLARSHIPS

Fine Arts Scholarships are available to select students who display exceptional talent in art, music or theatre arts and who are seeking a fine-arts degree. Information and applications for these scholarships are available from each of Drake's fine-arts departments (art, music and theatre arts).

Division I NCAA Athletic Scholarships are offered to outstanding student athletes in both men's and women's sports. Men's scholarships are available in basketball, soccer, track and field, cross-country, golf and tennis. Women's scholarships are available in basketball, track and field, cross-country, golf, soccer, volleyball, softball and tennis. Contact the coach of the sport in which you participate to obtain information on athletic scholarship opportunities.

Drake University Legacy Awards are available to children, grandchildren and great-grandchildren of Drake graduates. The awards are $1,500 per year. The award, which is not based on financial need, is given in addition to other awards received and can be applied only to the cost of tuition. No separate application is required.

National Merit Scholarships range from $1,000 per year for students with no financial need to $2,000 per year for students who demonstrate financial need. Incoming first-year students who rank as National

Merit finalists and who have indicated Drake University as their first-choice institution may be considered for Drake-sponsored scholarships.

FEDERAL AND STATE OF IOWA GRANTS AND SCHOLARSHIPS
The following are examples of federal and state grants and/or scholarships that can be included in a financial aid package. To apply, students must complete a FAFSA.

The Federal Pell Grant provides assistance to undergraduate students who have demonstrated financial need. For 2005-2006, the maximum award was $4,050.

Federal Supplemental Educational Opportunity Grants (FSEOG) provide funding for students with demonstrated financial need. Students receiving Federal Pell Grants are priority recipients of FSEOG funds.

Iowa Tuition Grants are awarded to qualified Iowa residents planning to attend a private college in Iowa. The Iowa College Student Aid Commission sets the awarding parameters annually. The FAFSA must reach the processing center by July 1 annually. For 2005-2006, the maximum grant was $3,900.

Several states provide "transportable" grants and scholarships that may be applied to your education at Drake. Your high school guidance counselor can help determine if your state offers this option.

ROTC Scholarships and Grants
Scholarship students lead essentially the same life as other college students. Students may pursue any course of study leading to a baccalaureate degree that is listed in the Approved Academic Disciplines List and may engage in any activity that does not interfere with ROTC requirements, which include prescribed military science courses, participation in scheduled drill periods and attending a 4-week ROTC Leader Development and Assessment Course (LDAC) between the junior and senior years.

Questions about Army ROTC and ROTC scholarships and grants should be directed to.

Military Science Department
Drake University
1153 24 Street
Des Moines, IA 50311
Ph: 515-271-3952, or
800-600-ROTC Extension 0308 or
800-44-DRAKE, Extension 3952.

ENDOWED UNIVERSITY SCHOLARSHIPS AND OUTSIDE SCHOLARSHIPS
Drake University awards numerous endowed scholarships each academic year. Most endowed scholarships are based upon academic performance and calculated financial need (as determined by the student's FAFSA application and other awards already received). Recipients are chosen by the Office of Student Financial Planning and/or the student's academic department. In most cases, endowed awards are used to replace already awarded Drake need-based or merit-based grants or scholarships.

A large number of outside scholarships are available to students. Outside scholarships are typically awarded by corporations, civic groups and other groups, and most often require the completion of separate applications. Good sources for identifying outside scholarships include:

- Libraries
- Many firms and agencies extend educational benefits to their employees. Contact the personnel office of your or your father's and/or mother's place of employment to find out if the employer(s) will help finance the student's education.
- Businesses and organizations within the community often provide scholarship funds; these can be particularly good sources if a connection exists with a student's family (relatives or friends are members of organizations, etc.).
- Information on conducting a scholarship search is available in the Office of Student Financial Planning.

- General scholarship searches are available on the World Wide Web at these sites:
  http://www.finaid.org
  http://www.usnews.com/usnews/edu/dollars/dshome.htm
  http://www.srnexpress.com
  http://www.hispanicfund.org
  http://www.hsf.net
  http://www.chci.org
  http://www.gmsp.org
  http://www.sciencewise.com
  http://www.iefa.org
  http://www.collegeboard.org
  http://www.freschinfo.com
  http://www.fastaid.com
  http://www.collegenet.com
  http://www.fastweb.com
  http://www.salliemae.wiredscholar.com

Please note that outside awards are used in meeting financial need. If outside awards combined with need-based aid exceed need or cost of attendance, a revision of the student's financial aid package will be necessary.

Federal Loan Funds

The Federal Stafford Loan Program allows students to borrow low-interest loans from participating banks, savings and loans and credit unions. Dependent students may borrow up to $2,625 a year as first-year students, $3,500 as sophomores and $5,500 as juniors and seniors. These loans may be subsidized or unsubsidized depending on the applicant's financial need. Independent students may have expanded borrowing capabilities. Students must file a FAFSA to determine their loan eligibility.

Interest is at a variable rate, not to exceed 8.25 percent. For 2004-2005, the in-school interest rate was 2.77 percent. A six-month grace period occurs after the loan recipient ceases to be enrolled at least half-time before repayment begins.

Federal Perkins Loans are available as funds permit. The Perkins loan program allows undergraduate students with financial need to borrow directly through Drake University up to $4,000 per year. Repayment with a fixed interest rate of 5 percent begins nine months after the student is no longer enrolled at least half-time.

Health Profession Student Loans are awarded to students as funds permit and generally do not exceed $3,000 per year. To qualify for consideration, students must be enrolled full-time in the Doctor of Pharmacy program and file a FAFSA.

The Federal Plus Loan (Parent Loan) provides funding for parents of dependent students. Parents may borrow the difference between the student's cost of education and all other financial assistance. A FAFSA application is not required for the Federal PLUS. Payment and interest charges begin within 30 to 60 days following disbursement of funds. Interest is at a variable rate, not to exceed 9 percent. For 2004-2005, the rate was 4.17 percent.

Drake University Loan Funds

A number of loan funds, with interest ranging from 2 to 9 percent, are available as emergency loans for short duration. These loans are approved by the Office of Student Financial Planning on an individual basis and usually require an employed adult as a co-signer and the completion of a FAFSA. Eligibility for specific loan funds varies. Please contact the Office of Student Financial Planning for additional information. Drake University loan funds available to eligible students include the following:

The Byrl E. Benton Loan was established by the family of the late Dean Emeritus Byrl E. Benton as an emergency loan fund for students in pharmacy.

The Ted Brynteson Loan is available to full-time pharmacy students. Repayment and 5 percent interest per annum begins 12 months after the student ceases full-time enrollment in the College of Pharmacy and Health Sciences. Loan approval requires recommendation of the dean of that college.

The Frances David Korf Memorial Loan Fund was established by Mr. E. T. Korf in memory of his wife, Frances D. Korf, an alumna of Drake; primarily for junior, senior and graduate students. The loans are interest-free while a student is enrolled on a full-time basis.

The Ralph and Genevieve Luchsinger Loan Fund was established in the Luchsingers' memory. Five percent interest begins when the student ceases to be enrolled full-time.

The George Mountain Private Loan gives preference to students enrolled for six hours of coursework or less and to those taking courses that are job-related. This fund was established in memory of Dr. George Mountain.

The Richard Morton Root and Ruth Bailey Root Loan was established for students in the College of Arts and Sciences. The loan is available to Iowa residents and may be made upon a basis including need and GPA.

The Leroy Shields Loan is based upon calculated financial need. The 4 percent interest begins on the date a student ceases to be enrolled at least half-time.

The Henry Strong Foundation Loan Fund provides loans to full-time undergraduate and graduate students younger than 30 years of age. These loans are interest-free until a student ceases full-time enrollment.

Additional Loan Funds are available to students; some are restricted. For further information on Drake private loans, please contact the Office of Student Financial Planning.

Student Employment

Drake students are employed on campus in student residence halls, libraries, food service operations and in many other campus offices, as well as in a wide range of positions in the Des Moines community. Open positions on campus and in the community are listed on the Professional and Career Development Services Web site at http://www.drake.edu/career. The Office of Professional and Career Development Services assists interested students in locating employment opportunities.

The Office of Student Financial Planning makes Federal Work Study awards to eligible students. To be considered for Federal Work Study, a FAFSA must be completed.

Employer Tuition Support Payment Plan

A deferment plan is available for part-time students whose employer agrees to reimburse the employee for all or part of tuition costs. A separate application must be filed for each term and may be faxed to 515-271-4004. In addition, there is a $35 non-refundable processing fee for each term. The maximum amount may not exceed the amount the employer will reimburse at the end of the term or tuition cost for nine credit hours, whichever is less. Repayment is required within 45 days following the end of the term or withdrawal. No co-signature is required. Applications must be received at the University no later than two weeks prior to the beginning of each term. You may download the ETDP form from this Web site: http://www.cbpa.drake.edu and click on "forms". For questions regarding the ETDP plan, please contact the Office of Student Accounts at 515-271-2151.

Financial Aid for Adults and Part-Time Students

Evening and weekend students in a degree program and enrolled for three credit hours or more may apply for a number of financial aid programs. These include:

- Iowa Tuition Grant
- Federal Pell Grant
- Employer Tuition Support Payment Plan
- Veterans benefits

Evening and weekend students in a degree program and enrolled for six credit hours or more may apply for a Federal Stafford Loan.

For more information, contact the Office of Student Financial Planning.

Veterans Benefits

Veterans should contact the Drake University Veterans' Certification Officer (VCO) 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 the Department of Veterans Affairs Web site: http://www.va.gov.
2. Notify the VCO with enrollment plans for each semester or summer term at Drake. Certification for educational benefits each semester is not completed by the VCO 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 office of the Veterans' Certification Officer may result in an overpayment for which the veteran will be held liable.

Most VA students at Drake meet the conditions for “satisfactorily pursuing” a program of study for receiving VA benefits by meeting the Drake University general catalog requirements. However, a few VA requirements are more stringent than the Drake University general catalog 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.
2. 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.
3. Classes not completed: Unless there are extenuating circumstances, all 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.

Drake University is a member of Service Members Opportunity Colleges, a consortium of more than 1,300 institutions pledged to be reasonable in working with service members and veterans who are trying to earn degrees while pursuing demanding, transient careers. As an SOC member, Drake is committed to easing the transfer of relevant course credits, providing flexible academic residency requirements and crediting learning from appropriate military training and work experiences. SOC is sponsored by 15 national higher education associations along with the military services, the National Guard Bureau and the Office of the Secretary of Defense serving as cooperating agencies.

Academic Regulations

CREDIT HOUR/SEMESTER HOUR

The credit hour or semester hour, terms used interchangeably in this catalog, is the unit of instruction. A minimum of one hour of recitation or lecture work per week for a semester (or its equivalent) constitutes one hour of credit. A minimum of two hours of laboratory work per week for a semester (or its equivalent) also constitutes one hour of credit. A semester is usually 16 weeks in length. Each year, Drake offers two semesters and a summer term.

STUDENT CLASSIFICATION

First-year student/freshman entering directly from high school — fewer than 30 credit hours
Sophomore — 30 to 59 credit hours
Junior — 60 to 89 credit hours
Senior — 90 credit hours and above

CLASS ATTENDANCE

Regular class attendance is expected of all students, although the specific attendance policy in each course is determined by the instructor. Information on the attendance policy of each college and school is available in the deans' offices.

GRADE-POINT AVERAGE

The minimum requirement for the degree is a cumulative grade-point average of 2.00 "C" for all work attempted at Drake University.

Grade-points are earned on the following basis: four grade-points for each credit hour completed with a grade of "A"; three grade-points for each credit hour completed with a "B"; two grade-points for each credit hour completed with a "C"; one grade-point for each credit hour completed with a "D"; and no grade-points for a grade of "F" (Failure).

Transfer college work gives credit only and is not included in computing the Drake University cumulative grade-point average.

The grade-point average is determined by dividing the number of grade-points earned by the number of credit hours attempted. Grades of "F" are computed in the grade-point average, but no credit toward graduation is earned. Only passing grades ("A", "B", "C", "D", "Cr.") are used to award graduation credit.

A student may repeat a course. Only the highest grade and credit hours are used in computing the student's cumulative grade-point average. Lower grades removed from the computation by a student repeating a course appear on the permanent record marked by a designated symbol. Students cannot remove unsatisfactory grades received at Drake by repeating those courses at other institutions and transferring the credit to Drake.

Students should be aware that most law schools and many graduate schools recompute a student's grade-point average in such a way as to count all grades received and not just the highest grade earned for a course.

The mark "I" (Incomplete) indicates a student has not submitted all evidence required for a final grade. The student must make satisfactory arrangements with the instructor to complete the work by the end of the next semester of enrollment (excluding enrollment in summer terms). The instructor writes out the conditions that must be met to remove the incomplete. As a component of these conditions, the instructor may demand an accelerated deadline (e.g., the midterm of the following semester) or may provide an extended deadline if special circumstances warrant (e.g., a semester abroad, student teaching, etc.). The instructor will indicate the final grade for the course in the event the work is not completed. The statement is filed with the dean of the student's college or school. A copy is also given to the student. Marks of incomplete are changed to a final grade either by the instructor (upon completion of the work) or by the

Office of Student Records (if the work is not completed after one semester has passed). Marks of incomplete are not computed in the grade-point average.

The mark of “IP” (In Progress) may be given in certain courses where special conditions make the grade of Incomplete unrepresentative of the status of the students at the close of the semester. The grade of “IP” is appropriate only when the coursework could not be finished during the semester for the entire class (e.g., internships, practicums, or courses that do not fit the standard academic calendar; fieldwork or research presentations that may take place after a semester has ended; theses or dissertations; or other special situations where coursework extends beyond one semester). A grade of “IP” must be changed to a final grade by the instructor by the end of the next semester. The instructor must indicate to the appropriate dean’s office in what courses students will be assigned an “IP.”

Implementation: This will begin with grades issued for the Spring 2005 semester. That is, during January 2006, the first automatic grade changes would replace any remaining "I's" issued for the Spring 2005 semester.

A student may not graduate/earn a degree from Drake University with an "I" (Incomplete) or an "IP" (In Progress) notation on his/her transcript.

Implementation: This rule will take effect for the Spring 2005 semester registrations. Thus all students in the Spring 2005 semester and in future semesters/terms will not graduate until any "I" or "IP" has been changed to a grade for those semesters. This rule does not apply to the semesters of enrollment prior to Spring 2005.

Students who are new to Drake and enrolling for the first time beginning with the Spring 2005 semester are subject to this rule and may not graduate from Drake with an "I" or "IP" on their transcripts.

The mark of ‘‘Au’’ (audit) is recorded in place of a letter grade or credit hours in courses when the instructor and dean have consented to such enrollment. Students who audit classes are not required to take part in discussions or complete examinations. If the attendance requirements are not completed to the satisfaction of the instructor, a permanent record of the enrollment is not retained. Courses taken for audit are charged the same fees as courses completed for academic credit.

Students intending to enroll in a course on an audit basis must indicate this intention at the time of registration. Students wishing to change from a credit to an audit basis during the semester must have the approval of the instructor, the adviser and the dean, and must do so no later than the midpoint of the semester or, in the case of a short course, no later than the midpoint of that course.

CREDIT/NO CREDIT PROGRAM

After achieving sophomore standing, a student may elect to register for a maximum of 12 credit hours of work (of the total 124 credit hours required for the degree) on a credit/no credit basis. Students registered for this option are designated by an appropriate statement on the instructor’s list. Neither the ‘‘credit’’ nor the ‘‘no credit’’ grades are included in the student’s cumulative grade-point average.

The student may elect any course in the University open to students who meet the usual standards for admission to the course except a course that satisfies basic requirements, or a primary or related course applying to the major. Not more than seven credit hours may be taken in a semester on this basis. A student receives credit for a course in which the student earns the equivalent of the grade of "C" or better.

The student must have a minimum cumulative grade-point average of 2.75 before registering for a course on a credit/no credit basis. A senior with at least a 2.00 cumulative grade-point average is eligible to take a maximum of two courses in a semester on a credit/no credit basis, provided the adviser has approved the arrangement.

Although the University requires that a student indicate at the time of registration that a specific course is being taken on a credit/no credit basis, some exceptions are made allowing students to change from credit/no credit grading to regular letter grading — or from regular letter grading to credit/no credit grading

— until the midpoint of the semester, or, in the case of short courses, no later than one week following the midpoint of that course.

Students should be aware that most law schools and many graduate schools recompute a student's grade-point average in such a way as to count courses graded ''no credit'' as ''F'' grades.

Visiting students from other institutions may elect to register for undergraduate courses on a credit/no credit basis.

PRESIDENT'S LIST AND DEANS' LISTS

The President's list and deans' lists are announced after each semester of the academic year. The President's list includes the names of all undergraduate students who have satisfied certain other requirements and earned a grade-point average of 4.00. The deans' lists include those undergraduate students with similar qualifications in each college and school who have achieved a grade-point average of 3.50 and above.

APPEALS ON ACADEMIC EVALUATION

The appeal for a change in grade is handled through the college or school in which the course in question is offered. The appeal process for students who question a final grade in a course is to discuss the matter with the instructor; then with the department chair, if the matter is unresolved; and, finally, with the dean of the college or school.

ACADEMIC INTEGRITY POLICY

1. Each college/school has an Academic Integrity Policy Committee:

    a. to propose policies for dealing with problems of academic dishonesty including but not limited to plagiarism and cheating, and to ensure that these policies and procedures are consistent with University policies and procedures;
    b. to implement policies and procedures for dealing with academic dishonesty; and
    c. to review appeals from academic evaluations associated with academic dishonesty. (See "Suggested Hearing Guidelines".)

2. Academic dishonesty is an encompassing term involving any activity that seeks to gain credit for work one has not done or to deliberately damage or destroy the work of others. Plagiarism is defined as misrepresenting another's ideas, phrases, discourse or works as one's own. Cheating is defined as the act, or attempted act, of giving or obtaining aid and/or information by illicit means in meeting any academic requirements, including examinations. (See "Examples of Academic Dishonesty".)

3. The composition of the committee is determined by each college/school with consideration given to including both faculty and students.

4. The penalty for academic dishonesty will vary from incident to incident, depending upon the scope and magnitude of the offense and the circumstances in which it occurred; upon the prior record of the person being penalized; and upon evidence suggesting the existence or absence of a pattern of academic dishonesty in the academic performance of the person committing the offense.

    If it is determined by the instructor that the student is guilty of academic misconduct, it is the prerogative of the instructor to assign the appropriate penalty in the course.

    Included among the possible penalties that may be imposed by the instructor are a reprimand, grade reduction (including assignment of a failing grade), or dismissal from the course with a failing grade. All such actions must be reported by the instructor to the dean of the college/school in which the incident occurred. For information purposes, the dean should report the incident to the dean of the college/school in which the student is enrolled and may forward the case to the Academic Integrity Policy Committee for further action.

The committee may make a recommendation to the dean concerning whether probation, suspension or dismissal from the University should be imposed.

5. Each college/school must have procedures to be used by its committee to address appeals from actions taken as a result of an instructor's determination that a student's performance involved academic dishonesty.

   If, after appeal, it is determined that there is insufficient evidence of academic dishonesty, the instructor is bound by that finding and may only evaluate the assignment as to its content or other time-honored bases of academic evaluation.

6. The appeals procedure must include provisions that address the following:
   a. how the appeals process is initiated, and by whom;
   b. a timetable, including the date by which an appeal must be initiated;
   c. steps to be taken in the appeals process;
   d. the nature of the documentation of evidence required or permitted;
   e. the rules applicable in hearings if a hearing is required.

7. The policies and procedures of the college/school in which the alleged offense occurs are applicable in each instance. In the event that the student is not a member of the college/school in which the alleged offense occurs, the dean of that college/school must report the offense and its disposition to the dean of the student's college/school for further action, if appropriate. If a recommendation is made for probation, suspension or dismissal from the University, this recommendation must be forwarded for final action to the dean of the college/school in which the student is enrolled. A copy of the recommendation and subsequent action by the dean of the student's college/school must be sent to the provost.

8. College/school policies and procedures must be consistent with University policies and procedures. In the event of inconsistencies, University policies and procedures shall prevail.

Suggested Hearing Guidelines: These are suggested guidelines that may be refined in each instance, if the college/school desires, in consultation with the legal counsel of the University.

- The hearing shall be informal, and formal rules of evidence need not apply.
- The hearing shall be private; it shall be attended only by the members of the committee, the student and the instructor; there may be advisers for the committee, the student and the instructor, and when called, witnesses for the parties. However, a party's adviser may not serve as a witness.
- At the request of either party or the committee, the proceedings shall be tape-recorded. A written transcript shall not be required.
- The hearing shall begin with the presentation of an opening statement by the instructor, summarizing concisely the basis of the actions taken or the practices at issue.
- The student shall then present an opening statement, summarizing concisely the basis for the appeal.
- The instructor may then support his/her presentation by the testimony of witnesses and by other evidence. The student and the committee may question the instructor and the witnesses; the student's adviser or counsel may not question the instructor or the witnesses.
- The student may support his/her presentation by the testimony of witnesses or other evidence. The instructor and the committee may question the student and the witnesses; the instructor's adviser or counsel may not question the student or the witnesses.
- At the close of the evidence presented by the student, the instructor shall be given the opportunity to introduce rebuttal testimony, which must be limited to any matters that have been raised in the testimony presented by or in behalf of the student.
- After all evidence has been presented, the instructor may make a final argument, after which the student may make a final argument.

Examples of Academic Dishonesty: Examples of academic dishonesty include, but are not limited to:

- copying from another student's paper, laboratory report or other report, or computer files and listings;
- using, during a test or laboratory experiment, material and/or devices not authorized by the person in charge of the test;
- without the instructor's permission, collaborating with another, knowingly assisting another or knowingly receiving the assistance of another in writing an examination or in satisfying any other course requirements;
- incorporating into written assignments materials written by others without giving them credit, or otherwise improperly using information written by others (including that which might be stored on computer disks or other technological devices); buying and submitting commercially prepared papers as one's own;
- submission of multiple copies of the same or similar papers without prior approval of the several instructors involved;
- claiming as one's own work that which was done by tutors or others with no mention of credit to or the assistance of those persons;
- deliberately damaging or destroying another's laboratory experiments, computer work or studio work;
- knowingly obtaining access to, using, buying, selling, stealing, transporting or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release;
- substituting for another student, or permitting another student to substitute for oneself, to take a test or other assignment or to make a presentation;
- intentional and unauthorized falsification or invention of any information or citation in an academic exercise;
- forgery, alterations or misuse of University documents;
- falsifying information submitted or failure to reveal relevant information in any University application form or offering any false information in any University disciplinary proceeding.

ACADEMIC PROBATION AND SUSPENSION

Policy: In this policy, the word "student" means an undergraduate student. The term "academic year" means any period of 12 consecutive months embracing two regular semesters, an interim term and two summer sessions. The "cumulative grade-point average" refers only to credits taken at Drake University. The provisions of Drake University's probation and suspension policy are grounded in the philosophy that any student enrolled at the University should:

1. maintain a level of grade performance that demonstrates that he or she can reasonably expect to attain the 2.00 cumulative grade-point average necessary for graduation;

2. progress at a rate that permits graduation within five years of full-time enrollment or within six years for pharmacy undergraduates.

Procedures: Files of students subject to probation and suspension are reviewed immediately after grades are received from the Office of Student Records. Between the fall and spring semesters, when time is of the essence, assistant/associate deans may gather information before grades are processed by student records and begin a preliminary review.

Suspension decisions are made by the associate/assistant dean of each college and school. Before the final decision is made, input from various sources, including the student, adviser, professors and other relevant sources may be obtained. Students are suspended from both the college/school and the University.

It is the college/school practice to mail suspension letters within 5 working days after grades are made viewable on the Web. Suspended students are notified by certified mail, return receipt requested. A copy of the probation and suspension rules is attached to the letter or a reference to those rules is made in the letter.

Probation

1. A student shall be placed on University probation if, at the end of any fall or spring semester, he or she:
   a. has a cumulative grade-point average less than 2.00 after enrolling as a full-time student at the beginning of the semester; or
   b. in the first year of full-time enrollment fails to complete 20 credit hours of coursework, or in a subsequent year of full-time enrollment fails to complete 26 credit hours of coursework;
   c. has a cumulative grade-point average less than 2.00 after attempting a total of 10 hours or more as a part-time student. Individual colleges and schools of the University may establish additional requirements for maintaining "good standing." Such requirements, when they exist, are outlined in the relevant college/school sections of the catalog.

2. A full-time student shall be continued on probation for one additional semester if he or she:
   a. has a cumulative grade-point average less than 2.00 but at or above 1.50 after one semester on probation, and/or
   b. has failed to meet, but is making satisfactory progress toward, the credit hour requirements specified in Section 1b.

3. A student shall be removed from probation if he or she:
   a. has a cumulative grade-point average of 2.00, and
   b. is a full-time student and has met the credit hour progress requirement specified in Section 1b.

4. Any person who is currently paying tuition for a student may receive notification when that student is placed on probation and may receive copies of all successive communications related to the academic standing of the student until such time as probationary status is removed.

Suspension

5. A student shall be suspended from the University for at least one academic year if he or she:
   a. is a full-time student and has a cumulative grade-point average less than 1.00 after his or her first semester at the University, or
   b. is a full-time student and has a cumulative grade-point average less than 1.50 after one semester on probation, or
   c. is a full-time student and has a cumulative grade-point average less than 2.00 after two consecutive semesters on probation;
   d. is a full-time student and, after one academic year on probation, has failed to meet, or after one semester on probation has failed to make satisfactory progress toward, the credit hour progress requirement specified in Section 1b;
   e. is a part-time student and has a cumulative grade-point average less than 2.00 after attempting an additional 10 credit hours after being placed on academic probation.

Readmission

6. A student who has been suspended from the University may petition for readmission during the last regular semester of the specified term of suspension to the dean of his or her college or school. The student may not enroll at the University for at least one year from the time of initial suspension, or until the term of suspension has expired.

7. A student readmitted after suspension remains on probation until he or she has met the requirements for removal from probation as specified in Section 3 of this policy statement. The student shall be suspended from the University again for at least one academic year if he or she has not met the requirements specified in Section 3 after one year of re-enrollment.

Appeals

8. A student may appeal the suspension decision to his or her associate/assistant dean; then to the dean of the appropriate college or school; and finally to the provost of the University. The appeal must be in writing with supporting documentation attached. A personal interview may be granted as well.

9. A student who successfully appeals may be granted the privilege of re-enrollment subject to terms and conditions specified and agreed upon by the student and associate/assistant dean.

These statements reflect the policy and practice in each of the undergraduate colleges and schools. A student who may be subject to probation or suspension should contact the appropriate associate/assistant dean for additional information.

WITHHOLDING TRANSCRIPTS

End-of-term grade reports are not withheld from students because of financial indebtedness. However, "holds" are placed on the release of permanent records (transcripts). Transcripts will not be released by the Office of Student Records until satisfactory arrangements have been made by the student with the office that has placed the hold on the record. A student is promptly notified by the Office of Student Records if there is any reason why that office cannot comply with the request to release his or her transcript. The student should resolve this matter by contacting the appropriate office(s).

POLICY ON PROBATION AND INTERCOLLEGIATE AND MAJOR LEADERSHIP ACTIVITIES

Any student must have a cumulative grade-point average of 2.00 or better in order to represent the University in intercollegiate or major leadership activities. Consequently, a student on academic probation may not represent the University in such activities. This includes but is not limited to intercollegiate athletics and mock trial competition, non-credit fine-arts performances, elected student government positions, residence life positions and student ambassador or peer mentor positions.

Once a student is removed from academic probation, he or she may again represent the University in intercollegiate and major leadership activities. Student organizations within the University are encouraged to adopt a similar policy for persons in or aspiring to leadership positions in such organizations.

Any student who is on probation or is having academic difficulties that might lead to probation is encouraged to contact the associate or assistant dean of his or her college and/or the vice provost for student affairs and academic excellence who will assist the student in obtaining additional academic support services.

CURRICULA MODIFICATION

Modifications of the required curricula may be made only on the recommendation of the student's adviser and the dean of the college or school. Reasons for such modification include: (a) transferring from another college or university; (b) bypassing of basic courses by scoring satisfactorily on special examinations.

Credit is given only for courses in which the student has been regularly enrolled or for courses in which the student has scored satisfactorily on special examinations.

A student who receives a satisfactory score on a special examination receives credit for the course but does not receive a letter grade.

An undergraduate student may change schedule by adding a course through the end of the first five class days of each semester or, in the case of a short course beginning later in the semester, may add the course before the second class meeting of the course. When an undergraduate student drops or withdraws from a class after the first two weeks but before the midpoint of the semester (or midpoint of a course that meets less than a full semester), the administrative mark of "W" is officially recorded.

An undergraduate student may drop or withdraw from a course after the midpoint of the semester (or the midpoint of a course that meets less than a full semester), only if the instructor or dean's office finds extenuating circumstances that would make the assignment of the "W" appropriate.

A student who withdraws from courses, repeats courses, receives incompletes in courses or takes non-credit courses may not be able to complete the number of credit hours required for satisfactory progress;

therefore, the student may be jeopardizing his or her financial aid by withdrawing from or repeating courses, receiving incompletes in courses or taking non-credit courses.

A student may withdraw from the University at any time during a semester, up to and including the last day of class, by obtaining the consent of the dean of the college or school in which the student is enrolled.

The application for withdrawal must document the extenuating circumstances that form the basis for the requested withdrawal, such as a serious illness or a family emergency.

Upon approval of the withdrawal, the student's transcript records the courses in which the student was enrolled that semester as well as the notation "Withdrew" and the date of the withdrawal.

If the student leaves the University without obtaining the consent of the dean of the student's college or school, the student's transcript records the courses in which the student was enrolled that semester and the grades assigned by the instructors.

Students who are working to pay all or most of their expenses in college are advised not to carry more than 12 credit hours each semester. Students who are below a 2.00 grade-point average for the previous semester may be required, at the discretion of the dean of the college or school, to carry proportionately reduced programs.

Individual colleges and schools may have additional academic regulations that are stated under the ''Specific Regulations'' of that college or school in the following sections of this catalog. The academic regulations for graduate students are stated in the Graduate Catalog. Information on the academic regulations of the Law School may be obtained by writing to the dean of the Law School.

AP, IB, and CLEP Credit

For Students Entering Fall 2005

Drake University awards advanced standing credit through several programs. In consultation with faculty advisers, all credits accepted are applied toward completion of Drake Curriculum, major or elective requirements. Course equivalencies shown are used as guidelines in the process and are subject to change.

During orientation and registration, students are encouraged to register for classes according to the guidelines for advanced credit and the scores they expect to achieve. If actual scores are different from those anticipated, class schedules may be adjusted accordingly after arrival on campus. Official transcripts must be provided to the Center for Student Records and Academic Information directly from the issuing organizations prior to the beginning of a student's first semester at Drake.

ADVANCED CREDIT LIMITATIONS.

Duplication: Credit will not be granted for any AP, IB or CLEP exam for which college credit has already been earned. Students will not be granted credit for a lower-level course in a sequence of courses after credit in a higher-level course has been earned.

Science Majors: Students majoring in a science, a pre-professional science-related field or pharmacy should contact the appropriate department or college to verify how science credits earned through these programs will be applied to the major.

Advanced Placement Program (AP)

Faculty advisers will determine whether acceptable AP coursework will be applied toward Drake Curriculum, major or elective requirements. Credit for other AP examinations will be reviewed as needed.

Exam	required score	hours earned	DU equivalent
Art	3		evaluated on an individual basis
Biology	4	8	BIO 1, 2
Calculus AB*	3	4	MATH 50
Calculus AB subgrade	3	4	MATH 50
Calculus BC*	3	8	MATH 50, 70
Chemistry	4	8	CHEM 1, 2, 3, 4
Comparative Govt.	4	3	POLS 65
Computer Science, A	3	3	CS 65
Computer Science, AB	3	3	CS elective
Economics, Macro	4	3	ECON 1
Economics, Micro	4	3	ECON 2
English Literature**	3	6	ENG 1 + Lit
English Composition**	3	6	ENG 1 +Comp
Environmental Science	4	3	ENV 35
European History	3	6	HIST elective
French Language	3	8	Elective

French Literature	3	8	Elective
German Language	3	8	Elective
Latin	3	8	Elective
Music Theory	4	4	evaluated on an individual basis
Physics B	3	8	PHY 11, 12
Physics C Mechanics	3	4	PHY 1
Physics C Elect & Magn	3	4	PHY 2
Psychology	3	4	PSY 1
Spanish Language	3	8	Elective
Spanish Literature	3	8	Elective
Statistics	3	3	STAT 71
U.S. Govt. & Politics	4	3	POLS 1
U.S. History	4	6	HIST 75, 76

* Not more than eight semester hours of Advanced Placement credit for calculus will be granted.
** Not more than a total of six semester hours of Advanced Placement English credit will be granted.

International Baccalaureate Program (IB)

Students who have completed the International Baccalaureate Program and receive a diploma will receive approximately one year of credit toward graduation. Partial completion of the IB requires a course-by-course evaluation. Faculty advisers will determine how IB coursework will be applied toward Drake Curriculum, major or elective requirements. Credit for other IB examinations will be reviewed as needed.

IB Coursework	required score	hours earned	DU equivalent
Art higher	5	6	Art electives
Art standard	4	3	Art electives
Biology higher	4	8	BIO 1, 2
Biology standard	5	4	BIO 1
Chemistry higher	4	8	CHEM 1, 2, 3, 4
Chemistry standard	5	4	CHEM 1, 3
Comp Science higher	4	6	CS 65 + CS elective
Comp Science standard	5	3	CS 65
Economics higher	4	6	ECON 1, 2
Economics standard	5	3	ECON 1
Eng Lang A1& A2 higher	4	6	ENG 55 + elective
Eng Lang A1 &A2 std	5	3	ENG 55
Eng. Lang B higher	5	3	ENG 55
Eng. Lang B standard	5	3	ENG 55
French higher	3	6	Elective
French standard	3	6	Elective
Geography higher	4	8	GEOG 1

			no lab + GEOG elective
Geography standard	5	3	GEOG 3
German higher	3	6	Elective
German standard	3	6	Elective
History higher	4	6	HIST elective
History standard	5	3	HIST elective
Latin higher	4	6	Elective
Latin standard	5	3	Elective
Math Studies standard	5	4	MATH 20
Math Methods standard	5	4	MATH 20
Math higher level	4	8	MATH 20 + elective
Advanced Math standard	5	4	Elective
Music higher	5	3	MUS 5
Music standard	4	3	MUS 80
Physics higher	4	8	PHY 1, 2
Physics standard	5	8	PHY 11, 12
Psychology higher	4	7	PSY 1 + elective
Psychology standard	5	4	PSY 1
Social Anthro higher	4	6	ANTH 2 + ANTH elective
Social Anthro standard	5	3	ANTH 2
Spanish higher	3	6	Elective
Spanish standard	3	6	Elective
Theatre higher	4	6	Elective
Theatre standard	5	3	Elective

College-level Education Program (CLEP)

Any undergraduate student may qualify to earn credit towards graduation through the CLEP Subject Examinations listed below. The subject exams are essentially end-of-term tests designed to measure achievement in specific college courses.

For any subject exam, the required score may change from year to year. Students are not eligible to earn credit through an examination if they have withdrawn from an equivalent course after the midpoint of the semester. Students who have taken either semester of introductory accounting are not eligible to earn credit by exam for the remaining semester. The maximum possible credit granted through CLEP is 39 hours.

Students with strong backgrounds in any of the following subjects are advised to take the corresponding subject examination. Students must achieve the Drake required score to earn credit in the subject area.

Exam	Required score	ACE std	Hours earned	DU equivalent
American Government	50	50	3	POLS 1
Biology	50	50	4	BIO 1
Chemistry	50	50	4	CHEM 1, 3

	76		8	CHEM1, 3 & 2, 4
Calculus w/ Elementary Functions	50	50	4	MATH 50
Algebra/Trigonometry	50	50	3	MATH 20
Trigonometry	50	50	1	MATH 21
Sociology, Introductory	50	50	3	SOC 1
Psychology, Introduction	50	50	4	PSY 1
Accounting, Principals	55	50	6	ACCT 41, 42
Macroeconomics, Principles	50	50	3	ECON 1
Microeconomics, Principles	50	50	3	ECON 2

Des Moines Area Community College serves as a computer-based examination site for CLEP in the Des Moines area. Students may contact the DMACC Assessment Center at 515-964-6595 to schedule testing.

The Drake Curriculum

The purpose of the Drake Curriculum is to provide students with a meaningful liberal education. Drake students will gain the breadth of knowledge and skills necessary to successfully function in a complex and rapidly changing world. The Drake Curriculum helps to prepare students for meaningful personal lives, professional accomplishments and responsible global citizenship. The Drake Curriculum consists of three components: a First Year Seminar, a set of Areas of Inquiry (AOI) requirements, and a Senior Capstone. Students are required to complete all three. An optional Honors Program Track is available as an alternative to the Areas of Inquiry requirements. Additional information can be found on the Drake Curriculum Web site: http://www.drake.edu/dc.

First Year Seminars: All Drake students entering directly from high school or transferring with fewer than 30 hours of college credit must complete a First Year Seminar during their first year of enrollment. First Year Seminars are student-centered learning experiences that involve critical thinking and both written and oral communication skills. Through a topical focus, they foster understanding of methods of analysis and creativity.

Areas of Inquiry: The Areas of Inquiry requirements are designed to provide students with a solid introduction to a variety of intellectual fields and a diversity of learning experiences. Students are required to take one course in each Area of Inquiry listed below, with the exceptions of the Historical Consciousness and Science areas where two courses each are required. In the Science area, one course must be on the Physical Sciences list and the other course must be on the Life and Behavioral Sciences list. One of the two Science courses must carry a one-credit lab. Descriptions of each Area of Inquiry are available on the Drake Curriculum Web site.

- Written Communication
- Information Literacy
- Critical Thinking
- International and Multicultural
- Historical Consciousness
- Artistic Experience
- Life and Physical Science
- Quantitative
- Values and Ethics
- The Engaged Citizen

Students select courses for each Area of Inquiry from approved course lists. Selections should be made in consultation with the student's academic adviser. With specific exceptions, students and advisers must choose from the approved lists in fulfilling area requirements. The exceptions to this rule involve honors courses, independent study courses, special topics courses, study-abroad courses and transfer courses. Students may apply courses of these types to an appropriate Area of Inquiry requirement with the approval of their adviser. It is mandatory, however, that courses falling into one of these categories must centrally address the goals and expectations of the relevant Area of Inquiry (as specified in the Area description) before they can be approved as fulfilling the area requirement. First Year Seminars may not be counted toward the Areas of Inquiry requirements. Also, a single course can count for no more than one Area of Inquiry. In cases where a given course is listed under two (or more) areas, the course may be counted toward one or the other. Approved course lists for each Area of Inquiry are available on the Drake Curriculum Web site.

Honors Program Track: As an alternative to the Areas of Inquiry requirements, students may fulfill the Drake Curriculum by completing the requirements of the Honors Program Track listed below. Students pursuing the Honors Program Track must still take a First Year Seminar and a Senior Capstone. (The 3-credit First Year Seminar, even if designated as Honors, may not be counted as one of the five required Honors courses indicated below). Students who later decide to drop the Honors Program Track must complete the Areas of Inquiry requirements. (Honors courses already taken may be counted toward appropriate Areas of Inquiry with adviser approval.) Students should consult with their academic adviser before switching to the Honors Program Track.

The Honors Program Track Requirements include:

- One laboratory science course from AOI lists for either Physical or Life Sciences.
- One course from AOI list for Quantitative Area.
- One course from AOI list for Artistic Experience Area.
- Honor 100: Paths to Knowledge (4-credit course).
- 15 additional credits in the Honors Program.

Completion of the Honors Program Track in the Drake Curriculum is not sufficient to fulfill the requirements of the Honors Program (leading to a designation of "University Honors" on a student's final transcript). To complete the Honors Program, students must complete the Honors Program Track plus the following: successfully complete an Honors Program Senior Thesis and maintain an overall cumulative 3.5 GPA.

Senior Capstone Experiences: Each Drake University student must complete at least one Senior Capstone experience. Capstone experiences allow each student to demonstrate the capacity to bring information, skills and ideas acquired from the major and the Drake Curriculum to bear on one significant project. Capstone options are designed by individual departments and interdisciplinary programs. Capstones may take many different forms, including seminars, internships, practicums, field work, independent research and other options. Students who are earning double majors are required to meet the capstone requirement of each major. The same capstone may, however, satisfy requirements in more than one major with approval of both departments or programs. Descriptions of the Senior Capstone requirements in each major are available on the Drake Curriculum Web site.

Graduation Requirements

Candidates qualifying for an undergraduate degree must complete successfully a minimum of 124 credit hours of coursework. The six-year Doctor of Pharmacy Program (Pharm.D.) of the College of Pharmacy and Health Sciences requires 200 credit hours.

Drake University accepts up to 66 credit hours of college-level transfer credit applicable to an associate degree from an accredited community or two-year college as any part of the first 94 credit hours toward a bachelor's degree (except pharmacy; see College of Pharmacy and Health Sciences section), subject to the requirements of the individual colleges and schools. Transfer students, regardless of the type of institution from which they transfer, must successfully complete their last 30 hours in residence at Drake University to satisfy degree requirements.

Candidates for undergraduate degrees must complete successfully a minimum of 30 credit hours in residence classes on the Drake campus. All Drake University colleges and schools require the last 30 hours of a degree to be completed in residence. Candidates for the Bachelor of Science in Education (BSE) degree regularly employed as teachers may take some of the last 30 hours in extension classes. However, candidates for the BSE degree must complete their final 15 hours in classes on the Drake campus.

The College of Arts and Sciences, College of Business and Public Administration and School of Journalism and Mass Communication provide the option of earning two undergraduate majors (a double major) in any one of these colleges/schools. With early and careful planning, a student can complete one of many double majors in one college or school within the 124 credit-hour minimum.

Students may earn a second major outside their college or school. More than 124 credit hours usually are necessary to complete both majors in the two colleges/schools. For more information, consult the associate or assistant dean of the appropriate college or school.

A cumulative grade-point average of 2.00 (equivalent of "C") is required for all Drake University work attempted for a degree, including major department work, departmental courses and the combined departmental and related courses. A transfer student must have a cumulative grade-point average of 2.00 on all work attempted at Drake University.

Additional graduation requirements may be found in the individual college/school Web sites. Graduation requirements of the Law School and the School of Education may be obtained by writing to the respective deans.

SENIORS TAKING GRADUATE WORK
Seniors in their last two semesters of undergraduate study have the possibility of taking graduate work to round out a partial enrollment that completes all undergraduate requirements. See the Graduate Catalog for further information.

SECOND UNDERGRADUATE DEGREE
Undergraduates earning two or more bachelors degrees concurrently need to successfully complete the requirements for each degree and major. The total credit minimum is 124 (excluding Doctor of Pharmacy degree).

Furthermore, the Drake graduate who returns for a second undergraduate degree must complete requirements for the second major/degree; this student does not need to complete Drake Curriculum general education requirements and has no minimum number of credits required.

A minimum of 30 credits is required for the non-Drake graduate who applies for a second undergraduate degree. The student must meet the Drake Curriculum requirements and requirements for the new degree/major.

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 college or school personnel for degree clearance, preparation of the annual Commencement program and diploma presentation, and it is the student's first step toward participation in the annual Commencement ceremony.

HONORS AT GRADUATION
Graduating students who have attained academic excellence and high scholastic achievement on the basis of cumulative grade-point average for 60 or more undergraduate hours at Drake University are recognized in the Commencement program with the following honors:

Cum Laude — GPA 3.50-3.69
Magna Cum Laude — GPA 3.70-3.89
Summa Cum Laude — GPA 3.90-4.00

Students who do not qualify for the above honors but who have attained a 4.00 average in their last 30 credit hours or a 3.80 average or better in their last 60 hours at Drake are graduated Cum Laude. A transfer student who does not complete 60 hours at Drake is graduated Cum Laude if he or she has attained a 4.00 average in the last 30 hours or a 3.80 average or better in the last 45 to 59 hours. Departmental honors are awarded to a Cum Laude (or higher) graduate who has 18 or more credit hours in his or her major department(s) with a minimum grade-point average of 3.80.

The appropriate overall honors designation is recorded on the transcript and diploma of an honors graduate. Departmental honors are recorded on the transcript.

ACADEMIC COSTUME
Principal features of academic dress are the gown, the cap and the hood. It 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 and 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 a 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 higher. 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 or university honors. Kente stoles also are approved ornamentation. Additional ornamentation must receive prior approval of the University Commencement Committee.

ELIGIBILITY FOR CEREMONY ATTENDANCE
Any student who has earned a degree and has not participated in a previous Drake Commencement ceremony for that degree is encouraged to participate.

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 2.0 or higher.

A student must have completed the summer and fall registration process, and those courses must fulfill the full degree requirements. The student also must meet one 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.

Complete information about commencement is available at
http://www.drake.edu/studentrecords/commencement.html.

STUDENT LIFE

Residence

Drake University believes that the experience students receive from the residence hall program benefits their academic, social, intellectual and personal growth. The philosophy of Drake University is that student life in the residence halls is not separate from the academic mission of the University, but rather it is supportive of the students' total development.

Therefore, all full-time students must live in the Drake University residence halls during any period of university enrollment occurring within two years following their high school graduation. Students meeting this requirement during the contract year are expected to fulfill the terms of the contract.

Exceptions to this residence rule are granted if the student 1) is married, 2) lives at home or 3) lives with a relative. Any student who is beyond two years of high school graduation is not required to live in a residence hall but may elect to do so if space is available.

A written request for an exception to this policy must be filed with the Office of Residence Life prior to the semester for which the request is made.

The University maintains eight coeducational residence halls for undergraduates. The residence halls have 24-hour desk services, laundry facilities, mail service and storage space. The size of the rooms vary from hall to hall, but each residence hall room has a twin bed, desk and chair (type of furniture will vary per hall). All rooms have windows and a telephone with phonemail. All residence hall rooms are wired for cable TV, as well as Ethernet, which provides access to the World Wide Web.

Drake Dining Services offers meal plans that enable students to enjoy meals and snacks seven days a week at several locations on campus, including Hubbell Dining Hall, Spike's and Olmsted Center. Options are designed to meet a wide variety of dietary needs, preferences and lifestyles, from vegetarian, deli, pizza, pasta and all you can eat to late-night and carryout choices. Dining Services staff assists students to meet their individual dietary needs.

Drake's residence halls and dining facilities include the following:

CARPENTER HALL, 2900 Forest Avenue, is named for Mary Carpenter, dean of women from 1897 to 1908 and 1918 to 1930. Carpenter was a member of the Drake Class of 1885.

CRAWFORD HALL, 1333 30th Street, is named for Robert A. Crawford, an early Des Moines banker and philanthropist. He was treasurer of Drake's Board of Trustees from 1924 to 1937.

GOODWIN-KIRK HALL, 1215 30th Street, recognizes the contributions of two longtime associates of the University. William J. Goodwin was a Drake graduate and served as president of Drake's Board of Trustees. Sherman Kirk was a faculty member from 1897 to 1940 and dean of Drake's Bible College. Goodwin-Kirk Hall is accessible to persons with disabilities.

HERRIOTT HALL, 2842 Forest Avenue, takes its name from Frank I. Herriott, a political science professor at Drake from 1903 to 1941. He was instrumental in establishing a Phi Beta Kappa chapter at Drake. Herriott Hall is accessible to persons with disabilities.

JEWETT HALL, 2801 University Avenue, is named for George A. Jewett, a founder of the University. He also served as secretary of Drake's Board of Trustees from 1882 to 1934. Jewett Hall is accessible to persons with disabilities.

MOREHOUSE HALL, 2803 University Avenue, is named for Drake's sixth president, Daniel W. Morehouse. The hall and the Drake Stadium were built during his presidency from 1922 to 1941.

STALNAKER HALL, 1319 30th Street, is named for Luther W. Stalnaker, a Drake alumnus and professor of philosophy. He also was dean of the College of Liberal Arts from 1940 to 1954.

ROSS HALL, 1214 31st Street, takes its name from Luther S. Ross, a botany professor who provided initial faculty recognition for intercollegiate athletics at Drake.

HUBBELL DINING HALL is named for Grover C. Hubbell, a member of an Iowa pioneer family and member of Drake's Board of Trustees from 1929 to 1956. Hubbell also served as chair of the board from 1931 to 1948. Its dining facilities include Spike's, Drake's late-night pizza and subway sandwich shop.

OLMSTED CENTER is named for George H. Olmsted, an Iowa philanthropist and member of Drake's Board of Trustees. The center provides dining services for residence hall students and other members of the University community. It also offers student lounges, Student Life and Residence Life offices, a convenience store, meeting rooms and conference facilities.

Resources for Study

DRAKE TELEMEDIA CENTER (DTC)
Located in the lower level of Meredith Hall, the Drake TeleMedia Center provides audio/visual (A/V) equipment to Drake faculty and staff, as well as the following services:

- Video and multimedia production
- DVD authoring and burning
- Electronic classroom design and installation
- Technology training
- Audio/Video teleconferencing

DTC is also the central programming point for The College Channel, seen citywide on cable channel 46. Residence Life Cinema and CampusNet teletext, both on-campus cable services, are also programmed and maintained by DTC. DTC provides multimedia and IT support to the School of Journalism and Mass Communication and the College of Business and Public Administration.

LIBRARIES
Cowles Library (http://www.lib.drake.edu/), the main library for the University, is an integral part of the learning experience for Drake students. Library collections and services serve as a primary resource for course work and research, and for the development of student information literacy skills. Librarians and staff are available to assist individual users, and offer a variety of instructional opportunities, including Library 046, a course designed to promote effective use of information resources and critical thinking.

The library is both a repository of content and a gateway to a vast array of print and electronic information. The collections include more than 550,000 books and journals, 94,000 federal and state government documents, 777,000 microform records, 80 electronic databases and approximately 16,000 scholarly online journals. The collections also include DVDs and music CDs, as well as a digital repository of scholarship and historical material unique to Drake. The library also provides interlibrary loan and document delivery services to obtain materials not owned by the library.

The library Web site serves as a portal to the online catalog and subject sources, including a wide variety of databases, indexes, full-text electronic journals, encyclopedias and other reference tools. Assistance can also be obtained through the Ask a Librarian virtual reference service. All of these services are accessible through the campus computer network, and to off campus users enrolled at Drake.

The building features an Information Commons that provides technology and service support, and a variety of different types of study spaces, including a grand reading room that has recently been restored. A wireless network supports laptop computer access to the Drake network from any seat in the library.

OFFICE OF INFORMATION TECHNOLOGY
The Office of Information Technology (OIT) supports the computing and networking needs of the University. Students use desktop and laptop computers, computer labs, central computing facilities and the campus network as regular components of their studies at Drake. Access to these information technology (IT) resources is available to all Drake students, and they are often required to use them as part of their classwork.

The University data network provides access from all residence hall rooms and faculty and staff offices to central computing resources and a variety of library and information resources. Some buildings also have wireless access, and many more academic and student spaces will have access by September 2005. Drake's connection to the Internet provides access to the World Wide Web and a wealth of off-campus resources. Students use the network to seek information, conduct research, complete assignments and communicate with other computer users and libraries on campus and around the world. Students who do not own computers or who live off campus may use computer laboratories (with Macintosh and Windows machines) in a number of campus buildings.

OIT provides a variety of other services to students, as listed on the student page of the OIT Web site (http://www.drake.edu/it/students.html). Online services include course registration, address and phone

number changes, checking grades, etc. Other services include access to discounted computer purchases, Microsoft Office software (for students working toward a degree) at no charge, and access to a Multimedia Development Studio. OIT also offers e-mail, Web hosting for student groups and a HelpDesk located in Carnegie Hall. Training in the use of Drake's IT resources and standard software is offered periodically.

OIT operates the Blackboard course management system, used by many faculty to provide online course materials and learning environments. Many classrooms have equipment that allows faculty to present multimedia learning materials. A server provides access to the UNIX operating system with software for computer science instruction.

Other IT services at Drake are provided by the libraries, the Drake Telemedia Center and IT staff in individual colleges and schools.

ACADEMIC ASSISTANCE AND STUDENT SERVICES

Students looking for ways to enhance their academic success (i.e. improving reading comprehension, studying efficiently and time management) are encouraged to contact the Academic Achievement Coordinator at 271-3752 or the Academic Success Coordinator at 271-2074. One-on-one consultations are available by appointments only. Students are encouraged to utilize the various resources (labs, supplemental instruction, writing workshop) offered through the academic departments as noted on the Drake Web site at www.drake.edu/provost/acadsucess. Whether full- or part-time, undergraduate or graduate student, you can experience academic success if you: (1) go to every class; (2) go to every class prepared; (3) initiate and maintain contact with faculty; and (4) take advantage of the academic resources offered by the academic departments.

In addition, the Office of the Provost at Drake University sponsors the Peer Mentor/Academic Consultant (PMAC) program (including Welcome Weekend) under the direction and supervision of the Vice Provost. PMACs are not course-specific tutors, but the description of "generalists" is more appropriate because of their focus on issues that are applicable to student success regardless of students' college, school or major.

Having a better understanding of what to expect inside and outside the classroom, becoming more aware of resources available on and off campus, and being able to make "informed" decisions because students have the skills to access accurate and appropriate information are the objectives of semester-long interactions with the PMACs. Programming focuses on:

- goal-setting and decision-making
- time management
- studying efficiently
- questioning strategies
- approaching faculty
- on- and off-campus resources (to address academic, personal, and social issues)
- transitional adjustments and involvement inside as well as outside the classroom

Transfer students require less one-on-one and ongoing attention than direct-from-high-school students; however, in addition to orientation in the fall and spring semesters, there are PMACs available to work with transfer and non-traditional students. Contact the Office of the Provost at 271-3751.

PROFESSIONAL AND CAREER DEVELOPMENT SERVICES

The Professional and Career Development Services encourages students to develop an appreciation for exploring and connecting intellectual study to personal life and social responsibility, resulting in an increased likelihood of students participating in service learning and volunteer activities, undergraduate on- and off-campus employment, job shadowing experiences and internships, as well as acceptance to graduate and professional schools and obtaining full-time employment in their areas of study or interests.

Whether a student is exploring interests or has determined professional goals, the Professional and Career Development Services has several resources to assist. Additional information is available on the Web site www.drake.edu/career.

COUNSELING CENTER

The Counseling Center provides a setting in which a student may confidentially discuss any personal problem with a psychologist or counselor. The center 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 with 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 p.m., and Friday, 8:30 a.m. to 3 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 515-271-3731.

CENTER FOR INTERNATIONAL PROGRAMS AND SERVICES

Drake's Center for International Programs and Services helps provide an exceptional learning environment and prepares students for responsible global citizenship by:

- coordinating study-abroad opportunities for students seeking Drake degrees, and
- facilitating the success and involvement of international students on campus and in the community

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STUDY-ABROAD

Drake's study-abroad opportunities are characterized by variety. Qualified students may choose from programs in more than 60 countries. Students are encouraged to choose programs that include independent study, internships, language immersion or direct enrollment with students from the host country. Housing options may include apartments, residence halls or home hosting. Exciting opportunities range from an intensive three-week international study seminar led by a Drake faculty member to a full year of direct enrollment in a foreign university.

While all credits taken on affiliated programs transfer to Drake, students must work closely with their advisers to ensure that courses chosen will meet specific degree requirements. Early planning is recommended. For some programs, the sophomore year is the best time to spend a semester abroad.

Grade-point requirements for study abroad vary by program. Students with stronger grades have a wider range of opportunities, including programs at prestigious universities such as Oxford, Cambridge, the Sorbonne and the University of Sydney.

Fluency in a foreign language also broadens options, though many programs do not require previous foreign language study. This is true even in countries where the official language is not English, although students who learn the local language have richer experiences with local people.

The cost of a program abroad varies widely, but students with financial concerns can usually find a program that meets their needs. Most students report that a semester abroad costs approximately the same as a semester at Drake. Many forms of financial aid may be applied to study abroad with a Drake-affiliated program, and some programs offer scholarships.

Drake students who are interested in studying abroad should contact the

International Center
Drake University,
2507 University Avenue
Des Moines, IA 50311-4505
USA. Telephone: 515-271-2084
Or
Fax: 515-271-4588; or go to http://www.drake.edu/international/studyabroad.html.

INTERNATIONAL STUDENT SERVICES

Drake hosts over 200 talented students and scholars from over 50 countries. To facilitate their success, the Center for International Programs and Services provides:

- pre-arrival information
- volunteers to greet new students at the airport
- orientation tailored to the needs of international students
- advising and workshops regarding immigration regulations and employment issues
- programs to promote adjustment to life in the United States, Des Moines and at Drake

- activities of the International Students Association
- monthly electronic newsletters to students
- economical, mandatory group health insurance
- a host family program (not live-in) coordinated by community volunteers
- opportunities for international students to share their cultures with local schools and community groups.

For information about admission to a degree program, contact the

Office of Admission
Drake University
Des Moines, IA 50311-4505
U.S.A. Telephone: 515-271-3181 outside the U.S., or
800-44-DRAKE toll-free within the U.S.
The fax number is 515-271-2831.
Drake's e-mail address is admitinfo@acad.drake.edu.

More information for international students can be found at http://www.drake.edu/international

INTENSIVE ENGLISH PROGRAM (English as a Second Language)

This program offers intermediate and advanced-level English language study, focusing on proficiency for academic purposes and orientation to U.S. culture. Courses are designed primarily for students seeking full enrollment in Drake's undergraduate and graduate degree programs, although individuals also enroll to satisfy personal and business goals.

Drake's IEP prides itself on flexibility, high quality and personalized attention to students' needs. Small classes of up to 15 students are taught by faculty members dedicated to the student's total experience in the United States. Full-time students spend approximately eighteen hours per week in classroom study and supervised language laboratory work, which involves reading, writing, speaking, listening, pronunciation, grammar and vocabulary.

To benefit from Drake's IEP, students should have completed beginning-level English study and have the equivalent of a U.S. secondary school diploma. IEP admission may be granted with or without admission to a Drake degree program.

For information about the Intensive English Program only, contact the

International Center
Drake University
2507 University Avenue
Des Moines, IA 50311-4505 USA.
Telephone: 1-515-271-2084 or fax: 1-515-271-4588.

The IEP Web site is http://www.drake.edu/international/esl.html for general information and to contact us.

SERVICES FOR STUDENTS WITH DISABILITIES

Student Disability Services, located in the Student Health Center, assists students with disabilities by coordinating necessary academic accommodations. Staff members work with students with all types of disabilities, including, but not limited to, 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 disability services is 515-271-1835 or 515-271-3100; TDD, 515-271-2825. For more information, visit the Web site at http://www.drake.edu/sds.

STUDENT IDENTIFICATION CARD

Each student is provided a photo identification card that is used for admission to Drake University athletic events, theatre productions, Bell Center workout facilities and other activities. It is also a dining hall pass for students who are provided meals through Drake's Dining Services. Lost identification cards can be replaced for a charge of $20.

Evening and Weekend Classes

Courses offered evenings and weekends provide opportunities for career development and cultural enrichment for students who cannot take classes during the day.

A wide range of degrees are available to students enrolling exclusively for evening and weekend classes. Evening and weekend undergraduate students may complete baccalaureate programs in the following major fields:

Evening and weekend graduate students may complete these programs:

- Master of Accounting
- Master of Business Administration
- Master of Financial Management
- Master of Public Administration
- Master of Science (School of Education)
    - Rehabilitation Administration
    - Rehabilitation Counseling
    - Rehabilitation Placement
    - Community Counseling
    - Adult Learning, Performance and Development
- Master of Science in Education (including summer classes)
    - School Counseling (Elementary and Secondary)
    - Effective Teaching, Learning and Leadership with emphases in the following strands:
        - Curriculum Leadership, Early Childhood (IA endorsement 103), Middle School (IA endorsement), Reading-Elementary (IA endorsement), Reading –Secondary (IA endorsement), Reading Professional (IA endorsement as a reading specialist), Urban Education
    - Education Leadership (Principal licensure for PK-12)
    - Special Education
- Specialist in Education
    - Education Leadership
- Doctor of Education
    - Education Leadership

Undergraduate degrees are attainable by combining day and evening classes.

Extension Classes

The Extension Division, located in the School of Education, coordinates off-campus classes across the state of Iowa. A variety of courses is scheduled each semester at locations across Iowa. For information on extension classes, call 515-271-2182 or visit http://www.drakecontinuinged.com. Courses taken through the extension division of the School of Education may lead to endorsements or may be used in some master degrees for licensed educators. In addition, several distance learning courses are available through the extension office in online or video formats for those who wish to renew teaching licenses or advance by credits on local salary schedules.

Summer Session

The Drake University Summer Session is an extension of the regular academic year but includes special workshops, institutes and lectures on a variety of contemporary issues. Day and evening graduate and undergraduate courses are offered in most of the departments, colleges and schools of the University. Many summer course offerings are Web-based.

The Summer Session is divided into a three-week interim term, two five-week terms, two four-week terms, two six-and-a-half-week graduate business terms and an eight-week Law School term. Current Drake

students may enroll via MYDUSIS, Drake's online registration system. Non-Drake students may get a Drake registration account by following the "Registration for non-Drake Students" link at http://www.drake.edu then choose "Current Students."

ADMISSION INFORMATION

Drake University has a policy of open admission to the Summer Session for those students not enrolled in a Drake University degree program.

New high school graduates, currently enrolled high school students, undergraduates enrolled at other institutions, students holding bachelor's degrees interested in taking courses but not seeking a graduate degree from Drake University, or individuals seeking courses for personal interest or professional advancement may register by following directions at http://www.drake.edu, current students link, "Registration for Non-Drake Students."

Non-degree or visiting students must meet all prerequisite courses before beginning classes at Drake. New students seeking admission to undergraduate degree programs should complete the Application for Admission form available from the Office of Admission or online at http://www.choose.drake.edu/admissions/default.asp.

New students seeking admission to graduate degree programs must file an Application for Admission to Graduate Degree Programs. Forms may be obtained from the Graduate Admission Office or online at https://www.applyweb.com/aw?drakeg.

The special admission requirements and procedures for the Law School are the same as for the regular year. Information is available from the Law School.

Students attending the Summer Session may earn up to four credit hours in the interim term and six credit hours in each of the other summer terms. Exceptions must be approved by the dean of the appropriate college or school.

Instruction during the Summer Session is offered primarily by the regular full-time faculty of Drake University and supplemented with qualified lecturers and professors. A schedule of Summer Session offerings is available in early spring of each year and may be obtained by writing the:

Office of Student Records
Drake University
2507 University Avenue
Des Moines, IA 50311-4505.

Special Programs

DRAKE UNIVERSITY LANGUAGE ACQUISITION PROGRAM

The learner-centered Directed Independent Language Study (DILS) model that Drake has adopted in place of traditional classroom language instruction is the Drake University Language Acquisition Program (DULAP; http://www.drake.edu/dulap/). DULAP is based upon a clear sense of mission: to allow students to gain functional competence in using a second language for work, travel and everyday life.

DULAP addresses the clearest need for language training at Drake: functional usage. We have many students who wish to achieve competence in using another language for purposes in their daily lives: living, working or traveling abroad, interacting with business or professional contacts in other countries, communicating with immigrant populations in the United States, etc. This mission also encompasses familiarity with the cultures associated with the target language, though cultural training may be approached differently than in the case of the traditional language major. Although most students choose to study Spanish or French, few are beginners; more commonly, students have "studied" a language without having learned how to use it. Part of DULAP's challenge with these students is to help them move from using verb charts and thinking in English to thinking and speaking in their target language. And DULAP has a small but steady enrollment in less commonly taught languages. Because DULAP has no majors or minors, students fit language study into their own major requirements as they can. It is common for some majors to study language one semester, then miss a semester because of their major program requirements, then come back to continue their language study another semester.

Although DULAP has no majors or minors, education majors wishing to teach French, German or Spanish at the secondary level may take courses to earn a teaching endorsement in those languages. For details about the endorsement, see the School of Education.

DULAP offers nine languages: French, Spanish, German, Italian, Arabic, Mandarin Chinese, Japanese, Russian and Kiswahili. Students take a 3-credit DILS (directed independent language study) course and a co-requisite 1-credit Language Learning Strategies course. DULAP employs a twenty-station Mac lab where students access target-language multimedia and use digital audio and video to make ePortfolios showing their process and progress in language learning. Students meet twice a week (in groups no larger than four) with a native speaker/language partner who acts as a facilitator (not a teacher). Language partners are great resources for information about their language and culture, and seem to take on the role of cultural representative with a good deal of seriousness. Interaction between students and language partners offers natural opportunities for cultural content to be studied as an essential part of the language studies. And students follow a detailed syllabus and prepare assignments to practice with the language partner; students meet a third hour with their study group to work on collaborative assignments such as peer editing, script writing, making videos and reviewing workbook assignments.

Most language partners are international students at Drake, and they are trained, mentored and monitored by our language coordinators (one for French, German and Italian, one for Spanish, and one for Arabic, Chinese, Japanese and Kiswahili). Language coordinators are second language acquisition professionals whose role with language learners is more like a coach than a teacher. Coordinators monitor practice sessions and study groups, and hold regularly scheduled one-on-one conferences with their students.

DULAP'S assessment approach is two-pronged. First, DULAP uses independent examiners, usually professors from other universities who teach the language and level they examine, to administer individual interviews and written exams twice each semester. Students are evaluated with a rubric and receive written comments from the examiner. All exams are recorded on video, and students review them as part of their self-evaluation process. Each course has skill-based objectives consistent with the ACTFL guidelines, so students understand what they are expected to be able to do and how they will be assessed.

The second assessment strategy is learner-centered: students create ePortfolios showing milestones in their language learning across the semester (writing samples, sound bites, videos, mediated chat transcripts...). Students learn or refine their self-assessment techniques and reflective writing as they prepare to present their ePortfolios.

Students are strongly encouraged to augment their DULAP training through study abroad, where they can gain an immersion experience in the target language. A number of Drake's new international partnerships include student exchange opportunities designed with language learning as a significant component. DULAP is, however, more than simply a means to prepare students for overseas language study. Students who wish to pursue advanced levels of language learning or to explore topics in culture and literature can do so through DULAP. Many students return from a study abroad experience and continue their language studies in DULAP. Often, returning students appreciate the opportunity to continue honing their target-language critical thinking and speaking skills, as well as the chance to pursue an in-depth study of the culture in which they were immersed.

THE HONORS PROGRAM

The Honors Program is an all-University concentration in interdisciplinary studies that serves as an alternative path to fulfilling the requirements of the Drake Curriculum, and strives to:

- cultivate individual achievement and creativity by providing students with a venue to pursue projects at higher levels of expectation, or those that do not neatly fit within prescribed disciplines.
- provide a rigorous interdisciplinary perspective, breaking students out of their channeled interests and instilling an appreciation of the intellectual achievements of all aspects of Drake.
- be a University leader in interdisciplinary education, paving the way for such programs as First Year Seminars and Learning Communities.

To complete the Honors Program Track of the Drake Curriculum, students take 19 credits in the Honors Program, including a required seminar titled Paths to Knowledge, which explores the different ways in which we come to understand the world around us. Honors Program students also take classes in three of the Areas of Inquiry: the Artistic Experience, a laboratory science and quantitative literacy. This track allows students to explore simultaneously the creative, interdisciplinary, non-traditional topics that are the hallmark of the Honors Program and fulfill the Drake Curriculum's goal of providing students with diverse intellectual experiences, introducing them to various areas around which intellectual inquiry is organized.

Students may develop further leadership skills through the Honors Student Council, which actively solicits Honors course topics and faculty, helps shape program policies and plans events and service projects.

All motivated students are encouraged to participate in the Honors Program and are invited to complete a creative essay, which serves to declare their interest in the program. Students who meet or exceed the following criteria will automatically be sent an application form:

- Rank in the top 5 percent of their high school class or have a minimum 3.75 cumulative grade-point average on a 4.0 scale; and
- Have an ACT composite score of 29 or an SAT-I combined score of 1270.

Admission to the Program is not restricted to those meeting the above criteria.

First-year students considering the Honors Program are expected to enroll in Honors 1, Honors Orientation, a one-credit-hour class during the fall semester. In addition, the program sometimes organizes first-year learning community experiences in coordination with the First Year Seminar (FYS) program. A recent example was an intensive two-course study on American Democracy. Such experiences are highly recommended for Honors students whenever they are appropriate.

Students in the Honors Program earn University Honors by completing both the Honors Program Track of the Drake Curriculum and a three-credit Honors senior thesis project, while maintaining a 3.5 cumulative grade-point average upon graduation.

Advising is typically done with the students' designated first-year and academic advisers, but Honors students are encouraged to bring to the Honors Program director their questions about course selection and career goals.

GLOBAL AMBASSADOR CERTIFICATE PROGRAM

The Global Ambassador Certificate Program is designed to complement a student's central program of academic study. Undergraduate students from any school or college are eligible to apply. The purposes of the Global Ambassadors Program are to:

1. provide students with a combination of concentrated study, personal experience and reflection that will inform their understanding of global issues and perspectives,
2. provide students with the intercultural skills that will allow them to make the most of future international opportunities in business, the professions or public service.

Certificate:
To accomplish these goals, students will meet a set of requirements combining academic and co-curricular experiences. Upon completion of the program, students will receive a certificate that recognizes their achievement and lists the activities in which they engaged. A notation acknowledging their successful completion of the program will also appear on the student's university transcript.

Requirements:
To qualify for a Global Ambassador certificate, a student must complete the following requirements:

- **Take a course on Intercultural Communication.** An equivalent course from study abroad may be substituted.
- **Complete two semesters of language study** through DULAP or an equivalent amount of training through study abroad or college transfer credits. Pre-college training (e.g., high school) in a second language other than English may not be substituted for this requirement. However, students whose second language is English may arrange an alternative experience in place of additional language training. Examples might include serving as a language partner in the DULAP program, voluntary language tutoring on- or off-campus, or translation service to community groups.
- **Complete any credit-bearing study abroad experience**. This may include semester- or year-long programs, summer international study seminars or an internship experience abroad that has been accepted for Drake credit.
- **A minimum of 50 work hours (not credit hours) of service learning**. This requirement will most often be met by volunteering for a local community group or organization that has an international focus. The center director will make available a pre-approved list of such organizations. Students may also propose their own volunteer or internship experience. These may include experiences in other cities or countries (e.g., internship or volunteer experiences connected to study abroad may also count).
- **Regular attendance at CGC-sponsored events and participation in Students for Global Citizenship group activities**. Students will be expected to demonstrate and document active engagement with the Center and other events on campus and in the community that have an international or inter-cultural focus.
- **Global Ambassador Capstone Experience (2 credits)** As a culmination of the Global Ambassador program, students will participate in a group learning experience that includes two components:

1. A set of directed readings, writing assignments and discussions focused on the concept of global citizenship and how it applies to our lives.
2. A group project designed to put the concept of global citizenship into practice by educating the campus and/or community about a global issue or cultural perspective. The capstone will normally be completed in the fall of a student's senior year. The directed study and project will be supervised by the CGC director. Students will register for the capstone as independent study credit (2 credits).

Application Process:
Students must apply for the Global Ambassadors Program. Applicants must have a minimum GPA of 3.0. The number of students accepted will vary depending upon the availability of staff and instructional resources. Applications will be accepted during the fall of each academic year. The necessary application forms will be available through the CGC director.

PRE-LAW

Undergraduate students interested in pursuing careers in law, who have majors in the College of Arts and Sciences, College of Business and Public Administration, School of Journalism and Mass Communication and College of Pharmacy and Health Sciences, may complement their programs with pre-law study. Because pre-law courses and topics depend on each student's major and professional goals, pre-law students should work closely with their academic advisers and other faculty to develop an appropriate set of courses and other learning experiences. Pre-law programs also are described in the college/school sections of this catalog.

In general, pre-law students benefit most from a challenging curriculum comprising rigorous courses that demand strong critical reasoning skills and a lot of reading and writing, and engage different kinds of texts, skills, concepts and theories. While Drake does offer a very good, challenging interdisciplinary major called Law, Politics, and Society, there is no particular major necessary for admission to law school. Undergraduates, law schools recommend, should major in subjects that are both interesting and hard.

Pre-law students also are encouraged to take advantage of several learning opportunities offered by the Drake Law School.

The Dwight D. Opperman Lecture in Constitutional Law brings U.S. Supreme Court justices and other nationally prominent speakers to campus each year to discuss significant constitutional issues.

The Constitutional Law Center, one of four such centers in the nation to be endowed by Congress, is a valuable resource for students, scholars and legal professionals. Drake's center sponsors an annual national symposium that explores constitutional issues, community law forums and the Constitutional Law Speaker Series.

Intercollegiate Mock Trial teaches students about the legal process as they develop important critical thinking and public speaking skills. The Law School hosts the annual National Intercollegiate Mock Trial Tournament, which attracts teams from more than 100 colleges and universities.

MILITARY SCIENCE
ARMY RESERVE OFFICERS TRAINING CORPS

Army ROTC courses are taught on the Drake University campus. All military science courses can be counted toward general elective requirements. Students who successfully complete the ROTC program and receive a degree from Drake University are eligible to receive a commission as a second lieutenant in the U.S. Army, Army Reserve or the National Guard.

Drake is a member of Servicemembers Opportunity Colleges, a consortium of more than 1,300 institutions pledged to be reasonable in working with service members and veterans who are trying to earn degrees while pursuing demanding, transient careers. As an SOC member, Drake is committed to easing the transfer of relevant course credits, providing flexible academic residency requirements and crediting learning from appropriate military training and work experiences. SOC is sponsored by 15 national higher education associations with the military services, the National Guard Bureau and the Office of the Secretary of Defense serving as cooperating agencies.

The military science program at Drake is divided into two segments, the Basic Course and the Advanced Course. The Basic Course (courses numbered 11 through 22) is designed primarily for first-year students and sophomores. No military obligation is incurred by a person participating in the Basic Course, which is designed to be informative and to acquaint students with the military as a profession. It provides a basis of information upon which students can decide if they wish to enter the Advanced Course, and it allows the cadre the opportunity to evaluate students on leadership and management potential.

The Advanced Course is structured to provide the necessary preparation to qualify as a basic commissioned officer. Students must meet all physical and academic requisites to enter the Advanced Course, to include completing or getting credit for the Basic Course. Entrance into the Advanced Course also requires a commitment to service in the Army, Army Reserve or National Guard. For details on qualifications, contact the Military Science Department.

Students may get credit for the Basic Course in several ways. They may elect to (1) complete it over two years as intended; (2) compress it within one year by taking first and second year courses at the same time (if they have less than four years of school left); or (3) complete a four-week Leaders Training Course at Ft. Knox, Kentucky (see Military Science in the course description section). Veterans, National Guard and Army Reserve members may also received Basic Course credit for completing basic training.

Persons entering the Advanced Course must sign a contract with the U.S. Army. Obligation under this contract will vary: (1) Persons who become officers in the Army National Guard or Army Reserve have, depending on specialty, a 90- to 180-day active-duty obligation for further training, followed by part-time service. (2) Non-scholarship students who are selected for active-duty incur a three-year obligation to serve on active-duty. (3) Scholarship students who are selected for active-duty incur a four-year active-duty obligation.

Students enrolled in the Advanced Course are required to attend a four-week course at Ft. Lewis, Washington called the Leadership Development and Assessment Course (see Military Science in the course description section). Usually, this course is attended in the summer between the junior and senior years. The course is a leadership laboratory where students can learn and practice leadership, see and use military hardware and weapons systems not available on campus, and receive Army Branch information.

Educational benefits and scholarships are available for qualified applicants. Contact the Military Science Department for details.

All classes include a Leadership Laboratory as an integral part of the class. All students are expected to participate in lab activities. Labs provide students the opportunity to become acquainted firsthand with the skills and leadership principles required of an officer.

Persons interested in military science may contact the

Military Science Department
1153 24 Street
Des Moines, IA 50311

Ph: 515-271-3952, or
515- 294-0308 or
800-44-DRAKE, Extension 3952

AIR FORCE AEROSPACE STUDIES
AIR FORCE RESERVE OFFICER'S TRAINING CORPS

Air Force ROTC courses are taught on the Iowa State University campus in Ames, Iowa, 30 miles north of Des Moines. Students must arrange their own transportation to Ames if required. Classes are held one day each week during the first two years of the program, and two or three days per week for the last two years of the program. In addition, a two-hour leadership laboratory is required once a week. Students take the courses as Drake courses, and no additional tuition fees are assessed for full-time students.

The AFROTC curriculum is divided into two basic phases: The General Military Course (GMC) and the Professional Officer Course (POC). The GMC is introductory and consists of four consecutive one-hour courses normally taken during the freshman and sophomore years. GMC completion is not a prerequisite to entry into the POC, although the department recommends it.

Prior to entry into the POC, all students must complete field training at an Air Force base. Students who have completed the GMC phase participate in a four-week program that provides a concentrated experience in the Air Force environment. The training program includes junior officer training, aircraft and aircrew orientation, survival training, base functions and physical training. A six-week training program is provided for those students entering the POC phase who do not complete all of the GMC. This program includes all that is offered in the four-week program, plus the academic and leadership laboratory experiences normally contained in the on-campus GMC courses.

Selection for the professional officer course is on a competitive basis, and cadets enrolling in this course must meet certain academic, mental, physical and moral standards. Qualified cadets may compete for classification as flight candidates and receive flight instruction during their final years in the POC phase. Upon enrollment in the POC, all cadets are required to complete a contractual agreement with the Air Force, which obligates them to four years of active duty in the United States Air Force if in a non-flying category; ten years of active duty in the United States Air Force if a pilot; or six years as a navigator. Uniforms and texts are supplied to the cadets, and those in the POC receive a subsistence allowance from $350 to $400 per month. Entry into the program is not dependent on departmental major or year in Drake University.

AFROTC offers a Graduate Law Program, which guarantees duty as a legal officer following successful completion of all law school, AFROTC and bar requirements. Interested students should contact the AFROTC department for more information. Air Force ROTC may be taken in conjunction with nursing programs leading to a bachelor's degree.

The Air Force offers Air Force ROTC scholarships for periods of two, three, or four years, with up to one additional year for qualified applicants in selected majors. The scholarships provide payment of tuition and fees. In addition, scholarship cadets receive from $250 to $400 monthly subsistence allowance and $600 per-year book allowance. Express scholarships are available for certain academic majors for which the Air Force has special needs.

Additional information regarding Air Force Officer Education may be obtained from the Air Force Aerospace Studies Department at Iowa State University. Call 515-294-1716 or view the Web site at http://www.iastate.edu/airforce/.

INDEPENDENT STUDY
Each department in the colleges and schools of Drake University, as faculty time and the character of its programs permit, offers independent study according to the needs and interests of students. These courses, open to advanced students with the consent of the instructor and department chair, provide an opportunity for directed or independent study and research in selected topics. Depending on the individual topic, they involve a program of reading and writing in a well-defined area.

CROSS-ENROLLMENT
Any undergraduate full-time student (ten or more hours) may take one class at Des Moines Area Community College or Grand View College during the spring and fall semesters at no charge. The student must register at Drake's Office of Student Records. This program is on a space-available basis. For schedules, guidelines and more information, contact the Office of Student Records, 515-271-3901.

WASHINGTON SEMESTER
This program is carried on cooperatively by the American University and the Drake University College of Arts and Sciences. Specific programs of study include American government, public law, peace and conflict resolution, foreign policy, criminal justice, journalism and economic policy, among others. Contact the Washington Semester Web site (http://www.american.edu/washingtonsemester) and Drake's Department of Politics and International Relations for more information.

Activities and Organizations

CO-CURRICULAR ACTIVITIES
Drake students may choose from a wide range of co-curricular activities, including drama, dance and musical groups and organizations; academic and professional associations and societies; special-interest hobby and political groups; a number of religious foundations and many others. The *Times-Delphic* (campus newspaper) and various other publications have positions available for students interested in these areas. Information can be found in the Drake University Student Handbook or by inquiring at the Student Life Center, located in the Olmsted Center.

FRATERNITIES AND SORORITIES
The Office of Greek Life works with the Interfraternity Council, Panhellenic Council and National Pan-Hellenic Council to provide students with opportunities for self-development in these social residence groups.

The following national social fraternities operate chapter houses at Drake: Phi Delta Theta, Phi Gamma Delta, Pi Kappa Alpha, Sigma Alpha Epsilon, Sigma Chi, Sigma Phi Epsilon, Tau Kappa Epsilon and Theta Chi.

The following national social sororities operate chapter houses at Drake: Alpha Phi, Delta Gamma, Kappa Alpha Theta and Kappa Kappa Gamma.

The following historically African American national fraternities and sororities also have chapters at Drake: fraternities — Alpha Phi Alpha, Phi Beta Sigma; sororities — Alpha Kappa Alpha. Other National Pan-Hellenic fraternities and sororities have been involved at Drake in years past and can re-affiliate with proper intake procedures.

HONOR SOCIETIES
Alpha Lambda Delta is the scholastic honor society for first-year students. Mortar Board and Omicron Delta Kappa are the leadership honor societies for juniors and seniors. Order of Omega is the Greek-affiliated honor society for juniors and seniors. Phi Beta Kappa is a prestigious honor society that elects into membership each year a limited number of top-ranking seniors in recognition of outstanding achievement in the liberal arts. These societies are among the nationally affiliated all-university honor societies on the Drake campus. In addition, all colleges and schools have their own honor groups, which are outlined in the college and school sections of this catalog.

DEPARTMENT OF INTERCOLLEGIATE ATHLETICS
Drake's Department of Intercollegiate Athletics offers a comprehensive competitive program for both men and women. Sports for men include football, soccer, basketball, cross country, indoor and outdoor track and field, golf and tennis. Women compete in basketball, crew, golf, soccer, volleyball, softball, tennis, cross country and indoor and outdoor track and field. Drake is a member of the National Collegiate Athletic Association, Division I; the Missouri Valley Conference; and the Pioneer Football League. International and national attention is focused on Drake University each spring when top track athletes compete in the Drake Relays, one of the largest university track and field meets in the world, held the last weekend in April.

MULTICULTURAL STUDENT ORGANIZATIONS
Drake University recognizes the Coalition of Black Students (CBS), Black American Law Students Association (BALSA)**,** La Fuerza Latina (Hispanic students) and International Student Association (ISA). These organizations sponsor a variety of programs, including Black History and Hispanic Heritage months. The Black Cultural Center and La Casa Cultural provide opportunity for all students to meet informally for programs and activities.

RELIGIOUS LIFE
All major Protestant denominations, the Catholic and Jewish faiths, as well as interdenominational and nondenominational organizations are part of the religious worshipping community. Regular worship and a wide variety of programs are available to the campus community.

RECREATIONAL SERVICES
Drake students, faculty and staff are offered a wide variety of recreation/leisure opportunities. Recreation facilities include an indoor swimming pool; aerobics room; a weight room; a fitness room; nine basketball courts, which can be set up for volleyball or badminton; two indoor tracks and an outdoor track; four racquetball courts; four outdoor basketball courts; and six indoor and six outdoor tennis courts. More than 20 intramural sports for men and women are offered at competitive and recreational levels. The William C. Knapp Center, Drake's recreation, sports and convocation center, provides a first-class facility for athletic teams and fans; opportunities for recreational and intramural activities and a place for University-wide lectures, concerts and other major events.

Club sports are available for individuals who wish to compete against other universities. Current clubs include men's and women's soccer and women's volleyball.

The Wellness Program offers aerobics, fitness programs, lectures and clinics related to current health issues. The goal of the program is to promote fitness and healthy lifestyles. Individual fitness and nutrition assessment and counseling are available.

STUDENT GOVERNMENT
Students play an active role in academic planning and campus governance through the Student Senate and student representation on most committees of the Faculty Senate. Students become members of the senate through election by the student body. Students are selected for the Student Activities Board, which plans a variety of cultural, educational and social programs, volunteer opportunities and special events, such as Homecoming and the Drake Relays. Students are members of most committees in each of Drake's colleges and schools. Students are elected also to governing positions in each of the student residences.

STUDENT CONDUCT
Students attending the University are responsible for their conduct both on and off campus. It is expected that all students are at the University for serious educational pursuits and that they will conduct themselves accordingly.

In all cases involving violations of University regulations, appropriate hearing and appeal procedures are available. The Code of Student Conduct is available in the Drake University Student Handbook.

DRAKE UNIVERSITY BOARD OF TRUSTEES

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. A listing of Board of Trustee members may be viewed at http://www.drake.edu/president/trustees.html.

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 Trustees; 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 carries out the various administrative tasks and implements those programs approved by the Board of Trustees. A listing of University personnel may be viewed at http://www.drake.edu.

COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences is a community of life-long learners engaged in the creative use of knowledge, culture and reflection to meet the challenges of the 21st century. Through its interdisciplinary programs, offerings in the natural sciences, social sciences, humanities and fine arts, the college prepares students for productive careers, active leadership and responsible citizenship in the global and diverse community of the future. In the classroom, laboratory, studio, performing hall and library, or through engagement with service to the larger community, the goal of both students and faculty is to create a collaborative experience that focuses upon student learning. We provide a well-rounded education in order to produce students who have the skills and knowledge to pursue their individual development while at the same time practicing reflection and engaged citizenship to contribute to the common good.

The college offers degree programs in the full range of arts and sciences disciplines and interdisciplinary programs, enabling students to lay the groundwork for careers in education, business, the arts and the professions. It also provides the liberal education experiences for students in the University's undergraduate professional programs, and, through its School of Fine Arts, enriches the cultural experience of all members of the Drake community.

The Drake University College of Arts and Sciences is comprised of the divisions of Humanities, Natural Sciences and Social Sciences and a School of Fine Arts.

MAJOR FIELDS OF STUDY

The divisions of Humanities, Natural Sciences, and Social Sciences offer study leading to the Bachelor of Arts and Bachelor of Science degrees in the following major areas:

ANTHROPOLOGY AND SOCIOLOGY
ASTRONOMY
BIOCHEMISTRY, CELL AND MOLECULAR BIOLOGY
BIOLOGY
CHEMISTRY
COMPUTER SCIENCE
ENGLISH
ENVIRONMENTAL POLICY
ENVIRONMENTAL SCIENCE
ETHICS
HISTORY
INDIVIDUALIZED MAJOR
INTERNATIONAL RELATIONS
LAW, POLITICS, AND SOCIETY
MATHEMATICS
MATHEMATICS EDUCATION (SECONDARY)
NEUROSCIENCE
PHILOSOPHY
PHYSICS
POLITICS
PSYCHOLOGY
RELIGION
RHETORIC AND COMMUNICATION STUDIES
SOCIOLOGY
STUDY OF CULTURE AND SOCIETY
WRITING

Students may choose to be open enrolled (undeclared) until they are ready to select a major area of study.

Through the School of Fine Arts, with its departments of Art and Design, Music and Theatre Arts, the college offers programs leading to these undergraduate degrees:

BACHELOR OF ARTS (with majors in art history, graphic design, studio art, music and theatre arts)

BACHELOR OF FINE ARTS (with majors in graphic design, studio art, musical theatre, theatre arts and theatre education)

BACHELOR OF MUSIC (with majors in church music, music with elective studies in business and music performance — instrumental, piano, voice.)

BACHELOR OF MUSIC EDUCATION PROGRAM ENHANCEMENT OPTIONS:
In addition to the major fields of study, the College of Arts and Sciences offers many program options to enhance the undergraduate educational experience. See subsequent sections of this catalog for details on each of these program options.

ACCELERATED M.B.A. PROGRAM: The College of Arts and Sciences and the College of Business and Public Administration offer a combined program leading to a bachelor's degree in arts and sciences and a master's degree in business administration (M.B.A.).

ARTS AND SCIENCES/LAW SCHOOL 3 + 3 PROGRAM: Complete undergraduate and law degree in six years. See "Program Options" section of Arts and Sciences.

DRAKE UNIVERSITY LANGUAGE ACQUISITION PROGRAM
The learner-centered Directed Independent Language Study (DILS) model that Drake has adopted in place of traditional classroom language instruction is the Drake University Language Acquisition Program (DULAP; http://www.drake.edu/dulap/). DULAP is based upon a clear sense of mission: to allow students to gain functional competence in using a second language for work, travel and everyday life.

DULAP addresses the clearest need for language training at Drake: functional usage. We have many students who wish to achieve competence in using another language for purposes in their daily lives: living, working or traveling abroad, interacting with business or professional contacts in other countries, communicating with immigrant populations in the United States, etc. This mission also encompasses familiarity with the cultures associated with the target language, though cultural training may be approached differently than in the case of the traditional language major. Although most students choose to study Spanish or French, few are beginners; more commonly, students have "studied" a language without having learned how to use it. Part of DULAP's challenge with these students is to help them move from using verb charts and thinking in English to thinking and speaking in their target language. And DULAP has a small but steady enrollment in less commonly taught languages. Because DULAP has no majors or minors, students fit language study into their own major requirements as they can. It is common for some majors to study language one semester, then miss a semester because of their major program requirements, then come back to continue their language study another semester.

Although DULAP has no majors or minors, education majors wishing to teach French, German or Spanish at the secondary level may take courses to earn a teaching endorsement in those languages. For details about the endorsement, see the School of Education.

DULAP offers nine languages: French, Spanish, German, Italian, Arabic, Mandarin Chinese, Japanese, Russian and Kiswahili. Students take a 3-credit DILS (directed independent language study) course and a co-requisite 1-credit Language Learning Strategies course. DULAP employs a twenty-station Mac lab where students access target-language multimedia and use digital audio and video to make ePortfolios showing their process and progress in language learning. Students meet twice a week (in groups no larger than four) with a native speaker/language partner who acts as a facilitator (not a teacher). Language partners are great resources for information about their language and culture, and seem to take on the role

of cultural representative with a good deal of seriousness. Interaction between students and language partners offers natural opportunities for cultural content to be studied as an essential part of the language studies. And students follow a detailed syllabus and prepare assignments to practice with the language partner; students meet a third hour with their study group to work on collaborative assignments such as peer editing, script writing, making videos and reviewing workbook assignments.

Most language partners are international students at Drake, and they are trained, mentored and monitored by our language coordinators (one for French, German and Italian, one for Spanish, and one for Arabic, Chinese, Japanese and Kiswahili). Language coordinators are second language acquisition professionals whose role with language learners is more like a coach than a teacher. Coordinators monitor practice sessions and study groups, and hold regularly scheduled one-on-one conferences with their students.

DULAP'S assessment approach is two-pronged. First, DULAP uses independent examiners, usually professors from other universities who teach the language and level they examine, to administer individual interviews and written exams twice each semester. Students are evaluated with a rubric and receive written comments from the examiner. All exams are recorded on video, and students review them as part of their self-evaluation process. Each course has skill-based objectives consistent with the ACTFL guidelines, so students understand what they are expected to be able to do and how they will be assessed.

The second assessment strategy is learner-centered: students create ePortfolios showing milestones in their language learning across the semester (writing samples, sound bites, videos, mediated chat transcripts...). Students learn or refine their self-assessment techniques and reflective writing as they prepare to present their ePortfolios.

Students are strongly encouraged to augment their DULAP training through study abroad, where they can gain an immersion experience in the target language. A number of Drake's new international partnerships include student exchange opportunities designed with language learning as a significant component. DULAP is, however, more than simply a means to prepare students for overseas language study. Students who wish to pursue advanced levels of language learning or to explore topics in culture and literature can do so through DULAP. Many students return from a study abroad experience and continue their language studies in DULAP. Often, returning students appreciate the opportunity to continue honing their target-language critical thinking and speaking skills, as well as the chance to pursue an in-depth study of the culture in which they were immersed.

INDEPENDENT STUDY: Each department in the College of Arts and Sciences, as faculty time permits, offers independent study according to the needs and interests of students.

INDIVIDUALIZED MAJORS AND MINORS: Students whose educational goals lie outside the programs listed above may seek faculty approval to pursue a combination of existing courses as an individualized major or minor.

INTERDISCIPLINARY CONCENTRATIONS are available in human resources; Latin American studies; studies in information technology and women's studies.

MINORS IN BUSINESS STUDIES AND MARKETING are available to arts and sciences students.

PRE-PROFESSIONAL STUDY AND COMBINED DEGREE PROGRAMS are available in marine science, medicine and allied fields, pre-medicine/pre-dentistry, physics/engineering, pre-law and social work.

Pre-professional study is available in these medical and allied fields:

DENTISTRY
MEDICINE
MORTUARY SCIENCE

OPTOMETRY
OSTEOPATHIC MEDICINE
PHYSICAL THERAPY
PHYSICIAN'S ASSISTANT
PODIATRY
VETERINARY MEDICINE

Pre-professional study also is offered in these fields:
CHURCH VOCATIONS
PRE-LAW STUDY

To prepare to enter diploma or degree programs in:
DENTAL HYGIENE
NURSING

COMBINED DEGREE PROGRAMS: Students may complete the general requirements for graduation and requirements in a major field during three years of study in the College of Arts and Sciences. With faculty approval, they may then apply the first year of professional study in the following fields toward their undergraduate degree:
LAW
MEDICINE
PHYSICAL THERAPY
VETERINARY MEDICINE

A dual degree program in Physics/Engineering has been established with the School of Engineering and Applied Science, Washington University, St. Louis, Missouri.

TEACHER EDUCATION PROGRAM: Students who are planning careers in teaching may enroll in the College of Arts and Sciences and complete the professional core in the School of Education. This enrollment applies to secondary education programs only. Elementary education is offered only in the School of Education. For information on these programs, see Teacher Education Programs in the College of Arts and Sciences section as well as the School of Education section.

College Objectives

The College of Arts and Sciences seeks to develop qualities in its students that make them effective participants in society. Specifically, it strives to help them:

Acquire knowledge and understanding in arts and sciences disciplines;
Students engaged in systematic and intensive study of the disciplines comprising the arts and sciences achieve a mastery of essential facts and insights that enable them to live knowledgeably, participate intelligently in political and social affairs, appreciate their natural and cultural environment and successfully pursue vocations consistent with their interests.

Develop personal abilities;
Arts and sciences students acquire competence in the skills needed for extending their knowledge, understanding and appreciation throughout the range of human interests. They develop the ability to reason effectively by applying critical analysis and constructive solutions to problems as they arise and proficiency in presenting information and expressing judgments in an exchange of opinion. They prepare to contribute to society through clear thinking, creativity and aptitude for participating in decision-making.

Establish a place in society;
Arts and sciences students gain an understanding of the nature and practical significance of the total environment. They become acquainted with persistent problems and anticipate social problems and possible solutions. They also develop an appreciation of the values that one

discovers through one's own creative expressions and interpretations in such forms of art as literature, drama, music, painting and sculpture.
Studies in the arts and sciences lead to a readiness to make wise adaptations to new conditions and aid in the selection of a vocation that is based on one's well-balanced qualifications.

Additionally, the Drake University School of Fine Arts seeks to fulfill the following objectives:

To integrate academic and cultural experiences in the curricula of its students;

To cultivate the practical side of the arts;

To develop excellence in performance in students' chosen fields;

To prepare students to teach in their chosen fields;

To contribute to the cultural and artistic life of all students of the University and the people of the community.

The Faculty

The Drake University College of Arts and Sciences faculty consists of student-oriented men and women who are dedicated to teaching and actively engaged in scholarly research and artistic endeavors. They have studied at leading educational institutions in the United States and abroad. Some have held Fulbright appointments for teaching and research overseas. Others have had grants from foundations, including Guggenheim, Danforth, Ford, National Science and Woodrow Wilson, and from the National Endowment for the Arts, the National Endowment for the Humanities and the National Humanities Center.

The date in the parentheses after each name indicates the year of appointment to the Drake University faculty.

PROFESSORS

ARCHER, JULIAN (1968), Professor of History. B.A., University of Arkansas; M.A., University of Colorado; Ph.D., University of Wisconsin.

BARTSCHAT, KLAUS (1988), Professor of Physics. Diploma, Ph.D., Habilitation, University of Munster.

BECKMANN-COLLIER, AIMEE (1991), Professor of Conducting; Director of Choral Activities. B.M., Saint Mary's College; M.M., D.M.A., University of Iowa.

BURNEY, JOHN M. (2003), Dean and Professor of History. B.A., Creighton University; M.A., M. Phil and Ph.D., University of Kansas.

CANARINA, JOHN (1973), Professor of Conducting; Director of Orchestral Activities. Conducting studies with Jean Morel and Pierre Monteux. B.S., M.S., Juilliard School of Music; Conductor, Seventh Army Symphony; Assistant Conductor, New York Philharmonic; Music Director, Jacksonville, Florida Symphony.

CHRISTIANSEN, JAMES L. (1969), Professor of Biology. B.A., Buena Vista College; M.S., University of Utah; Ph.D., University of New Mexico.

CLAPHAM, MARIA MACIEJCZYK (1990), Professor of Psychology. B.S., Loyola University of Chicago; M.S., Ph.D., Iowa State University.

DEALBA, LUZ (1984), Windsor Professor of Science and Professor of Mathematics and Computer Science. B.S., University Anahuac (Mexico); B.S., National University of Mexico; M.S., Ph.D., Iowa State University.

DOUGHERTY, WILLIAM P. (1994), Associate Dean and Ellis and Nelle Levitt Professor of Music. B.M.E., Illinois Wesleyan University; M.A., Ph.D., Ohio State University.

GOLDFORD, DENNIS J. (1985), Professor of Politics and International Relations and Director of Law, Politics and Society. A.B., University of Michigan; M.Litt., Oxford University, England; M.A., Ph.D., University of Chicago.

HOGANSON, DEAN A. (1974), Professor of Biology. B.A., University of Northern Iowa; M.A., Drake University; Ph.D., University of Iowa.
KLEINER, ALEXANDER F., JR. (1969), Thomas F. Sheehan Professor of Mathematics and Computer Science. B.A., St. Thomas University; M.A., Ph.D., Texas A&M University.
KOPECKY, KENNETH J. (1964), Professor of Mathematics and Computer Science. B.S., M.S., Ph.D., Iowa State University.
LENZ, JOSEPH M. (1982), Professor of English. Chair, English Department. B.A., St. Norbert College; M.A., Arizona State University; Ph.D., University of Illinois.
LEWIS, WILLIAM F. (1982), Professor of Rhetoric. B.A., Macalester College; M.A., Ph.D., University of Minnesota.
MARTIN, BRUCE K. (1967), Ellis and Nelle Levitt Professor of English; Endowment Professor of the Humanities. A.B., M.A., Ph.D., University of Cincinnati.
MERKLEY, WAYNE B. (1969), Professor of Biology. B.S., M.A., Ph.D., University of Utah.
PATRICK, DALE A. (1982), Professor of Religion and Endowment Professor of the Humanities. B.S., Lewis & Clark College; B.D., Drew University, School of Theology; Th.D., Graduate Theological Union, San Francisco Theological Seminary.
ROGERS, RODNEY (1955), Professor of Biology. B.A., M.A., Drake University; Ph.D., University of Iowa.
SANDERS, ARTHUR (1990), Professor of Politics; Director of the Honors Program; Chair of Political Science and International Relations Department. B.A., Franklin and Marshall College; Ph.D., Harvard University.
SCHNEIDER, JOSEPH W. (1970), Ellis and Nelle Levitt Professor of Sociology; B.A., M.A., Ph.D., University of Iowa.
SCULT, ALLEN (1975), Professor of Philosophy and Rhetoric; Endowment Professor of the Humanities. B.A., University of Pennsylvania; M.A., Annenberg School of Communication; Ph.D., University of Wisconsin.
SKIDMORE, DAVID G. II (1989), Professor of Politics and International Relations. Director, Center for Global Citizenship. B.A., Rollins College; M.A., Ph.D., Stanford University.
STAPLIN, CARL B. (1967), Professor of Organ and Church Music; Head of the Organ Area. B.M., Syracuse University; M.M., Yale University; Ph.D., Washington University. Student of Arthur Poister, Charles Krigbaum, Finn Videro, Howard Kelsey, Paul Pisk, Anton Heiller. Associate (A.A.G.O.) of A.G.O. European study with Alain, Marchal.
SWILKY, JODY (1988), Professor of English. B.A., State University of New York, Genesco; M.F.A., University of Iowa; D.A., SUNY-Albany.
TORGERSON, JON (1970), Professor of Philosophy. B.A., Concordia College; M.A., Ph.D., University of Nebraska.
TROYER, RONALD J. (1980), Provost and Professor of Sociology. B.S., Huntington College; M.A., Ball State University; Ph.D., Western Michigan University.
WACHA, RICHARD (1971), Professor of Biology; Chair of the Biology Department. B.S., University of Nebraska; M.A., University of Northern Colorado; Ph.D., Utah State University.
WOOD, W. SCOTT (1970), Professor of Psychology. B.A., University of Southern California; Ph.D., Arizona State University.
WRIGHT, SUSAN E. (1975), Associate Provost and Professor of Sociology. B.A., University of Puget Sound; A.M., University of Missouri; Ph.D., Iowa State University.

ASSOCIATE PROFESSORS

ALEXANDER, DANIEL (1993), Associate Professor of Mathematics; Director, Center for Digital Technology and Learning. A.B., Colby College; M.S., Ph.D., Boston University.
ALLEN, JUDITH MATKIN (1988), Associate Professor of Psychology. B.A., M.A., Ph.D., University of Arkansas.
BAKER, BERNADETTE (1981), Associate Professor of Mathematics and Computer Science. B.S., Creighton University; M.S.E., Drake University; Ph.D., Iowa State University.
BENNETT, VIRGINIA C. (1998), Associate Professor of Music Education. B.A., M.M.E., Drake University; Ph.D., University of Iowa.

BOHORQUEZ, MARIA DEL VALLE. (1995), Associate Professor of Chemistry. Ph.D., University of Rio Cuarto, Argentina.

BUISING, CHARISSE M. (1993), Associate Professor of Biology. Director of Biochemistry, Cell, and Molecular Biology. B.S., University of Iowa; Ph.D., Iowa State University.

CAIRNS, COLIN (1986), Associate Professor of Chemistry. B.S., Ph.D., Queen's University of Belfast.

CHEN, PHILLIP (1995), Associate Professor of Art. B.F.A., University of Illinois; M.F.A., School of Art Institute of Chicago.

CLASSEN, ANDREW B. (1992), Associate Professor of Trumpet and Jazz Studies; Jazz Ensemble Director; Assistant Director of Bands. B.A., University of Wisconsin-Eau Claire; M.M., University of Tennessee. Trumpet with Minnesota Orchestra, Knoxville Symphony and Missouri Chamber Orchestra.

CRAIG, ROBERT G. (1991), Associate Professor of Art. B.A., Eastern Illinois University; M.F.A., Florida State University.

DE LAET, DEBRA L. (1995), Associate Professor of Politics and International Relations. B.A., Miami University of Ohio; M.A., Ph.D., University of Notre Dame.

ESPOSITO, MATTHEW (1997), Associate Professor of History. Chair of the History Department. B.A., Linfield College; M.A., Arizona State University; Ph.D., Texas Christian University.

FAUX, STEVEN (1990), Associate Professor of Psychology. Chair of the Psychology Department. B.A., University of California-Riverside; Ph.D., Brigham Young University.

FENDER, JOHN (1999), Associate Professor of Art and Design. Chair of the Department of Art and Design. B.A., M.A., M.F.A., University of Iowa.

FREEMAN-MILLER, LEANNE (1998), Associate Professor of Music. B.M.E., University of South Dakota-Vermillion; M.M., Drake University.

HENDERSON, LARHEE (1983), Associate Professor of Chemistry. Chair of the Chemistry Department. B.S., Morningside College; Ph.D., University of Nebraska.

HONTS, JERRY E. (1995), Associate Professor of Biology. B.S., Ph.D., University of Iowa.

KLIPEC, WILLIAM D. (1974), Associate Professor of Psychology. B.A., Kent State University; M.S., University of Wisconsin; Ph.D., University of Arizona.

MARSTON, JAN (2002), Associate Professor and Director of the Drake University Language Acquisition Program. B.A., University of Oregon; M.A., Ph.D., University of Texas, Austin.

McCRICKERD, JENNIFER (1994), Associate Professor of Philosophy. Chair of the Philosophy and Religion Department. B.A., Wellesley College; M.A., Ph.D., Washington University.

MCKNIGHT, GLENN (1997), Associate Professor of History. B.A., Houghton, College; M.A., Concordia University, Montreal, Canada; Ph.D., Queen's University, Ontario, Canada.

MCTAGGERT, JOHN A. (2000), Associate Professor of Computer Science. B.S., M.S., Central Michigan University.

MEUNIER, ROBERT W. (1988), Associate Professor of Percussion; Director of Bands. B.S., University of Mary; M.M., University of Wisconsin-Madison. Percussionist in Bismarck, Duluth, St. Joseph and Des Moines Symphonies; Midwestern Recitalist, Clinician, Adjudicator.

MIRAFZAL, GHOLAM A. (1993), Associate Professor of Chemistry. B.S., Jackonsville State University; Ph.D., University of Nebraska.

NAYLOR, LAWRENCE (1978), Associate Professor of Mathematics and Computer Science. Chair of the Mathematics and Computer Science Department. B.S., M.A., Ph.D., University of Oklahoma.

OAKLAND, DAVID O. (1981), Associate Professor of Mathematics and Computer Science. B.S., South Dakota State University; Ph.D., Iowa State University.

PADILLA, CLARENCE S. (1993), Associate Professor of Woodwind Instruments (Clarinet). Chair of the Music Department. B.M., California State University-Long Beach; M.M., University of Southern California. Des Moines Symphony Orchestra. Studied with Mitchell Lurie, David Shifrin, Stanley Hasty, David Atkins and Robert Marcellus.

PETERSEN, VIBEKE RUTZOU (1993), Associate Professor of Women's Studies. B.A., M.A., Ph.D., New York University.

POMEROY, JOHN (1993), Associate Professor of Theatre Arts. Chair of the Theatre Arts Department. B.A., St. Ambrose University; M.F.A., University of Iowa.

REINCKE, NANCY (1992), Associate Professor of English. Director of Women's Studies. B.A., College of Idaho; M.A., Ph.D., University of Iowa.
ROBERTSON, ELIZABETH (1987), Associate Professor of English. B.A., College of Wooster; M.A.; Northwestern University; Ph.D., University of Iowa.
ROSBURG, THOMAS R. (1998), Associate Professor of Biology. Director of the Environmental Science and Policy Program. B.S., M.S., Ph.D., Iowa State University.
ROSENKER, MISHA (1998), Associate Professor of Violin. B.M., Indiana University; M.M., Yale University.
SANDERS, BRIAN (1989), Associate Professor of Psychology. B.A., Cornell College; Ph.D., University of Tennessee.
SPAULDING-KRUSE, CAROL (1996), Associate Professor of English. B.A., M.A., California State University-Fresno; Ph.D., University of Iowa.
STAUNTON, LAWRENCE P. (1974), Associate Professor of Physics. Chair of the Physics and Astronomy Department. B.S., M.S., Georgia Institute of Technology; Ph.D., University of California-Los Angeles.
SYMONDS, DEBORAH A. (1988), Associate Professor of History. B.A., Bennington College; M.Litt., University of Edinburgh; M.A., Ph.D., State University of New York at Binghamton.
VITHA, MARK F. (1998), Associate Professor of Chemistry. B.A., University of St. Thomas; Ph.D., University of Minnesota.
WIDIAPRADJA, IGNATIUS M. (1985), Associate Professor of Art. B.F.A., University of Texas; M.F.A., Southern Illinois University-Carbondale.
WIRTH-CAUCHON, JANET (1995), Associate Professor of Sociology. Chair of the Department for the Study of Culture and Society. B.A., Western Michigan University; Ph.D., Boston College.

ASSISTANT PROFESSORS

BATTLE, ANGELA (2000), Assistant Professor of Art. B.F.A., B.S., Virginia Commonwealth University; M.F.A., University of New Mexico.
BERNS, NANCY (2003), Assistant Professor of Sociology. B.A., Doane College; M.A., Ph.D., University of Illinois, Urbana-Champaign.
BROWN, MEGAN (2005), Assistant Professor of English. B.A., Amherst College; M.A., Pennsylvania State University.: Ph.D., Pennsylvania State University.
CAUFIELD, RACHEL (2001), Assistant Professor of Politics. B.A., Hood College, Ph.D., George Washington University.
CONLEY, DEENA (2001), Assistant Professor of Theatre Arts. B.F.A., Marshall University, M.A., University of Oklahoma.
COURARD-HAURI, DAVID (2000), Assistant Professor of Environmental Science and Policy. B.S., Georgetown University; M.P.A., Princeton University; Ph.D. Stanford University.
CRAVERO, ANN (2003), Assistant Professor of Voice. B.M.E., Bradley University; M.A., University of Iowa.
DHUSSA, RAMESH (1989), Assistant Professor of Geography. B.A., M.A., Patna University; M.A., University of Akron; Ph.D., Kent State University.
FAGAN, PATSY J. (1985), Assistant Professor of Mathematics and Computer Science. B.A., Olivet Nazarene College; M.A., Ohio State University; Ph.D., Iowa State University.
FEBBRARO, GREGORIO (1999), Assistant Professor of Psychology. B.A., University of Pittsburgh; M.S., Ph.D. Virginia Polytechnic Institute and State University.
FLANIGAN, SEAN (2000), Assistant Professor of Music. B.S., M.M., University of Illinois.
GITUA, JOHN, (2005), Assistant Professor of Chemistry. B.S., M.S., Egerton University, Kenya.
HARVEY, JENNIFER (2004), Assistant Professor of Religion. B.A., Westmont College, M.D., Ph.D., Union Theological Seminary.
HOLMAN, JOHN W. (1991), Assistant Professor of Theatre Arts. B.A., University of Sciences and Arts of Oklahoma; M.F.A., University of Utah.
HEWAMANNE, SANDYA, (2005), Assistant Professor of Anthropology. B.A. University of Colombo; M.A., Ph.D., University of Texas, Austin.
KNAUER, THOMAS (2002), Assistant Professor of Art and Design. B.A., Kenyon College, M.F.A., Ohio University, M.F.A., Cranbrook Academy of Art.

KNEPPER, TIMOTHY (2004), Assistant Professor of Philosophy. B.A., Eastern Nazarene College, M.D., Boston University School of Theology

LEAKE MCKNIGHT, ERIKA (2003), Assistant Professor of Flute. B.M., Florida State University, M.M., Indiana University.

LEROUX, KAREN (2005), Assistant Professor of Sociology. B.A., Northwestern University, M.A., University of British Columbia; Ph.D., Northwestern University.

LYONS, MAURA (2000), Assistant Professor of Art. A.B., Georgetown University; M.A., Ph.D., Boston University.

MCALISTER, JOAN, (2005), Assistant Professor of Rhetoric. B.A., M.A., Boise State University, Ph.D., University of Iowa.

NELSON, CHARLES (2001), Assistant Professor of Astronomy. B.A. Oberlin College; M.S. Vanderbilt University; Ph.D., University of Virginia.

NORWOOD, LISA WEST (2002), Assistant Professor of English. B.A., Williams College, Ph.D., Stanford University.

OWENS, CRAIG (2003), Assistant Professor of English. B.A., DePauw University, Ph.D., Indiana University, Bloomington.

PATTON-IMANI, SANDRA (2001), Assistant Professor of American Studies. B.A., California State University; M.A. Ph.D., University of Maryland.

PETRIDIS, ATHANASIOS (2001), Assistant Professor of Physics and Astronomy. B.S., National University of Athens, Greece; Ph.D., Iowa State University.

POOLMAN, DAVID (2005), Assistant Professor of Art and Design. B.A., Concordia University, M.F.A., University of Windsor.

RIECK. MICHAEL (2000), Assistant Professor of Mathematics and Computer Science. B.A., Colby College; M.A., University of Oregon; Ph.D. University of South Florida.

ROMAIN, JAMES (2003), Assistant Professor of Saxophone. B.M., M.M., University of North Texas, D.M.A., University of Illinois, Urbana-Champaign.

ROTHMAYER, MICHAEL (2002), Assistant Professor of Theatre Arts. B.S., M.A., Southwest Missouri State University, Ph.D., University of Nebraska, Lincoln.

SAYLOR, ERIC (2003), Assistant Professor of Music History. B.M., Drake University. M.A., Arizona State University, Ph.D., University of Michigan.

SLEISTER, HEIDI (2002), Assistant Professor of Biology. B.A., Central College. Ph.D., University of Iowa

SMITH, DINA (2004), Assistant Professor of English. B.A., Vanderbilt University. M.A., University of Maryland. Ph.D., University of Florida, Gainsville.

SUMMERVILLE, KEITH (2002), Assistant Professor of Environmental Science. B.S., Westminister College. M.En., Ph.D., Miami University, Ohio.

VALDOVINOS, MARIA (2005), Assistant Professor of Psychology. B.A., Auburn University; M.S., University of South Alabama; M.A., Ph.D., University of Kansas.

VANDEGRIFT, DARCIE (2004), Assistant Professor of Sociology. B.A., Trinity University, M.A., Ph.D., University of California, Santa Barbara.

WISNIEWSKI, AMY (2004), Assistant Professor of Biology. B.A., Oberlin College. M.A., Ph.D., Johns Hopkins University.

YOUNGER, A. ELIZABETH (2003), Assistant Professor of English. B.A., Humboldt State University. M.A., Ph.D., Louisiana State University.

ZEFF, ELEANOR, (2001) Assistant Professor of Politics and International Relations. B.A., Tufts University; M.A., Ph.D., New School University.

UNIVERSITY FELLOWS

SHUMAKER, ROBERT (2004), University Fellow, Senior Scientist, Iowa Primate Learning Sanctuary. B.S., M.S., Ph.D., George Mason University.

UNIVERSITY LECTURERS

EVERAGE, WANDA (1988), Vice Provost for Student Affairs and Academic Excellence and University Lecturer; B.A., Drake University; M.A., Iowa State University; Ph.D., Iowa State University.

MORRIS, PAUL M. (2001), Chief Information Officer and University Lecturer in Computer Science. B.A., Cambridge University; M.B.A. Harvard University; Ph.D., University of London.

LECTURERS

ELLIOTT, CLIVE (1990), Daniel B. Goldberg Artist-in-Residence. Honours Diploma from The Royal Academy of Dramatic Art.
POPPEN, JOSIE, Lecturer in Theatre Arts. B.A., Coe College.
SCHNEIDER, CHRISTINE, Director of the Community School of Music; Lecturer in Music Theory. B.M., M.M., University of Cincinnati College Conservatory of Music.

SECOND LANGUAGE ACQUISTION SPECIALISTS

CADD, MARC (2005), B.A., University of Missouri-Columbia; M.A., University of Houston-University Park; Ph.D., University of Illinois, Urbana-Champaign.
PIPER, PRISCILA (2004), B.C.A., Dallas Baptist University, B.A., M.A.E., University of Northern Iowa.
SAZAWA, CHINATSU (2003), B.A., Aoyama Gakuin University, Tokyo, Japan; M.A., University of Iowa.

EMERITI FACULTY

ABEL, RICHARD O., Ellis and Nelle Levitt Professor Emeritus of English.
ADAMS, FREDERICK, Ellis and Nelle Levitt Professor Emeritus of History.
AKIN, WALLACE E., Professor Emeritus of Geography and Geology.
AUTREY, MAX, Professor Emeritus of English.
BARTON, MIKE, Professor Emeritus of Theatre Arts.
BLACK, RICHARD R., Professor Emeritus of Art.
BROWN, JOANNE H., Associate Professor Emerita of English.
CAMPBELL, BRUCE, Professor Emeritus of English.
CLARK, C. WALTER, Professor Emeritus of Political Science.
COLEMAN, WILLIAM S.E., Professor Emeritus of Theatre Arts.
CONNER, KAREN A., Professor Emerita of Sociology.
DALEY, A. STUART, Professor Emeritus of English.
DOWNING, JR., HARRY L., Associate Professor Emeritus of Physics.
ECKLEY, GRACE, Professor Emerita of English.
EHRLICH, JOHN, Professor Emeritus of Cello.
ERICKSON, LEONARD E., Professor Emeritus of History.
ERICSON, JON L., Ellis and Nelle Levitt Professor Emeritus of Rhetoric and Communications Studies.
FOSTER, DAVID, Professor Emeritus of English.
GARFIELD, SALLY, Associate Professor Emerita of Theatre Arts.
GILDNER, GARY, Professor Emeritus of English.
HAGLAN, BURTON W., Instructor Emeritus of Biology.
HANE, NORMAN, Professor Emeritus of English.
HANSON, SUSAN, Associate Professor Emerita of French.
HARRIS, CHARLES DAVID, Ellis and Nelle Levitt Professor Emeritus of Music History and Harpsichord.
HAUPTMANN, MARGARET, Associate Professor Emerita of Voice.
HESS, STANLEY, Professor Emeritus of Art.
HICKS, JOHN, Professor Emeritus of Art.
HODGDON, BARBARA, Ellis and Nelle Levitt Professor Emerita of English.
HOFFERT, JOSEPH B., Associate Professor Emeritus of Mathematics.
HOUF, WALTER R., Professor Emeritus of History.
HOULETTE, WILLIAM, Associate Professor Emeritus of History.
JACKSON, PAUL J., Dean and Professor Emeritus of Music.
JONES, NATHEN E., Professor Emeritus of Wind Instruments, Flute and Saxophone.
KADARAVEK, MILAN, Ellis and Nelle Levitt Professor Emeritus of Piano

KATZ, GEORGE, Professor Emeritus of Music.
KAWA, FLORENCE, Professor Emerita of Art.
KEYWORTH, DONALD R., Professor Emeritus of Philosophy.
KINGSBURY, PHYLLIS, Associate Professor Emerita of Biology.
KODAMA, ROBERT, Professor Emeritus of Biology.
LARSON, ROBERT, Professor Emeritus of Chemistry.
LIGHT, JAY, Professor Emeritus of Wind Instruments.
LIN, CHIU-LING, Professor Emerita of Piano.
LIN, TSUNG-KUANG, Professor Emeritus of History.
LINDBERG, JAMES G., Professor Emeritus of Chemistry.
LLOYD, KENNETH E., Professor Emeritus of Psychology.
LUCAS, GENE, Professor Emeritus of Biology.
LUKE, JAMES W., JR., Professor Emeritus of Wind Instruments, Woodwinds.
LUTZ, ROBERT W., Associate Professor Emeritus of Physics.
MARCOUILLER, DON R., Professor Emeritus of Music.
MARTY, MYRON, Dean and Professor Emeritus of History.
McCAW, JOHN E., Professor Emeritus of Religion.
MILLER, DALE, Professor Emeritus of Religion.
MILLER, KENNETH E., Professor Emeritus of Sociology.
MILLER, VERN, Assistant Professor Emeritus of Voice.
MYSZEWSKI, MICHAEL E., Professor Emeritus of Biology.
NELSON, CHARLES A., Professor Emeritus of History.
NEWKIRK, WAYNE, Professor Emeritus of Economics.
O'BRIEN, DENNIS C., Associate Professor Emeritus of Geology.
OXLEY, THERON, Associate Professor Emeritus of Mathematics and Computer Science.
PRIETO, HILDA, Assistant Professor Emerita of Spanish.
RANDIC, MILAN, Ellis and Nelle Levitt Professor Emeritus of Mathematics and Computer Science.
RANKIN, JANE L., Associate Professor Emerita of Psychology.
ROBINSON, DAVID, Professor Emeritus of Physics.
SAUNDERS, DWIGHT, Professor Emeritus of Economics.
SHULTZ, ROBERT R., Professor Emeritus of Piano.
SORIA, MARIO, Professor Emeritus of Spanish.
STRATTON, DONALD, Ellis and Nelle Levitt Professor Emeritus of Physiology and Professor Emeritus of Biology.
STROUD, THEODORE A., Professor Emeritus of English.
SWANSON, HAROLD D., Professor Emeritus of Biology.
SWISS, THOMAS, Professor Emeritus of English.
TORRENCE, GAYLORD, Professor Emeritus of Art.
VAN DYCK, ROSEMARIE, Professor Emerita of Spanish.
VEEDER, DAVID A. Associate Professor Emeritus of German.
WEAST, ROBERT D., Professor Emeritus of Wind Instruments, Brass.
WILHOIT, FRANCIS, Thomas Sheehan Professor Emeritus of Political Science.
WILLIS, PAUL G., Professor Emeritus of Political Science.
WILSON, S. LANE, Associate Professor Emeritus of Biology.
WORTHEN, THOMAS F., Associate Professor Emeritus of Art.
WRIGHT, R. DEAN, Ellis and Nelle Levitt Professor Emeritus of Sociology.
WUELLNER, GUY. S., Associate Professor Emeritus of Piano.

Graduation Requirements:
Bachelor of Arts and Bachelor of Science

GENERAL REQUIREMENTS

Candidates for the Bachelor of Arts and Bachelor of Science degrees must meet all college and University requirements for graduation. Candidates for graduation:

1. must complete a minimum of 124 credit hours, at least 40 of which must be earned in courses numbered 100 and above
2. must complete a major offered in the College of Arts and Sciences
3. must complete the Drake Curriculum general education requirements as described in the front section of this catalog and other University documents
4. except in the case of certain combined degree programs, must complete their last 30 credit hours in residence at Drake University
5. must have at least a 2.00 cumulative grade-point average overall, in their major, in their minor, and in related areas combined.

MAJOR FIELD

As part of the 124 credit hours required for graduation, all students in the College of Arts and Sciences must establish academic competence in a major field. Through this mastery of a core of courses in a single discipline or in closely related disciplines, arts and sciences graduates achieve the depth that is characteristic of educated persons.

It is possible to satisfy the requirements for more than one major. With early and careful planning, students may complete double majors within the 124-credit hour program. Students who anticipate a double major should consult with the Office of the Dean.

A major should be chosen in consultation with an adviser after alternatives have been carefully weighed. While premature specialization is unwise, a major should ordinarily be selected by the end of the sophomore year. It is important that students seeking teaching certification declare their majors early to facilitate program planning.

The following majors are offered: anthropology and sociology; astronomy; biochemistry, cell and molecular biology; biology; chemistry; computer science; English; environmental science; environmental policy; ethics; history; international relations; law, politics and society; mathematics; mathematics education (secondary); neuroscience; philosophy; physics; politics, psychology; religion; rhetoric and communication studies; sociology; study of culture and society and writing.

Students whose goals lie outside the areas listed above may seek faculty approval to pursue a combination of existing courses as an individualized major.

Students may pursue majors in more than one discipline or area, and, where permissible, may apply particular courses toward majors in more than one discipline or area. For each major, the respective department determines whether its requirements have been fulfilled.

The department from which a transfer student seeks certification as a major may, after examining the student's credentials, require the completion of a certain number of courses to fulfill the major regardless of the amount of work in a discipline or related areas the student has completed elsewhere.

SPECIAL REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE

A student may pursue a Bachelor of Science degree in the College of Arts and Sciences in the Division of Natural Science, Humanities or Social Sciences.

A. Requirements for majors offered in the Division of Natural Science:
   1. A major in a natural science, as determined by the appropriate department. Current majors in the Division of Natural Science are astronomy, biochemistry, cell and molecular biology, biology, chemistry, computer science, environmental science, environmental policy, mathematics, neuroscience, physics and psychology.
   2. Twelve credit hours in natural science courses other than in the major area.
   3. One course in a natural science requiring a laboratory.

4. Course(s) in either statistics or computer science (minimum of three credit hours).

B. Requirements for majors offered in the divisions of Humanities or Social Sciences:
   1. A major in a discipline other than a natural science, as determined by the appropriate department.
   2. A minor in a natural science, as designated by the appropriate minor department.
   3. One course in a natural science requiring a laboratory.
   4. Course(s) in either statistics or computer science (minimum of three credit hours).

C. In addition to A or B above, all students pursuing Bachelor of Science degrees in the College of Arts and Sciences must complete all Drake Curriculum requirements as described in the front section of this catalog.

Academic Regulations: Bachelor of Arts and Bachelor of Science

Academic Dishonesty Policy Statement

1. Definitions. Academic dishonesty is an all-encompassing term involving any activity that seeks to gain credit for work one has not done or to deliberately damage or destroy the work of others. It includes plagiarism (the misrepresentation, either by intent or negligence, of another's ideas, phrases, discourse, or works as one's own), cheating (the act, or attempted act, of giving or obtaining aid and/or information by illicit means in meeting any academic requirement, including examinations), fabrication (intentional and unauthorized falsification or invention of any information or citation in an academic sense in any academic exercise), and facilitating academic dishonesty (intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty). Examples of such cases include, but are not limited to: a) copying from the Internet or worldwide web and representing it as one's own thoughts or work; b) copying from another student's paper, laboratory report, or other report, or computer files or listing and representing it as one's own thoughts or work; c) using, during a test or laboratory experiment, material and/or devices not authorized by the instructor in charge; d) without the instructor's permission, collaborating with another, knowingly assisting another or knowingly receiving the assistance of another in writing an examination or in satisfying any other course requirements; e) incorporating into written assignments materials written by others without giving them credit, or otherwise improperly using information written by others (including that which might be stored on computer disks or other technological devices), or submitting commercially prepared papers as one's own; f) submission of multiple copies of the same or similar papers without prior approval of the several instructors involved; g) claiming as one's own work that which was done by tutors or others with no mention of credit to or the assistance of those persons; h) deliberately damaging or destroying another's laboratory experiments, computer work or studio work; i) knowingly obtaining access to, using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; j) substituting for another student, or permitting another student to substitute for oneself, to take a test or other assignment or to make a presentation; k) intentional and unauthorized falsification or invention of any information or citation in an academic exercise; l) forgery, alterations, or misuse of University documents; m) falsifying information submitted or failure to reveal relevant information in any University application form or offering any false information in any University disciplinary proceeding. Each instructor reserves the right to further clarify and define his/her expectations of academic integrity orally or in written form, such as through the course syllabus.

2. Penalties. The penalty for cheating or plagiarism will vary from incident to incident, depending upon the scope and magnitude of the offense and the circumstances in which it occurred; upon the prior record of the person being penalized; and upon evidence suggesting the

existence or absence of a pattern of academic dishonesty in the academic performance of the person committing the offense. Possible penalties include a reprimand, grade penalty, dismissal from the course and a recommendation for dismissal from the University. Responsibility for dealing with cases of academic dishonesty begins with the faculty member who identifies an instance of academic dishonesty.

3. Appeals. Not later than fourteen (14) days after an alleged Academic Integrity Policy violation comes to his/her attention, the instructor shall (1) provide the student with written notice describing the alleged violation and (2) make a good faith effort (normally, both an e-mail and a phone mail message during the academic year; and an e-mail and a regular U.S. letter during the summer or winter break) to meet with the student to discuss the alleged violation. After the meeting, or after it becomes clear that the student refuses to meet, the instructor shall exercise professional judgment in selecting his or her course of action. A student may appeal an instructor's decision regarding a violation of the Academic Integrity Policy by notifying the dean or the associate dean within ten (10) working days of notification of the penalty(s) imposed by the instructor. The dean's office will refer the issue to the chair of the Academic Integrity and Appeals Committee to schedule a hearing. The chair of the Academic Integrity and Appeals Committee will notify the student and the instructor in writing at least ten (10) working days prior to the hearing date. The notification shall include the alleged Academic Integrity Policy violation giving rise to the hearing, hearing procedures, the date, time, and location of the hearing, copies of documents that the committee intends to use at the hearing and the name of the chair. Specific details regarding the hearing process and rights therein will be provided to the student when he or she notifies the dean or the associate dean of a potential appeal. The Academic Integrity and Appeals Committee will present a verdict. The student or the instructor may appeal the decision(s) of the Academic Integrity and Appeals Committee to the dean. A written notice of appeal must be delivered to the office of the dean within ten (10) working days from the receipt of the hearing report from the committee. Written details pertaining to this final appeal process are available in the college office. The dean's decision on appeal is final.

Adjustments to Academic Regulations

Students who seek adjustments to the academic regulations of the college may do so by filing an Academic Petition. Students wishing to petition for adjustments should secure the appropriate forms in the college office, obtain the approval of their academic adviser(s) and, if necessary, department chair, and then submit their petition to the associate dean.

Appeals of Academic Evaluations

A student who wishes to challenge the grading practices of an instructor of the college may appeal for a change of grade. The student must initiate the appeals procedure with the instructor on or before the third Wednesday of the semester following the issuance of the grade in question (excluding summer terms). First, the student must meet with the instructor involved in an attempt to resolve the problem. If the matter remains unresolved, the student must request a meeting at which the department chair (or the program director), the instructor, and the student are present. The student must make this request to the department chair (or program director) by the fifth Wednesday of the semester following issuance of the grade in question (excluding summer terms). The student shall be given the opportunity to explain his/her position and present relevant documentation to the department chair (or program director). The department chair (or program director) shall prepare a written summary of the issues, his or her findings of fact, and a proposed resolution to be presented to the student and the instructor. If the proposed resolution of the chair or director is not satisfactory to the student, he or she may appeal in writing to the dean or associate dean, who will refer the appeal to the Academic Integrity and Appeals Committee. All appeals must be delivered to the college office within ten (10) working days of presentation of the proposed resolution to the student and instructor. Absent a timely appeal by the student, the proposed resolution of the chair or director becomes final. Upon receipt of the appeal the committee shall invite the instructor to submit a written response to the appeal. The committee

will decide whether a hearing is or is not necessary. Written details pertaining to the hearing process are available in the college office.

Credit/No Credit Regulations

Arts and sciences students may take a maximum of 12 hours of coursework on a credit/no credit basis as provided by the general academic regulations of the University. Courses that students elect to take on a credit/no credit basis may be counted toward the fulfillment of the total 124 hours required for graduation and the requirement of 40 upper-division hours, but may not be counted toward other college requirements. Courses offered on only a credit/no credit basis are not included in the 12-hour maximum nor excluded from counting toward a college requirement.

Probation and Suspension

Arts and sciences students are governed by the University policies regarding probation, suspension and satisfactory progress found in the academic regulations section of this catalog. Additional probationary conditions may be imposed by the dean.

Transfer of Non-Drake Credits

The following govern the applicability toward the Bachelor of Arts or Bachelor of Science degree of credit hours earned other than at Drake University:

1. The College of Arts and Sciences complies with all Drake University regulations relating to transfer of college credits.
2. A maximum of 94 hours of transfer credit may be applied to the Bachelor of Arts or Bachelor of Science degree.
3. The Drake College of Arts and Sciences accepts up to 66 credit hours of transfer credit applicable to the Associate of Arts degree from an accredited community or two-year college as any part of the first 94 credit hours toward a bachelor's degree. All transfer students must successfully complete their last 30 credit hours in residence at Drake to satisfy degree requirements.
4. Credit earned by examination may not be counted as Drake credit toward fulfillment of the requirement that the last 30 credit hours of a student's program be completed in residence courses on Drake's campus.
5. To ensure transfer of credit, students planning to pursue a program at a university or college overseas must consult their advisers regarding the course of study they will follow. The completed program must be signed by the adviser and the associate dean of the college. Copies of the program must be filed with the dean and the overseas study adviser.

Student Responsibility

Each student must be familiar with the academic regulations of the college and is responsible for completing all requirements for graduation.

Withdrawal Policy

The College of Arts and Sciences follows the "withdrawal" policy outlined in the front section of the catalog under the heading "CURRICULA MODIFICATION." Ordinarily the college permits no exceptions to the official University withdrawal policy. However, under extraordinary circumstances a student may, with adviser concurrence, petition the dean for permission to withdraw late from a course.

Academic Advising

The goal of academic advising in the College of Arts and Sciences is to provide an ongoing and dynamic relationship between each student and adviser in order to facilitate the student's adjustment to and development within the academic environment.

Upon matriculating, each student is assigned a faculty adviser related to the student's areas of interest. Students and advisers work together to develop a program that challenges the student to

build upon strengths and overcome deficiencies while meeting educational and professional goals.

The faculty recognize that new interests develop rapidly during the first and sophomore years and that changes of intent are common. Students should consult their advisers frequently as they shape their educational goals.

Transfer students are particularly encouraged to review the evaluation of credit transferred to Drake University and to seek an explanation of how that work is distributed among the requirements of the College of Arts and Sciences. Transfer students are assigned faculty advisers who work closely in planning the completion of degree programs.

Students enrolled on a part-time basis as degree candidates, either as first-year students or transfers, also are assigned faculty advisers. Part-time students are especially urged to see their academic advisers to make long-range plans for their academic programs.

Adviser assignments are usually made by the Office of the Dean. Students may request a specific faculty member or may request a change of advisers. All inquiries regarding evaluation of credit, distribution of credit hours, adviser assignments and changes should be initially directed to the Office of the Dean.

Anthropology and Sociology

Degree option: Bachelor of Arts with an interdisciplinary major in anthropology and sociology (ANSO).

Description of program: The major in anthropology and sociology offers a multidimensional perspective on self and society. These fields, concerned as they are with meaning, difference and power, cultivate reflexive, interpretive and empathetic forms of cultural analysis. Drawing together biography, history and ethnography, the major encourages students to critically reflect on the cultural and social diversity of human experience and to seriously engage social problems.

Students who choose the ANSO major benefit from the related yet distinct foci of the disciplines so as to better facilitate their understanding of and participation in a world that is internationally and multiculturally linked.

The major prepares students for a variety of vocations in the global society of the 21st century. It also prepares students for graduate study in anthropology or sociology and for various interdisciplinary areas such as Latin American studies and women's studies. In addition, the major, in combination with appropriate additional coursework, provides a good preparation for law school and other professional fields of study.

Program of study for major: A minimum of 37 credit hours of anthropology and sociology courses that include the following:

1. Two entry-level courses: Introduction to Cultural Anthropology (SCSA 002) and one entry-level sociology course: choose from SCSS 1 – 25.

2. Two theory-intensive courses (one sociology, one anthropology)*. Choose from: SCSA 101 and SCSS 70, SCSS 133, SCSS 151, SCSS 170, SCSS 174, SCSS 175, SCSS 176

3. Two methods-intensive courses (one sociology, one anthropology)*. Choose from SCSA 156, SCSS 156, SCSS 158, SCSS 159

4. Senior Capstone Experience (4 credit hours)*. Choose SCSS 199 and Senior Experience Course.

5. All ANSO majors should complete an additional 15 hours in anthropology and sociology. At least 15 of the 37 hours must be drawn from each disciplinary area.

To graduate with an anthropology and sociology major, students must earn grades of "C" or higher in each of the core courses noted above (1 through 4). Students completing the anthropology and sociology major may not earn a major in sociology nor minor in either sociology or anthropology.

*Transfer courses may not be used to fulfill the theory-intensive, methods-intensive or capstone requirements.

Honors: Qualified students are invited to receive departmental honors, and anthropology and sociology majors are eligible for membership in state, regional and national academic associations.

Minor in Anthropology
Description of program: Anthropology is the scientific and humanistic study of humanity in all times and places. The minor in anthropology at Drake focuses on cultural anthropology, which explores human beliefs and behaviors cross-culturally and historically. As such, it presents a global perspective on the varieties of human experience. At root, cultural anthropology strives to make the strange familiar and the familiar strange. The minor in anthropology at Drake provides students with an opportunity not only to more clearly understand the practices and precepts of others, but also to better understand themselves and their positions in the worlds they inhabit.

Program of study for minor: The requirements for the anthropology minor are completion of a minimum of 18 hours of coursework in anthropology to include one entry-level course and an additional 15 hours of coursework. Up to six of the 18 hours of coursework may be from related disciplines or concentrations. Students who wish to take courses from related areas must petition and have the substitution approved by the anthropology adviser.

Petitions are available from anthropology and sociology faculty. To receive approval for the minor, a non-anthropology course must offer a cross-cultural, global and comparative perspective; examine a geographic area, culture or other subject in a manner amenable to cultural anthropology; or concentrate on or encourage the use of a methodological approach, theoretical framework or substantive problem that is of historical importance and/or complementary to cultural anthropology.

A maximum of 9 hours of transfer credit may be applied toward the anthropology minor.

Astronomy
Degree option: Bachelor of Science with a major in astronomy.

Description of program: The Department of Physics and Astronomy offers a major directed toward a career in astronomy. The first-year and sophomore program includes a combined concentration in astronomy, physics and mathematics.

Most professional positions in astronomy and astrophysics generally require study leading to the Ph.D. degree. Opportunities include research positions in observatories, often in conjunction with university teaching, and scientific positions in government agencies and industry.

Program of study for major: The Bachelor of Science degree requires a minimum of 48 credit hours in astronomy and physics courses in a program to be developed by the student and the adviser and approved by the department. The upper division program concentrates on

astrophysics with courses in such areas as mechanics, electromagnetic theory, space and astrophysics.

All programs include the following common core of astronomy and physics courses in the first two years:

First and sophomore years

Astronomy 1 & 1L — Descriptive Astronomy and Lab
Physics 5 — Topics in Physics
Physics 1 — Introductory Physics I
Astronomy 41 — General Astronomy
Physics 2 — Introductory Physics II
Physics 50 — Modern Physics
Physics 59 — Advanced Laboratory I
Physics 191 — Physics Seminar

Minimum degree requirements also include:

Astronomy 185 — Introduction to Astrophysics I — Stars
Astronomy 195 — Introduction to Astrophysics II — Galaxies and Cosmology
Physics 121 — Theoretical Mechanics
Physics 122 — Introduction to Electromagnetic Theory
Physics 182 — Thermodynamics and Statistical Physics
Physics 192, 193 — Physics Seminar II, III

Select one course from the following:

Physics 149 — Advanced Laboratory II
Physics 159 — Advanced Laboratory III

A Senior Capstone Experience is required, which may be either an NSF-sponsored REU experience between the junior and senior years, or one of the courses Physics 197 or 198 — Research Participation taken during the senior year.

Requirements for all programs also include General Chemistry I with laboratory, and related courses in mathematics and computer science appropriate to the options chosen by the student.

Depending on the student's career goals, the academic adviser may recommend additional courses chosen from electives. The following courses are highly recommended for students going to graduate school:

Physics 133 — Electronics
Physics 181 — Quantum Theory
Physics 188 — Advanced Classical Physics
Chemistry 2 and 4 — General Chemistry II with laboratory

Biochemistry, Cell and Molecular Biology

Degree Options: Bachelor of Arts and Bachelor of Science degrees. The Bachelor of Science degree meets the Biochemistry and Molecular Biology Society guidelines.

Description of Program: The BCMB program introduces students to the chemistry of living organisms and the experimental techniques that are used to probe the structures and functions of biologically important molecules.

The Bachelor of Science major is intended to meet the needs of students seeking careers in molecular life science industries (e.g. biotechnology, drug, food, agriculture and clinical industries), students preparing for health professional schools (medical, veterinary, dental,

optometry), and students interested in graduate programs in molecular life sciences (e.g. biochemistry, cell and molecular biology, genetic engineering, medicinal chemistry). The major meets the guidelines of the American Society for Biochemistry and Molecular Biology.

The Bachelor of Arts major is intended to meet the needs of students interested in pursuing cross-disciplinary careers that merge a strong science background with a field of its application. These fields include bioinformatics, forensics, management, marketing, education, public relations, biophysics, biotechnology law and others upon approval of the BCMB Board of Directors.

The Drake BCMB program emphasizes student-centered curricula, early participation in research and broad-based skills development. Students typically become authors on abstracts and manuscripts and work closely with professional scientists.

Programs of Study: Both the B.A. and B.S. majors require students to demonstrate knowledge of course-based content, compile a portfolio and pass cumulative competency examinations. They differ in their content requirements as shown below.

Course-Based Content

Bachelor of Science Degree

Biology 1, 2 or 11, 12 (Biological Sciences)	8 hrs.
Biology 105 (Genetics)	3 hrs.
Biology 165 (Cell Biology)	4 hrs.
Chemistry 1/3, 2/4 (General Chemistry)	8 hrs.
BCMB 99 (Professional Development)	3 hrs.
Chemistry 107/109, 108/110 (Organic Chemistry)	8 hrs.
Chemistry 130/131 (Biochemistry)	4 hrs.
Chemistry 132/133 (Advanced Biochemistry)	4 hrs.
BCMB 161 (Biophysical Chemistry)	
OR Chemistry 165 (Physical Chemistry)	
OR Chem 182 (Advanced Analytical)	3-4 hrs.
Biology 126 (Developmental Biology). 4 hrs.	
OR Biology 186/187 (Molecular Biology and Lab) 5 hrs	4-5 hrs.
Chemistry 137 (Advanced Molecular Life Sciences Laboratory)	
OR BCMB 199 (Research)	
OR BCMB 198 (Internship)	3-12 hrs.
BCMB 195 (Senior Seminar)	1 hr.
Physics 11, 12	8 hrs.
Mathematics 50 (Calculus)	4 hrs.

Bachelor of Arts Degree:

Biology 1, 2 or 11, 12 (Biological Sciences)	8 hrs.
Biology 105 (Genetics)	3 hrs.
Biology 165 (Cell Biology)	4 hrs.
Chemistry 1/3, 2/4 (General Chemistry)	8 hrs.
Chemistry 107/109, 108/110 (Organic Chemistry)	8 hrs.
Chemistry 130/131 (Biochemistry)	4 hrs.
Chemistry 132/133 (Advanced Biochem)	4 hrs.
BCMB 99 (Professional Development)	3 hrs.
Biology 126 (Developmental Biology), 4 hrs.	
OR Biology 186/187 (Molecular Biology and Lab) 5 hrs.	4-5 hrs.
Chemistry 137 (Advanced Molecular Life Sciences Laboratory)	
OR BCMB 199 (Research)	
OR BCMB 198 (Internship	3-12 hrs.
BCMB 195 (Senior Seminar)	1 hr.

Statistics or Calculus	3-4 hrs.
Information Systems	3 hrs.
A Writing Course (e.g. Eng 174)	3 hrs.
*Career Focus Area	15 hrs.

*B.A. Students must choose a career focus to complement the science courses by taking at least 15 hours in one allied career field: Computer Science, Pre-Law, Business, Chemistry, Physics, Biology, Pre Medicine, Public Relations, Science Writing or others upon approval.

Portfolios: Students in either major will build a portfolio to illustrate that they have not only learned course content but also developed skills needed to apply these concepts to new problems and contexts (e. g., research, case students, literature reviews, seminars, etc.)

Cumulative Competency Examinations: Students in either major must be able to demonstrate integration and retention of knowledge over their undergraduate tenure. Students taking a Biochemistry and Molecular Biology GRE or MCAT exam may substitute this for the program exam if they score at least at the national average. We recommend taking the program exam during the junior year as an aid in preparation for the MCAT, BMB-GRE, etc.

As with the Bachelor of Science, Bachelor of Arts students will also compile a portfolio and take a comprehensive exam.

Biology

Degree options: Bachelor of Arts and Bachelor of Science degrees with a major in biology.

Description of program: Courses offered in the Biology Department allow students to choose from several areas of study, including preparation for graduate programs, careers in the health sciences, or industry or other areas in the biological sciences.

Students who earn a B.S. or B.A. degree in biology and who meet the entrance requirements may apply to schools of medicine, dentistry, optometry, podiatry, osteopathic medicine, chiropractic, veterinary medicine, physical therapy or other health related programs. Further opportunities include advanced study in graduate school or career positions with industry, government or private agencies in biologically related fields such as biotechnology and conservation biology.

Program of study for major: Minimum of 32 credit hours in biology, of which 24 credit hours must be in laboratory courses. Students have the responsibility to develop their program of study and review it with their faculty adviser in biology.

First-year students who plan to major in biology are encouraged to enroll in Biology 15, Introduction to Biology, during the fall semester of their first year. Students must enroll in Biology 191 and 192 (Seminar) for a minimum of 1 credit hour each. Students must enroll in Biology 199 (Capstone) during their senior year. Additional requirements for the major include:

Mathematics 20 — College Algebra or higher
Chemistry 1/3 and 2/4 — General Chemistry I and II
Chemistry 107/109 and 108/110 — Organic Chemistry
Physics 11 and 12 — General Physics I and II

Students pursuing the B.A. degree also must take one course, of at least three credit hours, in either calculus, statistics or Computer Science 65.

For the B.S. degree, Computer Science 65 or a course in calculus is recommended. The B.S. degree program is designed to provide experience in research, and students pursuing this degree

must complete Biology 99, Biological Research and Statistical Methods, or its equivalent and Biology 197, Undergraduate Research. All undergraduate research projects must be planned with the assistance of the faculty adviser and given approval by the Biology Department prior to the research experience.

No more than 4 credit hours of Biology 197 or its equivalent can be applied toward the Biology major. At the conclusion of their research project, students in the B.S. program must deliver a formal presentation on their research to the department and submit to the department a written project-paper. Students are required to present their research project in the Biology 192 Seminar course, and must be enrolled in Biology 192 during the semester they give their presentation.

Program of study for minor: Completion of 20 credit hours in biology, of which 14 hours must be taken in biology courses having a laboratory component. A minimum grade-point average of 2.00 must be achieved, and credit/no-credit courses may not be used for the minor. The program for the biology minor must be approved by the chair of the Biology Department.

Individualized programs of study that vary significantly from the typical program must be planned with the assistance of the faculty adviser and approved by the Biology Department.

Organizations: Superior students may be elected to the national honor society for biology, Beta Beta Beta, or the premedical honor society, Alpha Epsilon Delta. Students with an interest in medicine may join the Drake Premedical Organization.

Chemistry

Degree options: Bachelor of Arts in chemistry, Bachelor of Science in chemistry. The Bachelor of Science degree program is certified by the American Chemical Society (ACS).

Description of program: The chemistry major provides a solid foundation of scientific knowledge and experimental skills in a setting that emphasizes current developments in chemistry and experience with modern instruments and laboratory techniques.

The Chemistry Department believes that undergraduate research plays a major role in developing critical thinking, practical expertise and independence and helps create a sense of community among faculty and students. Participation in a research project is a requirement for a chemistry degree. The chemistry faculty has research expertise in analytical chemistry, biochemistry, inorganic chemistry, organic chemistry and physical chemistry.

Students preparing for graduate study or a professional career in chemistry should pursue the ACS-approved Bachelor of Science program. The Bachelor of Arts program is designed for students who need undergraduate training in chemistry in preparation for professional careers other than chemistry. The Bachelor of Science program is also open to those students.

Program of study for major, Bachelor of Science: The required program for the Bachelor of Science degree with a major in chemistry is listed below.

Chemistry 1 and 3, 2 and 4 — General Chemistry
Chemistry 81 — Quantitative Chemical Analysis
Chemistry 107 and 109, 108 and 110 — Organic Chemistry
Chemistry 141, 142 – Junior Seminar in Chemistry
Chemistry 165, 166 — Physical Chemistry
Chemistry 180 — Advanced Inorganic Chemistry
Chemistry 182 — Chemical Instrumentation and Methods of Analysis
Chemistry 192 — Seminar in Chemistry
Chemistry 199 — Research in Chemistry (at least three credits hours)
Chemistry electives — two of the following:
Chemistry 130 and 131, 132 and 133 — Biochemistry and Advanced Biochemistry

Chemistry 155 — Advanced Organic Chemistry
Chemistry 190 — Selected Topics in Chemistry.

Program of study for major, Bachelor of Arts: The required program for the Bachelor of Arts degree with a major in chemistry is listed below.

Chemistry 1 and 3, 2 and 4 — General Chemistry
Chemistry 81 — Quantitative Chemical Analysis
Chemistry 107 and 109, 108 and 110 — Organic Chemistry
Chemistry 141, 142 – Junior Seminar in Chemistry
Chemistry 165 — Physical Chemistry
Chemistry 192 — Senior Seminar in Chemistry
Chemistry 199 — Research in Chemistry (at least three credit hours)
Chemistry electives — eight credit hours selected from:
Chemistry 130 and 131 — Biochemistry
Chemistry 155 — Advanced Organic Chemistry
Chemistry 166 — Intermediate Physical Chemistry
Chemistry 180 — Advanced Inorganic Chemistry
Chemistry 182 — Chemical Instrumentation and Methods of Analysis
Chemistry 190 — Selected Topics in Chemistry.

All chemistry majors must take Calculus (Mathematics 50 and 70) and one year of physics. Mathematics 100 is recommended for students taking Chemistry 166.

Program of study for minor: A minor in chemistry may be earned by completing 24 credit hours in the following sequence of chemistry courses: Chemistry 1 and 3, Chemistry 2 and 4, Chemistry 81, Chemistry 107 and 109, Chemistry 108 and 110, and one course chosen from Chemistry 130 and 131, Chemistry 155 or Chemistry 165. A minimum grade-point average of 2.00 must be achieved, and credit/no credit courses may not be used.

Organizations: Students are encouraged to use the chemistry resource room for study, take an active part in Chemistry Club activities and become student affiliate members of the American Chemical Society (ACS).

Computer Science

Degree options: Bachelor of Arts and Bachelor of Science degrees with a major in computer science.

Description of program: The major in computer science, offered by the Department of Mathematics and Computer Science, enables a student to develop an understanding of the theory and practice of computing within the context of a liberal arts and sciences education. In addition to computer programming, majors in computer science study computer languages, logic, data structures and applications of computing. The art and science of problem solving are emphasized.

A degree in computer science can serve as preparation for technical careers such as computer programming, software engineering, systems analysis or system administration. A student with a B.A. or B.S. in computer science is also prepared to serve other disciplines as a problem solver, or to pursue graduate study in computer science. Because of their problem-solving skills, computer science graduates with knowledge of other disciplines may find themselves sought as candidates for graduate study in those fields.

Program of study for major: All programs are to be planned in careful consultation with a departmental adviser and must have the approval of the adviser. Requirements for a major in computer science fall into four categories.

Category 1: 15 hours required.

The following core courses in computer science are required:
CS 65 — Introduction to Computer Science I
CS 66 — Introduction to Computer Science II
CS 130 — Computer Organization and Assembly Language Programming
CS 135 — Programming Languages
CS 137 — Data Structures and Algorithm Analysis
OR CS 139 — Theory of Computation

Category 2: Hours are variable depending on the courses taken.

Each major must select courses that provide programming experience with four different high-level computer languages. This may be accomplished through the computer science or information systems courses that fulfill other computer science major requirements, or by taking additional courses such as Information Systems 50 (COBOL) or Computer Science 73 (C/Unix, FORTRAN, Java, etc.).

Category 3: 15 to 17 hours with approval of the adviser from the following:
At least nine hours from other computer science courses numbered 100 or above (excluding CS 140)
Information systems courses numbered 151 or higher
Mathematics 70, Statistics 71, Statistics 72
Economics 107, Economics 176
Upper-division courses in mathematics, statistics, actuarial science or quantitative methods
(Mathematics 101 and CS 114 may not both be counted; Mathematics 140 may not be counted)
Other courses chosen with the approval of the department adviser

Category 4: 10 hours required
The following core courses in mathematics are required:
Mathematics 50 — Calculus
Mathematics 54 — Discrete Mathematics
and Mathematics 80 — Linear Algebra.

Since many of the courses that computer science majors take are arranged in sequences, students should be sure the prerequisites are satisfied before enrolling in any of the courses.

Program of study for minor: Students who choose a minor in computer science must have a departmental minor adviser and complete a minimum of 22 hours of computer science and related courses, including (1) CS 65, 66, 130, 135; (2) an additional high-level programming language course and two additional upper-level computer science or information systems courses, both of which must be approved for the program by the adviser (CS 140 — Cooperative Education may not be included), and (3) Mathematics 54 — Discrete Mathematics. Completion of Mathematics 80 — Linear Algebra is strongly recommended.

Economics
See Economics under College of Business and Public Administration.

English
Degree options: Bachelor of Arts with majors in English and Writing.

Description of program: The program in English is committed to establishing a habit of lifelong learning that emphasizes the relationship of reading, writing and critical thinking. Undergraduate English and Writing majors will be able to:

- reflect critically on issues of textual representation in a diverse set of texts from literary classics to contemporary film, from the Anglo-Saxon canon to postcolonial and feminist expansions of that canon;
- reflect on habits of reading and writing and be able to identify their strengths and limitations in particular contexts;
- use a wide range of styles and approaches in their writing;
- understand the interrelated nature of writing, reading, thinking, and creating;
- read a text with close attention to its many facets;
- understand past, present, and potential approaches to English studies and its relationship to other academic disciplines;
- be aware of a variety of aesthetic, political, material and social contexts for and approaches to English studies.

Our courses involve students in a range of activities, including discussions (in class and on-line), collaborative projects, conferences, presentations and service learning.

The English Department is committed to supporting interdisciplinary programs and encourages students to pursue interdisciplinary concentrations, second majors and/or minors. A number of the Department's courses are cross-listed with interdisciplinary programs, facilitating such study. In addition, both the English major and the Writing major permit students to include related courses taken outside the department for credit toward their program of study, subject to approval by the student's English Department adviser (see below).

Our graduates pursue professional careers in such fields as advertising, publishing, education, management, computers, public relations and public service, or pursue post-baccalaureate study in English studies, law school or medical school. Students contemplating graduate study should confer with their advisers about special preparation and should be aware that many graduate schools typically expect proof of competence in foreign languages. Students interested in pursuing careers in primary or secondary education can obtain certification by completing the appropriate professional courses in teacher education.

Programs of study: The English department offers the English major, Writing major, English minor and Writing minor.

Program of study for the English major: The English major consists of 36 hours of course work: a common core of 24 hours, plus 12 hours of electives. Students may take up to 6 hours of electives in relevant course work outside of English, with adviser approval. At least 18 hours of the required 36 must be 100-level courses. Asterisked numbers indicate topic courses that can fulfill a requirement when the topic is appropriate to that requirement. An English course may be used only once to fulfill a particular major requirement. (ENG 54, for instance, may fulfill either Genres or Historicity, but not both.) Transfer students majoring in English must take at least 18 hours of English at Drake. Students with AP credits will be credited 3 hours of lower-level elective toward the major:

Core Courses (6 hours)

ENG 60 Literary Study (Should be taken 1st or 2nd year)

ENG 61 Writing Seminar (Should be taken 1st or 2nd year)

Genres of Representation (Choose one)
ENG 30, 50*, 54, 70, 91, 92, 93, 99*, 111, 112, 113, 114, 115, 116, 120*, 122, 126, 128, 130, 133, 135, 156, 174*, 197*, 198*

Historicity (Choose two)
ENG 42, 44, 54, 56, 58, 99*, 124, 128*, 130*, 131*, 142, 143, 145, 147, 150, 152, 174*, 175*, 182*, 197*, 198*

Culture & Identity (Choose one)
ENG 20, 65, 66, 67, 68, 75, 77, 86, 99*, 124*, 148, 162, 163, 164, 165, 166, 168, 174*, 178, 188, 195, 197*, 198*

Critical Practice & Theory (Choose one)
ENG 160, 171, 173 (Should be taken in the third year, before the capstone)

Capstone (Choose One)
One English course numbered 175-197, excluding 196.

Electives (Four courses)
Twelve hours of adviser-approved courses in a related area of interest. Students are encouraged to select courses from our curriculum that best suit their interests, concentrating their selections in specific areas. A total of six hours can be taken outside the department with adviser approval.

Program of Study for the Writing major:
Each student, in regular consultation with a department adviser, works out an individual program to complete 37 credit hours in English. Asterisked numbers indicate topic courses that can fulfill a requirement when the topic is appropriate to that requirement. An English course may be used only once to fulfill a particular major requirement. Three credits toward the major (at the 20-99 level) are given for Advanced Placement. Transfer students must take a minimum of 18 credit hours in the Drake English Department.

Core Courses (9 hours)
ENG 60 Literary Study (Should be taken 1st or 2nd year)
ENG 61 Writing Seminar (Should be taken 1st or 2nd year)
ENG 20-80, 99 Choose one

Writing Core (12 hours)
Choose Two: ENG 86, 91, 92, 93, 94, 95, 99*
Choose Two: ENG 102, 109, 111, 112, 113, 114, 115, 116, 171, 174*, 183, 197*, 198*

Area of Interest (12 elective hours)
Twelve hours of adviser-approved courses in a related area of interest. Courses may be from outside English and 9 hours must be at the 100-level. Sample areas of interest include creative writing, creative non-fiction, documentary film, cultural studies, new media, non-fiction and editing, and so on. Students are free to design their own area of interest.

Capstone (4 hours)
Choose one: ENG 175-197, excluding 196
ENG 196, Writing Portfolio

Students in either major should take English 60 and English 61 in the first or second year. The Department recommends that students take courses numbered 20-99 earlier in their plan of study, for the purpose of preparing themselves for courses at the 100-174 level. English 196 is intended as a capstone, and students should enroll in it near the completion of their programs.

Program of study for the English minor: Minimum of 18 credit hours in English, including ENG 60 and ENG 61, and at least six credit hours in courses numbered above 100. An English faculty adviser is required.

Program of study for the Writing minor: Minimum of 19 credit hours in English, including ENG 60, ENG 61, one from each of the two columns in the writing core, and ENG 196. An English faculty adviser is required.

Environmental Policy

Degree option: Bachelor of Arts with a major in environmental policy.

Description of program: This interdisciplinary degree prepares students in a liberal arts tradition to understand the connections between human beings and the Earth's environment. The goal is to enable students to understand the intersection of social and natural sciences that produces environmental policy.

Students will develop skills in decision-making, policy formulation and implementation, adaptive management, and critical thinking. Graduates of the program will be well prepared to undertake graduate study in environmental law or policy, as well as to work in governmental and non-governmental capacities on environmental issues and policy-making.

Program of study for the major:
Minimum 45 credit hours. Students must complete the following courses to earn a degree in environmental policy:

Social Scientific Literacy: Environmental policy is forged at the intersection of scientific and political systems; therefore students will need to be familiar with the political institutions that reconcile conflicts between these systems. Students with an interdisciplinary environmental policy degree will be conversant in multiple discourses that influence environmental policy.

ECON 2 – Principles of Microeconomics
ECON 109 – Public Economics OR
OR ENSP 154 – Environmental Decision-Making
POLS 001 – American Political System
POLS 114 – Public Opinion
OR POLS 116 – Media and Modern Politics
OR ENSP 110 – National Environmental Policy
POLS 155 – American Public Policy
ENSP 156 – Environmental Politics and Policy
ENSP 157 – Environmental Justice
OR REL 140 – Ecological Ethics
OR a course approved by the ENSP faculty
ENSP 191 – Environmental Science and Policy
Practicum (Senior Capstone)

Natural Scientific Literacy: Students are required to take courses from the relevant scientific disciplines. Ecology is at the heart of many environmental discussions. Geology provides basic understanding of the earth and the physical processes that shape and affect landscapes. This background is linked to environmental interactions in a course focused on the study of environmental issues. Finally, students are expected to take a course in statistics to develop an understanding of research and the analysis of data.

BIO 001 – Introduction to Biological Science
BIO 117 — Ecology
BIO 118 – Ecology Laboratory

STAT 071 – Statistics I
OR SOC 158 – Social Science Statistics
OR BIO 099 – Biological Research and Statistical Methods
ENSP 035– One Earth: Global Environmental Science
ENSP 036 – One Earth: Global Environmental Science Laboratory
ENSP 041 – Geology
OR PHYS 051 – Energy and the Environment
OR ENSP 105 – Environmental Geology

Program of study for the minor: All minors must have an adviser in the program and must successfully complete 23 credit hours that fulfill the following requirements:

BIO 001 – Intro to Biological Science
ECON 002 – Principles of Microeconomics
ENSP 035 – One Earth: Global Environmental Science
ENSP 036 – One Earth: Global Environmental Science Laboratory
ENSP 154 – Environmental Decision Making
OR ENSP 157 – Environmental Justice
POLS 1 – American Political System
POLS 114 – Public Opinion
OR POLS 116 – Media and Modern Politics
OR ENSP 110 – National Environmental Policy
OR ENSP 111 – International Environmental Policy Seminar
ENSP 156 – Environmental Politics and Policy

Environmental Science

Degree option: Bachelor of Arts [or Bachelor of Science*] with a major in environmental science.

* See requirements for Bachelor of Science in printed earlier in the course catalog.

Description of program: This interdisciplinary science degree prepares students in a liberal arts tradition to understand connections between human beings and the Earth environment. Drake environmental science students are grounded in the natural sciences disciplines but also develop the additional ability to synthesize information across disciplines. Students gain technical skills including quantitative laboratory and field methods, statistical analysis and the scientific operation of geographic information systems (GIS), while also developing context by including courses in economics, politics, policy and ethics. Graduates of the program will be well prepared to undertake graduate study in diverse fields of environmental sciences, as well as to work in governmental and non-governmental capacities on environmental issues.

Field work is a key component of this degree, featured in biology, geology and environmental classes. Iowa's central location in the nation allows students to experience a diversity of ecosystems and human communities during frequently offered weekend, semester break and summer field trips. The program also connects students with ongoing environmental projects at the Neal Smith National Wildlife Refuge (an 8,000-acre prairie restoration project including bison and elk, 20 miles east of campus), with offerings at Iowa Lakeside Laboratory in Milford, Iowa, (managed through Iowa State University), and with semester-long marine science experiences at the University of Southern Mississippi's Gulf Coast Research Laboratory in Ocean Springs.

Program of study for major: Minimum 56 credits. Students must complete the following courses to earn a degree in environmental science:

BIO 001 — Biological Sciences
BIO 002 – Biological Sciences
BIO 117 — Ecology
BIO 118 – Ecology Laboratory

CHEM 001 – General Chemistry I
CHEM 002 – General Chemistry I Lab
CHEM 003 – General Chemistry II
CHEM 004 – General Chemistry II Lab
CHEM 081 — Quantitative Chemical Analysis
OR CHEM 107 – Organic Chemistry
ENSP 35 — One Earth: Global Environmental Science
ENSP 036 — One Earth: Global Environmental Science Lab
ENSP 065 – Geographic Information Systems
ENSP 041 – Introduction to Geology
OR ENSP 51 – Energy and the Environment
OR ENSP 105 – Environmental Geology
ENSP 135 – Global Change: Science and Policy
ENSP 154 – Environmental Decision-Making
OR ENSP 156 – Environmental Politics and Policy
OR ENSP 157 – Environmental Justice
BIO or ENSP elective (100-level and adviser approved)
ENSP 100-level field course (adviser-approved)
ENSP 191 — Environmental Science and Policy Practicum (Senior Capstone)
POLS 001 — American Political System
OR POLS 75 – World Politics
STAT 071 and STAT 072 – Statistics I and Statistics II
OR BIO 099 – Biological Research and Statistical Methods
OR STAT 060 – Statistics for Life Sciences

Students are strongly encouraged to develop additional depth in focus areas of interest to them beyond the common required outline, in conversation with their academic advisers and the program director. Students planning to attend graduate school should work carefully with their adviser to determine what additional courses will be needed to prepare for graduate admission.

Program of study for the minor: All minors must have an adviser in the program and must successfully complete a minimum 21 credit hours that fulfill the following requirements:

ENSP 035 – One Earth: Global Environmental Science
ENSP 036 – One Earth: Global Environmental Science Laboratory
BIO 001 – Introduction to Biological Science
BIO 117 – Ecology
BIO 118 – Ecology Lab
ENSP 065 – Geographic Information Systems
OR ENSP 041 – Introduction to Geology
OR ENSP 105 – Environmental Geology
OR ENSP 135 – Global Change: Science and Policy
ENSP elective in Environmental Policy
ENSP 100-level elective

Ethics

Degree option: Bachelor of Arts degree with a major in ethics.

Description of Program: The Ethics Major is a multi-disciplinary major which has a core of philosophy courses providing a philosophical foundation for ethical inquiry and additional courses from 5 related fields to complement this traditional foundation with critiques, supplements and alternative approaches. Students with this major will have a familiarity with discussing ethical issues across disciplines, analyzing ethical issues from a variety of perspectives and a greater understanding of the issues involved in ethical inquiry.

Program of study for major: 42 hours of course work

- Philosophy 90 — Ethics
- 24 hours from multi-disciplinary areas (Historical/Philosophical Grounding; Religious Ethics/Theology; Literature, Rhetoric and Culture; Social, Psychological and Biological Bases of Morality; and Ethics and Public Policy/Society)
- Minimum of 3 hours in each of the 5 areas and no more than 9 hours in any area counting toward major
- Midlevel (4th or 5th semester) seminar with service learning component (overlapping some other requirement)
- Senior Capstone with service learning component
- No fewer than 30 hours at 100+ level

Program of study for minor: 21 hours of course work

1. Philosophy 90 — Ethics
2. 3 hours from the Traditional Ethics Core — Theory subsection
3. 3 hours from the Traditional Ethics Core — Applied subsection
4. 12 hours from multi-disciplinary areas
5. Minimum of 3 hours from 3 of 5 multi-disciplinary areas
6. Midlevel (4th or 5th semester) seminar with service learning component (overlapping some other requirement)

Geography

Description of program: A minor in geography (emphasizing cultural geography) may be combined with an academic major in another discipline. Geography is the holistic study of the earth's surface features, factors, processes and relationships, and how they change over space and time. An understanding of geography is essential in an increasingly populated world where environments are more strained, economies are more global, and cultures are more intermingled.

Program of study for minor: Minimum of 19 credit hours in geography. All geography minors complete a 10-credit-hour core of introductory courses — ENSP 21 and SCSG 3 — and the introductory techniques course, ENSP 65. In addition, the geography minor requires at least two three-credit upper-division courses in geography.

History

Degree options: Bachelor of Arts degree with a major in history.

Description of program: The History Department provides undergraduates with an historical perspective from which they can analyze the contemporary world.

The department's courses do not emphasize the accumulation of information about particular events or periods. Instead, they investigate those ideas and institutions by which people have attempted to shape and order their world. We are especially interested in periods that experience pronounced social, economic and political conflict. We believe that comparative history is an effective way to achieve many of our goals.

The History Department's program helps students learn to think clearly, to analyze and interpret a broad range of materials and to express themselves both orally and in writing. Courses equip students with the analytical and interpretive skills they require to become enlightened citizens, to pursue professional and business careers and to continue with the advanced study of history.

The department offers several categories of courses. Introductory courses provide general coverage of specific topics. Advanced level courses and colloquia involve intensive examination of complicated subject matter. Seminars require the completion of a major research project or projects.

The department also offers a number of special interest courses and encourages students to propose their own independent study projects. Individuals considering careers that demand the historian's skills should examine the Apprenticeship Program.

Students majoring in history can look forward to careers in business, industry and government service as well as in libraries and archives. They find that a history major prepares them to enter graduate programs in law, business and history. Those wishing to teach in public schools can obtain certification by completing the appropriate professional courses in teacher education.

Program of study for major: 39 hours in history or 27 hours in history and 12 hours in a single related field. Students must receive their academic adviser's approval of the related field. All majors must take 12 hours of Introductory Courses which 6 of them being History 001 and 002, six hours of Advanced Level Courses, six hours of Colloquia and three hours of a Research Seminar, described below.

Introductory Courses (numbered 1-99) are designed for students who have a limited background in history. They focus on a number of broad trends that developed within a specific region or country over an extended time period. They also acquaint students with differing schools of historical interpretation.

Colloquia (numbered 150-169) are designed for qualified upper division students who wish to examine a specific topic in great depth. Colloquia are limited to 20 persons and involve reading a large quantity of material about complex and controversial issues. Students are required to analyze and discuss the reading material as well as to write a series of short essays on assigned topics.

Research Seminars (numbered 180-190) are designed for individuals in their junior and senior years who have demonstrated an ability to deal with complex historical issues. The courses are limited to 15 persons and involve the satisfactory completion of a significant amount of research in primary material. Students are expected to participate fully in class discussions, present oral reports and produce competently researched and written papers.

History majors who have an overall GPA of 3.25 and a GPA in history of 3.50 by the end of the fall semester of their junior year qualify for the History Department Honors Program. Extending over the two semesters of the senior year, this program involves the completion of a major research project. Interested students should consult with the department chair for more details.

Program of study for minor: 21 credit hours, which must include six hours in Advanced Level Courses (numbered 110-149) and six hours in Colloquia (numbered 150-169). The student's major adviser can supervise the program for the history minor.

International Relations

Degree option: Bachelor of Arts degree with a major in international relations.
Description of program: The international relations major is an interdisciplinary program designed to meet the needs of students interested in understanding and/or working in international affairs. The goal is to train students for entry into internationally related jobs in business, government or international public or private agencies.

The curriculum is designed to provide greater breadth than is possible by concentration in a single discipline, yet permit sufficiently focused study in international affairs to prepare the student for direct entry into the field of international service or continued post-graduate study.

Program of study for major: Completion of requirements in five interdependent areas described below.

1. Foreign Language Requirement: Students must demonstrate functional competence in a second language (including reading, writing, speaking and oral comprehension) prior to graduation. Options for achieving the necessary competence include family background or life experience, high school training, college coursework (either at Drake, if available, or by transfer from another institution), study abroad, independent study and participation in the Drake Language Acquisition Program. The necessary level of competency will normally be demonstrated by examination.

2. The Basic Core: 18 credit hours. All International Relations majors must complete the following basic requirements:
   Economics 1 — Principles of Macroeconomics
   Economics 2 — Principles of Microeconomics
   SCSG 3 — World Regional Geography
   Politics 65 — Comparative Politics
   Politics 75 — World Politics
   and either
   Hist 113 – America as a World Power
   or
   Politics 179 – American Foreign Policy

3. Comparative Perspectives: minimum of 12 credit hours. Majors are required to take a minimum of 12 credit hours under Comparative Perspectives. Of these, 6 hours must be taken in a single category. Options include Europe, Latin America, East Asia, Africa or Cross-Regional. Also, at least 3 hours must be taken under the Cross-Regional category. The remaining 3 hours may be taken in any of the four categories (these final 3 credits may be waived for students who study abroad). Relevant courses taken through study abroad programs may count toward the Comparative Perspectives requirements. Also, relevant Drake courses offered on an occasional basis may be considered. In all cases, the choice of courses must be made with the approval of the student's academic adviser. See the course description section for information on the courses listed below.

   A. Europe: SCSG 132;
      History 133, 134, 137;
      Politics 128, 160, 161, 171.
   B. Latin America: History 123, 125, 126;
      Politics 164.
   C. East Asia: SCSG 135; History 22, 127, 128, 129, 153; SCSS 130.
   D. Cross-Regional: Politics 129, 165, 166, 168;
      Religion 5, History 161.

4. Thematic Perspectives: Majors are required to take a minimum of 12 credit hours of coursework under Thematic Perspectives. Nine hours must be taken in a single category. Options include International Politics and Economics, International Peace and Conflict Studies and International Values and Ethics. The remaining 3 hours must be selected from among the courses listed under one of the remaining categories. Relevant courses taken through study abroad programs may count toward the Thematic Perspectives requirements. Also, relevant Drake courses offered on an occasional basis may be considered. In all cases, the choice of courses must be made with the approval of the student's academic adviser. See the course description section for information on the courses listed below.

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   A. International Politics and Economics: Economics 130, 134, 175; Politics 109, 171, 172.
   B. International Peace and Conflict Studies: English 126, 166; History 169, 185; Politics 121, 123, 175, Psy 134; SCSR 112.
   C. International Values and Ethics: Politics 124, 170, 173, 176; Religion 155.

5. International Relations Seminar: Majors are required to complete Politics 192: International Relations Seminar. This course is offered each spring and must be taken during the Senior year. Politics 192 counts as a Senior Capstone under the Drake Curriculum.

Students also are encouraged, though not required, to study abroad during either their sophomore or junior year. Students studying abroad may waive 3 of the 12 credits required under Comparative Perspectives. Students should consider study abroad options in consultation with their academic adviser and the study abroad coordinator. Information on careers, internships and graduate programs related to international affairs may be obtained from academic advisers and the Center for International Programs and Services.

Language Acquisition Program (DULAP - Drake University Language Acquisition Program)

The learner-centered Directed Independent Language Study (DILS) model that Drake has adopted in place of traditional classroom language instruction is the Drake University Language Acquisition Program (DULAP; http://www.drake.edu/dulap/). DULAP is based upon a clear sense of mission: to allow students to gain functional competence in using a second language for work, travel and everyday life.

DULAP addresses the clearest need for language training at Drake: functional usage. We have many students who wish to achieve competence in using another language for purposes in their daily lives: living, working or traveling abroad, interacting with business or professional contacts in other countries, communicating with immigrant populations in the United States, etc. This mission also encompasses familiarity with the cultures associated with the target language, though cultural training may be approached differently than in the case of the traditional language major. Although most students choose to study Spanish or French, few are beginners; more commonly, students have ”studied” a language without having learned how to use it. Part of DULAP’s challenge with these students is to help them move from using verb charts and thinking in English to thinking and speaking in their target language. And DULAP has a small but steady enrollment in less commonly taught languages. Because DULAP has no majors or minors, students fit language study into their own major requirements as they can. It is common for some majors to study language one semester, then miss a semester because of their major program requirements, then come back to continue their language study another semester.

Although DULAP has no majors or minors, education majors wishing to teach French, German or Spanish at the secondary level may take courses to earn a teaching endorsement in those languages. For details about the endorsement, see the School of Education.

DULAP offers nine languages: French, Spanish, German, Italian, Arabic, Mandarin Chinese, Japanese, Russian and Kiswahili. Students take a 3-credit DILS (directed independent language study) course and a co-requisite 1-credit Language Learning Strategies course. DULAP employs a twenty-station Mac lab where students access target-language multimedia and use digital audio and video to make ePortfolios showing their process and progress in language learning. Students meet twice a week (in groups no larger than four) with a native speaker/language partner who acts as a facilitator (not a teacher). Language partners are great resources for information about their language and culture, and seem to take on the role of cultural representative with a good deal of seriousness. Interaction between students and language partners offers natural opportunities for cultural content to be studied as an essential part of the language studies. And students follow a detailed syllabus and prepare assignments to practice with the language partner; students meet a third hour with their study group to work on collaborative assignments such as peer editing, script writing, making videos and reviewing workbook assignments.

Most language partners are international students at Drake, and they are trained, mentored and monitored by our language coordinators (one for French, German, Russian and Italian, one for Spanish, and one for Arabic, Chinese, Japanese and Kiswahili). Language coordinators are second language acquisition professionals whose role with language learners is more like a coach than a teacher. Coordinators monitor practice sessions and study groups, and hold regularly scheduled one-on-one conferences with their students.

DULAP'S assessment approach is two-pronged. First, DULAP uses independent examiners, usually professors from other universities who teach the language and level they examine, to administer individual interviews and written exams twice each semester. Students are evaluated with a rubric and receive written comments from the examiner. All exams are recorded on video, and students review them as part of their self-evaluation process. Each course has skill-based objectives consistent with the ACTFL guidelines, so students understand what they are expected to be able to do and how they will be assessed.

The second assessment strategy is learner-centered: students create ePortfolios showing milestones in their language learning across the semester (writing samples, sound bites, videos, mediated chat transcripts...). Students learn or refine their self-assessment techniques and reflective writing as they prepare to present their ePortfolios.

Students are strongly encouraged to augment their DULAP training through study abroad, where they can gain an immersion experience in the target language. A number of Drake's new international partnerships include student exchange opportunities designed with language learning as a significant component. DULAP is, however, more than simply a means to prepare students for overseas language study. Students who wish to pursue advanced levels of language learning or to explore topics in culture and literature can do so through DULAP. Many students return from a study abroad experience and continue their language studies in DULAP. Often, returning students appreciate the opportunity to continue honing their target-language critical thinking and speaking skills, as well as the chance to pursue an in-depth study of the culture in which they were immersed.

Law, Politics, and Society

The major in Law, Politics and Society is designed to prepare students for effective, responsible, and informed participation in a democratic society. This major offers students the opportunity to follow a curriculum oriented towards the study of the relationships among law, politics, and social continuity and change. Law schools desire students who undertake a rigorous curriculum emphasizing reading, writing, and critical thinking skills, and this major is designed to fulfill these objectives. However, the major is not a pre-professional training program in law. Majors include students interested in a legal career, students interested in careers in public policy and public service and students with a general interest in public life and the liberal arts.

Oversight for the program is provided by an interdisciplinary Advisery Board with one member from each of the core departments affiliated with the program: English, History, Philosophy and Religion, Politics and International Relations, Rhetoric and Communication and Sociology. Advising for the major is divided among faculty in these core departments. Several courses from the Drake University Law School may be used to fulfill major requirements.

Major Requirements: The major in Law, Politics, and Society requires a minimum of 42 credit hours. Students must complete the required number of courses in each of the following categories, bearing in mind that enrollment in upper-level courses may have a lower-level course prerequisite. While several courses are listed as options in more than one category, students may count each course towards only one major requirement. A number of other courses may be used to fulfill the requirements for each category. Students should consult with their advisers for approval of courses not listed here.

I. Core Courses: The core courses for the major in Law, Politics, and Society are designed to provide programmatic coherence to an interdisciplinary major with a wide array of course options. Students must take one introductory course that will introduce them to themes related to Law, Politics and Society. First Year Seminars on these topics will be designated as options for this requirement. Other introductory level courses will be offered as options as well. Students also will take an intermediate-level core course entitled Law, Politics and Society. Finally, students will be required to take a Senior Capstone seminar. The specific

content of the Senior Capstone course may vary from year to year but will explore general themes related to the study of Law, Politics and Society.

A. Introductory Course (Complete 1 of the following courses)

LPS 24/ SCSR 24: Rhetoric as Liberal Art
SCSS 016: Introduction to Sociology: The Quest for Civil Society

Each year, relevant First Year Seminars may be designated as options fulfilling this requirement. You should consult with your adviser about first year seminar options.

B. Intermediate Course (Students must complete the following course during their sophomore or junior year)

LPS 100: Law, Politics, and Society

C. Senior Capstone Course

LPS 190: Seminar in Law, Politics, and Society

II. Law and Public Life: Liberal societies based on the rule of law are characterized by the creation of laws within democratic political institutions, the rigorous interpretation of those laws and the application of those interpretations in practice as they affect issues of public policy and individuals and groups in society. Students should be familiar with some applications of the law, the impact of the law on controversial policy issues and the political institutions that make and implement the law. Accordingly, students must complete the requisite number of courses in each of the following categories:

A. Law (Complete 3 courses):

BLAW 60: Business Law
JMC 104: Communication Law and Ethics
POLS 153: Judicial Politics
POLS 170: International Law
POLS 186: Politics and Religion
POLS 190: Seminar in Constitutional Law
SCSR 140: Communication and Law
WS 195: Women and Law
LAW 248: Civil Rights Law*
LAW 330: Sexuality and the Law*

* These courses are offered by the Drake University Law School. A limited number of seats are open to upper-level undergraduates with the permission of the instructor and if spaces are available.

B. Public Policy, Social Issues, and the Legislative Process (Complete 2 courses):

ECON 109: Public Economics
ECON 115: Labor Economics
ENSP 035: One Earth: Global Environmental Science
ENSP 191: Environmental Science and Policy Practicum
POLS 112: Women in Politics
POLS 130: State Government and Administration
POLS 151: The American Presidency
POLS 152: Congress and the Legislative Process
POLS 153: Judicial Politics

POLS 155: American Public Policy
POLS 156/ENSP 150: Environmental Politics and Policy
SCSS 140: Youth and Crime
SCSS 151: Criminology
SCSS 170: Deviance
SCSS 175: Social Stratification

III. Historical Context: Students should understand the historical foundations of liberal institutions, of law and government, and of conceptions of democratic citizenship. They should be able to locate contemporary American society in relation to past periods in their own and other societies that have incorporated these institutions and conceptions. Students must complete two courses from the following list:

HIST 110: The Era of the American Revolution, 1763-1789
HIST 112: Civil War and Reconstruction
HIST 113: America as a World Power
HIST 133: 19th Century Europe
HIST 190: Seminar in American History
SCSR 110: American Public Address

IV. Comparative and Global Context: National laws and politics are integrally shaped by the dominant cultures of respective nation-states, and international law and politics fundamentally reflect the cultural values of the most powerful nations in world politics. The course options in this section provide students with opportunities to study legal and/or political frameworks from other countries as well as varying cultural perceptions regarding the authoritative sources of law and political legitimacy. Students must complete two of the following courses:

HIST 123: Modern Mexico
HIST 134: Contemporary Europe
POLS 121: UN and Global Security
POLS 160: Modern European Political Systems
POLS 164: Government and Politics in Latin America
POLS 168: Politics and Parliaments
POLS 170: International Law
POLS 173: Human Rights and World Politics
POLS 179: American Foreign Policy

V. Social and Ethical Context: Law and policy are the end products of political struggles and are shaped fundamentally by the competing values of the various political and social actors involved in these struggles. Students who pursue the Major in Law, Politics and Society will reflect on the ways in which questions of values shape law and policy. They will examine the moral dimensions of laws and politics. The course options in this category are designed to give students the tools for making informed choices and acting as effective citizens. Students must take two of the following courses:

ECON 109: Public Economics
ENG 124: Salem Witch Trials
ENG 168: Storytelling as a Social Practice
PHIL 090: Ethics
PHIL 112: Social Philosophy
POLS 117: Race and American Politics
POLS 173: Human Rights and World Politics
POLS 180: Classical Political Theory
POLS 181: Modern Political Theory
POLS 185: American Political Theory
POLS 186: Politics and Religion

REL 155: Introduction to Liberation and Feminist Theologies (cross-listed with WS 140 and HONR 115)
SCSR 114: Rhetorics of Race
SCSS 161: Race and Ethnic Relations
SCSS 170: Deviance

Mathematics

Degree options: Bachelor of Arts and Bachelor of Science degrees with a major in mathematics or secondary mathematics education. Graduate programs leading to the Master of Science in Education and Master of Arts in Teaching degrees in mathematics also are available through the School of Education.

Description of program: Students majoring in mathematics are able to plan programs appropriate for careers that require understanding of structures and patterns and analysis of data. Opportunities for mathematics majors arise in computing or high technology firms, chemical and pharmaceutical manufacturers and with government agencies, financial institutions and the insurance industry

Students wishing to continue their studies beyond the B.A. or B.S. degree are typically prepared for graduate study in mathematics or in related areas, such as business administration (M.B.A. program) and economics.

Program of study for major in mathematics: Students must complete the following core of mathematics and related courses:
Mathematics 50, 70 and 100 — Calculus I, II and III
Mathematics 80 — Linear Algebra
Mathematics 101 — Mathematical Reasoning
Computer Science 65 — Introduction to Computer Science I.

Qualified students may omit some of these upon consultation with a departmental adviser.

In addition, a student must take at least 21 hours of upper-division coursework in mathematics and related areas. At least six of these 21 hours must be in pure mathematics courses and at least six must be in applied mathematics courses. These courses should be chosen with an adviser to ensure the requirements are satisfied. The remaining upper division hours are to be selected to meet the objectives of the student. These remaining courses may be other upper level mathematics courses (not Mathematics 140 or the mathematics tutoring course) or approved courses in computing, statistics, quantitative methods, actuarial science, econometrics or other areas approved by the adviser.

Mathematics majors should also develop competencies in one or more areas of application of mathematics such as the physical sciences, life sciences, social sciences or business.

Program of study for major in secondary mathematics education: This major is designed to prepare students for secondary certification in mathematics. Students must complete the following mathematics and related courses:
Mathematics 45 — Mathematics and Technology
Mathematics 50, 70 — Calculus I, II
Mathematics 80 — Linear Algebra
Mathematics 101 — Mathematical Reasoning
Mathematics 145 — Methods of Teaching Secondary School Mathematics
Mathematics 153 — Modern Geometry
Mathematics 155 — Introduction to Abstract Algebra I
Mathematics 157 — History of Mathematics
Computer Science 65 — Introduction to Computer Science I

Statistics 71 — Statistics I or Statistics 131 — Probability and Mathematical Statistics I

The Mathematics Tutoring course (currently under the Mathematics 195 number) is strongly recommended.

These majors must also complete the professional education core offered in the School of Education.

Program of study for minor in mathematics: The student must have a departmental minor adviser and complete the following mathematics and related courses: (1) Mathematics 50, 70, 80, 101, (2) two additional upper-level mathematics courses that must be approved for the program by the adviser (Mathematics 140, Cooperative Education, may not be one of these), and (3) Computer Science 65.

Program of study for minor in secondary mathematics education: A student must have a departmental minor adviser and complete the following courses: Mathematics 50, 70, 101, 153, 155 and 157 and Computer Science 65. Students must also complete Mathematics 71 or Mathematics 131. Mathematics 45 and Mathematics 145 are also recommended. This minor includes all the courses necessary to use mathematics for a second teaching field.

Organizations: Mathematics majors are encouraged to participate in Kappa Mu Epsilon, national honorary fraternity in mathematics.

Military Science

ARMY RESERVE OFFICERS TRAINING CORPS

Army ROTC courses are taught on the Drake University campus. All military science courses can be counted toward general elective requirements. Students who successfully complete the ROTC program and receive a degree from Drake University are eligible to receive a commission as a second lieutenant in the U.S. Army, Army Reserve or the National Guard.

Drake is a member of Servicemembers Opportunity Colleges, a consortium of more than 1,300 institutions pledged to be reasonable in working with service members and veterans who are trying to earn degrees while pursuing demanding, transient careers. As an SOC member, Drake is committed to easing the transfer of relevant course credits, providing flexible academic residency requirements and crediting learning from appropriate military training and work experiences. SOC is sponsored by 15 national higher education associations with the military services, the National Guard Bureau and the Office of the Secretary of Defense serving as cooperating agencies.

The military science program at Drake is divided into two segments, the Basic Course and the Advanced Course. The Basic Course (courses numbered 11 through 22) is designed primarily for first-year students and sophomores. No military obligation is incurred by a person participating in the Basic Course, which is designed to be informative and to acquaint students with the military as a profession. It provides a basis of information upon which students can decide if they wish to enter the Advanced Course, and it allows the cadre the opportunity to evaluate students on leadership and management potential.

The Advanced Course is structured to provide the necessary preparation to qualify as a basic commissioned officer. Students must meet all physical and academic requisites to enter the Advanced Course, to include completing or getting credit for the Basic Course. Entrance into the Advanced Course also requires a commitment to service in the Army, Army Reserve or National Guard. For details on qualifications, contact the Military Science Department.

Students may get credit for the Basic Course in several ways. They may elect to (1) complete it over two years as intended; (2) compress it within one year by taking first and second year

courses at the same time (if they have less than four years of school left); or (3) complete a four-week Leaders Training Course at Ft. Knox, Kentucky (see Military Science in the course description section). Veterans, National Guard and Army Reserve members may also received Basic Course credit for completing basic training.

Persons entering the Advanced Course must sign a contract with the U.S. Army. Obligation under this contract will vary: (1) Persons who become officers in the Army National Guard or Army Reserve have, depending on specialty , a 90- to 180-day active-duty obligation for further training, followed by part-time service. (2) Non-scholarship students who are selected for active-duty incur a three-year obligation to serve on active-duty. (3) Scholarship students who are selected for active-duty incur a four-year active-duty obligation.

Students enrolled in the Advanced Course are required to attend a four-week course at Ft. Lewis, Washington called the Leadership Development and Assessment Course (see Military Science in the course description section). Usually, this course is attended in the summer between the junior and senior years. The course is a leadership laboratory where students can learn and practice leadership, see and use military hardware and weapons systems not available on campus, and receive Army Branch information.

Educational benefits and scholarships are available for qualified applicants. Contact the Military Science Department for details.

All classes include a Leadership Laboratory as an integral part of the class. All students are expected to participate in lab activities. Labs provide students the opportunity to become acquainted firsthand with the skills and leadership principles required of an officer.

Persons interested in military science may contact the
Military Science Department
1153 24 Street
Des Moines, IA 50311
Ph: 515-271-3952, or
515- 294-0308 or
800-44-DRAKE, Extension 3952.

Minor in Military Studies

Description of program: A Minor in Military Studies entails the development of student's awareness of the position the military plays within the structure of a free society. Leadership studies are an emerging discipline and the concept of leadership and how it can be reciprocal will be explored. A minor in military studies will present a mentally, morally, and physical environment in order to establish a foundation in having students experience the beliefs and behaviors of strong leaders throughout history. Starting with the premise that all civilizations owe their origins to warmaking, a minor in military studies probes the meanings, motivations and methods underlying war in different societies over the course of more than 2,000 years. The minor in military studies at Drake University provides students with a splendid opportunity not only to understand the practices and precepts of the military more clearly, but also to provide a start point for assuming the highest responsibilities of leadership and citizenship in all walks of life.

Program of study for minor: Drake University students can receive a minor for military studies by completing 18 hours of specialized coursework in military studies. This includes 12 hours from a combination of either of the two ROTC programs, regardless of whether or not a commission in the Armed Forces is tendered, and 6 credit hours from non-ROTC courses on related military topics.

All programs include the following common core of military studies in the first two years.

First and sophomore years

Introduction to Military Studies/Laboratory
United States Defense Establishment/Laboratory
Military Leadership Techniques/Laboratory
Land Navigation and Survival/Laboratory

Neuroscience

Degree options: Bachelor of Science degree with a major in neuroscience.

Description of program: Students studying neuroscience at Drake University will be exposed to an interdisciplinary environment through coursework in physical and life sciences, close interaction with faculty and the opportunity to participate in research projects. The interdisciplinary nature of neuroscience can be appealing to students in allied fields such as psychology and biology, thus making earning a double major or minor an attractive option. Moreover, it is important to note that courses that comprise the major are available to students majoring in other disciplines provided the course prerequisites are met.

There are many career paths available to students interested in neuroscience or related fields. Some are interested in attending graduate school in order to pursue a career in basic or applied research and teaching. Others may want a neuroscience background as a foundation for further training in a health care field, such as medicine, physical therapy, optometry, nursing, etc. Still others may want exposure to neuroscience topics because of an interest in professional writing (e.g., newspaper, magazine) about the field or working in a related field such as the pharmaceutical or biotechnology industry. In all cases, students should work with their academic adviser to determine what path is best for them.

Program of study for major:
The curriculum for a B.S. in neuroscience at Drake University is described below**.** Completion of the program requires completion of the course requirements listed below. Students will work with their adviser to make appropriate course selections when options are available, thus the precise number of credit hours for the major will vary slightly.

Required Core Courses

BIO 11, 12	General Biology
PSY 1	Introduction to Psychology
Any two from:	1) Introduction to Genetics (BIO 105)
	2) Cell Biology (BIO 165)
	3) Mammalian Physiology (BIO 129)
PSY 123	Biological Basis of Behavior
PHAR 119	Topics in Neuropharmacology
One of:	1) Sensation and Perception (PSY 122)
	2) Cognitive Psychology (PSY 125)
	3) Behavioral Endocrinology (number to be assigned)

Required Supporting Courses

MATH 20	College Algebra (Calculus preferred)
CHEM 1/3,2/4	General Chemistry
CHEM 107/109;108/110	Organic Chemistry
PHY 11	General Physics
One of:	1) Research Methods and Statistics (PSY 15)
	2) Statistics I (STAT 71)
	3) Biological Research Methods (BIO 99)

Program of study for minor:

- PSY 1
- BIO 11, 12
- PSY 15, STAT 71, or BIO 99
- PSY 123; Biological Basis of Behavior
- PSY 125 or 122; Cognitive Psychology or Sensation and Perception
- PHAR 119; Topics in Neuropharmacology
- BIO 105, 128, or 165; Genetics, Physiology, or Cell Biology

We anticipate that most students pursuing a minor will do so to complement a major in psychology or biology, thus some of these courses will be earned in that context.

Philosophy

Degree option: Bachelor of Arts degree with a major in philosophy.

Description of program: The study of philosophy attempts to develop a student's understanding of the presuppositions underlying the main areas of human inquiry, an awareness of the range of reasonable answers to the ultimate questions individuals ask themselves, and a habit of critical reflection concerning the student's own convictions about belief and conduct.

The major is designed to permit broad interdepartmental studies and interdisciplinary synthesis. It provides a desirable background for graduate study and work in human relations, law, literature, the social sciences and theology.

Program of study for major: 39 credit hours that fulfill the following requirements:

1. Philosophy 21 — Introduction to Philosophy
2. Philosophy 90 — Ethics OR
   Philosophy 91 — Contemporary Ethical Problems OR
   Philosophy 113 — Social Justice
3. Philosophy 51 — Logic and Critical Thinking OR
   Philosophy 114 — Symbolic Logic
4. Six credit hours in Philosophic Classics to be satisfied by Philosophy 104, Ancient Period; 105, Medieval Period; 106, Modern Period; 107, Contemporary Period; or approved equivalent courses.
5. Three credit hours in an independent study project
6. Nine credit hours in philosophy electives
7. No more than 15 credit hours in the major may be in courses numbered below 100.
8. 12 credit hours in a single related field. Students must receive their academic adviser's approval of the related field.

Program of study for minor: All minors must have an adviser in the department and must successfully complete 18 credit hours that fulfill the following requirements:

1. Philosophy 90, 91 or 113
2. Philosophy 51 or 114

3. Three credit hours to be satisfied by Philosophy 104, 105, 106, 107 or an approved equivalent course.
4. Nine credit hours in philosophy electives
5. No more than nine credit hours in the minor may be in courses numbered below 100.

Physics

Degree options: Bachelor of Arts and Bachelor of Science degrees with a major in physics. Students may choose one of several options in pure and applied physics.

Description of program: The basic physics major is designed for students who are interested in a career in industry, government laboratories and applied science or in further study toward a graduate degree.

For students planning to teach junior or senior high school physics, a cooperative program with the School of Education leads to Iowa secondary certification. Students complete a program of physics and education courses and a professional semester, which includes student teaching experience.

Students planning to enter medical or dental school may complete their undergraduate major in physics. This program includes the appropriate courses in biology and chemistry needed to satisfy medical or dental school entrance requirements.

For students who have an interest outside the present fields of concentration but whose educational goals can be realized through a combination of existing courses, an individualized major may be developed. Faculty members counsel students whose interests lie in this direction. Such individualized majors could include computational physics, geophysics, environmental physics, biophysics, chemical physics or astrophysics.

Additional courses are offered in physics and physical science to familiarize the general student with the current scientific interpretations of the fundamental physical laws that govern the universe.

Program of study for major: The Bachelor of Arts degree requires a minimum of 39 credit hours in physics, and the Bachelor of Science degree requires a minimum of 49 credit hours in physics in a program to be developed by the student and the adviser and approved by the department. All programs include a common core of six physics courses in the first two years:

First year

Physics 1 — Introductory Physics I
Physics 5 — Topics in Physics

Sophomore year

Physics 2 — Introductory Physics II
Physics 50 — Modern Physics
Physics 59 — Advanced Laboratory I
Physics 191 — Physics Seminar I

Minimum degree requirements for the B.A. and B.S. degrees also include:

Physics 121 — Theoretical Mechanics
Physics 122 — Introduction to Electromagnetic Theory
Physics 133 — Electronics
Physics 182 — Thermodynamics and Statistical Physics
Physics 192, 193 — Physics Seminar II, III

Requirements for the B.A. include one of the following:

Physics 149 or 159 — Advanced Laboratory II or III
Physics 197 or 198 — Research Participation

In addition, the Bachelor of Science degree requires:

Physics 149 or 159 — Advanced Laboratory II or III
Physics 181 — Quantum Theory
Physics 188 — Advanced Classical Physics, and
one course from the following: Physics 180, 183, 184, 185, 186, 187, 189, 190, 195, 197, 198

A Senior Capstone Experience is required, which may be either an NSF-sponsored REU experience between the junior and senior years, or one of the courses Physics 197 or 198 — Research Participation taken during the senior year.

Requirements for all programs also include General Chemistry I, with laboratory and related courses in mathematics and computer science appropriate to the options chosen by the student.

Depending on the student's career goals, the academic adviser may recommend additional courses chosen from electives.

Program of study for minor: Minimum of 23 credit hours of physics courses: Physics 1, 2 and 5 and Physics 50, 59, 191 and either 133 or 182. All students planning to take a minor in physics must have a minor adviser in the Department of Physics. Students should consult their advisers regarding the mathematics prerequisites for these courses.

Physics/Engineering

The Department of Physics and Astronomy administers a cooperative program in engineering. Two options are available: an informal Two-Two Plan and a formal Three-Two Dual Degree Plan. Students interested in the Dual Degree Plan must consult with the chair of the department before registration.

In the Two-Two Plan, a student spends the first two years at Drake pursuing a program of basic studies, which parallels the standard preparation for engineering study. Successful completion of the basic studies program qualifies a student for admission as a third-year student at most of the engineering colleges in the United States.

In the Three-Two Dual Degree Program, a student completes three years at Drake pursuing a program that combines preparation for engineering study with the basic requirements for a degree from Drake University. Although most students will major in physics, any major compatible with the student's intended field of study in engineering is possible, e.g. a chemistry major for study in chemical engineering, a computer science major for study in computer engineering. Successful completion of this program qualifies a student for admission to the Seaver Institute of Technology at Washington University, St. Louis, Missouri, for a two-year professional engineering program. The first year of professional study applies toward completion of the Drake degree. Upon successful completion of the program, the student is awarded both a Bachelor of Arts or Bachelor of Science degree from Drake University, and a Bachelor of Science degree in an area of engineering from Washington University

Students are eligible for financial aid at both institutions.

The curriculum for the first two years is typically:

First Year	Credit Hours
MATHEMATICS 50, 70 — Analytic Geometry and Calculus I, II	8
PHYSICS 1 — Introductory Physics I	4
PHYSICS 5 – Introductory Topics in Physics	4
COMPUTER SCIENCE 65 — Introduction to Computer Science I	3
ELECTIVES — Social Science or Humanities	15
TOTAL	34
Second Year	
MATHEMATICS 80 — Linear Algebra	3
MATHEMATICS 100 — Analytic Geometry and Calculus III	4
PHYSICS 2 — Introductory Physics II	4
PHYSICS 50 — Modern Physics	4
PHYSICS 59 — Advanced Laboratory I	2
PHYSICS 191 — Physics Seminar I	1
CHEMISTRY 1, 2 — General Chemistry I, II with labs	8
ELECTIVES — Social Science or Humanities	6
TOTAL	32

Politics

Degree options: Bachelor of Arts degree with majors in Politics and International Relations. (For the latter, see "International Relations" elsewhere in the College of Arts and Sciences section of this catalog.)

Description of program: The Department of Politics and International Relations trains students to understand government and politics in terms of the theories, concepts and tools of sophisticated political analysis. With the liberal-arts focus of the program, students will develop a foundation both for citizenship in a democratic society and for successful training in a career, in a graduate school or in a professional school. Majors will be prepared for entrance into state, local and federal government service, business careers, social work, journalism, teaching and politics; approximately half of Drake's Politics and International Relations majors go to law school or graduate study.

Program of study for major: Minimum of 30 credit hours of politics coursework to be distributed as follows:

Required courses (five: 15 hours):

- POLS 001 – The American Political System
- POLS 065 – Comparative Politics
- POLS 075 – World Politics
- POLS 18x – a course in political theory
- POLS 191 – Senior Seminar in Politics

Elective courses in politics: (five: 15 hours)

Related fields: 12 hours (in 100 level courses), at least 6 in one field, in courses to be chosen with the approval of the adviser from the following disciplines:

- Economics
- History
- Philosophy
- Sociology

Students are cautioned to observe the prerequisites prescribed for some advanced courses, and it is recommended that majors take a course in statistics or research methodology offered by one of the social science departments.

Politics majors and minors interested in internships should examine the possibilities connected with Politics 193 and 194, Internship in Politics.

Program of study for minor: 18 credit hours of politics coursework distributed as follows:

Required courses (four: 12 hours):

- POLS 001 – The American Political System
- POLS 065 – Comparative Politics
- POLS 075 – World Politics
- POLS 18x – a course in political theory

Elective courses in politics: (two: 6 hours).

Organizations: Students with an overall G.P.A. of at least 3.00 together with a G.P.A. of at least 3.25 in a minimum of 15 credit hours in politics courses may be eligible for induction into Pi Sigma Alpha, the national political science honorary society.

Psychology

Degree options: Bachelor of Arts and Bachelor of Science degrees with a major in psychology.

Description of program: The Department of Psychology provides courses in the fundamental areas of study that comprise the science of behavior. The department recognizes outstanding undergraduate students by presenting annual achievement awards for excellence in academic performance and for significant contributions in experimental and applied psychology.

The undergraduate B.A. degree program is intended for students planning careers in areas other than psychology or related sciences. It is designed to permit the student to develop one or more specific areas of interest within the major and offers considerable flexibility to students wishing to focus their study on human or animal behavior.

A B.A. degree in psychology can be completed as part of many pre-professional programs of study, including pre-business, pre-law and pre-social work. Students should work with their advisers to assure selection of courses most compatible with their educational and career objectives. Students also are encouraged to take courses in the arts and sciences that improve their verbal, quantitative and critical reasoning abilities.

The program of study leading to a Bachelor of Science degree with a major in psychology is intended for students who anticipate attending graduate school in psychology or related sciences. The course requirements reflect the breadth and rigor necessary to prepare for the Graduate Record Examinations and graduate study.

Students are encouraged to take courses in the arts and sciences that improve their verbal, quantitative and critical reasoning abilities.

Program of study for major, Bachelor of Arts degree: 33 hours of coursework in the Department of Psychology, which must include:

1. Psychology 1 — Introductory Psychology with lab
2. Psychology 15 — Statistics & Research Methodology
3. Students must pass Psychology 15 with a grade of "C" or better to enroll in some upper-division psychology courses and to complete the B.A. psychology major.
4. One laboratory course from among Psychology 120/121, Conditioning and Learning; 123, Biological Basis of Behavior; 125, Cognitive Psychology; or 130, Experimental Social Psychology

5. At least 12 hours of additional upper division psychology courses and eight hours of psychology electives. Laboratory courses beyond the one course required for the major may be selected to fulfill these requirements.

B.A. Areas of Application and Career Interest

Because career interests vary across students, courses should be selected in consultation with the adviser to compliment those interests. To assist students in thinking about potential courses to take within psychology, some popular areas of career interest and psychology courses recommended for those areas are listed below. This is not intended to be an exhaustive list of areas of interest or course options within those areas; it is intended as a guide to assist students in course planning.

Business and Government
PSY 30 – Social Psych
PSY 85 – Organizational Psych
PSY 130 – Exp. Social
PSY 133 – Psych. Assessment
PSY 182 – Perf. Mgmt.
PSY 183 – Industrial Psych
PSY 134 – Ethnopolitical Conflict
PSY 136 – Prejudice and Discrimination

Applied Research
PSY 111 – Advanced Statistics
PSY 130 – Exp. Social
PSY 133 – Psych. Assessment
PSY 198 – Research Seminar
A Lab Course

Human Services
PSY 42 – Child and Adolescent
PSY 60 – Principles of Behavior
PSY 76 – Abnormal
PSY 80 – Sports Psych.
PSY 81 – Human Sexuality
PSY 124 – Health Psych.
PSY 133 – Psych. Assessment
PSY 136 – Prejudice and Discrimination
PSY 147 – Adult Development and Aging
PSY 165 – Psychology of Gambling
PSY 176 – Psychopathology
PSY 177 – Theories of Psychotherapy

Education
PSY 30 – Social Psych
PSY 42 – Child and Adolescent Psych.
PSY 60 – Principles of Behavior
PSY 76 – Abnormal Psych.
PSY 80 – Sports Psych.
PSY 81 – Human Sexuality
PSY 133 – Psych. Assessment
PSY 95: Perspectives on Intelligence

Health and Medicine
PSY 28 – Drugs and Behavior

PSY 80 – Sports Psych.
PSY 81 – Human Sexuality
PSY 123 – Biological Bases of Behavior
PSY 124 — Health Psych.
PSY 125 – Cognitive Psych.

Program of study for major, Bachelor of Science degree**:** 34 credit hours of coursework in the Department of Psychology, which must include:

1. Psychology 1 — Introductory Psychology with lab
2. Psychology 15 — Statistics & Research Methodology
3. Students must pass Psychology 15 with a grade of "C" or better to enroll in some upper-division psychology courses and to complete the B.S. psychology major.
4. Psychology 151 — History and Systems of Psychology
5. One course including a laboratory section from among Psychology 120/121, 123, 125 or 130
6. Psychology courses providing at least 12 additional hours of upper division credit. Laboratory courses beyond the one required course may be used to complete the upper division requirements. Also, History and Systems of Psychology (Psy 151) can count toward this upper division requirement, but it cannot be used to replace the requirement of taking one course in each cluster (see below).
7. At least one course must be completed in each of the following three clusters to help assure a broad exposure to the discipline:
   A. Psychology 23, 28**,** 120/121, 122, 123, 124, 125
   B. Psychology 60, 76, 85, 133, 162, 165, 176, 177, 182, 183
   C. Psychology 30, 42, 130, 132, 134, 136, 137, 147
8. 12 hours of natural science courses outside the Psychology Department, in astronomy, biology, chemistry, computer science, geography/geology, mathematics, physics or environmental science (a science-based course). At least one of these courses must include a laboratory. Mathematics 20, College Algebra, and Mathematics 50, Analytic Geometry and Calculus I, may be selected to complete the 12-hour requirement.

To gain experience in the conduct of research, B.S. students are encouraged to take a research seminar (Psychology 198) and/or independent study (Psychology 190, 191). Courses strongly recommended for B.S. students with grade-point averages of 3.00 and above who are interested in graduate study in psychology include Psychology 111 (Advanced Statistics) and two laboratory courses, one focusing on human behavior and the other on animal behavior.

Program of study for minor: Minimum of 20 credit hours of courses offered by the Department of Psychology, which must include Psychology 1 with lab, Psychology 15 and at least one upper-division course. A minimum grade-point average of 2.00 in psychology courses must be achieved, and courses taken on a credit/no credit basis may not be used for the minor.

A minor in psychology allows students to complement their major field of study with psychology courses and provides formal acknowledgment of the courses completed.

Organizations: Qualified students may join Drake University's chapter of Psi Chi, the national honor society in psychology.

Religion

Degree options: Bachelor of Arts degree with a major in religion.

Description of program: Courses in the Religion program are designed to serve four purposes: (1) to assist the general student in relating religion to other aspects of personality and culture; (2) to

prepare a more adequate leadership in the church; (3) to prepare students for seminary and church vocations; and (4) to make available continuing education opportunities in religion for both laypersons and professionals.

Students planning to study in a theological seminary also should follow the guidelines of the American Association of Theological Schools. They call for study in foreign language, history, literature, philosophy, psychology, science and sociology. The department, in cooperation with the University, provides special counseling for pre-seminary students regardless of their major.

Students intending to pursue graduate study in a theological seminary should acquire reading skills in two foreign languages, either biblical or modern. Pre-parish-ministry candidates are well advised to study a language likely to be spoken by those whom they will be called to serve.

Program of study for major: 39 credit hours that include the following requirements (or their equivalents):

1. Religion 1, Introduction to Religious Studies, or Religion 21, Introduction to Religion
2. Philosophy/Religion 91, Contemporary Ethical Problems, or any three-hour upper division ethical topics course, such as Religion 119, Death and Dying.
3. Six credit hours to be satisfied by Religion 10, The Bible in Jewish and Christian Perspective; 51, Old Testament; and/or 52, New Testament; or by any upper division course in biblical studies, such as Religion 147 or 150
4. Three credit hours to be satisfied by Religion 151, Contemporary Religious Thought; Philosophy/Religion 125, Philosophy of Religion; or by any topics course involving in-depth study of a theological era or movement.
5. Three credit hours to be satisfied by one of the following:
   Religion 104 — Development of Western Religious Ideas
   Religion 111 — Eastern Asian Religions
   Religion 112 — Western Asian Religions
   Religion 113 — Judaism in the Time of Jesus
   Religion 170 — Early Christianity
6. Three credit hours in an independent study project
7. Nine credit hours of religion electives
8. Nine hours in a single related field. Students must receive their academic adviser's approval of the related field.

No more than 15 credit hours in the major may be in courses numbered below 100.

Program of study for minor: 18 credit hours. All minors must have an adviser in the department and must successfully fulfill the following requirements (or their equivalents).

1. Religion 1 or 21
2. Philosophy/Religion 91, 109 or 119
3. Six credit hours to be satisfied by Religion 10, 51 or upper division courses in biblical studies
4. Religion 151 or Philosophy/Religion 125
5. Three credit hours in an upper division religion course

No more than 12 credit hours in the minor may be in courses numbered below 100.

Rhetoric and Communication Studies

Description of program: The Rhetoric and Communication Studies program is devoted to the study of public discourse, with particular emphasis on the role of persuasion in the constitution of civil society and democratic governance. Subjects of study range from political speeches to religious texts, from commercial advertisements to Supreme Court opinions, from classical treatises to postmodern theory. Analysis focuses on individual strategies and techniques as well as larger social and cultural patterns in the production and reception of persuasive texts. Theory

and case studies are combined to address perennial concerns about the relationships between language, power, identity and community.

Goals: The primary objective of instruction and advising in the department is to help the student pursue a high-quality liberal arts education. This liberal arts ideal combines study of a broad range of subjects with training in practical reasoning and the analysis of discourse, and it should culminate in the articulate citizen. Rather than preparing students for professional work in a specific career, the department attempts to cultivate qualities of leadership that are common to many areas of professional, social, and political life. Each student's program includes study in a range of arts and sciences, focuses on specific problems of collective life, attends to questions of value and character, and develops analytical and communicative skills.

Courses in Rhetoric and Communication Studies emphasize the analysis of persuasive messages and the development of strong arguments. The student learns how to discover the sources of persuasive appeal in a wide range of settings, and how to use the available means of persuasion in order to compete, cooperate, and work creatively with others. Courses emphasize careful reading of primary texts, argumentative discussion of alternative interpretations, writing of interpretive essays and research papers and oral presentations.

Students who major in the department typically go on to careers in business or public service, or to law school or graduate school in a number of disciplines (including business, communication studies, education and other fields as well). Many of our students also complete other majors or interdisciplinary concentrations, and we encourage such programming.

Requirements: Each student program for a major or minor in the department is developed individually. The major or minor program is designed within a basic disciplinary framework that allows a range of options for addressing the student's educational goals, strengths and weaknesses in coordination with other programming.

A minimum of 30 credit hours are required for the major, and 18 hours are required for the minor.

Upper-level courses from other departments may be included in the major as they fit into the department's curricular categories, contribute to a comprehensive and cohesive program of study and advance the student's educational goals. (For example, a student interested in the relationship between religion and politics might include courses from the political science and religion/philosophy departments.) Courses from other departments should not comprise more than six of the first 30 hours of the major, and all selections must be approved by a committee of the Rhetoric and Communication Studies faculty. Students are responsible for fulfilling any prerequisites for such courses.

Students also develop a supporting program of at least 15 hours; this requirement can be met with another major, minor, or concentration. (For example, a student preparing for a career in business might include courses from the College of Business and Public Administration in management, marketing, and business law, while a student preparing for a career in secondary education could include the courses in the School of Education taken for certification.) In every case, the complete program of study should provide a sound background in the discipline, a strong liberal arts education and the flexibility needed to complete an educational program that can prepare the student for both specific career goals and responsible leadership in a changing world.

All program decisions for the major or minor must be approved the student's academic adviser in the department.

Departmental majors and minors must take at least one course from each of the four curricular areas listed below.

Curriculum: The departmental curriculum is divided into four divisions: Theory, Criticism, Practice, and Topical Studies. These divisions and their courses are
listed below.

Theory identifies foundational concepts, patterns, and problems as they have been developed in the study of effective communication from antiquity to the present. Courses in this area include:

* Rhetoric as a Liberal Art
* Philosophy of Dialogue and Interpersonal Communication
* Communication and Conflict
* Classical Rhetoric
* Contemporary Communication and Rhetorical Theory

Criticism focuses on principles of judgment, techniques of analysis and problems of interpretation in the study of discourse, as well as the conditions shaping public discourse, the use of discourse to understand society and the nature of eloquence. Courses in this area include:

* Rhetorical Criticism
* Introduction to Philosophical Hermeneutics
* The Politics of Interpretation
* History and Criticism of American Public Address

Practice develops skills in persuasive argument and performance. Courses in this area include:

* Public Speaking
* Advanced Public Speaking

The department also sponsors student awards for public speaking.

Topical Studies examine specific media, discourses or communicative practices to understand how language operates in major forms of collective experience and why particular ideas or actions appear intelligible, rational or powerful in specific settings. Courses in this area include:

* Political Communication
* Communication and Law
* Communication and Religion
* Rhetorics of Race
* Rhetoric and War
* Aesthetics of Everyday Life
* Photojournalism and Public Culture

All program planning is done by the student in consultation with a departmental adviser. All courses taught by departmental faculty can be counted toward a major or minor in the department, as long as other requirements are not annulled. Courses taught outside the department by departmental faculty include courses in the First Year Seminar program, the Law, Politics and Society program, the Honors Program and Paths to Knowledge, among others.

Independent study also is an option, particularly in conjunction with senior thesis requirements in interdisciplinary programs such as the Honors Program or the program in the Critical Study of Culture.

If the capstone experience for the Drake Curriculum is completed within the major, it should be in conjunction with the senior seminars in classical or contemporary theory or with an independent study project.

Internships for credit are available when they can be arranged by the student and involve a component of academic reading and writing. Past internships have included work with political campaigns, in advertising firms and in community organizing.

Sample Curricula
The programs listed below are a few examples of how students can develop individualized programs. We have not listed samples of supporting courses, as there is even greater flexibility allowed there. The programs are listed in four-year sequences, although they can be completed in less time. As most of our majors enter the University with no declared major, or transfer from other majors, they typically are beginning the program in their second or third year of study. There are no prerequisites or required sequences of study, although it is assumed that educational benefit and student success is most likely to occur when the student follows a developmental sequence of courses.

Majors:

Major Program A:
- Rhetoric as a Liberal Art
- Public Speaking
- Philosophies of Dialogue and Interpersonal Communication
- History and Criticism of American Public Address
- The Politics of Interpretation
- Rhetorics of Race
- Communication and Law
- Rhetoric and War
- Classical Rhetoric
- Contemporary Communication and Rhetorical Theory
- 30 hours total

Major Program B:
- Rhetoric as a Liberal Art
- Public Speaking
- FYS: Popular Trials
- History and Criticism of American Public Address
- Law, Politics, and Society
- POLS 181: Modern Political Theory
- The Politics of Interpretation
- Rhetorics of Race
- Communication and Law
- Classical Rhetoric
- POLS 190: Seminar in Constitutional Law
- 33 hours total

Major Program C:
- Rhetoric as a Liberal Art
- Public Speaking
- FYS: Love and Friendship from Plato to Buddy Movies
- Introduction to Hermeneutics
- REL 108: 20th Century American Religion
- Communication and Religion
- Rhetorics of Race
- PHIL 123: Ethical Theory
- REL 149: Religion of the New Testament
- Classical Rhetoric
- Contemporary Communication and Rhetorical Theory

33 hours total

Major Program D:
Rhetoric as a Liberal Art
Public Speaking
FYS: American Character and Society
The Politics of Interpretation
SCSS 133: Sociological Theory
Communication and Conflict
Rhetorics of Race
SCSS 172: Wealth, Discourse, and Power
The Aesthetics of Everyday Life
Classical Rhetoric
Contemporary Communication and Rhetorical Theory
33 hours total

Major Program E:
Rhetoric as a Liberal Art
Public Speaking
History of American Public Address
Rhetorical Criticism
Photojournalism and Public Culture
The Aesthetics of Everyday Life
ENG 70: Introduction to Film Study
Classical Rhetoric
Contemporary Communication and Rhetorical Theory
ENG 124: Topics in Cultural History
30 hours total

Minors:
Departmental minor programs involve only courses taught by faculty in the department. There still is considerable flexibility for individual planning, as the following samples suggest.

Minor Program A:
Rhetoric as a Liberal Art
Public Speaking
Rhetoric and War
Rhetorics of Race
The Politics of Interpretation
Classical Rhetoric
18 hours total

Minor Program B:
Rhetoric as a Liberal Art
Public Speaking
Paths to Knowledge (six credit interdisciplinary course)
The Aesthetics of Everyday Life
Photojournalism and Public Culture
18 hours total

Minor Program C:
Rhetoric as a Liberal Art
Public Speaking
Political Communication
History and Criticism of American Public Address
The Politics of Interpretation

Classical Rhetoric
Contemporary Communication and Rhetorical Theory
21 hours total

Selection and scheduling will be done to optimize coordination with the student's other areas of study (e.g., another major, concentrations in Women's Studies or other interdisciplinary programs) and with other educational opportunities such as study abroad. In accord with our commitment to the liberal arts education, we encourage students to participate in additional disciplinary, interdisciplinary or international programs.

Students or prospective students are welcome to contact the faculty at any time if they have questions regarding a degree program.

Sociology

Degree option: Bachelor of Arts degree with a major in sociology.

Description of program: The study of sociology enables students to appreciate and engage the complexities of social life. The program in sociology is designed as a central component of the curriculum in the college of arts and sciences and in the university.

As a result of taking classes in sociology, students should develop an awareness of how sociologists produce knowledge, of the nature of that knowledge and of the relevance of sociological inquiry in society. Students should develop sociological imaginations and an ability to appreciate and articulate the connection between personal biography, social structure and human history, and they should be able to bring this imagination to focus in the effort to understand local national and global communities. Students must be intellectually and personally stimulated by their classroom experiences, must be able to think critically about those experiences and about the larger social arena in which their work has relevance, and gain a sense of the moral and ethical implications of the production and application of sociological knowledge.

The sociology major prepares students for careers in contemporary society and for graduate study in sociology and in other professional fields. Additionally, the sociology major enhances student preparation for effective participation in the community and society at large.

Program of study for major: Minimum of 34 credit hours in sociology that include the following:

1. One entry-level course. SCSS 1-25.
2. Two theory-intensive courses*. Choose from SCSA 101, SCSS 70, SCSS 133, SCSS 151, SCSS 170, SCSS 174, SCSS 175, SCSS 176
3. Two methodology-intensive courses*. Choose From SCSA 156, SCSS 156, SCSS 158, SCSS 159
4. One Senior Capstone Experience* (4 credit hours). SCSS 199 - 1 credit and Senior Experience Course – 3 credits
5. An additional five elective courses (15 hours) in sociology. Up to six hours of anthropology courses may be used to satisfy this elective requirement.

*Transfer courses may not be used to fulfill the theory-intensive, methods-intensive or capstone requirements.

Anthropology courses taken to fulfill the methods- or theory-intensive requirement for the sociology major may be taken in addition to the 6-hour allowance for anthropology courses.

To graduate with a sociology major, students must earn grades of "C" or higher in each core course. Students completing the sociology major may not earn a major in anthropology and sociology.

Honors: Qualified students are invited to receive departmental honors, and sociology majors are eligible for membership in state, regional and national academic associations.

Program of study for minor: Minimum of 18 hours of coursework in sociology to include one entry-level course and an additional 15 hours of sociology courses. Specific courses are planned by the student in consultation with an academic adviser to complement the major and/or future career and educational goals. A maximum of six hours in anthropology courses may be part of the 18 hours required for the minor. A maximum of 9 hours of transfer credit may be applied toward the sociology minor.

Study of Culture and Society

Degree option: Bachelor of Arts degree with a major in the interdisciplinary study of culture and society (SCS).

Description of program: The Study of Culture and Society (SCS) is an interdisciplinary major focusing on the study of cultural practices, social institutions and knowledge. The major focuses on contemporary critical social and cultural theories, as well as modes of cultural research and criticism, including textual and discourse analysis, ethnography, interviewing, media critique and other practices. The orientation of the major is reflexive, and places strong emphasis on students developing a sense of themselves as knowers. Courses in the major stress the recognition of the contested and changing character of cultural categories, the relationship between knowledge and power and the influence of social location and identity on the creation of knowledge.

The major requires two core courses: SCS 110 “Culture, Knowledge, Power” and SCS 120, “Modes of Cultural Inquiry,” which will introduce students to current questions, debates, theories and methodological practices in cultural research. Students will also take two courses in each of three topic areas: Cultural Difference and Diversity, Public Culture and Gender and Sexuality. Students will then specialize in one of these topic areas, taking an additional two courses in their chosen area. The major is designed to require students to gain breadth in each of these areas as well as focusing more intensively on one area in their studies.

Program of study for major: Minimum of 37 credit hours that include the following:

1 entry level course	3
SCS 110 Culture, Knowledge, Power*	3
SCS 120 Modes of Cultural Inquiry*	3
2 courses in each of three areas	18
Cultural Difference and Diversity*	(6)
Choose from SCSG 192, SCSR 114, SCSS 130, SCSS 156, SCSS 167, SCS 143, SCS 146	
Public Culture*	(6)
Choose from SCSR 144, SCSR 128, SCSR 134, HONR 144, HONR152	
Gender and Sexuality*	(6)
Choose from WS 195/HONR 151, SCSS 174, WS 90/ENG 86	
2 additional courses in one area:	6
Senior Capstone*	4
Total	37

*Transfer courses may not be used to fulfill the core course or capstone requirements.

Entry level courses cannot also count as one of the topic area courses; other courses (non-entry-level) may count for only one area.

Students may count one lower-level course for each of the three topic areas; all others must be upper-level (100 and above).

Students may double major in Sociology and SCS; however, only one theory- and one methods-intensive course (from the sociology or anthropology/sociology majors) can count toward the SCS major, and only 9 elective credits will be allowed to count for both majors. Students who double major must complete a separate capstone for each major.

Honors: Qualified students are invited to receive departmental honors.

Program Options
In addition to the major and minor fields of study, the College of Arts and Sciences offers many programs to enhance the undergraduate educational experience. See subsequent sections of this catalog for details on each of these program options.

Teacher Education Programs
The specific requirements and descriptions of teacher education programs can be found in the School of Education section of this catalog.

Description of program: Arts and sciences students who are planning careers in teaching enroll in the College of Arts and Sciences and complete a program for teaching license in the School of Education. This enrollment applies to secondary education programs only. Elementary education is offered only in the School of Education.

Program of study for secondary education: 30-credit-hour teacher license sequence and an academic major as summarized below:

Professional education courses	32
Teaching endorsement area (minimum)	30
Arts and sciences general education requirements plus second teaching endorsement and/or electives	62-64
Total	124

ACCELERATED M.B.A. PROGRAM

The College of Arts and Sciences and the College of Business and Public Administration offer a combined program leading to a bachelor's degree in arts and sciences and a Master's in Business Administration degree (M.B.A.). The Accelerated M.B.A. Program takes five years to complete. (Note: Students intending to pursue the Accelerated M.B.A. Program should make their plans known, as early as possible, to their faculty adviser and the director of graduate programs in the College of Business and Public Administration.)

Students interested in the program spend the first three years in arts and sciences, completing the Drake Curriculum requirements and meeting the requirements of their major field. During the third year of study, application is made to the M.B.A. program. Applicants must meet M.B.A. admission requirements.

If admitted, a student enters the M.B.A. phase of the Accelerated M.B.A. Program in the fourth year of study at Drake University. The requirements for the major must be completed by the end of the fourth year. After successful completion of the first year of the M.B.A. program, the student

may petition the dean of the College of Arts and Sciences to be awarded the undergraduate degree.

ARTS AND SCIENCES/LAW SCHOOL 3+3 PROGRAM

The College of Arts and Sciences offers students the option of a 3+3 Joint Degree program with the Drake University Law School. Under the 3+3 option, qualified Drake University students in the College of Arts and Sciences may complete both undergraduate and J.D. degrees in six years. Because careful planning is necessary to complete the program, students interested in the program must complete all undergraduate work in at least one major field in Drake's College of Arts and Sciences and Drake general education requirements during the first three years of enrollment, and must be admitted to the Drake University Law School. Interested students should contact the College of Arts and Sciences for information about additional requirements and for procedures for application.

INDEPENDENT STUDY

Each department in the College of Arts and Sciences, as faculty time permits, offers independent study according to the needs and interests of students. These courses, open to students with the consent of the instructor, adviser and department chair, provide an opportunity for directed or independent study and research in selected topics. They typically involve a program of reading or research in a well-defined area.

INDIVIDUALIZED MAJOR OR MINOR

Students with well-defined educational goals that lie outside the major fields listed may submit a proposal to pursue a combination of existing courses as an individualized major or minor. The formal proposal must set forth: (1) the objectives the student hopes to achieve by pursuing an individualized major or minor; (2) a list of the courses to be included in the program of study; and (3) a statement of how these courses will lead to the realization of the objectives. The proposed program of study must form an integrated whole. The major must include a minimum of 32 hours of coursework, of which 20 hours must be of the junior-senior level. The minor must include a minimum of 18 hours of coursework, of which nine must be of the junior-senior level.

The proposal is considered by a committee consisting of the associate dean, the major adviser and a second adviser from another discipline. If the proposed individualized major or minor is approved, the student would complete the major or minor program under the direction of these advisers. After the program has been accepted, any change must be approved by the committee, which may require a program of directed study or reading or the preparation of an essay to synthesize the coursework.

Individualized majors must be planned and approved before the second semester of the student's junior year. Any exceptions to this must be approved by the associate dean, especially for transfer students.

All other requirements for a degree from the College of Arts and Sciences, such as general education requirements and number of upper level hours, must be met in every student's overall academic program.

For further information and the form to complete for this major, contact the Arts and Sciences Dean's Office.

IOWA LAKESIDE LAB PROGRAM

Drake University is a member of the Iowa Lakeside Lab Consortium, a small group of academic institutions with affiliation to Iowa Lakeside Lab — a biological field station in northwest Iowa. This association provides opportunities for Drake students to enroll in a variety of field biology courses, many of which are not available on the Drake campus. Lakeside offers students a unique educational experience. Courses are small (10 or less) and full-immersion (one course at a time) and are taught within a community learning environment. All courses meet all day (8 a.m. to 5 p.m.) from Monday through Friday. Weather permitting, students in all Lakeside courses normally spend at least part of each day doing fieldwork in any number of the many local natural areas. Most courses are taught at the undergraduate level and last for four weeks. There are also a variety of shorter courses and courses for teachers that typically last only one or two weeks. The summer session is divided into three terms of about five classes each. Lakeside's 140-acre campus is located on the west shore of West Okoboji Lake north of Milford, Iowa. The entire shoreline of Little Miller's Bay is Lakeside property, and the bay and adjacent uplands and wetlands are used as a natural classroom in Lakeside courses.

All courses are offered for Drake credit (LLAB courses). That means that Drake students can enroll and take courses at Lakeside Lab and receive Drake credit directly. Students will need to provide their own transportation to the Lab and pay for room and board while staying at the Lab. Room and board ranges between $195 to $379 per week depending on the style of housing. Lakeside courses provide wonderful learning experiences for students: "the study of nature in nature." Give it a try! For more information contact the Drake Lakeside Lab Coordinator (Thomas Rosburg in Biology) or visit the Lakeside Web site:
http://www.ag.iastate.edu/centers/lakeside/index.html

MINORS IN BUSINESS STUDIES AND MARKETING

Students completing B.A. or B.S. degrees with a major in the College of Arts and Sciences may augment their program with the addition of a minor in business studies or in marketing. Students selecting the minor in business studies complete a minor curriculum of integrated courses from the College of Business and Public Administration. Those selecting the marketing minor complete the curriculum defined within that program.

Interdisciplinary Concentrations

These multidisciplinary programs are not majors but are designed to complement and add depth to majors offered by Drake University.

LATIN AMERICAN STUDIES

The Latin American Studies Concentration is a multidisciplinary program that offers students a regional focus to complement their disciplinary focus. The concentration provides a coherent framework for the study of Latin America. The concentration is designed to prepare students for careers requiring specialized knowledge of the peoples, cultures and social systems of Latin America.

The Latin American Studies Concentration requires 18 hours of coursework, 9 hours of which must be taken at Drake. Latin American Studies concentrators must demonstrate second language competence equivalent to one year of college study. Study abroad in Latin America is strongly advised. There are two options for study abroad: 1) a semester or year abroad with an affiliated program in Latin America; and 2) the Latin American Studies two-week travel seminar during the May interim term. The concentration offers an optional three-hour Integrative Independent Study ideally undertaken in the student's senior year and serving as a capstone experience.

The distribution of courses comprising the concentration is determined by the student in consultation with his or her Latin American Studies adviser. Together, student and adviser design a multidisciplinary program with courses chosen from at least three different disciplines. Courses chosen to complete the concentration should complement the student's major as well as fulfill the goals of the Latin American Studies Program. Students are encouraged to develop a special thematic or regional interest (for example, human rights in Latin America, the U.S.-Mexico border region) and to pursue that interest through a relevant cluster of courses.

In choosing courses, major emphasis should be given to courses with a Latin American regional focus (including transfer credit from study abroad programs):

ECON 175 — Economic Development
ENG 164 — Chicano Literature/La literatura chicana
ENG 165 — Postcolonial Literature: The Américas
HIST 125 — Colonial Latin America
HIST 126 — Modern Latin America
POLS 164 — Government and Politics in Latin America

For further information, contact the director of Latin American Studies.

WOMEN'S STUDIES

The Women's Studies Concentration is a multidisciplinary program that focuses on the totality of women's experiences, with attention to the social construction of gender identity and gender relations, and the intersection of gender with other categories of analysis and structure, namely, race, class and sexuality. Women's Studies programs promote the comparative study of women and women's issues from a global perspective. The concentration is not a major but is compatible with many majors.

Women's Studies concentrators choose from many disciplines to complete their concentration requirements, only 6 credits of which can be selected from the same academic discipline.

The concentration consists of 21 hours of coursework, distributed as follows:

1. WS 1/ENG 75/SCSS 75 — Introduction to Women's Studies
2. Nine hours chosen from the following core courses:

WS 3/FYS 2	Global Village
WS 4/FYS 31	Space Matters: Readings in Science Fiction
WS 5/FYS 17	Diversity in the U.S.
WS 15/ENG 77	Women and Literature
WS 16/ENG 66	American Multi-Cultural Literature
WS 17/SCSS 10	Gender and Culture
WS 90/ENG 86	Reading and Writing Sexuality
WS 99	Special Topics
WS 105/ENG 105	Race, Gender and Poverty
WS 111/ENG 164	Latino/a Literature
WS 112/ENG 112	Reading and Writing Autobiography
WS 113/ENG 160	Theories of Language and Discourse
WS 117/ENG 165	Postcolonial Literature
WS 124	German Film
WS 130/HIST 99	Introduction to Women's History
WS 131/HIST 139	The New Woman: 1890-1945
WS 132/HIST 156	Women in Revolutionary Europe: 1789-1848
WS 133/HIST 157	Sex and Power in Peasant Society
WS 136/ENG 136	Adolescence in American Literature
WS 140/REL 155	Liberation Theologies

WS 145	Special Topics
WS 146/HONR 145	Gender and Culture in Islam
WS 150/POLS 112	Women and Politics
WS 151/REL 151	Sexuality and the Sacred
WS 152/ENG 152	Early American Women Writers
WS 153/PHIL 153	Feminist Ethics
WS 160/PSY 137	Psychology of Gender
WS 171/HIST 170	African-American Women in U.S. History
WS172/SCSS 137	Women, Madness and Culture
WS 173/SCSS 176	Documenting Lives
WS 174/SCSS 174	Feminist Theories of Subjectivity
WS 175/SCSA 101	Feminist Anthropology: Gender, Culture and Power
WS 176/POLS 176	Gender and World Politics
WS 177/SCSS 177	Gender and Violence
WS 180/EDUC 199	Adventure, Risk and Thinking: Creating Learning Experiences for Girls
WS 181/REL 151	Women and the Hebrew Scriptures

3. Three hours of Senior Seminar: Topics in Women's Studies (seniors only). One course chosen from:

WS 195	Space Matters II
WS 195	Voices of Resistance
WS 195/EDUC 166	Educational Equity and Social Justice
WS 195/ENG 188	Authorizing Self/Life Stories
WS 195/LAW 301	Women and the Law
WS 195/LAW 330	Sexuality and the Law
WS 195/ENG 195	Global Feminisms
WS 195/HIST 166	Women in the Western Intellectual Tradition
WS 195/HONR 151	Science, Cyborgs and Monsters

4. Three hours of Practicum/Praxis:

WS 192	Independent Study OR
WS 191	Internship

Prerequisite: Minimum nine credit hours completed in women's studies and approval of a women's studies faculty adviser.

5. Three credit hours in related courses. Related courses are designated by the Women's Studies Program and should be selected with the assistance of a women's studies adviser.

For more information, contact the director of the Women's Studies Program.

Pre-professional Study and Combined Degree Programs

The requirements for entrance into schools of dentistry, law, medical technology, medicine, mortuary science, optometry, osteopathic medicine, physical therapy, physician's assistant, podiatry, religious education, theology, social work, veterinary medicine, chiropractic and other professional schools are not uniform. This makes the early selection of a specific professional school advisable. The student's pre-professional study program can then be correlated with the entrance requirements of that institution.

Students who achieve the objectives of a liberal education are well qualified to pursue professional study. A widely diversified program is recommended to develop competence in communication and inquiry and an awareness of human values, social institutions and the physical environment. A faculty adviser works closely with each student to develop a program fitted to the student's interests and needs.

A number of professional schools admit students who have attained senior standing and have completed general requirements for graduation and requirements in their major field of concentration to pursue a combined degree program. With faculty approval, arts and sciences students admitted to such an accredited program in dentistry, law or medicine may apply the first year of professional study toward graduation. Contact the Office of the Dean for further information on combined degree programs.

Medicine and Allied Fields

Schools of dentistry, medicine and allied fields recognize the importance of a broad education — a strong foundation in the natural sciences (biochemistry, cell and molecular biology, biology, chemistry, mathematics, physics), highly developed communication skills and a solid background in the social sciences and humanities. Most applicants for professional schools have majored in one of the sciences; however, a student may select a major from any discipline that represents a field of personal interest in which high academic achievement can be realized while at the same time completing required science courses. Such qualities as leadership, dedication and diversity of interests should be developed during a pre-professional program.

Pre-Medicine/Pre-Dentistry

Medical and dental schools designate certain required courses as prerequisites for admission, among which are eight to 20 credit hours of biology, 16 to 20 hours of chemistry, four to eight hours of mathematics and eight hours of physics. Some schools require study in rhetoric, foreign language, behavioral sciences, social sciences and others.

Students plan a pre-medical or pre-dental program in consultation with faculty advisers. The early selection of a professional school presents the opportunity to effectively plan for the completion of required courses for professional school, while at the same time developing a major in the student's choice of discipline.

Typical pre-medical and pre-dental programs are listed below. Students with majors in other disciplines should consult with faculty advisers for details of such programs.

Pre-Medical Program with a Major in Biochemistry, Cell and Molecular Biology

Two degree options: Bachelor of Arts or Bachelor of Science.
Both options consist of a minimum of 124 credit hours and must include the college-wide requirements in general education.

Pre-Medical Biochemistry, Cell and Molecular Biology leading to a Bachelor of Arts degree

First Year	Credit hours
BIOLOGY 1, 2 or 11, 12 — Biological Sciences	8
CHEMISTRY 1/3-2/4 — General Chemistry	8
FIRST YEAR SEMINAR	3
GENERAL EDUCATION ELECTIVES	9
INFORMATION SYSTEMS 44	3
TOTAL	31

Second Year	Credit hours
BCMB 99 — Professional Development	3
BIOLOGY 165 — Cell Biology	4
BIOLOGY 105 — Genetics	3
CHEMISTRY 107/109-108/110 — Organic Chemistry	8
BCMB 99 — Professional Development	3
GENERAL EDUCATION ELECTIVES	9

STATISTICS	3
TOTAL	33

Third Year	Credit hours
BCMB 199 — Research	2
BIOLOGY 103 — Microbiology	5
BIOLOGY 129 — Physiology	5
BIOLOGY 150 — Proficiency Symposium	2
CHEMISTRY 130 — 133 — Biochem and Adv Biochem	8
PHYSICS 11-12 — General Physics	8
TOTAL	30

Fourth Year	Credit hours
BCMB 137 — Advanced Molecular Life Sciences Lab	3
BCMB 199 — Research	2
BCMB 195 — Seminar	1
BIOLOGY 186/187 — Molecular Biology	4
GENERAL EDUCATION ELECTIVES	6
GENERAL ELECTIVES	9
Writing	3
TOTAL	31

Pre-Medical Biochemistry, Cell and Molecular Biology Major leading to a Bachelor of Science degree

First Year	Credit hours
BIOLOGY 1, 2 or 11, 12 — Biological Sciences	8
CHEMISTRY 1/3-2/4 — General Chemistry	8
First Year Seminar	3
GENERAL EDUCATION ELECTIVES	3
Mathematics 50 — Calculus	4
Information Systems 44	3
TOTAL	29

Second Year	Credit hours
BCMB 99 — Professional Development	3
BIOLOGY 165 — Cell Biology	4
BIOLOGY 126 — Developmental Biology	4
CHEMISTRY 107/109-108/110 — Organic Chemistry	8
CHEMISTRY 81 — Quantitative Analysis	4
GENERAL EDUCATION ELECTIVES	6
Statistics	3
TOTAL	32

Third Year	Credit hours
BCMB 199 — Research	2
BIOLOGY 103 — Microbiology	5
BIOLOGY 150 — Proficiency Symposium	2
CHEMISTRY 130 – 133 — Biochem and Adv Biochem	8
PHYSICS 11-12 — General Physics	8
GENERAL EDUCATION ELECTIVES	9
TOTAL	31

Fourth Year	Credit hours
BCMB 137 — Advanced Molecular Life Sciences Lab	3
BCMB 199 — Research	2
BCMB 195 — Seminar	1

BIOLOGY 186/187 — Molecular Biology	4
BIOLOGY 105 — Genetics	3
BIOLOGY 129 — Physiology	5
CHEM 182 — Advanced Analytical	4
GENERAL EDUCATION ELECTIVES	9
TOTAL	33

Pre-Medical Program with a Major in Biology

First Year	Credit hours
BIOLOGY 11-12 — Biological Sciences	8
BIOLOGY 15 — Introduction to Biology	1
CHEMISTRY 1-2 — General Chemistry	8
MATHEMATICS 20 — College Algebra	4
Calculus, Computer Science 65 or Statistics	4
FIRST YEAR SEMINAR	3
GENERAL EDUCATION ELECTIVES	3
TOTAL	31

Second Year	
BIOLOGY 165 — Cell Biology or	
BIOLOGY 101 — Anatomy	4
BIOLOGY 126 — Developmental Biology or	
BIOLOGY 121 — Parasitology	4
BIOLOGY 105 — Genetics	3
CHEMISTRY 107-108 — Organic Chemistry	8
ETHICS	3
GENERAL EDUCATION ELECTIVES	6
GENERAL ELECTIVE	3
TOTAL	31

Third Year	
BIOLOGY 103 — Microbiology	5
BIOLOGY 129 — Physiology	5
BIOLOGY 150 — Proficiency Symposium	2
BIOLOGY 99 — Biology Research and Statistical Methods	3
PHYSICS 11-12 — General Physics	8
GENERAL EDUCATION ELECTIVES	6
GENERAL ELECTIVE	3
TOTAL	32

Fourth Year	
BIOLOGY 186 — Molecular Biology	3
BIOLOGY 191 — Seminar in Biology	1
BIOLOGY 192 — Seminar in Biology	1
BIOLOGY 197 — Undergraduate Research	2
BIOLOGY 199 — Capstone	3
BIOLOGY ELECTIVES	6
GENERAL EDUCATION ELECTIVES	6
GENERAL ELECTIVES	9
TOTAL	31

Pre-Medical Program with a Major in Chemistry
Two degree options: Bachelor of Arts or Bachelor of Science. Both options consist of a minimum of 124 credit hours and must include the college-wide requirements in general education.

Pre-Medical Chemistry Major leading to a Bachelor of Arts degree (37 or more credit hours in chemistry)

First Year	Credit hours
CHEMISTRY 1 and 3/2 and 4 — General Chemistry	8
BIOLOGY 1-2 — Biological Sciences	8
MATHEMATICS 50 and 70 — Calculus I, II	8
FIRST-YEAR SEMINAR	3
GENERAL EDUCATION COURSES	3
TOTAL	30

Second Year	
CHEMISTRY 81 — Quantitative Chemical Analysis	4
CHEMISTRY 107 and 109, 108 and 110 — Organic Chemistry	8
PHYSICS 1-2 or PHYSICS 11-12 — General Physics	8
GENERAL EDUCATION COURSES and/or	
GENERAL ELECTIVES	12
TOTAL	32f

Third Year	
CHEMISTRY 141 and 142 — Junior Seminar in Chemistry	1
CHEMISTRY 165 — Physical Chemistry	4
BIOCHEMISTRY or other ADVANCED CHEMISTRY ELECTIVE*	4
BIOLOGY 129 or 103 — Physiology or Microbiology and/or	5
GENERAL ELECTIVES	18
TOTAL	32

Fourth Year	
CHEMISTRY 192 — Seminar in Chemistry	1
CHEMISTRY 199 — Research in Chemistry	3
ADVANCED CHEMISTRY ELECTIVES	4
BIOLOGY 103 or 129 — Microbiology or Physiology	5
GENERAL EDUCATION COURSES and/or	9
GENERAL ELECTIVES	19
TOTAL	32

*Advanced chemistry electives consist of at least eight credit hours of courses selected from the following: Chemistry 130-131, 155, 166, 180, 182 and 190. See the online course catalog for information on these courses.

Pre-Medical Chemistry Major leading to a Bachelor of Science degree

First Year	Credit hours
CHEMISTRY 1 and 3, 2 and 4 — General Chemistry	8
BIOLOGY 1 and 2 — Biological Sciences	8
MATHEMATICS 50 and 70 — Calculus I, II	8
FIRST-YEAR SEMINAR	3
GENERAL EDUCATION COURSES	3
TOTAL	30

Second Year	
CHEMISTRY 81 — Quantitative Chemical Analysis	4
CHEMISTRY 107 and 108, 109 and 110 — Organic Chemistry	8
PHYSICS 1-2 or 11-12 — General Physics	8
GENERAL EDUCATION COURSES	12
TOTAL	32

Third Year	
CHEMISTRY 141 and 142 — Junior Seminar in Chemistry	1
CHEMISTRY 165 and 166 — Physical Chemistry	8
and Intermediate Physical Chemistry	
BIOCHEMISTRY or other ADVANCED CHEMISTRY ELECTIVE*	4
BIOLOGY 129 — Physiology	5
BIOLOGY 103 — Microbiology OR	
CHEMISTRY 182 — Advanced Analytical Chemistry	4 or 5
GENERAL EDUCATION COURSES	9
TOTAL	31-32

Fourth Year	
CHEMISTRY 192 — Seminar in Chemistry	1
CHEMISTRY 199 — Research in Chemistry	3
CHEMISTRY 180 — Advanced Inorganic Chemistry	4
CHEMISTRY 182 — Chemical Instrumentation and Methods of Analysis	
OR BIOLOGY 103 — Microbiology	4 or 5
GENERAL EDUCATION COURSES and/or	
GENERAL ELECTIVES	20
TOTAL	32-33

*Advanced chemistry electives consist of at least eight credit hours of courses selected from two of the following:

Chemistry 130-131 and 132-133
Chemistry 155
Chemistry 190

It is recommended that pre-medical students take Chemistry 130-131, Biochemistry. See the online course catalog for information on these courses.

Physics/Engineering

The Department of Physics and Astronomy administers a cooperative program in engineering. Two options are available: an informal Two-Two Plan and a formal Three-Two Dual Degree Plan. Students interested in the Dual Degree Plan must consult with the chair of the department before registration.

In the Two-Two Plan, a student spends the first two years at Drake pursuing a program of basic studies which parallels the standard preparation for engineering study. Successful completion of the basic studies program qualifies a student for admission as a third-year student at most of the engineering colleges in the United States.

In the Three-Two Dual Degree Program, a student completes three years at Drake pursuing a program that combines preparation for engineering study with the basic requirements for a degree from Drake University. Although most students will major in physics, any major compatible with the student's intended field of study in engineering is possible, e.g. a chemistry major for study in chemical engineering, a computer science major for study in computer engineering. Successful completion of this program qualifies a student for admission to the Seaver Institute of Technology at Washington University, St. Louis, Missouri, for a two-year professional engineering program. The first year of professional study applies toward completion of the Drake degree. Upon successful completion of the program, the student is awarded both a Bachelor of Arts or Bachelor of Science degree from Drake University, and a Bachelor of Science degree in an area of engineering from Washington University

Students are eligible for financial aid at both institutions.

The curriculum for the first two years is typically:

First Year	Credit hours
MATHEMATICS 50, 70 — Analytic Geometry and Calculus I, II	8
PHYSICS 1 — Introductory Physics I	4
PHYSICS 5 — Introductory Topics in Physics	4
COMPUTER SCIENCE 65 — Introduction to Computer Science I	3
ELECTIVES — Social Science or Humanities	15
TOTAL	34

Second Year	
MATHEMATICS 80 — Linear Algebra	3
MATHEMATICS 100 — Analytic Geometry and Calculus III	4
PHYSICS 2 — Introductory Physics II	4
PHYSICS 50 — Modern Physics	4
PHYSICS 59 — Advanced Laboratory I	2
PHYSICS 191 — Physics Seminar I	1
CHEMISTRY 1, 2 — General Chemistry I, II with labs	8
ELECTIVES — Social Science or Humanities	6
TOTAL	32

Pre-Law

To prepare for the study and practice of law, students must develop two kinds of knowledge. First, they must learn to think analytically and critically, read widely and well, and communicate effectively. Second, students must develop an understanding of social institutions and practices. In both areas of knowledge, pre-law students benefit most from a challenging curriculum comprised of rigorous courses that demand strong critical reasoning skills and a lot of reading and writing, and engages different kinds of texts, skills, concepts and theories.

While the grade-point average is important in law school admission review, even more important are indicators that the student has engaged in rigorous undergraduate study. According to one top law school, "If we were to sum up our advice in a phrase, it would be, ‘Study something interesting and hard.’ " Law school admission committees are more impressed by a lower GPA achieved in difficult and demanding courses than by a higher GPA in less rigorous courses.

The recommended Pre-law Curriculum provides guidance and support for students who seek such preparation at Drake University. In sum:

Select an academic major that is of interest to you. Any academic major can provide appropriate preparation for the study of law.

Enrich your education with a curriculum that emphasizes written and oral communication, critical reasoning, quantitative literacy and foreign languages.
Take courses that provide a solid educational grounding such as literature, philosophy, history, rhetoric, the fine arts and the physical sciences.

- Courses that focus on social institutions and practices include anthropology, economics, history, political science, psychology and sociology.
- Analytical and critical thinking can be enhanced by courses in many areas. Particularly helpful may be courses in science, mathematics, English, philosophy and rhetoric.
- Also important are courses that provide topical focus such as social philosophies, social critiques, political institutions, international studies and specifically law-related courses. Small, discussion-oriented courses such as First Year Seminars and Honors courses are likely to be particularly helpful.

Pre-law students may be interested in the 3 + 3 Program. (See Program Options)

Pre-law students also are encouraged to take advantage of several learning opportunities offered by the Drake Law School:

The Dwight D. Opperman Lecture in Constitutional Law brings U.S. Supreme Court justices and other nationally prominent speakers to campus each year to discuss significant constitutional issues.

The Constitutional Law Center, one of four such centers in the nation to be endowed by Congress, is a valuable resource for students, scholars and legal professionals. Drake's center sponsors an annual national symposium that explores constitutional issues, community law forums and the Constitutional Law Speaker Series.

Intercollegiate Mock Trial teaches students about the legal process as they develop important critical thinking and public speaking skills. The Law School hosts the annual National Intercollegiate Mock Trial Tournament, which attracts teams from more than 100 colleges and universities.

Teacher Education Programs

The specific requirements and descriptions of teacher education programs can be found in the School of Education section of this catalog.

Description of program: Arts and sciences students who are planning careers in teaching enroll in the College of Arts and Sciences and complete a program for teaching license in the School of Education. This enrollment applies to secondary education programs only. Elementary education is offered only in the School of Education.

Program of study for secondary education: 30-credit-hour teacher license sequence and an academic major as summarized below:

Professional education courses	32
Teaching endorsement area (minimum)	30
Arts and sciences general education requirements plus second teaching endorsement and/or electives	62-64

Arts and Sciences Organizations

The Drake University College of Arts and Sciences has a chapter of PHI BETA KAPPA national honorary society. Other national honorary and professional societies in the College of Arts and Sciences include:

ALPHA EPSILON DELTA, PRE-MEDICAL HONOR SOCIETY
ALPHA KAPPA DELTA, HONORARY SOCIOLOGY
BETA BETA BETA, HONORARY BIOLOGY
STUDENT AFFILIATE CHAPTER, AMERICAN CHEMICAL SOCIETY
GENERAL FRANCIS MARION DRAKE COMPANY OF THE MILITARY SCIENCE DEPARTMENT, ASSOCIATION OF THE UNITED STATES ARMY
KAPPA MU EPSILON, HONORARY MATHEMATICS
LAMBDA ALPHA, HONOR SOCIETY IN ANTHROPOLOGY
PHI KAPPA LAMBDA
PI ALPHA ALPHA, HONORARY PUBLIC AFFAIRS AND ADMINISTRATION
PI SIGMA ALPHA, HONOR SOCIETY IN POLITICAL SCIENCE
PSI CHI, HONORARY PSYCHOLOGY
SIGMA PI SIGMA, PHYSICS HONORARY SOCIETY
SIGMA XI, HONORARY SCIENTIFIC RESEARCH SOCIETY OF PHYSICS STUDENTS
SPS, SOCIETY OF PHYSICS STUDENTS

Arts and sciences students are eligible for election to membership in Phi Kappa Phi.

Arts and Sciences Scholarships

The following scholarships and grants are available to students in the College of Arts and Sciences. Please contact the department within the College of Arts and Sciences for information on scholarships and grants.

Arts and sciences students also may be eligible for scholarships, loans and other financial aid listed in the financial aid section of this catalog. Inquiries should be addressed to the Director of Student Financial Planning, Drake University, Des Moines, Iowa 50311.

ARMY ROTC TWO- AND THREE-YEAR GENERAL SCHOLARSHIPS are awarded in all majors and to those students who meet the eligibility requirements for an Army ROTC scholarship.

EFFIE E. CAMERON SCHOLARSHIP is awarded to needy and worthy students majoring in science and mathematics at Drake University.

HOLMES COWPER SCHOLARSHIP IN ASTRONOMY. The recipient must be a junior or senior student majoring in astronomy. (Some assistance in the Observatory is required.)

CRUSINBERRY FAMILY ENDOWED SCHOLARSHIP is awarded to an undergraduate student who has demonstrated continuing interest and outstanding scholarship in the fields of physics or astronomy.

MARY E. DOWNING SCHOLARSHIP IN HISTORY is for a senior student majoring in history.

PSYCHE M. GOODEN FUND. A former student and director of student employment at Drake University, Mrs. Gooden established this fund in her will. As stated there, "I have always had a keen interest in the training of young men for the ministry and have found that young men are sometimes hesitant to undertake the extensive training required for that service for lack of funds and therefore feel that the major portion of my property should be permanently dedicated to that purpose."

PAUL S. HELMICK AND DOROTHY H. HELMICK PHYSICS SCHOLARSHIP is awarded to a student who has demonstrated continuing interest and scholarship in the field of physics. The scholarship is in recognition of the 41 years of continuous service and dedication of Paul S. and Dorothy H. Helmick to Drake University and was established by their family.

LILLIE M. HOUGHTON SCHOLARSHIP was established for the purpose of aiding student ministers in attending Drake University.

HARLAND AND OLIVE HURD MINISTERIAL SCHOLARSHIP was established by Dr. Cuthbert C. Hurd to honor his parents, Harland and Olive Hurd, both of whom have served the Disciples of Christ Church as ordained ministers. This scholarship is awarded to students studying for ministry, chaplaincy, missions, religious teaching or any special work in spreading the Christian gospel under the support of the church. Preference is given, but not limited to, members of the Disciples of Christ Church.

WINIFRED M. KELLEY ENDOWED SCHOLARSHIP FUND is intended to provide financial support to a full-time or part-time student wishing to study organ at Drake University.

CHARLES NOYES KINNEY SCHOLARSHIP IN CHEMISTRY was established by LaVerne K. Clark. Recipients must be sophomores, juniors or seniors majoring in chemistry. Students with financial need who show diligence in their endeavors and a genuine interest in the science of chemistry are eligible.

J.W. LAIRD MEMORIAL SCHOLARSHIP FUND. This scholarship is awarded to men and women preparing for the Christian ministry at Drake University.

LEWIS J. McNURLEN SCHOLARSHIP. Named in honor and memory of a Drake graduate and long-time faculty member, this scholarship is given annually by the Department for the Study of Culture and Society to a student judged to be the most outstanding junior sociology major. The scholarship recognizes distinctive academic performance and extracurricular activity while at Drake.

DR. AND MRS. B.H. MILLER SCHOLARSHIP FOR THE COLLEGE OF THE BIBLE OF DRAKE UNIVERSITY. In his last will and testament, Dr. Benjamin Hall Miller (1884-1939) made provision for a scholarship fund: "The income thereof to be given as scholarships to young men students for the ministry, as the Dean or other head, or heads, of said College of the Bible shall deem worthy and dependable."

MINISTRY-RELATED SCHOLARSHIPS. A College of the Bible (later known as the Divinity School) began with the formation of the University. In 1945, an undergraduate program was organized as the Department of Religion. In 1968, the Divinity School was discontinued, and some of its functions were taken over by the Department of Religion. Since that time, funds have been made available on a University-wide basis to students preparing for the Christian ministry. Because of Drake's church-related tradition, adequate scholarship support is available for those who are recognized by their denominations as bona fide ministers or ministerial candidates, both for undergraduate and graduate study. A few of the larger funded scholarships are listed below; others are available. Applications should be made through normal University channels.

I. FRANK NEFF SCHOLARSHIPS. Two substantial four-year scholarships are awarded annually from the bequest of Virginia Neff Chase, honoring her father, I. Frank Neff, chairman of Drake's Mathematics Department from 1900 to 1944.

KATIE NOURSE SCHOLARSHIP FUND. Katie Taylor Nourse (1909-1964) attended Drake University for two years studying to become a missionary. Her education was interrupted by the Great Depression in 1931. Following her death, her husband, Mr. Archie B. Nourse, established this memorial fund to assist students who are studying to be either missionaries or ministers. Annual awards are made to a man or woman engaged in such a program of preparation.

BETH W. PETERSEN SCHOLARSHIP AWARD is granted by the English Department to a student of writing, open to majors and non-majors, first-year through seniors. This award was established by Webster T. Petersen, a Drake alumnus, in memory of Beth Walters Petersen.

PHI BETA KAPPA SCHOLARSHIP. The $300 scholarship is awarded to a first-year student from a Des Moines area high school.

CHARLES AND MARY RITCHEY SCHOLARSHIP is awarded every third year, if merited, to an outstanding junior history major for use during the senior year.

LUTHER SHERMAN ROSS BIOLOGY SCHOLARSHIP is awarded annually, on the recommendation of faculty, to a student majoring in the biological sciences.

LEROY SHIELDS MINISTERIAL SCHOLARSHIPS are available to junior, senior or graduate students studying for ministry, chaplaincy, missions, religious teaching, or any special work in spreading the Christian gospel under the support of the church. One-half to full tuition.

RICK SKIDMORE MEMORIAL SCHOLARSHIP is awarded annually to a sophomore or junior biology major. The tuition scholarship is awarded on the basis of financial need with preference

given to students unable to qualify for other scholarships. Selection is made by a biology faculty committee.

JOHN F. AND MARY M. STUBBS MINISTERIAL SCHOLARSHIP FUND was established by Marjorie A. Stubbs in memory of her parents, both graduates in religion at Drake University. It is awarded to undergraduate pre-ministerial or religious education students.

ETHEL R. TAYLOR SCHOLARSHIP is awarded to a sophomore or junior English or secondary education/ English major with an interest in a career in teaching or creative writing, open to full time students with a 3.0 grade-point average or better. The scholarship is applied by the Office of Student Financial Planning, upon recommendation from the English Department, toward the recipient's tuition and fees. Although the financial need of the student may be taken into consideration as a criteria for selection, financial need shall not be considered as the primary consideration. This award is funded by a bequest from Ethel R. Taylor.

DR. JOHN P. WAKEFIELD SCHOLARSHIP IN HUMAN ECOLOGY is awarded annually to a student who is especially interested in understanding the relationship of humans to their environment. The scholarship is open to students of any major at the sophomore level or above. The scholarship is administered jointly by the departments of Biology, Geography and Geology, and Sociology.

L.I. & G. SAYLOR WILSON SCHOLARSHIP FUND provides awards to students in the College of Arts and Sciences with a high school or Drake GPA of at least 3.00. Scholarships are awarded annually to four or more students preparing for the Christian ministry.

Arts and Sciences Awards

THE AMERICAN BIBLE SOCIETY AWARD is presented annually (when merited) to the outstanding student on the basis of academic excellence.

THE OUTSTANDING BIOCHEMISTRY, CELL AND MOLECULAR BIOLOGY FRESHMAN AWARD is awarded annually to a first year student for outstanding performance, interest and aptitude in Biochemistry, Cell and Molecular Biology.

THE BIOCHEMISTRY, CELL AND MOLECULAR BIOLOGY APPRENTICE AWARD is awarded annually to a student demonstrating interest, aptitude and outstanding first year performance in Biochemistry, Cell and Molecular Biology research.

THE BIOCHEMISTRY, CELL AND MOLECULAR BIOLOGY MENTOR AWARD is awarded annually to a senior who has served as an outstanding mentor to novice molecular life science researchers.

THE OUTSTANDING BIOCHEMISTRY, CELL AND MOLECULAR BIOLOGY SENIOR AWARD is awarded annually to a senior for achievements in Biochemistry, Cell and Molecular Biology.

THE AMERICAN CHEMICAL SOCIETY, DIVISION OF ANALYTICAL CHEMISTRY AWARD is given to an outstanding junior with an aptitude for analytical chemistry.

THE DEPARTMENTAL OUTSTANDING SENIOR AWARD is given annually to the outstanding senior majoring in chemistry.

THE APPLIED PSYCHOLOGY AWARD is presented annually to the outstanding senior psychology major whose studies have emphasized applied psychology.

THE CENTRAL IOWA MINERAL SOCIETY STUDENT AWARD IN GEOLOGY is awarded annually to a junior or senior majoring in earth science who demonstrates unusual promise as a professional earth scientist.

CLASS OF 1915 AWARD is a medal given to the arts and sciences senior judged to have made the greatest contribution to the University.

THE CRC PRESS FIRST YEAR CHEMISTRY ACHIEVEMENT AWARD is presented to the outstanding student in the general chemistry course

THE DEPARTMENTAL AWARD IN ORGANIC CHEMISTRY is given to the outstanding student in the organic chemistry course.

THE C. WALTER CLARK AWARD is given to an outstanding senior in politics.

THE DR. WILLIAM HOMER COPPOCK CHEMISTRY RESEARCH AWARD is awarded annually to an outstanding junior who shows promise of becoming a significant researcher in chemistry.

THE THOMAS DUNN ENGLISH SCHOLARSHIP AWARD is granted by the English Department to a junior major on the basis of demonstrated promise of a superior record of achievement. This award was established by former students of Professor Thomas Dunn, a longtime English faculty member, to recognize his years of service as a teacher and scholar.

THE OUTSTANDING SENIOR AWARD is granted to a senior major on the basis of academic record and related accomplishments — e.g., writing workshop tutor, contributions to literary magazine, university and/or community service, and so on. This award was established by the English Department, to be supported by its discretionary fund.

THE EXPERIMENTAL PSYCHOLOGY AWARD is presented annually to the outstanding senior psychology major whose studies have emphasized experimental psychology.

THE GOVERNOR'S CUP AWARD is presented annually by the governor to the outstanding military science student.

THE PAUL S. HELMICK AWARD is awarded annually, on the recommendation of the Physics Department, to an outstanding student in physics. This award was established by the Department of Physics and the family and friends of the late Dr. Paul S. Helmick in recognition of his 41 years of devoted service to the University as professor and head of the department.

THE GEORGE C. HUFF FRESHMAN BIOLOGY AWARD is presented to a first-year student majoring in biology in recognition of academic excellence and promise of success in biology.

THE KEACH JOHNSON AWARD is presented annually to an outstanding senior majoring in history.

KAPPA MU EPSILON MATHEMATICS AWARDS are given jointly by KME and the Department of Mathematics and Computer Science for achievement on the annual Basil E. Gillam Mathematics Examination.

MATHEMATICS AND COMPUTER SCIENCE AWARDS. Three awards annually, one in mathematics, one in mathematics education and one in computer science, are given to students selected by the faculty of the Department of Mathematics and Computer Science.

THE LEWIS J. MCNURLEN AWARD. Named in honor and memory of a Drake graduate and long-time faculty member, this award is given annually by the Department for the Study of Culture and Society to a student judged to be the most outstanding senior sociology major. The award is given for distinctive performance in both academic and extracurricular work while at Drake.

THE OUTSTANDING JUNIOR IN PSYCHOLOGY AWARD is presented annually to an outstanding junior psychology major who has shown exceptional promise for a career in psychology.

THE RELIGION DEPARTMENT AWARD is presented annually by the Department of Religion to its outstanding senior.

THE RESEARCH CONTRIBUTION SPECIAL AWARD is presented to exceptional cross-disciplinary students who have made outstanding research contributions in the field of psychology.

THE CHARLES RITCHEY AWARD is presented annually to the undergraduate student submitting the best research paper prepared for a history course during the preceding two semesters.

THE FRANCES ROGERS STUDENT-RESEARCH HONOR LECTURE is an invited seminar presentation given by a biology major for outstanding research in biology.

LUTHER SHERMAN ROSS BIOLOGY SCHOLARSHIP is awarded annually, on the recommendation of faculty, to a student majoring in the biological sciences.

THE NORMA RUSSELL AWARD, selected by the English Department, is granted to a junior English or journalism major with an interest in poetry, open to full-time junior majors with a 3.0 grade-point average or better. Submission of writing sample is required. This award was established by ARAG/Midwest Legal Services to honor Norma Russell, a dedicated employee who loved and wrote poetry.

THE FAE M. SHAWHAN FINE FORCEPS AWARD IN ANATOMY is presented annually to a Biology major for outstanding achievement in anatomy.

THE FAE M. SHAWHAN PRE-MEDICAL AWARD is presented to a senior completing a pre-medical program at Drake University in recognition of academic excellence and promise of success in the practice of medicine.

MARY CARPENTER SHRECK CONTEST. This advocacy speaking contest is an annual event sponsored by the Rhetoric and Communication Studies Department. Participation is open to all undergraduate students. The format consists of a six-minute speech of advocacy followed by a four-minute period of cross-examination by the audience. Monetary awards are presented to the most effective advocates.

THE PAUL J. WAITE STUDENT AWARD IN ATMOSPHERIC STUDIES is given annually to a student with an outstanding record in both physical geography and basic meteorology classes.

THE MARGUARITE WILSON SCHOLARSHIP IN CHEMISTRY FUND provides support to a first- or second-year chemistry major to perform undergraduate research.

THE ANTHONY C. WESTERHOF AWARD is presented annually to the outstanding senior student in psychology.

THE ELSWORTH P. WOODS AWARD is presented spring semester to the outstanding junior major in international relations, in honor of the late Elsworth P. Woods, former professor emeritus of political science and former dean of the College of Arts and Sciences. The recipient is selected by a faculty committee on the basis of demonstrated academic achievement and promise of success in a career in international affairs.

School of Fine Arts

Graduation Requirements

Candidates for the Bachelor of Arts degree within the School of Fine Arts must satisfy the Drake Curriculum requirements of the College of Arts and Sciences.

Each department within the School of Fine Arts has established its own graduation requirements for professional degree candidates. A description of those requirements may be found under the individual departmental listings.

Academic Regulations

The following regulations must be observed by students enrolled in the Drake University School of Fine Arts:

1. Students are assigned faculty advisers who guide them in their program selection. However, the student alone is ultimately held responsible for the selection of the proper course in the proper sequence to fit the selected degree program.
2. A fine arts student may take a maximum of 12 hours of work on a credit-no credit basis. For details, see the Credit-No Credit Program in the General Information section of this catalog.
3. Thirty hours of credit by examination may be applied toward degrees in the School of Fine Arts. These credits may be for any University course within the fine arts degree program except for major area courses, defined as art for the art major, music for the music major, or theatre arts for the theatre arts major. The final 30 hours of any degree must be in coursework completed at Drake University.

Additional hours of credit by examination beyond 30 hours or exceptions to the above rules may be allowed on the degree program when approved by a committee composed of the department chair, the student's adviser and a faculty member representing the area of study in which the additional hours or exceptions are sought.

HENRY G. HARMON FINE ARTS CENTER

The Henry G. Harmon Fine Arts Center houses the larger part of the School of Fine Arts, including the Music Department, the Theatre Arts Department and the Department of Art and Design.

The Hall of the Performing Arts, seating 460, is a central feature of the center, where faculty and student recitals, ensemble programs, opera and theatre productions take place. The Holtkamp Concert Organ, consisting of a three-manual console controlling 3,000 pipes comprising 39 stops and 51 ranks, is utilized for recitals and teaching. Unique acoustical control and structural modifications, a three-section pit elevator and professional quality lighting and sound control booth contribute to the flexibility of the hall. The Studio Theatre is an alternate flexible space for the production of plays. The Monroe Recital Hall is a multipurpose space for rehearsals of large ensembles and recitals.

The center includes 22 major classroom areas for specialized teaching in the arts. Extensive rehearsal facilities for choral, instrumental and operatic ensembles, theory and music education classrooms, 26 applied studios and 58 practice studios comprise the music area.

The Anderson Gallery provides a generous space for curated art exhibitions as well as for regular student and faculty shows. The Carl and Edith Weeks Gallery in the lobby of the Performing Arts Hall provides additional exhibition space. A display case, intended primarily for exhibition of classroom work, is in the Schloss Lounge.

The center also includes an art history lecture room and specialized studio areas for painting, design and drawing.

A digital design laboratory, makeup room, dressing rooms and a movement room equipped with dance bars, mirrors and special flooring are used by the Theatre Arts Department.

The Dickson Media Resource Center provides individual and group listening/viewing stations utilizing cassette and reel audio tapes, VHS/Beta format video tapes, CDs and DVDs, records and slides. The center contains a music library as well as materials for art and theatre.

The center's lounge areas for students and faculty serve as areas for study, reflection and relaxation. The administrative offices of the College of Arts and Sciences and the School of Fine Arts and departmental offices also are located in the center.

EVERETT A. SHESLOW AUDITORIUM
Sheslow Auditorium in Old Main, a 1900 structure that was renovated in 1992, is an excellent performance hall for concerts and recitals presented on the Jordan Stage by the Department of Music. The Jordan Stage was made possible by Alice Jordan, a Des Moines composer whose choral works are performed in churches throughout the country, and her late husband, Frank, who served as dean of Drake's College of Fine Arts and professor of organ from 1942 to 1963. He then was professor of organ and church music until his retirement in 1972. The auditorium, which seats 774, is known for its exceptional acoustics.

Sheslow Auditorium is named after Everett A. Sheslow, a 1951 Drake alumnus, in honor of his $2 million gift to the renovation of the historic facility and his longtime dedication to his alma mater. The auditorium also is the site of lectures, conferences and presentations of various kinds. The availability of the auditorium has made it possible for the Department of Theatre Arts to have greater access to the Hall of Performing Arts in the Harmon Fine Arts Center.

Department of Art and Design

OBJECTIVES
The mission of the Department of Art and Design has four complementary purposes for undergraduate students: to develop their ability to create art skillfully and intelligently, to instill in them a knowledge of the history of art, to educate them in various art and design professions and to offer quality elective course work for all students at Drake University and interested citizens within the surrounding community.

The Department of Art and Design in the School of Fine Arts is an accredited institutional member of the National Association of Schools of Art and Design.

FACILITIES
The Department of Art and Design has studios and classrooms in the Harmon Fine Arts Center as well as studios in the Studio Arts Hall and the Design Center in Carnegie Hall.

The Anderson Gallery is located within the Harmon Fine Arts Center. The Anderson Gallery promotes innovations in art and design and aims to enrich the cultural life of Drake University and the Des Moines community. The gallery is committed to excellence and exhibits contemporary and historical art as well as the work produced by the faculty and students of Drake's Department of Art and Design.

The Des Moines Art Center is an important resource three miles from the Drake University campus. The permanent collection, changing exhibitions, studios and staff are frequently utilized by Drake University students and instructors. The center's library is open to students and faculty by appointment.

SPECIAL ACTIVITIES

Visiting Artists

Visiting artists and scholars of national and international reputation are invited to campus each year to present lectures and workshops.

EXHIBITIONS

The Department of Art and Design holds exhibitions of work by students, faculty and invited artists during the school year. Among the regularly scheduled exhibitions are the Annual Juried Student Exhibition and the Faculty Show. Exhibition space is available in the Anderson Gallery and in the Carl and Edith Weeks Gallery.

FIELD TRIPS

Field trips are organized to take advantage of major collections and exhibitions that occur during the year in such cities as Chicago and Kansas City. Individual classes make regular use of the exhibition program offered by the Des Moines Art Center.

DEGREES AND AREAS OF EMPHASIS

To meet the challenges of the many fields of the visual arts, the Department of Art and Design offers two undergraduate degree programs.

A minimum of 124 credit hours is required for all undergraduate art and design degrees. Each degree program with its areas of emphasis is summarized below.

BACHELOR OF FINE ARTS (Graphic Design, Studio Art). This professional degree is for students who wish to enter an intensive studio art or design program. Professional skills and a personal aesthetic philosophy are achieved while concentrating in graphic design or studio art. Students must possess an exceptionally strong commitment to their work.

BACHELOR OF ARTS (Art history, Graphic Design, Studio Art). This program provides students with training in art history, graphic design or studio art combined with a significant academic component based on the Drake Curriculum and allowing for concentrated course work or a second major in another academic field.

First-year Program

The first-year program is designed to give students fundamental instruction in art and includes course in art history, drawing, and two- and three-dimensional design. Students are challenged to develop essential artistic skills and to become aware of the various career opportunities in the visual arts. Exceptions include art history majors who are required to take either Art 13 or Art 14, but not both, and graphic design majors who must take Art 21 their second semester.

First Semester	Credit hours
ART 13 or 14 — 2D or 3D Design	3
ART 15 — Drawing	3
ART 75 — Survey of Western Art History I	3
First Year Seminar	3
Drake Curriculum	3
TOTAL	15

Second Semester	
ART 13 or 14 — 2D or 3D Design	3
ART 16 — Drawing	3
ART 76 — Survey of Western Art History II	3
Drake Curriculum	3

Drake Curriculum	3
TOTAL	15

*Graphic Design majors would take Art 21

Degree Requirements for Majors in Art and Design

Art History

The art history program consists of 28 credit hours of art history supplemented by basic experience in the studio arts. Familiarity with a foreign language, preferably French or German, is recommended. The capstone experience is a major independent research paper on a subject of the student's choosing.

Bachelor of Arts Degree

ART	Credit hours
FIRST-YEAR PROGRAM — Art 13 or 14, 15 and 16	9
Basic Studio – Painting, Printmaking or Sculpture	3
ART HISTORY	
FIRST-YEAR PROGRAM — Art 75 and 76	6
Modern or Contemporary Art – Art 109 or 110	3
Art History Electives	15
Senior Project – Art 197 and 198	4
TOTAL ART AND ART HISTORY HOURS	40
ACADEMIC	
Drake Curriculum and electives (may be art)	
TOTAL ACADEMIC HOURS	84

Graphic Design
Bachelor of Fine Arts Degree

The B.F.A. in Graphic Design is a specialized four-year undergraduate program, which prepares students specifically in the common body of knowledge and skills required for a career as a graphic designer. It is a professional degree with the majority of credits dedicated to design or design-related course work. Faculty advising directs students to general studies that support their study in design such as mass communication, writing, psychology, sociology, anthropology and business. Beginning with the junior year, the students take part in the B.F.A. reviews that are held at the end of each semester. The senior capstone experience is a senior exhibition or a portfolio presentation.

ART	Credit hours
FIRST-YEAR PROGRAM – ART 13, 14, 15, 16, 75, 76	18
BASIC STUDIO – Painting, Printmaking, Sculpture	9
GRAPHIC DESIGN – Art 21, 51, 52, 115, 116, 155, 156	21
GRAPHIC DESIGN ELECTIVES	12
STUDIO MINOR (three courses above basic studio courses	9
MODERN OR CONTEMPORARY ART – Art 109 or 110	3
ART ELECTIVES (may include art history)	6
ART HISTORY ELECTIVE	6
TOTAL ART HOURS	84
ACADEMIC	
Drake Curriculum and electives (may be art history)	

Academic concentrations can be achieved with careful planning.
TOTAL ACADEMIC HOURS 40

Bachelor of Arts Degree

The Bachelor of Arts degree program allows student to major in graphic design within the context of a liberal arts curriculum. It also allows the student considerable flexibility in developing a course of study. The capstone experience is the presentation of a graphic design portfolio.

ART	Credit hours
FIRST-YEAR PROGRAM — Art 13, 14, 15, 16, 75, 76	18
BASIC STUDIO — Painting, Printmaking or Sculpture	3
GRAPHIC DESIGN — Art 21, 51, 52, 114, 115, 116	18
GRAPHIC DESIGN ELECTIVE	3
ART HISTORY ELECTIVE	3
TOTAL ART HOURS	45

ACADEMIC
Drake Curriculum and electives (may include art or art history)
TOTAL ACADEMIC HOURS 79

Studio Arts

(with emphasis in drawing, painting, printmaking or sculpture)
Bachelor of Fine Arts Degree
This professional degree is for students who wish to enter an intensive studio art program. The B.F.A. degree program is recommended for those students who plan to continue their education at the graduate level. Professional skills and a personal aesthetic philosophy are achieved with an emphasis in drawing, painting, printmaking or sculpture. Beginning with the junior year, students take part in the B.F.A. reviews that are held at the end of each semester. The capstone experience is a senior exhibition.

ART	Credit hours
FIRST-YEAR PROGRAM — Art 13, 14, 15, 16, 75, 76	18
BASIC STUDIO — Painting, Printmaking, Sculpture	9
STUDIO MINOR (three courses above basic studio)	9
STUDIO EMPHASIS (beyond basic studio requirement)	15
SENIOR STUDIO REVIEW — Art 175-176	4
SENIOR STUDIO PROBLEMS — Art 183-184	6
SENIOR SEMINAR — Art 199	3
MODERN OR CONTEMPORARY ART – Art 109 or 110	3
ART HISTORY ELECTIVES	6
ART ELECTIVES (may include art history)	12
TOTAL ART HOURS	85

ACADEMIC
Drake Curriculum and electives (may include art history) Academic concentration can be achieved with careful planning.
TOTAL ACADEMIC HOURS 39

Bachelor of Arts Degree

The Bachelor of Arts degree program allows the student to major in art within the context of a liberal arts curriculum. It also allows the student considerable flexibility in developing a course of study. The capstone experience is a project that includes both written and visual components.

ART	Credit hours
FIRST-YEAR PROGRAM — Art 13, 14, 15, 16, 75, 76	18
BASIC STUDIO — Painting, Printmaking, Sculpture	9
STUDIO AREA OF EMPHASIS (beyond Basic Studio requirements)	15
ART HISTORY ELECTIVE	3
TOTAL ART HOURS	45
ACADEMIC	
Drake Curriculum and electives (may include art or art history)	
TOTAL ACADEMIC HOURS	79

Academic Minor in Art

The minor in art is designed for those students outside the Department of Art and Design who want basic training in art history graphic design or studio art. The minor of 21 credit hours generally consists of the following courses and chosen in consultation with an art and design faculty adviser.

FOUNDATION	Credit hours
ART 15 – Drawing	3
ART 13 or ART 14 – Design	3
ART 75-76 – Survey of Art History	6
AREAS OF CONCENTRATION	
Art History, Graphic Design and Studio Art (Drawing, Painting, Printmaking, Sculpture)	
Select sequence of three courses from one of the above areas	9
TOTAL	21

Department of Music

The Department of Music in the School of Fine Arts is an accredited institutional member of the National Association of Schools of Music. The requirements for entrance and for graduation, as set forth in this catalog, are in accordance with the published regulations of this association.

The Music Department offers courses leading to the following degrees:
BACHELOR OF MUSIC (with majors in applied music, church music, or with elective studies in business)

BACHELOR OF MUSIC EDUCATION. Completion of this degree qualifies the student for a State of Iowa Teaching Certificate. Music education students achieve specialization in one of the following two areas: choral/ general music emphasis or instrumental/general music emphasis.

BACHELOR OF ARTS WITH MAJOR IN MUSIC. For students wishing to balance music training with other academic courses. The degree comprises 56 credit hours in music and 68 credit hours in the arts and sciences.

The Music Department also offers a Concentration in Jazz Studies, a Minor in Piano Pedagogy, and an Academic Minor in Music. These non-degree programs are not intended to be substitutes for any of the professional degrees offered by the department. See the listings for these programs below for required courses.

Music Department Regulations

1. Students desiring a major in music must have the approval of the Music Department prior to registration. An audition is required before consent can be granted. Applicants should contact the Music Department to arrange for an audition or to obtain permission to submit a tape, compact disc or video tape recording in lieu of an on-campus audition.

2. The applicant for admission to the Music Department is invited to enclose with the application a brief statement of musical experience and education to date along with the names and addresses of one or more music teachers who can provide information about the applicant's musical competencies.

3. Majors in all music degree programs receive one 60-minute applied lesson per week. Music Minors receive one 30-minute applied lesson per week. Non-music participants, who are scholarship recipients receive one 30-minute applied lesson per week.

4. Degree students are assigned to ensemble groups by the ensemble director and the department chair. Each student enrolled in the B.A. and B.M. programs is required to participate in one major ensemble (band, choir or orchestra) during each semester of full-time enrollment. Students enrolled in the B.M.E. program are required to participate in one major ensemble (band, choir or orchestra) during each semester of full-time enrollment until the eighth semester in the program. Certain scholarship conditions may require students to participate in ensembles beyond the minimum degree requirements. Because of the educational and professional needs of the student and the Music Department, a student may be required to participate in more than one ensemble during a given semester. Usually, the ensemble assignment is in the area of the student's major (or minor) applied study.

5. Private lessons missed by students may not be made up unless satisfactory arrangements are made in advance with the instructor.

6. Attendance at events listed under Music 21 (Recitals) is required of music students in all degree programs for a total of eight semesters, except for Music Education majors, for whom the requirement is seven semesters. A list of approved programs is posted at the beginning of each semester, and the attendance requirement is 15 recitals each semester, with double penalty for arrears, to be made up within the next semester. No more than one semester in arrears is allowed.

7. Students in the Bachelor of Applied Music, Bachelor of Music Education and Bachelor of Church Music programs must receive departmental approval before being classified as juniors or seniors within the Music Department.

8. All majors enrolled in Bachelor of Music and Bachelor of Music Education programs must demonstrate acceptable keyboard skills. Majors with little or no keyboard skills are required to enroll in the four-semester piano laboratory sequence (MUS 6, 7, 49 and 50). Other students are placed in this sequence based on a proficiency exam given during their first semester. Keyboard majors and students with strong keyboard skills who pass this keyboard proficiency exam must enroll in an applied minor instrument or voice for four semesters.

University Musical Organizations

CHORAL MUSIC
The DRAKE CHOIR is a 50-voice select ensemble that performs at least four times annually. The choir tours regionally on an annual basis and internationally every four years.

The CHAMBER CHOIR, the University's most select ensemble, consists of 20 students chosen by audition from the Drake Choir. The Chamber Choir performs on each choral concert and is the featured ensemble for the yearly madrigal dinners. The choir tours annually throughout the region and internationally every four years.

The DRAKE CHORALE is a select women's ensemble offering both on-campus performance opportunities, as well as collaborative concerts with area ensembles.

DRAKE UNIVERSITY/COMMUNITY CHORUS is a large ensemble of students, faculty, staff and singers from the Greater Des Moines area. The chorus performs at the end of each semester.

All four choruses rehearse and perform a major choral/orchestral work in each year.

OPERA THEATRE produces fully staged operas as well as one-acts and scenes each spring. Recent productions include Mozart's "The Marriage of Figaro," Donizetti's "The Night Bell" and Copland's "The Tender Land." Auditions are held in September.

UNIVERSITY BANDS

Drake University Bands include two concert organizations (Wind Symphony and Concert Band), the Marching Band, Bulldog Brass Athletic Band and chamber wind ensembles. Membership in Drake University Bands is open to students in all colleges and schools of the University. Contact the director of bands for more information.

The WIND SYMPHONY is Drake's select wind performance group, whose members are chosen by audition. The group has released several compact discs and alternates recording and touring each year. Repertoire includes the most challenging and contemporary works for band and chamber winds.

The CONCERT BAND is selected by auditions each fall. Its repertoire includes a broad variety of compositions of university and professional caliber. The Concert Band follows a full schedule of public performances, and is open to all students.

The MARCHING BAND performs at all home football games and is an active participant in the Drake Relays and other University-sponsored events. The group is open to all students, whether or not they participate in any other band programs.

The BULLDOG BRASS ATHLETIC BAND performs at most of the men's and women's home basketball games and also attends the Missouri Valley Conference tournaments for both groups each season. The group is optional and is open to all students, whether or not they participate in any other band programs.

The DRAKE JAZZ ENSEMBLE makes numerous public appearances, including participation in regional, national and international jazz festivals. In recent years, the ensemble has appeared with Ryan Kisor, Dick Oatts and Bob Mintzer.

THE DRAKE SYMPHONY ORCHESTRA is open to any qualified University student. The orchestra presents a regular series of concerts on campus, one of which annually features the winners of the Young Artists Auditions. Artist faculty often appear as soloists as well. In addition, the orchestra performs with various choral organizations and in productions of operas and musicals. It has received several awards from ASCAP for its performances of contemporary music and has been heard on National Public Radio in a nationwide broadcast.

CHAMBER MUSIC ENSEMBLES

(Under faculty supervision)

WIND ENSEMBLES are established each semester with various combinations of instruments.

STRING ENSEMBLES (quintets, quartets, trios) are composed of qualified students.

PERCUSSION ENSEMBLE offers students playing experience in all areas of percussion performance. Repertoire covers a wide variety of musical experience from marimba ensemble transcriptions of Bach to the latest music of Stockhausen, Cage and others.

The CHAMBER CHOIR provides additional opportunity for selected students to gain choral experience in performing literature especially suited to smaller ensembles. The choir, composed of 24 singers, tours with the Drake Choir.

Other Music Activities

COMMUNITY SCHOOL OF MUSIC
In addition to the college-level applied music program, the School of Fine Arts maintains the Community School of Music. It offers private instruction to those who wish training without University credit.

WORKSHOP PROGRAMS
Workshop programs are offered for both students and non-Drake musicians in the areas of music education, band, chamber music, piano, organ, strings, voice and church music. Such programs include an All-State preparation clinic, a jazz festival, an honor band festival, an invitational choral festival and professional conferences.

An endowment donated by Drake alumnus Edwin Earle Ferguson provides funds for a biennial residency by an internationally prominent musical artist.

Master classes are offered by nationally and internationally-renowned musicians throughout the year.

Recent clinicians have been Sherill Milnes (Drake Alumnus), Stanford Olson and Dawn Upshaw, voice; Frederic Chiu and Jon Nakamatsu, piano; Marina Piccinini, flute; Richard Stoltzman and Robert Spring, clarinet; Jean-Marie Londeix, saxophone; Tokyo String Quartet; The Seoul Women's Chorus; the king'singers; Libby Larsen, David Berger, Maria Schneider and David Holsinger; composers and the principal players of the Amsterdam Concertgebouw Brass.

Each summer, the Music Education Area sponsors an intensive Music Education Workshop Institute. The institute offers master teacher workshops in Kodaly and Orff-Schulwerk certification, music literacy in the choral rehearsal, vocal pedagogy in the choral rehearsal and the Iowa Comprehensive Musicianship Project.

DRAKE MIDI STUDIO
This fully equipped MIDI studio houses synthesizers and tone generators. Software is Macintosh-based. The studio is open to students who have taken MIDI courses.

DICKSON MEDIA RESOURCE CENTER
The center is a 900-square-foot facility containing individual and group listening/viewing stations as well as the fine arts library of CDs, records, tapes and slides.

A music computer laboratory, with Macintosh computers and MIDI keyboards, is also housed in the center.

DES MOINES SYMPHONY ORCHESTRA
In the community, the Des Moines Symphony Orchestra presents a regular subscription series of concerts each year. Students may audition for membership in this outstanding civic orchestra.

Music Charges
There is a charge of $200 per semester for private lessons for music majors who are enrolled full-time, unless the student registers for more than three lessons per week. In this case, the extra lessons are charged at the part-time day tuition rate.

Non-majors also may enroll for private lessons for a charge of $200 per semester. Studio lessons for non-majors are available only with permission of the instructor and department chair.

Academic Credit for Private Lessons
Credit for applied music study is allocated as follows:
1. Two to six hours of credit for one-hour weekly lessons in major areas, depending on the degree program.
2. One hour of credit per one-half hour weekly lesson in minor and elective areas.
3. One hour of credit for all non-major lessons.

Instructors for Private Music Lessons

Erika (Leake) McKnight	flute
Clarence Padilla	clarinet
James Romain	saxophone
Andrew Classen	trumpet
Sean Flanigan	trombone, euphonium, tuba
Misha Rosenker	violin, viola
Leanne Freeman-Miller	voice
Ann Cravero	voice
Nicholas Roth	piano
Robert Meunier	percussion
Carl Staplin	organ

Additional teaching artists offer lessons in baritone horn, jazz drums, guitar, jazz guitar, harp, French horn, string bass, tuba, and voice.

Applied Music

Candidates for the Bachelor of Music degree with a major in applied music are prepared for full-time or part-time work as performers, as leaders of community choral or instrumental groups, as studio teachers or as teachers of applied music in private schools or colleges. The candidate must complete a minimum of 124 credit hours.

The instrumental major (piano, harpsichord, organ, strings, wind and percussion instruments) in the Bachelor of Music curriculum takes 39 to 40 hours in the applied major and minor, 31 t o 34 hours in music theory and history-literature and eight hours of ensemble, plus the Drake Curriculum and free electives. (Hours vary according to each instrument; students should consult with advisers for specific number of hours.)

The vocal major in the Bachelor of Music curriculum takes 43 hours in applied music, 33 hours in music theory and history-literature, and eight hours of ensemble, plus the Drake Curriculum and free electives. Fulfillment of the foreign language requirement for the vocal major is to be approved by the student's adviser.

An acceptable senior recital of approximately one hour's duration in the student's major applied music field is required.

APPLIED INSTRUMENTAL
The program of study for students majoring in applied instrumental music is outlined below.

First Year — First Semester	Credit hours
APPLIED MUSIC MAJOR	4
MUSIC 6 — Piano Laboratory I or Applied Music Minor	1
MUSIC 1 — Materials of Music I	3
MUSIC 2 — Materials of Music I	1

MUSIC 5 — Intro. to Music Literature	3
FIRST YEAR SEMINAR	3
ENSEMBLE — MUSIC 148 or 150 — Band or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	16

First Year — Second Semester	
APPLIED MUSIC MAJOR	4
MUSIC 7 — Piano Laboratory II or	
Applied Music Minor	1
MUSIC 3 — Materials of Music II	3
MUSIC 4 — Materials of Music II	1
DRAKE CURRICULUM	6
ENSEMBLE — MUSIC 148 or 150 —Band or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	16

Sophomore Year — First Semester	
APPLIED MUSIC MAJOR	4
MUSIC 49 — Piano Laboratory III or Applied Music Minor	1
MUSIC 51 — Materials of Music III	3
MUSIC 52 — Materials of Music III	1
DRAKE CURRICULUM	6
ENSEMBLE — MUSIC 148 or 150 — Band or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	16

Sophomore Year — Second Semester	
APPLIED MUSIC MAJOR	4
MUSIC 50 — Piano Laboratory IV or Applied Music Minor	1
MUSIC 53 — Materials of Music IV	3
MUSIC 54 — Materials of Music IV	1
DRAKE CURRICULUM	6
ENSEMBLE — MUSIC 148 or 150 — Band or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	16

Junior Year — First Semester	
APPLIED MUSIC MAJOR	4
MUSIC 107 — Analysis of Post-Tonal Music	3
MUSIC 111 — History of Music I	3
MUSIC 114 — Studio Teaching Procedures	2
MUSIC 161 — Conducting	2
ENSEMBLE — MUSIC 148 or 150 — Band or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	15

Junior Year — Second Semester	
APPLIED MUSIC MAJOR	4
MUSIC 112 — Music History II	3
INSTRUMENTAL LITERATURE:	
MUSIC 106 — Symphonic Literature OR	
MUSIC 116 — String Literature OR	
MUSIC 130 — Directed Independent Study	2
MUSIC 181 — Chamber Ensemble	1
DRAKE CURRICULUM or FREE ELECTIVES	7

ENSEMBLE — MUSIC 148 or 150 — Band or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	18

Senior Year — First Semester	
APPLIED MUSIC MAJOR	4
DRAKE CURRICULUM or FREE ELECTIVES	10 or 11
ENSEMBLE — MUSIC 148 or 150 — Band or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	15 or 16

Senior Year — Second Semester	
APPLIED MUSIC MAJOR	4
DRAKE CURRICULUM or FREE ELECTIVES	9
ENSEMBLE — MUSIC 148 or 150 — Band or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
SENIOR RECITAL (Required)	Cr.
TOTAL	14

APPLIED PIANO
The program of study for the student majoring in applied piano is outlined below.

First Year — First Semester	Credit hours
APPLIED MUSIC MAJOR	4
APPLIED MUSIC MINOR	1
MUSIC 1 — Materials of Music I	3
MUSIC 2 — Materials of Music I	1
MUSIC 5 — Intro. to Music Literature	3
FIRST YEAR SEMINAR	3
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	16

First Year — Second Semester	
APPLIED MUSIC MAJOR	4
APPLIED MUSIC MINOR	1
MUSIC 3 — Materials of Music II	3
MUSIC 4 — Materials of Music II	1
DRAKE CURRICULUM	6
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	16

Sophomore Year — First Semester	
APPLIED MUSIC MAJOR	4
APPLIED MUSIC MINOR	1
MUSIC 51 — Materials of Music III	3
MUSIC 52 — Materials of Music III	1
MUSIC 109 — Piano Literature to 1800	2
DRAKE CURRICULUM	6
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	18

Sophomore Year — Second Semester	
APPLIED MUSIC MAJOR	4

APPLIED MUSIC MINOR	1
MUSIC 53 — Materials of Music IV	3
MUSIC 54 — Materials of Music IV	1
MUSIC 92 — Advanced Keyboard Skills1	
MUSIC 110 — Piano Literature from 1800 to the Present	2
DRAKE CURRICULUM	3
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	16

Junior Year — First Semester	
APPLIED MUSIC MAJOR	4
MUSIC 107 – Analysis of Post-Tonal Music	3
MUSIC 112 — History of Music I	3
MUSIC 161 — Conducting	2
DRAKE CURRICULUM	3
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	16

Junior Year — Second Semester	
APPLIED MUSIC MAJOR	4
MUSIC 112 — History of Music II	3
MUSIC 113 — Piano Studio Teaching Techniques	2
DRAKE CURRICULUM	3
FREE ELECTIVE	3
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	16

Senior Year — First Semester	
APPLIED MUSIC MAJOR	4
DRAKE CURRICULUM or FREE ELECTIVES	10
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	15

Senior Year — Second Semester	
APPLIED MUSIC MAJOR	4
DRAKE CURRICULUM or FREE ELECTIVES	8 or 9
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
SENIOR RECITAL (Required)	Cr.
TOTAL	13 or 14

APPLIED VOCAL

The program of study for the student majoring in applied vocal music is outlined below.

First Year — First Semester	Credit hours
APPLIED MUSIC MAJOR	4
MUSIC 6 — Piano Laboratory I or Applied Music Minor	1
MUSIC 1 — Materials of Music I	3
MUSIC 2 — Materials of Music I	1
MUSIC 75 — Diction I	2
FIRST YEAR SEMINAR	3

ENSEMBLE — MUSIC 149 — Choir	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	15

First Year — Second Semester	
APPLIED MUSIC MAJOR	3
MUSIC 3 — Materials of Music II	3
MUSIC 4 — Materials of Music II	1
MUSIC 5 — Intro. to Music Literature	3
MUSIC 7 — Piano Laboratory II or Applied Music Minor	1
MUSIC 76 — Diction II	2
DRAKE CURRICULUM	3
ENSEMBLE — MUSIC 149 — Choir	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	17

Sophomore Year — First Semester	
APPLIED MUSIC MAJOR	4
MUSIC 49 — Piano Laboratory III or Applied Music Minor	1
MUSIC 51 — Materials of Music III	3
MUSIC 52 — Materials of Music III	1
DRAKE CURRICULUM	6
ENSEMBLE — MUSIC 149 — Choir	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	16

Sophomore Year — Second Semester	
APPLIED MUSIC MAJOR	4
MUSIC 50 — Piano Laboratory IV or Applied Music Minor	1
MUSIC 53 — Materials of Music IV	3
MUSIC 54 — Materials of Music IV	1
DRAKE CURRICULUM	6
ENSEMBLE — MUSIC 149 — Choir	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	16

Junior Year — First Semester	
APPLIED MUSIC MAJOR	4
MUSIC 107 — Analysis of Post-Tonal Music	3
MUSIC 111 — History of Music I	3
MUSIC 163 — Choral Conducting	2
DRAKE CURRICULUM	3
ENSEMBLE — MUSIC 149 — Choir	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	16

Junior Year — Second Semester	
APPLIED MUSIC MAJOR	4
MUSIC 112 — History of Music II	3
DRAKE CURRICULUM OR FREE ELECTIVES	6
ENSEMBLE — MUSIC 149 — Choir	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	14

Senior Year — First Semester	
APPLIED MUSIC MAJOR	4

MUSIC 154 — Vocal Pedagogy	2
MUSIC ELECTIVE	3
DRAKE CURRICULUM OR FREE ELECTIVES	7
ENSEMBLE — MUSIC 149 — Choir	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	17

Senior Year — Second Semester	
APPLIED MUSIC MAJOR	4
MUSIC 140 — Vocal Literature	2
DRAKE CURRICULUM OR FREE ELECTIVES	6 or 7
ENSEMBLE — MUSIC 149 — Choir	1
MUSIC 21 — Recitals (Required)	Cr.
SENIOR RECITAL (Required)	Cr.
TOTAL	13 or 14

Bachelor of Music with Elective Studies in Business

Candidates for the Bachelor of Music degree with elective studies in business are prepared for full-time work in the field of music business with a concentration in marketing/retailing. The candidate must complete a minimum of 124 credit hours: 20 hours in applied music, 30 hours in music theory/history, 27 hours in business, and eight hours in ensemble, plus the Drake Curriculum and free electives.

A professional internship is required during the senior year. There are excellent opportunities in the greater Des Moines area for these internships.

No recital is required for this degree; however, with the approval of the instructor and applied faculty in the area, the student may elect to give a 25-minute senior recital.

The program of study for this degree is outlined below.

First Year — First Semester	Credit hours
APPLIED MUSIC MAJOR	2
MUSIC 6 — Piano Laboratory I or Applied Music Minor	1
MUSIC 1 — Materials of Music I	3
MUSIC 2 — Materials of Music I	1
ECONOMICS 1 — Principles of Macroeconomics	3
FIRST YEAR SEMINAR	3
DRAKE CURRICULUM	3
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	17

First Year — Second Semester	
APPLIED MUSIC MAJOR	2
MUSIC 7 — Piano Laboratory II or Applied Music Minor	1
MUSIC 3 — Materials of Music II	3
MUSIC 4 — Materials of Music II	1
MUSIC 5 – Intro. to Music Literature	3
ECONOMICS 2 — Principles of Microeconomics	3
DRAKE CURRICULUM	4
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	18

Sophomore Year — First Semester

APPLIED MUSIC MAJOR	2
MUSIC 49 — Piano Laboratory III or Applied Music Minor	1
MUSIC 51 — Materials of Music III	3
MUSIC 52 — Materials of Music III	1
ACCOUNTING 41 — Introduction to Accounting I	3
DRAKE CURRICULUM	6
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	17

Sophomore Year — Second Semester

APPLIED MUSIC MAJOR	2
MUSIC 50 — Piano Laboratory IV or Applied Music Minor	1
MUSIC 53 — Materials of Music IV	3
MUSIC 54 — Materials of Music IV	1
ACCOUNTING 42 — Introduction to Accounting II	3
DRAKE CURRICULUM	6
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	17

Junior Year — First Semester

APPLIED MUSIC MAJOR	2
MUSIC 107 —Analysis of Post-Tonal Music	3
MUSIC 111 — History of Music I	3
MUSIC 161 — Instrumental Conducting OR MUSIC 163 — Choral Conducting	2
DRAKE CURRICULUM	3
STATISTICS 71 – Statistics I	3
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recital (Required)	Cr.
TOTAL	17

Junior Year — Second Semester

APPLIED MUSIC MAJOR	2
MUSIC 112 — History of Music II	3
MARKETING 101 – Marketing Principles	3
BUSINESS LAW 60	3
DRAKE CURRICULUM OR FREE ELECTIVES	6
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	18

Senior Year — First Semester

APPLIED MUSIC MAJOR	2
MUSIC 165 — Professional Internship in Music	3
MANAGEMENT 110 — Management Process and Behavior	3
DRAKE CURRICULUM OR FREE ELECTIVES	5 or 6
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	14 or 15

Senior Year — Second Semester

APPLIED MUSIC MAJOR	2
MUSIC ELECTIVE	2
FINANCE 101* — Corporate Finance	3
DRAKE CURRICULUM OR FREE ELECTIVES	6

ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	14

*Finance 101 will substitute for Finance 95 for a minor in business from the College of Business.

Church Music

Candidates for the Bachelor of Music degree with a major in church music are prepared for full-time or part-time work as directors of church music, ministers of music, or college teachers in this field. The course of study is open to students whose major interest in applied music falls into the areas of organ or voice. The curriculum is designed to acquaint the student with a broad spectrum of worship traditions.

The candidate must complete a minimum of 124 credit hours, including courses in history of hymnody, chant-liturgics, church music literature and choral conducting, ensembles and the Drake Curriculum. Other courses are tailored to the specific needs of the organ or vocal applied areas. One course in religion and one course in philosophy also are required.

Organists are required to give a senior recital of approximately one hour's duration. Singers may either present a full recital or conduct an equivalent amount of choral music in public performances.

Students may earn a Bachelor of Music Education degree or a Bachelor of Music degree with elective studies in business, in addition to the Bachelor of Music in church music, by pursuing a consolidated curriculum. This program usually requires a minimum of four academic years with some summer school study.

Students in the church music program have opportunities for internship experiences through part-time positions as organists and/or directors in greater Des Moines area churches.

The program of study for this degree is outlined below.

First Year — First Semester	Credit hours
APPLIED MUSIC MAJOR	4
MUSIC 6 — Piano Laboratory I or Applied Music Minor	1
MUSIC 1 — Materials of Music I	3
MUSIC 2 — Materials of Music I	1
MUSIC 5 — Intro. to Music Literature	3
FIRST YEAR SEMINAR	3
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	16

First Year — Second Semester	
APPLIED MUSIC MAJOR	4
MUSIC 7 — Piano Laboratory II or Applied Music Minor	1
MUSIC 3 — Materials of Music II	3
MUSIC 4 — Materials of Music II	1
DRAKE CURRICULUM	6
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	16

Sophomore Year — First Semester	
APPLIED MUSIC MAJOR	4
MUSIC 49 — Piano Laboratory III or Applied Music Minor	1
MUSIC 51 — Materials of Music III	3
MUSIC 52 — Materials of Music III	1
MUSIC 129 — Practicum in Church Music	1
DRAKE CURRICULUM	6
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	17

Sophomore Year — Second Semester	
APPLIED MUSIC MAJOR 4	
MUSIC 50 — Piano Laboratory IV or Applied Music Minor	1
MUSIC 53 — Materials of Music IV	3
MUSIC 54 — Materials of Music IV	1
MUSIC 121 — Conducting from the Console	1
MUSIC 163 — Choral Conducting	2
DRAKE CURRICULUM	3
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	16

Junior Year — First Semester	
APPLIED MUSIC MAJOR	4
MUSIC 107 — Analysis of Post-Tonal Music	3
MUSIC 111 — History of Music I	3
MUSIC 127 — Service Playing	1
DRAKE CURRICULUM	6
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	18

Junior Year — Second Semester	
APPLIED MUSIC MAJOR	4
MUSIC 112 — History of Music II	3
MUSIC 125 — Chant-Liturgics	2
MUSIC 126 — Organ Improvisation	1
DRAKE CURRICULUM	4
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	15

Senior Year — First Semester	
APPLIED MUSIC MAJOR	4
MUSIC 120 — History of Hymnody	2
DRAKE CURRICULUM OR FREE ELECTIVES	8 or 9
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	15 or 16

Senior Year — Second Semester	
APPLIED MUSIC MAJOR	4
MUSIC 122 — Church Music Literature	2
DRAKE CURRICULUM OR FREE ELECTIVES	6
ENSEMBLE — MUSIC 148, 149 or 150 — Band, Choir or Orchestra	1

MUSIC 21 — Recitals (Required)	Cr.
SENIOR RECITAL (Required)	Cr.
TOTAL	13

Music Education

Completion of the program leading to the Bachelor of Music Education degree qualifies the candidate for a State of Iowa Teaching Certificate. Applicants who qualify for certificates in other states are recommended for those certificates by the School of Education.

Candidates for this degree must complete a total of 131-134 credit hours: 14 hours in applied music, 19 hours in music theory, 12 hours in music history-literature, 16 to 19 hours of music education and methods courses, 26 hours of professional education and seven hours of ensemble, plus the Drake Curriculum.

The student qualifies for ensemble/general classroom music teaching in the public schools upon completion of the degree requirements. The student at the same time achieves specialization in one of two areas: instrumental/general music or choral/general music. Degree programs vary depending upon student interest in the above areas.

All candidates for the Bachelor of Music Education degree must satisfy minimum keyboard proficiency requirements specified for choral or instrumental music teachers. A detailed description of these requirements is available from the Music Education Area head. The required four-semester keyboard sequence helps prepare students to take the proficiency examination.

Students choosing a keyboard instrument as the major applied area must complete four credit hours of wind, percussion or string instrument for an instrumental emphasis or four credit hours of applied voice study for a choral emphasis.

At the end of the sophomore year, students in the Bachelor of Music Education degree program are subject to a progress review by members of the music faculty. Results of the review are used to advise students concerning continuation in the Music Education Program. A similar review is required for all transfer students in the Bachelor of Music Education degree program at an appropriate time in their study.
The basic program of study for the music education major is outlined below.

Instrumental/General Classroom Emphasis

First Year — First Semester	
APPLIED MUSIC MAJOR	2
MUSIC 6 — Piano Laboratory I or Applied Music Minor	1
MUSIC 1 — Materials of Music 1	3
MUSIC 2 — Materials of Music 1	1
MUSIC 5 — Introduction To Music Literature	3
FIRST YEAR SEMINAR	3
DRAKE CURRICULUM	3
ENSEMBLE — Music 148, 149 or 150 Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	17

First Year — Second Semester	
APPLIED MUSIC MAJOR	2
MUSIC 7 — Piano Laboratory II or Applied Music Minor	1
MUSIC 3 — Materials of Music 1	3
MUSIC 4 — Materials of Music 1	1
DRAKE CURRICULUM	9
ENSEMBLE — Music 148, 149 or 150 Band, Choir or Orchestra	1

MUSIC 21 — Recitals (Required)	Cr.
TOTAL	17

Sophomore Year — First Semester

APPLIED MUSIC MAJOR	2
MUSIC 49 — Piano Laboratory III or Applied Music Minor	1
MUSIC 51 — Materials of Music 1	3
MUSIC 52 — Materials of Music 1	1
Music 62 — Voice Methods and Materials	1
INSTRUMENTAL METHODS*	1
DRAKE CURRICULUM	4
EDUC 103 — Foundations	3
ENSEMBLE — Music 148, 149 or 150 Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	17

Sophomore Year — Second Semester

APPLIED MUSIC MAJOR	2
MUSIC 50 — Piano Laboratory IV or Applied Music Minor	1
MUSIC 53 — Materials of Music 1	3
MUSIC 54 — Materials of Music 1	1
MUSIC 81 — World Music	3
DRAKE CURRICULUM	6-7
ENSEMBLE — Music 148, 149 or 150 Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	18

Junior Year — First Semester

APPLIED MUSIC MAJOR	2
MUSIC 107 — Analysis of Post-Tonal Music	3
MUSIC 111 — History of Music 1	3
MUSIC 146 — Techniques in Jazz Performance	2
INSTRUMENTAL METHODS*	1
MUSIC 156 — Elementary Vocal/General/Music Education	3
EDUC 106 — Human Development and Learning	3
ENSEMBLE — Music 148, 149 or 150 Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	18

Junior Year — Second Semester

APPLIED MUSIC MAJOR	2
MUSIC 112 — History of Music II	3
INSTRUMENTAL METHODS*	2
MUSIC 159 — Instrumental Performance In the Junior and Senior High School	3
DRAKE CURRICULUM	3
SPED 120 — Introduction to Exceptional Children And Adults	3
ENSEMBLE — Music 148, 149 or 150 Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	17

By the completion of the junior year, music education students must have completed EDUC 103, 106, and SPED 120. At that time they must apply for entrance into the Teacher Education Program.

Senior Year — First Semester

APPLIED MUSIC MAJOR	2

*INSTRUMENTAL METHODS	2
MUSIC 134 — Marching Band Technique	2
MUSIC 161 — Instrumental Conducting	2
MUSIC 162 — Planning and Assessment in Music Education	1
DRAKE CURRICULUM	3
EDUC 164 — PERSP RACE, ETHN, GNDR	3
EDUC 142 — Secondary Reading & Interdisciplinary Curriculum	2
ENSEMBLE — Music 148, 149 or 150 Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	18

Senior Year — Second Semester

EDUC 166 — Student Teaching: Elementary	5
EDUC 167 — Student Teaching Seminar	1
EDUC 168 — Student Teaching: Secondary	6
TOTAL	12

***INSTRUMENTAL METHODS COURSES:** These are methods and materials courses for instrumental/general music education majors. The goal of these courses is to introduce instrumental music education majors to the instruments and the appropriate pedagogy necessary for successful teaching. Five to six are to be selected from the following options:

Music 61 String Methods and Materials
Music 65 High Brass Methods and Materials
Music 66 Low Brass Methods and Materials
Music 67 Single Reed and Flute Methods and Materials
Music 68 Double Reed Methods and Materials
Music 71 Percussion Methods and Materials

Choral/General Classroom Emphasis

First Year — First Semester

APPLIED MUSIC MAJOR	2
MUSIC 6 — Piano Laboratory I or Applied Music Minor	1
MUSIC 1 — Materials of Music 1	3
MUSIC 2 — Materials of Music 1	1
MUSIC 5 — Introduction To Music Literature	3
MUSIC 75 — Diction for Singers I	2
FIRST YEAR SEMINAR	3
ENSEMBLE — Music 148, 149 or 150 Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	16

First Year — Second Semester

APPLIED MUSIC MAJOR	2
MUSIC 7 — Piano Laboratory II or Applied Music Minor	1
MUSIC 3 — Materials of Music 1	3
MUSIC 4 — Materials of Music 1	1
MUSIC 76 — Diction for Singers II	2
MUSIC 81 — World Music	3
DRAKE CURRICULUM	3
ENSEMBLE — Music 148, 149 or 150 Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	16

Sophomore Year — First Semester	
APPLIED MUSIC MAJOR	2
MUSIC 49 — Piano Laboratory III or Applied Music Minor	1
MUSIC 51 — Materials of Music 1	3
MUSIC 52 — Materials of Music 1	1
DRAKE CURRICULUM	10
ENSEMBLE — Music 148, 149 or 150 Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	18

Sophomore Year — Second Semester	
APPLIED MUSIC MAJOR	2
MUSIC 50 — Piano Laboratory IV or Applied Music Minor	1
MUSIC 53 — Materials of Music 1	3
MUSIC 54 — Materials of Music 1	1
EDUC 103 Foundations in Education	3
DRAKE CURRICULUM	6
ENSEMBLE — Music 148, 149 or 150 Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	17

Junior Year — First Semester	
APPLIED MUSIC MAJOR	2
MUSIC 107 — Analysis of Post-Tonal Music	3
MUSIC 111 — History of Music 1	3
MUSIC 156 — Elementary Vocal/General Music Education	3
MUSIC 163 — Choral Conducting	2
EDUC 106 — Human Development and Learning	3
ENSEMBLE — Music 148, 149 or 150 Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	17

Junior Year — Second Semester	
APPLIED MUSIC MAJOR	2
MUSIC 112 — History of Music II	3
MUSIC 158 — Secondary Vocal/General Music Education	3
MUSIC 166 — Advanced Choral Conducting	2
SPED 120 -Introduction to Exceptional Children And Adults	3
DRAKE CURRICULUM	2
ENSEMBLE — Music 148, 149 or 150 Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
FREE ELECTIVE	2
TOTAL	18

By the completion of the junior year, music education students must have completed EDUC 103, 106, and SPED 120. At that time they must apply for entrance into the Teacher Education Program.

Senior Year — First Semester	
APPLIED MUSIC MAJOR	2
MUSIC 154 — Vocal Pedagogy	2
MUSIC 162 — Planning and Assessment in Music Education	1
DRAKE CURRICULUM	6 – 7
EDUC 164 — PERSP RACE, ETHN, GNDR	
EDUC 142 — Secondary Reading & Interdisciplinary Curriculum	2

ENSEMBLE — Music 148, 149 or 150 Band, Choir or Orchestra	1
MUSIC 21 — Recitals (Required)	Cr.
TOTAL	17 or 18

Senior Year — Second Semester	
EDUC 166 — Student Teaching: Elementary	5
EDUC 167 — Student Teaching Seminar	1
EDUC 168 — Student Teaching: Secondary	6
TOTAL	12

Bachelor of Arts Degree, Music Major

Candidates for the Bachelor of Arts degree (Music) are prepared for graduate studies in music (particularly in musicology, music theory, ethnomusicology, or music therapy) or interdisciplinary fields that emphasize musical knowledge or related skills (such as music criticism or library science). This degree is particularly well-suited for students wishing to pursue a double major in music and another field, for those interested in pursuing academic research in music or for those looking for a wide-ranging liberal arts curriculum that emphasizes studies in music. The candidate must complete a minimum of 124 credit hours: 56 in music and 68 in the arts and sciences. The completion of a senior thesis on a topic in music of the candidate's choice is required during the senior year.

The Bachelor of Arts Degree in Music is not intended to be a substitute for any of the professional degrees offered by the Department of Music.

See the course description section in the back of this catalog for information on courses listed below.

REQUIRED COURSES	Credit hours
APPLIED MUSIC	8
MUSIC 148, 149, or 150	8
MUSIC 1, 2, 3, 4	8
MUSIC 5	3
MUSIC 81	3
MUSIC 51, 52, 53, 54	8
MUSIC 107	3
MUSIC 111, 112	6
MUSIC LITERATURE/MUSIC THEORY ELECTIVES	6
MUSIC 167 – Junior Research Seminar	1
MUSIC 168 – Senior Thesis	2
TOTAL	56

1. An audition is required in the applied area.
2. The required two years of study in applied music must be in the same instrument/voice.
3. Eight semesters of Music 21, Recitals, are required.
4. Sixty-eight credit hours are to be taken in courses outside of music.

DRAKE CURRICULUM REQUIREMENTS: See the description of the Drake Curriculum in this catalog. An Artistic Experience course outside of music is required.

Minor in Music

The minor in music is intended for students with musical skills who do not wish to pursue careers in music. This program does not satisfy the requirement for certification in a minor teaching area. The minimum requirement for the minor is 24 credit hours. Music history/ literature and music

electives must be chosen in consultation with a designated music faculty adviser. An audition is required in the applied music area.

REQUIRED COURSES	Credit hours
APPLIED MUSIC (four semesters)	4
MUSIC 1 — Materials of Music I	3
MUSIC 2 — Materials of Music I	1
MUSIC 3 — Materials of Music II	3
MUSIC 4 — Materials of Music II	1
MUSIC 5 — Intro. to Music Literature	3
MUSIC HISTORY/LITERATURE —	
MUSIC 10, 73, 78, 81, 95, 96, 106, 109, 110, 111, 112, 120, 122, 124 or 140	3-4
MUSIC ELECTIVES (Any music course for which the student is qualified. No more than two ensemble or six additional applied music hours apply toward the minor requirement.)	5-6
TOTAL	23-24

Minor in Piano Pedagogy
This program is intended to be a supplemental area of study for the piano performance major with an interest in acquiring basic training in piano pedagogy. This program is not intended to be a substitute for any of the professional degrees offered by the Department of Music and does not satisfy the requirement for certification in a minor teaching area.

See the course description section in the back of this catalog for information on courses listed below.

REQUIRED COURSES	Credit hours
MUS 113 – Piano Studio Teaching Techniques and Materials	3
MUS 117 – Literature for Teaching Piano	3
MUS 135 – Studio Teaching of Piano	4
EDUC 103 – Foundations in Education	3
EDUC105/EDUC 106 – Human Development	3
TOTAL	16

Certification in Church Music

The Certification in Church Music is not intended to be a substitute for any of the professional degrees offered by the Department of Music.

See the course description section in the back of this catalog for information on courses listed below.

REQUIRED COURSES	Credit hours
APPLIED MUSIC (MUS 172 — Organ OR MUS 170 — Voice	8
MUSIC 121 — Conducting from the Console	1
MUSIC 122 — Church Music Literature	2
MUSIC 129 — Practicum in Church Music	1
MUSIC 125 — Chant and Liturgics	2
MUSIC 120 — History of Hymnody	2
MUSIC 126 — Organ Improvisation	1
MUSIC 127 — Service Playing	1
One course in religion	3
TOTAL	21

Concentration in Jazz Studies
The Concentration in Jazz Studies is intended to train students to have marketable skills for working as professional jazz and studio musicians. The Concentration in Jazz Studies is not intended to be a substitute for any of the professional degrees offered by the Department of Music.

Students may receive the Concentration in Jazz Studies with any major degree program offered through the University.

See the course description section in the back of this catalog for information on courses listed below.

REQUIRED COURSES	Credit hours
MUSIC 10 — Jazz History	2
MUSIC 12 — Jazz Theory and Keyboard	2
MUSIC 55 — Jazz Improvisation I	2
MUSIC 56 — Jazz Improvisation II	2
MUSIC 133 — Jazz Arranging and Composition	2
MUSIC 144 — Studio Recording Techniques	2
MUSIC 145 — Jazz Ensemble (2 semesters)	2
MUSIC 181 — Chamber Ensemble (Jazz Combo) (2 semesters)	2
*Applied Jazz (2 semesters). Prerequisites: Jazz Improvisation II or permission of instructor	2
TOTAL	18

*Applied Jazz courses are selected from the following, each worth one credit hour:
MUSIC 183 — Jazz Piano
MUSIC 184 — Jazz Bass
MUSIC 196 — Jazz Guitar
MUSIC 197 — Jazz Drums
MUSIC 198 — Jazz Wind Instruments

Department of Theatre Arts
A student enrolled in the Department of Theatre Arts may earn the Bachelor of Fine Arts or the Bachelor of Arts degree by following one of the basic programs:

BACHELOR OF FINE ARTS IN THEATRE

BACHELOR OF FINE ARTS IN MUSICAL THEATRE

BACHELOR OF FINE ARTS IN THEATRE WITH A TEACHING CERTIFICATE

BACHELOR OF ARTS IN THEATRE

The degrees Bachelor of Fine Arts and Bachelor of Arts require 124 credit hours.

The Bachelor of Fine Arts in theatre arts curriculum requires a minimum of 65 credit hours in theatre arts. A maximum of 76 hours is accepted toward the degree. The curriculum is arranged so that a student can emphasize one of the following areas: acting, directing, or technical theatre and design.

The Bachelor of Fine Arts in musical theatre curriculum requires 52 credit hours in theatre arts and 25 credit hours in music.

The Bachelor of Arts in theatre arts curriculum requires completion of the general education curriculum of the College of Arts and Sciences, a minimum of 42 credit hours in theatre arts, and 18 to 32 hours in a second academic field.

The Bachelor of Fine Arts in theatre with a teaching certificate program requires 145 credit hours. Both degree programs include certification to teach speech and English as well as theatre.

Each program includes basic courses required by the school of all students for graduation as well as those required for the particular program selected within the department. The curricula of all degree programs provide a flexibility that allows the student to emphasize areas of interest within each degree program. In addition, a varying number of elective subjects may be taken in other subject areas and other colleges of the University. This flexible framework allows for a development of needs, interests and abilities.

Part of this flexibility is the possibility of theatre majors accumulating a strong area of secondary emphasis. These include programs in business and journalism.

The degree programs in theatre are supported by various productions staged in the Hall of Performing Arts and in the Studio Theatre, both in the Harmon Fine Arts Center. Additionally, a number of student-produced plays are staged in an experimental performance space.

THE UNIVERSITY THEATRE
Recent productions of the University Theatre have included such works as Tennessee Williams' "A Streetcar Named Desire;" Peter Shaffer's "Equus;" Shakespeare's "Hamlet" and "Romeo and Juliet;" and A.R. Gurney's "The Dining Room" and "Sylvia." Musical productions of recent years include Kurt Weill's "The Three Penny Opera;" Stephen Sondheim's "Into the Woods" and "Company" and "Cabaret."

Drake was the first university in the United States to produce a repertory bill of original plays as a part of the Eugene O'Neill Foundation's Second Step program for playwrights. The department still has a close tie with the O'Neill Center and sends students to the center each semester for intensive training.

Original productions of short and full-length plays by both faculty and students also are presented. These original plays and other productions have been entered in the American College Theatre Festival when possible.

Theatre Arts

General Education Requirements
Bachelor of Arts: Theatre arts majors pursuing the Bachelor of Arts degree must complete the general education requirements of the College of Arts and Sciences, described elsewhere in this catalog.

Theatre Arts Requirements
The following courses are required of all students pursuing degrees in the Department of Theatre Arts with a few variations, depending on the degree chosen. Additional requirements for each degree program are available in the Theatre Arts Office.

	Credit hours
THEATRE ARTS 3 — Acting I	3
THEATRE ARTS 5 — Readings in Theatre	2
THEATRE ARTS 14 — Movement I	2
THEATRE ARTS 20 — Voice I	1
THEATRE ARTS 30 – Stagecraft I (including lab)	4
THEATRE ARTS 31 – Costuming (including lab)	4

THEATRE ARTS 32 — Makeup	2
THEATRE ARTS 103 — Directing I	3
THEATRE ARTS 120 — Theatre History I	3
THEATRE ARTS 121 — Theatre History II	3
THEATRE ARTS 124 — Tech Practicum (scene or costume)	1
THEATRE ARTS 160 — Stage Management	3
THEATRE ARTS 190 – Senior Capstone Experience	1
TOTAL	32

Theatre Arts with a Teaching Certificate
This curriculum meets the requirements for the Secondary Teaching Certificate. A teaching endorsement in theatre arts, English and speech communication may be obtained by coupling the English minor (24 hours) and a speech communication emphasis (12 hours) to the 54 hours in theatre arts. For a full explanation of the programs, contact the chair of the Theatre Arts Department.

Bachelor of Fine Arts in Musical Theatre

Listed below is a sample schedule of just one of the four areas of concentration for a Bachelor of Fine Arts in Theatre. Students pursuing degrees with an acting, directing or theatre design emphasis will have somewhat different requirements. For more information, please contact the Department of Theatre Arts.

The Bachelor of Fine Arts degree in musical theatre requires 56 credit hours in theatre arts, 15 hours in music, and the Drake Curriculum.

First Year — First Semester	Credit hours
THEATRE ARTS 3 — Acting I	3
THEATRE ARTS 14 — Movement I	2
THEATRE ARTS 20 — Voice I	2
THEATRE ARTS 30 — Stagecraft I or THEATRE ARTS 31 — Costuming	4
FIRST YEAR SEMINAR	3
MUSIC 11 – Fundamentals of Music	3
TOTAL	17

First Year — Second Semester	
THEATRE ARTS 4 — Acting II	3
THEATRE ARTS 15 — Movement II	2
THEATRE ARTS 30 — Stagecraft II or THEATRE ARTS 31 — Costuming	4
DRAKE CURRICULUM REQUIREMENT	6
MUSIC 171 — Voice	1
TOTAL	16

Sophomore Year — First Semester	
THEATRE ARTS 55 — Advanced Acting	3
One of THEATRE ARTS 57-60 — Dance or the Theatre	3
THEATRE ARTS 32 — Makeup	3
MUSIC 171 — Voice	1
MUSIC 148-150 — Ensembles	1
MUS 6 or MUS 49 — Piano 1	
DRAKE CURRICULUM REQUIREMENT	3
TOTAL	15

Sophomore Year — Second Semester

One of THEATRE ARTS 57-60 — Dance for the Theatre	3
THEATRE ARTS 131-138 — Problems in Acting	3
MUSIC 171 — Voice	1
MUSIC 148-150 — Ensembles	1
MUS 7 or MUS 50 — Piano	1
DRAKE CURRICULUM REQUIREMENT	7
TOTAL	16

Junior Year — First Semester	
THEATRE ARTS 5 — Readings in Theatre	3
THEATRE ARTS 103 — Directing	3
THEATRE ARTS 120 — Theatre History I	3
THEATRE ARTS 131-138 — Problems in Acting	2
MUSIC 148-150 — Ensembles	1
MUSIC 171 — Voice	1
DRAKE CURRICULUM REQUIREMENT	3
TOTAL	16

Junior Year — Second Semester	
THEATRE ARTS 121 — Theatre History II	3
THEATRE ARTS ELECTIVE	2
MUSIC 171 — Voice	1
ENGLISH LITERATURE	3
DRAKE CURRICULUM REQUIREMENT	6
TOTAL	15

Senior Year — First Semester	
THEATRE ARTS 17 — Choreography	3
THEATRE ARTS 160 — Stage Management	3
MUSIC 148-150 — Ensembles	1
MUSIC 171 — Voice	1
DRAKE CURRICULUM REQUIREMENT	6
TOTAL	14

Senior Year — Second Semester	
THEATRE ARTS 123 — American Musical	3
DRAKE CURRICULUM REQUIREMENT	6
SENIOR CAPSTONE EXPERIENCE	1
ENGLISH LITERATURE	3
TOTAL	13

Bachelor of Arts in Theatre Arts

The Bachelor of Arts degree in theatre arts requires a total of 124 credit hours, including a minimum of 42 credit hours in theatre arts, 18 hours in a second academic field and a minimum of 42 credit hours taken outside the School of Fine Arts.

First Year — First Semester	Credit hours
THEATRE ARTS 3 — Acting I	3
THEATRE ARTS 14 — Movement I	2
THEATRE ARTS 20 — Voice I	2
THEATRE ARTS 30 — Stagecraft I or THEATRE ARTS 31 — Costuming	4
FIRST YEAR SEMINAR	3
DRAKE CURRICULUM REQUIREMENT	3
TOTAL	17

First Year — Second Semester	
THEATRE ARTS 30 — Stagecraft I or THEATRE ARTS 31 — Costuming	4
DRAKE CURRICULUM REQUIREMENT	6
THEATRE ARTS ELECTIVES	3
MINOR REQUIREMENT	3
TOTAL	16
Sophomore Year — First Semester	
THEATRE ARTS 5 — Readings in Theatre	3
THEATRE ARTS 120 — Theatre History I	3
DRAKE CURRICULUM REQUIREMENT	6
MINOR REQUIREMENT	3
TOTAL	15
Sophomore Year — Second Semester	
THEATRE ARTS 32 — Makeup	3
THEATRE ARTS 121 — Theatre History II	3
DRAKE CURRICULUM REQUIREMENT	6
MINOR REQUIREMENT	5
TOTAL	17
Junior Year — First Semester	
THEATRE ARTS 160 — Stage Management	3
THEATRE ARTS 103 — Directing	3
THEATRE ARTS 124 — Technical Practicum	1
DRAKE CURRICULUM REQUIREMENT	6
MINOR REQUIREMENT	3
TOTAL	16
Junior Year — Second Semester	
THEATRE ARTS 124 — Technical Practicum	1
THEATRE ARTS ELECTIVES	6
MINOR REQUIREMENT	3
DRAKE CURRICULUM REQUIREMENT	5
TOTAL	15
Senior Year — First Semester	
THEATRE ARTS ELECTIVES	5
MINOR REQUIREMENT	6
DRAKE CURRICULUM REQUIREMENT	5
TOTAL	16
Senior Year — Second Semester	
THEATRE ARTS ELECTIVES	6
MINOR REQUIREMENT	5
SENIOR CAPSTONE EXPERIENCE	1
TOTAL	12

Minor in Theatre Arts
For B.A. students wishing to minor in theatre arts, the following courses are suggested by the department.

	Credit hours
THEA 76 — Introduction to the Theatre	3
THEA 3 — Technique of Acting I	3

THEA 4 — Technique of Acting II	3
THEA 14 — Movement I	2
THEA 20 — Voice I	2
THEA 30 — Stagecraft I	4
THEA 31 — Costuming I	4
THEA 32 — Make-up	3
THEA 120 or 121 — Theatre History I or II	3
TOTAL	27

Honorary and Professional Organizations: School of Fine Arts

THE AMERICAN INSTITUTE OF GRAPHIC ARTS (AIGA) is a national, nonprofit organization, founded in 1914, that conducts an interrelated program of competitions, exhibitions, publications, educational activities and projects in the public interest to promote the advancement of graphic design. AIGA, in which Drake's Department of Art and Design has a departmental membership, has a Code of Ethics and seeks to heighten awareness of the function and importance of graphic design, and of the graphic designer, in creating effective communications.

ART DIRECTORS ASSOCIATION OF IOWA is a nonprofit fraternal organization of professionals engaged in the field of commercial art. ADAI strives to maintain and further the profession, assist others interested in entering the field and encourage high standards of competence. ADAI also awards scholarships to students in commercial art and graphic design at seven Iowa colleges and universities, and it holds a design exhibition in May to recognize outstanding work by professionals and students. Drake's Department of Art and Design has a departmental membership in ADAI.

MU PHI EPSILON is a national professional music sorority. It was founded nationally in 1903 and at Drake University in 1917. Membership is based on scholarship, musicianship, character and personality.

PHI BETA is a national professional fraternity for the performing and creative arts. The Drake chapter, which was founded in 1989, is the first chapter intended primarily for the visual arts. Membership is based on talent, scholarship and character.

PI KAPPA LAMBDA, originated in 1918, is the oldest musical society in the United States. Seniors who rank in the upper fifth of their class, juniors who rank in the upper tenth of their class, and graduate music students who have distinguished records are eligible for membership. Outstanding performance and leadership are the other chief qualifications. MU chapter at Drake University, established in 1928, has about 250 members.

PHI MU ALPHA SINFONIA fraternity is a national organization of professional musicians founded in 1898. Alpha Beta chapter was organized at Drake University in 1922. It selects men with musical ability who are interested in promoting music in America. The organization has a chorus and many ensemble groups and soloists.

SIGMA ALPHA IOTA is the oldest professional music fraternity for women in the United States. Sigma Alpha Iota is professional in character, upholding the highest musical standards and ideals. The Drake University chapter was founded in 1920.

Scholarships, Grants and Loans: School of Fine Arts

The awards listed here are available to students engaged in fine arts activities. Application for these scholarships and grants should be addressed to the dean of the College of Arts and Sciences, Drake University, Des Moines, Iowa 50311. Fine arts students also may be eligible for the scholarships, loans and other financial aid listed in the financial aid section of this catalog.

SCHOOL OF FINE ARTS HONOR SCHOLARSHIPS. A limited number of scholarships are available in the School of Fine Arts for students who have displayed unusual proficiency in the fields of art and design, music or theatre arts. A First Year applicant for this scholarship must be in the upper one-third of the graduating class.

SCHOOL OF FINE ARTS BAND, ORCHESTRA AND CHORAL GRANTS. Drake University, through its School of Fine Arts, awards a limited number of band, orchestra and choral grants to persons evidencing unusual talent in these fields.

THE DR. ALLAN LEHL SCHOLARSHIP FUND provides scholarships to students majoring in music with an emphasis in church music, voice, choral music or organ. Recipients are selected near the end of their first year, and the scholarship is continued through the recipient's senior year if the individual maintains an adequate academic record as a music major. Preference is given to students who show an interest in participating in the church music program at First Christian Church.

THE CENTRAL IOWA BAND ASSOCIATION SCHOLARSHIP, established by the association, is awarded to a band instrument major. The amount is variable.

CHRISTIAN SCIENCE CAMPUS ORGANIZATION SCHOLARSHIP. This $100 scholarship is for a fine arts student who is a member of the First Church of Christ Scientist of Boston, Massachusetts, or a branch church. If there are no worthy applicants in the fine arts area, the scholarship becomes available to a Christian Science student attending any of the other colleges or schools of the University. The award is made by the president of the University and the dean of the College of Arts and Sciences.

THE EDITH M. BUNDY FISK MUSIC MEMORIAL SCHOLARSHIP FUND, established by Walter Fisk, provides scholarship funds to talented music students in need of financial assistance. The dean of the College of Arts and Sciences selects the recipients, and the stipends vary depending upon endowment income.

THE JAMES J. FIDERLICK MEMORIAL AWARD is an outside scholarship presented annually by the Drake Alumni Theatre Association to honor the memory of Professor Fiderlick, founder of the Drake University Theatre. This scholarship, initiated in 1986, is given to theatre arts juniors or seniors who have demonstrated merit in their work. The award is made each spring.

THE EDWIN B. GARRIGUES FOUNDATION SCHOLARSHIP is awarded annually to a music major, based on talent and need. The amount is variable.

THE GODWIN MEMORIAL ENDOWMENT FUND, established by Iris Godwin in memory of John Godwin, provides scholarships for music students who are outstanding students and superior performers.

THE DANIEL B. GOLDBERG THEATRE ARTS SCHOLARSHIP was established in 2000 by Dorothy H. Goldberg in memory of her son, Daniel B. Goldberg, a Drake theatre graduate. This renewable scholarship is awarded to a current theatre arts student based on talent, contributions to the department and financial need. The stipend varies depending on endowment income.

THE DOUGLAS WEBB RIDDLE FOUNDATION SCHOLARSHIP FUND was established by the Douglas Webb Riddle Foundation Inc. to ensure that excellent high school band students are able to obtain an education in the School of Fine Arts at Drake. Preference for the scholarships is given on the basis of talent and the need for appropriate balance within the band program. Recipients are selected by the director of bands and the dean of the College of Arts and Sciences.

THE ELIZABETH MILLER VETTER MUSIC SCHOLARSHIP is awarded to deserving music students, determined by the University's Office of Student Financial Planning. The stipend varies depending on endowment income up to the amount of tuition.

THE FRANCIS GRAMENZ MEMORIAL SCHOLARSHIP is awarded to a junior or senior music major with a minimum grade-point average of 3.30 who shows exceptional talent in either the fields of music history or piano performance and who, through decency, kindness, thoughtfulness and generosity of human spirit contributes to the greater good of other music students.

THE HAROLD AND LORETTA (JUSTICE) NOLIN SCHOLARSHIP is awarded to juniors or seniors demonstrating special talent in theatre arts.

THE HAZEL BETTS LOONEY SCHOLARSHIP FUND is used to provide scholarships for deserving music students of good academic standing.

THE HAZEL S. HAGEDORN LOAN FUND provides loans to full-time students in the Department of Music. Loans are made to students with need. Repayment is deferred until graduation and/or withdrawal from the University.

THE HULSHIZER MUSIC EDUCATION SCHOLARSHIP was established by Mrs. Emily Hulshizer in memory of Stan Hulshizer, former director of choral activities at Drake University. This scholarship is awarded to junior and/or senior music education majors who demonstrate outstanding musical and performing talents.

JUDITH SMITH MEMORIAL AWARD is given to a senior art and design student to assist the student in purchasing supplies necessary for continuation of their creative activities during their senior year. The award is granted annually.

THE MILDRED ALLISON HORAN SCHOLARSHIP FUND, established by the estate of Mildred Allison Horan, FA'14, provides scholarship assistance to vocal music majors who demonstrate outstanding musical talent and document financial need.

THE MILTON GLASER SCHOLARSHIP FOR THE STUDY OF GRAPHIC DESIGN. This award amount is variable and is based on merit. Two awards are granted annually to an entering first year student and a transfer student.

MONROE BAND SCHOLARSHIPS, established by the Monroe Company of Colfax, Iowa, are for band instrument majors in any stage of training. Talent and need are considered in making the awards.

MU PHI EPSILON SCHOLARSHIPS. The Des Moines alumnae chapter of Mu Phi Epsilon offers annual scholarship awards to selected students of Omega chapter. In addition, a loan fund is available for members of the sorority.

THE FRANK NOYES ANNUAL VIOLIN SCHOLARSHIP MEMORIAL FUND provides an annual award to an outstanding violinist in memory of Frank Noyes, former violin teacher and conductor of the Drake Symphony Orchestra.

THE PHI MU ALPHA FRANCIS J. PYLE SCHOLARSHIP, awarded to male music majors, was established by Alpha Beta chapter (Drake) of Phi Mu Alpha Sinfonia. Musical talent, general academic ability and financial need are considered in awarding this scholarship.

PRESSER FOUNDATION SCHOLARSHIPS IN MUSIC are granted to music students selected by the dean of the College of Arts and Sciences and the president of the University. Students planning to become music teachers are given preference.

SIGMA ALPHA IOTA SCHOLARSHIP. The Des Moines Alumnae Chapter of Sigma Alpha Iota established the Kathleen Davison Scholarship, awarded annually to a full-time music major for use in paying tuition for the following school year.

WYONA FARGO SCOTT MEMORIAL SCHOLARSHIPS are offered to worthy students who are specializing in the fields of theatre arts/speech. The stipends vary depending upon endowment income.

JUDITH SMITH MEMORIAL AWARD
This award is given to a senior art history, graphic design or studio art student to assist in purchasing supplies necessary for continuation of their creative activities during their senior year. The award is granted annually.

YOUNG ARTISTS' AUDITIONS AWARDS. Winners selected from five categories (strings, winds, voice, keyboard and groups of two or more) perform with the Drake Symphony Orchestra during one of its regular concerts.

College of Business and Public Administration

The Drake University College of Business and Public Administration provides a four-year undergraduate program leading to the BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION (B.S.B.A.) The graduate programs lead to the MASTER OF BUSINESS ADMINISTRATION (M.B.A.), MASTER OF ACCOUNTING (M.A.C.C.) MASTER OF PUBLIC ADMINISTRATION (M.P.A.), and MASTER OF FINANCIAL MANAGEMENT (M.F.M.).

In the undergraduate program, students concentrate on a prescribed core of courses and a selected major in one of the following areas of concentration:

ACCOUNTING (offered as a combined major with any other business major (in addition to ACTUARIAL SCIENCE and FINANCE as listed)
ACCOUNTING/ACTUARIAL SCIENCE
ACCOUNTING/FINANCE
ACTUARIAL SCIENCE
ACTUARIAL SCIENCE/FINANCE
ECONOMICS
FINANCE
GENERAL BUSINESS
INFORMATION SYSTEMS
INSURANCE*
INTERNATIONAL BUSINESS
MANAGEMENT
MARKETING
OPEN BUSINESS**
QUANTITATIVE ECONOMICS

* Insurance is a concentration, not a major.
** The open business classification is available to students who have not yet chosen a major area of study.

The Drake University College of Business and Public Administration B.S.B.A., M.B.A. and M.A.C.C. degrees are nationally accredited by A.A.C.S.B. International — The Association to Advance Collegiate Schools of Business.

COLLEGE VISION STATEMENT
To be a provider of choice for professional management education in the Midwest.

COLLEGE MISSION STATEMENT
To educate effective business and professional leaders by bringing the world into the classroom and taking the classroom into the world.

THE FACULTY
The date in parentheses after the name indicates the year of appointment to the Drake University College of Business and Public Administration faculty or staff.

ADMINISTRATION
EDWARDS, CHARLES C., JR (2003), Dean.
ROZYCKI, JOHN J. (1990), Associate Dean for Academic Affairs.
KENNE, DANETTE (2002), Director, Graduate and Professional Programs.
GAVIN, SHERI L. (2001), Budget and Office Manager.
WAUGH, KARA M. (2004), Senior Advancement Officer.

PROFESSORS

COOPER, ROBERT W. (1988), Employers Mutual Distinguished Professor of Insurance. B.S., University of Connecticut; M.A., Ph.D., University of Pennsylvania.
DODD, JAMES L. (1992), Aliber Professor of Accounting. B.S., California State University-Fresno; M.B.A., University of South Alabama; Ph.D., University of Georgia; C.P.A.
FRANK, GARRY L. (1983), Professor of Public Administration. B.A., St. Mary's College; B.A., University of Minnesota; M.A., University of South Dakota; M.S., University of Ontario; Ph.D., University of Nebraska-Lincoln.
HEASTON, PATRICK H. (1983), College of Business and Public Administration; Aliber Professor of Accounting. B.S., B.A., M.B.A., Creighton University; Ph.D., University of Nebraska-Lincoln; C.P.A.
HILLMAN, A. DOUGLAS (1970), Aliber Professor of Accounting. B.A., Augustana College; M.S., University of Denver; Ph.D., University of Missouri-Columbia; C.M.A.
HOSSEIN-ZADEH, ISMAEL (1988), Professor of Economics. B.A., University of Tehran; M.A., Queens College, City University of New York; Ph.D., New School for Social Research.
HUBBARD, RAYMOND (1984), Thomas F. Sheehan Professor of Marketing. B.S., University of London; M.S., University of the West Indies; M.A., Ph.D., University of Nebraska-Lincoln.
KIRK, DELANEY J. (1989), Professor of Management. B.B.A., M.B.A., Eastern Kentucky University; Ph.D., University of North Texas.
KLUGMAN, STUART A. (1988), Principal Financial Group Professor of Actuarial Science. B.S., Drake University; Ph.D., University of Minnesota; F.S.A.
MEYER, C. KENNETH (1990), Thomas F. Sheehan Professor of Public Administration. B.A., The College of St. Thomas; M.A., M.P.A., Ph.D., University of Oklahoma.
PARSA, RAHUL (1990), Professor of Statistics. B.S., M.S., Osmania University; Ph.D., Texas A&M University.
SIMPSON, LOU ANN (1973), Professor of Business Law, College of Business and Public Administration. B.S., J.D., Drake University.
VAUGHAN, THERESE (1988, 2005), Robb B. Kelley Distinguished Professor of Insurance and Actuarial Science, B.B.A., University of Iowa; Ph.D., The Wharton School, University of Pennsylvania

ASSOCIATE PROFESSORS

BOAL, WILLIAM M. (1995), Associate Professor of Economics. B.A., Wesleyan University; Ph.D., Stanford University.
CLAPHAM, STEPHEN E. (1990), Associate Professor of Management. B.S., Ball State University; M.S., M.B.A., Ph.D., Indiana University.
FELLERS, JACK W. (1991), Associate Professor of Information Systems. B.S., B.A., Drake University; M.B.A., Ph.D., Indiana University.
GARA, STEPHEN C. (2005), Associate Professor of Accounting. B.S., Syracuse University; J.D., Southern Methodist University; L.L.M., Georgetown University; Ph.D., The University of Memphis; C.P.A.
HEWETT, ROGER (1981), Associate Professor of Economics. B.A., Tufts University; M.A., Ph.D., University of Illinois.
HOULE, PHILIP A. (1980), Associate Professor of Information Systems. B.S., M.S., Ph.D., University of Minnesota.
MEYER, BRADLEY C. (1989), Associate Professor of Management. B.S., M.S., Ph.D., Iowa State University.
MILLER, CHIP (2001), Associate Professor of Marketing. B.A., M.B.A., M.A., University of Kansas; Ph.D., University of Washington.
REED, DIANA (1981), Associate Professor of Management. B.S., Southwestern University; M.S., University of Wisconsin-Platteville; Ph.D., University of Wisconsin-Madison.
ROZYCKI, JOHN J. (1990), Associate Professor of Finance. B.S., King's College; M.B.A., University of Scranton; Ph.D., Penn State University; CFA.
SCULLEN, STEVEN E. (2004), Associate Professor of Management. B.S.E., Drake University; M.S., Iowa State University; Ph.D., University of Iowa.
STRADER, TROY J. (2003), Associate Professor of Information Systems. B.B.A, Iowa State University; M.S., Iowa State University; Ph.D., University of Illinois at Urbana-Champaign.
TERLOUW, CHARLES D. (2004), Associate Professor of Accounting. B.S., Drake University; C.P.A.
WEAVER, JANICE (1983), Associate Professor of Economics. B.A., Knox College; M.A., Ph.D., University of Illinois.

WOOD, ROBERT E. (1989), Associate Professor of Information Systems and Director, Drake Information Systems Consortium. B.A., Harvard University; M.B.A., Arizona State University; Ph.D., University of California at Berkeley.

ASSISTANT PROFESSORS

ALHORR, HADI S. (2004), Assistant Professor of Management. B.B.A., American University of Beirut; M.B.A., Texas Tech University.

BISHOP, DEBRA S. (1996), Assistant Professor of Information Systems. B.S., Iowa State University; M.S., Iowa State University; Ph.D., Iowa State University.

DESGAGNE, ALAIN (2004), Assistant Professor of Actuarial Science. B.Sc., University of Montreal; M.S., University of Montreal; A.S.A.

EDRINGTON, MARY S. (1986), Assistant Professor of Marketing and Internship Coordinator. B.S., Iowa State University; M.B.A., The University of Iowa.

JUDD, PAUL S. (2003) Assistant Professor of Statistics. B.A., University of Dayton, M.S., University of Iowa, A.S.A.

NJOROGE, JOYCE (2000), Assistant Professor of Accounting. B.C., University of Nairobi; M.A., Ph.D., Washington State University.

NORMAN, ANDREW (2003), Assistant Professor of Marketing. B.A., Arizona State University; M.B.A., Brigham Young University; Ph.D., The University of Arizona.

ROOT, THOMAS H. (1999), Assistant Professor of Finance. B.S., M.A., Ph.D., University of Kansas.

ROY, SUNANDA ROY (2002), Assistant Professor of Economics. B.A., University of Calcutta; M.A., University of Calcutta; Ph.D., University of Southern California.

SENTEZA, JIMMY D. (2000), Assistant Professor of Finance. B.A., Makerere University, Kampala; B.A., M.B.A., Ph.D., Washington State University.

SUH, INCHUL (2002), Assistant Professor of Finance. B.A., Korea University; M.B.A., Indiana University; Ph.D., University of Colorado.

WALKER, SARA K. (1992), Assistant Professor of Accounting Practice. B.S., Indiana University; J.D., Drake University; C.P.A.

EMERITI PROFESSORS

ARSLANER, MEL E., Associate Professor Emeritus of Public Administration.

BERRY, DALE, Professor Emeritus of Economics.

BOWERS, NEWTON L. JR., Professor Emeritus of Actuarial Science.

CRANE, FREDERICK G., Professor Emeritus of Insurance.

DOLICH, IRA J., Professor Emeritus of Marketing.

KEMP, ROBERT, Professor Emeritus of Management.

MILLER, MABRY, Associate Professor Emerita of Management.

MURRAY, MICHAEL, Professor Emeritus of Insurance. B.S., University of Iowa; M.B.A., Ph.D., University of Oregon.

MUTHER, MARGARET B., Associate Professor Emerita of Retailing.

NEWKIRK, WAYNE, Professor Emeritus of Economics.

PEARCE, W. LEON, Professor Emeritus of Information Systems.

SLOANE, WILLIAM R., Professor Emeritus of Finance.

WARRICK, WALTER H., Professor Emeritus of Management.

WELCH, GEORGE D., Professor Emeritus of Accounting.

WINEBRENNER, HUBERT W., JR., Professor Emeritus of Public Administration.

WOLK, HARRY I., Professor Emeritus of Accounting.

SPECIFIC REGULATIONS

Graduation Requirements

Candidates qualifying for the degree of Bachelor of Science in Business Administration must complete 124 credit hours. At least 62 of these hours must be taken in subjects other than business. In addition, 42 credit hours must be earned in courses numbered 100 or above. At least 50 percent of required business credit hours must be completed in residence at Drake.

Credit for remedial courses of sub-collegiate level is not considered towards meeting the requirements for graduation. The final 30 hours of an undergraduate degree must be taken at Drake University, unless an alternative plan is approved by the Undergraduate Office of Students Affairs.

Candidates qualifying for a Bachelor of Science in Business Administration must have a cumulative grade-point average of 2.00 (equivalent of "C") for all Drake University work attempted and a cumulative grade-point average of 2.00 in all courses taken in the College that carry a number of 100 and above.

Academic Regulations
Specific course requirements are given in the basic programs and in the curricula for the various majors on succeeding pages of this catalog. Modifications of the required program may be made only on the recommendation of the student's adviser and the approval of the associate dean of the College of Business and Public Administration.

Students in the College of Business and Public Administration may count up to 30 hours of credit by examination toward a degree. Specific exceptions to this rule may be approved by the faculty on an individual basis. Credit by examination is confined to examinations for which there are recognized norms. Such credit may not be used for the student's last 30 hours of work toward the degree.

Academic Integrity
The College of Business and Public Administration has adopted an Academic Integrity Policy to address academic dishonesty. Copies of this policy are available from the College Web site or from the Associate Dean for Academic Affairs.

Independent Study
Each department in the College of Business and Public Administration, as faculty time permits, offers independent study according to the needs and interest of its students. These courses are open to students with the consent of the instructor and associate dean. They provide opportunities for directed or independent study and research in selected topics.

To be eligible for independent study, a student must have completed at least 57 credit hours with a cumulative grade-point average of 2.75 or higher for all work at Drake and a cumulative grade-point average of 2.75 or higher for all business/economics work completed at Drake. Independent study may be used to earn up to 12 hours of credit toward a degree in business administration.

Minor in Business Studies
One of the most important mission objectives of the college's undergraduate business curriculum is to prepare students for entry into careers in business and to enhance their prospects for employment. Toward that end, the college offers the opportunity for students earning a degree other than a business degree to receive a Minor in Business Studies.

The Minor in Business Studies gives students an introductory exposure to most fields of business and thereby provides them with additional flexibility in meeting their employment and career goals. Application must be made through the Office of the Associate Dean.

The minor consists of the following courses:

Accounting 41 — Introduction to Accounting I
Economics 1 — Principles of Macroeconomics
Economics 2 — Principles of Microeconomics
Finance 95 — Investments
Information Systems 44 — IT Applications for Business
Management 110 — Management Process and Behavior
Marketing 101 — Marketing Principles
One business elective

A grade-point average of at least 2.00 must be achieved in the courses to earn the Minor in Business Studies.

Minor in Economics
The Minor in Economics is open only to students not enrolled in the College of Business and Public Administration. Candidates for an economics minor must complete the following courses:

Mathematics 28 — Business Calculus or Mathematics 50 — Calculus I
Economics 1 — Principles of Macroeconomics
Economics 2 — Principles of Microeconomics
Economics 173 — Intermediate Microeconomic Analysis OR Economics 174 — Intermediate Macroeconomic Analysis
Three additional Economics courses numbered 100 or above

(It is recommended that candidates for the minor complete both Economics 173 and Economics 174. The second course then counts towards the three additional 100-level courses.)

Minor in Marketing
The Minor in Marketing is open only to students not enrolled in the College of Business and Public Administration. It provides non-business students a background in marketing principles, concepts and tools. The curriculum is designed to prepare students who anticipate careers that involve a marketing component, such as advertising majors and public relations majors. Coursework offers training to complement students' expertise in their major area of study, thus enhancing their career potential. The marketing minor prepares students in the fundamental principles and practical applications of marketing, while allowing some specialization through marketing electives.

Application to the Minor in Marketing program must be made through the Office of the Associate Dean, College of Business and Public Administration. Applicants must have completed at least 42 semester hours that include the following courses (15-17 hours):
Accounting 41 — Introduction to Accounting I
Economics 1 — Principles of Macroeconomics
Economics 2 — Principles of Microeconomics
SCSS (Sociology) 1 or Introductory Psychology 1
Statistics 71, Statistics 60, Psychology 11 or SCSS (Sociology) 158 — Statistics

Students must achieve a grade-point average of at least 2.0 in the minor courses to earn the Minor in Marketing. Required courses include the following (15 hours):
Marketing 101 — Marketing Principles
Marketing 113 — Marketing Research
Marketing 118 — Marketing Management

Two of the following:
Marketing 106 — Promotional Management
Marketing 114 — Sales Management
Marketing 115 — Consumer Behavior
Marketing 170 — Global Marketing
Marketing 108 — Direct Marketing

Concentration in Human Resource Management
The Human Resource Concentration is an interdisciplinary undergraduate program that focuses on the management of people in organizations. It is available to students of any major who have an interest in human resource (HR) management or related fields.

Requirements:

Drake Curriculum courses (10-12 hours)
Psychology 1 – Introductory Psychology
Statistics 71, Statistics 60, Psychology 15, or SCSS 158 – Statistics
English 94, English 95 or JMC 140 – Communication

HR Concentration coursework (21 hours)
Required courses:
Management 182 – Introduction to Human Resource Management
Management 175 – Employee and Labor Relations

Human Behavior Processes: (Choose 3 from the following list)
Psychology 30 – Social Psychology
Psychology 85 – Organizational Psychology
Psychology 136 – Prejudice and Discrimination
Management 133 – Managing Diversity in the Workplace
Adult Education 139 – Leadership
Economics 115 - Labor Economics

Specific Skills Development: (Choose 2 from the following list)
Psychology 182 – Performance Management
Psychology 183 – Industrial Psychology
Adult Education 147 – Introduction to Training and Development

In addition to completing course requirements, students are encouraged to:
complete an internship in HR during either their junior or senior year;
join the student chapter of the Society for Human Resource Management (SHRM); and
take the accreditation exam certifying them as competent in HR Management: Professional in Human Resources (PHR).

Required Curriculum: Business

BUSINESS COURSES
All business majors are required to complete the following courses:

	Credit hours
Accounting 041 and 42 – Introduction to Accounting I and II	6
Business 195 – Business Strategy and Policy	3
Business Law 60 – Business Law I	3
Information Systems 101 – Information Systems in Organizations	3
Finance 101 – Corporate Finance	3
Management 110 – Management Process and Behavior	3
Management 120 – Management of Operations	3
Marketing 101 – Marketing Principles	3
TOTAL	27

NON-BUSINESS REQUIREMENTS
All business majors must complete a minimum of 62 credit hours outside of Business Administration. The non-business courses listed below are required for the Bachelor of Science degree in Business Administration.

	Credit hours
FYS 01-99 – First-Year Seminar or equivalent	3
Rhetoric 73 – Public Speaking	3
Math 28 or Math 50 – Business Calculus or Analytic Geometry and Calculus I	3-4
IS 44 or CS 65 – IT Applications for Business or Introduction to Computer Science I	3
Statistics 71 and 72* – Statistics I and II	6
Economics 1 and 2 – Principles of Macroeconomics and Microeconomics	6
TOTAL	24-25

* Actuarial science majors take Statistics 131 — Introduction to Probability I; and Statistics 141 — Statistical Modeling and Data Analysis I.

The remainder of the 62 non-business credit hours is to be comprised of courses required by the Drake Curriculum, required by the major, or taken as an elective by the student. A non-business course is one from any department outside the College of Business and Public Administration that is not cross-listed with a business discipline. At most, three hours of economics classes other than Economics 1 and 2, Principles of Macroeconomics and Microeconomics, may be used to satisfy the non-business requirements.

The courses listed above as required by the College of Business and Public Administration may be used to fulfill requirements of the Drake Curriculum. Please refer to the Drake Curriculum for additional information.

Typical First Year/Second Year Schedule
Below is a typical course schedule for business majors in the first two years, except for students who expect to follow a major course of study in actuarial science or information systems. The programs for these other majors appear on succeeding pages of this catalog.

First Year

First Semester	Credit hours
Accounting 41 — Introduction to Accounting I	3
Economics 1 — Principles of Macroeconomics	3
First Year Seminar	3
IS 44 — IT Applications for Business or Mathematics 28 — Business Calculus	3
Other non-business requirements	3-4
TOTAL	15-16

Second Semester	Credit hours
Accounting 42 — Introduction to Accounting II	3
Economics 2 — Principles of Microeconomics	3
IS 44 – IT Applications for Business or Mathematics 28 — Business Calculus	3
Other non-business requirements	6-7
TOTAL	15-16

Second Year

First Semester	Credit hours
SCS Rhetoric 73 — Public Speaking or Business Law 60 — Business Law I	3
Statistics 71 — Statistics I	3
Other non-business requirements	9-10
TOTAL	15-16

Second Semester	Credit hours
Business Law 60 or SCS Rhetoric 73	3
Statistics 72 — Statistics II	3
Other non-business requirements	9-10
TOTAL	15-16

Total hours completed	62

Curricula for Major Fields and Concentrations
The major programs are outlined on the following pages. Students are encouraged to discuss their program of study each semester with the adviser to whom they have been assigned. Descriptions of all courses are found elsewhere in this catalog.

Accounting
The Drake University School of Accounting is accredited by AACSB International — The Association to Advance Collegiate Schools of Business. Approximately 160 of the more than 800 accounting programs in the United States have attained this accreditation; fewer than 10 accounting programs outside the United States are accredited by AACSB.

The School of Accounting provides an education in accounting and business law that prepares graduates to assume entry-level positions in public, private, governmental and not-for-profit accounting. Its program establishes a foundation for future growth and development for the accounting student. Students learn how to develop, analyze, interpret and present business data and information that enable effective business decision-making. The curriculum prepares graduates to sit for professional examinations in accounting that lead to such designations as Certified Public Accountant (C.P.A.), Certified Management Accountant (C.M.A.), Certified Internal Auditor (C.I.A.) and the Certificate in Financial Management (C.F.M.). Finally, the accounting major is excellent preparation for law school and a legal career.

Graduates are prepared to assume responsibilities in a wide range of professional positions and in diverse employment situations. For example, positions are available for graduates as auditors, tax consultants and business consultants in public accounting; in cost control, budgeting, internal auditing, financial reporting and tax planning in industry and the not-for-profit sector; and in government as auditors and financial managers.

The School of Accounting awards both graduate and undergraduate degrees in accounting. The undergraduate degree, a Bachelor of Science in Business Administration (B.S.B.A.), requires 124 semester hours and is typically completed in four years on a full-time basis. A student may choose to pursue the full accounting major, which requires 27 hours of accounting beyond Accounting 41 and 42 (Introduction to Accounting I and II), or to pursue a joint major in accounting and another discipline in the College of Business and Public Administration.

The joint accounting major provides an in-depth study in both accounting and another business discipline within the 124 hours needed to receive the B.S.B.A. degree. The joint majors are explained in a later section of this catalog.

The graduate degree in accounting, Master of Accounting (M.A.C.C.), requires an additional 30 hours of graduate study beyond the B.S.B.A. degree and is typically completed in one year. However, with careful planning, both the bachelor's and master's degrees can be completed in as little as four and one-half years. A student may choose to earn the B.S.B.A. degree or both the B.S.B.A. and M.A.C.C. degrees depending upon his/her career interests.

As of July 1, 2004, 45 of the 54 jurisdictions in the United States that confer the C.P.A. certificate require 150 hours of collegiate study comprising an accounting major for the C.P.A., and three others have adopted this requirement for a future date. Drake's M.A.C.C. degree provides the additional study in accounting, business law and related subjects necessary to earn the C.P.A. designation in those jurisdictions requiring 150 hours of study. Details of the M.A.C.C. are available in Drake's Graduate Catalog.

The accounting major is integrated with courses in the liberal arts and in other business disciplines throughout both the B.S.B.A .and M.A.C.C. programs. From the first year through the fourth or fifth year of study, each student is involved in the major through a minimum of two accounting and/or business law courses per academic year. This integrated curriculum of accounting, business law, liberal arts and business provides the educational foundation needed for a successful professional career and success in completing the professional certification examinations.

Students admitted to Drake University who declare an accounting major are conditionally admitted to the School of Accounting as “pre-accounting” majors. As pre-accounting majors, students are assigned accounting faculty members as academic advisers and are invited to participate in School of Accounting activities. An application for full admission to the school must be filed with the director of the school when admission requirements have been met, typically in the fall semester of the junior year. This requirement applies to accounting majors, double majors that include accounting and joint accounting majors. The School of Accounting admits students who have satisfactorily met the following requirements:

1. Junior standing.
2. Completion of each of the following courses (or their equivalents) with a grade of "C" or better, whether at Drake or accepted as transfer credit to Drake: English 1 or a First-Year Seminar; Information Systems 44; Mathematics 28 or higher; Economics 1 and 2; Statistics 71 and 72; and Accounting 41 and 42.
3. Attainment of a cumulative grade-point average of 2.50 or higher on all work completed at Drake University together with all work accepted as transfer credit to Drake.
4. Students transferring more than 48 credit hours to Drake must complete at least 12 hours of credit at Drake with a grade-point average of 2.50 or higher, including a "C" or better in Accounting 115, Accounting 155, or Accounting 165.

To graduate with an undergraduate accounting major, a student must maintain a cumulative grade-point average of 2.00 for all Drake University work attempted, a cumulative grade-point average of 2.00 for all courses taken in the College of Business and Public Administration that carry a number of 100 and above, and a cumulative grade-point average of 2.00 or above for all 100-level accounting courses required to complete the major.

Students who wish to sit for the C.M.A. and/or C.F.M. examinations should choose Accounting 125 (Cost Management Systems) as their accounting elective. Students who wish to prepare for the C.P.A. examination should choose Accounting 156 (Income Tax II) as their accounting elective. Business Law 120 (Business Law II) also is strongly recommended for accounting majors interested in the C.P.A.

Suggested course sequence in the major:

Freshman Year

Fall Semester	Credit hours
Accounting 41 — Introduction to Accounting I	3
Spring Semester	
Accounting 42 — Introduction to Accounting II	3

Sophomore Year

Fall Semester	Credit hours
Accounting 80 — Accounting Information Systems	3
Spring Semester	
Accounting 90 — Profit Planning and Control	3
Business Law 60 — Business Law I	3

Junior Year

Fall Semester	Credit hours
Accounting 115 — Cost Accounting	3
Accounting 165 — Financial Accounting I	3
Spring Semester	
Accounting 166 — Financial Accounting II	3
Accounting 175 — Auditing Principles	3

Senior Year

Fall Semester	Credit hours
Accounting 155 — Income Tax I	3
Accounting 167 — Financial Accounting III	3
Spring Semester	
Accounting 125 or Accounting 156 or Business Law 120	3

ACCOUNTING AWARDS

Each year, senior accounting majors receive recognition from the following organizations:

1. The Central Iowa Chapter of the Iowa Society of Certified Public Accountants (ISCPA) presents an award to the top-ranking senior accounting student at Drake University. The selection is made on the basis of scholarship, personality and promise of future contributions to the accounting profession.

2. The Iowa Chapter of the Financial Executives International (FEI) presents an award to the outstanding senior majoring in both accounting and finance.

3. The Des Moines Chapter of the Institute of Management Accountants (IMA) presents an award to an outstanding accounting senior at its spring meeting.

4. The School of Accounting presents the Faculty Service Award to an accounting senior who has contributed outstanding service to the school. This financial award is endowed by Emeritus Professor of Accounting George D. Welch in memory of his wife, Bobbi Welch.

ACCOUNTING JOINT MAJORS

The purpose of the joint majors in accounting is to provide the opportunity for students to complete an in-depth study of both accounting and another business discipline within the 124 credit hours needed to obtain an undergraduate degree. This is not possible if the student pursues a double major in accounting and another business discipline. The joint major requires three fewer accounting courses and there are some modifications in the other business major as well. At the completion of a joint accounting major, a student meets the education requirement to sit for the Certified Management Accounting (C.M.A.), Certificate in Financial Management (C.F.M.), and Certified Internal Auditor (C.I.A.) examinations.

The joint major enables graduates to seek accounting positions in industry, government, and the not-for-profit sector. In addition, it provides students who are not interested in accounting as a career, a strong foundation in financial reporting, cost accounting, taxation of business entities and the auditing of operations. The joint accounting major still provides the undergraduate student with the accounting courses needed to enter the Master of Accounting degree program, if a student should decide later to pursue C.P.A. professional certification.

A joint accounting major requires:

1. Acceptance of the student into the School of Accounting.
2. Completion of Accounting 80, 115, 155, 165, 166 and 175 with a cumulative grade-point average for these courses of 2.00 or higher.
3. Completion of the requirements of another major in the College of Business and Public Administration.

The joint majors and requirements by the complementary non-accounting discipline are:

Accounting/Actuarial Science

Non-business requirement: Mathematics 50, 70, 80 and 100; Economics 173
Business core: Statistics 71 and 72 are replaced by Statistics 131 and 141
Actuarial Science requirement: Actuarial Science 140, 150 and 151; Statistics 132; Finance 102.
For the student to be fully prepared for the fourth professional actuarial science examination, he/she should complete Actuarial Science 160 – Survival Models and Credibility. Statistics 142 – Statistical

Modeling and Data Analysis II is required to earn Validation by Educational Experience credit from the actuarial societies.

Accounting/ Finance

Non-business requirement: Economics 105
Finance requirement: Finance 102, 119, 193, 197 and one of the following: Finance 129, 170 or 190

Accounting/Information Systems

Non-business requirement: Computer Science 65 or 73
Information Systems requirement: IS 50, 151, 160 and 172 and two of the following courses: IS 90, 105, CS 65 or CS 73

Accounting/International Business

Non-business requirement: Economics 130, Political Science 65, Psychology 1, SCS-Geography 3.
Business requirement: Business 170, Finance 170, Marketing 170 and either Management 145 or 160
Foreign language and
Three area study courses

Students must demonstrate proficiency in a language other than their native tongue. Proficiency can be demonstrated by college credit or equivalent, including certification exam credit, for a language through the intermediate level (second year, college level). Non-English native speakers demonstrate foreign language proficiency implicitly by taking their classes in English while at Drake.

The area study consists of three courses drawn from Anthropology, Geography, History, Political Science or Economics. All three courses cannot be in the same subject area and at most one course can be in Economics. The student may choose either a global perspective (world geography, world politics and modern world history) or a particular region of the world to study from among Europe, Asia, Africa or Latin America.

Accounting/Management

Non-business requirement: SCS-Sociology 1, Psychology 1
Management requirement: Four of the following courses, Management 145, 160, 175, 182 or Business 170

Accounting/Marketing

Non-business requirement: SCS-Sociology 1, Psychology 1, one 100-level economics course
Marketing requirement: Marketing 113, 118 and two of the following: Marketing 106, 108, 114, 115, 170 or JMC 121

Actuarial Science

The actuarial science program strives to provide high-quality undergraduate-level preparation for students planning careers in the actuarial profession. Students should be prepared to be business leaders in the financial services industry as well as be thoroughly grounded in the technical skills required for actuarial work.

Graduates of the program should clearly meet the entry-level expectations of the leading insurance companies and consulting firms. As such, they should be prepared to be successful on the early professional examinations of the Society of Actuaries and the Casualty Actuarial Society. In addition, they should understand the manner in which this knowledge relates to the business of insurance and be able to solve less structured problems and coherently present their solutions.

The available courses prepare students for the first four examinations of the Society of Actuaries and Casualty Actuarial Society. These courses also enable students to obtain credit for the three Validation by Educational Experience subjects introduced in 2005. Students typically are ready for the first examination after three or four semesters, the second exam after three to five semesters, the third exam after seven semesters and the fourth exam at the end of the senior year.

Non-business requirements:

Mathematics 50, 70, 100 – Calculus I, II, III
Mathematics 80 – Linear Algebra
Economics 173 – Intermediate Microeconomic Analysis

Students are encouraged to take Computer Science 65 – Introduction to Computer Science I in place of or in addition to Information Systems 44 – IT Applications for Business.

Business core:

Statistics 71 and 72 are replaced by Statistics 131 – Introduction to Probability I and Statistics 141 – Statistical Modeling and Data Analysis I

Requirements for major:

Actuarial Science 140 – Theory of Interest
Actuarial Science 150, 151 – Life Insurance Mathematics I, II
Statistics 132 – Introduction to Probability II
Statistics 142 – Statistical Modeling and Data Analysis II or ACTS 160 – Survival Models and Credibility
Finance 102 – Advanced Corporate Finance

For the student to be fully prepared for the fourth professional examination, he or she also should complete Actuarial Science 160 – Survival Models.

For a current model schedule, see the Actuarial Science Web site: http://www.drake.edu/cbpa/acts

ACTUARIAL SCIENCE AWARD

In May of each year, the Actuaries Club of Des Moines selects a senior actuarial student who has been judged outstanding to receive the Floyd S. Harper Award.

Actuarial Science/Finance

The joint major in actuarial science and finance provides students with an opportunity to study two subjects that require somewhat similar skills. The goal of the program is to provide students in four years with the essential skills required in both fields.

Students who complete this program are particularly suited to pursue careers in the financial services industry where the emphasis is on the management of financial assets and liabilities. This includes the insurance industry with its emphasis on asset management and variable products, and the banking industry with its emphasis on the management of interest rate risk.

For students planning to complete professional actuarial examinations, the finance courses cover several topics that appear on the advanced examinations.

Non-business requirements:

Mathematics 50, 70, 100 — Calculus I, II and III
Mathematics 80 – Linear Algebra
Economics 105 – Money and Banking
Economics 173 – Intermediate Microeconomic Analysis

Students are encouraged to take Computer Science 65 – Introduction to Computer Science I in place of or in addition to Information Systems 44 – IT Applications for Business.

Business core:

Statistics 71 and 72 are replaced by Statistics 131 – Introduction to Probability I and Statistics 141 – Statistical Modeling and Data Analysis I

Requirements for major:

Actuarial Science 140 – Theory of Interest
Actuarial Science 150, 151 – Life Insurance
Mathematics I, II
Statistics 132 – Introduction to Probability II
Finance 102 – Advanced Corporate Finance
Finance 119 – Financial Institutions, Instruments and Markets
Finance 129 – Financial Institutions Management
Finance 193 – Portfolio Analysis
Finance 197 – Seminar in Finance
One of Economics 174 – Intermediate Macroeconomic Analysis, Finance 170 – International Finance, and Finance 190 – Equity Valuation and Analysis

For the student to be fully prepared for the fourth professional examination, he or she also should complete Actuarial Science 160 – Survival Models and Credibility. Statistics 142 – Statistical Modeling and Data Analysis II is needed for the Validation by Educational Experience requirement of the actuarial societies.

For changes to these requirements and a model schedule for sequencing these courses, see the Actuarial Science Web site: http://www.drake.edu/cbpa/acts.

Economics

The economics program offers the opportunity to study how incentives affect human interaction (microeconomics) and how the economy grows and fluctuates (macroeconomics).

The economics major provides preparation both for students planning to enter the world of work directly after Drake, and for students planning to attend professional or graduate school. The economics major provides excellent preparation for professional study in law, business or public administration, because economics is an important analytical tool used in these fields. The economics major supplemented by courses in mathematics provides preparation for graduate study in economics or a closely related field (finance, public policy, international relations, etc.). Students interested in graduate study should also consider the major in Quantitative Economics, described elsewhere in this catalog.

Two economics degree options are offered by the College of Business and Public Administration: a Bachelor of Science in Business Administration (B.S.B.A.) with major in economics, and a Bachelor of Arts (B.A.) with major in economics. In addition, candidates for degrees offered by other colleges at Drake University may add a second major in economics or a minor in economics to their programs.

Requirements for the major: All candidates for an economics major must complete the following courses:

Mathematics 28 – Business Calculus, or Mathematics 50 – Calculus I
Statistics 71 – Statistics I
Statistics 72 – Statistics II
Economics 1 — Principles of Macroeconomics
Economics 2 — Principles of Microeconomics
Economics 173 — Intermediate Microeconomic Analysis
Economics 174 — Intermediate Macroeconomic Analysis
Five additional Economics courses numbered 100 or above

All candidates must also satisfy the requirements of the Drake Curriculum, described elsewhere in this catalog.

Additional requirements for the B.S.B.A. degree: Candidates must complete the required business core curriculum, described elsewhere in this catalog, including Business 195 as the capstone.

Additional requirements for the B.A. degree: Candidates must write a capstone paper, registered as a one-hour independent study (Economics 199). Candidates for the B.A. degree may add second majors from other colleges at Drake such as Mathematics or Politics. However, they may not add a minor in

Marketing or a minor in Business Studies. Instead, students interested in business should consider the B.S.B.A. degree, which requires the same economics courses as the B.A. degree but includes broad training in business subjects.

Finance
The finance curriculum is designed to provide students with knowledge of the major concepts and practices of financial management, while at the same time helping to develop their analytical, decision-making and communication abilities. The finance major prepares students for careers in business and/or postgraduate work by educating them in the fundamental principles and practical applications of modern financial analysis.

The careers of the majority of finance graduates can be broadly classified into one of four groups: personal financial planning, financial institutions management, corporate finance and investments. Drake's program offers students a choice of study from specializations consistent with these classifications. Graduates are prepared for advanced study in business or finance or to assume responsible, entry-level managerial positions in financial management in business, government and not-for-profit entities as well as the financial services industry. Furthermore, they possess an excellent foundation for future growth and career development.

Requirements for major: The basic core courses of the finance major are:
- Finance 102 — Advanced Corporate Finance
- Finance 119 — Financial Institutions, Instruments and Markets
- Finance 193 — Portfolio Analysis
- Finance 197 — Seminar in Finance
- Economics 105 — Money and Banking

These courses provide the student with a thorough grounding in each of the functional areas of the finance discipline. It is recommended that students take Economics 105 in the sophomore year; Finance 101, 102 and 119 in the junior year; and Finance 193 and 197 in the senior year. Students should have completed Statistics 71 by the end of their sophomore year and Statistics 72 by the middle of their junior year.

The remainder of the program depends upon the student's choice from among four career specializations or tracks: personal financial planning, financial institutions management, corporate finance and investments. These tracks correspond to the most common careers followed by finance graduates. Students interested in a more in-depth understanding of accounting may wish to pursue the accounting/finance joint major. (See Accounting for more information.) The descriptions and requirements of each track follow.

PERSONAL FINANCIAL PLANNING
Personal financial planning is the process of determining for individuals their financial and personal goals, considering alternative methods to attain these goals, choosing the plan that suits their situation, putting it into effect and constantly reviewing it for any needed changes. It includes knowledge of investment vehicles, tax shelters and tax planning, insurance, risk management and personal, business, retirement and estate planning. Personal financial planning is offered by a wide variety of financial institutions and is a growth area within the financial services industry. Students choosing this track may wish to consider a concentration in insurance.

Required courses:

Core courses of the finance major (FIN 102, 119, 193, 197, ECON 105)
Accounting 156 – Income Tax II
Business Law 120 – Business Law II
Insurance 51 – Personal Risk Management
One of: Economics 174 – Intermediate Macroeconomic Analysis
Finance 129 – Financial Institutions Management
Finance 170 – International Finance
Finance 190 – Equity Valuation and Analysis
Insurance 161 – Insurance Company Operations

FINANCIAL INSTITUTIONS MANAGEMENT

With the deregulation of the banking and financial services industry, the need for specialists in this area is growing rapidly. Managers of banks, investment banks, insurance companies and brokerage firms will need a background in both financial management and economic analysis as the roles of the various institutions become increasingly blurred.

Required courses:

Core courses of the finance major (FIN 102, 119, 193, 197, ECON 105)
Business Law 120 – Business Law II
Insurance 161 – Insurance Company Operations
One of: Accounting 90 – Profit Planning and Control
Economics 130 – International Economics
Economics 174 – Intermediate Macroeconomic Analysis
Finance 170 – International Finance
Finance 190 – Equity Valuation and Analysis
Insurance 51 – Personal Risk Management
Insurance 141 – Business Risk Management

CORPORATE FINANCE

The finance function within the modern corporation requires a solid foundation in accounting coupled with a thorough understanding of financial management. This track requires an emphasis in accounting and prepares students for a challenging career as a corporate financial analyst. Students choosing this track may wish to consider the accounting/finance joint major.

Required courses:

Core courses of the finance major (FIN 102, 119, 193, 197, ECON 105)
Accounting 90 – Profit Planning and Control
Accounting 115 – Cost Accounting
Two of: Accounting 125 – Cost Management Systems
Accounting 155 – Income Tax I
Economics 173 – Intermediate Microeconomic Analysis
Finance 129 – Financial Institutions Management
Finance 170 – International Finance
Finance 190 – Equity Valuation and Analysis
Insurance 141 – Business Risk Management

INVESTMENTS

This track emphasizes the investment function within finance. It prepares students for careers with firms that have extensive investment holdings such as brokerage houses, investment banks, insurance companies and pension funds.

Required courses:

Core courses of the finance major (FIN 102, 119, 193, 197, ECON 105)
Accounting 165 – Financial Accounting I
Accounting 166 – Financial Accounting II
One of: Accounting 156 – Income Tax II
Accounting 167 – Financial Accounting III
Economics 107 – Introduction to Econometrics
Economics 130 – International Economics
Economics 174 – Intermediate Macroeconomic Analysis
Finance 190 – Equity Valuation and Analysis

General Business

This curriculum is designed for students interested in obtaining a broad background in business administration without obtaining a high degree of specialization in any one area. This major is particularly recommended for students who anticipate management of a small business.

The general business major offers the student, with the consent of the adviser, a flexible program that can be tailored to the student's needs. However, the major requires exposure to insurance and at least five other areas of business in addition to the business core. This exposure ensures that the majority of business disciplines beyond the basic business core are represented in the major.

Requirements for major: In addition to the required curriculum that must be taken by all students in the College of Business and Public Administration, the general business major requires Insurance 51 plus six courses numbered 100 or above. These six courses are to be selected from at least five of the following areas:

Accounting
Actuarial Science
Business
Business Law
Economics
Finance
Information Systems
Insurance
Management
Marketing
Statistics

The list of courses should be selected to meet the individual student's needs and must be approved by the student's adviser.

Information Systems

Competitive, successful organizations make effective, efficient use of information systems a key component of their strategic plans. The design, development, implementation, and management of these systems require the creative efforts of individuals who understand both the technical and the business environments.

Graduates with an information systems major are able to provide technical leadership in the changing arena of information technology, to recognize opportunities in the business environment for the application of technology, and to understand the diversity of cultural, ethical and political values and the overall socio-economic context within which the modern enterprise operates.

Information systems majors: (1) develop an understanding of information technology and the roles it plays in the competitive strategy of the modern organization; (2) learn the technical skills by which systems and their supporting databases are developed and implemented; and (3) learn two or more programming languages so they can see solutions to common problems implemented in a number of ways within the computer environment. The programming languages studied are widely used within the business community.

Classroom instruction is reinforced by the student's everyday experiences: widespread use of information technology in all facets of the University's operation, pervasive use of computers in the classroom and free high-speed access to the Internet. Numerous internship opportunities are available in the local

business community where the financial services industries are particularly heavy users of information technology.

Modern information systems involve a partnership between information systems professionals and application areas. Knowledge of at least one business area beyond the basic level provides the information systems major with an opportunity to understand how information technology affects a particular discipline.

Track requirement: Information systems majors must select a track consisting of nine credit hours from a single discipline in business other than information systems. The student's adviser must approve the track selections.

Suggested course sequence in the major:

Freshman Year

First Semester	Credit hours
Information Systems 44 — IT Applications for Business	3
Second Semester	
Information Systems 50 — COBOL Programming	3

Sophomore Year

First Semester	
Second programming course selected from:	
Information Systems 90 – Advanced Structured COBOL	
Information Systems 105 – Visual Basic	
Computer Science 65 — Introduction to Computer Science or	
Computer Science 73 – Computer Language Topics*	3
Second Semester	
Third programming course selected from:	
Information Systems 90 – Advanced Structured COBOL	
Information Systems 105 – Visual Basic	
Computer Science 65 — Introduction to Computer Science or	
Computer Science 73 – Computer Language Topics*	3

Junior Year

First Semester	
Information Systems 101 — Information Systems in Organizations	3
Second Semester	
Information Systems 151 — Information Systems Development	3

Senior Year

First Semester	
Information Systems 160 —Database Systems	3
2 track courses	6
Second Semester	
Information Systems 172 — Data Communications	3
Track course	3

* An equivalent three-credit-hour course in a programming language other than COBOL.

Insurance Concentration

The insurance concentration is open to all undergraduate students. The concentration prepares students to enter careers in the insurance industry or risk management. Students with a concentration in insurance

should be prepared to enter positions in underwriting, claims, marketing and risk management. Study of insurance also helps students interested in careers in other insurance company functions such as human resources, management, investments, actuarial science and accounting.

Requirements for concentration: Students can earn the concentration by completing three courses with a GPA of 2.0 or above:

Insurance 51 — Personal Risk Management (open to all students)
Insurance 141 — Business Risk Management
(sophomore standing or permission of instructor)
Insurance 161 — Insurance Company Operations
(sophomore standing or permission of instructor)

International Business

The International Business major prepares students for work in organizations whose owners, employees, customers and/or suppliers are not confined to the borders of one nation. Those who choose this major will learn about marketing goods and services around the world, about global distribution networks, about exchange rates and about the different forms of ownership and financing that exist in non-U.S. countries. They will consider the dramatic impact of culture on the behavior of individuals in organizations and on the contracting and negotiating process of international trade. They will compare the business climate of developed and underdeveloped nations and learn how companies compete in a global business economy. International Business students are exposed to ethical issues and the impact of business decisions on global ecology. The curriculum requires a strong foundation of language and culture, history, geography and political science along with the business core classes. International Business students are encouraged to include a study-abroad semester in their program.

The International Business major is designed for students seeking specialized education in operations of international enterprises, international banks and government agencies. Such organizations include all forms of business; the departments of Commerce, State and Treasury; international institutions such as the Export-Import Bank, World Bank and Overseas Investment Corporation; and a number of state and local agencies.

Non-business requirements:

Psychology 1 (Introductory Psychology),
Geography 3 (World Regional Geography),
Political Science 65 (Comparative Politics),
Foreign language and
Three area study courses

Students must demonstrate proficiency in a language other than their native tongue. Proficiency can be demonstrated by college credit or equivalent, including certification exam credit, for a language through the intermediate level (second year, college level). Non-English native speakers demonstrate foreign language proficiency implicitly by taking their classes in English while at Drake.

The area study consists of three courses drawn from Anthropology, Geography, History, Political Science or Economics. All three courses cannot be in the same subject area and at most one course can be in Economics. The student may choose either a global perspective (world geography, world politics and modern world history) or a particular region of the world to study from among Europe, Asia, Africa or Latin America.

Requirements for major:

Business 170 – International Business
Finance 170 – International Finance
Marketing 170 – Global Marketing
Management 145 – Organizational Theory
Management 160 – Planning and Control of Operations
Economics 130 – International Economics
Economics 175 – Economic Development

It is recommended for students to take Business 170 and Finance 170, and Marketing 170 in the fall of the senior year and Management 160 in the spring of the senior year. The timing of the other major courses depends highly on the timing of a study-abroad semester, if taken.

Participation in a semester-abroad program in the spring of the sophomore year or in the fall or spring of the junior year is recommended. A semester abroad requires careful identification of courses abroad that satisfy graduation requirements and careful scheduling of courses before and after the study-abroad semester. Students work with their advisers and with the Center for International Programs and Services to select study-abroad programs and to schedule classes.

Management

Professional managers are a distinct and essential group in modern society who are responsible for maintaining and improving organizational effectiveness. The management degree in the College of Business and Public Administration is carefully designed to make its graduates extremely competitive in today's dynamic market for entry-level managers, as well as to give them the background needed to advance in their chosen careers. Management students are introduced to the habits of professionalism and are given liberal opportunity to interact with private and public organizations and to participate in professional activities beyond the curriculum.

The management major prepares students for the challenging task of directing people and activities in today's private, public, and not-for-profit organizations. Those who study this field at Drake are grounded in the theories, concepts, practices, and ethical concerns of contemporary management and emerging trends. Management students learn how organizations are designed and administrated, how people behave when they are part of an organization, and how employees are compensated, motivated, and protected. They learn how organizations measure and improve performance and how they make strategic advances in a competitive marketplace. In addition, they are exposed to the issues and challenges of international business activity.

Graduates of our management program attain positions in human resource departments, in operations, in customer service, in purchasing, in sales; they work as franchise managers, as management consultants, as department managers; and they work in diverse industries from financial services to manufacturing to retail.

Non-business requirements:

- Psychology 1
- SCSS Sociology 1

Requirements for major:

- Management 145 — Organizational Theory
- Management 160 — Planning and Control of Operations
- Management 175 — Employee and Industrial Relations
- Management 182 — Human Resource Management
- Business 170 – International Business
- Accounting 125 – Managerial Accounting (preferred) or
  - Accounting 115 – Cost Accounting
- Six credits in an area of special interest (see below)

Area of special interest: To complete their program of study, management majors must select two courses (six hours) beyond the management core from other major fields in the College of Business and Public Administration. The two courses must be in the same field. In exceptional cases, fields outside the college may be selected (two courses or six hours from the same field) as approved by the department. The area of special interest should reinforce professional development and career objectives of the student.

Marketing
The marketing major provides both a theoretical understanding and a managerial/applied perspective regarding the principles of marketing and an understanding of marketing's interaction with other functional areas of the organization. Through the selection of marketing electives, marketing majors receive a broad exposure to the diversity of marketing activities and an opportunity to tailor the program to their own interests. Central to these ends, the courses develop an understanding of the vocabulary of marketing, the process of exchange and the role of relevant information in decision-making. Experience with diagnosing and analyzing marketing problems as well as developing and implementing courses of action is emphasized.

Students of marketing prepare for professional careers in marketing management, product management, marketing research, consumer analysis, advertising management, selling and promotion, brokerage, wholesaling and related positions.

Non-business requirements:
- One economics course numbered 100 or above
- SCSS Sociology 1
- Psychology 1, Introductory Psychology

Requirements for major:
- Marketing 113 — Marketing Research
- Marketing 118 — Marketing Management

In addition, the student must select, depending on interest, four of the following:
- Marketing 106 – Promotional Management
- Marketing 108 – Database Marketing
- Marketing 110 – Principles of Retailing
- Marketing 114 – Sales Management
- Marketing 115 – Consumer Behavior
- Marketing 170 – Global Marketing, and
- JMC 121 – Advertising Principles

Pre-Law
The Association of American Law Schools suggests no specific curriculum for students preparing for law school. However, the association stresses the importance of a well-rounded undergraduate education.

Since the legal profession makes extensive use of both the written and spoken English language as a professional tool, the law student should have extensive preparation in this area as well as a broad knowledge of our social, political and economic institutions.

The College of Business and Public Administration offers pre-law students an opportunity not only to gain an excellent background for legal studies but also to develop an in-depth knowledge of business. Many attorneys find themselves involved in the business system as advisers or as participants.

Business 3+3 Option
The Business 3+3 option is a joint degree program combining a bachelor's degree in the College of Business and Public Administration and a law degree at the Drake Law School in a six-year program. Students in the program apply for admission to the Law School during the junior year of their undergraduate work. Students who are admitted to the Law School receive a bachelor's degree after successfully completing their first year of study at the Law School. Students in this program complete the normal degree requirements for the College of Business and Public Administration, including all requirements for the Drake Curriculum and an undergraduate major. For more information, contact the Office of Admission at 800-44-DRAKE, Extension 3181, or e-mail the office at admission@drake.edu. International students should use international@drake.edu.

Quantitative Economics
This major offers integrated study in mathematics, statistics and economics. The program is designed to prepare students for graduate study in economics (M.A. or Ph.D. programs) or business programs (Ph.D. programs or quantitatively oriented M.B.A. programs). The program also prepares students for research-oriented jobs in government, business or consulting. The major is offered either in the Department of Mathematics and Computer Science within the College of Arts and Sciences (earning a B.A. degree) or in the College of Business and Public Administration (earning either a B.A. or B.S.B.A. degree), depending on the college in which the student is enrolled.

Requirements for the major**:**
All students must complete the following, in addition to fulfilling the requirements of the Drake Curriculum.
Mathematics (21 hours)
- Math 50 — Calculus I
- Math 70 — Calculus II
- Math 80 — Linear Algebra
- Math 100 — Calculus III
- Math 110 — Multivariate Calculus
- At least one elective course in Mathematics at the 100 level chosen from the following list:
  - Math 120 — Applied Differential Equations I
  - Math 121 — Applied Differential Equations II
  - Math 125 — Mathematical Modeling
  - Math 176 — Advanced Linear Algebra
  - Math 184 — Introduction to Real Analysis
  - Game Theory (in preparation)
- Courses in differential equations are especially recommended for those students who are interested in an advanced degree in mathematical financial economics.

Statistics (6 hours)
- Stat 131— Introduction to Probability I
- Stat 72 — Statistics II OR Stat 141 Statistical Modeling and Data Analysis I

Economics (21 hours)
- Econ 1 — Principles of Macroeconomics
- Econ 2 — Principles of Microeconomics
- Econ 173 — Intermediate Microeconomics
- Econ 174 — Intermediate Macroeconomics
- Econ 107 — Introduction to Econometrics OR Stat 142 — Regression Statistical Modeling and Data Analysis II
- Two elective courses in Economics at the 100 level

Capstone (1 or 3 hours)
- Students choose one of the following, depending on the college and degree to be earned:
  - Math 195 for A&S Majors (3 hours)
  - Econ 199 for the B.A. degree in C.B.P.A. majors (1 hour)
  - BUS 195 for the B.S.B.A. in C.B.P.A. (3 hours)

Students earning the B.S.B.A. degree must also complete the core curriculum of that college.

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 made for the M.B.A. program prior to the end of the third year of instruction). Students interested in this program should inquire as early as possible, but no later than the end of the first semester, sophomore year.

Available to any major, the program consists of completing the prerequisite credits for the M.B.A. program before the beginning of the fourth year and completing the 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 undergraduate programs, contact the Dean of Admission, Drake University, Cole Hall, 2507 University Avenue, Des Moines, IA 50311; telephone: 800-44-DRAKE, Extension 3181, toll-free, or 515-271-3181 locally and outside the United States.

For information on M.B.A. requirements, contact the Director of Graduate Programs, College of Business and Public Administration, Drake University, 2507 University Avenue, Des Moines, Iowa 50311, or call Drake's toll-free telephone number: 800-44-DRAKE, Extension 2188. Information also can be obtained by sending an e-mail message to cbpa.gradprograms@drake.edu.

Scholarships
Scholarships and grants are available to students in the College of Business and Public Administration. Business students also may be eligible for scholarships, loans and other financial aid listed in the financial aid section of this catalog.

THE PROFESSOR EDWARD ALLEY SCHOLARSHIP is presented annually to a Drake economics major who has a grade-point average of 3.00 or higher and who has completed the sophomore year. Recipients receive the scholarship for both their junior and senior years provided they meet all qualifications.

THE KENNETH R. AUSTIN SCHOLARSHIP FUND was established by LaVerne T. Austin in memory of her husband, a longtime Drake trustee and leader in the Equitable Life Insurance Company of Iowa. The scholarship is awarded to students enrolled in the College of Business and Public Administration who maintain a grade-point average of 3.00 or higher and who demonstrate financial need.

THE HERBERT W. AND EDNA BOHLMAN SCHOLARSHIP FUND was established by former students and friends in honor of Dr. Herbert W. Bohlman, longtime dean of the College of Business Administration, dean of the Graduate Division and respected faculty member of Drake University for more than 43 years. Recipients are juniors and seniors or junior-level transfer students in the College of Business and Public Administration and/or Department of Economics. This fund perpetuates the exceptional interest of Dean Bohlman in the welfare of students seeking to complete their education in these fields.

THE JOHN BRADY FOUNDATION STUDENT LOAN FUND, established by the John Brady Foundation, provides additional need-based financial assistance to Drake students majoring in business administration. Preference is given to juniors, seniors and M.B.A. students who have exhausted all other means of financial support. Loans are limited to $2,000 per year per student. The repayment schedule is arranged at the time of the loan at an annual rate of 2 percent of the unpaid balance beginning six months after withdrawal from the college or when graduation would have normally occurred. One or more scholarships, based strictly on academic excellence, may also be awarded annually from this fund.

THE ROGER W. BRIGGS MEMORIAL SCHOLARSHIP was established by friends, relatives and former students to honor Professor Briggs, who taught accounting at Drake for 18 years and served as department chair for five years. This scholarship is awarded to an accounting major recommended by the department.

THE ROGER W. BROOKS ACTUARIAL SCIENCE SCHOLARSHIP is awarded to an incoming and accepted first-year student enrolled in the College of Business and Public Administration with a declared major in actuarial science or in one of the joint actuarial science majors. Other criteria to be considered in the selection process are the applicants' proven academic record and evidence of exceptional qualifications for promise and success in the chosen field. The scholarship is to provide financial support to an undergraduate student who demonstrates financial need and leadership characteristics. The scholarship is provided in addition to any financial aid the recipient(s) may receive for other purposes as determined by the director of financial aid. The intent of this scholarship is to make a crucial difference and maximum impact in a student's financial capability to attend Drake University.

THE CENTRAL IOWA CHAPTER OF THE SOCIETY FOR HUMAN RESOURCE MANAGERS SCHOLARSHIP is awarded annually to a junior or senior in the College of Business and Public Administration with a minimum grade-point average of 3.50 who has expressed an interest in human resource management as a career choice. Preference is given to students from central Iowa.

THE CIGNA INSURANCE SCHOLARSHIPS are provided by CIGNA of Hartford, Connecticut, and are available in amounts up to $4,000 for juniors or seniors majoring in actuarial science based on demonstrated academic achievement.

MARLIN COLE SCHOLARS. A gift from the Marlin Cole Foundation provides a permanent endowment fund for scholarships to entering first-year students in the College of Business and Public Administration. The scholarships are named in memory of Marlin Cole, owner and president of a longtime Des Moines business, Cole Furniture Inc. The scholarship is awarded to an outstanding high school senior in the United States who is interested in business administration, who upholds high standards in scholarship, personality, character and extracurricular activities, and who shows promise of a distinguished career. Students who study for business majors in general business, management, marketing, information systems or finance are eligible for the scholarships. Marlin Cole scholars receive a $2,500 annual scholarship renewable through four years of study at Drake if the recipient maintains high academic standards.

Two CPCU SCHOLARSHIPS are awarded each year by the Iowa Chapter of CPCU, an association of individuals who have earned the professional designation of Chartered Property Casualty Underwriter. The $1,000 scholarships are awarded to a junior or senior insurance major who has expressed an interest in entering the property/casualty industry after graduating from Drake. One of these scholarships is named in honor of Theodore (Ted) Lussem, who has earned most of the IIA designations.

THE D.W. SIMPSON SCHOLARSHIP is sponsored by the D.W. Simpson Actuarial Search Firm and is given to the senior actuarial science major with outstanding academic credentials, success on the professional examinations and the potential for success in an actuarial career.

DES MOINES LIFE AND HEALTH CLAIM ASSOCIATION SCHOLARSHIP is awarded to a current sophomore or junior student majoring in insurance and who has demonstrated academic excellence.

THE EMPLOYERS MUTUAL SCHOLARSHIP PROGRAM was created to encourage young men and women to study insurance and actuarial science to become better-educated consumers and/or to prepare for careers in the insurance industry. A number of awards are made annually by a committee that includes insurance and actuarial professors in the College of Business and Public Administration.

THE ERNST & YOUNG ENDOWMENT SCHOLARSHIP is awarded to an Iowa resident majoring in accounting and entering the senior year of study. It is based on academic excellence, requiring a 3.25 grade-point average overall and in the major.

THE J. DOYLE DEWITT INSURANCE SCHOLARSHIP is awarded every other year to a current sophomore or junior insurance major.

THE JOHN H. FLITTIE — DELOITTE & TOUCHE SCHOLARSHIP is awarded to a senior majoring in actuarial science with a minimum grade-point average of 3.50 who has made progress toward completing the required certifying examinations. In addition to scholastic achievement, the student must have demonstrated leadership characteristics through participation in community, student government, athletics or other extracurricular endeavors. The student should demonstrate financial need.

THE FLMI SCHOLARSHIP, an annual award, is made by the FLMI Society of Greater Des Moines, an organization of individuals who have earned the Fellow of the Life Management Institute professional designation. The scholarship is awarded to a senior insurance major who has a strong interest in pursuing a career in the life insurance industry.

THE LEE J. FLORY SCHOLARSHIP. Lee J. Flory established an endowment fund scholarship to be awarded to upper-level (junior, senior, graduate) students in accounting. Selection is made without regard to financial need.

THE WILLIS E. FORSYTH SCHOLARSHIP is awarded to students enrolled in the College of Business and Public Administration who have financial need, successfully completed their sophomore year and have demonstrated qualities of leadership and strong academic performance.

THE CLAIRE GSELL MEMORIAL ENDOWMENT was established in 1987 to honor the late Claire Gsell, co-founder and chairman of the board of the Preferred Risk Life Insurance Company. The endowment provides an annual scholarship to a junior or senior insurance major who has displayed academic excellence and exhibited an interest in insurance marketing. A monetary award is applied to tuition for the following year, and the recipient's name is added to a plaque displayed in The Insurance Center.

THE FLOYD S. HARPER SCHOLARSHIP was established by former students of Dr. Harper and is supported by their contributions and those of Drake actuarial science alumni and employers of actuaries. Dr. Harper, a noted educator of actuaries, developed the Drake actuarial science program in 1946. Scholarships of up to $1,500 per year are awarded to sophomores who demonstrate the intellectual and personal skills required for a successful actuarial career.

THE L.E. HOFFMAN SCHOLARSHIP FUND provides a scholarship that is awarded to students who need financial aid, have excelled in their studies, have participated in extracurricular activities and have demonstrated promise of leadership in business.

INSURANCE ASSOCIATION OF GREATER DES MOINES SCHOLARSHIP is affiliated with the National Association of Insurance Women (International), an organization of women and men working in all lines of insurance and in positions from clerical to executive levels. This scholarship is awarded to a current first-year student, sophomore or junior insurance major who has achieved a minimum grade-point average of 2.50 and has maintained a minimum academic load of six credit hours each semester of the award.

IOWA SURPLUS LINES ASSOCIATION SCHOLARSHIP is awarded to a current sophomore or junior insurance major who is interested in entering the property/casualty industry upon graduation from Drake.

THE KPMG PEAT MARWICK AND DONALD R. SLOAN ENDOWMENT SCHOLARSHIP is awarded to a student or students who have an interest in pursuing a career in public accounting. Students who are not Iowa residents are considered if they are interested in pursuing a career in Iowa. The scholarships for seniors and graduate students supplement other funds in order to reduce the differential in tuition between Drake and state universities.

THE LEWIS KERMIT KRUMM AWARD ENDOWMENT FUND was established by Mr. and Mrs. Krumm as a memorial to their son, Lewis Kermit Krumm, who received his degree posthumously from the Drake University College of Business Administration. The income from the fund is granted to junior or senior accounting majors recommended by the accounting faculty. The award may be divided among several students and is granted on the basis of academic standing, citizenship, loyalty and financial need of the applicants.

THE McGLADREY & PULLEN SCHOLARSHIP. McGladrey & Pullen, an international firm of Certified Public Accountants, presents an award each year to an accounting junior who has demonstrated the potential for a highly successful career in the accounting profession.

THE R. RICHARD McNEAL SCHOLARSHIP FUND was established in 1986 by R. Richard "Dick" McNeal for the benefit of students in the College of Business and Public Administration at Drake University. The scholarship is based on academic excellence and on the financial need of students who enroll at Drake University for the purpose of attaining an undergraduate degree in marketing, public relations or advertising.

THE MABRY MILLER MANAGEMENT SCHOLARSHIP was established by Dr. Mabry Miller, associate professor emerita of management, and is presented to a senior who has achieved high academic excellence and contributed to management during the academic year.

THE EUGENE J. PAUL SCHOLARSHIP was established to honor the late Eugene J. Paul, associate professor of management. Selected by the management faculty, the recipient is a management senior who has attained academic excellence and who has shown an interest in the labor relations or human resources fields of study.

THE PRINCIPAL FINANCIAL GROUP ACTUARIAL SCIENCE AWARD is presented each year by The Principal Financial Group to a sophomore in actuarial science. Selection is based on scholarship and potential as an actuary. The award consists of half-tuition and part-time employment with the company during the junior year. Recipients who continue to demonstrate high scholarship and potential in their junior year are eligible for full-time summer employment between the junior and senior years and an additional award of half-tuition and part-time employment for the senior year.

RISK AND INSURANCE MANAGEMENT SOCIETY INC. (RIMS) SCHOLARSHIP. Members of the Iowa Risk and Management Society are risk managers in central Iowa businesses. The local chapter is affiliated with the national RIMS organization. This scholarship is awarded to a current junior student majoring in insurance. The student must maintain a grade-point average of at least 2.50. Priority is given to Iowa residents. The award is based on merit.

THE LOU ANN SIMPSON SCHOLARSHIP ENDOWMENT FUND was established by a friend of the College of Business and Public Administration in recognition of the contribution Lou Ann Simpson, professor of business law, has made to the education of the students in the college. The scholarship is awarded annually to a student enrolled in the College of Business and Public Administration and is based on academic standing and need.

THE TONY SCHRADER SCHOLARSHIP was established to honor Tony Schrader, former deputy insurance commissioner of the state of Iowa, and is funded by the annual Commissioner's Invitational Golf Outing. This $1,000 scholarship is awarded to a junior insurance major and is based on academic standing and need.

THE KEITH V. SCHROEDER SCHOLARSHIP is a $1,000 award given to a junior or senior in the College of Business and Public Administration with a minimum grade-point average of 3.00 who has expressed an interest in management as a career choice. The management faculty selects the recipient.

THE R. WAYNE SKIDMORE SCHOLARSHIP was established by Pioneer Hi-Bred International in honor of R. Wayne Skidmore, the company's retired chairman of the board. It is awarded each year to a student majoring in business who has completed his or her sophomore year and is an outstanding scholar. The College of Business and Public Administration faculty select the Skidmore Scholar. The award is renewable after the junior year on further recommendation.

THE GEOFFREY F.N. SMITH AMERICAN MUTUAL LIFE SCHOLARSHIP, in the amount of $1,000, is awarded to an actuarial science student who demonstrates financial need.

STATE FARM COMPANIES FOUNDATION EXCEPTIONAL STUDENT FELLOWSHIPS are available to current full-time juniors and seniors majoring in a business-related area. The award of $2,500 is to be used for educationally related expenses during the academic year following competition. Selection is made on the basis of demonstrated leadership in extracurricular activities as well as scholarship, character and potential business administrative capacity.

THE JEFFREY H. WILLIAMS SCHOLARSHIP was established by Major Jeffrey H. Williams, USAF, a Drake M.B.A. graduate, to provide support to minority students entering the junior year of studies in business administration. Awards are made on the basis of academic excellence during the first and second years.

Awards

THE ALPHA KAPPA PSI SCHOLARSHIP KEY is awarded annually to the student pursuing a degree in the College of Business and Public Administration who has attained a high level of scholarship, leadership, proficiency in campus activity and future potential as indicated during the first three years at Drake University.

THE DELTA SIGMA PI SCHOLARSHIP KEY is awarded to the graduate who ranks highest in scholarship, leadership and potential as indicated during the graduate's four years in the College of Business and Public Administration.

THE BARRY DRESDEN GOLDBERG ACTUARIAL AWARD was established by Milton J. Goldberg (BN'28), F.S.A., and Maude Dresden Goldberg in memory of their son. Mr. Goldberg was second vice president of the Equitable Life Assurance Society of the United States and was the first Drake graduate to pass an actuarial examination. A graduating senior who has an outstanding record in passing actuarial examinations is selected as recipient of a cash award of $100.

THE MARGARET B. MUTHER AWARD. Each year, Margaret Muther, associate professor emerita of retailing, presents a cash award to a junior or senior majoring in marketing with a grade-point average of 3.50 or above.

THE WALL STREET JOURNAL STUDENT ACHIEVEMENT AWARD was developed by the Educational Service Bureau of Dow Jones & Company in 1948, honoring those students whose academic performance is considered exceptional.

WALTER WEISSINGER AWARD was established by friends of Mr. Weissinger to be given each year to the outstanding senior in insurance.

Honorary and Professional Organizations

ALPHA KAPPA PSI has been an active organization, open to both men and women, on Drake's campus for over 50 years. Members come from all walks of life, but have a common interest: business. AKPsi is the oldest business fraternity in the nation. Started in 1904 by a group of gentlemen in Brooklyn, New York, it has grown to over 190 college chapters across the nation and around the world. In 1976, it became co-ed. The fraternity is dedicated to its members both professionally and socially. Every year events are planned that allow members to meet and mix with employees of national companies. Trips are also taken to national events located around the country. Members get what they want out of the organization because they design the programs. The group attempts to appeal to everyone's interest, so there is everything from marketing to actuarial, entrepreneurs to employees of large corporations who share their advice and observations with the group.

AMERICAN MARKETING ASSOCIATION is the principal professional association for marketers around the world. It has a student chapter at Drake as well as a professional chapter in Des Moines. Any student with an interest in marketing, regardless of major or undergraduate or graduate status, may join. The chapter hosts monthly meetings with speakers from the business community, sponsors a "day on the job" program for members and offers eligibility to attend monthly professional chapter meetings in downtown Des Moines.

BETA ALPHA PSI (BAΨ) is an international honorary organization for Financial Information students and professionals. BAΨ has a chapter at Drake University. Membership in the organization is by invitation only and requires a minimum of a 3.00 cumulative grade-point average both overall and in accounting. The objective of BAΨ is to encourage and give recognition to scholastic and professional excellence in the business information field. This includes promoting the study and practice of accounting, finance and information systems, providing opportunities for self-development, service and association among members and practicing professionals, and encouraging a sense of ethical social and public responsibility.

DRAKE ACTUARIAL STUDENT SOCIETY (DASS) exists to help students in their study of actuarial science. Drake's annual Actuarial Evening, co-hosted by DASS, is the organization's major event of the

school year. The evening consists of a career fair exclusively for students interested in actuarial science, mathematics, economics, statistics or finance. To further facilitate communication between students and prospective employers and assist students in understanding the profession, DASS brings in several speakers from well-known companies throughout the year. Students are also assisted and encouraged by the organization in their actuarial exam-taking efforts. Amidst all of their work and studying, DASS members also like to have fun at various social events held during the year.

DRAKE INTERNATIONAL BUSINESS SOCIETY is organized to bring together those parties interested in international commerce and cultivate this relationship through professional and social events related to international business.

DRAKE UNIVERSITY SOCIETY FOR HUMAN RESOURCE MANAGERS (SHRM) student chapter is for all students interested in learning more about managing people. Members are offered a variety of occasions throughout the school year to meet with other members, faculty, HR practitioners and management professionals. Guest speakers are invited to discuss topics such as interviewing, resume writing, training, employment discrimination and drug testing. The Drake chapter is supported by the national SHRM headquarters as well as the central Iowa chapter, which provide members with up-to-date information on the latest trends and resources to further promote professional development.

OMICRON DELTA EPSILON International Honor Society in Economics, one of the world's largest academic honor societies, was established to recognize the achievements of economics students throughout the world. The primary objectives currently include the recognition of scholastic attainment and honoring of outstanding achievement in economics; the establishment of closer ties between students and faculty in economics within colleges and universities, and among colleges and universities; and the publication of its official journal, The American Economist. Drake University's chapter is committed to providing its members with information relating to careers in economics and current economic issues through invited speakers, group discussions and chapter meetings. Members must have completed 12 semester hours of economics courses and attained at least a 3.0 average in economics courses, as well as an overall G.P.A. of 3.0.

PI ALPHA ALPHA is a national honor society for students in public administration. Election to membership is based upon scholarship and commitment to the values of the public sector and public management.

PROFESSIONAL ORGANIZATIONS in the college include Alpha Kappa Psi, Delta Sigma Pi, Gamma Iota Sigma and Sigma Iota Epsilon fraternities, Drake University Society for Human Resource Managers and the Drake Insurance Society.

Center for Graduate and Professional Studies
The Center for Graduate and Professional Studies oversees the offering of graduate and professional education. The center houses the Graduate Studies Programs, the Center for Professional Studies, the Kelley Insurance Center and the John Pappajohn Entrepreneurial Center. Graduate degree offerings include the Master of Business Administration (M.B.A.), Master of Public Administration (M.P.A.), Master of Accounting (M.A.C.C.) and Master of Financial Management (M.F.M.)

Center for Professional Studies
The Center for Professional Studies offers certificate and professional programming designed to meet the needs of corporate, nonprofit and public sector organizations. General areas of study include: leadership, government, management, finance, accounting, and business. Select certificate programs allow participants to transfer certificate work into additional select graduate programs. The center also works directly with clients to connect Drake expertise with client needs. For further information on specific programs currently being offered, please contact the Center for Professional Studies at 515-271-2188.

Kelley Insurance Center
The Kelley Insurance Center offers continuing education that covers a broad range of needs. Needs addressed by the Kelley Insurance Center include:

- Preparation for professional designation exams and professional development seminars:
  IIA — General Insurance, Associate in Underwriting, Associate in Claims and others as interest dictates
  CPCU — Chartered Property Casualty Underwriter
  Seminars to enable licensed insurance professionals to fulfill continuing education requirements

- Specialized insurance schools or conferences utilizing meeting facilities on the Drake campus. Full-service activities are available for planning and implementing the event.

- Partnership with trade associations and other organizations to design and present insurance educational programs for diverse segments of the industry.

For further information about programs and services offered, contact the Kelley Insurance Center, Drake University, Des Moines, Iowa 50311, 515-271-2134.

John Pappajohn Entrepreneurial Center
John Pappajohn funded five colleges in Iowa to support new entrepreneurs and further their development in the state. Under the direction of the Drake University John Pappajohn Entrepreneurial Center, Drake students participate in a statewide annual venture capital competition, which awards up to three $5,000 seed grants. Additional information regarding programs offered may be obtained by contacting the John Pappajohn Entrepreneurial Center, College of Business and Public Administration, Drake University, 2507 University Avenue, Des Moines, Iowa 50311, 515-271-2188.

SCHOOL OF JOURNALISM AND MASS COMMUNICATION (SJMC)

Our mission: To create a learning environment that encourages intellectual inquiry and critical analysis and to educate ethical communications professionals who understand the essential role of the First Amendment to robust communication in a global society.

“Congress shall make no law … abridging the freedom of speech or of the press…"

What role does such high-minded language contained in the U.S. Constitution play in these dizzying times of exploding technology of instant messaging, multimedia, convergence, Internet advertising strategies, digital production, satellite delivery, global positioning, cell telephone reporting?

We have the means to communicate from anywhere to everywhere. But WHAT do we communicate? What’s the effect on the individual or common good?

Drake’s School of Journalism and Mass Communication strives to educate tomorrow’s leaders in the exciting world of journalism and mass communication. Our graduates have mastered basic skills common to all media: writing, gathering information and effectively communicating information to others. They work around the world in a variety of professions that involve planning, message or program production, publication and evaluation. We welcome students from other Drake majors who want to take a class or two to sharpen their critical thinking skills as media consumers.

Think, learn and enjoy!

We base our program around a series of core competencies that we expect our students to have. Our students will:

1. Understand and apply First Amendment principles and the law appropriate to professional practice.

2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

3. Demonstrate an understanding of the diversity of groups in a global society in relationship to communications.

4. Understand concepts and apply theories in the use and presentation of images and information.

5. Work ethically in pursuit of truth, accuracy, fairness and diversity.

6. Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

7. Think critically, creatively and independently.

8. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

9. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

10. Apply basic numerical and statistical concepts.

11. Apply tools and technologies appropriate for the communications professions in which they work.

12. Take ownership of their own academic experience.

13. Be engaged with the community: the University, the local community and professional groups.

14. Cope and thrive in the workplace.

The Drake University School of Journalism and Mass Communication awards the BACHELOR OF ARTS IN JOURNALISM AND MASS COMMUNICATION. The school is accredited by the Accrediting Council on Education in Journalism and Mass Communications. In all its programs, the school is committed to a philosophy of professional education that emphasizes liberal arts studies.
Sequences are offered in:

ADVERTISING:
ACCOUNT MANAGEMENT TRACK
CREATIVE TRACK
ELECTRONIC MEDIA:
BROADCAST NEWS
RADIO-TELEVISION
MAGAZINES
NEWS-INTERNET
PUBLIC RELATIONS

Excellent students may want to consider enrolling in SJMC's "3+3" program that combines a B.A. in Journalism with a law degree over six years. Students in "3+3" may select any SJMC sequence for their major study.

Journalism/mass communication electives and course substitutions approved by a faculty committee provide flexibility to develop specialized programs. Students who have not yet chosen a major may enter the school with an open major.

The city of Des Moines is a laboratory offering many resources to Drake students. The metropolitan area is home to award-winning newspapers, magazines, broadcast stations, advertising and public relations companies. The media, state government and area businesses provide students with manifold internship and part-time employment opportunities.

PRACTICAL EXPERIENCE OPPORTUNITIES
In addition to employment opportunities in the community, students can work on such publications as *The Times-Delphic* campus newspaper, *Drake Magazine* and *Periphery*, a literary magazine. Similar opportunities for experience and leadership are available through the Drake Broadcasting System and in the magazines sequence through specialized publications of the Des Moines Magazine Group.

EQUIPMENT AND FACILITIES
The School of Journalism and Mass Communication resides in Meredith Hall, designed by Ludwig Mies van der Rohe and dedicated in 1965, in the center of campus. The building includes all SJMC faculty offices, the Meredith Electronic Writing and Editing Laboratory, the D. Wayne Rowland Journalism Library and Reading Room, radio and television production and editing

studios, computer publications and graphics laboratories, the Digital Media Center, the Meredith Magazine Seminar Room, the Center for Magazine Studies and student media.

FACULTY

Many factors contribute to the quality of an educational program, but none is more important than the faculty. Equally important as academic credentials of the faculty in a sound professional program are the quality and extent of professional experience that teachers bring to the classroom. SJMC's faculty are outstanding in the range and significance of their professional competencies. Qualified media professionals also teach specific courses as part-time lecturers from time to time. The year in parentheses after the name indicates the time of appointment to Drake University. Each faculty member's main teaching interest also is indicated in parentheses.

ADMINISTRATION

EDWARDS, CHARLES C., JR. (2002), Dean. B.A., University of Colorado.

PRIJATEL, PATRICIA (1984), Director and Associate Dean, Professor of Journalism and Mass Communication (Magazines). B.A., University of Southern Colorado; M.A., Drake University.

WRIGHT, DAVID A. (1990), Assistant Dean and Associate Professor of Journalism and Mass Communication (Electronic Media). B.A., Trinity University; M.A., Drake University.

PROFESSORS

EVANS, TODD D. (1984), Professor of Journalism and Mass Communication (Radio-Television). B.A., Columbia College; M.A., Western Illinois University.

LYTLE, JOHN W. (1977), Ellis and Nelle Levitt Professor of Journalism and Mass Communication (Broadcast News). B.S., M.S., Iowa State University.

WASSMUTH, BIRGIT (1999), Professor of Journalism and Mass Communication (Advertising). Diploma, Comprehensive University of Kassel; M.A., Ph.D., University of Minnesota.

WOODWARD, ROBERT D. (1972), Ellis and Nelle Levitt Professor of Journalism and Mass Communication (News/Internet). B.A., University of South Dakota; M.A., Indiana University.

ASSOCIATE PROFESSORS

JOLLIFFE, LEE, (1995), Associate Professor of Journalism and Mass Communication (Magazines). B.A., Lindenwood College; M.A., Ohio State University; Ph.D., Ohio University.

KEEFER, JANET HILL (1994), Associate Professor of Journalism and Mass Communication (Broadcast Journalism, Media Law). B.S., University of Tennessee; M.A., Ohio State University; Ph.D., University of North Carolina.

MENKE, RONDA (1991), Associate Professor of Journalism and Mass Communication (Public Relations). B.A., M.A., Drake University.

WADE, GARY (1988), Associate Professor of Journalism and Mass Communication (Radio-Television). B.A., M.A., University of Iowa; Ph.D., Iowa State University.

ASSISTANT PROFESSORS

FUSE, KOJI (2003), Assistant Professor of Journalism and Mass Communication (Public Relations); B.A., Keio University; M.A, Drake University; Ph.D., The University of Texas at Austin.

PISARSKI, DOROTHY (2004), Assistant Professor of Advertising. B.S., Siena College; M.B.A., New York University.

RENKOSKI, ANGELA (2000), Assistant Professor of Journalism and Mass Communication. B.A., M.A., University of Missouri-Columbia.

RICHARDSON, KATHLEEN (2001), Assistant Professor of Journalism and Mass Communication (News/Internet). B.A., Drake University; J.D., Drake University.

VAN WYKE, JILL (1997), Assistant Professor of Journalism and Mass Communication. B.A., M.S., Drake University.

EMERITI FACULTY
FOSKIT, BARRY, Professor Emeritus of Advertising.
FRANCOIS, WILLIAM E., Professor Emeritus of News-Editorial.
MILAM, HENRY, Professor Emeritus of Journalism and Mass Communication.
PATRICK, JOE R., Associate Professor Emeritus of News-Editorial.
STRENTZ, HERBERT, Professor Emeritus of Journalism and Mass Communication.
WOLTER, LOUIS J., Professor Emeritus of Advertising and Public Relations.

Specific Regulations
Students should be familiar with the General Information section of the Drake University catalog, which covers academic requirements that affect all Drake University students. Although assigned an academic adviser, *the student* is responsible for being familiar with academic regulations and for selecting appropriate courses in the proper sequence to complete degree requirements. Special attention is directed to information concerning advanced placement and college credit by examination, the credit/no credit program, the President's and Deans' lists, international education opportunities, general graduation requirements and academic regulations.

Students also should be familiar with the Drake University Code of Conduct and specific policies relating to academic dishonesty, cheating and plagiarism. Cheating, plagiarism or dishonesty in academic work is considered cause for expulsion.

SJMC Academic Regulations
A student is placed on probation if either the cumulative grade-point average or the average in journalism-mass communication courses falls below 2.00 (a "C" average) during any semester in which a student has earned less than 60 total credit hours. A student may be placed on probation for failing to meet the University's standards for satisfactory progress toward completion of degree requirements. (See Probation, Suspension and Satisfactory Progress in the General Information section of the Drake University catalog.)

To remain in the school and to continue progress toward a B.A.J.M.C. degree, a student must have at least a 2.25 cumulative grade-point average and a 2.25 GPA in SJMC courses at the end of the academic term in which the student completes the 60th credit hour. For transfer students, the 60th-hour GPA must be based either upon at least 15 credit hours earned at Drake. Students who achieve the 2.25 GPA at the 60th-hour level are placed on probation if their GPAs fall below 2.25 in a subsequent semester. If the GPA is not raised to 2.25 or better after the probationary semester, the student may not continue in SJMC or re-enroll later.

Students need to complete 15 to 18 credit hours per semester to graduate in four years. An academic load over 18 credit hours in a semester requires a 3.00 cumulative grade-point average, or a 2.75 average and permission of the faculty Academic Adjustment Committee. Students employed full-time or part-time should consider carrying lighter class loads.

At least 40 of the 124 credit hours required for graduation must be in courses numbered 100 or above. The last 30 hours of a student's program must be taken at Drake University. Twelve hours of credit may be earned on a credit-no credit (no letter grade) basis in courses that are not part of the basic requirements or part of the major and related courses, including courses in the area of concentration. (See the Credit-No Credit Program in the General Information section of the Drake University catalog.) A SJMC student may not take a SJMC course on a credit-no credit or audit basis, unless the course is only offered credit/no credit. To enroll for any SJMC course requiring a prerequisite, the student must have earned a grade of "C" or higher in the prerequisite course(s). To enroll in any SJMC senior-level writing, production or capstone course, a student must have a declared SJMC major. Students without appropriate prerequisite courses may be admitted to classes, if there are compelling reasons, by obtaining the consent of the instructor and/or the approval of the Academic Adjustment Committee.

Double Majors and Double Degrees
With careful planning, SJMC majors can earn a double major at the University. If the second major is in the College of Arts and Sciences, requirements for both majors can usually be satisfied within the 124 hours required to earn a bachelor's degree. A second major in the schools or colleges other than the College of Arts and Sciences — including a second major in the School of Journalism and Mass Communication — usually requires SJMC students to complete more than 124 credit hours. Students interested in completing two majors or two degrees should consult with the associate dean and their SJMC faculty adviser as early as possible.

Proficiency in computer word processing is expected of all majors and is prerequisite for success in many SJMC courses. For further information about the academic requirements of the school, students may contact the dean or associate dean of the School of Journalism and Mass Communication.

SPECIAL AREAS

SJMC/Law School Program
The School of Journalism and Mass Communication, in cooperation with the Drake Law School, offers exceptional students the opportunity to accelerate completion of their undergraduate major and begin study in Drake Law School, completing both degrees in a "three-plus-three" or six-year program.

Because the program requires careful scheduling, admission is limited to first-year students whose academic potential suggests they can successfully complete both B.A. and J.D. requirements in six years.

Interested students should apply to the SJMC dean for admission to the program no later than their first semester at Drake. Admission also is considered for high school seniors who already have been admitted to the University.

Advertising Minor
The Advertising Minor is designed to provide students who major in areas such as English, graphic design, marketing, management, business, sociology or psychology with a well-rounded background in advertising. The minor consists of 21 hours of required and elective courses. (Not available to students in the SJMC.)

A student must declare an Advertising Minor by the second semester of their sophomore year and meet with an advertising adviser.

Required courses:

JMC 030 – Communications in Society
JMC 059 – Visual Communication
JMC 121 – Advertising Principles
JMC 145 – Advertising Campaign Strategy
ECON 001 – Principles of Macroeconomics
ECON 002 – Principle of Microeconomics
PSY 001 – Introduction to Psychology
SCSS 001 – Survey of Sociology

Choose three of the following:

JMC 056 – Broadcasting Principles
JMC 124 – Advertising Copywriting
JMC 125 – Account Management
JMC 126 – Interactive Internet Advertising
JMC 132 – Advertising Media Planning
JMC 133 – International Advertising
JMC 140 – Business and Professional Communications
JMC – Elective (to be approved by your adviser)

Documentary Production Concentration

OVERVIEW: Drake's Broadcast News and Radio-Television sequences within the School of Journalism and Mass Communication have prepared professional broadcast communications for decades.

Accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), Drake SJMC requires its students to complete three-fourths of their classes outside of the school for a well-rounded education. The documentary concentration serves primarily non-SJMC students who seek practical courses needed to plan, write and produce professional documentary product.

Four tenured faculty members, all with professional broadcasting and academic experience, teach the courses that comprise the documentary concentration.

SJMC maintains professionally equipped digital editing facilities and good-quality field cameras. The school also operates The College Channel, providing programming to Greater Des Moines.

The College Channel has a large appetite for the kind of material students completing the documentary concentration can produce. The faculty maintains excellent contacts with Iowa Public Television, another potential outlet for finished materials.

REQUIRED COURSES FOR THE CONCENTRATION: Students must select an SJMC adviser as soon as possible to assure that they meet the requirements. Five of the six required courses already serve Radio-Television majors. The special capstone course allows students with interests in their disciplines to produce meaningful documentary product.

JMC 54 (3 credit hours) News and Reporting Principles
JMC 57 (3 credit hours) Broadcasting Methods
JMC 100 (3 credit hours) Television Field Production
JMC 134 (3 credit hours) Video Planning and Analysis
JMC 114 (3 credit hours Advanced Broadcast Production
JMC 195 (3 credit hours) Video Documentary Capstone

Graduation Requirements

The Bachelor of Arts in Journalism and Mass Communication degree requires 124 credit hours, including from 31 to 37 credit hours in a major sequence in the School of Journalism and Mass Communication.

At least 87 of the 124 hours required for graduation must be in non-SJMC courses, and 65 of those 87 hours must be in courses offered by programs in the College of Arts and Sciences or in other courses that are liberal arts in nature. The ACEJMC specifies the amount and general nature of non-SJMC courses to help assure that students have a well-rounded undergraduate education.

Area of Concentration

To assure some depth and focus, the SJMC graduate must complete a 21 credit-hour block of non-SJMC courses approved by the adviser and dean. This concentration, often taken in a single

department or as a unified area of concentration crossing departmental lines, is appropriate to the student's major or other special interest. At least 12 credit hours in the concentration must be in courses numbered 100 and above. Courses taken to satisfy other graduation requirements also may count toward this requirement. No course taken on a credit/no credit basis may be counted toward the area of concentration. Students must declare their Area of Concentration before their senior year begins.

Required Credit Hours and Courses for All SJMC Majors

All students working for a bachelor's degree at Drake must complete the Drake Curriculum (Areas of Inquiry).

A minimum of 124 total credit hours are required to graduate:

31 to 37 credit hours must be in the SJMC.

A minimum of 65 credit hours are required in courses offered by programs in the College of Arts and Sciences or in other courses that are liberal arts in nature.

22 to 28 credit hours that remain may be in Arts and Sciences, Business, Education, Fine Arts or Pharmacy.

40 hours of upper level coursework (numbered 100 or above) is required and SJMC coursework counts towards this requirement.

All SJMC majors must successfully complete:	Credit Hours
JMC 30 Communications in Society	3
JMC 40 Pre-Professional Workshop	1
JMC 54 News and Reporting Principles	3
JMC 59 Introduction to Visual Communications	3
JMC 66 Race, Ethnicity and Media	3
JMC 104 Communications Law and Ethics	3
CORE SJMC course work =	16

Arts and Sciences course work must include:

ECON 001 – Principles of Macroeconomics

POLS 001 – American Political System

SCSS 001 – Survey of Sociology With the approval of the adviser, an introductory sociology course other than Sociology 1 may be used to fulfill this requirement. Particular sequences in the School of Journalism and Mass Communication also may require other non-SJMC courses.

First – Year SJMC Major Curriculum

Entering first-year SJMC majors should enroll in JMC 30 - Communications in Society and in a First Year Seminar. Other classes aimed at satisfying general education requirements should be taken for a total of 15 or 16 credit hours.

In the second semester of the first year, SJMC majors should meet with their SJMC adviser to choose from among the introductory SJMC classes. Many students will choose to take one of the following courses.

JMC 54 — Reporting and Writing Principles, an introductory media-writing course required for all SJMC majors.

JMC 59 — Introduction to Visual Communication, a survey of visual elements and methods in print media, such as design, typography and visual art. Required for advertising, magazines, news-Internet and public relations majors.

The remainder of the second-semester schedule is chosen, in consultation with the student's academic adviser, to satisfy general education requirements.

Students with Sophomore Status and above

Students should work towards completing all Drake Curriculum requirements by the end of their junior year. All SJMC major sequences build to a senior capstone and prerequisites are required for most upper level course work. Students are advised to complete course work from lower level

(numbered courses below 100) to upper level (above 100). Students need to also take into consideration what required course work is offered only once a year.

Journalism and Mass Communication Major Sequences
Requirements for each of the SJMC programs of study are listed under separate major headings that follow. Some classes require prerequisites, status or major requirements to enroll in the class. Those are listed in the course description section of this catalog. Courses numbered 1 through 99 are primarily designed for first-year students and sophomores; 100 through 199, for juniors and seniors.

ADVERTISING
The Advertising Major prepares students for careers in agencies, publications, broadcast stations and cable networks, business and industry and associations. Advertising majors choose one emphasis track, account management or creative. The account management track develops competencies in planning, budgeting, administration and coordination of advertising services. The creative serves students interested in the written and visual components of the advertising industry, including copywriting, layout, production, traffic and creative services.

Courses Required for Account Management Track	**Credit Hours**
CORE Requirements	16
JMC 125 — Account Management	3
JMC 130 — Advertising Research	3
JMC 132 — Advertising Media Planning	3
JMC 140 – Business Communication	3
JMC 145 — Advertising Campaign Strategy	3
JMC ELECTIVES	0-6
TOTAL SJMC hours	31-37

Advertising/Management majors must include in their program:
- MKTG 101 - Marketing Principles
- MKTG 115 – Consumer Behavior
- IS 044 – IT Applications for Business
- ECON 002 – Principles of Micro-economics
- PSY 001 – Introduction to Psychology

Courses Required for Creative Track	**Credit Hours**
CORE Requirements	16
JMC 56 — Broadcasting Principles	3
JMC 121 — Advertising Principles	3
JMC 124 — Advertising Copywriting	3
JMC 141 — Creative Strategy in Advertising	3
JMC 145 — Advertising Campaign Strategy	3
JMC ELECTIVES	0-6
TOTAL SJMC hours	31-37

Advertising/Creative majors must include in their programs:
- MKTG 101 - Marketing Principles
- MKTG 115 – Consumer Behavior
- ART 021 – Digital Print Production
- ECON 002 - Principles of Micro-economics
- PSY 001 – Introduction to Psychology

ELECTRONIC MEDIA
Electronic media students pursue a major in either Broadcast News or Radio-Television. The Broadcast News major prepares students for news and public affairs careers in radio and television stations, cable television and news networks. Radio-Television students find a broad

spectrum of opportunities in traditional broadcasting, corporate video, multimedia production and emerging interactive technologies. Electronic Media students learn disciplines and techniques of studio, field and remote truck production, writing, editing, management and presentation in both lecture and intensive laboratory settings.

Courses Required for Broadcast News	**Credit Hours**
CORE Requirements	16
JMC 57 — Broadcasting Methods	3
JMC 73 — Radio News Reporting and Editing	3
JMC 100 — Television Field Photography	3
JMC 173 — Broadcasting Public Affairs	3
JMC 193 — Broadcast News Practicum	3
JMC ELECTIVES	0-6
TOTAL SJMC hours	31 – 37

Broadcast news majors must include in their programs:
HIST 076 – U.S. History to 1877

Courses Required for Radio-Television	**Credit Hours**
CORE Requirements	16
JMC 57 — Broadcasting Methods	3
JMC 100 — Television Field Photography	3
JMC 114 — Television and Radio Production	3
JMC 134 — Video Planning and Analysis	3
JMC 163 — Broadcast Management	3
JMC 194 — Radio-Television Practicum	3
JMC ELECTIVES	0-3
TOTAL SJMC hours	31 – 37

MAGAZINES
The Magazines Major prepares students to be magazine writers, editors and creative directors. Students write magazine articles for consumer, trade and organization magazines; work as staff members for the Des Moines Magazine Group, which includes a print magazine and Web site; and produce a business plan and design for a magazine of their own.

Courses Required For Magazines	**Credit Hours**
CORE Requirements	16
JMC 91 — Magazine Article Writing	3
JMC 92 – Visual Communication Methods	3
JMC 119 — The Magazine in American Society	3
JMC 120 — Advanced Article Writing	3
JMC 122 — Magazine Editing and Publishing	3
JMC ELECTIVES	0-6
TOTAL SJMC hours	31 – 37

Magazines majors must include in their program:
HIST 076 – U.S. History to 1877

NEWS-INTERNET
The News-Internet sequence blends a traditional program in news-editorial journalism with courses covering the emerging world of online journalism. Students are prepared to work in both traditional newspaper settings and in online journalism environments on the Internet and World Wide Web.

Required Courses For News-Internet	Credit Hours
CORE Requirements	16
JMC 70 — Print Media Editing	3
JMC 98 – The Internet World	3
JMC 102 — Editing Practicum	3
JMC 103 – Reporting, Writing for World Wide Web	3
JMC 105 – Web Page Design	3
JMC 171 — Public Affairs Journalism Online	3
JMC ELECTIVES	0-3
TOTAL SJMC hours	31 – 37

News-Internet majors must include in their program:
HIST 076 – U.S. History to 1877

PUBLIC RELATIONS
The Public Relations major prepares students to research, plan, execute and evaluate communications between an organization and its publics, monitor the organization's environment and counsel management on policies and programs. Students prepare for public relations careers in business and industry, associations, government and public relations counseling firms.

Required Courses For Public Relations	Credit Hours
CORE Requirements	16
JMC 123 — Public Relations Writing	3
JMC 131 — Public Relations Collateral Materials	3
JMC 135 — Public Relations Principles	3
JMC 136 — Public Relations Research	3
JMC 143 — Publicity	3
JMC 146 — Public Relations Campaign Strategy	3
JMC ELECTIVES	0-3
TOTAL SJMC hours	34 – 37

Public relations majors must include in their program:
MKTG 101 — Marketing Principles
MGMT 110 — Management Process & Behavior
ECON 002 — Principles of Micro-economics
PSY 001 — Introduction to Psychology

JOURNALISM AND MASS COMMUNICATION SCHOLARSHIPS
ADVERTISING PROFESSIONALS OF DES MOINES SCHOLARSHIP. One or more awards for senior study are given to students demonstrating a potential for professional achievement in advertising.

THE AMERICAN NEWSPAPER PUBLISHERS ASSOCIATION, THE SCRIPPS HOWARD FOUNDATION, THE WILLIAM RANDOLPH HEARST FOUNDATION, THE RADIO-TELEVISION NEWS DIRECTORS ASSOCIATION and other communication organizations offer national awards for which School of Journalism and Mass Communication students compete. Students may also compete for scholarships that are part of a Frank Miller Scholarship program administered by the School of Journalism and Mass Communication for visual-communication students in all Iowa colleges and universities. Information on these and other awards is available from the SJMC office.

THE LOTTIE AND ROBERT BROWN FELLOWSHIP, established by Lawrence K. Fish in memory of his grandparents, is awarded annually to a student entering the School of Journalism and Mass Communication. The award may be renewed for each additional year of undergraduate study, provided that the student maintains a grade-point average of 3.50 and full-time enrollment.

THE CYRIL C. CLIFTON AND LUCILE R. CLIFTON MEMORIAL FUND AWARD is financed from the estate of the late "Cy" Clifton, Iowa's leading political writer from 1921 to 1960 as a reporter for *The Des Moines Register*. It is awarded to an upper-division student in news and public affairs reporting.

THE JIM DUNCAN SCHOLARSHIP is awarded in memory of James S. Duncan, faculty member from 1950 to 1981, and recognizes a Radio-Television student for outstanding promise in performance and production.

KATHARINE FARBER FUTCH SCHOLARSHIPS. A bequest from Drake alumna Katharine Farber Futch, a member of the Class of 1940, provided funds to recognize outstanding achievement and potential. Earnings from the Futch endowment will be used to support an entering first-year student each year, as well as juniors and seniors with financial need who have demonstrated professionalism, intelligence and integrity in their studies at Drake.

THE HARRISON HARDING SCHOLARSHIP. This award, established with a bequest of alumnus Harrison Harding ('38, News), supports the editor of *The Times-Delphic* during the year of editorship.

THE ERIK ISGRIG SCHOLARSHIP, established to honor the late Drake Advertising Professor Erik Isgrig, is awarded to students majoring in Advertising.

MEREDITH SCHOLARSHIPS, awarded annually, are awarded to students pursuing a major in the Magazines sequence. The scholarships are funded by the Meredith Corporation as part of its financial commitment to Campaign Drake.

THE FRANK MILLER MEMORIAL UNDERGRADUATE ASSISTANTSHIP is endowed with funds from *The Des Moines Register* Charitable Trust and provides support for a graduate student in Visual Communication, in memory of Miller, a Pulitzer-Prize winning cartoonist for *The Des Moines Register* and *Tribune*.

THE THOMAS EDWARD NORQUIST MEMORIAL SCHOLARSHIP was endowed in memory of Tom Norquist, a 1979 Drake graduate, by his family and friends. The scholarship is based on financial need and is awarded annually to a junior or senior with a minimum 3.00 grade-point average who is majoring in Journalism or Magazine Journalism. Special consideration is given to members of Sigma Chi fraternity.

THE JOE R. PATRICK COPY EDITING PRIZE. This endowed cash prize is awarded each year to a graduating senior for outstanding performance in copy editing. It recognizes Emeritus Professor Joe R. Patrick, who served the school as assistant dean and copy editing teacher.

THE KARYL VAN MEMORIAL SCHOLARSHIP was established by the Meredith Corporation in memory of an outstanding editor for an undergraduate student who works closely with the E.T. Meredith Center for Magazine Studies.

THE BETH WALTERS PETERSON AWARD is a biennial prize given to a student for outstanding accomplishment in copywriting. This award is in memory of a Drake student of the 1930s and was established by her husband, Webster Peterson.

OTHER SCHOLARSHIPS AND FINANCIAL AID: See the Financial Aid section of this catalog.

JOURNALISM AND MASS COMMUNICATION ORGANIZATIONS

DRAKE ADVERTISING CLUB — Bulldog Ad Company. Membership is open to students who have an interest in advertising. The BAD Company serves as a local chapter of the American Advertising Federation. First established in 1964, it sponsors extracurricular activities, field trips, competitions, scholarships and internships.

ALPHA DELTA SIGMA, national Advertising Honor Society for advertising majors. Students who have completed two-thirds of their coursework and have a minimum GPA of 3.25 are eligible and must be nominated by their faculty adviser.

DRAKE BROADCASTING SYSTEM. DBS produces a variety of radio and television programs designed to inform and entertain the campus and Des Moines communities. DBS provides an opportunity for broadcast-related activities by journalism students and non-majors as well.

ED ON CAMPUS. The campus branch of Ed2010, a national group of young magazine editors.

SJMC COUNCIL. The council meets regularly with the dean, serving as an advisory body. Membership selection is by student organizations, by election and by the dean.

KAPPA TAU ALPHA, NATIONAL JOURNALISM SCHOLARSHIP SOCIETY. The Drake chapter was chartered in 1971 and recognizes outstanding scholarship. SJMC majors with at least 75 credits, including nine in SJMC courses, are eligible for membership if they place in the upper 10 percent of their class academically.

PUBLIC RELATIONS STUDENT SOCIETY OF AMERICA. The Public Relations Society of America approved its 50th student chapter, at Drake University, in 1972. The chapter is affiliated with the Iowa professional chapter and promotes student-professional contacts and professional development.

SOCIETY OF PROFESSIONAL JOURNALISTS. The Drake student chapter was founded in 1924. Membership consists of SJMC students with professional interest in mass media, especially informative content. Nationally, SPJ numbers about 13,000 members.

SCHOOL OF EDUCATION

Making a difference in the life of a student through professional relationships is the central theme of our teacher education program. This theme is grounded in the vision of the School of Education at Drake University: to be viewed as the leader in the preparation of teachers, school and vocational counselors, school administrators and adult educators throughout Iowa and the Midwest. The School of Education embraces past successes, consults future trends and delivers the highest quality of teaching, research, service and outreach to our students and community of learners.

The mission of the Drake University School of Education is to be a diverse community of learners who work collaboratively to create an equitable culture of excellence, inquiry and renewal. Drake University has been a member of the American Association of Colleges for Teacher Education since the association's inception. The school is fully accredited by the Iowa Department of Education and the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools for the preparation of elementary teachers, secondary teachers, school and vocational counselors, and school administrators. For more information about the Drake University School of Education, see http://www.educ.drake.edu.

THE FACULTY:
The date in parentheses after each name indicates the year of appointment to the Drake University School of Education.

PROFESSORS

ADAMS, DONALD V. (1969), Professor of Education; Special Counsel for Institutional Advancement. B.A., University of Northern Iowa; M.A., Ed.D., Michigan State University.

FEJES, KATHY (1987), Professor of Education. B.S., M.Ed., M.S., University of New Orleans; Ph.D., Arizona State University.

GERLOVICH, JACK A. (1989), Professor of Education. B.A., Buena Vista College; M.A., Ed.D., Drake University.

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PANYAN, MARION V. (1990), Mary Baker Distinguished Professor of Education. B.A., Webster College; M.A., Southern Illinois University; Ph.D., University of Kansas.

ROMIG, JAMES L. (1988), Allbee Distinguished Professor of Education. A.B., Whittier College; Ed.D., University of Southern California.

WESTBROOK, THOMAS S. (1989), Professor of Education. B.S., Tusculum College; M.S.E., Southern Illinois University; Ph.D., University of Iowa.

ASSOCIATE PROFESSORS

BEISSER, SALLY (1999), Assistant Professor of Education. B.S., M.S., Ph.D., Iowa State University.

DARNELL, DAVID F. (2003), Associate Professor of Education. B.M.E., University of Kansas; M.S., Ph.D., Iowa State University.

GILLESPIE, CATHERINE (1996), Associate Professor of Education. B.A., M.Ed., Wellesley College; Ph.D., University of Tennessee.

HINDERS, SALLY (1999), Associate Professor of Education. B.S., M.S., University of Wisconsin-LaCrosse; Ph.D., Iowa State University.

MCMAHILL, JANET M. (1987), Associate Professor of Education and Dean of the School of Education. B.F.A., M.S.E., Drake University; Ph.D., Iowa State University.

STENSRUD, ROBERT (1986), Associate Professor of Education. B.A., Wartburg College; M.A., Ed.S., University of Northern Iowa; Ed.D., Drake University.

WALKER, JANICE M. (2005), Associate Professor of Education. B.A., College of St. Scholastica; M.A., University of Northern Iowa; Ph.D., Iowa State University.

ASSISTANT PROFESSORS

BRUINEKOOL, R. MATTHEW (2000), Assistant Professor of Education. B.S., University of Iowa; M.S., Ed.D. (in progress), Drake University.

CRABTREE-GROFF, KRISTEN (2004), Assistant Professor of Education. B.A., Coe College; M.S., Ed.S., Ed.D., Drake University.

ESPEY, LINDA (2000), Assistant Professor of Education. B.S., University of Iowa; M.S.T., Ed.D., Drake University.

JOHNSON, ERIC L. (2003), Assistant Professor of Education and Director of the Urban Education Program. B.A., B.S., M.A.A.S., M.E., Ph.D., Ohio State University.

JOHNSON, JILL CATON (2003), Assistant Professor of Education. B.A., M.A., University of Iowa; Ph.D., University of Minnesota.

LEUWERKE, WADE C. (2004), Assistant Professor of Education. B.A., Gustavus Adolphus College; M.A., Ph.D., Southern Illinois University at Carbondale.

LINDBECK, ROBIN L. (2004), Assistant Professor of Education. B.S., University of Wisconsin-Stout; M.Ed., Lesley College; C.A.S., Harvard University; Ed.D., Pepperdine University.

SMALL, MARY D. GAY (2005), Assistant Professor of Education. B.S., Creighton University; M.S., University of Nebraska-Omaha; Ph.D., University of Minnesota-Twin Cities.

TORRES, ANIBAL (2005), Assistant Professor of Education. B.A., Inter American University; M.A., Ph.D., Syracuse University.

WRIGHT, WILLIAM A. (2005), Assistant Professor of Education. B.A., Midwestern College; M.S., Ed.S., Northwest Missouri State University; Ed.D., Drake University.

EMERITI PROFESSORS

BRAGG, DESMOND, Professor Emeritus of Education.
DYER, PRUDENCE, Professor Emerita of Education.
EVANS, ROBERT, Professor Emeritus of Education.
FELLERS, MARVIN, Associate Dean and Professor Emeritus of Education.
FISHER, JOSEPH A., Professor Emeritus of Education.
GREENWOOD, CHARLES S., Professor Emeritus of Education.
HAKANSON, EDWARD, Professor Emeritus of Education.
HEILMAN, CHARLES L., Professor Emeritus of Education.
JONES, JACK R., Professor Emeritus of Education.
JOSLIN, PAUL H., Professor Emeritus of Education.
KUKOWSKI, BEVERLY J., Associate Professor Emerita of Education.
LAIR, GEORGE (1967), Dean and Professor Emeritus of Education.
MOON, DONALD, Associate Professor Emeritus of Education.
PUGH, RAY, Professor Emeritus of Education.
ROWLEY, CHARLES D., Professor Emeritus of Education.
STJERNBERG, LLOYD A., Professor Emeritus of Education.
TIEDEMAN, STUART, Professor Emeritus of Education.
VANCE, PAUL C., Professor Emeritus of Education.
WILLIAMS, HILDA LEE, Professor Emerita of Education.

GENERAL REQUIREMENTS FOR TEACHER EDUCATION PROGRAMS:

The School of Education offers programs to both undergraduates and graduates attending Drake University. Undergraduates interested in careers in elementary education must be enrolled in the School of Education. Although secondary education undergraduates may be enrolled in either the School of Education or the College of Arts and Sciences, it is highly recommended that undergraduates interested in careers in secondary education be enrolled in the School of Education for proper advising. Both elementary and secondary education are full majors with discipline-specific and state-approved teaching endorsements in each.

Intra-university transfer to the School of Education requires completion of the Intra-University Transfer Form. Transfer is considered for students who have successfully completed at least one semester of academic credit at Drake. A 2.50 minimum cumulative grade-point average is required for acceptance to the Teacher Education Program; therefore, transfer to the School of Education requires a minimum

grade-point average of 2.0 on all Drake credit earned. Students may not transfer to the School of Education while on academic probation.

Graduate students who hold a qualifying bachelor's degree and seek initial certification in elementary or secondary education may enroll directly in the School of Education by completing the requirements for admission to graduate study. The Master of Arts in Teaching degree (M.A.T.) offers certification at the secondary level. The Master of Science in Teaching degree (M.S.T.) offers certification at the elementary level. For more information about these programs, see http://www.choose.drake.edu/admissions/academic/programs/soe/teachingsecond.asp for the M.A.T. or http://www.choose.drake.edu/admissions/academic/programs/soe/teachingelem.asp for the M.S.T. Other graduate programs are available in Adult Learning, Performance and Development; Community Counseling, School Counseling (elementary and secondary), Vocational Rehabilitation, Educational Leadership; Effective Teaching, Learning and Leadership (for classroom teachers), and Special Education. In addition, licensure-only, concentration-only and endorsement-only programs are offered at the graduate level. For complete details on these graduate programs, refer to the Drake University Graduate Catalog or see http://www.educ.drake.edu/index.php?id=147&cat2=Graduate%20Programs.

The following undergraduate teacher education programs are available:

Bachelor of Science in Education for teaching at the elementary level
Bachelor of Science in Education for teaching at the secondary level
Bachelor of Music Education (through the School of Fine Arts)

All Drake University teacher education programs require a broad liberal arts foundation (Areas of Inquiry-AOI's), specialized courses in education, and advanced coursework in a specific subject area or areas. Therefore, the teacher education initial licensure curriculum is constructed around three major components: (1) the Drake Curriculum (AOI's), (2) professional education courses, and (3) teaching endorsement areas.

By second semester of the sophomore year, most undergraduates apply for acceptance to the Teacher Education Program. By this time, they must have completed or be enrolled in EDUC 103, EDUC 105/106, and SPED 120, successfully passed the Pre-Professional Skills Test (PPST) requirement (Praxis I), as well as filed admission materials and two faculty references. During the junior and senior years, students complete their endorsement area program and educational methods courses. Student Teaching is a semester-long, field-based experience with placement in a 15 mile radius of Des Moines, IA. School-based experiences occur throughout all four years in a student's program, so that research and theory are firmly grounded in practice.

CONTINUING TEACHER EDUCATION REQUIREMENTS:

All students preparing for licensure as a teacher must meet the following criteria on a continuing basis:

1. Completion of the Drake Curriculum (AOI's) or an equivalent program at another college or university, including one college level mathematics or statistics course.
2. Completion of an approved teaching endorsement area(s). Elementary education students must complete a teaching concentration area or field of a minimum of 24 credit hours; secondary education students must complete a teaching field of at least 30 credit hours. A second teaching field or a second endorsement area is also recommended.
3. Maintenance of at least a 2.50 cumulative grade-point average (on a 4.00 scale).
4. Completion of pre-admission screening to the Teacher Education Program, including the PPST test and faculty evaluation.

EDUC 103/203 — FOUNDATIONS OF EDUCATION PRACTICUM POLICIES:

An important part of the Foundations of Education class is an introduction, through the practicum experience, to the realities of being a classroom teacher. The Iowa Department of Education defines a practicum as "a comprehensive experience in an accredited classroom with a certified teacher." Because of its importance as an educational activity, the Foundations of Education practicum experience comprises a full one-third of the course grade. To receive a passing grade in this portion of the course, students must complete a minimum of 40 hours experience in the schools and finish all supporting assignments.

SPECIFIC PRACTICUM PLACEMENT POLICIES:

1. Placement is restricted to the Des Moines metropolitan area.
2. A regular placement totals a minimum of 40 hours, including 20 hours in each of two settings.
3. Any hours to be “made up” must be completed in an assigned placement.
4. Any exception to the Drake placement policy must be approved by the Foundations of Education instructor and the Dean’s Office.
5. If a “practicum experience” student is employed by a given school, the student may log up to half of the required field experience hours at the school site/system of employment, but may not complete any part of the "practicum experience" requirements in the same classroom/area of the school where she/he is employed. Moreover, the student must supply the Dean's Office with a document signed by the administrator of the school of employment and the mentor teacher, identifying specifically those hours of the day during which the student is considered a Drake University "practicum experience” student, those hours of the day during which the student is an employee of the school and the classroom/area of the school where each occupation occurs. Hours identified for employment and hours identified as "practicum experience" may not overlap.

ACCEPTANCE TO THE TEACHER EDUCATION PROGRAM:

Although students enter the School of Education in their first year, undergraduate students apply for acceptance to the Teacher Education Program in their second year, when they have completed or are about to complete all of the requirements for acceptance listed below. Graduate students apply for acceptance to the program upon admission to graduate study and when they have completed or are about to complete all of the requirements for acceptance listed below. By Iowa state law (s.l. 281,79,14.2.d.), all students must be admitted to the Teacher Education Program before they can enroll in the professional methods courses.

To be eligible for acceptance, undergraduate and graduate candidates must meet all of the following conditions:

1. For undergraduates, a minimum overall grade-point average of 2.50, based on a minimum of 30 semester hours of college credit, at least 10 hours of which were completed at Drake University; and maintenance of a 2.50 GPA or better throughout the balance of the program. Graduate students must maintain a 3.00 GPA.
2. Successful completion of the Pre-Professional Skills Test (PPST), a standardized basic skills competency examination in reading, writing and mathematics in the sophomore year for undergraduates. The Pre-Professional Skills Test (PPST) is a requirement for admission to the School of Education. Passing scores on the PPST equal scores of 171+ in reading, 171+ in writing and 169+ in mathematics. All students need to take this test a full semester before needing to register for methods courses to ensure that scores will be available before registration dates.
3. Successful completion of the following courses (see course descriptions in the back of this catalog):
   a. Undergraduate: EDUC 103, 105/106, SPED 120
   b. Graduate: EDUC 203, 208, SPED 220
4. Two letters of recommendation from faculty and/or adviser
5. An application for acceptance to the Teacher Education Program on file in the Dean’s Office area (106A). All forms are available in the Dean’s Administrative Office area of the School of Education (106).
6. Completion of the INTASC Standards at the “Beginning” level
7. Recommendation of the Teacher Education Acceptance Committee

In addition to the conditions above, graduate students must have completed an acceptable bachelor's program to be accepted into the Teacher Education Program. Transcripts are evaluated for general education coursework, endorsement area specializations and other requirements; students who do not have the appropriate prerequisites are required to complete a specified make-up program as part of their master's program.

ACCEPTANCE TO STUDENT TEACHING AND THE PROFESSIONAL SEMESTER:
During the first month of the semester before student teaching, students must make official application for acceptance into the professional semester. To be accepted into the professional semester, students must have completed all education courses; maintain required grade-point averages; be making satisfactory progress toward completing their teaching fields; obtain two letters of recommendation from faculty; and must have met the INTASC Standards at the "Developing" level. Completion of the Drake Curriculum (AOI's) is also recommended.

All students must complete at least 12 hours of coursework, including a Professional Education course and a supervised practicum experience at the Drake University School of Education prior to student teaching. Practicum assignments are made on an individualized basis according to student needs and School of Education policies.

STUDENT TEACHING PLACEMENT POLICIES:

1. Student teaching placement is made in the Des Moines metropolitan area only.
2. Student teaching placement may be in the same district, but may not be in the same school in which a Drake student teacher may have children, a spouse or other immediate family members.
3. Student teachers may not be placed in the same school building in which they are currently employed.
4. Student teaching placement may be in the same district, but may not be in the home school, of a Drake student teacher.
5. Drake student teachers may not be placed in the same semester in which they are actively engaged in a major extracurricular activity.
6. The Drake student teaching program supporting elementary education licensure, secondary education licensure or K-12 licensure does not have summer school placement.

GRADUATION AND LICENSURE:
Upon satisfactory completion of an approved teacher education program, achievement of at least 8/10 INTASC Standards at a "Proficient" level, and recommendation of the Dean of the School of Education, Drake students may receive their bachelor or master degrees and be licensed to teach in the state of Iowa. Licensure or endorsement in other states may require different courses of study, and the individual student is responsible for knowing the rules and regulations of any other states in which he/she wishes to be certified.

In Iowa, teaching licensure is issued by the Iowa Department of Education upon recommendation of colleges and universities that have state-approved programs. All areas of concentration detailed in this catalog for the School of Education are fully approved by the Iowa State Department of Public Instruction. Other states also accept recommendations for teaching licensure from Drake University, which is fully accredited by the Commission on Institutions of Higher Education of the North Central Association of Schools and Colleges; American Assembly of Collegiate Schools of Business; Iowa State Department of Public Instruction; National Association of Schools of Arts and Design; National Association of Schools of Music; American Chemical Society; American Council on Education in Journalism and Mass Communication; Accreditation Council on Pharmacy Education; American Bar Association; charter member of the Association of American Law Schools. As a general rule, the School of Education requires a minimum of 30 hours in residence toward a bachelor's degree, 24 hours in residence toward any graduate degree program, a minimum of 12 hours in residence for any licensure-only program, and a minimum of six hours in residence toward any added-endorsement program.

BACHELOR DEGREE PROGRAMS LEADING TO TEACHER LICENSURE:
All students must complete the Drake Curriculum (Areas of Inquiry) requirements, described in this catalog. Students, in consultation with their academic advisers, select courses that meet licensure requirements to fulfill the outcomes of the Drake Curriculum. Courses that apply to the Drake Curriculum and endorsement areas or the professional teaching programs can be counted in those areas. However, a total of 124 hours is required for graduation.

Requirements for Bachelor of Science in Education: Elementary Education

124 Credit hours
Drake Curriculum (AOI's) requirements
Professional Education requirements
Teaching Endorsement(s) requirements
Subject area minimum requirements for elementary endorsements 24 credits

Approved endorsement programs are currently available in art, early childhood education, unified early childhood education (early childhood education with an emphasis in special education), English/language arts, health, English as a Second Language (ESL) (K-12), history, mathematics, reading, rhetoric and communication studies/theatre, science and social studies. Other endorsement programs may become available. Specific requirements and program descriptions are available from the Teaching and Learning Department in the School of Education. Elementary majors also must have at least 54 credit hours in the School of Education, including the following Professional Education courses.

PRE-PROFESSIONAL COURSEWORK	Credit hours
EDUC 1 — Introduction to Education (optional)	1
27 credit hours must be completed before registration for	
EDUC 103 — Foundations of Education (40-hour practicum required)	3
SPED 120 — Introduction to Special Education	3
EDUC 105 — Human Development Elementary/Early Childhood	3
EDUC 107 — Learning and Assessment	3
EDUC 164 — Perspectives on Race, Gender, and Ethnicity	3
TOTAL PRE-PROFESSIONAL COURSEWORK	15-16

PROFESSIONAL COURSEWORK (Requires admission to Teacher Education Program)	Credit hours
EDUC 122 — Curriculum and Pedagogy	3
EDUC 123 — Physical Education and Health in the Elementary School	2
EDUC 124 — Literature of Childhood and Youth	3
EDUC 125 — Teaching of Science	3
EDUC 126 — Teaching of Mathematics	3
EDUC 128 — Teaching of Social Studies	3
EDUC 137 — Literacy Methods for Primary Grades (K-3)	3
EDUC 139 — Literacy Methods for the Intermediate Grades	3
EDUC 160 — Advanced Technology	2
TOTAL PROFESSIONAL COURSEWORK	25

PROFESSIONAL SEMESTER (Requires admission to Student Teaching and senior standing)	Credit hours
EDUC 165 — Instruction and Management in the Elementary Grades	1
EDUC 166 — Elementary Student Teaching Practicum	11
TOTAL PROFESSIONAL SEMESTER	12

Note that the professional semester is a full-time, intensive experience; students should not register for other courses or have other extracurricular activities that would conflict with full-time study without written permission of the Student Teaching Committee.

ADDITIONAL REQUIREMENTS	Credit hours
Art 83 — Introduction to Art Education OR Music 15 — General Music in Elementary Schools	3
One mathematics or statistics course	3
TOTAL ADDITIONAL REQUIREMENTS	6

Elementary Teaching Area Endorsements:
The following endorsements are offered for Elementary Teachers. See adviser for current requirements.

ART
EARLY CHILDHOOD EDUCATION
(PRE K - KINDERGARTEN)
UNIFIED EARLY CHILDHOOD EDUCATION (Teacher-PK-3 with emphasis in Special Education)
ENGLISH/LANGUAGE ARTS
ESL (K-12)
HEALTH
HISTORY
MATHEMATICS
READING
SCIENCE
SOCIAL STUDIES
RHETORIC AND COMMUNICATION STUDIES/THEATRE

Requirements for the Bachelor of Science in Education or Bachelor of Arts with certification: Secondary Education

124 Credit hours
Drake Curriculum (AOI's) requirements
Professional Education requirements
Teaching Endorsement(s) requirements
Subject area minimum requirements for secondary educ. endorsements 30 credits

Approved endorsement majors are available in all science (5-8), all science (7-12), all social studies, American history, American history/American government, art, biology, chemistry, economics (second endorsement only), earth science, general business, general science, English/ language arts, English/rhetoric/theater, journalism, mathematics, physics, physical science, reading (second endorsement only), sociology, theater, rhetoric/English, ESL (K-12), world history and world languages—French, German, Spanish. Other endorsement programs may become available. Specific requirements and program descriptions are available in the Teaching and Learning Department. Arts and sciences students are encouraged to obtain an education adviser in addition to their arts and sciences adviser. Specific requirements and program descriptions are available in the Teaching and Learning Department. Secondary education students must complete at least 32 credit hours in the School of Education, which including the following Professional Education courses:

PRE-PROFESSIONAL COURSEWORK	Credit hours
EDUC 1 — Introduction to Education (optional)	1
27 credit hours must be completed before registration for	
EDUC 103 — Foundations of Education (40-hour practicum required)	3
SPED 120 — Introduction to Special Education	3
EDUC 106 — Human Development Secondary	3
EDUC 107 — Learning and Assessment	3
EDUC 164 — Perspectives on Race, Gender, and Ethnicity	3
TOTAL PRE-PROFESSIONAL COURSEWORK	15-16

PROFESSIONAL COURSEWORK (requires admission to Teacher Education Program)	Credit hours
EDUC 132 — Methods of Teaching in Secondary School (30-hour practicum included)	4
EDUC 142 —Secondary Reading and Interdisciplinary Curriculum (10-hour practicum included)	2
EDUC 160 — Advanced Technology	2
TOTAL PROFESSIONAL COURSEWORK	8

PROFESSIONAL SEMESTER (requires admission to Student Teaching and senior standing)	Credit hours
EDUC 167 — Instruction and Management in the Secondary Grades	1
EDUC 168 — Student Teaching Practicum (Secondary)	11
TOTAL PROFESSIONAL SEMESTER	12

ADDITIONAL REQUIREMENTS	Credit hours
One mathematics or statistics course	3
TOTAL ADDITIONAL REQUIREMENTS	3

Note that the professional semester is a full-time, intensive experience; students should not register for other courses or have other extracurricular activities that would conflict with full-time study without the written permission of the Student Teaching Committee.

Secondary Teaching Area Endorsements:
The following endorsements, grouped by subject area, are offered in the School of Education for secondary teachers. See adviser for current requirements.

ART

BUSINESS - GENERAL

ENGLISH/LANGUAGE ARTS
ENGLISH/LANGUAGE ARTS (second endorsement only)
ENGLISH/RHETORIC/THEATER
THEATER/RHETORIC/ENGLISH
READING (second endorsement only)
ESL (K-12)

MATHEMATICS
MATHEMATICS (second endorsement only)

ALL SCIENCE (5-8)
ALL SCIENCE (7-12)
SCIENCE - BIOLOGICAL
SCIENCE - CHEMISTRY
EARTH SCIENCE
GENERAL SCIENCE
PHYSICAL SCIENCE
PHYSICS

ALL SOCIAL SCIENCE
AMERICAN HISTORY
AMERICAN HISTORY W/AMERICAN GOVERNMENT
ECONOMICS (second endorsement only)
SOCIOLOGY
WORLD HISTORY

WORLD LANGUAGES:
- French
- German
- Spanish

ADDITIONAL ENDORSEMENTS AVAILABLE:

MIDDLE SCHOOL ENDORSEMENT (5-8)
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 currently either 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		Credit hours
EDUC 131/231 — Topics in Middle School Growth and Development		3
EDUC 134/234 — Middle School Curriculum and Methods		3
TOTAL CORE COURSES		6

ADDITIONAL REQUIRED COURSEWORK:

SOCIAL STUDIES

One of the following:		
HIST 75	U.S. History to 1877	3
HIST 76	U.S. History since 1877	3

One of the following:		
HIST 1	Passages to the Modern World to 1750	3
HIST 2	Passages to the Modern World since 1750	3

One of the following:		
GEOG 2	Human Geography	3
GEOG 3	World Regional Geography	3

MATHEMATICS

One of the following: (A higher level course with algebra may be substituted.)		
MATH 20	College Algebra	4
MATH 25	Structure of Math for Elementary Education I	3

Additional Math--One of the following:		
MATH 17	Spirit of Mathematics	3
MATH 50	Calculus I	4
MATH 54	Discrete Mathematics	3

SCIENCE

One of the following Life Sciences:		
BIO 1	Biological Sciences I	4
BIO 2	Biological Sciences II	4
BIO 8	Introduction to Botany	4

One of the following Physical Sciences:		
ASTR1	Descriptive Astronomy	3-4
CHEM 1	General Chemistry I	4
ENV 35	One Earth: Global Environmental Science	3-4
ENV 41	Principles of Geology	4
PHSC 1	Physical Science I (last offered: fall of '02)	4
PHSC 51	Energy and the Environment	3
PHY 1	Introductory Physics I	4

Alternate Science/Math plan:

INT. SCIENCE	Integrated Science in Nutrition (biology/math)	5
INT. SCIENCE	Integrated Science, Global Change (physical sci/math)	5
	College level mathematics is used in these courses. If both courses are taken, life science, physical science AND the "additional mathematics" requirements are satisfied.	

LANGUAGE ARTS

One of the following:

ENG 135	Adolescent Literature	3
ENG 136	Representation of Adolescence in American Fiction	3
EDUC 137	Literacy Methods for Primary Grades	3

One of the following:

ENG 80	Introduction to English Linguistics	3
ENG 102	Structure of Modern American English	3
EDUC 145	Introduction to English as a Second Language	3

One of the following:

RHET 73	Public Speaking	3
EDUC 140	Speech and the Classroom Teacher	3
TOTAL ADDITIONAL COURSEWORK		31-46

COACHING ENDORSEMENT (K-12)

Two levels of coaching credentials are available. Both allow an individual to be head or assistant coach in any sport. Both levels require the same coursework at Drake:

1. An applicant for the coaching endorsement must hold a teacher's license with one of the teaching endorsements or be concurrently seeking a teacher's license.
2. An applicant for coaching authorization may be a Drake student who does not hold a teaching licensure and who is not concurrently seeing a teacher's license.

COACHING ENDORSEMENT REQUIREMENTS:		Credit hours
BIOLOGY 1	The Biological Sciences I	4
BIOLOGY 2	The Biological Sciences II	
EDUC 105/106	Human Development	
EDUC 172	Care and Prevention of Athletic Injuries	
EDUC 173	Theory of Coaching	
TOTAL COACHING ENDORSEMENT REQUIREMENTS		16

Note: Students must take Biology 1 and 2 and EDUC 105/106 before taking EDUC 172. Students should work carefully with their advisers in planning this added credential to their Drake degree program.

CONDITIONAL SPECIAL EDUCATION ENDORSEMENT

The Special Education program offers an undergraduate program by which temporary licensure for Iowa may be gained. Listed below are courses designated to qualify a student for temporary licensure. These courses are included among requirements for full licensure in one of the special education areas offered, but do not constitute a full special education endorsement or licensure. Conditional or temporary certification in other states is contingent on the certification requirements for the licensing state.

SPED 120 (or its equivalent) is a prerequisite course for all other Special Education courses.

CONDITIONAL SPECIAL EDUCATION REQUIREMENTS		Credit hours
SPED 120	Intro to Special Education	3
SPED 123	Learning Environments and Social Interactions	3
SPED 153	Applied Behavioral Analysis	3
SPED 172	School, Families, Communities, & Disabilities	3
TOTAL SPECIAL EDUCATION REQUIREMENTS		12

The following courses are also offered for undergraduates:
SPED 131 — Introduction to American Sign Language
SPED 132 — Intermediate American Sign Language

The Teaching and Learning Department offers a graduate-level program leading to full endorsement and licensure in special education as an Instructional Strategist I or Instructional Strategist II. See Drake's Graduate Catalog for details.

LAW SCHOOL

For complete information on Drake Law School and the admission policies and procedures, academic and graduation requirements, special programs and financial aid opportunities, contact the Law School Office of Admission toll-free, 800-44-DRAKE, extension 2782. Locally, call 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 activities include the award-winning Dwight D. Opperman Hall and Law Library, a state-of-the-art center for legal research, class seminars and studying.

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
3+3 Option
Under the 3+3 option, qualified Drake University undergraduate students in the College of Arts and Science, College of Business and Public Administration 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.

Admission to Law School under the 3+3 option is not guaranteed. Applicants are required to take the LSAT entrance exam and must meet regular admission standards. Candidates also must have completed substantially all undergraduate work and must be able to obtain the undergraduate degree through credited work completed in first-year law courses.

If necessary to meet undergraduate degree requirements, candidates may take a combination of undergraduate courses and at least two law courses (totaling a minimum of five credit hours per semester) during the first year of Law School. Candidates are advised to consult their undergraduate advisers concerning the undergraduate degree requirements.

Law-Pharmacy Option
Under the law-pharmacy option, qualified students in Drake's College of Pharmacy and Health Sciences may complete both the Doctor of Pharmacy (Pharm.D.) and J.D. degree requirements in eight years.

Candidates are advised to consult both the Law School and the College of Pharmacy and Health Sciences concerning the admission requirements for this option.

College of Pharmacy and Health Sciences

The Mission of the College

The College of Pharmacy and Health Sciences provides an intellectually stimulating learning environment with collaborative learning among students, faculty and staff. Graduates are liberally educated professionals who are dedicated to serving their patients, their profession and their communities. The college emphasizes excellence and leadership in professional education, service and scholarship.

The College's Vision Statement

The College of Pharmacy and Health Sciences will continue to be recognized for its innovation, demonstrating continuous quality improvement in teaching, scholarship and service, while boldly pursuing opportunities for breakthrough achievements within those same arenas. The college will uphold its tradition of preparing individuals to meet the expectations and challenges of health care practices, providing a balance between foundational scientific, socioeconomic and practice theories along with meaningful, exemplary practice opportunities. Further, the college will fulfill its obligation to advance the level of health care knowledge and practice through scholarly endeavors, incorporating the efforts of all who define its learning communities and embracing the scholarly functions of discovery, innovation, application and teaching.

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

DOCTOR OF PHARMACY (PHARM.D.)
DOCTOR OF PHARMACY/MASTER OF BUSINESS ADMINISTRATION (M.B.A.) JOINT DEGREE PROGRAM
DOCTOR OF PHARMACY/MASTER OF PUBLIC ADMINISTRATION (M.P.A.) JOINT DEGREE PROGRAM
DOCTOR OF PHARMACY/LAW (J.D.) JOINT DEGREE PROGRAM
BACHELOR OF SCIENCE IN PHARMACEUTICAL SCIENCES (NON-LICENSURE DEGREE)

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

The College of Pharmacy and Health Sciences offers admission to transfer students at the 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.

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.

The Bachelor of Science in Pharmaceutical Sciences is a four-year program designed to prepare students for entry-level positions in the pharmaceutical industry, for advanced graduate study in the

pharmaceutical sciences and admission into other health science doctoral programs. The curriculum is structured so that students can gain a breadth and depth of education in the basic and pharmaceutical sciences. It is also possible for students within this degree program to complete areas of concentration in either pharmacology/molecular biology or in pharmaceutics/chemistry. The capstone experience of this four-year program is a research project designed in conjunction with a faculty mentor. Also, opportunities exist for research internships with pharmaceutical companies and research laboratories.

The Faculty

The College of Pharmacy and Health Sciences faculty at Drake University are competent and experienced teachers. The year in parentheses after the name indicates when each joined the college's faculty.

PROFESSORS

LARSON, LON N. (1991), Windsor Professor of Science, Professor of Pharmacy Administration. B.S., Drake University; M.S., Ph.D., University of Mississippi.

MORROW, RICHARD J. (1972), Ellis and Nelle Levitt Professor of Pharmacology. B.S., University of Cincinnati; Ph.D., Indiana University.

PANDIT, NITA K. (1991), Professor of Pharmaceutics. B.S., University of Bombay; M.S., Ph.D., University of Wisconsin.

ROSPOND, RAYLENE M. (1997), Dean and Professor of Pharmacy Practice. B.S., Creighton University; Pharm.D., University of Texas-Austin.

TORRY, RONALD (1998), Professor of Pharmacology. B.S., Western Illinois University; M.S., Ph.D., Southern Illinois University-Carbondale.

ASSOCIATE PROFESSORS

BELL, EDWARD (1989), Associate Professor of Pharmacy Practice, Pediatrics. B.S., Pharm.D., University of Maryland-Baltimore.

CHESNUT, RENAE J. (1993), Associate Dean for Academic and Student Affairs and Associate Professor of Pharmacy Practice. B.S., M.B.A., Ed.D., Drake University.

FINN, SIDNEY L. (1977), Associate Professor of Pharmaceutics. B.S., M.S., University of Wisconsin; Ph.D., North Dakota State University.

JOHNSON, JUNE F. (1995), Director of Faculty and Site Development and Associate Professor of Pharmacy Practice, Ambulatory Care. B.S., State University of New York-Buffalo; Pharm.D., University of Utah.

KRYPEL, LINDA (1988), Associate Professor of Pharmacy Practice. B.S., Pharm.D., Drake University.

PHILLIPS, CHARLES R. (1993), Associate Professor of Pharmacy Administration. Pharm.D., University of Nebraska Medical Center; Ph.D., University of Oklahoma.

ROVERS, JOHN P. (1991), Associate Professor of Pharmacy Practice. B.S., University of Toronto; B.S., Pharm.D., Massachusetts College of Pharmacy and Allied Health Sciences.

SOLTIS, ROBERT P. (1992), Associate Professor of Pharmacology. B.S., Butler University; Ph.D., Indiana University.

TICE, BRADLEY P. (1998), Associate Professor of Pharmacy Practice and Director of Corporate Development, Director of the Drake-American Drug Stores Community Care Laboratory. B.S., Pharm.D., University of Kansas.

WALL, GEOFFREY (1999), Assistant Professor of Pharmacy Practice, Internal Medicine. B.S., University of Utah; Pharm.D., Idaho State University.

ASSISTANT PROFESSORS

ALMOAZEN, HASSAN (2003), Assistant Professor of Pharmaceutics. B.S., Damascus University; PhD., Long Island University.

CLODFELTER, GREGORY (2000), Assistant Professor of Pharmacology. B.S., Butler University; Ph.D., University of Kentucky.

DEWITT, JANE (2001), Assistant Professor of Pharmacy Administration. B.S., Drake University; Ph.D., University of Iowa.

DIRKS, SANDRA J. (1994), Assistant Professor of Pharmacy Practice, Psychiatry. B.S., Drake University, Pharm.D., Creighton University.

FOUST, SHARON (2000), Assistant Professor of Pharmacy Practice, Internal Medicine. Pharm.D., University of Nebraska.
FORNOFF, ANISA (2003), Instructor of Pharmacy Practice, Ambulatory Care. Pharm.D., Drake University.
HAACK, SALLY (2004). Assistant Professor of Pharmacy Practice. Pharm.D., Ambulatory Care, Drake Univeristy.
JENSEN, LORI (2005). Assistant Professor of Pharmacy Practice, Ambulatory Care. Pharm.D., University of Iowa.
KOENIGSFELD, CARRIE S (1999), Assistant Professor of Pharmacy Practice, Ambulatory Care. Pharm.D., University of Iowa.
MAKI, ERIK (2005). Assistant Professor of Pharmacy Practice, Internal Medicine. Pharm.D., University of Iowa.
MCCLELLAN, RYAN (2005). Assistant Professor of Pharmacy Practice, Primary Care. B.S., Loras College, Pharm.D., Drake University.
MEYER, KRISTIN (2001), Assistant Professor of Pharmacy Practice, Geriatrics. Pharm.D., Drake University.
MILLER, MICHAEL (2004), Assistant Professor of Pharmacy Administration. B.S., University of Pittsburgh; M.S., University of Arizona; Dr.P.H., University of Pittsburgh.
SCHIRMER, LORI (2005). Assistant Professor of Pharmacy Practice, Critical Care/Nutrition. B.A. Maryville College; M.A. University of Texas-Austin; Pharm.D., University of Tennessee.
TICE, ANGELA L. (1998), Assistant Professor of Pharmacy Practice, Ambulatory Care. Pharm.D., University of Iowa.
WRENN, CRAIGE (2004), Assistant Professor of Pharmacology. B.S., Olglethorpe University; Ph.D., Vanderbilt University.

INSTRUCTORS
JOHNSON, DIANE (2000), Instructor of Pharmacy Practice. B.S., Drake University.
SOLTIS, DENISE (2000), Director of Experiential Education and Instructor of Pharmacy Practice. B.S., Butler University.

EMERITI FACULTY
BJORNSON, DARREL Associate Professor Emeritus of Pharmacy.
BRADY, LINDA H. Associate Professor Emerita of Nursing.
GRANBERG, C. BOYD, Dean and Professor Emeritus of Pharmacy.
LEVINE, PHILLIP J., Professor Emeritus of Pharmaceutics.
SELLERS, SANDRA L. Professor Emerita of Nursing.

PHARMACY
The practice of pharmacy is an integral part of total health care. The pharmacist serves as a vital source of drug use information for other health care professionals and members of the community. The special knowledge of the pharmacist can maximize the effectiveness of disease treatment and minimize the possibility of adverse effects that could develop during drug therapy of diseases.

Pharmacy practice environments are diverse and challenging. While many graduates pursue careers in community and hospital pharmacy, others choose careers in the pharmaceutical industry, research, government service, consultant pharmacy or diverse professional specialties.

HISTORY
The first college of pharmacy in Des Moines was the Iowa College of Pharmacy. It was organized in 1882. This college affiliated with Drake University in 1887 and operated as one of the colleges of the University until 1906 when it was discontinued.

The Highland Park College of Pharmacy was organized in Des Moines in 1889. Highland Park College, in 1918, changed its name to Des Moines University, with the college of pharmacy continuing as an integral part of the university.

In 1927, the faculty of the College of Pharmacy of Des Moines University organized an independent college of pharmacy, the Des Moines College of Pharmacy. This college operated as an independent institution from 1927 until 1939, when the Des Moines College of Pharmacy Corporation was dissolved and the college's staff and facilities became part of Drake University.

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 a pharmacy practice.

C. Lifelong 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. Lifelong 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 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 this 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 not met. Students who have completed coursework at other institutions also may apply for admission through the Pharmacy Centralized Application Service (PharmCAS) at http://www.pharmcas.org. Admission of transfer students is highly competitive and the number of students admitted for any year depends on the space available.

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: http://www.pharmacy.drake.edu.

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, as well as the Pharmacy Student Handbook, both of which are available at http://www.pharmacy.drake.edu.

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.

Candidates qualifying for the degree must complete 208 credit hours and have at least a 2.00 cumulative grade-point average. The standard grading scale for pharmacy students enrolled in pharmacy-labeled courses is "A", "B", "C", "D" or "F". 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 for students who entered prior to Fall 2004; a student must attain a 2.00 grade-point average in each core prior to entering rotations. 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.

Students entering the professional program in Fall 2004 and after may not progress onto rotations unless a "C" or better is earned in each required course. Students are permitted to retake a pharmacy required course for a passing grade (2.0 grade-point or "C") one time only. Students who do not obtain a 2.0 (or "C") in a pharmacy course after two attempts will be suspended from the Pharm.D. program.

All fourth-year pharmacy students are required to complete 40 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. Due to regulations at many of the experiential sites, the college will complete a criminal background check and drug screen prior to admission into the professional program and again prior to entering the experiential year. 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. Students who have positive drug screens and will be entering rotations will be referred to the Chemical Dependency Policy.

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.

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 Academic and 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 postgraduate 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 view updates at http://www.pharmacy.drake.edu.

PRE-PHARMACY PROGRAM

First Year

FALL		Credit hour
BIO 011	Biology	4
CHEM 001/3	Chemistry I/Lab	4
FYS	First Year Seminar	3
IS 044	Information Tools	3
PHAR 011	Deans Hour I	0.5
Semester Total Credit Hours		14.5

SPRING		Credit hour
BIO 012	Biology	4
CHEM 002/4	Chemistry II and Lab	4
ELEC	Drake Curriculum/General Elective	3
MATH 050	Calculus I	4
PHAR 031	Deans Hour II	0.5
Semester Total Credit Hours		15.5

Second Pre-professional Year

FALL		Credit hour
CHEM 107/9	Organic Chemistry and Lab	4
ELEC	Drake Curriculum/General Elective	9
ENG	Intensive Writing Elective	3
PHAR 051	Deans Hour	0.5
Semester Total Credit Hours		16.5

SPRING		Credit hour
BIO 095	Microbiology	3
CHEM 108/10	Organic Chemistry II and Lab	4
ELEC	Drake Curriculum/General Elective	3
PHAR 071	Deans Hour IV	0.5
RHET 073	Public Speaking	3
STAT 060	Statistics	3
Semester Total Credit Hours		16.5

PROFESSIONAL PROGRAM

First Professional Year

FALL		Credit hour
BIO 128	Physiology	4
ELEC	Electives	3
PHAR 102	Drug Information Practicum	1
PHAR 130	Biochemistry	4
PHAR 131	Intro to Pharm Science	3
PHAR 137	Integrated Pharmacy Practice Experience 1	0.5
PHAR 161	Intro to Pharmaceutical Care	2
Semester Total Credit Hours		17.5

SPRING		Credit hour
ELEC	Electives	2
PHAR 101	Communication Skills Practicum	1
PHAR 103	Pharmacy Calculations	2
PHAR 132	Pathophysiology	4
PHAR 133	Principles of Drug Action I	5
PHAR 138	Integrated Pharmacy Practice Experience 2	0.5
PHAR 171	Social Behavioral Aspects of Pharm Care	3
Semester Total Credit Hours		17.5

Second Professional Year

FALL		Credit hour
ELEC	Electives	4
PHAR 121	Drug Distributions Systems Practicum	1
PHAR 134	Principles of Drug Action II	5
PHAR 140	Pharmaceutics I	3
PHAR 157	Integrated Pharmacy Practice Experience 3	1
PHAR 172	Basic Quantitative Methods for Pharm Care	3
Semester Total Credit Hours		17

SPRING		Credit hour
ELEC	Electives	3
PHAR 135	Principles of Drug Action III	4
PHAR 141	Pharmaceutics II	3
PHAR 142	Kinetics I	3
PHAR 151	Delivery Systems/Sterile Products Practicum	1
PHAR 158	Integrated Pharmacy Practice Experience 4	1
PHAR 173	Applied Quantitative Methods	3
Semester Total Credit Hours		18

Third Professional Year

FALL		Credit hour
ELEC	Electives	4
PHAR 143	Kinetics II	2
PHAR 174	Applied Social-Behavior Sci in Pharm Care	3
PHAR 177	Integrated Pharmacy Practice Experience 5	1
PHAR 180	Patient Coun/Educating Patients Practicum	2
PHAR 190	Therapeutics I	6
Semester Total Credit Hours		18

SPRING		Credit hour
ELEC	Electives	2
PHAR 162	Pharmacy Law & Ethics	3
PHAR 169	Nonprescription Therapies	3
PHAR 178	Integrated Pharmacy Practice Experience 6	1
PHAR 181	Patient Assessment Practicum	2

PHAR 192	Therapeutics II	6
Semester Total Credit Hours		17

Fourth Professional Year

FALL		Credit hour
PHAR 285	Rotations	22
Semester Total Credit Hours		22

SPRING		Credit hour
PHAR 285	Rotations	18
Semester Total Credit Hours		18

Total Program Hours: 208

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.

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

The college currently offers a number of combined programs as described below and a Diabetes Concentration. For additional information, please see the Programs Of Study area at http://www.spharmacy.drake.edu.

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 begin 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 if the M.B.A. is completed after the Pharm.D.

Pharmacy/M.P.A. Joint Degree Program
Students may earn a Master's in Public Administration along with the Pharm.D. 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. As with the Pharm.D./M.B.A. option, students are typically able to complete the two degrees in one additional semester rather than an additional two years after graduation with the Pharm.D.

Pharmacy/Law Joint Degree Program
Students may elect to earn both a Bachelor of Science degree in pharmacy 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 with the goal of the student completing the equivalent of the first year of law school by the Pharm.D. graduation.

BACHELOR OF SCIENCE IN THE PHARMACEUTICAL SCIENCES PROGRAM

The Bachelor of Science in Pharmaceutical Sciences (B.S.P.S.) is a four-year undergraduate degree program in the College of Pharmacy and Health Sciences. This program provides students with coursework and laboratory opportunities in the pharmaceutical sciences that allow them to develop highly sought-after skills that are applicable to work in research environments and required for success in graduate and medical degree programs. The learning goals and outcomes of the curriculum provide students with a strong interdisciplinary component that integrates the chemical and biological sciences for applications in the pharmaceutical sciences. The program also provides a background in the liberal arts that prepares students to be engaged citizens and reflective practitioners.

Students are required to complete the Drake Curriculum and take courses in biochemistry, pharmacology, pharmaceutics and pharmacokinetics as well as electives in biology (physiology, cell and molecular biology), chemistry (organic chemistry, analytical chemistry, physical chemistry), physics and pharmaceutical sciences. Students in the junior year of the program participate in a discovery-based laboratory course that focuses on lab skills, instrumentation techniques, research design and ethics in science. In their senior year, students are required to develop, in conjunction with a faculty member, a research project to complete their capstone experience at Drake. Following completion of this yearlong project, students prepare a presentation and an oral defense of their work in a seminar to faculty and peers.

EDUCATIONAL GOALS AND OBJECTIVES OF THE BACHELOR OF SCIENCE PROGRAM IN PHARMACY

The learning goals and outcomes of the B.S.P.S. Program include seven skill areas in which students will become competent upon completion of the program. Many of these skills are transferable from the Drake Curriculum and further developed within the major with other skill areas developed primarily within the coursework of the B.S.P.S. program.

Knowledge, Skills and Values Consistent with the Science and Application of Pharmaceutical Sciences

Goal 1. Knowledge Base of Pharmaceutical Sciences. Students will demonstrate familiarity with the major concepts and theories in Pharmaceutical Sciences.

Goal 2. Research Methods and Experimental Design in Pharmaceutical Sciences. Students will understand and apply basic research methods in the Pharmaceutical Sciences, including research design, data analysis and interpretation.

Goal 3. Critical Thinking Skills in Pharmaceutical Sciences. Students will use critical and creative thinking, skeptical inquiry and the scientific approach to solve problems.

Goal 4. Values in Pharmaceutical Sciences. Students will be able to weigh evidence, tolerate ambiguity, act ethically and reflect other values that are the underpinnings of Pharmaceutical Sciences as a discipline.

Knowledge, Skills and Values Consistent with Liberal Arts Education that are Further Developed in Pharmaceutical Sciences

Goal 5. Information and Technological Literacy. Students will demonstrate information competence and the ability to use computers and other technology for many purposes.

Goal 6. Communication and Collaborative Skills. Students will be able to communicate effectively in a variety of formats and actively participate in collaborative environments.

Goal 7. Career Planning and Development. Students will emerge from the major with realistic ideas regarding how to implement their knowledge, skills and values in occupational pursuits in a variety of settings.

The B.S.P.S. Curriculum

The following is the curriculum for the third and fourth years of the curriculum. Please note that courses in the program may change. Please view updates at http://www.pharmacy.drake.edu.

First/Second Year

See pre-pharmacy curricular requirements in previous section

Third Year

FALL		Credit hours
BIO 129	Physiology	5
PHAR 130	Biochemistry	4
PHAR 131	Intro to Pharm Sci	3
PHAR 140	Pharmaceutics I	1
Semester Total Credit Hours		16
SPRING		
ELEC ---	Drake Curr/Gen Elective	3
PHAR 103	Pharmacy Calculations	2
PHAR 142	Pharmacokinetics	3
PHAR 152	Instrumentation Methods/Lab	3
PHAR 163	Pharmacology	3
PHAR 188	Phar Sci Seminar	1
Semester Total Credit Hours		15

Fourth Year

FALL		
ELEC ---	Science Electives	12
PHAR 189	Phar Sci Seminar	1
PHAR 196	Senior Research	3
Semester Total Credit Hours		16
SPRING		
ELEC ---	Science Electives	12
PHAR 189	Phar Sci Seminar	1
PHAR 196	Senior Research	3
Semester Total Credit Hours		16
Total Program Hours:		126

Electives

The following courses may be used to fulfill the 24 hours of science electives required during the senior year:

Chem 165 --- Physical Chemistry I --- 4 cr.
Chem 166 --- Physical Chemistry II --- 4 cr.
Chem 182 --- Adv. Analytical Chem --- 4 cr.
Phy 011 --- Physics I --- 4 cr.
Phy 012 --- Physics II --- 4 cr.
Bio 165 --- Cell Biology --- 4 cr.
Bio 186 --- Molecular Biology --- 3 cr.
Phar 119 --- Topcs in Neuropharm --- 3 cr.
Phar 114 --- Advances in Cardiac Disease --- 3 cr.
Phar 118 --- Neurodegenerative Disease --- 1 cr.
Phar 127 --- Exercise Physiology --- 3 cr.

Pharmacy Scholarships and Awards
The following scholarships are available to pharmacy students in the Professional Program who have completed one year of residence in Drake's College of Pharmacy and Health Sciences. Pharmacy students also may qualify for scholarships, loans and other financial aid listed in the Financial Aid section of this catalog.

SCHOLARSHIPS
Applications for the following scholarships are available at pharmacy.drake.edu on December 1 and are due by February 1. One general application fulfills the application for all scholarships.

CVS SCHOLARSHIPS. Criteria include a student in the last two years of the pharmacy program who has demonstrated an interest in community-practice pharmacy.

EGGLESTON/GRANBERG GOLF OUTING SCHOLARSHIP. Funds raised from this annual event held in conjunction with the Iowa Pharmacy Association, Drake University and the University of Iowa College of Pharmacy are awarded to students who have been involved in professional organizations.

HARTIG FAMILY SCHOLARSHIP AWARD. Criteria include a student from Iowa entering the last two years of the pharmacy program.

IOWA PHARMACISTS ASSOCIATION ALLIANCE SCHOLARSHIP. This scholarship is awarded to a student in the last two years of schooling who has maintained a high scholastic average and needs financial assistance.

IOWA PHARMACY FOUNDATION SCHOLARSHIPS. The foundation provides scholarships to worthy students who are in need of financial assistance. Recipients have completed at least one year of residence in the College of Pharmacy and Health Sciences.

LONG'S PHARMACY SCHOLARSHIP. Criteria include high scholastic standing and an interest in community pharmacy.

OSCO-ALBERTSON'S SCHOLARSHIPS. This scholarship is awarded to students in the last two years of their schooling who have an interest in community pharmacy. Criteria include good academic standing in the last three years of the degree program and an interest in community pharmacy.

PHARMACISTS MUTUAL. This scholarship is provided to a student who is in the last two years of the program and has excelled academically.
PLOUGH FOUNDATION SCHOLARSHIPS. Students who meet criteria established may be awarded scholarships from the Plough Pharmacy Student Scholarship Fund. Criteria for selection include scholarship, financial need and leadership. Recipients of the awards are designated as Plough Scholars.

RICHARD AND BRENDA HARTIG SCHOLARSHIP. This scholarship award is provided during the last two years of the pharmacy program to recognize professional involvement and voluntary service.

WALGREEN CO. Scholarships are awarded to students who are either interns employed by Walgreens, or have an interest in community practice. Special awards are presented to students who have engaged in research that has benefited community pharmacy practice.

WALGREEN CO./BOB ARNOLD MEMORIAL SCHOLARSHIP is awarded to a student with high scholastic standing and financial need.

WALGREEN CO./RONALD B. KLUZA MEMORIAL SCHOLARSHIP is awarded to a student with high scholastic standing and financial need.
WAL-MART PHARMACY SCHOLARSHIP AWARD is awarded to a student in the last two years of the program with high scholastic standing, strong leadership qualities, financial need and an interest in community pharmacy practice.

AWARDS
MARY WALLBRIDGE PATTON AWARD. This monetary award is provided to a student who has completed and submitted a community service portfolio to the Dean's Office, demonstrating the awardee's commitment to service.

AMERICAN SOCIETY OF HOSPITAL PHARMACISTS STUDENT LEADERSHIP AWARD. A current edition of AHFS Drug Information is presented to a student with an interest in institutional pharmacy practice, has achieved academic excellence and demonstrated leadership potential.

GRADUATE AWARDS
EXCELLENCE IN CLINICAL COMMUNICATION SKILLS. This award, a wall plaque, is presented to a graduating student who best exemplifies excellence in patient clinical communication skills as an integral part of the pharmacist's services to the patient. Sponsored by Facts and Comparisons.

EXCELLENCE IN COMMUNICATIONS. This award, sponsored by Roche, recognizes a graduating student who has demonstrated outstanding ability and achievement in communication skills.

EXCELLENCE IN NON-PRESCRIPTION MEDICATION STUDIES. Perrigo Inc. provides an award which is presented to a student who has excelled in non-prescription medication studies. This award provides a cash prize and plaque to the recipient.

EXCELLENCE IN PATIENT CARE AWARD. This award, sponsored by Glaxo-SmithKline, is presented to a senior student for excellence in patient care.

EXCELLENCE IN PHARMACY. Sponsored by Mylan, this award is presented to students who have achieved in the top 25% academically, have shown a high professional motivation and superior proficiency in the provision of drug information.

NATURAL MEDICINES RECOGNITION AWARD. Presented to a student who has exhibited an interest in the use of natural medicines and excelled in patient care, this award is sponsored by Natural Medicines Comprehensive Database.

OUTSTANDING COMMUNITY PRACTICE PHARMACY GRADUATE. This award is presented to a graduating student who will be entering community practice and has demonstrated exceptional abilities in community pharmacy. Sponsored by Russ Johnson Jr., this award provides a one-year membership to the National Community Pharmacists Association.

OUTSTANDING STUDENT AWARD. Presented by TEVA, this award recognizes a student who has excelled in the study of pharmacy.

PROFESSIONALISM AWARD. A wall plaque is awarded for outstanding professionalism and service to the college. This award is sponsored by the American Pharmaceutical Association (APhA).

SCHOLASTIC ACHIEVEMENT IN PHARMACY STUDIES. Merck and Company offers a prize, awarded in a student's senior year, for excellence in the prescription laboratory.

SUPERIOR ETHICS, SCHOLARSHIP AND LEADERSHIP AWARD. A Gold Medal given for superior scholastic and professional achievement, sponsored by Eli Lilly and Company.

PHARMACY ORGANIZATIONS
The following organizations are available to pharmacy students at Drake University:

DRAKE UNIVERSITY R_x (PHARMACY) UNIFIED GROUP OF STUDENTS (DR_xUGS). This unified organization, established in 2001, is open to all students in the pharmacy program. Student members are also members of the Iowa Pharmacy Association and have the choice of joining one of the following national organizations:

ACADEMY OF MANAGED CARE PHARMACY (AMCP). The Drake University chapter of AMCP was begun in 2002 and represents the managed care practice environment.

AMERICAN PHARMACEUTICAL ASSOCIATION – ACADEMY OF STUDENT PHARMACISTS (APhA-ASP). The Drake University chapter of the American Pharmaceutical Association was established in 1947 and represents all areas of pharmacy practice.

AMERICAN SOCIETY OF HEALTH SYSTEMS PHARMACISTS (ASHP). The Drake University chapter of ASHP was established in 1985 and represents those students interested in hospital or health-systems practice setting.

NATIONAL COMMUNITY PHARMACISTS ASSOCIATION (NCPA). The Drake University chapter of this association was inducted in 1995 to serve those students interested in community pharmacy.

STUDENT NATIONAL PHARMACEUTICAL ASSOCIATION (SNPhA). The Drake University chapter of the SNPhA, established in 1992, is an educational and service association of students who are concerned about pharmacy issues, professional development, the lack of minority representation in pharmacy and other health-related professions.

DEAN'S STUDENT ADVISORY COUNCIL is a group of elected pharmacy students who meet regularly with the dean to provide counsel regarding the strengths and weaknesses of the college, to advise regarding curricular and faculty concerns and to assist the college in faculty recruitment efforts.

KAPPA PSI is a national professional pharmaceutical fraternity founded at the New Haven Collegiate and Commercial Institute in 1879. The local (Beta Chi) chapter was installed at the Des Moines College of Pharmacy in 1930 and transferred to Drake in 1939.

PHARMACY DAY COMMITTEE. Pharmacy Day is an annual one-day professional event held during the spring semester, organized and planned by pharmacy students. Contemporary pharmacy issues are discussed by guest speakers, scholarship and award recipients are announced, and an exhibition hall/career fair is held.

PHI DELTA CHI is a national professional pharmaceutical fraternity founded at the University of Michigan in 1883. The local (Psi) chapter was authorized at Des Moines University in 1921, transferred to Des Moines College of Pharmacy in 1928 and to Drake in 1939.

PHI LAMBDA SIGMA is a national pharmacy leadership society for pharmacy students who have displayed leadership qualities and have been recognized for these qualities by their peers. The Drake University chapter of Phi Lambda Sigma was established in 1992.

RHO CHI PHARMACEUTICAL HONOR SOCIETY is a national honor society organized to promote the advancement of pharmaceutical sciences. The society was founded at the University of Michigan in 1922. Alpha Sigma chapter was established at Drake in 1951. Eligible for membership are students who have completed 60 percent or the equivalent of no fewer than 75 credit hours required for graduation and are in the top 20% of their class academically.

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Drake University Board of Trustees
University Governance
General Administration

College of Arts and Sciences
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College of Business and Public Administration

School of Journalism and Mass Communication

School of Education

Law School

College of Pharmacy and Health Sciences